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A Survey of the Design and Implementation of Teacher Evaluation Systems in Tennessee Public Schools

Patricia Hayes Miller
University of Tennessee, Knoxville

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John T. Lovell, Major Professor

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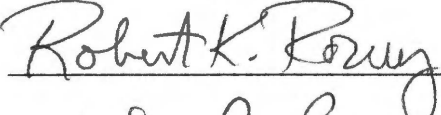
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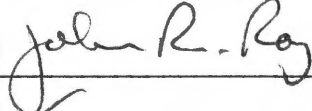
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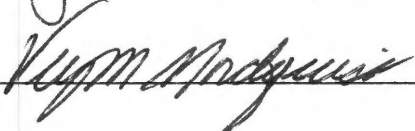


John T. Lovell, Major Professor


We have read this dissertation
and recommend its acceptance:







Accepted for the Council:



Vice Chancellor
Graduate Studies and Research

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A SURVEY OF THE DESIGN AND IMPLEMENTATION
OF TEACHER EVALUATION SYSTEMS
IN TENNESSEE PUBLIC SCHOOLS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Patricia Hayes Miller

June 1980

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ABSTRACT

The purpose of this study was to provide a data base for making pertinent decisions concerning future directions for teacher evaluation in the State of Tennessee. The study specifically compared perceptions and attitudes of administrators toward evaluation purposes, implementation, methodology, degree of importance, and results of implementation. Data were categorized on the basis of administrative position, school level, size of school system, and years of experience.

A survey questionnaire was developed by the researcher and mailed to a random sample of superintendents, supervisors, and principals in Tennessee. Data were reported by percent of relative frequency of responses and cross tabulations were compared using the chi square statistic.

The major findings of the study were as follows:

1. The two most important purposes of teacher evaluation were improvement of instruction and increase in job performance.

2. Principals were perceived by administrators as the person most involved in teacher evaluation.

3. Teacher checklists were the most popular method of teacher evaluation. Evaluation by objectives and setting job targets were used by 50 percent of the respondents. Classroom observations by the principal (92 percent) and supervisor (65 percent) were acceptable and desirable methods of teacher evaluation. Pre-observation conferences and post-observation conferences by principals and supervisors were acceptable and desirable methods of teacher evaluation. Student test

data and competency tests for teachers were not used to a high degree by school systems and were considered an undesirable method of teacher evaluation.

4. Teacher evaluation ranked fifth in importance of eight functions of a principal.

5. Administrators indicated that an average of three hours was spent in a teacher's evaluation in one year's time; whereas, six hours should be spent per teacher each year for evaluation. Teachers are observed four times per year, but should be observed five times during an evaluation year. The desired and actual length of classroom observations was 30 minutes.

6. Due process is being followed relative to reviewing evaluation documents, the right to make written comments, receiving a copy of the evaluation, and being informed of the evaluation appeal process.

7. The greatest number of significant differences in perceptions and attitudes toward teacher evaluation existed when data were analyzed by size of school system rather than system level, position, or years of experience.

8. The overall evaluation process was rated by administrators in Tennessee as good (42 percent), fair (48 percent), and poor (9 percent).

Based on the survey of the literature and the data gathered and analyzed in this study the following conclusions were reached:

1. There was general agreement regarding purposes, methodology, degree of importance, involvement, and results of implementation of teacher evaluation among superintendents, supervisors, and principals.

2. The evaluation system in Tennessee appears to be a result of a combination of factors including low priority placed on evaluation by administrators, lack of skills of effective evaluation procedures, and inadequate amount of time devoted to the evaluation process.

3. Teacher checklists are most appropriate in the teacher selection process and lend themselves to the personnel purposes of evaluation. A discrepancy exists between the methods used to evaluate teachers and the most important purposes of teacher evaluation.

4. Administrators want to maintain exclusive control of the evaluation process, rather than allow participation from teachers in the data collection process.

5. The reason for the lack of support for the use of test data is the lack of acceptance of testing techniques if used alone as the basis for teacher evaluation.

6. In order for the 1974 regulation to be effective it will require leadership by the State Department in the development of evaluation methodology, evaluation skills, and improved attitudes toward evaluation purposes.

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CHAPTER I

INTRODUCTION

Evaluation is the process of identifying and selecting specific information for decision-making.¹ Staff evaluation describes a philosophy, criteria, and procedure which serves as a basis for professional judgments of teacher performance. The process of evaluation involves the examination of performance in relationship to experience to predict a person's future potential within the organization.² Evaluation guides a teacher toward the realization and achievement of individual as well as organizational goals.³ Teacher evaluation serves a variety of purposes including improvement of instruction, staff development, and personnel decisions. Identification of information necessary in the determination of quality teaching is a major task of evaluators. For many years learning theorists, philosophers, and educators have sought to identify characteristics of competent teachers. Qualities identified include personal and physical attributes, professional competencies, attitudes, values, and professional experience. Seldom is there agreement on a specific checklist to serve as a guideline for training or identifying competent educators.

A variety of methods and techniques are used to collect specific information on the quality of teacher performance. Five frameworks of evaluation are professional judgment, measurement, goal-free observation, decision-orientation, and comparison of performance with predetermined objectives.⁴ Evidence of these frameworks in teacher evaluation systems include teacher checklists, classroom observations, records of critical

events, student test data, conferences, and evaluation of objectives. School systems often combine the techniques of evaluation to provide a broad base for decision-making.

It is necessary for a school system to develop a comprehensive framework for the evaluation of teachers. The process of teacher evaluation requires a well-defined set of procedures, as well as consistent implementation on the part of principals and central office administrators. Every school district should develop a teacher evaluation system in an effort to improve instruction and facilitate personnel decisions.

I. STATEMENT OF THE PROBLEM

In 1974, the Tennessee State Board of Education mandated the development and implementation of procedures for the evaluation of professional personnel to improve instruction and facilitate personnel decisions.⁵ Five years after the development and implementation of these plans virtually no data had been found which indicated the adequacy of the original plans or the success of their implementation. Without this data there was an inadequate basis for the appraisal of various aspects of evaluation in Tennessee.

II. THE PURPOSE OF THE STUDY

The purpose of this study was to provide a data base for making pertinent decisions concerning future directions for the program of teacher evaluation in the State of Tennessee. The data collected included the perceptions and attitudes of administrators toward the following:

purposes of teacher evaluation; assessment of personnel participation in the evaluation process; description of the methodology of teacher evaluation systems presently in use; degree of implementation of evaluation systems; and results of teacher evaluation in Tennessee. The study specifically:

1. Developed criteria based on the current literature for the assessment of personnel evaluation as it now exists in the State of Tennessee.

2. Developed an objective description of personnel evaluation in the State of Tennessee.

3. Evaluated personnel evaluation systems and procedures in Tennessee relative to the criteria and preferred practices indicated in the literature.

4. Compared the perceptions of various categories of central office and building level administrators regarding the degree of implementation of teacher evaluation systems.

5. Compared evaluation purposes, implementation, methodology, degree of importance, and results of implementation based on the size of the school system, varying grade levels, and length of service.

III. QUESTIONS OF THE STUDY

The following questions served as a basis for the study of teacher evaluation systems in Tennessee public schools.

1. What were the major components of teacher evaluation suggested in the literature?

2. What were the perceptions of and attitudes toward purposes of teacher evaluation by school administrators in Tennessee?

3. What were the perceptions of and attitudes toward involvement in the implementation of teacher evaluation systems by school administrators in Tennessee?

4. What were the perceptions of and attitudes toward types of methodology by school administrators in Tennessee?

5. What were the perceptions of and attitudes toward the degree of importance of teacher evaluation as perceived by school administrators in Tennessee?

6. What were the perceptions of and attitudes toward the results of implementation of teacher evaluation systems by school administrators in Tennessee?

7. How did superintendents, supervisors, and principals differ in their perceptions of and attitudes toward the purposes, involvement, methodology, degree of importance, and results of implementation of teacher evaluation in Tennessee?

8. How did central office administrators and principals of varying grade levels differ in their perceptions of and attitudes toward purposes, involvement, methodology, degree of importance, and results of implementation of teacher evaluation systems in Tennessee?

9. Did school systems of varying sizes report major differences in perceptions of and attitudes toward purposes, involvement, methodology, degree of importance, and results of implementation of teacher evaluation in Tennessee?

10. Did administrators of varying length of service and experience differ in their perceptions of and attitudes toward evaluation purposes, involvement, methodology, degree of importance, and results of implementation of teacher evaluation in Tennessee?

11. What was the relationship between components suggested by the literature and existing teacher evaluation systems in Tennessee schools?

IV. IMPORTANCE OF THE STUDY

Personnel decisions regarding placement, remuneration, and dismissal greatly affect the morale of the employees of an organization. It is desirable for these decisions to relate directly to the functions and purposes of the organization. To improve teacher performance in the classroom it is necessary to identify specific strengths and weaknesses. Unscheduled classroom observations conducted in a variety of ways often do not portray an accurate description of teacher competencies. Each school system needs a well-planned comprehensive system of evaluation to make appropriate personnel decisions. An evaluation model must be systematically implemented if it is to be effective. This was the intent of the 1974 regulation of the Rules, Regulations, and Minimum Standards⁶ which reads as follows:

b. Evaluation

Local boards of education shall develop evaluative procedures for all professional school personnel during the 1973-1974 school term. The evaluative procedure shall be designed for the purpose of improving the instructional program. The Evaluative Criteria shall be filed with the Commissioner of Education by June 1, 1974.

Implementation of the evaluative procedures shall begin with probationary teachers July 1, 1974, and include all professional personnel by 1974-1975. Annual evaluation shall be made of probationary teachers with tenure teachers being evaluated once every three years. Tenure teachers may be evaluated on a staggered basis.

This study sought to portray the current and desired perceptions of teacher evaluation in Tennessee as perceived by superintendents, supervisors, and principals. The data collected provides a basis for the improvement of personnel evaluation in Tennessee.

V. ASSUMPTIONS

The investigation of teacher evaluation for personnel decisions was based on the following assumptions:

1. The current literature was a valid source of ideas for evaluation.
2. It was possible to ascertain the effectiveness of the implementation of evaluation systems in Tennessee by use of a survey instrument.
3. Central office and building level administrators responded honestly and to the best of their ability to the questionnaire.

VI. LIMITATIONS AND DELIMITATIONS

The following items were considered to be delimitations of the study on teacher evaluation systems in Tennessee:

1. The survey was limited to the principals and supervisors as identified in the State Department of Education 1978-1979 Directory of Public Schools.⁷

2. The perceptions and attitudes of principals, supervisors, and superintendents toward teacher evaluation was limited to the information provided by respondents in the sample.

3. The study is based on perceptual data provided by the respondents.

VII. DEFINITION OF TERMS

The terms listed below were defined in this study as follows:

Building level administrator. The person(s) at the local school responsible for teacher evaluation is the building level administrator; this individual may be the principal, assistant principal, or curriculum principal/coordinator.

Diagnostic evaluation. Assessment of teacher personality, experience, attitude, and interests via biographical questionnaires, interviews, attitudes and preference inventories, and checklists throughout the school year is diagnostic evaluation.

Evaluation by objectives. Evaluation by objectives involves the identification of teacher performance goals, objectives, and activities by teachers and administrators for the purpose of professional growth, improvement, and evaluation.

Formative evaluation. The assessment of observable and discrete behaviors while the teacher is learning and practicing the behaviors and skills to be evaluated in the final stages of the appraisal process is formative evaluation.

Job targets. Job targets are teacher performance goals identified by teachers and/or administrators at the beginning or during the school year; these may or may not be based on a needs assessment.

Observation. Observations are the collection of data during one or more class sessions by an observer for the purpose of evaluating the professional performance of a teacher.

Observation instrument. An observation instrument is a form used by an observer to give structure and to aid the observer in making an objective and/or evaluative judgment of teaching performance, classroom environment, student interaction, and/or methods of instruction.

Observer. The teacher or administrator identified to collect data on teacher and/or student behaviors that occur in the classroom and/or other educational settings is identified as the observer.

Peer observation. Peer observations are classroom observations of a teacher by another teacher.

Personnel officer. The system-wide person responsible for processing personnel decisions including recruitment, selection, tenure, transfers, and dismissals is the personnel officer.

Pre-observation conference. Pre-observation conferences are discussions between the teacher and observer to outline the objectives and instructional strategies of the classroom observation prior to visitation.

Post-observation conference. Post-observation conferences are discussions between the teacher and observer after the classroom observation has occurred to report data and provide feedback to the teacher.

Self-evaluation. An individual's introspection regarding his/her performance often with the use of a checklist or rating scale is referred to as self-evaluation.

Student observation. Observations made of a teacher by a student during a class and/or in school-wide activities are student observations.

Summative evaluation. Summative evaluations are cumulative ratings of teacher performance and measures of pupil gain collected during the school year. This evaluation is conducted at the end of the school year.

Supervisor. A supervisor is a person with system-wide responsibilities for instructional improvement and development, teacher evaluation, and curriculum coordination; this person may include the assistant superintendent, supervisor, director, consultant, specialist, or coordinator as identified by the school system.

Teacher evaluation. Teacher evaluation is the assessment of teachers conducted for purposes of improvement of instruction, planning for development, and decisions on tenure, merit pay, transfers, promotions, or dismissals.

Teacher evaluation system. A system for teacher evaluation is a step-by-step process involved in the assessment of teachers; another synonymous term may be teacher evaluation framework.

VIII. PROCEDURES

A review of related literature in the area of teacher evaluation provided the researcher with a foundation for further research in this field. The review of textbooks, periodicals, and research in the area of teacher evaluation provided the underlying theory and practice, and acquainted the researcher with current knowledge in the field. Specific

topics researched included purposes of teacher evaluation, implementation, methodology, degree of importance, and results of teacher evaluation.

The Questionnaire

A structured, closed questionnaire was developed as the primary method of data collection since it could provide a cross-section of current practices and present current perceptions of superintendents, supervisors, and principals in Tennessee toward teacher evaluation. The questionnaire had the advantage of collection of a large amount of data with minimal time and resources. The large population in the study and the wide distribution made it an appropriate method for collecting data for this study.

As a result of the mandate by the State Board of Education in 1974⁸ evaluative criteria describing teacher evaluation procedures for each of the 148 school systems were to be filed with the Tennessee Commissioner of Education in Nashville by June 1, 1974. The teacher evaluation files were reviewed by the researcher on July 10, 1979 to insure that all pertinent items were included in the questionnaire. The results from the review of the files were particularly helpful in the methodology section of the questionnaire.

A jury of experts was identified to review the questionnaire and respond to the content validity. The jury was identified via a review of the literature and identification of persons at all levels of school administration. Each of the 15 persons on the jury was sent a sample questionnaire. Space was provided for comments relative to the improvement of the questionnaire by addition or deletion of items. Of those

who were selected to serve on the jury 86.6 percent responded. See Appendix A for a complete list of the jury of experts, the cover letter of explanation, and a copy of the original questionnaire.

An item by item check was made of the receipt of returns from the jury. All suggestions and comments were examined to determine modification of the instrument. The major suggestions were to shorten the questionnaire to reduce the time required for completion. Following an analysis of the results from the jury, it was concluded that the questionnaire included the data needed to meet the requirements of the study.

The instrument was revised to reduce the time for completion and field tested on a sample of subjects to ensure clarity and effectiveness. The subjects involved in the field testing were graduate students enrolled in the following classes at the University of Tennessee during Summer Quarter, 1979:

Introduction to Supervision and Personnel Administration
School Personnel Administration
Doctoral Seminar

The results of these sessions indicated that the instrument met Good's criteria of validity for a questionnaire:

1. The questions were on the subject.
2. The questions were clear and unambiguous.
3. The questions had as their focus the stable perceptions of the target population.
4. The questions possessed extractive power and would be answered by enough respondents to be valid.
5. The responses showed a reasonable variation range.
6. The information was consistent, in accord with the known and with the expectancy.
7. The items were sufficiently inclusive.⁹

The final form of the questionnaire was designed to gather information regarding attitudes and perceptions of administrators toward teacher evaluation. See Appendix B. The questionnaire was divided into four sections--respondent data, school system information, methods of evaluation, and evaluation priorities. Section I contained information referred to as respondent data. The respondent data included the respondents' position, school level of responsibility, size of school system, and years of experience. These items were for comparisons of descriptors on variables required by the questions listed in Chapter I.

Section II contained information regarding the School System Information of the perceived and desired purposes of teacher evaluation. This section also contained questions concerning the total and desired personnel involved in the implementation process of teacher evaluation.

Section III--Methods of Evaluation contained a list of 12 methods of teacher evaluation. Respondents were asked to check on the left those presently in use in their school system, and on the right indicate their attitudes (very desirable to very undesirable) toward each method.

Section IV--Evaluation Priorities was the final section of the questionnaire referring to considered importance of the evaluation process. A previous question in Section II also related to importance via a ranking of functions of a principal, but due to the format of the questionnaire was included earlier. Eight questions at the end of this section were designed to assess current practices and procedures and provided an overall attitude toward the evaluation process.

Population

The population for this study included the superintendents, supervisors, and principals employed in the 148 school systems in the State of Tennessee. From the 1978-1979 State Department of Education Directory of Public Schools the following three populations were identified: 148 superintendents, 627 supervisors, and 1826 principals.

The number of superintendents (148) in the state was small. It was felt important to obtain a complete response from this group; therefore, the decision was made to include the total population of superintendents in the survey.

The supervisors' population included assistant superintendents, directors, consultants, specialists, and coordinators with responsibilities for teacher evaluation. These were determined by the titles listed in the State Department Directory. The State Department also supplied an updated supervisor list and labels which were helpful in cross-referencing with the Directory to ensure the exact population. A random sample of principals and supervisors was drawn by assigning each member of the population a number and then drawing with replacement the numbers listed from the Table of Random Numbers.

Determination of sample size. In order to determine the sample size for supervisors and principals the formula suggested by Hauskin¹⁰ was used:

$$n = \frac{X^2 N \emptyset (1-\emptyset)}{d^2 (N-1) + X^2 \emptyset (1-\emptyset)}$$

Where N = population
 n = sample size
 χ^2 = Chi square
 d = error range
 ϕ = (.50 for largest sample size or percent of
 population with a given characteristic)

Using this formula for determining sample sizes indicated the number for supervisors was 240 and the number for principals was 319.

Coding. A five digit code which included a region, system, and position designation was assigned to each individual asked to respond to the questionnaire. The number was placed on the questionnaire to allow the researcher to identify the specific individual to ease the additional mailings and to monitor the balance of returns from across the state. The cover letter which accompanied the questionnaire indicated that the number was for follow-ups and, therefore, would be kept confidential. Zip codes were checked to determine that there was an approximate balance of principals from across the state. For questionnaires returned due to school closings additional schools were selected using the same procedures explained earlier.

The questionnaire was mailed to all persons included in the sample on August 16, 1979. Questionnaires to superintendents, supervisors, and principals included a cover letter. The questionnaire was prepared with a return address, as well as a stamp so it could be returned directly to the researcher by August 28, 1979. Copies of the cover letters and questionnaires can be found in Appendix B and C.

One week after the deadline for return of the questionnaires, cards were mailed to non-respondents to remind them to complete and return it. The cover letter was reworded and mailed with a second questionnaire to the balance of the non-respondents two weeks after the mailing of the card.

The last follow-up included a questionnaire and a revised letter. It emphasized the importance of the study and the value of individual input into changes in the educational profession.

Treatment of the Data

Data gathered were keypunched directly from the questionnaire to cards by The University of Tennessee Computer Center. The Statistical Package for the Social Sciences (SPSS) version H was used to process the data. Questionnaires were grouped by totals, position, school level, size of school system, and years of experience. Absolute frequencies, relative frequencies, adjusted frequencies, and cumulative frequencies were obtained for each group of respondents on each of the 162 variables. Data collected were compared via the chi square statistic to determine levels of significance at the .05 level or less.

There were five major categories analyzed from the questionnaire-- purposes, involvement, methodology, degree of importance, and results of implementation. Data on perceived and desired purposes were rank ordered based on a six, four, two weighting of the first, second, and third choices or indication of importance.

Questions referring to the areas of involvement, methodology, and results of implementation were presented by percent of relative

frequencies. Comparisons within categories were analyzed by the chi square statistic using frequencies of responses.

Data referring to the degree of importance were presented by relative frequencies and chi square statistics. Another indication of degree of importance related to the functions of a principal. The functions of a principal were rank ordered based on the means of responses.

IX. ORGANIZATION OF THE STUDY

The study was divided into four chapters as follows:

Chapter I contains the general introduction, statement of the problem, purpose of the study, questions of the study, importance of the study, assumptions, delimitations, definitions of terms, procedures and organization of the study.

Chapter II contains a review of related literature in the area of teacher evaluation.

Chapter III contains an analysis and interpretation of the data which were collected.

Chapter IV contains a summary, conclusions, and recommendations based on the research conducted.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review literature concerning teacher evaluation. Related studies were selected for review for the methodology employed by the investigator in identifying and establishing criteria for evaluating teacher performance. The chapter is organized to include the historical development of evaluation; definitions of evaluation; purposes, criteria, and procedures for evaluation; and related studies.

I. HISTORICAL DEVELOPMENT

Documented systems of evaluating individuals were recorded as early as 2200 B.C., when the Chinese administered civil service examinations. Under this system, Chinese officials were examined every third year by the emperor to determine their fitness for continuing in office-- a practice similar to the current method for granting tenure in educational organizations.¹¹ In America, teacher evaluation began almost simultaneously with opening of schools. Eye reported the following statement:

. . . In 1642 the Governor and Company of Massachusetts Bay showed concern for the affairs of the community by indicating that those people chosen as town officers should give, among other things, some of their time to the parents and the schoolmasters as well as their children. The expectations, insofar as supervisory purposes were concerned, was to give attention to the calling and employment of the children of the community, especially with respect to their ability to read, to develop religiousity, and to obey the laws of the country.¹²

The old English concept of teacher evaluation was stated a number of years later, when, in 1709, the Commission of Boston called for a citizens committee to scrutinize teaching methods and the resultant proficiency. Frequent and direct inspections were demanded. However, the schoolmaster was to be advised in advance relative to an impending visit by the Citizens Committee, and once there, members were to "consult and advise regarding the progress of teaching and learning in the school."¹³

Teacher evaluation by laymen was a concept alive in the 1800's, but lay people were seen as a friend of the schoolmaster. Judgments about the teacher's merit and the pupils' learning were still made through visiting the school, but the lay committee was to "give stimulation to the teacher to want to improve teaching practice, so that the learning of students might be greatly improved."¹⁴

Beginning in the late 1800's, teacher evaluation began to evolve as a process conducted primarily by professional educators. Elmore's historical study of teacher evaluation from 1890 to 1973 determined that there were two basic points at which teacher evaluation was done. The first was at the point of employment or pre-service; the second was during employment, or inservice. Techniques such as examinations, health reports, letters of recommendation, transcripts of courses completed, and statements of competencies processed were usually pre-service oriented. Such devices as rating scales, checklists, the use of student input into the evaluation of teachers, merit rating schemes, interaction analysis inventories, and assessment of criteria-referenced instruction were considered inservice devices.¹⁵

The early research in teacher evaluation focused on the collection of opinions of the qualities of successful teachers, as well as the

causes of failure. One of the earliest pieces of research in evaluation of teaching was made by J.L. Merriam¹⁶ in 1905. Merriam attempted to show the relationship between professional scholarship and teaching ability. He found that scholarship was not an accurate measure for predicting teaching ability.

During the years between 1910-1920 researchers developed rating scales and other measures of teaching ability. Edward C. Elliot in his research in 1910 dealt with quantitative standards applied to the measurement of teaching efficiency. The categories he identified included physical, dynamic, administrative efficiency. Elliot did not find these categories were accurate measures of teaching efficiency.¹⁷

Research by Littler¹⁸ in 1914 and Buellesfield¹⁹ in 1915 identified deficiencies among the teachers which were common causes of failure in teaching. A variety of deficiencies identified included techniques, discipline, knowledge of subject, intelligence, effort, initiative, good health, moral standards, personality, and social background. Reasons suggested for the deficiencies during the early 1900's were low levels of training for teachers, poor salaries for teachers, and inadequate certification standards.

Knight²⁰ in the research study in 1922 identified a combination of ratings to use as a basis for judging teaching efficiency. He found that professional tests, inservice, interest in one's work, and intelligence were all indicative of success in teaching. Knight also introduced the concept of the "halo effect" into teacher evaluation. He indicated that observers were biased toward teachers during observations,

and actually placed more emphasis on the general effect of the teacher rather than judging specific traits.

In 1929 Barr²¹ in his research on "Characteristic Differences of Good and Poor Teachers" identified a variety of teacher qualities. A partial list of qualities of good teachers Barr included were motivation, communication, organization, knowledge of subject matter, discipline, enthusiasm, patience, and a sense of humor. Barr found that while good teachers differed from poor teachers, these differences were not critical factors in teaching. He concluded that the methods of evaluation were unreliable and subjective, and few people could agree on the characteristics of good teaching.

Charters and Waples provided in the 1929 Commonwealth Teacher Training Study a "comprehensive description of the duties and traits of teachers to determine what teachers should be taught."²² In this research project traits were identified for kindergarten, intermediate, junior high, senior high, and rural teachers; teacher activities were listed; course objectives were developed; and methods and materials for instruction were organized. This three year research study was instrumental in upgrading the teacher training programs at universities throughout the nation.

The research study by Bryan in 1937 related to the use of pupil ratings of teachers. He found that pupil ratings of teachers were highly reliable and valid if they were scientifically collected.²³

The Ohio Teaching Record research study in 1939²⁴ emphasized the importance of gathering a large amount of teacher performance data such as self-evaluations, classroom observations, and anecdotal records to aid

in assessing teacher efficiency. This study was significant in that it dealt with a variety of subjective techniques for teacher evaluation, rather than previous research which often was limited to objective measurement.

Baxter's²⁵ research study of evaluation in 1941 dealt with combined teacher and pupil interaction as a basis for estimating the effectiveness of teaching. Baxter classified behavior of teachers as positive and negative. This study was one of the first to deal with teacher-pupil interactions as a basis for teacher evaluation.

During the 1940's much research was devoted to the refinement of the observational techniques and rating scales developed in the 1930's. The well-known Eight Year Study directed by Tyler focused on 30 high schools. In the area of teacher evaluation he was primarily concerned with the accomplishment of educational objectives.

Reaves and Cooper²⁶ in their research in 1945 analyzed specific items on rating forms. Seven broad categories identified were "social relations, instructional skills, personal characteristics, noninstructional school service, professional qualifications, habits of work, and pupil results."²⁷ They were most concerned with the evaluation forms which were ambiguous and the lack of definition of terms relating to teacher evaluation.

Shane and McSwain²⁸ identified 212 evaluation instruments published after 1945. The qualities of these instruments indicated that evaluation should focus on appraisal of changes in pupil behavior, assessment of teacher competencies, selection of goals, and self-improvement.

Research by Briggs and Justman²⁹ in 1952 indicated that evaluation should relate to pupil progress and achievement. They felt that evaluation should relate to the improvement of instruction. The accomplishment of this goal was to be achieved by providing for the individual needs of the students, differentiating courses of study, and providing a variety of teaching techniques.

Ryans,³⁰ research focused on criteria involving teacher behavior in process rather than on measurement of student behavior. From his 1960 study that has become a classic in the area of teacher behavior and effectiveness, he established three patterns of teacher behavior:

- (1) Pattern X--warm, friendly, understanding vs. aloof, egocentric, and restricted teacher behavior.
- (2) Pattern Y--responsible, businesslike, systematic vs. evading, unplanned, slipshod teacher behavior.
- (3) Pattern Z--stimulating, imaginative, surgent, vs. dull, routine teacher behavior.³¹

Ryans identified several teacher characteristics including favorable opinion of pupils, favorable opinion of classroom procedures, favorable opinion of personnel, traditional versus child-centered, verbal understanding, emotional stability, and validity of responses.³² These characteristics relate to a teacher's personality and intelligence, both of which are difficult to assess and inherent to the individual prior to entering the teaching profession.

The federal government's role in evaluation has increased significantly over the last decade. The Elementary and Secondary Education Act of 1975 required that each project conducted under its Titles I and II provision include a plan for the evaluation of both the process and product, and the report of that evaluation be submitted to the appropriate

federal agency.³³ Title VII of the Civil Rights Act of 1964, the 1972 amendment to that act giving the Equal Employment Opportunity Commission greater power in evaluation of guidelines,³⁴ and inter-governmental agency guidelines have added another dimension to evaluation systems.³⁵ Federal funding has often added a requirement for teacher evaluation systems.

The literature indicated that teacher evaluation has changed as it has evolved through time. From the concept of evaluation being conducted by a committee of citizens it has evolved to evaluation being conducted primarily by professional educators. Teacher evaluation has been conducted at two basic points: the point of employment (pre-service) and during employment (in-service). The in-service process has changed from simple observation techniques to complex rating scales and assessment instruments. In addition, evaluation has received impetus from federal legislation.

II. DEFINITIONS OF EVALUATION

In education, at least three different schools of thought concerning how evaluation should be defined have co-existed for a number of years.³⁶ An early definition, developed in the 1920's and 1930's during the measurement era equated evaluation with measurement.³⁷ The measurement-oriented definition is still evident in the writings of such measurement specialists as Thorndike, Hagen, and Ebel. Thorndike and Hagen have written the following definitions of evaluation:

The term "evaluation" as we use it is closely related to measurement. It is in some respects more inclusive, including informal and intuitive judgments . . . and . . . the aspect of valuing . . . of saying what is desirable and good. Good measurement techniques provide the solid foundation for sound evaluation³⁸

Ebel defined evaluation as:

. . . a judgment of merit, sometimes based solely on measurements such as those provided by test scores, but more frequently involving the synthesis of various measurements, critical incidents, subjective impressions, and other kinds of evidence.³⁹

Another widely accepted definition of evaluation has been that of determining the congruence between performance and objectives, especially behavioral objectives.⁴⁰ The congruence definition was proposed by Ralph W. Tyler as a result of his work on the Eight-Year Study at Ohio State University. The following statement concerning evaluation was developed by Tyler:

The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. However, since educational objectives are essentially changes in human beings, that is, the objectives aimed at are to produce certain desirable changes in the behavior patterns of the student, the evaluation is the process for determining the degree to which these changes in behavior are actually taking place.⁴¹

A third definition is that evaluation is professional judgment.⁴² The judgment definition is prevalent in practices where evaluations are based on the opinions of experts. In education, the expert who renders this opinion of teaching performance is most often a principal, an instructional supervisor, or a superintendent. Since teacher evaluation is most often a professional judgment, it is a process that is ever-present in the minds of both teachers and administrators.⁴³ Constant teacher evaluation

is necessary because the primary function of staff evaluation is to encourage growth and the primary function of management is to increase productivity.⁴⁴ Since research has been unable consistently to link any one set of teacher competencies to student achievement, the only competencies on which teachers can be evaluated are arbitrary in nature--that is, a product of judgment.⁴⁵ Thomas summarizes the problem of the professional judgment:

Evaluation has always been troublesome for school administrators and teachers. Both profess the value and necessity for evaluation, but neither believes it can be effectively accomplished. On one extreme, a superintendent, Robert Finley, says: "Evaluation is subjective . . . period. No other way to evaluate people exists." At the other extreme is the National Education Association: Evaluation must be objective; subjective evaluation has a deleterious effect on teachers and children.⁴⁶

To summarize, teacher evaluation in education may be viewed as a systematic process of obtaining information for making judgments in relation to acceptable criteria or objectives. The literature indicates that an effective approach to evaluation should be based on principles that reflect a clear sense of direction, flexibility to change, and a desire to improve and upgrade all persons, programs, and processes.⁴⁷

III. PURPOSES, CRITERIA, AND PROCEDURES

The literature suggests that the purposes for evaluating teachers are separated into at least two areas. One area emphasizes that the purpose of evaluation is administrative (tenure, promotion, retention, termination), while the other area emphasizes that the purpose of evaluation is instructional (improved instruction, professional advancement and success for the teacher).

Howsam believed that the purpose of teacher evaluation is the most important aspect of the evaluation process. He also suggested that the perceptions teachers have concerning these purposes play a large part in determining their reactions toward the entire evaluation process.⁴⁸

Corwin differentiated in his research between the official and unofficial purposes of evaluation. The official basis for teacher evaluation are competency and seniority. However, unofficial purposes such as agreement with superiors and personal compatibility with them and with peers are involved.⁴⁹

Bolton contended that teacher evaluation can serve several purposes, some of which may be in conflict with each other. His list of purposes as a result of this research include: (1) improved instruction, (2) reward for outstanding performance, (3) professional growth for the teacher, (4) protection for the individual or the organization, and (5) facilitation of self-evaluation on the part of the teacher.⁵⁰ The conflict in these purposes stems from the fact that unnecessary emphasis may be placed on a particular purpose.

Redfern is well-known for his research in evaluation. He listed three purposes of evaluation: (1) assessment of the status and quality of teaching performance, (2) the identification of those aspects of performance which are below standard and need improvement, and (3) stimulation of the growth and development of the individual.⁵¹

Pine and Boy stated that the ultimate purpose of evaluation is the growth and development of the student. They further stated that evaluation should revolve around the following two concerns: (1) Are students being

helped? and (2) How can teaching be improved so as to be of greater value to students?⁵²

In considering the question of what criteria are appropriate for the evaluation of teachers, three general types of criteria have been traditionally used--process, teacher characteristics, and product. Process evaluation involves teacher effectiveness assessed against some standard of performance or particular teaching act. The assumption is that as a teacher performs certain specified acts, pupil behavior and teacher effectiveness can be predicted. Teacher characteristics refers to various traits such as intelligence, number of degrees, personality traits, aptitudes, and other personal attributes of the teacher that are assumed to relate to effective teaching. Product evaluation refers to measuring changes in pupil achievement, both affective and cognitive over a period of instruction. This achievement is measured by norm-referenced or criterion-referenced tests.

Many authors consider the student product to be the most important criteria for evaluation. Howsam took the position that the only justifiable criteria for teacher evaluation is pupil results.⁵³ Fattu agreed in his research that the obvious measure of teacher effectiveness is in the ability of the teacher to bring about changes in the behavior of students.⁵⁴

The pupil growth criterion is often considered in terms of performance objectives as agreed on by the evaluator and the evaluatee. Popham's research indicated that evaluation of teachers should be based on their success in achieving the desired learning objectives for their students. In recommending the "Teacher Performance Tests" as a new

approach to the assessment of teaching, Popham asked the question: "Why should we not operationally define the teacher's ability to accomplish instructional objectives as the principle indicator of teacher's effectiveness?"⁵⁵

Lawrence recommended in his research that demonstrated competencies and measurement procedures should contain the following criteria: (1) data gathered by systematic observation instruments, (2) samples of pupil products and descriptions of pupil achievement attributable to the teacher, (3) data gathered by diagnostic tools that measure change in pupil attitudes, perceptions of self and others, motivations, feelings, as these reflect teacher influence, and (4) records of concrete accomplishment of the teacher according to stated criteria.⁵⁶

Porter in his research insisted that the teacher evaluation program should focus on specific objectives. Evaluation should focus on the following: (1) improving students' academic achievement, especially the lower half of the classroom distribution, (2) improving the students' attitudes, (3) improving the teachers' classroom management, (4) improving the teachers' professional performance, (5) improving the teachers' attitudes, and (6) improving the reporting of student progress in terms of student-school-community relations.⁵⁷

McNally⁵⁸ proposed several characteristics of a good evaluation program. The purpose should be placed in writing and discussed by those involved in the evaluation process. Policies and procedures used by school systems should be based on research. The evaluation program should be cooperatively planned, administered, and periodically reviewed by all levels of the school system. In order for improvement to occur,

evaluation should be diagnostic, rather than judgmental. Evaluation should not be confined to personal characteristics and performance. In order for evaluation to be effective, there must be open lines of communication in which to operate.

Teacher checklists as a method of evaluation are popular among educators. McNeil⁵⁹ indicated in his review of research in teacher evaluation that checklists are not good predictors and are not sufficient for evaluative purposes for teaching performance even though they are popular. Items which are often used on checklists are not usually defined, and there is a great deal of inconsistency among raters. The varying types of checklists include personal characteristics, physical characteristics, professional qualities, attitudes and values, professional training and experience. Popham⁶⁰ also suggested that rating scales were confusing and inconsistent because of the variety of perceptions of good teaching among different raters.

Evaluation by objectives involves teachers and administrators setting goals, identifying specific procedures to meet these goals, completing the procedures, agreeing on the criteria used to measure goal accomplishment, and determining that the goals have been accomplished. Work by Thomas,⁶¹ Keegan,⁶² Armstrong,⁶³ Spillane,⁶⁴ Redfern,⁶⁵ and Beecher⁶⁶ further supported the concept of evaluation by objectives. Olds⁶⁷ suggested that this method of evaluation involves a shared responsibility in which the teacher and administrator work together to help a teacher improve in a goal both have agreed upon in advance.

Hunter⁶⁸ described in her research an evaluation system referred to as TAI (Teaching Appraisal Instrument for the Improvement of Instruction). This system provides evidence of what the teachers have learned, what they need to learn, and what they are able to apply in the classroom. Teachers are evaluated on the basis of the appropriateness and achievement of specific learning objectives, and the manner in which they facilitate or hinder learning.

Classroom observations are a commonly used method of teacher evaluation. Rosenshine and Furst⁶⁹ in their research identified more than 100 category systems of observation instruments for teacher evaluation. Simon and Boyer⁷⁰ edited an anthology of many of these classroom observation instruments. The instrument selected for observations should have four essential features: "relevance, reliability, freedom from bias, and practicality."⁷¹ Diamond⁷² suggested that observations should be planned, continuous, positive, purposeful, and centered on improvement. Negative criticisms relating to observations are that they are highly subjective scales in which an untrained observer is surrounded by a tremendous amount of information.⁷³

Pre-observation and post-observation conferences are a necessary part of the observation cycle identified by Redfern.⁷⁴ Harris⁷⁵ identified the pre-observation conference as a time in which the observer and teacher established the purpose for the observation, selected observation instruments, and reviewed procedures. Post-observation conferences allow the observed to provide feedback to the teacher concerning the observation, interpret the findings, and make plans for improvement.⁷⁶

Informal observations of teachers by principals are a method of teacher evaluation. Medley, Soar, and Soar⁷⁷ identified in their research that there may be bias on the part of the observer, which will produce favorable or unfavorable evaluations. In the case of informal observations the teacher will often not have time to explain the objectives of a lesson to an observer, which only confuses the situation.

There is a division in the literature concerning the evaluation by peers. Heafele suggested that teachers are not comfortable with peer evaluation, and it could possibly "create disharmony and alienation among faculty."⁷⁸ Beecher,⁷⁹ however, recommended that peers be involved in the observation process for evaluation through the collection of objective data to aid in the improvement of instruction.

Self-evaluation as a method of evaluation can help teachers identify their own strengths and weaknesses. Simpson⁸⁰ identified procedures used in self-evaluation which included questions regarding professional development, individual strengths and weaknesses, relationships with peers, and student achievement. Bushman⁸¹ suggested that teachers are threatened by evaluation because of the personnel decision associated with it and should use self-appraisal to assess their teaching effectiveness.

There was a division of opinions in the literature regarding student test data in teacher evaluations. A variety of types of student evaluations include standardized tests, teacher-made tests, proficiency tests, student attitude measures, and student reports of teacher behavior. Popham⁸² insisted that standardized tests allow comparisons of learners, rather than teachers. Glass⁸³ similarly indicated in his research that

standardized test data as a method of evaluation of teachers was invalid, unreliable, and unfair, and that it should be used to uncover skill deficiencies. O'Hanlon and Mortesen⁸⁴ in their research indicated that student outcomes should play a major role in the assessment of teacher performance, but these should be multiple procedures to obtain data for different purposes of evaluation.

Travis⁸⁵ reported that an alternative method of involving students in teacher evaluation was through development of objectives by students and teachers. Teachers are then evaluated and held accountable for the student's mastery of skills. This technique allows the teacher to "establish outcomes and standards most appropriate for the particular teaching situation."⁸⁶

Another division of opinions existed in relation to student examination of teachers. Raskin and Plante⁸⁷ took the position that student evaluation dictates behavior, and are "demeaning, arbitrary, and demoralizing."⁸⁸ Machlup⁸⁹ contended that student evaluations were unreliable measures of content, and only served to rate teachers on their ability to lecture. Page,⁹⁰ who supported student evaluation, indicated that it provided encouragement, increased student interest, and was a quick, economical method of evaluation. He did suggest that student evaluations be used for improvement of instruction, rather than personnel decisions. McKeachie⁹¹ felt that student ratings were useful in improving teaching, but should not be the only method of evaluation. Poliakoff⁹² reported that since the 1920's student evaluation has not been widely used, because of the lack of evidence between student ratings and teacher effectiveness.

Competency tests for teachers as a method of evaluation encompasses tests such as the National Teachers Examination. The validity of such tests is currently the topic of recent litigations in South Carolina. Menges⁹³ in his research questioned the use of competency tests as an effective measure of successful teaching performance and test scores.

Teaching performance tests for teachers as identified by Popham⁹⁴ involved the teacher in teaching a mini-lesson. The teacher is given a measurable instructional objective, plans a lesson, presents it to a group of students, and tests the students on the attainment of the objective. This method evaluates the teacher's effectiveness by determining the student's ability to learn the objective. Later research by Popham in the late 1960's indicated that teaching performance tests were not accurate in predicting teacher effectiveness. He concluded, after three separate replications of his previous research, that "experienced teachers are not particularly skilled at bringing about prespecified behavior changes in learners,"⁹⁵ therefore, the performance tests were not adequate predictors for identifying effective teachers and teaching.

Berger⁹⁶ indicated that most principals spend as little time as possible on evaluation. One major reason is that superintendents have not demanded that evaluation be a top priority of principals. There has not been a commitment by administrators to evaluation. Teachers, however, want to be evaluated; it is one of their top priorities. He suggested that more money be allocated for evaluation; workshops be conducted to upgrade administrators' skills in evaluation; and money be allocated to hire the best teachers.⁹⁷

Marks, Stoops, and King-Stoops indicated the frequency of classroom observations depends on the "purpose of the visit, as well as who

initiates the visit."⁹⁸ They recommend four short, unscheduled visits within the school year to provide an overview of the instructional program. During an evaluation year there should be four, 30 minute scheduled visits per teacher for the purpose of teacher evaluation. To ensure that observations occur at various times of the day it would be helpful to keep a chart of both the scheduled and unscheduled observations.⁹⁹

Ellman suggested to "ensure representativeness of observed behavior"¹⁰⁰ a variety of observations should occur. These suggestions included observing several lessons for the entire period, as well as numerous observations for short periods of time. He also emphasized avoiding observations prior to a holiday, observing a variety of classes or activities, and increasing the frequency of observations.

Norton indicated that observations should be planned when varying activities are occurring. For example, observations should occur when a topic is introduced, during a unit of study, or during a culminating activity. This enables the observer to identify a cross-section of the teacher's abilities.¹⁰¹

Griffith suggested variable numbers of teacher observations were necessary, depending on the teacher. Beginning teachers, non-tenured teachers, and problem teachers most likely need more observations than experienced teachers. He recommended that a good rapport and trusting relationship should exist between the observer and teacher to eliminate fear of observations. The observer should remain in the classroom as long as necessary to achieve his purpose. Most likely the visit would last the entire period, but it could also be shorter. Visits for the entire period require a written report or follow-up discussion with the teachers.¹⁰²

Pine and Boy suggested that in order to evaluate effectively and supervise teachers so they will improve their teaching skills, there needs to be the establishment of evaluative criteria flexible enough to encompass varied theoretical positions and individual styles of teaching. In essence they argued for individualized evaluation of teachers.¹⁰³

Rosenshine and Furst, in a review of research on teacher performance criteria, concluded: "Although hundreds of teacher performance criteria are specified in the United States Office of Education's Model Teacher Education programs, the programs do not describe how these particular criteria were chosen."¹⁰⁴ They indicated the need for further research in the selection of performance criteria for teacher evaluation.

One of the primary questions related to the procedures for evaluating teachers is: Who should do the evaluating? Those who align themselves with the internal-frame-of-reference concept would argue that the teacher is the best source of information regarding his competency. Those who align themselves with the external-frame-of-reference concept would argue that the teacher's competency must be evaluated by sources external to the teacher because his self-evaluation may be distorted by egocentrism or a tendency toward defensiveness. Also, in attempting to answer this question, reference is often made to the conflict that is a result of an administrator attempting to perform a role of helper to the teacher and, at the same time, be an evaluator of the teacher.

Owen pointed out that role conflict results when an administrator is expected to be empathetic and understanding when dealing with his subordinates. The administrator is still expected to enforce the rules of the organization.¹⁰⁵

Simpson took the stand that the evaluation program should be designed to help teachers evaluate themselves as teachers in positive and constructive ways and to improve their professional performance.¹⁰⁶ This was supported by McNally who stated: "When an objective of the evaluation is instructional improvement, it is necessary that the teacher participate in the process, help to analyze the teaching and learning in his class, and help to plan how to improve."¹⁰⁷

Kimbrough did not question the administrator's role in evaluating teachers. Rather, the question, from his point of view, was: "Does the evaluator have the necessary skills to do the evaluating?"¹⁰⁸ Redfern also considered skills of the evaluator as being of great importance in deciding who should do the evaluating.¹⁰⁹ Bolton suggested that a critical issue is whether the evaluator has been adequately trained to collect evaluative data. He considered this to be crucial to the evaluation process:

Public school systems often treat the training of those who evaluate teachers rather casually. However, training of personnel involved in teacher evaluation is likely to increase validity, reliability, discrimination (of relevant facts) and feelings of certainty regarding decisions.¹¹⁰

Ryans research focused on a related issue: Should more than one evaluator be involved in the process? He contended that because of the complexities of the evaluation process, several skilled observers in a school system, whose sole purpose would be to observe and assess on-going teacher behavior, should do the evaluating. He outlined his plan by suggesting that,

. . . each teacher may be visited on several occasions throughout the year for observation and assessment of teaching performance. With respect to any characteristic or behavior the

pooling of independent ratings of the judges constitutes a reliable assessment of a teacher's performance. The evaluators must be well trained, and their integrity must be above question.¹¹¹

Herman suggested that a variety of people be involved in the evaluation of teachers. He included peers, immediate supervisors, central office administrators, students, lay residents, outside evaluators, and the individual teacher.¹¹²

Bolton indicated that there should be involvement at the local level. He included the principal, assistant principal, department head, subject matter specialists, general consultants, personnel specialists, peers, students and parents. Different people should be responsible for collecting a variety of information based on their degree of expertise.¹¹³

Pine and Boy indicated the teacher was the best source of information regarding his own competency. This data should be used with a combination of other data gathered by others on the staff.¹¹⁴

Cummings and Schwab¹¹⁵ suggested that superiors maintained the responsibility for evaluations. The superiors can represent the same organizational level, as well as successive levels. There is a certain amount of tension associated with evaluation by superiors. The teacher often feels that he must defend himself or justify actions.

In his summary of assessment methods, Biddle stated that "measurements by a priori classification, behavioral observation, and objective instruments are to be advocated over measurements made by existing records, self-reports, and (above all) ratings."¹¹⁶ Biddle also indicated that 10,000 studies had dealt with the relationship between teacher characteristics, teacher behavior, and educational goals. As a result of these

studies few facts related to teacher effectiveness have been identified, no approved methods of measuring competencies have been accepted, and no methods of promoting "teacher adequacy" has been accepted.¹¹⁷ Pine and Boy stated that teacher resistance to the evaluation process will be overcome when teachers have a significant voice in designing and carrying out evaluation procedures.¹¹⁸

IV. RELATED STUDIES

Several studies were reviewed on the topic of teacher evaluation for the purpose of identifying methodology and instrumentation used in previous research. Four such studies were reviewed for that purpose in this section.

Webber Study

The purpose of the Webber¹¹⁹ study was three-fold (1) to discover what teachers perceived to be the present practices in the teacher evaluation process, (2) to discover what teachers perceived to be desired practices in the teacher evaluation process, and (3) to gain some new insights concerning these perceptions to help develop better practices of evaluating teachers.

The stratified random sampling technique was used to select the participants in the study. The instrument developed by the investigator yielded information concerning teachers' perceptions of present practices and desired practices in the teacher evaluation process. It was found that there were discrepancies between what selected teachers perceived to be present practices of teacher evaluation and what they perceived to be desired practices of teacher evaluation.

Freese Study

The purpose of the Freese¹²⁰ study was to identify and study the evaluation practices being used in Illinois public secondary schools to evaluate classroom teachers. In the first phase of the study, questionnaires were sent to 660 public secondary school principals in Illinois. In the second phase of the study, a random sample of 63 schools was selected from those schools whose principal had returned a Phase I questionnaire. Teacher lists were obtained from the 63 principals; 216 teachers were selected at random to participate in the study, and a questionnaire was sent to them soliciting the identical information requested of principals in the 63 schools.

The questionnaire was designed to seek answers to the following general questions:

1. What evaluation procedure(s), instrument(s), and observational technique(s) were being used to evaluate teachers?
 2. What opinions did Illinois public secondary school principals and teachers have concerning the teacher evaluation procedures in their schools?
 3. Was there agreement between what teacher evaluation procedure(s) the principals said they were using and the evaluation procedure(s) their teachers perceived them as using?
 4. What preferences did Illinois public secondary school principals and teachers have concerning new approaches to teacher evaluation?
- As hypothesized, there was considerable disagreement between what evaluation procedure(s) the principals said they were using and the evaluation procedure(s) teachers perceived them as using.

Thompson Study

The purpose of the Thompson¹²¹ study was to determine how teachers and their supervisors perceived the usefulness of an ipsative ranking instrument as compared to a rating scale after using both in the teacher evaluation process. The primary questions raised were:

1. Which of the two instruments did the teachers and their supervisors like better for the purpose of evaluation?
2. Which of the two instruments did the subjects see as being more useful for instructional improvement?
3. Which instrument did the teachers and/or supervisors prefer to use?

To collect the data, two questionnaires were designed: one for the supervisors and one for the teachers. A group of nine supervisors in the Glenbard Township High School District 87 were selected randomly. Each supervisor then selected four teachers to evaluate. After the post-evaluation conference, both teacher and supervisor filled out the questionnaires designed for the study. Interviews were conducted by the researcher with four supervisors randomly selected from the nine participating in the study and ten teachers who the supervisors felt would be most likely to express an honest opinion about the instruments. Following the interviews, questionnaire responses were analyzed using sums and percentages. In addition, the interview responses and the comments were examined.

The results indicated that the supervisors and teachers both liked the rating scale better than the ipsative ranking instrument. Both groups saw neither of the instruments as being better than the other and preferred not to use either of the instruments for future evaluations of teachers.

Chan Study

The purpose of the Chan¹²² study was to determine whether a significant relationship existed between principals' philosophies and teachers' philosophies concerning educational practices as these philosophies are applied in the evaluation of teachers.

The data were collected in a public school system with a student population of approximately 40,000. Sixty-eight out of 85 principals responded to Brown's Personal Beliefs Inventory and Teacher Practices Inventory. Each principal was asked to provide the name of three teachers he rated high and the names of three teachers he rated low. The inventories were scored for compiling the composite score which is the sum of the two inventory scores for each response. The 20 principals with the highest composite scores, and the 20 principals with the lowest composite scores were selected as principals "in high agreement" and "in low agreement" respectively. A total of 160 teachers were selected to complete Brown's inventories. Forty teachers were rated high and 40 teachers were rated low by high agreement principals and 40 teachers were rated high and 40 teachers were rated low by low agreement principals.

Data were treated descriptively and statistically to determine whether or not a significant difference existed between the groups. The results showed that the principals of both groups and the teachers they rated high or low were significantly different in their beliefs, but the difference in philosophies between principals and teachers they rated high was less than the difference in the philosophies between principals and teachers they rated low.

It was concluded that a significant relationship between principals' philosophies and teachers' philosophies with respect to educational practices and teacher evaluation existed. Based on the results of this study, Chan stated that it was also reasonable to conclude that principals' opinions of teacher evaluation were biased.

IV. SUMMARY

A review of the literature concerning teacher evaluation was presented in this chapter. The chapter also included selected related studies which had implications for the present study.

Teacher evaluation in America's public schools has undergone many changes and is still evolving. Whereas once a citizens' committee performed the task, today professional educators are utilized almost exclusively. Various periods in our history have seen efficiency, the scientific approach, the democratic approach, and the humanistic approach emphasized in teacher evaluation.

Evaluation has received impetus from federal legislation and the public demand for accountability in education. Several definitions have been developed by various writers; however, the role of the evaluator and the purposes served by the evaluation depend upon how evaluation is defined.

The results of studies dealing with how evaluation is perceived by teachers and administrators are in conflict. While some show major differences among the groups in their perception of what constitutes evaluation, others term the differences only a matter of degree.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

I. INTRODUCTION

The data gathered by the teacher evaluation questionnaire is presented and analyzed in this chapter. Questions were designed to elicit information from superintendents, supervisors, and principals. Services of The University of Tennessee Computer Center were utilized to keypunch the data directly from the questionnaire on cards, and the SPSS (Statistical Package for the Social Sciences) version H, provided absolute frequencies, relative frequencies (percent), adjusted frequencies (percent), and cumulative frequencies (percent) with their totals. Absolute frequencies were the responses for each variable on the questionnaire. Relative frequencies were the percent of the total number of responses accounted for in each cell with missing values included. Adjusted relative frequencies were the percent of the total number of responses with the missing values excluded from the percent. Cumulative adjusted frequencies were the total number of responses based on the nonmissing values. Data were presented in tabular form and organized roughly approximating the sectional design of the questionnaire to answer the questions posed in the study.

Cross-tabulations were conducted to determine levels of significance. Comparisons within categories were analyzed by the one-sample chi square statistic using frequencies of responses. A significant difference at .05 level or less was indicated on the table by an asterisk. Tables

contained analysis by total groups, position, school level, size of school system, and years of experience. Data were presented in the tables in percent of relative frequency responses.

A total of 575 usable questionnaires were returned, which represented approximately 80 percent of the total sample. The returns as a result of the various mailings are listed below:

Date	Number of Returns	Percent of Returns	Position
8-31-79	36	24.1	Superintendent
	104	43.3	Supervisor
	153	47.9	Principal
9-15-79	61	41.3	Superintendent
	132	55.0	Supervisor
	179	56.0	Principal
9-24-79	96	65.0	Superintendent
	153	63.7	Supervisor
	214	67.0	Principal
10-16-79	110	74.3	Superintendent
	204	85.0	Supervisor
	261	81.8	Principal

The entire population of 148 superintendents was included in the study. Each superintendent was sent a questionnaire, which was coded for follow-ups of non-respondents. Of the 148 questionnaires mailed to superintendents 127 were returned, however, of that number 17 were checked in the supervisor position. This implies that the superintendents probably had passed on the questionnaire to the supervisor to complete. All questionnaires were analyzed according to the position checked by the respondent, thus slightly increasing the supervisors' percentages of returns and decreasing superintendents' percentages of returns.

Table I contains the percent of relative frequencies by respondent data for the questionnaires returned from administrators in Tennessee during the school year 1978-1979. Of the total questionnaires returned the superintendents comprised 19.1 percent, supervisors 35.5 percent, and principals 45.4 percent. Returns by school level included elementary (35.5 percent), middle/junior high (5.7 percent), secondary (12.9 percent), those responsible for all grade levels (42.3 percent), and other levels not included (3.7 percent). Respondents indicated they represented a variety of sizes of school systems throughout the State of Tennessee which included less than 5,000 students (42.8 percent), 5,000-10,000 students (26.7 percent), and more than 10,000 students (30.5 percent). Years of experience in the school system included 1-5 years (9.6 percent), 6-10 years (19.8 percent), 11-15 years (18.0 percent), 16-20 years (17.8 percent), and more than 20 years (34.9 percent). Years of experience in their administrative position included 1-5 years (48 percent), 6-10 years (33 percent), 11-15 years (10.9 percent), 16-20 years (3.0 percent), and more than 20 years (4.1 percent).

The data in this chapter are presented under five major headings drawn from the questionnaire. These are purposes, involvement, methodology, degree of importance, and results of implementation. Within each of these major headings data are analyzed to respond to the basic questions of the study. The questions required the analysis of data by total group responses, position, school level, size of school system, and years of experience of respondents.

Data on perceived and desired purposes of teacher evaluation are rank ordered, based on a 6, 4, and 2 weighting of the first, second, and

TABLE I

PERCENT OF RELATIVE FREQUENCIES OF RETURNS BY RESPONDENT DATA OF ADMINISTRATORS IN TENNESSEE TO THE QUESTIONNAIRE REGARDING TEACHER EVALUATION DURING THE SCHOOL YEAR 1978-1979

<u>Respondent Data Categories</u>	<u>Relative Frequencies (Percent)</u>
<u>Position</u>	
Superintendent	19.1
Supervisor	35.5
Principal	45.4
<u>Level</u>	
Elementary	35.5
Middle/Junior High	5.7
Secondary	12.9
All Levels	42.3
Other	3.7
<u>Size of School System</u>	
Less than 5,000	42.8
5,000 - 10,000	26.7
More than 10,000	30.5
<u>System Experience</u>	
1-5 years	9.6
6-10 years	19.8
11-15 years	18.0
16-20 years	17.8
> 20 years	34.9
<u>Position Experience</u>	
1-5 years	48.0
6-10 years	33.0
11-15 years	10.9
16-20 years	3.0
> 20 years	4.1

third indication of importance by respondents. The various purposes are listed by totals, positions, school level, size of school system, and years of experience.

Responses to the questionnaire in the areas of involvement, methodology, and results of implementation are presented by percents of relative frequencies. Comparisons within categories were analyzed by the chi square statistic, using frequencies of responses. A significant difference at the .05 level or less was indicated on each table by an asterisk.

Data on degree of importance are presented in two forms. Several questions are analyzed in the same manner as the section on methodology using percents of relative frequencies and chi square statistics. The question referring to the functions of a principal which indicates degree of importance includes a rank ordering of functions using means of responses.

II. PURPOSES OF TEACHER EVALUATION

The purposes of teacher evaluation are examined in this section. Teacher evaluation respondents were asked to indicate first, second, and third choices of the most important purposes of teacher evaluation from a list of 13 options in two ways. First, they were asked to indicate their three choices as they perceived their school systems most important purposes. Secondly, they were asked to indicate what they personally considered to be the three most important purposes of teacher evaluation. The resulting ranking within each respondent group was done by weighting each individual's first, second, and third choice--6,4, and 2 respectively. The resulting score was used only to rank the 13 items and was not used in any other treatment of the data in the questionnaire, since the weighted scores could not be considered to be interval data.

Table II contains the data which were the basis for the following analysis. Total responses to the question "What do you perceive to be your school systems most important purposes of teacher evaluation?" received the following ranking from most important to least important:

- (1) improvement of instruction
- (2) increase job performance
- (3) meet State Department requirements
- (4) staff development and planning
- (5) approval for tenure
- (6) accounting to authorities
- (7) provide feedback to teachers
- (8) set standards of performance
- (9) dismissal of teachers
- (10) improve communication
- (11) teacher transfers
- (12) promotion of teachers
- (13) others, (introduce good innovative practices, produce paperwork, and money were suggestions written in this category by respondents)

Individual perceptions of the desired purposes of teacher evaluation from the total respondents yielded the following rankings:

- (1) improvement of instruction
- (2) increase job performance
- (3) staff development and planning
- (4) provide feedback to teachers
- (5) set standards of performance

TABLE II

PURPOSES OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE
DURING THE SCHOOL YEAR 1978-1979

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
1. Improvement of Instruction	1924	1. Improvement of Instruction	2560
2. Increase Job Performance	1150	2. Increase Job Performance	1578
3. Meet State Department Requirements	878	3. Staff Development and Planning	970
4. Staff Development and Planning	650	4. Provide Feedback to Teachers	510
5. Approval for Tenure	636	5. Set Standards of Performance	314
6. Accounting to Authorities	388	6. Improve Communication	278
7. Provide Feedback to Teachers	266	7. Meet State Department Requirements	144
8. Set Standards of Performance	260	8. Approval for Tenure	122
9. Dismissal of Teachers	194	9. Accounting to Authorities	78
10. Improve Communication	148	10. Dismissal of Teachers	56
11. Teacher Transfers	72	11. Promotion of Teachers	26
12. Promotion of Teachers	14	12. Teacher Transfers	2
13. Others	6	13. Others	0

- (6) improve communication
- (7) meet State Department requirements
- (8) approval for tenure
- (9) accounting to authorities
- (10) teacher dismissals
- (11) promotion of teachers
- (12) teacher transfers
- (13) others.

According to data in Table III analysis by position revealed "improvement of instruction" and "increase job performance" were perceived as most important by school system and administrators personally also considered it most important. Superintendents reported more often that the predominant feeling in their school system was that "staff development and planning" was more important than did supervisors and principals. "Meeting State Department requirements" received a higher weighing in school perceptions than in those personally considered most important by superintendents, supervisors, and principals. "Improve communication" was personally considered more important by superintendents, supervisors, and principals than as perceived by their school systems.

As revealed in the data in Table IV analysis by varying school levels, the two most important purposes of teacher evaluation were "improvement of instruction" and "increase job performance." "Improvement of instruction" was perceived by administrators as a primary purpose of teacher evaluation by administrators responsible for varying school levels. "Increase job performance" was considered second in importance by their school system to all levels except secondary administrators. Secondary

TABLE III

PURPOSES OF TEACHER EVALUATION AS PERCEIVED BY SUPERINTENDENTS, SUPERVISORS AND PRINCIPALS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
<u>Superintendents</u>			
1. Improvement of Instruction	464	1. Improvement of Instruction	504
2. Increase Job Performance	280	2. Increase Job Performance	308
3. Staff Development and Planning	154	3. Staff Development and Planning	194
4. Meet State Department Requirements	130	4. Set Standards of Performance	76
5. Approval for Tenure	52	5. Provide Feedback to Teachers	54
6. Provide Feedback to Teachers	50	6. Meet State Department Requirements	34
7. Set Standards of Performance	40	7. Improve Communication	34
8. Accounting to Authorities	36	8. Approval for Tenure	28
9. Dismissal of Teachers	34	9. Dismissal of Teachers	24
10. Improve Communications	28	10. Accounting to Authorities	20
11. Teacher Transfers	14	11. Promotion of Teachers	2
12. Promotion of Teachers	6	12. Teacher Transfers	0
13. Others	0	13. Others	0
<u>Supervisors</u>			
1. Improvement of Instruction	694	1. Improvement of Instruction	938
2. Increase Job Performance	398	2. Increase Job Performance	532
3. Meet State Department Requirements	306	3. Staff Development and Planning	382

TABLE III (Continued)

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
4. Approval for Tenure	238	4. Provide Feedback to Teachers	192
5. Staff Development and Planning	218	5. Improve Communications	120
6. Accounting to Authorities	170	6. Set Standards of Performance	98
7. Provide Feedback to Teachers	108	7. Approval for Tenure	34
8. Set Standards of Performance	106	8. Meet State Department Requirements	24
9. Improve Communication	54	9. Accounting to Authorities	20
10. Dismissal of Teachers	42	10. Promotion of Teachers	10
11. Teacher Transfers	20	11. Dismissals of Teachers	6
12. Promotion of Teachers	4	12. Teacher Transfers	0
13. Others	0	13. Others	0
<u>Principals</u>			
1. Improvements of Instruction	766	1. Improvement of Instruction	1118
2. Increase Job Performance	472	2. Increase Job Performance	738
3. Meet State Department Requirements	470	3. Staff Development and Planning	364
4. Approval for Tenure	346	4. Provide Feedback to Teachers	264
5. Staff Development and Planning	278	5. Set Standards of Performance	140
6. Accounting to Authorities	202	6. Improve Communication	124
7. Set Standards of Performance	114	7. Meet State Department Requirements	86
8. Provide Feedback to Teachers	108	8. Approval for Tenure	60
9. Dismissal of Teachers	106	9. Accounting to Authorities	38
10. Improve Communication	66	10. Teacher Dismissals	26
11. Promotion of Teachers	8	11. Promotion of Teachers	14
12. Others	6	12. Teacher Transfers	2
13. Teacher Transfers	0	13. Others	0

TABLE IV

PURPOSES OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN VARYING SCHOOL LEVELS IN
TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
<u>Elementary</u>			
1. Improvement of Instruction	702	1. Improvement of Instruction	912
2. Increase Job Performance	404	2. Increase Job Performance	602
3. Meet State Department Requirements	400	3. Staff Development and Planning	300
4. Approval for Tenure	230	4. Provide Feedback to Teachers	194
5. Staff Development and Planning	184	5. Set Standards of Performance	108
6. Accounting to Authorities	138	6. Improve Communication	78
7. Provide Feedback to Teachers	96	7. Meet State Department Requirements	68
8. Set Standards of Performance	84	8. Approval for Tenure	56
9. Improve Communication	38	9. Accounting to Authorities	26
10. Dismissal of Teachers	38	10. Dismissal of Teachers	18
11. Teacher Transfers	22	11. Promotion of Teachers	18
12. Promotion of Teachers	2	12. Teacher Transfers	0
13. Others	0	13. Others	0
<u>Middle/Junior High</u>			
1. Improvement of Instruction	114	1. Improvement of Instruction	156
2. Increase Job Performance	42	2. Increase Job Performance	92
3. Approval for Tenure	42	3. Staff Development and Planning	44
4. Staff Development and Planning	40	4. Provide Feedback to Teachers	36

TABLE IV (Continued)

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
5. Set Standards of Performance	32	5. Set Standards of Performance	24
6. Meet State Department Requirements	22	6. Improve Communication	22
7. Provide Feedback to Teachers	18	7. Approval for Tenure	14
8. Improve Communication	18	8. Meet State Department Requirements	4
9. Accounting to Authorities	14	9. Dismissal of Teachers	2
10. Dismissal of Teachers	8	10. Promotion of Teachers	2
11. Promotion of Teachers	6	11. Accounting to Authorities	0
12. Teacher Transfers	0	12. Teacher Transfers	0
13. Others	0	13. Others	0
<u>Secondary</u>			
1. Improvement of Instruction	126	1. Improvement of Instruction	314
2. Meet State Department Requirements	122	2. Increase Job Performance	174
3. Approval for Tenure	108	3. Staff Development and Planning	152
4. Staff Development and Planning	92	4. Provide Feedback to Teachers	62
5. Set Standards of Performance	66	5. Improve Communication	46
6. Dismissal of Teachers	54	6. Set Standards of Performance	36
7. Accounting to Authorities	52	7. Meet State Department Requirements	10
8. Provide Feedback to Teachers	36	8. Approval for Tenure	8
9. Set Standards of Performance	28	9. Dismissal of Teachers	2
10. Teacher Transfers	16	10. Teacher Transfers	2
11. Improve Communication	14	11. Accounting to Authorities	2
12. Promotion of Teachers	2	12. Promotion of Teachers	0
13. Others	0	13. Others	0

TABLE IV (Continued)

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
<u>All Levels</u>			
1. Improvement of Instruction	898	1. Improvement of Instruction	1096
2. Increase Job Performance	532	2. Increase Job Performance	670
3. Meet State Department Requirements	314	3. Staff Development and Planning	430
4. Staff Development and Planning	298	4. Provide Feedback to Teachers	184
5. Approval for Tenure	198	5. Set Standards of Performance	142
6. Accounting to Authorities	159	6. Improve Communication	114
7. Provide Feedback to Teachers	116	7. Accounting to Authorities	48
8. Set Standards of Performance	100	8. Meet State Department Requirements	48
9. Dismissal of Teachers	88	9. Approval for Tenure	44
10. Improve Communication	68	10. Dismissal of Teachers	30
11. Teacher Transfers	32	11. Promotion of Teachers	6
12. Promotion of Teachers	2	12. Teacher Transfers	0
13. Others	0	13. Others	0
<u>Other</u>			
1. Improvement of Instruction	62	1. Improvement of Instruction	82
2. Increase Job Performance	36	2. Approval for Tenure	44
3. Staff Development and Planning	36	3. Staff Development and Planning	44
4. Approval for Tenure	24	4. Increase Job Performance	40
5. Meet State Department Requirements	20	5. Provide Feedback to Teachers	20
6. Set Standards of Performance	16	6. Improve Communication	18
7. Accounting to Authorities	12	7. Meet State Department Requirements	14
8. Improve Communication	10	8. Promotion of Teachers	6

TABLE IV (Continued)

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
9. Dismissal of Teachers	6	9. Dismissal of Teachers	4
10. Provide Feedback to Teachers	4	10. Set Standards of Performance	4
11. Promotion of Teachers	4	11. Accounting to Authorities	2
12. Teacher Transfers	2	12. Teacher Transfers	0
13. Others	0	13. Others	0

administrators indicated "meeting State Department requirements" were second in importance; however, they personally considered it seventh in importance. "Staff development and planning" and "provide feedback to teachers" were personally considered third and fourth in importance by administrators of varying grade levels. They did not perceive their school systems "providing feedback" as an important purpose of teacher evaluation.

As indicated in the data in Table V, when analyzed by school size administrators personally considered "improvement of instruction" and "increase job performance" as the two most important purposes of teacher evaluation. In systems with 5,000-10,000 students, administrators indicated the system ranked "meet State Department requirements" second in importance. Regardless of the size of the system "staff development and planning" and "provide feedback to teachers" were personally considered third and fourth in importance. "Improve communication" was perceived by schools to be of lesser importance; whereas, administrators of varying school system sizes personally considered communication of moderate importance. Larger school systems (more than 10,000 students) perceived their schools placing more importance on "meeting State Department requirements" than they personally considered most important.

As indicated by the data in Table VI when analyzed by varying years of experience "improvement of instruction" and "increase job performance" were perceived by schools and personally considered the two most important purposes of teacher evaluation. "Staff development and planning" and "provide feedback to teachers" were personally considered third and fourth in importance respectively to administrators of varying

TABLE V

PURPOSES OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN VARYING SCHOOL SIZES IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
<u>Less than 5,000 Students</u>			
1. Improvement of Instruction	812	1. Improvement of Instruction	1062
2. Increase Job Performance	516	2. Increase Job Performance	662
3. Meet State Department Requirements	364	3. Staff Development and Planning	414
4. Staff Development and Planning	322	4. Provide Feedback to Teachers	198
5. Approval for Tenure	184	5. Set Standards of Performance	138
6. Accounting to Authorities	156	6. Improve Communication	108
7. Provide Feedback to Teachers	124	7. Meet State Department Requirements	80
8. Set Standards of Performance	102	8. Approval for Tenure	52
9. Dismissal of Teachers	82	9. Accounting to Authorities	44
10. Improve Communication	68	10. Dismissal of Teachers	38
11. Teacher Transfers	20	11. Promotion of Teachers	8
12. Promotion of Teachers	10	12. Teacher Transfers	0
13. Others	0	13. Others	0
<u>5,000 - 10,000 Students</u>			
1. Improvement of Instruction	516	1. Improvement of Instruction	672
2. Meet State Department Requirements	316	2. Increase Job Performance	434
3. Increase Job Performance	308	3. Staff Development and Planning	268
4. Staff Development and Planning	160	4. Provide Feedback to Teachers	124
5. Approval for Tenure	146	5. Set Standards of Performance	90

TABLE V (Continued)

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
6. Accounting to Authorities	76	6. Improve Communication	90
7. Provide Feedback to Teachers	74	7. Meet State Department Requirements	42
8. Dismissal of Teachers	54	8. Accounting to Authorities	22
9. Set Standards of Performance	38	9. Approval for Tenure	14
10. Improve Communication	38	10. Dismissal of Teachers	8
11. Teacher Transfers	30	11. Promotion of Teachers	4
12. Promotion of Teachers	2	12. Teacher Transfers	0
13. Others	0	13. Others	0
<u>More than 10,000 Students</u>			
1. Improvement of Instruction	596	1. Improvement of Instruction	818
2. Increase Job Performance	322	2. Increase Job Performance	478
3. Approval for Tenure	300	3. Staff Development and Planning	280
4. Meet State Department Requirements	188	4. Provide Feedback to Teachers	184
5. Staff Development and Planning	160	5. Set Standards of Performance	86
6. Accounting to Authorities	156	6. Improve Communication	80
7. Set Standards of Performance	116	7. Approval for Tenure	56
8. Provide Feedback to Teachers	68	8. Meet State Department Requirements	22
9. Dismissal of Teachers	58	9. Promotion of Teachers	14
10. Improve Communication	42	10. Accounting to Authorities	12
11. Teacher Transfers	22	11. Dismissal of Teachers	10
12. Promotion of Teachers	6	12. Teacher Transfers	4
13. Others	6	13. Others	0

TABLE VI

PURPOSES OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS WITH VARYING YEARS EXPERIENCE IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
<u>1-5 Years of Experience</u>			
1. Improvement of Instruction	170	1. Improvement of Instruction	260
2. Increase Job Performance	124	2. Increase Job Performance	164
3. Meet State Department Requirements	70	3. Staff Development and Planning	92
4. Approval for Tenure	62	4. Provide Feedback to Teachers	58
5. Staff Development and Planning	62	5. Set Standards of Performance	28
6. Accounting to Authorities	34	6. Improve Communication	18
7. Dismissal of Teachers	30	7. Approval for Tenure	10
8. Provide Feedback to Teachers	24	8. Meet State Department Requirements	6
9. Set Standards of Performance	20	9. Accounting to Authorities	4
10. Teacher Transfers	8	10. Dismissal of Teachers	2
11. Improve Communication	6	11. Teacher Transfers	0
12. Promotion of Teachers	2	12. Promotion of Teachers	0
13. Others	0	13. Others	0
<u>6-10 Years of Experience</u>			
1. Improvement of Instruction	338	1. Improvement of Instruction	452
2. Increase Job Performance	236	2. Increase Job Performance	318
3. Meet State Department Requirements	198	3. Staff Development and Planning	172
4. Approval for Tenure	126	4. Provide Feedback to Teachers	136
5. Staff Development and Planning	112	5. Set Standards of Performance	64

TABLE VI (Continued)

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
6. Accounting to Authorities	90	6. Improve Communication	48
7. Provide Feedback to Teachers	78	7. Accounting to Authorities	32
8. Dismissal of Teachers	42	8. Meet State Department Requirements	30
9. Set Standards of Performance	38	9. Approval for Tenure	20
10. Improve Communication	26	10. Dismissal of Teachers	18
11. Teacher Transfers	12	11. Promotion of Teachers	0
12. Promotion of Teachers	6	12. Teacher Transfers	0
13. Others	0	13. Others	0
<u>11-15 Years of Experience</u>			
1. Improvement of Instruction	346	1. Improvement of Instruction	466
2. Increase Job Performance	172	2. Increase Job Performance	252
3. Approval for Tenure	134	3. Staff Development and Planning	174
4. Meet State Department Requirements	126	4. Provide Feedback to Teachers	102
5. Staff Development and Planning	122	5. Improve Communication	80
6. Accounting to Authorities	78	6. Set Standards of Performance	38
7. Provide Feedback to Teachers	42	7. Approval for Tenure	14
8. Dismissal of Teachers	40	8. Meet State Department Requirements	12
9. Set Standards of Performance	38	9. Accounting to Authorities	12
10. Improve Communication	30	10. Dismissal of Teachers	10
11. Teacher Transfers	16	11. Promotion of Teachers	4
12. Promotion of Teachers	4	12. Teacher Transfers	0
13. Others	0	13. Others	0

TABLE VI (Continued)

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
<u>16-20 Years of Experience</u>			
1. Improvement of Instruction	361	1. Improvement of Instruction	426
2. Increase Job Performance	186	2. Increase Job Performance	254
3. Meet State Department Requirements	124	3. Staff Development and Planning	160
4. Approval for Tenure	110	4. Provide Feedback to Teachers	86
5. Staff Development and Planning	104	5. Improve Communication	62
6. Accounting to Authorities	66	6. Set Standards of Performance	56
7. Set Standards of Performance	58	7. Meet State Department Requirements	28
8. Provide Feedback to Teachers	50	8. Approval for Tenure	24
9. Improve Communication	30	9. Accounting to Authorities	16
10. Dismissal of Teachers	28	10. Dismissal of Teachers	8
11. Promotion of Teachers	4	11. Promotion of Teachers	6
12. Teacher Transfers	2	12. Teacher Transfers	0
13. Others	0	13. Others	0
<u>More than 20 Years Experience</u>			
1. Improvement of Instruction	678	1. Improvement of Instruction	892
2. Increase Job Performance	426	2. Increase Job Performance	556
3. Meet State Department Requirements	322	3. Staff Development and Planning	276
4. Staff Development and Planning	232	4. Provide Feedback to Teachers	122
5. Approval for Tenure	192	5. Set Standards of Performance	122
6. Set Standards of Performance	100	6. Meet State Department Requirements	68
7. Accounting to Authorities	94	7. Improve Communication	62

TABLE VI (Continued)

Purposes As Perceived by My School	Weightings	Purposes Personally Considered Most Important	Weightings
8. Provide Feedback to Teachers	68	8. Approval for Tenure	54
9. Improve Communication	54	9. Dismissal of Teachers	18
10. Dismissal of Teachers	50	10. Promotion of Teachers	16
11. Teacher Transfers	34	11. Accounting to Authorities	12
12. Promotion of Teachers	2	12. Teacher Transfers	4
13. Others	0	13. Others	0

years of experience. "Meet State Department requirements" and "approval for tenure" were perceived by schools as being higher in importance than administrators with varying years of experience personally considered it should be. "Improve communication" was personally considered more important than as perceived by schools.

Summary

The most important purpose of teacher evaluation identified by the total group of administrators as being both currently used and most desired was the "improvement of instruction." "Increase of job performance" received the second highest number of responses of all categories. Other items relating to the general improvement of instruction ranked immediately below these first two purposes with minor variations among groups. "Staff development and planning" and "provide feedback to teachers" were third and fourth respectively in importance as personally considered by administrators.

Superintendents, supervisors, and principals agreed that "improvement of instruction" and "increase job performance" were most important purposes of teacher evaluation. "Meeting State Department requirements" was generally considered more important by the school system as perceived by administrators than they personally considered it should be.

Analysis by school level revealed that secondary administrators felt their system emphasized "meeting State Department requirements" second in importance. "Staff development and planning" and "provide feedback to teachers" were personally considered third and fourth in importance.

Regardless of school system size "improvement of instruction" and "increase job performance" were the two most important purposes of teacher evaluation. Larger systems placed more importance on "meeting State Department requirements."

Analysis by varying years of experience indicated no major differences from previous groups. "Improvement of instruction," "increase job performance," "staff development and planning," and "providing feedback to teachers" were the four purposes personally considered most important purposes of teacher evaluation.

III. INVOLVEMENT IN TEACHER EVALUATION

"Who is to be involved in the evaluation of teachers?" is the focus of this section. In order to assess involvement of school personnel in teacher evaluation administrators were asked to check the positions of those involved in the evaluation of teachers in their school system. There were 11 possible position responses to this question.

The responses of the total sample to the question "Who is involved in the evaluation of teachers in your school system" is provided by the data in Table VII: principals, 99 percent; personnel officer, 6 percent; supervisor, 61 percent; superintendent, 30 percent; assistant principal, 30 percent; curriculum principal, 4 percent; department head, 7 percent; assistant superintendent, 8 percent; teachers, 34 percent; school board members, 4 percent; and others, 3 percent. There was apparent agreement among all respondents that the principal is the main person involved in the evaluation of teachers, while supervisors were second highest in number of responses.

TABLE VII

PERCENT OF RELATIVE FREQUENCY RESPONSES OF PERSONS WHO ARE INVOLVED IN TEACHER EVALUATION AS PERCEIVED
BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal	Personnel Officer	Supervisor	Superintendent	Assistant Principal	Curriculum Principal	Department Head	Assistant Superintendent	Teacher	School Board	Other
Totals	575	99	6	61	30	30	4	7	8	34	4	3
Position												
Superintendent	110	100	3	75	43	36	1	13	9	36	4	3
Supervisor	204	99	6	61	30	24	7	5	8	30	4	3
Principal	261	99	8	54	23	23	2	7	8	36	4	2
χ^2		1.03	3.64	*13.72	*14.03	*9.42	*12.53	*6.58	.22	2.10	.02	.19
School Level												
Elementary	204	99	7	52	21	16	2	5	6	39	4	3
Middle/Junior	33	100	12	79	24	55	12	6	9	30		
Secondary	74	99	8	57	28	49	8	11	11	26	7	3
All	243	100	5	65	38	33	3	9	10	33	3	2
Other	21	95	5	76	29	24		5		24		5
χ^2		7.66	3.18	*15.52	*15.59	*43.19	*14.55	4.00	4.01	5.54	4.25	2.10
Size of System												
Less than 5,000	245	100	1	63	41	18	1	8	3	38	3	2
5,000 - 10,000	155	100	1	59	31	35	2	7	9	37	7	1
More than 10,000	175	98	19	58	23	42	9	7	15	24	2	5
χ^2		3.98	*64.18	1.53	*41.12	*28.77	*21.76	.13	*19.77	*10.35	4.38	*7.01
Years Experience												
1 - 5 years	54	100	2	54	50	20	2	4	4	28	4	2
6 - 10 years	111	99	3	64	34	26	3	5	5	25	6	4
10 - 15 years	101	99	9	65	28	31	2	11	12	40	3	3
16 - 20 years	100	100	8	58	17	37	6	10	5	25	3	1
>20 years	196	99	8	59	28	31	5	7	11	43	4	3
χ^2		1.54	6.70	2.99	*20.02	5.58	3.55	4.63	9.04	*16.57	2.22	1.74

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

According to the data in Table VII (page 66), superintendents, supervisors, and principals responded to the question "Who is involved in the evaluation of teachers?" in a similar fashion as shown above. Significant differences existed in the following categories of involvement when analyzed by position of supervisors, superintendent, assistant principal, curriculum principal, and department heads. Generally, superintendents ranked each of these positions having more involvement in teacher evaluation, than did supervisors and principals.

In the division of school level into elementary, middle/junior high, secondary, all and other responses to the question of involvement in teacher evaluation there was similar agreement with total responses. As indicated by the data in Table VII (page 66) significant differences in level existed in the following categories: supervisor, superintendent, assistant principal, and curriculum principal.

Analysis by school size into categories of less than 5,000 students, 5,000-10,000 students, and more than 10,000 students on the question of present involvement in teacher evaluation yielded the most significant differences as indicated by the data in Table VII (page 66). The majority of responses by all categories by size responded with the principal as most heavily involved in teacher evaluation. Significant differences by size of school system were in the following categories: personnel officer, superintendent, assistant principal, curriculum principal, assistant superintendent, teachers, and others. Larger systems with more than 10,000 students had more participation in teacher evaluation by personnel officers (19 percent), assistant principals (42 percent), curriculum

principals (9 percent), and assistant superintendents (15 percent) than did smaller systems. Smaller school systems had more involvement in teacher evaluation from superintendents (41 percent) and teachers (38 percent).

Responses of administrators with varying years of experience to involvement in teacher evaluation yielded similar data to total responses as indicated by the data in Table VII (page 66). Significant differences existed in the areas of superintendents and teachers. Those with 1-5 years of experience perceived more involvement from superintendents in teacher evaluation than did those with more than five years experience.

The question "Who should be responsible for teacher evaluation?" was analyzed next. The same 11 possible responses were listed for a comparison between who is involved and who should be involved in teacher evaluation. According to the data in Table VIII, the responses of the total sample to the question "Who should be involved?" were as follows: principals, 98 percent; personnel officer, 9 percent; supervisor, 67 percent; superintendent, 32 percent; assistant principal, 32 percent; curriculum principal, 16 percent; department head, 21 percent; assistant superintendent, 9 percent; teachers, 42 percent; school board members, 3 percent; and others, 2 percent. There was agreement among respondents that the principal should be involved in teacher evaluation. Supervisors were second highest in number of responses for involvement with 67 percent. Teachers had a higher percentage (42 percent) of involvement as perceived by all administrators.

Superintendents, supervisors, and principals responded to the question "Who should be involved in teacher evaluation?" in a similar

TABLE VIII

PERCENT OF RELATIVE FREQUENCY OF RESPONSES OF PERSONS WHO SHOULD BE INVOLVED IN TEACHER EVALUATION AS PERCEIVED
BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal	Personnel Officer	Supervisor	Superintendent	Assistant Principal	Curriculum Principal	Department Head	Assistant Superintendent	Teacher	School Board	Other
Totals	575	98	9	67	32	32	16	21	9	42	3	2
Position												
Superintendent	110	96	6	70	42	36	15	26	8	41	3	4
Supervisor	204	98	11	71	32	35	19	18	9	39	3	3
Principal	261	99	9	62	27	27	15	21	8	44	3	1
χ^2		.449	.285	.109	*.022	.087	.493	.230	.880	.618	.919	.120
School Level												
Elementary	204	98	9	65	26	23	15	19	7	43	3	2
Middle/Junior	33	100	9	64	30	42	21	21	9	36		
Secondary	74	100	8	58	34	41	26	31	12	39	5	1
All	243	97	9	71	36	35	14	21	9	42	3	3
Other	21	95	10	71	38	24	10	10		48		5
χ^2		.474	.998	.288	.166	*.010	.130	.139	.452	.917	.549	.768
Size of System												
Less than 5,000	245	96	2	69	41	22	11	19	4	41	4	2
5,000 - 10,000	155	99	7	71	39	36	15	20	11	46	4	1
More than 10,000	175	99	20	59	13	41	25	24	13	37	2	3
χ^2		.148	*.000	*.036	*.000	*.000	*.000	.475	*.003	.236	.426	.327
Years Experience												
1 - 5 years	54	98	6	59	41	24	15	11	4	30		2
6 - 10 years	111	96	4	72	37	29	7	19	8	30	3	2
11 - 15 years	101	100	8	65	33	31	15	22	11	51	6	
16 - 20 years	100	100	13	55	15	39	24	25	9	33	1	4
>20 years	196	96	11	72	35	32	18	21	8	51	4	3
χ^2		.080	.088	*.022	*.002	.356	*.019	.341	.655	*.000	.173	.391

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

fashion as indicated by the data in Table VIII (page 69). Significant differences in position only existed in the involvement of superintendents, with principals indicating less involvement from superintendents.

In the division by school level there was similar response to the question on involvement. According to the data in Table VIII (page 69) a significant difference was in the involvement of assistant principals. Middle and secondary school administrators wanted more involvement from assistant principals in teacher evaluation than did elementary school administrators.

School size again had the greatest number of significant differences as indicated by the data in Table VIII (page 69). The positions included for more involvement were personnel officers, superintendent, assistant principal, curriculum principal, and assistant superintendents. Larger systems with more than 10,000 students wanted involvement from personnel officers, assistant principals, curriculum principals, and assistant superintendents. Smaller systems with less than 5,000 students wanted involvement from superintendents.

Administrators when categorized on the basis of school system experience responded in a very similar fashion to the overall total responses reported earlier. Significant differences were found in the preferred involvement of superintendents and teachers as indicated by the data in Table VIII (page 69). Administrators with 1-5 years of experience wanted more involvement from superintendents in teacher evaluation. Administrators with 11-15 years experience wanted more involvement in teacher evaluation from teachers.

The "other" category allowed for write-in responses. Listed by respondents on the questionnaire were area superintendents, directors, parents, students, and consultants.

Comparisons between what is perceived as actually happening and what should be happening are generally in agreement according to the data in Table IX: principal, personnel officer, superintendent, assistant principal, assistant superintendent, school board members, and others. Areas in which more involvement is needed in teacher evaluation include curriculum principal, department head, and teachers.

Summary

The total group of administrators perceived the principal, supervisor, teacher, assistant principal, and superintendent as being involved in teacher evaluation. They thought the department head and/or team leader should also be involved in teacher evaluation.

Analysis by position indicated the principal, supervisor, superintendent, assistant principal, teacher were involved in teacher evaluation. More superintendents (26 percent) thought department heads and/or team leaders should be involved than did supervisors (18 percent) and principals (21 percent).

Analysis by school level indicated involvement by the principal, supervisor, teacher, superintendent, and assistant principal. There should be more involvement from the department head and curriculum principal.

School systems of varying sizes indicated involvement from the principal, supervisor, superintendent, teachers, and assistant principal.

TABLE IX
 PERCENT OF RELATIVE FREQUENCY RESPONSES BETWEEN ACTUAL AND DESIRED INVOLVEMENT OF PERSONNEL AS PERCEIVED
 BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal		Personnel Officer		Supervisor		Superintendent		Assistant Principal		Curriculum Principal		Department Head		Assistant Superintendent		Teacher		School Board		Other	
		Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH
Totals	575	99	98	6	9	61	67	30	32	30	32	4	16	7	21	8	9	34	42	4	3	3	2
Position																							
Superintendent	110	100	96	3	6	75	70	43	42	36	36	1	15	13	26	9	8	36	41	4	3	3	4
Supervisor	204	99	98	6	11	61	71	30	32	34	35	7	19	5	18	8	9	30	39	4	3	3	3
Principal	261	99	99	8	9	54	62	23	27	23	27	2	15	7	21	8	8	36	44	4	3	2	1
χ^2		1.03	1.60	3.64	2.51	*13.72	4.44	*14.03	7.66	*9.42	4.89	*12.53	1.41	*6.58	2.94	.22	.26	2.10	.96	.02	.17	.19	4.25
School Level																							
Elementary	204	99	98	7	9	52	65	21	26	16	23	2	15	5	19	6	7	39	43	4	3	3	2
Middle/Junior	33	100	100	12	9	79	64	24	30	55	42	12	21	6	21	9	9	30	36				
Secondary	74	99	100	8	8	57	58	28	34	49	41	8	26	11	31	11	12	26	39	7	5	3	1
All	243	100	97	5	9	65	71	38	36	33	35	3	14	9	21	10	9	33	42	3	3	2	3
Other	21	95	95	5	10	76	71	29	38	24	24		10	5	10			24	48			5	5
χ^2		7.66	3.53	3.18	.13	*15.52	4.99	*15.59	6.48	*43.19	*13.34	*14.55	7.12	4.00	6.95	4.01	3.67	5.54	.95	4.25	3.05	2.10	1.82
Size of System																							
Less than 5,000	245	100	96	1	2	63	69	41	41	18	22	1	11	8	19	3	4	38	41	3	4	2	2
5,000 - 10,000	155	100	99	1	7	59	71	31	39	35	36	2	15	7	20	9	11	37	46	7	4	1	1
More than 10,000	175	98	99	19	20	58	59	12	13	42	41	9	25	7	24	15	13	24	37	2	2	5	3
χ^2		3.98	3.82	*64.18	*41.36	1.53	*6.65	*41.12	*40.52	*28.87	*17.35	*21.76	*16.07	.13	1.49	*19.77	*11.69	*10.35	*2.89	4.38	1.71	*7.01	2.24
Years Experience																							
1 - 5 years	94	100	98	2	6	54	59	50	41	20	24	2	15	4	11	4	4	28	30	4		2	2
6 - 10 years	111	99	96	3	4	64	72	34	37	26	29	3	7	5	19	5	8	25	30	6	3	4	2
11 - 15 years	101	99	100	9	8	65	65	28	33	31	31	2	15	11	22	12	11	40	51	3	6	3	
16 - 20 years	100	100	100	8	13	58	55	17	15	37	39	6	24	10	25	5	9	25	33	3	1	1	4
>20 years	196	99	96	8	11	59	72	28	35	31	32	5	18	7	21	11	8	43	51	4	4	1	3
χ^2		1.54	8.34	6.70	8.09	2.99	*11.42	*20.02	*17.13	5.58	4.39	3.55	*11.80	4.63	*4.51	9.04	2.44	*16.57	*2.39	2.22	6.37	.74	4.11

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

Larger systems indicated more involvement should be included from the curriculum principal and department head and/or team leader.

Administrators with varying years of service indicated involvement from principal, supervisor, superintendent, teacher, and assistant principal. More involvement should be via the curriculum principal and department head and/or team leader.

Primary Responsibility

The responses of the total sample to the question "Who has primary responsibility for teacher evaluation?" as indicated by the data in Table X were as follows: principal, 95 percent; personnel officer, 0 percent; supervisor, 3 percent; superintendent, 1 percent; assistant principal, 0 percent; curriculum principal, 0 percent; department head, 0 percent; assistant superintendent, 0 percent; teachers, 0 percent; school board members, 0 percent; and others, 0 percent. There was agreement among all respondents that the principal has primary responsibility for teacher evaluation.

Division of respondents by position, school level, school system size, and years of experience yielded similar results as indicated by the data in Table X with the principal listed as the person with primary responsibility for teacher evaluation. There were no significant differences in any category or division of respondents on this question.

The total responses to the question "Who should have primary responsibility for teacher evaluation?" included the following results, as indicated by the data in Table XI: principal; 91 percent; personnel officer, 0 percent; supervisor, 4 percent; superintendent, 1 percent; assistant superintendent, 0 percent; teachers, 1 percent; school board

TABLE X

PERCENT OF RELATIVE FREQUENCY RESPONSES OF THE PERSON WHO HAS PRIMARY RESPONSIBILITY FOR TEACHER EVALUATION AS PERCEIVED
BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal	Personnel Officer	Supervisor	Superintendent	Assistant Principal	Curriculum Principal	Department Head	Assistant Superintendent	Teacher	School Board	Other
Totals	575	92		3	1							
Position												
Supervisor	110	92		5	4							
Principal	204	95		5	1							
Principal	261	97							1			
χ^2												*21.75
School Level												
Elementary	204	96		3								
Middle/Junior	33	100										
Secondary	74	93	1	1	3	1						
All	243	94		4	2							
Other	21	100										
χ^2												26.40
Size of System												
Less than 5,000	245	93		5	2							
5,000 - 10,000	155	97		3	1							
More than 10,000	175	98	1			1						
χ^2												*23.59
Years Experience												
1 - 5 years	54	85		8	8							
6 - 10 years	111	96		3	1							
11 - 15 years	101	96		2		1			1			
16 - 20 years	100	98		2								
> 20 years	196	95	1	3	1				1			
χ^2												*37.18

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

TABLE XI

PERCENT OF RELATIVE FREQUENCY RESPONSES OF PERSONS WHO SHOULD HAVE PRIMARY RESPONSIBILITY FOR TEACHER EVALUATION AS PERCEIVED
BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal	Personnel Officer	Supervisor	Superintendent	Assistant Principal	Curriculum Principal	Department Head	Assistant Superintendent	Teacher	School Board	Other
Totals	575	91		4	1		2	1		1		1
Position												
Superintendent	100	93		6	2							
Supervisor	204	89	1	3	2		3	1		1		
Principal	261	91		3	1		2	1		2		
χ^2							17.80					
School Level												
Elementary	204	90		5	2		3			2		
Middle/Junior Secondary	33	100										
All	74	87		1	1	1	3			3		2
Other	243	91	1	4	1		2					1
χ^2	21	95		5								
χ^2							30.40					
Size of System												
Less than 5,000	245	89		6	2		1	1		1		
5,000 - 10,000	155	91	1	3	1	1	2			2		1
More than 10,000	175	93	1	2			3	1		1		1
χ^2												
χ^2							19.61					
Years Experience												
1 - 5 years	54	87		6	2		4			2		
6 - 10 years	111	85	1	6	4		2	1		1		1
11 - 15 years	101	94		1	1	1	1	1		1		
16 - 20 years	100	95		1			1	1		1		1
>20 years	196	90	1	5	1		3			1		1
χ^2												
χ^2							25.95					

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

members, 0 percent; others, 1 percent. As in the previous question "Who has primary responsibility for teacher evaluation?" the principal was again selected as the person who should have primary responsibility for teacher evaluation.

Analysis of responses by position, school level, size of school system, and years of experience contained similar findings as the total responses. As indicated by the data in Table XI the principal was selected as the person who should have primary responsibility for teacher evaluation. There were no significant differences among any categories on this question.

When respondents were given an opportunity to list other persons who should have primary responsibility for teacher evaluation two were included. Those added to the lists were director of instruction and students.

Summary

In response to the question "Who is to be involved in the evaluation of teachers?" there was general agreement among all segments of the administrators sample that principals should have major involvement as indicated by the data in Table XII. Supervisors received the second highest number of responses. Principals should also be the primary agent in teacher evaluations. Minor variations occurred when analyzed by varying sizes of school systems with small school systems having somewhat different involvement patterns than others.

TABLE XII

PERCENT OF RELATIVE FREQUENCY RESPONSES OF ACTUAL AND DESIRED PRIMARY RESPONSIBILITY FOR TEACHER EVALUATION AS PERCEIVED
BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal		Personnel Officer		Supervisor		Superintendent		Assistant Principal		Curriculum Principal		Department Head		Assistant Superintendent		Teacher		School Board		Other	
		Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH	Is	SH
Totals	575	95	91			3	4	1	1			2		1				1				1	
Position																							
Superintendent	110	92	93			5	6	4	2														
Supervisor	204	95	89		1	5	3	1	2			3		1									2
Principal	261	97	91			1	3		1			2		1	1						2		
χ^2								Is = *21.75				Should = 17.80											
School Level																							
Elementary	204	96	90			3	5		2			3				1						2	
Middle/Junior	33	100	100																				
Secondary	74	93	87	1		1	1	3	1	1	1	3		3							3		2
All	243	94	91		1	4	4	2	1			2											
Other	21	100	95					5															
χ^2								Is = 26.40				Should = 30.40											
Size of System																							
Less than 5,000	245	93	89			5	6	2	2			1		1								1	
5,000 - 10,000	155	97	91		1	3	3	1	1		1	2										2	1
More than 10,000	175	98	93	1	1		2			1				1	1						1		1
χ^2								Is = *23.59				Should = 19.61											
Years Experience																							
1 - 5 years	54	85	87			8	6	8	2			4										2	
6 - 10 years	111	96	85		1	3	6	1	4			2		1							1		1
11 - 15 years	101	96	94			2	1		1	1	1	1		1	1						1		
16 - 20 years	100	98	95			2	1					1		1							1		1
> 20 years	196	95	90	1	1	3	5	1	1			3				1					1		1
χ^2								Is = *37.18				Should = 27.95											

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

IV. METHODS OF TEACHER EVALUATION

This section includes a variety of methods which may be used by administrators in the evaluation of teachers. Respondents were asked to check those which were presently a part of their teacher evaluation system. They were also asked to indicate their attitudes regarding the desirability of these items in teacher evaluation. Included in the list were items related to teacher checklists, evaluation by objectives, student test data, classroom observations, pre-observation conferences, post-observation conferences, instructional conferences, and a series of miscellaneous items including critical incidents, input from parents, self-evaluation, competency tests for teachers, and casual information from others. Data are analyzed by percentages.

A variety of teacher checklists were used for teacher evaluation. This section refers to the current usage by school systems of six possible checklists and the attitudes toward including each of these in an evaluation system. The first checklist was physical characteristics. Of the 575 respondents according to the data in Table XIII, 60 percent indicated their school system was currently using a checklist of physical characteristics. While there was slight variation within the categories of respondents, none was significant.

Total attitudes according to the data in Table XIV toward using physical checklists included were considered by their respondents as very desirable, 17 percent desirable, 57 percent undesirable, 15 percent very undesirable, 3 percent. There were slight variations among the attitudes of the various respondent groups, but none was significant.

TABLE XIII

PERCENT OF RELATIVE FREQUENCY RESPONSES OF TEACHER CHECKLISTS PRESENTLY USED AS A METHOD OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Physical Characteristics	Personal Characteristics	Professional Characteristics	Attitudes and Values	Professional Training	Other
Totals	575	60	88	96	84	76	8
Position							
Superintendent	110	66	92	98	86	76	13
Supervisor	204	54	88	97	83	77	7
Principal	261	62	85	94	83	76	8
χ^2		4.31	2.89	4.79	1.39	1.07	3.50
School Level							
Elementary	204	56	86	95	86	73	10
Middle/Junior	33	70	94	94	76	82	3
Secondary	74	57	81	96	80	80	11
All	243	62	89	97	84	76	7
Other	21	71	91	95	86	86	10
χ^2		4.49	5.20	1.06	3.04	3.59	2.99
Size of System							
Less than 5,000	245	57	87	95	85	74	7
5,000 - 10,000	155	67	91	96	88	78	11
More than 10,000	175	57	86	97	77	77	7
χ^2		4.23	2.28	4.59	*9.13	1.99	2.03
Years Experience							
1 - 5 years	54	63	91	96	83	82	2
6 - 10 years	111	58	87	94	82	70	9
11 - 15 years	101	60	89	99	85	73	12
16 - 20 years	100	61	85	97	83	83	7
> 20 years	196	60	87	95	85	76	8
χ^2		1.51	1.34	4.69	1.58	6.00	5.01

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

TABLE XIV

PERCENT OF RELATIVE FREQUENCY RESPONSES OF ATTITUDES TOWARD TEACHER CHECKLISTS AS A METHOD OF TEACHER EVALUATION
AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Physical Characteristics				Personal Characteristics				Professional Characteristics				Attitudes and Values				Professional Training				Other			
		VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU
Totals	575	17	57	15	3	45	45	8	1	77	17	5	1	65	26	8	1	57	34	7	1	44	22	14	3
Position																									
Superintendent	110	24	54	18	4	56	35	9		85	11	4		71	21	8		47	45	7		60	20	20	
Supervisor	204	17	62	18	3	40	53	6	2	76	19	5		62	31	8		62	32	6		44	33	19	4
Principal	261	17	63	15	5	45	45	9	1	75	19	6	1	66	25	8		59	32	8	1	56	26	14	5
χ^2			7.14				12.21				6.07				5.07				9.01				2.69		
School Level																									
Elementary	204	15	58	13	4	43	47	7	1	76	19	5		66	26	8		57	35	7		49	18	15	6
Middle/Junior	33	16	66	16	3	42	39	18		70	18	12		50	31	19		39	42	18		50	25	13	
Secondary	74	5	61	18	6	35	60	3	1	80	15	1	1	69	21	4	1	66	28	1	1	56	19	6	6
All	243	22	53	17	3	48	52	9	1	78	17	5		64	26	8		57	34	7		37	24	17	
Other	21	19	62	10	5	62	29	10		76	19	5		71	29			60	30	10		40	40		
χ^2			23.88				23.77				21.18				25.93				19.53				9.25		
Size of System																									
Less than 5,000	245	19	58	13	3	46	46	5	1	76	19	5	1	66	26	7	1	53	39	7		41	23	18	2
5,000 - 10,000	155	18	61	11	3	46	45	7		80	15	3		70	24	5		60	32	6	1	48	29	10	
More than 10,000	175	14	51	22	5	42	44	12	1	75	18	7		58	28	12		59	29	9		48	16	13	7
χ^2			14.44				10.13				7.32				11.54				9.77				4.94		
Years Experience																									
1 - 5 years	54	13	61	19	2	42	47	9		80	15	6		72	22	6		52	41	7		60	20	20	
6 - 10 years	111	17	51	19	4	45	43	9	1	74	20	6		61	28	12		49	38	12		55	25	15	
11 - 15 years	101	13	65	15	3	40	52	7	1	78	19	3		63	29	6		56	34	7	1	46	21	17	
16 - 20 years	100	24	50	16	3	54	41	4		83	13	4		70	25	3		67	31	2		56	19		
>20 years	196	18	57	13	4	44	43	9	2	75	18	6	1	66	23	9	1	60	32	6	1	34	20	17	7
χ^2			18.63				11.26				9.63				14.38				19.06				13.69		

N = number; VD = very desirable; D = desirable; U = undesirable; VU = very undesirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

Total responses for a checklist of personal characteristics was 88 percent according to the data in Table XIII. When analyzed by position, size, level, and years of experience a similar trend was noted. There were no significant differences within these categories as related to personal characteristics.

As indicated in the data in Table XIV attitudes of the total group of respondents were regarding checklists of personal characteristics very desirable, 45 percent, desirable, 45 percent, undesirable, 8 percent, and very undesirable, 1 percent. There were no significant differences found among the various respondent categories in attitudes toward personal characteristics checklists as a part of an evaluation system.

Professional characteristics as indicated by the data in Table XIV was a present part of teacher evaluation system by 96 percent of the respondents. The various respondent categories were not significantly different from each other or the total responses.

The attitudes toward the inclusion of professional qualities checklists as indicated by the data in Table XIV was also highly supportive, with 77 percent indicating very desirable, 17 percent desirable, and only 5 percent classifying it as undesirable, and 1 percent as very undesirable. Several respondent groups submitted similar responses with no significant differences being indicated in any of the sub-categories.

According to the data in Table XIII attitudes and values checklists for teacher evaluation was indicated to be presently a part of the teacher evaluation system by 84 percent of the respondents. There were

no significant differences among the respondent groups with the exception of size of system. The largest school systems indicated less use of this checklist.

As seen in the data in Table XIV it was indicated by 65 percent of the respondents that an attitude and value checklist was very desirable, 26 percent indicated it was desirable, 8 percent checked undesirable, with only 1 percent responding very undesirable. There were no significant differences within the subcategories of respondents toward attitude and value checklists.

According to the data in Table XIII the use of professional training checklists as part of a teacher evaluation system was indicated by 76 percent of the respondents. The subcategories of respondents all indicated similar utilization.

Attitudes toward the use of professional training checklists were indicated by the data in Table XIV: 57 percent very desirable, 34 percent desirable, 7 percent undesirable, and 1 percent very undesirable. There was no significant differences within the attitudinal responses of the various subcategories.

The questionnaire provided for the respondents to indicate the use of other types of teacher checklists. Eight percent of the total sample indicated such use. Some of the suggested "other" types of checklists were: coaching ability, community relations, discipline, classroom management, adaptability, teaching performance, extracurricular activities, loyalty, absenteeism, relationships with others. Many of these suggestions probably fit into the checklists which were listed,

but respondents felt it necessary to emphasize these. As indicated by the data in Table XIII, there were no significant differences when analyzed by various categories.

Attitudes toward "other" checklists showed 44 percent of the respondents indicating very desirable, 22 percent desirable as indicated by the data in Table XIV. Fourteen percent responded undesirable and 3 percent very undesirable to the other checklists. There were no significant differences indicated within the various subcategories.

Summary

The comparison of the various checklist methods indicates the following popularity of use as indicated by the data in Table XV: professional characteristics, 96 percent; personal characteristics, 88 percent; attitude and value characteristics, 84 percent; professional training and experience, 76 percent; physical characteristics, 60 percent; and other, 8 percent.

Attitudes toward including these checklists in a teacher evaluation system were ranked as follows: professional qualities, attitudes and values, professional training, personal qualities, physical characteristics, and other. All categories were thought to be more desirable than undesirable.

The use of evaluation by objectives and setting job targets is a possible technique of teacher evaluation. There were six variations of job targets for the respondent to consider on the questionnaire. The first of these was "job targets identified by teachers and administrators." Total responses as indicated by the data in Table XVI to this item indicated 50 percent of the respondents used this method in teacher

TABLE XV

PERCENT OF RELATIVE FREQUENCY RESPONSES OF PRESENT USAGE AND ATTITUDES TOWARD TEACHER CHECKLISTS AS A METHOD OF TEACHER EVALUATION
AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Physical Characteristics					Personal Characteristics					Professional Qualities					Attitudes & Values					Professional Training					Other				
		IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU
Totals	575	60	17	57	15	3	88	45	45	8	1	96	77	17	5	1	84	65	26	8	1	76	57	34	7	1	8	44	22	14	3
Position																															
Superintendent	110	66	24	54	18	4	92	56	35	9		98	85	11	4		86	71	21	8		76	48	45	7		13	60	20	20	
Supervisor	204	54	17	62	18	3	88	40	53	6	2	97	76	19	5		83	62	31	8		77	62	32	6		7	44	33	19	4
Principal	261	62	17	63	15	5	85	45	45	9	1	94	75	19	6	1	83	66	25	8		76	59	32	8	1	8	56	26	14	5
χ^2		4.31	7.14				2.89	12.21				4.79	6.07				1.39	5.07				1.07	9.01			3.50	2.69				
School Level																															
Elementary	204	56	15	58	13	4	86	43	47	7	1	95	76	19	5		86	66	26	8		73	57	35	7		10	49	18	15	6
Middle/Junior	33	70	16	66	16	3	94	42	39	18		94	70	18	12		76	50	31	19		82	39	42	18		3	50	25	13	
Secondary	74	57	5	61	18	6	81	35	60	3	1	96	80	15	1	1	80	69	21	4	1	80	66	28	1	1	11	56	19	6	6
All	243	62	22	53	17	3	89	48	42	9	1	97	78	17	5		84	64	26	8		76	57	34	7		7	37	24	17	
Other	21	71	19	62	10	5	91	62	29	10		95	76	19	5		86	71	29			86	60	30	10		10	40	40		
χ^2		4.49	23.88				5.20	23.77				1.06	21.18				3.04	25.93				3.59	19.53			2.99	9.25				
Size of System																															
Less than 5,000	245	57	19	58	13	3	87	46	46	5	1	95	76	19	5	1	85	66	26	7	1	74	53	39	7		7	41	23	18	2
5,000 - 10,000	155	67	18	61	11	3	91	46	45	7		96	80	15	3		88	70	24	5		78	60	32	6	1	11	48	29	10	
More than 10,000	175	57	14	51	22	5	86	42	44	12	1	97	75	18	7		77	58	28	12		77	59	29	9		7	48	16	13	7
χ^2		4.23	14.44				2.28	10.13				4.59	7.32				*9.13	11.54				1.99	9.77			2.03	4.94				
Years Experience																															
1 - 5 years	54	63	13	61	19	2	91	42	47	9		96	80	15	6		83	72	22	6		82	52	41	7		2	60	20	20	
6 - 10 years	111	58	17	51	19	4	87	45	43	9	1	94	74	20	6		82	61	28	12		70	49	38	12		9	55	25	15	
11 - 15 years	101	60	13	65	15	3	89	40	52	7	1	99	78	19	3		85	63	29	6		73	56	34	7	1	12	46	21	17	
16 - 20 years	100	61	24	50	16	3	85	54	41	4		97	83	13	4		83	70	25	3		83	67	31	2		7	56	19		
> 20 years	196	60	18	57	13	4	87	44	43	9	2	95	75	18	6	1	85	66	23	9	1	76	60	32	6	1	8	34	20	17	7
χ^2		1.51	18.63				1.34	11.26				4.69	9.63				1.58	14.38				6.00	19.06			5.01	13.69				

N = number; IU = in use; VD = very desirable; D = desirable; U = undesirable; VU = very undesirable.

Indicates significant differences at the .05 level or less of frequency of responses within categories.

*Chi square calculated on frequency data using .05 level of significance.

TABLE XVI

PERCENT OF RELATIVE FREQUENCY OF RESPONSES OF EVALUATION BY OBJECTIVES AS A METHOD OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Teacher and Administrator	Teacher Only	Administrator Only	Needs Assessment	Job Description	Other
Totals	575	50	32	14	21	16	2
Position							
Superintendent	110	60	37	15	25	19	3
Supervisor	204	44	30	12	15	12	1
Principal	261	50	32	15	24	17	3
χ^2		*6.42	1.61	1.26	*6.94	2.92	1.89
School Level							
Elementary	204	53	32	15	25	18	2
Middle/Junior	33	58	36	15	27	12	
Secondary	74	42	28	18	12	12	4
All	243	48	33	11	19	15	2
Other	21	48	38	19	14	14	5
χ^2		3.75	1.10	3.20	7.25	1.67	3.09
Size of System							
Less than 5,000	245	49	32	14	17	16	1
5,000 - 10,000	155	49	35	14	22	13	4
More than 10,000	175	51	31	13	25	17	2
χ^2		.17	.57	.31	3.57	.87	3.52
Years Experience							
1 - 5 years	54	44	33	9	13	11	2
6 - 10 years	111	46	28	14	14	12	1
11 - 15 years	101	55	36	22	17	20	2
16 - 20 years	100	50	34	17	23	16	4
> 20 years	196	51	34	10	29	17	2
χ^2		2.68	1.70	*9.84	*12.99	3.68	3.00

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

evaluation systems. A significant difference existed in the supervisors category with 44 percent indicating usage, while 60 percent of the superintendents checked this item. There were no significant differences within other categories.

Attitudes of respondents toward "job targets identified by teachers and administrators" according to the data in Table XVII included: 52 percent very desirable, 38 percent desirable, 4 percent undesirable, and 1 percent very undesirable. There were slight variations among the attitudes of the various respondent groups, but none were significant.

"Job targets identified by teachers being evaluated" was indicated by the data in Table XVI as a present part of teacher evaluation systems by 32 percent of the respondents. The various respondent categories were not significantly different from each other or the total responses.

According to the data in Table XVII the attitudes toward the inclusion of "job targets identified by the teacher being evaluated" were mixed with 29 percent indicating very desirable, 35 percent desirable, 29 percent undesirable, and 1 percent very undesirable. Several respondent groups submitted similar responses with no significant differences being indicated in any subcategories.

The use of "job targets identified by administrators only" as indicated by the data in Table XVI as a part of a teacher evaluation system was reported by 14 percent of the respondents. Administrators with 1-5 years experience indicated only 9 percent usage, while those with 11-15 years experience indicated 22 percent usage. There were no significant differences within subcategories.

TABLE XVII

PERCENT OF RELATIVE FREQUENCY RESPONSES OF ATTITUDES TOWARD EVALUATION BY OBJECTIVES AS A METHOD OF TEACHER EVALUATION
AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Teacher and Administrator				Teacher Only				Administrator Only				Needs Assessment				Job Description				Other			
		VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU
Totals	575	52	38	4	1	29	35	29	1	9	21	55	8	27	34	30	2	20	38	32	2	10	24	26	3
Position																									
Superintendent	110	65	29	6		34	34	30		12	19	63	4	31	35	32	1	30	34	36		10	29	57	5
Supervisor	204	56	40	4	1	30	40	30		8	24	59	9	30	41	28	1	25	43	32	1	20	53	27	
Principal	261	50	44	5	2	30	35	33	3	9	24	58	10	27	34	36	3	16	44	37	3	17	39	39	6
χ^2		10.99				13.55				8.92				8.16				*16.25				4.99			
School Level																									
Elementary	204	44	44	4	2	24	36	29	3	7	20	54	10	24	36	29	3	16	38	31	3	11	20	24	4
Middle/Junior	33	55	36	6		27	21	49		9	21	58	9	27	27	39		15	36	39	3		0	25	
Secondary	74	51	41	6		29	39	26		6	24	56	10	22	38	35	2	16	49	32	2	8	50	17	
All	243	58	31	4		32	35	28		10	21	56	5	32	33	28	1	24	35	30		10	22	31	2
Other	21	50	35			32	26	26		21	21	37	5	17	28	28	6	21	21	32	5		50		
χ^2		21.75				26.57				16.19				19.21				25.34				12.29			
Size of System																									
Less than 5,000	245	53	39	3		29	36	29		10	22	55	6	28	31	34	2	21	35	35	1	5	29	24	2
5,000 - 10,000	155	47	40	3	2	29	33	27	1	10	21	49	8	23	37	29	2	16	38	31	2	15	17	27	2
More than 10,000	175	54	34	7	1	28	34	32	2	5	20	59	10	29	36	26	1	21	41	27	1	9	27	27	3
χ^2		13.63				7.72				13.04				6.28				7.01				3.62			
Years Experience																									
1 - 5 years	54	60	32	4	2	26	40	28	2	9	23	53	9	28	38	26	2	12	48	31	2		48	25	
6 - 10 years	111	45	41	5	1	23	39	28	1	9	26	50	6	20	36	33	2	17	40	29	2	9	26	26	4
11 - 15 years	101	60	33	4	1	34	30	31	1	13	19	58	5	27	35	32		18	41	31		12	20	48	
16 - 20 years	100	55	35	2	2	32	34	25	2	14	23	50	8	32	39	21	2	22	38	29	1	9	22	17	4
>20 years	196	47	40	6		27	33	33	1	3	19	59	10	27	30	33	2	24	31	34	2	3	22	13	3
χ^2		18.64				11.83				22.78				11.14				12.05				16.80			

N = number; VD = very desirable; D = desirable; U = undesirable; VU = very undesirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

According to the data in Table XVII, the attitudes toward the inclusion of "job targets identified by administrators only" was not supported by the respondents with 9 percent indicating very desirable, 21 percent desirable, 55 percent undesirable, and 8 percent very undesirable. There were no significant differences within any of the subcategories.

"Job targets based on a needs assessment" as indicated by the the data in Table XVI was currently being used by 21 percent of the total respondents. Administrators with 1-5 years experience indicated only 13 percent usage of needs assessments as a method of teacher evaluation, while those with 11-15 years experience indicated 22 percent usage. There were no other significant difference within other subcategories.

It was indicated by the data in Table XVII by 27 percent of the respondents that "job targets based on needs assessment" was very desirable. Thirty-four percent indicated it was desirable, while 30 percent checked undesirable, and 2 percent very undesirable. There were no significant differences in any of the other subcategories to this method.

According to the data in Table XVI total responses for "needs assessment based on job description" were 16 percent. There was a similar trend when analyzed by position, level, size, and years of experience. There were no significant differences within the subcategories toward the inclusion of a needs assessment.

Attitudes toward a "needs assessment based on a job description" as indicated by the data in Table XVII were as follows: 20 percent very desirable, 38 percent desirable, 32 percent undesirable, and 2 percent very undesirable. Trends within the subcategories were similar, with no significant differences in evidence.

The "other" category provided a space for additional methods relating to evaluation by objectives. Total responses as indicated by the data in Table XVI, 2 percent other methods were currently in use; however, no other types were written by respondents. There were no significant differences within the subcategories.

Attitudes toward "other" categories as indicated by the data in Table XVII included 10 percent very desirable, 24 percent desirable, 26 percent undesirable, and 3 percent very undesirable. No significant difference existed within subcategories.

Summary

When comparing the use of evaluation by objectives as indicated by the data in Table XVIII the following pattern is indicated: "job targets identified by teachers and administrators" 50 percent, "job targets identified by teachers only" 32 percent, "job targets based on a needs assessment" 21 percent, "needs assessment based on job description" 16 percent, "job targets identified by administrators only" 14 percent, "other" 2 percent. Administrators indicated the main usage is through communication between teachers and administrators.

Attitudes toward including evaluation by objectives in teacher evaluation systems were ranked as follows: "job targets identified by teachers and administrators," "job targets identified by teachers only," "job targets based on needs assessment," "needs assessment based on job description," "job targets identified by administrators only," and "others." The majority were considered to be desirable, with the exception of "job targets identified by administrators only," and the "other" category.

TABLE XVIII

PERCENT OF RELATIVE FREQUENCY RESPONSES OF PRESENT USAGE AND ATTITUDES TOWARD EVALUATION BY OBJECTIVES AS A METHOD OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Teacher & Administrator					Teacher Only					Administrators Only					Needs Assessment					Job Description					Other				
		IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU
Totals	575	50	52	38	4	1	32	29	35	29	1	14	9	21	55	8	21	27	34	30	2	16	20	38	32	2	2	10	24	26	3
Position																															
Superintendent	110	60	65	29	6		37	34	34	30		15	12	19	63	4	25	31	35	32	1	19	30	34	36		3	10	29	57	5
Supervisor	204	44	56	40	4	1	30	30	40	30		12	8	24	59	9	15	30	41	28	1	12	25	43	32	1	1	20	53	27	
Principal	261	50	50	44	5	2	32	30	35	33	3	15	9	24	58	10	24	27	34	36	3	17	16	44	37	3	3	17	39	39	6
χ^2		*6.42		10.99		1.61		13.55		1.26		8.92		*6.94		8.16		2.92		*16.25		1.89		4.99							
School Level																															
Elementary	204	53	44	44	4	2	32	24	36	29	3	15	7	20	54	10	25	24	36	29	3	18	16	38	31	3	2	11	20	24	4
Middle/Junior	33	58	55	36	6		36	27	21	49		15	9	21	58	9	27	27	27	30		12	15	36	39	3				25	
Secondary	74	42	51	41	6		28	29	39	26		18	6	24	56	10	12	22	38	35	2	12	16	49	32	2	4	8	50	17	
All	243	48	58	31	4		33	32	35	28		11	10	21	56	5	19	32	33	28	1	15	24	35	30	2	10	22	31	2	
Other	21	48	50	35			38	32	26	26		19	21	21	37	5	14	17	28	28	6	14	21	21	32	5	5	50			
χ^2		3.75		21.75		1.10		26.57		3.20		16.19		7.25		19.21		1.67		25.34		3.09		12.29							
Size of System																															
Less than 5,000	245	49	53	39	3		32	29	36	29		14	10	22	55	6	17	28	31	34	2	16	21	35	35	1	1	5	29	24	2
5,000 - 10,000	155	49	47	40	3	2	35	29	33	27	1	14	10	21	49	8	22	23	37	39	2	13	16	38	31	2	4	15	17	27	2
More than 10,000	175	51	54	34	7	1	31	28	34	32	2	13	5	20	59	10	25	29	36	26	1	17	21	41	27	1	2	9	27	27	3
χ^2		2.17		13.63		.57		7.72		.31		13.04		3.57		6.28		.87		7.01		3.52		3.62							
Years Experience																															
1 - 5 years	54	44	60	32	4	2	33	26	40	28	2	9	9	23	53	9	13	28	38	26	2	11	12	48	31	2	2	48	25		
6 - 10 years	111	46	45	41	5	1	28	23	39	28	1	14	9	26	50	6	14	20	36	33	2	12	17	40	29	2	1	9	26	26	4
11 - 15 years	101	55	60	33	4	1	36	34	30	31	1	22	13	19	58	5	17	27	35	32		20	18	41	31		2	12	20	48	
16 - 20 years	100	50	55	35	2	2	34	32	34	25	2	17	14	23	50	8	23	32	39	21	2	16	22	38	29	1	4	9	22	17	4
> 20 years	196	51	47	40	6		34	27	33	33	1	10	3	19	59	10	29	27	30	33	2	17	24	31	34	2	2	13	22	13	3
χ^2		2.68		18.64		1.70		11.83		*9.84		22.78		*12.99		11.14		3.68		12.05		3.00		16.80							

N = number; IU = in use; VD = very desirable; D = desirable; U = undesirable; VU = very undesirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

Several types of student test data may be used for teacher evaluation. This section refers to the current usage by school systems of the seven possibilities for using student test data. As indicated by the data in Table XIX total responses to standardized test data indicated 25 percent of the respondents used this method in teacher evaluation systems. A significant difference existed in the school level category with the other category indicating 43 percent usage of a part of the teacher evaluation system. There were no significant differences within other categories.

Attitudes of respondents toward standardized test data as indicated in Table XX included: 10 percent very desirable, 24 percent desirable, 45 percent undesirable, 11 percent very undesirable. There were slight variations among the attitudes of the various respondent groups, but none was significant.

According to Table XIX student test data in the form of proficiency tests were indicated as a present part of the teacher evaluation system of 20 percent of the respondents. The various respondent categories were not significantly different from each other or the total responses.

The attitudes as indicated by the data in Table XX toward the inclusion of student test data in the form of proficiency tests were not supported. Eleven percent of the responses were very desirable, 24 percent desirable, 45 percent undesirable, and 11 percent very undesirable. Several respondent groups submitted similar responses with no significant differences being indicated in any of the subcategories.

The use of teacher-made tests as indicated by the data in Table XIX as a part of a teacher evaluation system was reported by 22 percent

TABLE XIX

PERCENT OF RELATIVE FREQUENCY RESPONSES OF STUDENT TEST DATA AS A METHOD OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Standardized Tests	Proficiency Tests	Teacher-Made Tests	Student Attitude Paper and Pencil	Student Reports	Student Attitude Observed	Other
Totals	575	25	20	22	6	5	9	3
Position								
Superintendent	110	22	21	21	6	6	11	1
Supervisor	204	24	20	21	5	3	9	2
Principal	261	27	20	24	7	6	8	2
χ^2		1.50	.08	.98	.68	2.61	.80	2.97
School Level								
Elementary	204	30	20	25	6	3	5	
Middle/Junior	33	24	24	21	9	12	12	3
Secondary	74	23	22	23	4	5	12	1
All	243	20	17	19	6	5	10	5
Other	21	43	38	38	19	10	24	1
χ^2		*9.96	5.91	5.94	6.76	6.41	*11.28	2.53
Size of System								
Less than 5,000	245	23	20	21	5	7	10	3
5,000 - 10,000	155	20	24	26	10	2	11	2
More than 10,000	175	23	17	20	5	5	6	4
χ^2		1.77	2.11	2.00	4.49	4.27	2.18	1.06
Years Experience								
1 - 5 years	54	26	20	26	6	2	11	3
6 - 10 years	111	22	17	18	5	5	8	1
11 - 15 years	101	25	21	24	9	4	7	2
16 - 20 years	100	18	16	18	4	4	5	1
> 20 years	196	30	24	25	7	7	11	
χ^2		6.05	3.08	3.61	2.45	2.71	4.13	2.72

The data are reported as percentages.

*Chi square calculated on frequency data using .05. level of significance.

TABLE XX

PERCENT OF RELATIVE FREQUENCY OF RESPONSES OF ATTITUDES TOWARD STUDENT TEST DATA AS A METHOD OF TEACHER EVALUATION
AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Standardized Tests				Proficiency Tests				Teacher-Made Tests				Student Attitude Paper & Pencil				Student Reports				Student Attitudes Observed				Other			
		VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU
Totals	575	10	27	45	10	11	24	45	11	12	26	44	9	4	28	49	8	4	24	52	10	4	30	47	8	1	3	6	2
Position																													
Superintendent	110	10	24	56	10	11	27	52	10	11	29	53	7	5	32	53	10	4	32	55	10	1	37	52	10	6	28	44	22
Supervisor	204	13	32	44	12	12	28	47	13	11	34	44	11	4	37	51	7	2	30	59	9	5	37	52	7	14	19	52	14
Principal	261	9	30	51	10	11	26	52	11	16	23	52	10	5	25	59	10	6	23	59	13	6	30	54	10	13	20	47	20
χ^2		4.78				1.32				10.26				8.31				7.58				6.23				1.69			
School Level																													
Elementary	204	10	27	46	10	10	23	47	10	13	21	47	10	4	23	52	11	3	18	55	11	3	25	51	9	9	7	30	14
Middle/Junior	33	9	27	58	3	9	30	58	3	18	18	58	3	9	18	64	3	6	18	61	9	9	27	58	3				60
Secondary	74	7	29	41	10	9	26	41	11	13	26	39	9	3	34	48	5	9	28	45	10	7	27	46	9	8	31	15	
All	243	10	26	45	12	10	25	43	12	9	31	42	10	4	31	46	8	3	29	50	9	3	34	43	7	4	15	28	13
Other	21	15	25	40		26	16	37		30	10	45		17	22	44		11	21	42	5	11	39	28		20			
χ^2		13.47				19.13				*26.41				22.04				18.57				22.26				17.84			
Size of System																													
Less than 5,000	245	10	27	47	9	11	26	44	11	13	26	47	8	3	31	51	8	4	26	53	8	4	31	47	7	2	19	23	9
5,000 - 10,000	155	9	26	40	12	9	23	41	12	14	25	37	11	8	24	43	10	4	23	48	13	5	28	42	10	9	6	22	22
More than 10,000	175	10	27	48	8	11	23	49	8	9	26	48	8	4	26	53	8	3	22	53	10	4	28	50	7	11	9	40	3
χ^2		6.89				6.60				9.64				14.42				5.03				4.61				*15.61			
Years Experience																													
1 - 5 years	54	13	19	44	15	15	22	39	15	13	34	36	9	6	28	52	8	7	26	44	15	8	39	39	8		25	8	17
6 - 10 years	111	12	28	41	11	12	26	42	10	14	24	46	9	3	28	48	8	4	25	49	9	2	33	44	8	12	15	23	12
11 - 15 years	101	4	29	53	6	6	27	52	6	7	27	52	5	5	29	48	7	1	27	53	10	3	32	47	8		14	50	9
16 - 20 years	100	5	26	46	12	7	24	46	11	11	23	42	11	3	25	51	9	6	19	54	9	4	24	51	8	14	5	33	5
>20 years	196	12	27	45	9	12	21	45	12	13	25	44	10	4	27	50	9	3	24	52	10	4	26	48	8	5	8	18	13
χ^2		14.59				11.71				10.99				3.82				10.75				10.30				20.11			

N = number; VD = very desirable; D = desirable; U = undesirable; VU = very undesirable.

The data are reported as percentages.

*Chi Square calculated on frequency data using .05 level of significance.

of the respondents. There were no significant differences within the subcategories in response to this question.

The attitudes as indicated by the data in Table XX toward the inclusion of teacher-made tests was not supported, with 12 percent very desirable, 26 percent desirable, 44 percent undesirable, and 9 percent very undesirable. There was a significant difference in the division by level, with administrators responsible for all levels indicating 9 percent very desirable, and those responsible for other levels indicating 30 percent very desirable. There were no significant differences within any other subcategories.

Student attitude measures—paper and pencil according to the data in Table XIX was currently being used by 6 percent of the school systems as a part of a teacher evaluation system. There were no significant differences within any of the other subcategories on the inclusion of this type of student test data.

It was indicated by the data in Table XX by 4 percent of the respondents that "student attitude measures" were very desirable. Twenty-eight percent indicated it was desirable, 49 percent undesirable, and 8 percent very undesirable. There were no significant differences within the subcategories towards the student attitude measures by paper and pencil.

As indicated by the data in Table XIX total responses for "student reports of teachers' behaviors" was 5 percent. When analyzed by position, level, size, and years of experience there was a similar trend. There were no significant differences within these groups toward the inclusion of student reports.

As indicated by the data in Table XX attitudes of the total group of respondents were very desirable, 5 percent; desirable, 24 percent; undesirable, 52 percent; and very undesirable, 10 percent toward the use of student reports of teachers' behaviors. Trends within the subcategories were similar, not supporting this method of teacher evaluation. There were no significant differences within any other categories.

Student attitude measures-observations for teacher evaluation was identified to be presently a part of the teacher evaluation system as indicated by the data in Table XIX by 9 percent of the respondents. Elementary administrators indicated only 5 percent, while administrators responsible for other levels indicated 24 percent. There were no other significant differences within the subcategories.

It was indicated by the data in Table XX by 4 percent of the respondents that Student attitude measures-observations were very desirable. Thirty percent indicated desirable, while 47 percent checked undesirable and 8 percent checked very undesirable. Similar trends were evident in other analysis, with attitudes not supporting this technique of teacher evaluations. There were no significant differences in the other subcategories in response to this item.

The questionnaire provided a space for respondents to write in other types of student test data which were used for teacher evaluation. According to the data in Table XIX 2 percent of the total respondents indicated such use. Some of the suggested other types of student test data were student-teacher goals. There were no significant differences within the several respondent groups.

As indicated by the data in Table XX attitudes toward other student test data showed 7 percent of the respondents indicating they were very desirable, 12 percent desirable, 27 percent undesirable, and 11 percent very undesirable. A significant difference existed with smaller systems indicating 2 percent were very desirable, while 11 percent of the larger systems with more than 10,000 students indicating very desirable. There were no other significant differences in attitudes toward the inclusion of this method.

Summary

A comparison of the use of student test data in teacher evaluation systems indicated by the data in Table XXI the following pattern: standardized tests 25 percent, teacher-made tests 22 percent, proficiency tests 20 percent, student attitude measures-observable 9 percent, student attitude measures paper and pencil 6 percent, student reports of teacher behavior 5 percent, and other 2 percent. There is not a wide usage of this method at this time as perceived by administrators.

As indicated by the data in Table XXI attitudes toward including student test data in teacher evaluation systems were ranked as follows: teacher made tests, standardized tests, proficiency tests, student attitude measures-observation, student attitude measures-paper and pencil, student reports of teacher behavior, and other. All categories were considered to be more undesirable than desirable.

Classroom observations are a method of teacher evaluation. Observations may be conducted by a variety of persons. Respondents were asked to identify those persons who were currently conducting classroom observations as a part of their teacher evaluation systems. As indicated

TABLE XXI

PERCENT OF RELATIVE FREQUENCY RESPONSES OF PRESENT USAGE AND ATTITUDES TOWARD STUDENT TEST DATA AS A METHOD OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Standardized Tests					Proficiency Tests					Teacher Made Tests					Student Attitude Paper & Pencil					Student Reports					Student Attitude Observed				
		IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU
Totals	575	25	10	27	45	10	20	11	24	45	11	22	12	26	44	9	6	4	28	49	8	5	4	24	52	10	9	4	30	47	8
Position																															
Superintendent	110	22	10	24	56	10	21	11	27	52	10	21	11	29	53	7	6	5	32	53	10	6	4	32	55	10	11	1	37	52	10
Supervisor	204	24	13	32	44	12	20	12	28	47	13	21	11	34	44	11	5	4	37	51	7	3	2	30	59	9	9	5	37	52	7
Principal	261	27	9	30	51	10	20	11	26	52	11	24	16	23	52	10	7	5	25	59	10	6	6	23	59	13	8	6	30	54	10
χ^2		1.50		4.78		.08		1.32		.98		10.26		.68		8.31		2.61		7.58		.80		6.23							
School Level																															
Elementary	204	30	10	27	46	10	20	10	23	47	10	25	13	21	47	10	6	4	23	52	11	3	3	18	55	11	5	3	25	51	9
Middle/Junior	33	24	9	27	58	3	24	9	30	58	3	21	18	18	58	3	9	9	18	64	3	12	6	18	61	9	12	9	27	58	3
Secondary	74	23	7	29	41	10	22	9	26	41	11	23	13	26	39	9	4	3	34	48	5	5	9	28	45	10	12	7	27	46	9
All	243	20	10	26	45	12	17	10	25	43	12	19	9	31	42	10	6	4	31	46	8	5	3	29	50	9	10	3	34	43	7
Other	21	43	15	25	40		38	26	16	37		38	30	10	45		19	17	22	44		10	11	21	42	5	24	11	39	28	
χ^2		*9.96		13.47		5.91		19.13		5.94		*26.41		6.76		22.04		6.41		18.57		*11.28		22.26							
Size of System																															
Less than 5,000	245	23	10	27	47	9	20	11	26	44	11	21	13	26	47	8	5	3	31	51	8	7	4	26	53	8	10	4	31	47	7
5,000 - 10,000	155	29	9	26	40	12	24	9	23	41	12	26	14	25	37	11	10	8	24	43	10	2	4	23	48	13	11	5	28	42	10
More than 10,000	175	23	10	27	48	8	17	11	23	49	8	20	9	26	48	8	5	4	26	53	8	5	3	22	53	10	6	4	28	50	7
χ^2		1.77		6.89		2.11		6.60		2.00		9.64		4.49		14.42		4.27		5.03		2.18		4.61							
Years Experience																															
1 - 5 years	54	26	13	19	44	15	20	15	22	39	15	26	13	34	36	9	6	6	28	52	8	2	7	26	44	15	11	8	39	39	8
6 - 10 years	111	22	12	28	41	11	17	12	26	42	10	18	14	24	46	9	5	3	28	48	8	5	4	25	49	9	8	2	33	44	8
11 - 15 years	101	25	4	29	53	6	21	6	27	52	6	24	7	27	52	5	9	5	29	48	7	4	1	27	53	10	7	3	32	47	8
16 - 20 years	100	18	5	26	46	12	16	7	24	46	11	18	11	23	42	11	4	3	25	51	9	4	6	19	54	9	5	4	24	51	8
>20 years	196	30	12	27	45	59	24	12	21	45	12	25	13	25	44	10	7	4	27	50	9	7	3	24	52	10	11	4	26	48	8
χ^2		6.05		14.59		3.08		11.71		3.61		10.99		2.45		3.82		2.71		10.75		4.13		10.30							

N = number; IU = in use; VD = very desirable; D = desirable; U = undesirable; VU very undesirable.

The data are reported as percentages

*Chi square calculated on frequency data using .05 level of significance.

by the data in Table XXII of the 575 respondents, 92 percent indicated the principal was involved in classroom observations as a part of their teacher evaluation system. When analyzed by position, superintendents felt there was a higher percent (96 percent), while supervisors perceived it to be less (89 percent). School systems with less than 5,000 students indicated 87 percent were involved in observations, and larger systems with more than 10,000 students indicated 96 percent. Other subcategories contained no significant differences.

Attitudes toward observation by principals as indicated by the data in Table XXIII was positive with 72 percent indicated very desirable, 22 percent desirable, 2 percent undesirable, and 0 percent very undesirable. There were no significant differences of attitudes within the subcategories.

According to the data in Table XXII total responses for supervisors' involvement in classroom observations was 65 percent. Three significant differences were noted in the subcategories of position, size, and years of experience. Fifty-nine percent of the principals indicated that supervisors were involved in observations, while 71 percent of the superintendents perceived supervisors' involvement. Of the school systems with less than 5,000 students, 58 percent perceived involvement of supervisors in observations. Forty-four percent of the administrators with 1-5 years experience indicated supervisors' involvement in classroom observations. There were no significant differences by school level.

As indicated by the data in Table XXIII attitudes toward supervisors' involvement in observations was also positive with 48 percent

TABLE XXII
 PERCENT OF RELATIVE FREQUENCY RESPONSES OF CLASSROOM OBSERVATIONS AS A METHOD
 OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE
 DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal	Supervisor	Superintendent	Department Chairman	Peers	Other
Totals	575	92	65	15	12	6	2
Position							
Superintendent	110	96	71	28	16	2	2
Supervisor	204	89	69	15	14	9	3
Principal	261	93	59	9	10	5	2
χ^2		*6.00	*7.82	*22.15	3.21	*7.96	.21
School Level							
Elementary	204	95	62	12	7	5	2
Middle/Junior	33	91	73	6	3	3	
Secondary	74	91	62	15	23	10	3
All	243	91	67	18	14	5	2
Other	21	86	62	24	10	10	5
χ^2		3.65	2.16	6.46	*16.35	2.90	1.59
Size of System							
Less than 5,000	245	87	58	22	8	7	2
5,000 - 10,000	155	95	63	14	16	5	3
More than 10,000	175	96	74	5	14	6	2
χ^2		*12.57	*11.43	*24.91	*6.88	.96	1.41
Years Experience							
1 - 5 years	54	87	44	15	6	6	4
6 - 10 years	111	92	64	18	9	2	4
11 - 15 years	101	94	64	9	12	4	2
16 - 20 years	100	92	66	8	11	5	2
> 20 years	196	93	71	19	17	10	1
χ^2		7.28	*19.04	*23.93	12.67	8.94	16.85

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

TABLE XXIII

PERCENT OF RELATIVE FREQUENCY RESPONSES OF ATTITUDES TOWARD CLASSROOM OBSERVATIONS AS A METHOD OF TEACHER EVALUATION
AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal				Supervisor				Superintendent				Department Chairman				Peers				Other			
		VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU
Totals	575	76	22	2		48	41	9	1	11	37	45	4	16	32	45	2	7	25	52	8	10	15	31	10
Position																									
Superintendent	110	79	20	1		48	43	10		12	49	36	4	14	36	47	2	4	24	59	13	13	13	69	6
Supervisor	204	79	19	2		52	40	8	1	13	39	44	4	20	36	41	3	10	34	46	10	15	33	40	12
Principal	261	74	25	2		45	43	11	2	9	33	54	5	16	30	52	2	8	23	64	6	16	16	45	23
χ^2				3.73					5.33				11.99				6.22				18.55				7.29
School Level																									
Elementary	204	74	24	2	1	45	45	10	1	12	31	50	4	10	33	49	2	7	25	54	8	10	14	31	14
Middle/Junior	33	88	12			49	46	3		3	41	47	3	18	24	55		15	9	67	3			20	
Secondary	74	75	23	1		50	38	10	3	9	40	44	6	25	28	40	3	7	27	49	6	18	27	27	
All	243	77	21	2		50	39	10		11	40	42	4	18	33	41	3	7	27	51	10	8	15	32	8
Other	21	80	20			53	42			10	35	30	10	16	32	42		5	26	42	11	25		25	25
χ^2				5.84					19.40				18.09				15.92				16.46				12.32
Size of System																									
Less than 5,000	245	75	25	1		46	44	10		13	40	41	4	15	34	43	2	7	27	50	10	5	11	36	11
5,000 - 10,000	155	75	23	2		51	35	11	1	13	37	42	4	19	30	46	3	7	27	54	6	17	23	20	1
More than 10,000	175	80	17	2	1	48	43	7	1	4	31	54	4	15	30	47	2	8	22	55	7	11	14	32	11
χ^2				6.86					6.21				20.76				3.44				4.63				6.98
Years Experience																									
1 - 5 years	54	74	24	2		40	42	13	4	11	33	39	13	11	38	36	4	6	34	43	11			50	8
6 - 10 years	111	77	22	1		58	37	6		16	40	43	1	14	30	46	2	9	25	51	11	12	23	31	15
11 - 15 years	101	74	25	1		46	45	8	1	5	38	46	5	18	29	44	3	6	23	58	7	9	9	32	9
16 - 20 years	100	79	18	2	1	48	40	12	1	10	33	49	2	20	34	43	1	8	22	57	6	16	12	32	
>20 years	196	76	22	2		45	43	10	1	11	37	44	4	16	31	47	2	8	26	51	8	8	19	17	14
χ^2				7.28					19.04				23.93				12.67				8.94				16.85

N = number; VD = very desirable; D = desirable; U = undesirable; VU = very undesirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

checking very desirable, 41 percent desirable, 9 percent undesirable, and 1 percent very undesirable. Trends were similar within the other sub-categories, and there were no significant differences toward the inclusion of supervisors in classroom observations.

Observations by superintendents received less support than the two previous categories. As indicated by the data in Table XXII only 15 percent of the respondents indicated that observations by superintendents were currently a part of their teacher evaluation systems. There was a significant difference by position in which 9 percent of the principals and 28 percent of the superintendents indicated observations by superintendents were being used. School systems with more than 10,000 students indicated less usage (5 percent) than did systems with less than 5,000 students (22 percent). Administrators with 16-20 and 11-15 years of experience indicated less involvement by superintendents than administrators with 21-99 years of experience. Analysis by school level did not indicate a significant difference.

According to the data in Table XIII attitudes toward the involvement of the superintendent in classroom observations were divided. Of the total respondents 11 percent indicated very desirable, 37 percent desirable, 45 percent undesirable, and 4 percent very undesirable. In larger school systems with more than 10,000 students there was less support for the involvement of superintendents. There were no significant differences in other categories.

Classroom observations as indicated by the data in Table XXII by department chairmen and/or team leaders were not widespread. Twelve percent of the respondents indicated they were used in a teacher

evaluation system. Three percent of the middle/junior high respondents indicated department chairmen were used, while 24 percent of the secondary respondents indicated their use in observations. Smaller school systems indicated less use of department chairmen and/or team leaders. There were no significant differences in the remaining subcategories.

According to the data in Table XXIII the attitude of respondents toward the use of department chairmen was somewhat negative. Of the respondents, 16 percent indicated very desirable, 32 percent desirable, 45 percent undesirable, and 2 percent very undesirable. There were no significant differences by position, level, size of system, or years of experience.

It was indicated by the data in Table XXII by 6 percent of the respondents that peer observations were a part of their teacher evaluation system. Superintendents indicated less usage of this technique (2 percent) than did supervisors (9 percent). Division by years of experience showed that 2 percent of those with 6-10 years experience thought peers were used, while 16 percent of those with 21-99 years experience responded peers were used. There were no significant difference in the other subcategories.

According to the data in Table XXIII attitudes toward the use of peers for teacher evaluation was negative. The total responses were 7 percent very desirable, 25 percent desirable, 52 percent undesirable, and 8 percent very undesirable. There was a significant difference by position, with principals rating peer observation as 64 percent undesirable. There were no significant differences in the other categories.

Total responses of observation as indicated by the data in Table XXII suggested who might conduct observations included: directors, assistant superintendent, parents, assistant principals, and school board members. There were no significant differences within the several respondent groups.

According to the data in Table XXIII attitudes toward other observations showed 10 percent of the respondents indicating very desirable, 15 percent desirable, 31 percent undesirable, and 10 percent very undesirable. No significant differences existed by position, level, size or years of experience.

Summary

The comparison of classroom observations by different people indicate as seen in the data in Table XXIV the following: principal 92 percent, supervisor 65 percent, superintendent 15 percent, department chairman 12 percent, peers 6 percent, and other 2 percent. Clearly, the principal was the most preferred to conduct classroom observations, with supervisors receiving second highest number of responses.

According to the data in Table XXIV attitudes toward observations by varying persons are ranked in the following order: principal, supervisors, superintendent and department chairmen, peers, and others. There were positive attitudes towards principals and supervisors conducting observations, and divided attitudes toward superintendents and department chairmen conducting observations.

Prior to a classroom observation a pre-observation conference is often conducted. Respondents were asked to check the persons involved

TABLE XXIV

PERCENT OF RELATIVE FREQUENCY RESPONSES OF PRESENT USAGE AND ATTITUDES TOWARD CLASSROOM OBSERVATIONS AS A METHOD OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal					Supervisor					Superintendent					Department Chairman					Peers					Others																																		
		IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU																														
Totals	575	92	92	22	2	65	48	41	9	1	15	11	37	45	4	12	16	32	45	2	6	7	25	52	8	2	10	15	31	10																															
Position																																																													
Superintendent	110	96	79	20	1	71	48	43	10		28	12	49	36	4	16	14	36	47	2	2	4	24	59	13	2	13	13	69	6																															
Supervisor	204	89	79	19	2	69	52	40	8	1	15	13	39	44	4	14	20	36	41	3	9	10	34	46	10	3	15	33	40	12																															
Principal	261	93	74	25	2	59	45	43	11	2	9	9	33	54	5	10	16	30	52	2	5	8	23	64	6	2	16	16	45	23																															
χ^2		*6.00					*3.73					*7.82					5.33					*22.15					11.99					3.21					6.22					*7.96					*18.55					.21					7.29				
School Level																																																													
Elementary	204	95	74	24	2	1	62	45	45	10	1	12	12	31	50	4	7	10	33	49	2	5	7	25	54	8	2	10	14	31	14																														
Middle/Junior	33	91	88	12			73	49	46	3		6	3	41	47	3	3	18	24	55		3	15	9	67	3				20																															
Secondary	74	91	75	23	1		62	50	38	10	3	15	9	40	44	6	23	25	28	40	3	10	7	27	49	6	3	18	27	27																															
All	243	91	77	21	2		67	50	39	10		18	11	40	42	4	14	18	33	41	3	5	7	27	51	10	2	8	15	32	8																														
Other	21	86	80	20			62	53	42			24	10	35	30	10	10	16	32	42		10	5	26	42	11	5	25	25	25																															
χ^2		3.65					5.84					2.16					19.40					6.46					18.09					*16.35					15.92					2.90					16.46					1.59					12.32				
Size of System																																																													
Less than 5,000	245	87	75	25	1		58	46	44	10		22	13	40	41	4	8	15	34	43	2	7	7	27	50	10	2	5	11	36	11																														
5,000 - 10,000	155	95	75	23	2		63	51	35	11	1	14	13	37	42	4	16	19	30	46	3	5	7	27	54	6	3	17	23	20	1																														
More than 10,000	175	96	80	17	2	1	74	48	43	7	1	5	4	31	54	4	14	15	30	47	2	6	8	22	55	7	2	11	14	32	11																														
χ^2		*12.57					6.86					*11.43					6.21					*24.91					*20.76					*6.88					3.44					2.96					4.63					1.41					6.98				
Years Experience																																																													
1 - 5 years	54	87	74	24	2		44	40	42	13	4	15	11	33	39	13	6	11	38	36	4	6	6	34	43	11	4			50	8																														
6 - 10 years	111	92	77	22	1		64	58	37	6		18	16	40	43	1	9	14	30	46	2	2	9	25	51	11	4	12	23	31	15																														
11 - 15 years	101	94	74	25	1		64	46	45	8	1	9	5	38	47	5	12	18	29	44	3	4	6	23	58	7	2	9	9	32	9																														
16 - 20 years	100	92	79	18	2	1	66	48	40	12	1	8	10	33	49	2	11	20	34	43	1	5	8	22	57	6	2	16	12	32																															
>20 years	196	93	76	22	2		71	45	43	10	1	19	11	37	44	4	17	16	31	47	2	10	8	26	51	8	1	8	19	17	14																														
χ^2		7.28					7.28					*19.04					19.04					*23.93					23.93					12.67					12.67					8.94					8.94					16.85					16.85				

N = number; IU = in use; VD = very desirable; D = desirable; U = undesirable; VU = very undesirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

in pre-observation conferences and indicate their attitudes toward each of these. The first person named was the principal. As indicated by the data in Table XXV of the total respondents 69 percent indicated the principal was conducting pre-observation conferences in their teacher evaluation system. Sixty-two percent of the supervisors indicated principal involvement in pre-observation conferences, while 75 percent of the superintendents responded to this method. School systems with less than 5,000 students indicated principals pre-observation conferences by 60 percent of the respondents, while 77 percent of the systems with 5,000-10,000 students indicated principal involvement. There were no significant differences within the other subcategories.

According to the data in Table XXVI attitudes toward the principal conducting pre-observation conferences were positive. Of the total respondents 68 percent indicated very desirable, 29 percent desirable, 3 percent undesirable, and 0 percent very undesirable. Significant differences were not indicated within any other subcategories.

Pre-observation conferences by supervisors were indicated by 38 percent of the respondents as revealed by the data in Table XXV. Similar trends were not in the subcategories with the exception of small size systems. Systems with less than 5,000 students indicated 31 percent usage of pre-observation conferences by supervisors, while 45 percent of the larger systems over 10,000 indicated supervisors' involvement in pre-observation conferences. There were no other significant differences.

According to the data in Table XXVI attitudes toward superintendents conducting pre-observation conferences were not supportive. Of the total responses the following categories were checked: 13 percent

TABLE XXV
 PERCENT OF RELATIVE FREQUENCY OF RESPONSES OF PRE-OBSERVATION CONFERENCES AS A METHOD
 OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE
 DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal	Supervisor	Superintendent	Department Chairman	Peers	Other
Totals	575	69	38	8	5	1	1
Position							
Superintendent	110	75	46	18	9	1	1
Supervisor	204	62	40	7	4	2	1
Principal	261	72	33	5	3	1	
χ^2		*7.04	5.26	*17.53	5.46	.21	.68
School Level							
Elementary	204	73	36	7	3	2	1
Middle/Junior Secondary	33	73	52	3	3		
All	74	62	32	7	5		
Other	243	68	39	10	7	1	1
χ^2	21	62	38	19	5	5	
χ^2		4.02	3.92	5.27	3.47	4.76	2.04
Size of System							
Less than 5,000	245	60	31	13	3	1	1
5,000 - 10,000	155	77	41	7	7	1	1
More than 10,000	175	74	45	2	6	1	1
χ^2		*14.72	*9.28	*16.03	4.17	.02	.09
Years Experience							
1 - 5 years	54	61	32	11	4		4
6 - 10 years	111	66	37	7	5	1	
11 - 15 years	101	74	32	9	4	1	
16 - 20 years	100	71	41	5	4		1
> 20 years	196	72	43	9	7	3	1
χ^2		4.24	5.45	2.44	1.79	4.82	8.59

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

very desirable, 25 percent desirable, 52 percent undesirable, and 5 percent very undesirable. Administrators in larger systems indicated that pre-observation conferences were more undesirable (57 percent), than did smaller systems (49 percent). No significant differences were found within the other subcategories.

Pre-observation conferences by department chairmen and/or team leaders were not widely used as indicated by the data in Table XXV. Of the total respondents only 5 percent indicated involving department chairmen and/or team leaders in their teacher evaluation systems. There were no significant differences within the categories of position, level, size or years of experience.

According to the data in Table XXVI total attitudes toward using department chairmen and/or team leaders for pre-observation conferences included 14 percent very desirable, 26 percent desirable, 51 percent undesirable, and 2 percent very undesirable. Once again there were slight variations among the attitudes of the various respondent groups, but none were significant.

Peer involvement in pre-observation conferences was indicated by only 1 percent of the total respondents as revealed in the data in Table XXV. There were no significant differences within the categories of position, size, level, or length of service.

According to the data in Table XXVI total attitudes toward using peers in pre-observation conferences were 6 percent very desirable, 18 percent desirable, 60 percent undesirable, and 7 percent very undesirable. Administrators did not support the use of peers in conducting

pre-observation conferences. No significant differences existed within the subcategories.

The questionnaire provided for respondents to indicate the others who might be involved in conducting pre-observation conferences. According to the data in Table XXV 1 percent of the total sample indicated such use. The only other person suggested was the assistant principal. There were no significant differences within the several respondent groups.

As indicated by the data in Table XXVI attitudes toward involving others in a pre-observation conference included 6 percent very desirable, 12 percent desirable, 29 percent undesirable, and 12 percent very undesirable. A significant difference existed with administrators with 1-5 years experience who indicated 0 percent desirable, while those with 16-20 years experience indicated 15 percent desirable. No significant differences were found within other respondent groups.

A comparison of the persons involved in pre-observation conferences indicated the following as revealed by the data in Table XXVII: principal (69 percent), supervisor (38 percent), superintendent (8 percent), department chairmen and /or team leader (5 percent), peers (1 percent), and others (1 percent). Principals and supervisors were most involved in conducting pre-observation conferences.

As indicated by the data in Table XXVII attitudes toward including pre-observation conferences as a method of teacher evaluation were ranked as follows: principals, supervisors, department chairmen and/or team leaders, superintendents, peers, and others. In general, there is positive support for the principal and supervisors involvement and

TABLE XXVII

PERCENT OF RELATIVE FREQUENCY OF RESPONSES OF PRESENT USAGE AND ATTITUDES TOWARD PRE-OBSERVATION CONFERENCES AS A METHOD OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal					Supervisor					Superintendent					Department Chairman					Peers					Other				
		IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU
Totals	575	69	68	29	3	38	38	44	14	1	8	13	25	52	5	5	14	26	51	2	1	6	18	60	7	1	6	12	29	12	
Position																															
Superintendent	110	75	69	28	4	46	38	48	14		18	13	37	46	5	9	18	27	55	1	1	4	20	66	10	1	6	22	57	17	
Supervisor	204	62	71	26	3	40	44	46	9	1	7	16	27	53	5	4	18	31	49	2	2	9	23	61	7	1	17	33	38	13	
Principal	261	72	65	31	3	33	37	42	19	2	5	12	22	61	6	3	13	26	58	3	1	6	18	70	7		9	9	53	28	
χ^2		*7.04		4.06		5.26		11.18		*17.53		10.64		5.46		4.83		.21		5.65		.68		7.94							
School Level																															
Elementary	204	73	66	31	2	36	35	46	17	2	7	12	23	56	5	3	8	28	56	1	2	5	17	62	6	1	7	2	36	17	
Middle/Junior	33	73	70	24	3	52	36	49	9		3	3	27	58	3	3	18	24	52			12	12	64					17		
Secondary	74	62	65	31	3	32	40	37	19	1	7	13	20	57	4	5	15	22	54	4		6	19	58	6			20	40		
All	243	68	69	26	4	39	39	45	13	1	10	14	27	49	5	7	19	26	46	2	1	6	19	59	8	1	7	20	25	10	
Other	21	62	70	20	5	5	38	58	26	5	5	19	25	30	10	5	21	21	37	5	5	5	26	37	11		14	14	29		
χ^2		4.02		23.68		3.92		18.04		5.27		17.89		3.47		19.17		4.76		12.82		2.04		19.78							
Size of School																															
Less than 5,000	245	60	65	30	5	31	37	48	14		13	16	29	49	4	3	13	29	50	2	1	6	20	57	9	1		14	34	12	
5,000 - 10,000	155	77	69	28	3	41	37	40	18	2	7	16	23	51	6	7	18	21	52	2	1	4	20	60	5	1	10	10	17	13	
More than 10,000	175	74	71	27	1	45	42	42	12	2	2	5	23	57	6	6	14	27	50	2	1	8	14	62	5	1	11	11	32	11	
χ^2		*14.72		8.91		*9.28		10.12		*16.03		*22.14		4.17		4.02		.02		8.82		.09		9.04							
Years Experience																															
1 - 5 years	54	61	62	30	6	2	32	45	38	11	4	11	22	26	35	9	4	16	33	35	4		12	22	43	10	4		21	7	21
6 - 10 years	111	66	71	26	3		37	46	40	14		7	16	27	52	2	5	15	24	53	2	1	9	12	62	10		5	5	55	15
11 - 15 years	101	74	65	31	4		32	34	47	17	2	9	11	23	54	6	4	18	21	52	2	1	3	19	63	6		8	13	33	13
16 - 20 years	100	71	72	25	1	1	41	40	40	15	1	5	15	23	53	2	4	17	25	53	1		7	18	60	4	1	15	11	30	
> 20 years	196	72	65	30	4		43	32	49	14	1	9	8	27	54	6	7	10	29	52	2	3	3	21	61	6	1	3	14	14	14
χ^2		4.24		13.29		5.45		21.56		2.44		21.03		1.79		13.47		4.82		19.24		8.59		*26.89							

N = number; IU = in use; VD = very desirable; D = desirable; U = undesirable; VU = very desirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

negative feelings toward the inclusion of superintendents, department chairmen and/or team leaders, peers, and others in pre-observation conferences.

At the conclusion of an observation, a post-observation conference is often conducted to discuss with the teacher the results of the observation. On the questionnaire respondents were asked to indicate the involvement of six possible people who might conduct a post-observation conference. Total responses to the first question as indicated by the data in Table XXVIII on the inclusion of principals indicated 82 percent of the systems represented included the principal in post-observation conferences. Eighty-nine percent of the superintendents indicated principals' involvement, while 76 percent of the supervisors indicated principals' involvement. There were no further significant differences within the categories of respondents.

According to the data in Table XXIX total attitudes toward the principals involvement in post-observation conferences were 75 percent very desirable, 23 percent desirable, 1 percent undesirable, and 0 percent very undesirable. Administrators were positive toward the inclusion of principals in post-observation conferences. No significant differences existed when analyzed by position, level, size, or years of experience.

Involvement of supervisors in post-observation conferences was indicated by the data in Table XXVIII by 47 percent of the respondents. Variations were found in superintendents who checked 56 percent, while principals checked 41 percent. Smaller systems with less than 5,000 students indicated 42 percent on this item and 55 percent of the larger

TABLE XXVIII
 PERCENT OF RELATIVE FREQUENCY RESPONSES OF POST-OBSERVATION CONFERENCES AS A METHOD
 OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE
 DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal	Supervisor	Superintendent	Department Chairman	Peers	Other
Totals	575	82	47	11	7	2	1
Position							
Superintendent	110	89	56	25	12	1	1
Supervisor	204	76	50	10	6	3	2
Principal	261	85	41	5	5	1	
χ^2		*10.14	*8.38	*30.24	*6.13	1.64	3.67
School Level							
Elementary	204	83	43	6	3	2	
Middle/Junior Secondary	33	88	58	3			
All	74	81	45	15	14	1	
Other	243	82	49	13	8	1	2
χ^2	21	76	57	24	10	10	
χ^2		1.50	4.12	*12.31	*13.82	*10.26	5.50
Size of System							
Less than 5,000	245	80	42	16	5	2	
5,000 - 10,000	155	82	47	9	8	2	1
More than 10,000	175	85	55	3	8	1	1
χ^2		1.58	*7.17	*18.50	2.08	1.63	.80
Years Experience							
1 - 5 years	54	78	39	11	7	2	2
6 - 10 years	111	85	49	12	5	1	
11 - 15 years	101	83	39	8	6	1	
16 - 20 years	100	83	47	5	5		1
>20 years	196	83	54	14	9	3	1
χ^2		1.27	8.28	6.37	3.36	4.88	2.89

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

TABLE XXIX

PERCENT OF RELATIVE FREQUENCY RESPONSES OF ATTITUDES TOWARD POST-OBSERVATION CONFERENCES AS A METHOD OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal				Supervisor				Superintendent				Department Chairman				Peers				Others			
		VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU
Totals	575	72	23	1		47	39	11	1	14	29	49	4	16	26	49	2	6	20	59	6	7	10	33	8
Position																									
Superintendent	110	74	25	1		47	43	11		16	37	43	4	15	30	53	1	4	20	64	11	12	18	59	12
Supervisor	204	75	23	2		52	39	8	1	17	29	49	5	20	31	47	2	9	25	61	6	13	35	39	13
Principal	261	76	23	1		45	40	15	1	12	28	57	3	15	25	58	2	6	20	69	5	11	4	70	15
χ^2				1.91				7.66				7.95				9.99				8.20				8.97	
School Level																									
Elementary	204	74	24	2	1	43	42	13	1	13	25	56	3	10	26	54	3	5	19	62	5	5	3	46	11
Middle/Junior	33	88	9			52	36	9		3	30	55	3	16	19	59		9	15	61	3			29	
Secondary	74	77	23			52	31	14		13	26	52	4	24	22	50	2	9	19	63	2		13	63	
All	243	74	25	1		47	41	10	1	15	33	44	4	18	28	44	2	6	21	56	8	7	18	25	7
Other	21	80	20			58	32	5		26	37	21	5	24	24	35		6	22	44	6	33		17	
χ^2				23.96				11.32				19.69				20.43				12.67				25.48	
Size of System																									
Less than 5,000	245	74	24	1		47	42	11		20	30	45	2	17	28	47	1	6	22	55	9	4	13	33	8
5,000 - 10,000	155	74	25	1		44	37	16	1	13	30	51	4	16	24	51	2	4	20	63	4	10	7	24	7
More than 10,000	175	77	21	1	1	50	39	9	1	5	27	55	6	14	26	50	2	7	17	61	4	8	11	42	8
χ^2				5.90				9.76				*24.29				4.85				8.85				4.95	
Years Experience																									
1 - 5 years	54	74	24	2		55	28	17		24	32	37	4	17	35	35	4	10	28	41	8		22		
6 - 10 years	111	79	21			55	35	9		17	32	50		17	23	53	1	9	13	60	10	6		63	6
11 - 15 years	101	72	28			40	46	11	2	13	27	51	5	16	24	50	2	4	20	60	5	13	13	29	13
16 - 20 years	100	80	19		1	52	33	13	1	14	25	53	2	19	24	52		6	19	63	3	9	9	39	
>20 years	196	72	25	2		40	46	10	1	10	30	50	6	13	28	49	3	3	22	61	5	5	13	23	13
χ^2				15.78				23.54				19.93				16.31				18.36				23.03	

N = number; VD = very desirable; D = desirable; U = undesirable; UV = very undesirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

systems indicated supervisors' involvement. No other significant differences were found.

According to the data in Table XXIX total attitudes toward supervisors conducting post-observation conferences was positive with 47 percent very desirable, 39 percent desirable, 11 percent undesirable, and 1 percent very undesirable. There were slight variations in the other categories, but no significant differences were found.

Superintendents' involvement as indicated in the data in Table XXVIII in post-observation conferences were checked by 11 percent of the total respondents. Significant differences existed with position, school level, and school size of this item. Twenty-five percent of the superintendents checked they were involved in post-observation conferences, while 5 percent of the principals indicated superintendents were involved in post-observation conferences. Elementary and middle schools indicated less involvement by superintendents than did secondary and other administrators. Sixteen percent of the smaller systems with less than 5,000 students checked superintendent involvement, while only 3 percent of the larger systems indicated superintendents' involvement in post-observation conferences. No other significant differences were found.

According to the data in Table XXIX attitudes toward superintendents' involvement in post-observation conferences included the following: 14 percent very desirable, 29 percent desirable, 49 percent undesirable, and 4 percent very undesirable. Smaller systems were more supportive of superintendents' involvement than larger systems. Similar trends existed among the subcategories, but no other significant differences were found.

As indicated by the data in Table XXVIII department chairmen and/or team leaders involvement in post-observation conferences was indicated by 7 percent of the total respondents. Significant differences were found by position and school level. Superintendents felt there was more involvement (12 percent) than did principals (5 percent). Secondary schools indicated more involvement of department chairmen (14 percent) than did middle/junior (0 percent) and elementary schools (3 percent). No other significant differences were found in the subcategories.

As revealed by the data in Table XXIX attitudes toward the involvement of department chairmen and/or team leaders was somewhat negative. Total responses included 16 percent very desirable, 26 percent desirable, 49 percent undesirable, and 2 percent very undesirable. There were no significant differences when analyzed by position, level, size, and years of experience.

Peer involvement in post-observation conferences was identified by 2 percent of the total respondents as a part of their current teacher evaluation system. As indicated by the data in Table XXVIII a significant difference existed when analyzed by school level. Ten percent of the "other" administrators indicated peer involvement, while elementary, middle/junior, secondary, and all categories were 2 percent or less. No other significant differences existed by position, size of system or years of experience.

According to the data in Table XXIX attitudes toward the use of peers was somewhat negative with the following results: 6 percent very desirable, 20 percent desirable, 59 percent undesirable, and 6 percent

very undesirable. Similar trends were evident within the subcategories, with no significant differences reported.

The questionnaire provided for respondents to indicate the use of "other" in post-observation conferences. The one identified was the assistant principal. As indicated by the data in Table XXVIII 1 percent of the total respondents indicated involvement by "others" in post-observation conferences. No significant differences were found in subcategories.

Attitudes toward "others" participating in post-observation conferences were 7 percent very desirable, 10 percent desirable, 33 percent undesirable, and 8 percent very undesirable. As indicated by the data in Table XXIX no significant differences were found in subcategories.

As indicated by the data presented in Table XXX the comparison of persons involved in post-observation conferences included: principals 82 percent, supervisors 47 percent, superintendents 11 percent, department chairmen and/or team leaders 7 percent, peers 2 percent, and others 1 percent. Principals and supervisors appear to be most involved in post-observation conferences.

Attitudes toward the use of post-observation conferences were ranked in the following order: principals, supervisors, superintendents, department chairmen and/or team leaders, peers, and others. Positive attitudes were indicated toward principal and supervisor involvement in post-observation conferences; however, superintendents, department chairmen and/or team leaders, peers, and others received negative attitudes

TABLE XXX

PERCENT OF RELATIVE FREQUENCY OF RESPONSES OF PRESENT USAGE AND ATTITUDES TOWARD POST-OBSERVATION CONFERENCES AS A METHOD OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Principal					Supervisor					Superintendent					Department Chairman					Peers					Other				
		IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU
Totals	575	82	75	23	1	47	47	39	11	1	11	14	29	49	4	7	16	26	49	2	2	6	20	59	6	1	7	10	33	8	
Position																															
Superintendent	110	89	74	25	1	56	47	43	11		25	16	37	43	4	12	15	30	53	1	1	4	20	64	11	1	12	18	59	12	
Supervisor	204	76	75	23	2	50	52	39	8	1	10	17	29	49	5	6	20	31	47	2	3	9	25	61	6	2	13	35	39	13	
Principal	261	85	76	23	1	41	45	40	15	1	5	12	28	57	3	5	15	25	58	2	1	6	20	69	5		11	4	70	15	
χ^2		*10.14		1.91		*8.38		7.66		*30.24		7.95		*6.13		9.99		1.64		8.20		3.67		8.97							
School Level																															
Elementary	204	83	74	24	2	1	43	43	42	13	1	6	13	25	56	3	3	10	26	54	3	2	5	19	62	5		5	3	46	11
Middle/Junior	33	88	88	9			58	52	36	9		3	30	55	3		16	19	59			9	15	61	3				29		
Secondary	74	81	77	23			45	52	31	14		15	13	26	52	4	14	24	22	50	2	1	9	19	63	2			13	63	
All	243	82	74	25	1		49	47	41	10	1	13	15	33	44	4	8	18	28	44	2	1	6	21	56	8	2	7	18	25	7
Other	21	76	80	20			57	58	32	5		24	26	37	21	5	10	24	24	35		10	6	22	44	6		33		17	
χ^2		1.50		23.96		4.12		11.32		*12.31		19.69		*13.82		20.43		*10.26		12.67		5.50		25.48							
Size of System																															
Less than 5,000	245	80	74	24	1		42	47	42	11		16	20	30	45	2	5	17	28	47	1	2	6	22	55	9		4	13	33	8
5,000 - 10,000	155	82	74	25	1		47	44	37	16	1	9	13	30	51	4	8	16	24	51	2	2	4	20	63	4	1	10	7	24	7
More than 10,000	175	85	77	21	1	1	55	50	39	9	1	3	5	27	55	6	8	14	26	50	2	1	7	17	61	4	1	8	11	42	8
χ^2		1.58		5.90		*7.17		9.76		*18.50		*24.29		2.08		4.85		1.63		8.85		.80		4.95							
Years Experience																															
1 - 5 years	54	78	74	24	2		39	55	28	17		11	24	32	37	4	7	17	35	35	4	2	10	28	41	8	2		22		
6 - 10 years	111	85	79	21			49	55	35	9		12	17	32	50	5	5	17	23	53	1	1	9	13	60	10		6	63	6	
11 - 15 years	101	83	72	28			39	40	46	11	2	8	13	27	51	5	6	16	24	50	2	1	4	20	60	5		13	13	29	13
16 - 20 years	100	83	80	19		1	47	52	33	13	1	5	14	25	53	2	5	19	24	52			6	19	63	3	1	9	9	39	
> 20 years	196	83	72	25	2		54	40	46	10	1	14	10	30	50	6	9	13	28	49	3	3	3	22	61	5	1	5	13	23	13
χ^2		1.27		15.78		8.28		23.54		6.37		19.93		3.36		16.31		4.88		18.36		2.89		23.03							

N = number; IU = in use; VD = very desirable; D = desirable; U = undesirable; VU = very desirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

toward involvement in post-observation conferences as a part of teacher evaluation systems.

Three different types of instructional conferences were included in the methods of teacher evaluation. The first of these was the planning conference. Total responses to this method of teacher evaluation was 63 percent. As indicated by the data in Table XXXI there was a significant difference in supervisors' perception of the use of the planning conference. Fifty-seven percent of the supervisors indicated the use of this method as opposed to 72 percent of the superintendents and 64 percent of the principals. A significant difference also existed in the school systems with less than 5,000 students. Fifty-seven percent of small systems indicated the use of planning conferences. There were no significant differences within the other subcategories.

According to the data in Table XXXII attitudes toward planning conferences as a method of teacher evaluation included 67 percent as very desirable, 28 percent as desirable, 3 percent as undesirable, and 0 percent as very undesirable. There were no significant differences within the other categories on attitudes toward planning conferences.

Formative conferences throughout the year as a method of teacher evaluation received 54 percent of the responses. As indicated by the data in Table XXXI there was a significant difference in smaller school systems with less than 5,000 students in which 48 percent of the responses indicated formative conferences. Medium size systems and larger systems indicated more usage of formative conferences. There were no other significant differences in the subcategories.

TABLE XXXI

PERCENT OF RELATIVE FREQUENCY OF RESPONSES OF INSTRUCTIONAL
 CONFERENCES AS A METHOD OF TEACHER EVALUATION AS
 PERCEIVED BY ADMINISTRATORS IN TENNESSEE
 DURING THE SCHOOL YEAR 1978-1979

Category	N	Planning	Formative	Summative
Totals	575	63	54	48
Position				
Superintendent	110	72	59	56
Supervisor	204	57	50	46
Principal	261	64	56	46
χ^2		*7.18	2.70	3.47
School Level				
Elementary	204	67	55	48
Middle/Junior	33	67	58	49
Secondary	74	64	55	46
All	243	60	52	48
Other	21	57	57	43
χ^2		2.57	.75	.31
Size of System				
Less than 5,000	245	57	48	43
5,000 -10,000	155	69	60	52
More than 10,000	175	66	58	49
χ^2		*6.75	*6.99	3.24
Years Experience				
1 - 5 years	54	57	48	50
6 - 10 years	111	55	50	41
11 -15 years	101	65	59	54
16 - 20 years	100	67	55	44
> 20 years	196	67	58	51
χ^2		6.29	3.71	4.34

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

TABLE XXXII

PERCENT OF RELATIVE FREQUENCY RESPONSES OF ATTITUDES TOWARD
INSTRUCTIONAL CONFERENCES AS A METHOD OF TEACHER
EVALUATION AS PERCEIVED BY ADMINISTRATORS IN
TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Planning				Formative				Summative			
		VD	D	U	VU	VD	D	U	VU	VD	D	U	VU
Totals	575	67	28	3		62	34	2		60	33	4	
Position													
Superintendent	110	71	27	2		65	34	1		63	34	2	1
Supervisor	204	71	27	2		67	31	3		65	31	4	
Principal	261	66	31	3		59	39	2		58	37	5	
χ^2		1.94				4.43				7.58			
School Level													
Elementary	204	63	32	3	2	57	41	2	1	57	37	5	
Middle/Junior	33	64	33		3	63	38			63	38		
Secondary	74	70	23	6	1	66	29	3	3	66	25	6	
All	243	69	26	2	3	64	31	3	3	60	34	4	
Other	21	80	15		5	75	20		5	75	20		
χ^2		10.49				12.56				11.26			
Size of System													
Less than 5,000	245	64	32	1	3	60	35	3	2	57	37	4	
5,000 - 10,000	155	70	24	3	3	63	31	3	3	62	31	4	
More than 10,000	175	68	26	4	2	62	37		2	63	31	4	
χ^2		5.79				6.53				3.51			
Years Experience													
1 - 5 years	54	66	29	2	4	60	35	4	2	60	33	4	
6 - 10 years	111	68	27	4	2	65	32	1	2	63	30	6	
11 - 15 years	101	58	37	2	3	57	38	2	3	59	36	2	
16 - 20 years	100	72	26	1	1	67	28	2	2	66	26	5	1
> 20 years	196	68	26	3	3	58	38	2	2	56	38	4	
χ^2		8.71				5.36				12.82			

N = number; VD = very desirable; D = desirable; U = undesirable; VU = very undesirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

According to the data in Table XXXII attitudes toward the use of formative conferences as a method of teacher evaluation received the following responses: 62 percent very desirable, 34 percent desirable, 2 percent undesirable, and 0 percent very undesirable. There were no significant differences in attitudes toward formative conferences within the subcategories.

Summative conferences were used in systems of 48 percent of the respondents as indicated by the data in Table XXXI. Subcategories of respondents showed no significant differences.

According to the data in Table XXXII attitudes toward the use of summative conferences indicated that 50 percent of the respondents considered it to be very desirable; 33 percent desirable, 4 percent undesirable, and 0 percent very undesirable. There were no significant differences within the subcategories on this particular item.

The data in Table XXXIII indicated the comparison of the various instructional conferences indicates the following ranking of usage of conferences: planning 63 percent, formative 54 percent and summative 48 percent. Attitudes toward including instructional conferences in teacher evaluation systems were ranked as follows: planning, formative, and summative. All categories were more desirable than undesirable.

Miscellaneous categories included in this section include records of critical incidents or events, input from parents, self-evaluation, competency tests, and casual information.

Records of critical incidents or events were used in systems of 32 percent of the respondents as indicated by the data in Table XXXIV. Subcategories of respondents showed no significant differences.

TABLE XXXIII

PERCENT OF RELATIVE FREQUENCY OF RESPONSES OF PRESENT USAGE AND ATTITUDES
TOWARD INSTRUCTIONAL CONFERENCES AS A METHOD OF TEACHER EVALUATION
AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE
SCHOOL YEAR 1978-1979

Category	N	Planning					Formative					Summative				
		IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU
Totals	575	63	67	28	3		54	62	34	2		48	60	33	4	
Position																
Superintendent	110	72	71	27	2		59	65	34	1		56	63	34	2	1
Supervisor	204	57	71	27	2		50	67	31	3		46	65	31	4	
Principal	261	64	66	31	3		56	59	39	2		46	58	37	5	
χ^2		*7.18			1.94		2.70		4.43			3.47		7.58		
School Level																
Elementary	204	67	63	32	3	2	55	57	41	2	1	48	57	37	5	
Middle/Junior	33	67	64	33		3	58	63	38			49	63	38		
Secondary	74	64	70	23	6	1	55	66	29	3	3	46	66	25	6	
All	243	60	69	26	2	3	52	64	31	3	3	48	60	34	4	
Other	21	57	80	15		5	57	75	20		5	43	75	20		
χ^2		2.57			10.49		.75		12.56			.31		11.26		
Size of System																
Less than 5,000	245	57	64	32	1	3	48	60	35	3	2	43	57	37	4	
5,000 - 10,000	155	69	70	24	3	3	60	63	31	3	3	52	62	31	4	
More than 10,000	175	66	68	26	4	2	58	62	37		2	49	63	31	4	
χ^2		*6.75			5.79		*6.99		6.53			3.24		3.51		
Years Experience																
1 - 5 years	54	57	66	29	2	4	48	60	35	4	2	50	60	33	4	
6 - 10 years	111	55	68	27	4	2	50	65	32	1	2	41	63	30	6	
11 - 15 years	101	65	58	37	2	3	59	57	38	2	3	54	59	36	2	
16 - 20 years	100	67	72	26	1	1	55	67	28	2	2	44	66	26	5	1
> 20 years	196	67	68	26	3	3	58	58	38	2	2	51	56	38	4	
χ^2		6.29			8.71		3.71		5.36			4.34		12.82		

N = number; IU = in use; VD = very desirable; D = desirable; U = undesirable; VU = very undesirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

TABLE XXXIV

PERCENT OF RELATIVE FREQUENCY OF RESPONSES OF MISCELLANEOUS METHODS OF TEACHER
EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE
DURING THE SCHOOL YEAR 1978-1979

Category	N	Record of Events	Input from Parents	Self- Evaluation	Competency Tests	Casual Information
Totals	575	32	12	64	3	23
Position						
Superintendent	110	42	16	70	6	25
Supervisor	204	30	9	63	2	23
Principal	261	30	11	61	2	23
χ^2		5.59	3.56	2.76	3.64	.19
School Level						
Elementary	204	28	10	60	2	4
Middle/Junior	33	29	12	61		24
Secondary	74	32	11	58	3	24
All	243	34	12	68	4	22
Other	21	38	19	71	10	48
χ^2		2.86	1.56	4.19	6.53	8.05
Size of System						
Less than 5,000	245	30	15	74	2	25
5,000 - 10,000	155	31	11	71	3	22
More than 10,000	175	37	7	43	3	21
χ^2		2.53	*6.84	*45.91	.39	1.24
Years Experience						
1 - 5 years	54	39	19	69	2	26
6 - 10 years	111	32	11	63	4	26
11 - 15 years	101	41	13	59	2	20
16 - 20 years	100	29	9	65		16
> 20 years	196	30	11	65	4	25
χ^2		5.06	3.39	1.54	4.94	4.47

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

According to the data in Table XXXV attitudes toward the use of a record of critical incidents or events indicated that 19 percent of the respondents considered it to be very desirable, 46 percent desirable, 25 percent undesirable, and 2 percent very undesirable. There were no significant differences in attitudes toward the use of a record of critical incidents or events with supervisors. They were less supportive than principals or superintendents of this checklist. There were no significant differences indicated within any of the other subcategories.

Input from parents was indicated to be a present part of the teacher evaluation system of only 12 percent of the respondents as indicated by the data in Table XXXIV. A significant difference appeared between the large and small school system respondents. Fifteen percent of the small system respondents indicated the use of input from parents, while only 7 percent of the large system respondents indicated its use. Significant differences were not indicated within any other subcategories.

The attitude of respondents as indicated by the data in Table XXXV toward including input from parents in a teacher evaluation system was almost evenly divided. Five percent of the respondents indicated very desirable, 42 percent desirable, 35 percent undesirable, and 7 percent very undesirable. There were no significant differences within the categories regarding input from parents as a part of a teacher evaluation system.

Self-evaluation was a method used by 64 percent of the total respondents as indicated by the data in Table XXXIV. System size was

TABLE XXXV

PERCENT OF RELATIVE FREQUENCY RESPONSES OF ATTITUDES TOWARD MISCELLANEOUS METHODS OF TEACHER EVALUATION
AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Record of Events				Input from Parents				Self-Evaluation				Competency Tests				Casual Information			
		VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU	VD	D	U	VU
Totals	575	19	46	25	2	5	42	35	7	49	38	11	1	10	20	46	14	6	45	32	10
Position																					
Superintendent	110	28	39	31	2	6	46	44	4	55	31	13		14	25	51	10	6	50	30	14
Supervisor	204	11	60	25	3	4	50	37	10	48	42	9		12	27	49	12	5	42	41	12
Principal	261	24	48	26	2	7	45	40	9	48	39	12	1	7	17	54	22	9	53	30	8
χ^2		*18.69				5.04				9.29				*19.09				10.93			
School Level																					
Elementary	204	24	43	21	2	5	40	36	10	47	42	8	1	6	14	49	16	7	44	33	9
Middle/Junior	33	18	46	21	9	3	40	33	13	42	42	16		13	25	56	6	9	56	22	3
Secondary	74	14	53	24	2	6	43	31	6	47	38	12	1	5	22	43	16	9	48	25	13
All	243	15	48	29	2	5	42	38	5	52	33	14		13	21	44	14	4	44	36	11
Other	21	25	40	20	5	6	59	18	6	48	48	5		11	42	26	11	20	50	10	10
χ^2		22.00				8.86				18.55				*28.39				20.62			
Size of System																					
Less than 5,000	245	18	44	26	3	5	47	33	7	49	36	14		10	22	44	16	7	49	29	9
5,000 - 10,000	155	18	50	26	1	6	40	38	5	52	37	8		6	13	54	14	6	49	29	11
More than 10,000	175	20	47	22	2	4	37	37	10	46	42	11	1	10	23	42	12	6	36	37	11
χ^2		3.87				7.71				11.24				13.84				12.76			
Years Experience																					
1 - 5 years	54	28	52	11	7	4	52	28	11	45	49	6		8	26	36	21	6	50	29	10
6 - 10 years	111	23	49	24	3	6	43	35	8	48	34	17		9	27	43	13	7	46	31	12
11 - 15 years	101	15	51	26	1	4	42	42	7	53	35	11		12	13	50	16	6	40	33	9
16 - 20 years	100	21	44	24	1	6	45	29	7	54	35	7	1	7	21	40	20	7	36	39	14
>20 years	196	16	44	29	2	5	36	38	7	45	40	11	1	9	17	52	11	6	50	29	7
χ^2		23.74				15.74				21.95				19.22				12.88			

N = number; VD = very desirable; D = desirable; U = undesirable; UV = very undesirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

a factor in the utilization of self-evaluation. Systems with more than 10,000 students indicated its use by 43 percent of the respondents, while 71 percent of the 5,000-10,000 student district and 74 percent of the less than 5,000 districts indicated its use. There were no significant differences among the other categories.

According to the data in Table XXXV attitudes toward the use of self-evaluation by the total group showed 49 percent responding as very undesirable. There were no significant differences within the various subcategories.

Competency tests for teachers were used by 3 percent of the respondents as a method of teacher evaluation. According to the data in Table XXIV no significant differences were found within the subcategories of respondents.

Attitudes towards the use of competency tests for teachers was quite negative. As indicated by the data in Table XXXV 10 percent of the respondents indicated it was very desirable, 20 percent desirable, 46 percent undesirable, and 14 percent very undesirable. Significant differences in attitudes toward the use of competency tests for teachers were indicated by principals showing a negative reaction as compared to superintendents and supervisors. A significant difference also existed when the respondents were organized by level. Significant differences did not appear in the other categories.

Casual information was used as part of the evaluation procedure by 23 percent of the total respondents. According to the data in Table XXXIV all of the subcategories reported similar results.

Attitudes towards the use of casual information as a method of teacher evaluation was mixed. As indicated by the data in Table XXXV 6 percent of the respondents thought it to be very desirable and 45 percent marked desirable. On the other hand 32 percent of the respondents indicated it undesirable while 10 percent indicated very undesirable. There were no significant differences within the subcategories.

The data in Table XXXVI indicates a comparison of present usage of miscellaneous methods of teacher evaluation and attitudes toward each of these methods. Input from parents (12 percent) and self-evaluation (64 percent) were areas in which significant differences existed in present usage. Attitudes toward miscellaneous methods indicated significant differences in critical records of events (desirable), competency tests for teachers (undesirable) when analyzed by position. Other significant differences were rated by analysis of size of system in usage of input from parents and self-evaluation as methods of teacher evaluation.

Summary

Teacher checklists are among the most common instruments used in teacher evaluation, with all types of checklists listed receiving relatively high responses (60-96 percent). Classroom observations by principals (92 percent) and other administrators to a lesser degree also ranked very high. Apparently not all classroom observations; however, are conducted with pre-observation and post-observation conferences. Pre-observation conferences were used by only 69 percent of the principals, while post-observation conferences by principals were

TABLE XXXVI

PERCENT OF RELATIVE FREQUENCY RESPONSES OF PRESENT USAGE AND ATTITUDES TOWARD MISCELLANEOUS METHODS OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	Record of Events					Input from Parents					Self-Evaluation					Competency Tests					Casual Information				
		IU	VD	D	U	VU	IU	VD	O	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU	IU	VD	D	U	VU
Totals	575	32	19	46	25	2	12	5	42	35	7	64	49	38	11	1	3	10	20	46	14	23	6	45	32	10
Position																										
Superintendent	110	42	28	39	31	2	16	6	46	44	4	70	55	31	13		6	14	25	51	10	25	6	50	30	14
Supervisor	204	30	11	60	25	3	9	4	50	37	10	63	48	42	9		2	12	27	49	12	23	5	42	41	12
Principal	261	30	24	48	26	2	11	7	45	40	9	61	48	39	12	1	2	7	17	54	22	23	9	53	30	8
χ^2		5.59		*18.69		3.56		5.04		2.76		9.29		3.64		*19.09		.19		10.93						
School Level																										
Elementary	204	28	24	43	31	2	10	5	40	36	10	60	47	42	8	1	2	6	14	49	16	21	7	44	33	9
Middle/Junior	33	39	18	46	21	9	12	3	40	33	13	61	42	42	16			13	25	56	6	24	9	56	22	3
Secondary	74	32	14	53	24	2	11	6	43	31	6	58	47	38	12	1	3	5	22	43	16	24	9	48	25	13
All	243	34	15	48	29	2	12	5	42	38	5	68	52	33	14		4	13	21	44	14	22	4	44	36	11
Other	21	38	25	40	20	5	19	6	59	18	6	7	48	48	5		10	11	42	26	11	48	20	50	10	10
χ^2		2.86		22.00		1.56		8.86		4.19		18.55		6.53		*28.39		8.05		20.62						
Size of System																										
Less than 5,000	245	30	18	44	26	3	15	5	47	33	7	74	49	36	14		2	10	22	44	16	25	7	49	29	9
5,000 - 10,000	155	31	18	50	26	1	11	6	40	38	5	71	52	37	8		3	6	13	54	14	22	6	49	29	11
More than 10,000	175	37	20	47	22	2	7	4	37	37	10	43	46	42	11	1	3	10	23	42	12	21	6	36	37	11
χ^2		2.53		3.87		*6.84		7.71		*45.91		11.24		.39		13.84		1.24		12.76						
Years Experience																										
1 - 5 years	54	39	28	52	11	7	19	4	52	28	11	69	45	49	6		2	8	26	36	21	26	6	50	29	10
6 - 10 years	111	32	23	49	24	3	11	6	43	35	8	63	48	34	17		4	9	27	43	13	26	7	46	31	12
11 - 15 years	101	41	15	51	26	1	13	4	42	42	7	59	53	35	11		2	12	13	50	16	20	6	40	33	9
16 - 20 years	100	29	21	44	24	1	9	6	45	29	7	65	54	35	7	1		7	21	40	20	16	7	36	39	14
> 20 years	196	30	16	44	29	2	11	5	36	38	7	65	45	40	11	1	4	9	17	52	11	25	6	50	29	7
χ^2		5.06		23.74		3.39		15.74		1.54		21.95		4.94		19.22		4.47		12.88						

N = number; IU = in use; VD = very desirable; O = desirable; U = undesirable; VU = very undesirable.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

reported by 82 percent of the respondents. Pre-observation conferences and post-observation conferences by supervisors were substantially lower than supervisors' observations. Self-evaluation was rated relatively high at 64 percent, as were instructional conferences 48-63 percent. The highest percentage of responses to evaluation by objectives was in response to job targets identified by teachers and administrators (50 percent).

Significant differences in major methods identified by superintendents, supervisors, and principals that were currently being used were job targets based on needs assessment; classroom observations by principals, supervisors, superintendents, and peers; pre-observation conferences by principals and superintendents; post-observation conferences by principals, supervisors, and superintendents, and department chairmen; and instructional planning conferences. Significant differences in attitudes toward methods were in the area of job targets based on needs assessments and teacher observations by peers.

Significant differences in methods of evaluation by varying grade levels were in the areas of standardized tests; student attitudes observed; classroom observations by department chairmen; post-observation conferences by superintendents, department chairmen, and peers. Significant differences in attitudes by school level in methods was in the area of teacher-made tests.

Analysis by school size indicated significant differences in the following areas: attitudes and values checklists; classroom observations by the principals, supervisor, superintendent, department chairmen; pre-observation conferences by the principal, supervisor, and

superintendent; post-observation conferences by the supervisor and superintendent; planning and formative instructional conferences; input from parents; and self-evaluations. Significant differences in attitudes toward varying methods were in the areas of other student test data; classroom observations by superintendent; pre-observation conferences by superintendents; post-observation conferences by superintendents.

Significant differences in methods by varying years of experience were in the following areas: job targets identified by administrators only; job targets based on a needs assessment; and classroom observations by supervisor, superintendent, and peers. There were no significant differences in attitudes towards methods of teacher evaluation when analyzed by varying years of experience.

V. DEGREE OF IMPORTANCE OF TEACHER EVALUATION

In order to determine the degree of importance placed on teacher evaluation a series of questions were asked to directly or indirectly elicit responses. The first question asked to administrators was to rank the functions of a principal in order to see the relative importance the sample administrators placed on teacher evaluation. Other questions asked relating to the degree of importance were the amount of time spent in hours in the evaluation of a teacher in one year's time, the number of times a teacher is observed in an evaluation year, and the average length in minutes of each observation. Administrators were asked to indicate their perceptions, as well as the desirability on each item as it related to teacher evaluation.

A method of ascertaining the degree of importance placed on teacher evaluation involved the respondents ranking the functions of the principal. Using means of the total responses the following results were determined in descending order of importance.

- 2.46 Curriculum development
- 2.53 Staff development
- 3.73 School community relations
- 4.57 Student personnel work
- 4.58 Teacher evaluation
- 4.84 School business management
- 5.49 School plant management
- 7.68 Transportation

This method of ranking the functions of the principal places teachers evaluation in fifth place of eight possible functions.

Ranking functions of the principal by position shows that superintendents and supervisors place teacher evaluation fourth in importance. As indicated by the data in Table XXXVII principals placed teacher evaluation sixth in importance, after student personnel work and business management.

Division of responses by school level produced a variety of positions among the functions of a principal. As indicated by the data in Table XXXVIII middle/junior high administrators placed evaluation third in importance. Administrators responsible for all levels placed teacher evaluation fourth in importance. Secondary administrators placed it fifth in importance. Administrators responsible for elementary and other levels placed teacher evaluation sixth in importance.

TABLE XXXVII

FUNCTIONS OF A PRINCIPAL IN DESCENDING ORDER OF IMPORTANCE AS
PERCEIVED BY SUPERINTENDENTS, SUPERVISORS, AND PRINCIPALS
IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	Mean
<u>Superintendents</u>	
Curriculum Development	2.33
Staff Development	2.42
School Community Relations	3.49
Teacher Evaluation	4.20
School Business Management	4.72
Student Personnel Work	4.84
School Plant Management	5.51
Transportation	7.59
<u>Supervisors</u>	
Curriculum Development	2.33
Staff Development	2.57
School Community Relations	3.80
Teacher Evaluation	4.32
Student Personnel Work	4.68
School Business Management	4.88
School Plant Management	5.47
Transportation	7.76
<u>Principals</u>	
Staff Development	2.55
Curriculum Development	2.56
School Community Relations	3.58
Student Personnel Work	4.36
School Business Management	4.88
Teacher Evaluation	4.93
School Plant Management	5.45
Transportation	7.67

TABLE XXXVIII

FUNCTIONS OF A PRINCIPAL IN DESCENDING ORDER OF IMPORTANCE AS PERCEIVED BY ADMINISTRATORS RESPONSIBLE FOR ELEMENTARY, MIDDLE/JUNIOR, SECONDARY, ALL AND OTHER LEVELS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	Mean
<u>Elementary</u>	
Staff Development	2.45
Curriculum Development	2.60
School Community Relations	3.66
Student Personnel Work	4.38
School Business Management	4.83
Teacher Evaluation	4.88
School Plant Management	5.42
Transportation	7.73
<u>Middle/Junior</u>	
Curriculum Development	2.20
Staff Development	2.38
Teacher Evaluation	3.47
School Community Relations	3.66
Student Personnel Work	4.56
School Plant Management	5.41
School Business Management	5.50
Transportation	7.53
<u>Secondary</u>	
Curriculum Development	2.37
Staff Development	2.62
School Community Relations	3.44
Student Personnel Work	4.26
Teacher Evaluation	4.75
School Business Management	4.97
Transportation	7.81
<u>All</u>	
Curriculum Development	2.35
Staff Development	2.55
School Community Relations	3.86
Teacher Evaluation	4.25

TABLE XXXVIII (continued)

Category	Mean
School Business Management	4.76
Student Personnel Work	4.81
School Plant Management	5.51
Transportation	7.10
<u>Other</u>	
Curriculum Development	2.35
Staff Development	2.86
School Community Relations	3.67
School Business Management	4.24
Student Personnel Work	4.71
Teacher Evaluation	5.10
School Plant Management	5.10
Transportation	7.10

According to the data in Table XXXIX administrators in schools with 5,000-10,000 students and schools with more than 10,000 students ranked teacher evaluation fourth in importance. Schools with less than 5,000 students ranked teacher evaluation fifth in importance.

Administrators with varying levels of experience had a variety of perceptions concerning the functions of a principal as indicated by the data in Table XL. Respondents with 11-15 years of experience and 16-20 years of experience ranked teacher evaluation as fourth in importance. Those with 1-5 years and 6-10 years of experience ranked teacher evaluation fifth in importance. Administrators with 21-99 years of experience ranked teacher evaluation as sixth in importance in the functions of a principal.

The responses to the question "How much time is spent in hours in the evaluation of a teacher in one year's time?" yielded the following total responses as indicated by the data in Table XLI: 0-1.9 hours, 30 percent; 2-3.9 hours, 27 percent; 4-5.9 hours, 21 percent; 6-7.9 hours, 9 percent; 8-9.9 hours, 4 percent; 10-11.9 hours, 3 percent; 12-13.9 hours, 1 percent; 14-15.9 hours, 1 percent; and 16 or more hours, 4 percent. The respondents indicated between 0-6 hours were generally spent in the evaluation of a teacher in one year's time.

According to the data in Table XLI superintendents and supervisors indicated 0-1.9 hours were spent in one year in a teacher's evaluation, whereas principals responded that 2-3.9 hours were spent in a year's time. Principals also indicated 4-5.9 hours as their second choice with 25 percent, and superintendents and supervisors selected 2-3.9 hours as

TABLE XXXIX

FUNCTIONS OF A PRINCIPAL IN DESCENDING ORDER OF IMPORTANCE AS
PERCEIVED BY ADMINISTRATORS IN SCHOOL SYSTEMS OF VARYING
SIZES IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	Mean
<u>Less than 5,000 Students</u>	
Staff Development	2.45
Curriculum Development	2.52
School Community Relations	3.06
Student Personnel Work	4.50
Teacher Evaluation	4.65
School Business Management	4.74
School Plant Management	5.36
Transportation	7.63
<u>5,000 - 10,000 Students</u>	
Staff Development	2.27
Curriculum Development	2.54
School Community Relations	3.54
Teacher Evaluation	4.63
Student Personnel Work	4.79
School Business Management	4.90
School Plant Management	5.26
Transportation	7.69
<u>More than 10,000 Students</u>	
Curriculum Development	2.30
Staff Development	2.64
School Community Relations	3.56
Teacher Evaluation	4.42
Student Personnel Work	4.46
School Business Management	4.91
School Plant Management	5.86
Transportation	7.76

TABLE XL

FUNCTIONS OF A PRINCIPAL IN DESCENDING ORDER OF IMPORTANCE AS
PERCEIVED BY ADMINISTRATORS WITH VARYING YEARS OF EXPERIENCE
IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	Mean
<u>1 - 5 Years Experience</u>	
Staff Development	2.35
Curriculum Development	2.61
Student Personnel Work	3.72
School Community Relations	4.04
Teacher Evaluation	4.36
School Business Management	5.11
School Plant Management	5.68
Transportation	7.51
<u>6 - 10 Years Experience</u>	
Curriculum Development	2.60
Staff Development	2.62
School Community Relations	3.85
Student Personnel Work	4.47
Teacher Evaluation	4.63
School Business Management	4.84
School Plant Management	5.13
Transportation	7.74
<u>11 - 15 Years Experience</u>	
Staff Development	2.43
Curriculum Development	2.60
School Community Relations	3.66
Teacher Evaluation	4.28
Student Personnel Work	4.86
School Business Management	4.88
School Plant Management	5.29
Transportation	7.76
<u>16 - 20 Years Experience</u>	
Curriculum Development	2.23
Staff Development	2.84
School Community Relations	3.52

TABLE XL (Continued)

Category	Mean
Teacher Evaluation	4.49
School Business Management	4.71
Student Personnel Work	4.73
School Plant Management	5.64
Transportation	7.76
<u>More than 20 Years Experience</u>	
Curriculum Development	2.38
Staff Development	2.45
School Community Relations	3.72
Student Personnel Work	4.51
School Business Management	4.75
Teacher Evaluation	4.79
School Plant Management	5.63
Transportation	7.62

TABLE XLI

PERCENT OF RELATIVE FREQUENCY RESPONSES OF NUMBER OF HOURS THAT ARE SPENT IN A TEACHER'S
EVALUATION IN ONE YEAR'S TIME AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE
DURING THE SCHOOL YEAR 1978-1979

Category	N	0-1.9	2-3.9	4-5.9	6-7.9	8-9.9	10-11.9	12-13.9	14-15.9	16+
Totals	575	30	27	21	9	4	3	1	1	4
Position										
Superintendent	110	35	29	22	5	4	2	1	1	3
Supervisor	204	46	25	15	7	3	3	1		2
Principal	261	15	29	25	13	5	4	2	1	6
χ^2						*66.46				
School Level										
Elementary	204	17	28	25	13	4	3	3	2	6
Middle/Junior	33	15	21	21	18	12	3			9
Secondary	74	37	24	22	7	3	4			4
All	243	42	28	16	6	3	3	1		2
Other	21	10	43	24	10	5	5		5	
χ^2						*78.39				
Size of System										
Less than 5,000	245	32	28	20	6	5	3	2	1	3
5,000 - 10,000	155	32	30	16	9	5	4	1	1	3
More than 10,000	175	25	23	26	14	2	2	2	1	6
χ^2						24.02				
Years Experience										
1 - 5 years	54	22	33	30	11			2		2
6 - 10 years	111	33	32	18	5	5	4			2
11 - 15 years	101	28	24	22	10	4	4	1	1	7
16 - 20 years	100	30	24	20	10	3	4	5		4
> 20 years	196	30	27	19	10	6	3	1	1	4
χ^2						34.44				

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

a second highest number of responses. There was a significant difference by position to this question at the .000 level.

When divided by level of school, in general, respondents indicated 2-3.9 hours as the total time in one year's evaluation as indicated by the data in Table XL. However, secondary administrators felt that 0-1.9 hours was more indicative of the time spent. The second highest number of responses came in the 4-5.9 hours category. There was a significant difference when divided by school level at the .01 level of significance.

School systems of varying sizes indicated 0-1.9 hours was spent in one year's time for evaluation according to the data in Table XLI. The second highest number of responses was in the 2-3.9 hours range. medium size school systems indicated a higher number of responses at the 2-3.9 hours than did smaller or larger school systems. There were no significant differences within school sizes.

Respondents when grouped by years of experience varied from 0-6 hours of time in the evaluation of a teacher in one year's time as indicated by the data in Table XLI. Administrators with 1-5 years experience indicated 2-3.9 hours, with 4-5.9 hours as second highest responses. Those with more years of experience (6-10, 11-15, 16-20, 21-99) checked 0-1.9 hours as the time spent on a teacher evaluation in one year. There was not a significant difference within years of experience on this question.

According to the data in Table XLII total administrator responses to the question "How much time should be spent in one year's time on a teacher's evaluation?" included the following: 0-1.9 hours,

TABLE XLII

PERCENT OF RELATIVE FREQUENCY RESPONSES OF NUMBER OF HOURS THAT SHOULD BE SPENT IN A
TEACHER'S EVALUATION IN ONE YEAR'S TIME AS PERCEIVED BY ADMINISTRATORS IN
TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	0-1.9	2-3.9	4-5.9	6-7.9	8-9.9	10-11.9	12-13.9	14-15.9	16+
Totals	575	7	15	21	14	15	13	4	1	10
Position										
Superintendent	110	10	16	27	6	15	11	4	1	11
Supervisor	204	9	19	24	12	13	14	3		6
Principal	261	3	12	17	18	17	14	4	2	13
χ^2						*37.57				
School Level										
Elementary	204	3	11	19	18	15	14	3	3	14
Middle/Junior	33	12	3	9	12	27	15	9		12
Secondary	74	4	23	20	15	15	10	5		8
All	243	10	17	24	11	14	13	3		8
Other	21	5	19	29	5	5	19	5	5	10
χ^2						*52.55				
Size of System										
Less than 5,000	245	8	20	24	11	10	13	3	1	9
5,000 - 10,000	155	6	15	24	11	18	12	4		10
More than 10,000	175	5	8	15	20	19	15	5	2	12
χ^2						*34.86				
Years Experience										
1 - 5 years	54	4	13	32	17	15	13	2		6
6 - 10 years	111	5	23	18	13	12	12	5	1	13
11 - 15 years	101	10	12	22	15	14	11	3	1	13
16 - 20 years	100	6	10	20	17	16	13	6	2	10
>20 years	196	7	15	21	11	18	16	3	1	9
χ^2						27.75				

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

7 percent; 2-3.9 hours, 15 percent; 4-5.9 hours, 21 percent; 6-7.9 hours, 14 percent; 8-9.9 hours; 15 percent; 10-11.9 hours, 13 percent; 12-13.9 hours, 4 percent; 14-15.9 hours, 1 percent; 16+ hours, 10 percent. The highest percentages indicated that 4-5.9 hours should be spent in a teacher's evaluation in one year's time.

Superintendents and supervisors felt that 4-5.9 hours should be spent in a year's time in a teacher's evaluation as indicated by the data in Table XLII. Principals indicated that 6-7.9 hours was more desirable, with 4-5.9 hours and 8-9.9 hours receiving the next highest percentages of 17 percent. There was a significant difference by position in response to the time desired at the .002 level.

Division of responses by school level yielded similar data to the totals, with the exception of the middle/junior high level as indicated by the data in Table XLII. The middle/junior high administrators checked 8-9.9 hours as most desirable, whereas elementary, secondary, all, and others indicated 4-5.9 hours as their priority. There was a significant difference within school levels at the .01 level of significance.

Responses by school size resulted in a similar fashion as totals, with 4-5.9 hours as desired for time spent in a teacher's evaluation in one year as revealed by the data in Table XLII. There was no significant difference by size to the question of time desired for teacher evaluation.

Administrators with varying years of experience indicated 4-5.9 hours as the time desired for evaluation for one year according to the data in Table XLI. The one exception was the respondents with 6-10 years

who felt less time (2-3.9 hours) was necessary for teacher evaluation. There were no significant differences by year of experience.

The comparison of total responses to the question of "time spent" and "time that should be spent" as indicated by the data in Table XLIII shows that 2-3.9 hours is actually being spent, whereas 4-5.9 hours should be spent. The major discrepancy was from the principals who indicated up to 8-9.9 hours should be spent in a teacher's evaluation in one year's time.

Table XLIV provides data for the following analysis. The responses of the total sample to the question "How many times is a teacher observed in an evaluation year?" yielded the following results: 0 times, 1 percent; 1-2 times, 26 percent; 3-4 times, 41 percent; 5-6 times, 15 percent; 7-8 times, 5 percent; 9-10 times, 5 percent; 11-12 times, 1 percent; 13-14 times, 0 percent; 15 or more times, 6 percent. The total respondents indicated on the average a teacher is observed 3-4 times during a year in which he/she is evaluated. The second highest number of responses was in the 1-2 times observed category.

Superintendents, supervisors, and principals responded to the question "How many times is a teacher observed?" in a similar fashion as the total respondents. The largest number of responses were in the 3-4 times category, with 1-2 times receiving the second highest number of responses. There was a significant difference between positions for the number of times observed at the .0001 level.

When divided into school levels, size of system, and years of experience a similar pattern prevailed as in the total responses. The majority of respondents checked 3-4 times as the number of observations

TABLE XLIV

PERCENT OF RELATIVE FREQUENCY RESPONSES OF NUMBER OF TIMES A TEACHER IS OBSERVED IN AN EVALUATION YEAR AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15+
Totals	575	1	26	41	15	5	5	1		6
Position										
Superintendent	110		26	46	15	1	6	2		4
Supervisor	204	3	29	46	14	5	3	1		1
Principal	261	1	23	35	15	7	7	2		11
χ^2					*43.62					
School Level										
Elementary	204	1	22	38	16	5	6	2		10
Middle/Junior	33		27	39	6	15	3	3		6
Secondary	74	1	27	38	18	5	4	1		5
All	243	1	30	45	14	3	5	1		2
Other	21	5	14	33	14	10	10			14
χ^2					40.66					
Size of System										
Less than 5,000	245	2	27	42	12	4	6	2		5
5,000 - 10,000	155		28	44	16	4	4			5
More than 10,000	175	2	22	37	17	8	6	2		6
χ^2					15.18					
Years Experience										
1 - 5 years	54	2	28	39	15	2	4			11
6 - 10 years	111		31	44	14	4	5	1		3
11 - 15 years	101		21	50	15	4	5	1		5
16 - 20 years	100	3	22	41	14	6	5	2		7
>20 years	196	1	26	37	16	7	7	1	1	6
χ^2					22.78					

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

during an evaluation year. There were no significant differences in any of the categories by school level, size of system, or years of experience in relationship to the question on number of times observed.

Table XLV provides the data for the following analysis. Responses to the question "How many times should a teacher be observed during an evaluation year?" were as follows: 0 times, 0 percent; 1-2 times, 6 percent; 3-4 times, 34 percent, 5-6 times, 25 percent; 7-8 times, 8 percent; 9-10 times, 15 percent; 11-12 times, 3 percent; 13-14 times, 0 percent, 15 or more times, 9 percent. In general, total respondents checked 3-4 times (34 percent) as the optimum number of observations. The second highest number of responses was in the 5-6 times category with 25 percent.

Respondents by position, school levels, size of system, and years of experience yielded similar data to total responses. The optimum number of observations was 3-4, with 5-6 times receiving the second highest number of responses.

There was a significant difference when analyzed by position, level, and size of school system at the .05 level or below. There were no significant differences for this data when analyzed by years of experience.

When making a comparison between what "is" and what "should be" as indicated in Table XLVI--the number of observations of a teacher during an evaluation year--the greatest discrepancies are in the 1-2 times, 5-6 times, and 9-10 times. Administrators prefer more observations than are currently being made.

TABLE XLV

PERCENT OF RELATIVE FREQUENCY RESPONSES OF NUMBER OF TIMES A TEACHER SHOULD BE OBSERVED IN AN EVALUATION YEAR AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	N	0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15+
Totals	575		6	34	25	8	15	3		9
Position										
Superintendent	110		6	38	26	7	14	3	1	6
Supervisor	204	1	7	39	26	7	14	3		4
Principal	261		5	28	24	10	16	2		15
χ^2					23.91					
School Level										
Elementary	204		5	27	25	9	18	3	1	13
Middle/Junior	33		6	33	27	3	15	3		12
Secondary	74		3	31	24	12	12	4		14
χ^2					*66.12					
Size of System										
Less than 5,000	245		7	41	20	5	17	2	1	7
5,000 - 10,000	155		5	33	31	11	9	1		9
More than 10,000	175	1	5	23	27	11	17	5		12
χ^2					*38.92					
Years Experience										
1 - 5 years	54		2	41	24	7	11			15
6 - 10 years	111		5	33	29	6	13	3		11
11 - 15 years	101		4	36	29	8	13	3	1	7
16 - 20 years	100		8	33	19	10	15	4		11
> 20 years	196	1	8	31	24	9	18	2	1	7
χ^2					22.53					

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

Table XLVII provides the data for the following analysis. Administrators responses to the question "What is the average length in minutes of each observation?" yielded the following responses: less than 10 minutes, 5 percent; 10 minutes, 5 percent; 20 minutes, 20 percent; 30 minutes, 34 percent; 40 minutes, 15 percent; 50 minutes, 15 percent; 60 minutes, 15 percent; 70 minutes, 0 percent; more than 70 minutes, 1 percent. The majority of responses were in the 10 minute category, with the second highest number of responses being 30 minutes.

When analyzed by position the superintendents, supervisors, and principals indicated 30 minutes was the average length of classroom observations. There was a significant relationship by position at the .000 level.

When examining the question of observation length by school level, there were similar results to the totals. Thirty minutes was the actual time administrators responsible for varying levels identified as the length of observations. There was a significant difference among levels at the .000 level.

Division of data by school size and length of service also indicated 30 minutes as the length of observations. There were no significant differences by size or length of service.

Table XLVIII provides the data for the following analysis. In response to the question "What should be the average length in minutes of an observation?" the following results were observed: less than 10 minutes, 1 percent; 10 minutes, 2 percent; 20 minutes, 11 percent; 30 minutes, 33 percent; 40 minutes, 15 percent, 50 minutes, 16 percent;

TABLE XLVII

PERCENT OF RELATIVE FREQUENCY RESPONSES OF LENGTH OF CLASSROOM
OBSERVATIONS AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE
DURING THE SCHOOL YEAR 1978-1979

Category	N	In Minutes								
		<10	10	20	30	40	50	60	70	>70
Totals	575	5	5	20	34	15	10	11	0	1
Position										
Superintendent	110	3	6	20	40	8	8	16	0	0
Supervisor	204	4	2	20	35	17	10	12	0	1
Principal	261	7	8	20	30	16	10	8	0	1
χ^2					23.91					
School Level										
Elementary	204	4	7	15	35	16	9	12	0	2
Middle/Junior	33	6	6	9	27	21	24	6	0	0
Secondary	74	5	10	27	20	18	12	7	1	0
All	243	4	3	22	38	12	8	13	0	0
Other	21	24	5	29	19	19	5	0	0	0
χ^2					66.12*					
Size of System										
Less than 5,000	245	8	6	20	33	10	9	12	0	1
5,000 - 10,000	155	2	5	20	36	21	7	10	0	0
More than 10,000	175	4	4	19	33	16	14	10	0	1
χ^2					24.00					
Years Experience										
1 - 5 years	54	7	6	20	32	13	9	9	2	2
6 - 10 years	111	3	5	21	35	16	11	9	0	1
11 - 15 years	101	2	5	23	30	18	9	14	0	0
16 - 20 years	100	7	4	23	33	16	11	4	0	2
>20 years	196	6	7	15	35	13	9	15	0	0
χ^2					35.31					

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

TABLE XLVIII

PERCENT OF RELATIVE FREQUENCY RESPONSES OF DESIRED LENGTH OF CLASSROOM
OBSERVATIONS AS PERCEIVED BY ADMINISTRATORS IN TENNESSEE
DURING THE SCHOOL YEAR 1978-1979

Category	N	In Minutes								
		<10	10	20	30	40	50	60	70	>70
Totals	575	1	2	11	33	15	16	18	0	2
Position										
Superintendent	110	1	0	12	40	13	17	15	0	3
Supervisor	204	1	2	8	30	20	16	24	0	1
Principal	261	2	4	15	33	13	16	15	1	2
χ^2										27.49*
School Level										
Elementary	204	1	2	11	38	16	9	20	1	3
Middle/Junior	33	0	9	6	15	15	49	6	0	0
Secondary	74	4	5	15	26	16	18	15	1	0
All	243	0	1	11	34	14	18	20	0	2
Other	21	5	5	24	33	19	10	5	0	0
χ^2										74.08*
Size of System										
Less than 5,000	245	1	3	14	34	11	15	20	1	1
5,000 - 10,000	155	1	1	11	31	19	18	16	0	3
More than 10,000	175	1	3	9	35	18	17	17	0	2
χ^2										18.64
Years Experience										
1 - 5 years	54	0	0	11	37	13	17	15	2	6
6 - 10 years	111	0	1	12	31	15	18	22	0	2
11 - 15 years	101	2	2	20	29	15	17	22	1	0
16 - 20 years	100	2	3	12	35	18	19	9	0	2
>20 years	196	2	4	10	36	15	14	18	0	1
χ^2										31.97

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

60 minutes, 18 percent; 70 minutes, 0 percent; more than 70 minutes, 2 percent. The highest percentage indicated was at the 20 minute observation length, with 30 minutes as the second highest response.

Superintendents, supervisors, and principals indicated 30 minutes as the desired observation length. Superintendents'second highest choice was 50 minutes, whereas supervisors'second highest choice was 60 minutes. There was a significant difference by position to the question of observation length at the .03 level.

In general administrators responsible for varying levels also indicated 30 minutes as the desired observation length. The middle/junior high level felt 50 minutes was more desirable. There was a significant difference among levels at the .000 level.

Division of responses by size and years of experience resulted in a similar fashion. Thirty minutes was most desirable for the length of an observation. There were no significant differences by size or school level at the .05 level.

A comparison of "what is the desired length" and "what should be" as indicated by the data in Table XLIX the desired length of observations indicates 30 minutes for both. In general no discrepancies exist on this question.

Summary

In general administrators ranked teacher evaluation fifth in order of importance from a list of eight functions of a principal. The degree of importance placed on teacher evaluation by ranking the functions when analyzed by position indicated a difference of opinion.

Superintendents and supervisors ranked teacher evaluation fourth in importance. Principals ranked teacher evaluation sixth in importance.

When administrators of varying grade levels ranked the functions of a principal there were many discrepancies. Middle/junior high administrators ranked teacher evaluation third in importance. "All" administrators ranked teacher evaluation fourth in importance. Secondary administrators ranked teacher evaluation fifth in importance. Elementary and "other" administrators ranked teacher evaluation sixth in importance.

When analyzed by school size, smaller school systems (less than 5,000 students) ranked teacher evaluation fifth in importance. Medium size systems (5,000-10,000 students) and large school systems (more than 10,000 students) ranked teacher evaluation fourth in importance.

Administrators with varying years of experience had different perceptions of teacher evaluation. Administrators with 1-5 years and 6-10 years experience ranked teacher evaluation fifth in importance. Administrators with 11-15 years and 16-20 years of experience ranked teacher evaluation fourth in importance. Administrators with > 21 years experience ranked teacher evaluation sixth in importance.

The summary Table L indicates the following responses to the degree of importance in teacher evaluation: three hours spent in total time for a teacher's evaluation in one year's time; whereas six hours should be spent in one year's time. A teacher is observed four times during an evaluation year; whereas, a teacher should be observed six times in an evaluation year. Observations are 30 minutes in length, and they should be 30 minutes in length.

TABLE L

SUMMARY OF DEGREE OF IMPORTANCE OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS
IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	Time Spent (Hours)	Time Should Be Spent	Times Observed	Times Should Be Observed	Observation Length	Desired Length of Observation
Totals	3	6	4	5	30	30
Superintendent	2	6	3	5	30	30
Supervisor	2	6	3	5	30	40
Principal	4	7	4	6	30	30
Elementary	4	7	4	6	30	30
Middle/Junior	5	8	4	6	30	40
Secondary	3	6	3	6	30	30
All	3	6	3	5	30	30
Other	4	7	5	6	20	30
Less than 5,000	4	6	3	5	30	30
5,000 - 10,000	3	7	3	5	30	40
More than 10,000	4	8	4	6	30	30
1 - 5 years	2	5	4	6	30	40
6 - 10 years	1	5	3	6	30	40
11 -15 years	3	5	4	5	30	40
16 - 20 years	2	6	4	6	30	30
> 21 years	2	5	4	5	30	30

There were no significant differences by position of the number of hours spent in a teacher's evaluation, in the number of times observed during the evaluation year, or in the length of observations.

There were no significant differences by school levels of the number of hours spent in a teacher's observation, the number of times observed during the evaluation year, or the length of the classroom observations.

There were no significant differences by school system size of the number of hours spent in a teacher's evaluation, the number of times observed during an evaluation year, or the length of a classroom observation.

There were no significant differences when analyzed by years of experience of the number of hours spent in a teacher's evaluation, the number of times observed during an evaluation year, or the length of a classroom observation.

VI. RESULTS OF IMPLEMENTATION OF TEACHER EVALUATION

In order to determine the results of implementation of teacher evaluation a series of questions were asked regarding the procedures surrounding the development and implementation of teacher evaluation. Two of the questions investigated teacher involvement in the development of evaluation systems, while the other four dealt with implementation processes. The last question of the study asked the respondents to rate the overall evaluation process in their school system.

Table LI provides data for the following analysis. Total responses to the question "Are teachers involved in the development of

TABLE LI
RESULTS OF IMPLEMENTATION OF TEACHER EVALUATION AS PERCEIVED BY ADMINISTRATORS
IN TENNESSEE DURING THE SCHOOL YEAR 1978-1979

Category	See and Review Documents of Evaluation				Right to Make Written Comments on Evaluation			Receive Copy of Evaluation Placed in File			Informed of the Evaluation Process			Involved in Development of Instruments			Involved in Development of Procedures			Informed of Appeal Process			Overall Process		
	Always	Yes	NU	No	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK	Good	Fair	Poor
Totals	87	12	1		94	4	2	70	26	4	99		1	77	15	8	74	16	10	88	4	9	42	48	9
Superintendent	88	10	1	1	99		1	75	23	3	98	2		92	6	3	84	13	4	93	1	6	39	56	5
Supervisor	84	5	1		93	5	3	67	25	8	99		2	77	17	7	75	16	9	85	5	10	44	45	11
Principal	89	10			94	4	2	70	28	2	100			71	17	12	70	18	12	87	4	9	43	48	10
χ^2	5.12				6.36			*10.44			*11.37			*20.23			9.43			4.34			5.89		
Elementary	87	12	1		96	2	2	70	28	3	100			72	19	9	69	18	13	88	3	9	46	46	9
Middle/Junior	88	12			88	12		79	18	3	100			88	6	6	94	3	3	88	6	6	64	36	
Secondary	87	12		1	95	3	3	71	24	6	99		1	69	20	11	66	22	12	86	4	10	32	58	10
All	87	12	1		95	4	3	69	26	5	98	1	1	83	12	5	78	15	7	89	3	8	41	48	11
Other	86	14			95	5		62	33	5	95		5	71	5	24	76	10	14	76	5	19	29	62	10
χ^2	4.32				10.37			4.02			9.95			*20.69			*16.82			4.29			13.99		
Less than 5,000	86	12	1		93	4	3	67	30	3	99	1		81	14	6	78	16	7	87	3	10	39	52	9
5,000 - 10,000	88	12		1	95	3	1	61	33	6	99		1	75	17	8	73	17	10	85	5	10	44	47	9
More than 10,000	88	12			95	3	1	82	13	5	99		1	73	15	12	70	17	14	90	4	6	46	44	10
χ^2	5.12				2.94			*22.86			3.83			6.61			6.74			2.98			3.02		
1 - 5 years	89	9		2	96	4		63	35	2	96	2	2	67	20	13	69	19	13	85	6	9	43	43	15
6 - 10 years	88	11		1	93	3	5	69	27	5	100			77	18	5	74	18	8	85	4	11	43	46	11
11 - 15 years	91	9			94	4	2	68	26	6	100			74	13	13	70	16	14	90	4	6	40	53	8
16 - 20 years	87	13			94	3	3	80	17	3	98		2	80	14	6	79	15	6	90	2	8	48	45	7
21 - 99 years	84	15	1		95	4	1	68	28	5	99	1	1	80	14	7	75	16	9	88	4	8	42	51	8
χ^2	12.49				6.15			9.06			9.65			9.94			5.43			3.15			5.64		

NU = not usually; DK = don't know.

The data are reported as percentages.

*Chi square calculated on frequency data using .05 level of significance.

evaluation instruments" included the following: yes, 77 percent; no, 15 percent; do not know, 8 percent. Administrators felt there was involvement of teachers in the development of evaluation instruments.

Superintendents felt there was much more teacher involvement (92 percent) than did supervisors (77 percent) and principals (71 percent). There was a significant difference among these data at the .00 level.

When analyzed by school level in response to the question concerning teacher involvement in the development of evaluation instruments, secondary responses were lower (69 percent) than other school levels. A significant difference existed at the .01 level.

Analysis by school size and years of experience produced similar results as the totals. There was an indication of teacher involvement in the development of evaluation instruments. There were no significant differences when analyzed by school level or years of experience.

"Are teachers involved in the development of evaluation procedures?" produced the following total responses: yes, 74 percent; no, 16 percent; do not know, 10 percent. There was a strong feeling of teacher involvement in the development of evaluation procedures.

Analysis by position indicated the superintendent possessed stronger feelings of teacher involvement (84 percent) than did supervisors (75 percent) or principals (70 percent). There was a significant difference among positions in response to this question.

Middle/junior high school responses to the question of teacher involvement in evaluation procedures was much higher (94 percent) than other levels of schools. There was a significant difference at the .03 level.

Division of data into school size and level of experience yielded data similar to totals. There was a feeling of total involvement by teachers in the development of evaluation procedures. There was no significant differences within these categories.

Total responses to the question "Do teachers have an opportunity to see and review their evaluation documents?" included the following: yes always, 87 percent; yes if they wish, 12 percent; no usually, 1 percent, and no, 0 percent. These responses indicate that teachers do have a right to see and review documents concerning their evaluation.

When analyzed by position, school level, school size, and level of experience similar results were apparent in all groups. There were no significant differences among any groups in analysis of this question relating to review of teacher evaluation documents.

In response to the question "Do teachers have the right to make written comments on disagreements concerning their evaluation?" the following totals were found: yes, 94 percent; no, 4 percent; do not know, 2 percent. Administrators were confident that teachers could make written comments concerning disagreements related to their evaluation.

Superintendents, supervisors, and principals also agreed that teachers have a right to make written comments. Superintendents indicated a stronger response at 99 percent, than did supervisors (93 percent) and principals (94 percent). There was a significant difference at the .17 level concerning the responses to this question.

Analysis by school level, school size, length of experience also confirmed the right of teachers to make written comments. There were no significant differences in these categories.

Total responses to the question "Do teachers receive a copy of the final evaluation that is placed in their personnel file?" included the following: yes, 70 percent; no, 26 percent; do not know, 4 percent. This question did not receive the positive response as did previous ones concerning review of evaluation documents.

When analyzed by position, similar results were apparent. Superintendents responded with a higher percentage (75 percent) than did supervisors (67 percent) and principals (70 percent). There was a significant difference among positions in response to this question at the .03 level.

Analysis by school level and years of experience yielded similar data, with 60-80 percent positive responses to the question. There were no significant differences in these data referring to receiving a copy of the evaluation by level or years of experience.

A significant difference did exist in regard to receiving a copy of the evaluation when divided by school size. Larger systems with more than 10,000 students indicated 82 percent positive responses. There was a significant difference at the .00 level.

"Are teachers informed of the evaluation process?" received the following total responses: yes, 99 percent; no, 0 percent; do not know, 1 percent. The administrators felt sure that teachers were informed of evaluation process.

Division of responses by position indicated superintendents, supervisors, and principals all felt teachers are informed of the evaluation process. There was a significant difference by position at the .02 level. Ninety-eight percent of the superintendents responded "yes;"

whereas, 100 percent of the principals responded "yes" to this question relating to informing teachers of the evaluation process.

Analysis of data by school level, school size, and years of experience produced similar data. All confirmed the belief that teachers are informed of the evaluation process. There were no significant differences within these categories.

Total responses to the question "Are teachers informed of the evaluation appeal process?" included the following data: yes, 88 percent; no, 4 percent; do not know, 9 percent. There was an affirmation of teachers being informed of the appeal process.

Analysis by position, school level, size of system, and years of experience indicated similar data to the totals. Seventy-six to 90 percent felt teachers were informed of the appeal process. There were no significant differences among any of these categories.

"How would you rate the overall evaluation process in your school system?" produced the following total responses: good, 42 percent; fair, 48 percent; and poor, 9 percent. There was quite a division of feelings toward the overall rating of the evaluation system.

Superintendents rated the overall evaluation process as fair (56 percent); supervisors rated the process as fair (45 percent); and principals rated the process as fair (48 percent). A number of supervisors also rated the overall evaluation process as poor (11 percent); whereas, 10 percent of the principals rated the process as poor. There were no significant differences among positions as related to this question.

Analysis by school levels indicated a variety of feelings toward the overall evaluation process. Sixty-four percent of administrators responsible for middle schools rated the evaluation process as "good." Only 29 percent of those categorized in the "other" positions classified the system as good. Secondary administrators rated the process as fair (58 percent). There were no significant differences among the school levels in response to this question.

Division by school size and years of experience indicated responses in the "good" and "fair" categories in the 40 percent range. There were no significant differences among these categories.

Summary

In order to obtain data regarding the results of implementation of teacher evaluation several questions were asked of administrators. Teachers have an opportunity to see and review their evaluation documents. Teachers have the right to make written comments on disagreements concerning their evaluation. Teachers received a copy of the final evaluation that is placed in their personnel file. Teachers are informed of the evaluation process. Teachers are involved in the development of evaluation instruments and evaluation procedures. Teachers are informed of the evaluation appeal process. Administrators reacted positively regarding each of these questions as a total group, by position, size, level, and years of service. The major differences were in the overall rating of the evaluation process. The total response was good (42 percent), fair (48 percent), and poor (9 percent).

Significant differences when analyzed by position were in the teachers' right to make written comments, information of the evaluation process, involvement in the development of instruments, and involvement in the development of evaluation procedures. Superintendents rated the overall process as good (39 percent), fair (56 percent), and poor (5 percent). Supervisors rated the overall process as good (44 percent), fair (45 percent), and poor (11 percent). Principals rated the overall evaluation process as good (43 percent), fair (48 percent), and poor (10 percent).

Significant differences by school level were in the areas of involvement in the development of the evaluation instruments. Elementary administrators indicated the process was good (46 percent), fair (46 percent), poor (9 percent); middle/junior high administrators indicated the process was good (64 percent), fair (36 percent), and poor (0 percent); secondary administrators indicated the process was good (32 percent), fair (58 percent), and poor (10 percent). "All" administrators indicated the overall evaluation process was good (41 percent), fair (48 percent), and poor (11 percent). "Other" administrators indicated the process was good (29 percent), fair (62 percent), and poor (10 percent).

When analyzed by size of system, there was a significant difference in the area of teachers receiving a copy of their evaluation. The rating of the overall evaluation system received the following results: systems with less than 5,000 students good (39 percent), fair (52 percent), poor (9 percent); systems with 5,000-10,000 students good (44 percent), fair (47 percent), and poor (9 percent); systems with more than 10,000 students good (46 percent), fair (44 percent), and poor (10 percent).

The results of the implementation when analyzed by years of experience indicated no significant differences. The rating of the overall evaluation process indicated the following results: 1-5 years experience good (43 percent), fair (43 percent), and poor (15 percent); 6-10 years experience good (43 percent), fair (46 percent), and poor (11 percent); 11-15 years experience good (40 percent), fair (53 percent), and poor (8 percent); 16-20 years experience good (48 percent), fair (45 percent), and poor (7 percent); 21-99 years experience good (42 percent), fair (51 percent), and poor (8 percent).

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND IMPLICATIONS

I. INTRODUCTION

The purpose of this chapter was to summarize the study. Major conclusions reached as a result of the findings were drawn. The final section listed some implications from the study.

II. SUMMARY

The Problem

Five years have passed since the Tennessee State Board of Education mandated the development and implementation of a system for the evaluation of professional personnel to improve instruction and facilitate personnel decisions. No data had been gathered to indicate the adequacy of the original plans or the success of their implementation. Without these data there was an inadequate basis for the appraisal of various aspects of evaluation in Tennessee.

The Purpose of the Study

The purpose of this study was to provide a data base for making pertinent decisions concerning future directions for the program of teacher evaluation in the State of Tennessee. The study specifically:

1. Developed criteria based on the current literature for the assessment of personnel evaluation as it now exists in the State of Tennessee;

2. Developed an objective description of personnel evaluation in the State of Tennessee;
3. Evaluated personnel evaluation systems and procedures in Tennessee relative to the criteria and preferred practices indicated in the literature;
4. Compared the perceptions of various categories of central office and building level administrators regarding the degree of implementation of teacher evaluation systems;
5. Compared evaluation purposes, implementation, methodology, degree of importance, and results based on the size of the school system, varying grade levels, and length of service.

Procedures

An examination of related literature in the area of teacher evaluation was conducted to provide the basis for the study. Textbooks, periodicals, and research studies provided the majority of the material. The purpose was to provide the underlying theory, to acquaint the researcher with current knowledge in the field, and to determine how new data would relate to existing knowledge for the improvement of teacher evaluation.

A structured, closed questionnaire was chosen as the primary method of data collection since it could provide a cross-section of current practices and attitudes of superintendents, supervisors, and principals in Tennessee in relation to teacher evaluation.

A jury of experts was identified to review the questionnaire and respond to the content validity. An item by item check was made of receipt of the returns from the jury. Suggestions and comments were

examined to determine modification of the instrument. The questionnaire was then field tested in Educational Administration and Supervision classes at the University of Tennessee during Summer Quarter, 1979. The final form of the questionnaire was designed to gather information regarding perceptions and attitudes of administrators toward teacher evaluation.

A random sample of supervisors and principals were asked to respond to the questionnaire. All superintendents in the state were mailed the questionnaire. Coding of the questionnaires permitted a follow-up of non-respondents.

Determination of Sample Size

The chi square statistic with a confidence limit of 95 percent was used to determine the sample sizes of 240 supervisors and 319 principals. Since the number of superintendents was small and since it was felt to be important to gain a more complete response, the decision was made to include the total population of superintendents in the study.

Returns

The total returns obtained as a result of the mailings of the questionnaire and follow-ups to the non-respondents were as follows:

74.3%	Superintendents
85.0%	Supervisors
81.8%	Principals

Questions of the Study

The study was organized around 11 questions which are reported in the "Findings" section of this chapter (see page 168).

Treatment of the Data

The Statistical Package for the Social Sciences (SPSS) was used to process the data. Questionnaires were grouped according to total group, position, school level, size of school system, and years of experience. For each category absolute frequencies, relative frequencies, adjusted frequencies, and cumulative frequencies were obtained. Comparisons were made of the responses by each category of their perceptions and attitudes toward teacher evaluation. Crosstabulations were conducted on appropriate data and significant differences were determined at the .05 level or less.

III. FINDINGS

Findings related to the 11 questions which were the basis of this study are discussed in numerical order. Under each question the findings were discussed in a summary fashion.

Question 1

What were the major components of teacher evaluation suggested in the literature?

The purposes of evaluation have been identified in two basic areas-- administrative (personnel decisions) and instructional (improvement of instruction, increase job performance). Additional purposes listed by the literature were assessment of the quality of teaching, identification of areas of improvement, stimulation of growth of the individual, and growth of the student.

Two general types of criteria or methods used in teacher evaluation have been process (teacher effectiveness assessed against a standard

of performance) and teacher characteristics (personality, physical, professional qualities, attitudes and values). Other methods used include student test data, evaluation by objectives, classroom observations, pre-observation and post-observation conferences, instructional conferences, and other miscellaneous methods.

An analysis of the literature included the following components as effective in the process of teacher evaluation: classroom observations by superiors; pre-observation conferences and post-observation conferences by superiors; evaluation by objectives; accomplishment of student objectives; self-evaluation; teaching performance tests. The literature did not recommend the wide usage of teacher checklists, informal observations, student test data on standardized tests, and competency tests for teachers. There were mixed attitudes regarding student and peer evaluations of teachers. Evaluation should be a continuous, planned process rather than a formality. There should be teacher input in evaluation and due process should always be followed.

Question 2

What were the perceptions of and attitudes toward purposes of teacher evaluation by school administrators in Tennessee?

The two most important purposes of teacher evaluation as perceived by school system personnel were improvement of instruction and increase in job performance. Sharp decreases of responses were found in the remaining purposes. The next four in descending order of importance were meeting State Department requirements, staff development and planning, approval for tenure, and accounting to authorities. The remaining purposes

received considerably fewer responses and generally related to personnel decisions.

Purposes administrators personally considered to be of most importance were also improvement of instruction and increased job performance. Staff development and planning, provide feedback to teachers, set standards of performance, improve communication, and meet State Department requirements were the order of importance placed on the next five purposes. Remaining purposes related to personnel decisions as in the purposes as perceived by school system personnel.

A comparison of perceptions and attitudes toward purposes of teacher evaluation indicated some interesting differences. Improvement of instruction and increase in job performance maintained the priority positions in both perceptions and attitudes. Meeting State Department requirements was ranked much lower in the purposes personally considered most important. Staff development and planning and providing feedback to teachers were considered more important than administrators perceived being practices in their schools. Approval for tenure was perceived by administrators as being important in their schools, but they personally considered it to be much less important.

Question 3

What were the perceptions of and attitudes toward involvement in the implementation of teacher evaluation systems by school administrators in Tennessee?

Principals (99 percent) were perceived by administrators as being the person most often involved in teacher evaluation. Supervisors received

the second highest number of responses (61 percent), followed by teachers (34 percent), superintendents (30 percent), and assistant principals (30 percent). Attitudes toward "who should be the person involved in teacher evaluation" were in descending order: principal (98 percent), supervisor (67 percent), teacher (42 percent), superintendent (32 percent), and assistant principal (32 percent).

There was general agreement between who is involved and who should be involved in teacher evaluation. The main difference was in teacher involvement. Administrators indicated there should be more involvement of teachers than there had been in the past.

The person who has primary responsibility for teacher evaluation is the principal (95 percent). The person who should have primary responsibility for teacher evaluation was the principal (91 percent).

Question 4

What were the perceptions of and attitudes toward types of methodology for teacher evaluation by school administrators in Tennessee?

Teacher checklists were the most popular methods of teacher evaluation. Professional Checklists (96 percent), Personal Checklists (88 percent), Attitudes and Values Checklists (84 percent), and Professional Training Checklists (76 percent) received the highest number of responses. Administrators favored use of each of these checklists.

Evaluation by objectives and setting job targets by both teachers and administrators received 50 percent of the responses. Involvement by both teachers and administrators was used more than job targets based on a needs assessment (21 percent) and a needs assessment based on a job description (16 percent). Attitudes toward job targets identified by

teachers and administrators were favorable, whereas the involvement of "administrators only" was undesirable. There were mixed attitudes toward the remaining categories of evaluation by objectives.

Student test data was not used to a high degree by school systems as a method of teacher evaluation. Use of student test data was considered undesirable.

Classroom observations by the principal (92 percent) and supervisor (65 percent) were acceptable methods of teacher evaluation. Classroom observations by the principal and supervisor were considered desirable. Attitudes toward the superintendent making classroom observations were divided. Department chairmen and/or team leaders, peers, and others making classroom observations were thought undesirable.

Pre-observation conferences were conducted by principals (69 percent) and supervisors (38 percent). Post-observation conferences were conducted by principals (82 percent) and supervisors (47 percent). Pre-observation conferences, as well as post-observation conferences by principals and supervisors were considered desirable. Attitudes toward the superintendents' involvement in pre-observation conferences (57 percent) and post-observation conferences (53 percent) was undesirable. Participation by department chairmen and/or team leaders, peers, and others in pre-observation and post-observation conferences was also thought to be undesirable.

Instructional conferences as a method of teacher evaluation were commonly used. Planning conferences (63 percent), formative conferences (54 percent), and summative conferences (48 percent) also were considered desirable methods of teacher evaluation by administrators.

Of the miscellaneous categories checked by administrators, self-evaluation (64 percent) and records of critical events (32 percent) received the highest number of responses. Self-evaluation was considered desirable, as was maintenance of records of critical events and casual information. Competency tests for teachers were rated undesirable, and attitudes toward input from parents were divided.

Question 5

What were the perceptions of and attitudes toward the degree of importance of teacher evaluation by school administrators in Tennessee?

The degree of importance was first indicated via a ranking of functions of the principal. Of the eight functions listed, teacher evaluation was ranked fifth in importance. Curriculum development, staff development, school-community relations, and student personnel work were ranked above teacher evaluation in order of importance.

A second method of ascertaining the degree of importance was in the amount of time spent in teacher evaluation. The highest number of responses was in the 0 - 1.9 hour range (30 percent) and the second highest number of responses was in the 2 - 3.9 hour range (27 percent). The number of hours that should be spent was given as 4 - 5.9 hours (21 percent), followed by 2 - 3.9 hours (15 percent). A comparison of the two indicated more time should be spent in teacher evaluation.

The number of times a teacher was observed in an evaluation year was most often 3-4 times (41 percent). The second highest number of responses was 1-2 times (26 percent). The number of times a teacher should be observed in an evaluation year was most often given as 3-4

times (34 percent). The second highest number of responses was for 5-6 times (25 percent). A comparison of what was and what should be indicated a shift upward in the number of times observations should be conducted.

The average length of a classroom observation most often indicated was 30 minutes (34 percent). The average length of a classroom observation most often given as desirable was 30 minutes (33 percent), as indicated by administrators.

Question 6

What were the perceptions of and attitudes toward the results of implementation of teacher evaluation systems by school administrators in Tennessee?

Several questions were asked of administrators regarding the results of implementation of teacher evaluation. Administrators indicated the following responses were made: (1) teachers have an opportunity to see and review their evaluation documents (87 percent); (2) teachers have the right to make written comments on disagreements concerning their evaluation (94 percent); (3) teachers receive a copy of the final evaluation that is placed in their personnel file (70 percent); (4) teachers are informed of the evaluation process (99 percent); (5) teachers are involved in the development of evaluation instruments (77 percent); (6) teachers are involved in the development of evaluation procedures (74 percent); (7) teachers are informed of the evaluation appeal process (88 percent). The rating of the overall evaluation process was as follows: good (42 percent), fair (48 percent), and poor (9 percent).

Question 7

How did superintendents, supervisors, and principals differ in their perceptions and attitudes toward the purposes, involvement, methodology, degree of importance, and results of teacher evaluation systems in Tennessee?

Perceptions and attitudes of superintendents, supervisors and principals toward purposes of teacher evaluation were similar. Improvement of instruction and increased job performance were ranked as the two most important purposes of teacher evaluation. Staff development and planning was ranked higher by superintendents than by supervisors and principals. Purposes relating to personnel decisions were ranked low on all lists of perceptions and attitudes of superintendents, supervisors, and principals.

Principals, supervisors, teachers, assistant principals, and superintendents were the positions most often checked as being currently involved and most appropriate in teacher evaluation. The person with primary responsibility for teacher evaluation was and "should be" the principal according to superintendents, supervisors, and principals.

Significant differences in major methods identified by superintendents, supervisors, and principals that were currently being used were job targets identified by teachers and administrators; job targets based on needs assessment; classroom observations by principals, supervisors, superintendents, and peers; pre-observation conferences by principals and superintendents; post-observation conferences by principals, supervisors, superintendents, and department chairmen; and instructional

planning conferences. Significant differences in attitudes toward methods were in the areas of job targets based on needs assessments and teacher observation by peers.

The degree of importance placed on teacher evaluation by ranking of the functions of the principal indicated a difference of opinion. Superintendents and supervisors ranked teacher evaluation fourth in importance. Principals ranked teacher evaluation sixth in importance. There were no significant differences by position of the number of hours spent in a teacher's evaluation, the number of times observed during the evaluation year, or the length of observations.

The results of the implementation of teacher evaluation by position indicated significant differences in the teacher's right to make written comments, information of the evaluation process, involvement in the development of instruments, and involvement in the development of evaluation procedures. Superintendents rated the overall process as good (39 percent), fair (56 percent), and poor (5 percent). Supervisors rated the overall process as good (44 percent), fair (45 percent), and poor (11 percent). Principals rated the overall evaluation process as good (43 percent), fair (48 percent), and poor (10 percent).

Question 8

How did central office administrators and principals of varying grade levels differ in their perceptions of and attitudes toward purposes, involvement, methodology, degree of importance, and results of implementation of teacher evaluation systems in Tennessee?

Division of data into school levels provided a variation in the ranking of purposes of teacher evaluation. Improvement of instruction

remained as most important in all levels in both perceptions and attitudes. Increased job performance received the second highest ranking except when ranked by secondary and "all" administrators as perceived by school system personnel. Meeting State Department requirements was rated higher in perceptions by secondary administrators. Approval for tenure received the second highest number of responses from "all" administrators as a purpose they personally considered most important.

Those persons currently involved in teacher evaluation identified by varying school levels were principals, supervisors, teachers, superintendents, and assistant principals. Significant differences were in the areas of supervisors, superintendents, assistant principals, and curriculum principals. There was an indication that there should be more involvement from department chairmen and curriculum principals. Primary responsibility for teacher evaluation remained within the current and desired position of the principal.

Significant differences in methods of evaluation by varying school levels were in the areas of standardized tests' student attitudes observed; classroom observations by department chairmen; post-observation conferences by superintendents, department chairmen, and peers. Significant differences in attitudes by school level in methods was in the area of teacher-made tests.

When administrators of varying grade levels ranked the functions of a principal there were many discrepancies. Middle/junior high school administrators ranked teacher evaluation third in importance. "All" administrators ranked teacher evaluation fourth in importance. Secondary administrators ranked teacher evaluation fifth in importance. Elementary and "other" administrators ranked teacher evaluation sixth in importance.

There were no significant differences by school levels of the number of hours spent in a teacher's observation, the number of times observed during the evaluation year, or the length of the classroom observation.

The results of the implementation when analyzed by school level showed a significant difference in the area of teacher involvement in the development of evaluation instruments. The rating of the overall process showed variations in attitudes. Elementary administrators indicated the process was good (46 percent), fair (46 percent), poor (9 percent); middle/junior high school administrators indicated good (64 percent), fair (36 percent), poor (0 percent); secondary administrators indicated good (32 percent), fair (58 percent), poor (10 percent). "All" administrators indicated the overall process was good (41 percent), fair (48 percent), and poor (11 percent). "Other" administrators indicated the process was good (29 percent), fair (62 percent), and poor (10 percent).

Question 9

Did school systems of varying sizes report major differences in perceptions of and attitudes toward purposes, involvement, methodology, degree of importance, results of implementation of teacher evaluation in Tennessee?

Analysis of data by school size showed the greatest number of differences in perceptions and attitudes toward teacher evaluation as compared to the analysis by position, school level, grade levels, and length of service. In the area of purposes of teacher evaluation,

improvement of instruction remained as the top choice in perceptions and attitudes. Staff in medium sized school systems (5,000-10,000 students) indicated more emphasis by their system on meeting State Department requirements, but personally they considered it far less important. Staff in larger school systems (more than 10,000 students) indicated approval for tenure was third in importance as perceived by administrators in their school systems, but they personally considered it far less important. When purposes were ranked via weightings on those personally considered most important the first six items remained in the same order regardless of the size of the school system.

The persons involved in teacher evaluation were principals, supervisors, teachers, superintendents, and assistant principals. Significant differences were in the area of personnel officer, superintendent, assistant principal, curriculum principal, assistant superintendent, and teachers. Those who should be involved were the same as listed above, with significant differences in personnel officer, supervisors, superintendent, assistant principal, curriculum principal, and assistant superintendents. Primary responsibility for teacher evaluation remained the responsibility of the principal.

Significant differences in methods by varying sizes of school systems were in the following areas: attitudes and values checklists; classroom observations by the principal, supervisor, superintendent, department chairmen; pre-observation conferences by the principal, supervisor, and superintendent; post-observation conferences by the supervisor and superintendent; planning and formative instructional conferences; input from parents; and self-evaluation. Significant differences in

attitudes toward varying methods were in the areas of other student test data; classroom observations by superintendent; pre-observation conferences by superintendents; post-observation conferences by superintendents.

There were slight variations in the rankings of the degree of importance of the functions of a principal. Staff in smaller school systems (less than 5,000 students) ranked teacher evaluation fifth in importance. Staff in medium sized school systems (5,000-10,000 students) and large school systems (more than 10,000 students) ranked teacher evaluation fourth in importance. There were no significant differences by school size of the number of hours spent in a teacher's evaluation, the number of times observed during an evaluation year, or the length of a classroom observation.

The results of the implementation when analyzed by size of system indicated a significant difference in the area of teachers receiving a copy of their evaluation. The rating of the overall evaluation system received the following results: systems with less than 5,000 students good (39 percent), fair (52 percent), poor (9 percent); systems with 5,000-10,000 students good (44 percent), fair (47 percent), poor (9 percent); systems with 10,000 students or more good (46 percent), fair (44 percent), poor (10 percent).

Question 10

Did administrators of varying length of service and experience differ in their perceptions of and attitudes toward evaluation purposes, involvement, methodology, degree of importance, and results of implementation of teacher evaluation in Tennessee?

The two main purposes of teacher evaluation identified by administrators with varying lengths of experience in both perceptions and attitudes were improvement of instruction and increased job performance. Approval for tenure was ranked relatively high in importance as perceived by school systems, but administrators of varying years of experience personally considered it of much lesser importance.

The persons involved in teacher evaluation were the principal, supervisor, superintendent, and teachers. Significant differences were in the areas of superintendent and supervisor. Those who should be involved in teacher evaluation were the same as above, with significant differences in the position of supervisor, superintendent, curriculum principal, and teachers. Primary responsibility for teacher evaluation remains with the principal.

Significant differences in methods by varying years of experience were in the following areas: job targets identified by administrators only; job targets based on a needs assessment; and classroom observations by supervisor, superintendent, and peers. There were no significant differences in attitudes toward methods of teacher evaluation when analyzed by varying years of experience.

One indication of the degree of importance placed by administrators with varying years of experience on teacher evaluation was to rank functions of the principal. Administrators with 1-5 years and 6-10 years of experience ranked teacher evaluation fifth in importance. Administrators with more than 20 years experience ranked teacher evaluation sixth in importance. There were no significant differences by years of experience

of the number of hours spent in a teacher's evaluation, or the length of a classroom observation.

The results of the implementation when analyzed by years of experience indicated no significant differences. The rating of the overall evaluation process indicated the following results: 1-5 years experience; good (43 percent), fair (43 percent), poor (15 percent); 6-10 years experience; good (43 percent), fair (46 percent), poor (11 percent); 11-15 years experience; good (40 percent), fair (53 percent), poor (8 percent); 16-20 years experience; good (48 percent), fair (45 percent), and poor (7 percent); over 20 years of experience; good (42 percent), fair (51 percent), poor (8 percent).

Question 11

What was the relationship between components suggested by the literature and existing teacher evaluation systems in Tennessee schools?

A comparison of recommendations from the literature with perceptions and attitudes of administrators in Tennessee toward teacher evaluation yielded the following observations:

1. The literature indicated that teacher checklists as a method of teacher evaluation were inconsistent, confusing, and not considered good predictors of teaching performance. Teacher checklists were the most widely used method of teacher evaluation of school systems in Tennessee (96 percent--60 percent). Attitudes toward teacher checklists as a method of teacher evaluation were desirable (66 percent--94 percent).

2. The literature indicated evaluation by objectives (job targets by teachers and administrators) was an important method of

teacher evaluation. Administrators in Tennessee indicated that evaluation by objectives were used by 50 percent of the school systems in Tennessee. Attitudes toward evaluation by objectives were desirable (58 percent--90 percent), except when identified by the administrators only (30 percent).

3. The literature was divided on the topic of the use of student test data for teacher evaluation. It was suggested that if student test data were used in evaluation it should only be in combination with other methods of evaluation. Student test data on standardized proficiency and teacher-made tests were not widely used (25 percent and less) by school systems in Tennessee. Attitudes toward the use of student test data was considered undesirable (55 percent--62 percent) by administrators in Tennessee.

4. The literature supported the use of classroom observations as a method of teacher evaluation. Administrators in Tennessee indicated that classroom observations by principals (92 percent) and supervisors (65 percent) were used in school systems in Tennessee. Attitudes toward observations by principals (98 percent) and supervisors (89 percent) were desirable.

5. The literature was divided on the use of peer observations as a part of the teacher evaluation system. Classroom observations by peers was not used by many school systems in Tennessee (6 percent). Attitudes toward classroom observations by peers was undesirable (60 percent).

6. The literature supported the use of pre-observation conferences by superiors. Pre-observation conferences were used by principals (69 percent) and supervisors (38 percent). Attitudes toward

pre-observation conferences by principals (97 percent) and supervisors (82 percent) was desirable.

7. The literature supported the use of post-observation conferences by superiors. Post-observation conferences were used in principals (82 percent) and supervisors (47 percent). Attitudes toward post-observation conferences by principals (98 percent) and supervisors (86 percent) was desirable.

8. The literature was divided on the use of pre- and post-observation conferences by peers as a method of teacher evaluation. Pre-observation conferences by peers (1 percent) and post-observation conferences by peers (2 percent) were little used in school systems in Tennessee. Attitudes toward pre-observation conferences by peers (67 percent) was undesirable and attitudes toward post-observation conferences by peers (65 percent) was undesirable.

9. The literature supported the use of conferences for the setting of goals and objectives and maintaining open lines of communication in teacher evaluation. Instructional conferences were indicated to be in use in school systems in Tennessee (48 percent--63 percent). Attitudes toward instructional conferences was desirable (93 percent--98 percent).

10. The literature supported the use of self-evaluation and self-appraisal for teacher evaluation. Self-evaluation was used by 64 percent of the school systems in Tennessee. Attitudes toward self-evaluation was desirable (87 percent).

11. The literature indicated that evaluation is one of the prime methods for the improvement of instruction. Administrators in Tennessee

IV. CONCLUSIONS

The findings of the study present evidence to suggest certain conclusions. Based on the survey of the literature and the data gathered and analyzed in this study the following conclusions were reached:

1. There was general agreement regarding purposes, methodology, degree of importance, involvement, and results of implementation of teacher evaluation among superintendents, supervisors, and principals.

2. The evaluation system in Tennessee appears to be a result of a combination of factors including low priority placed on evaluation by administrators, lack of skills of effective evaluation procedures, and inadequate amount of time devoted to the evaluation process.

3. Teacher checklists are most appropriate in the teacher selection process and lend themselves to the personnel purposes of evaluation. A discrepancy exists between the methods used to evaluate teachers and the most important purposes of teacher evaluation.

4. Administrators want to maintain exclusive control of the evaluation process, rather than allow participation from teachers in the data collection process.

5. The reason for the lack of support for the use of test data is the lack of acceptance of testing techniques if used alone as the basis for teacher evaluation.

6. In order for the 1974 regulation to be effective it will require leadership by the State Department in the development of

evaluation methodology, evaluation skills, and improved attitudes toward evaluation purposes.

V. IMPLICATIONS

Conclusions drawn from the data in this study have several implications for administrators, State Department personnel, and agencies and institutions interested in the improvement of teacher evaluation.

1. Administrators need to lower their expectations for teacher evaluation or upgrade their skills in this area.

2. Administrators workshops are needed to show the relationship between teacher evaluation and staff development and to provide for the development of skills in evaluation by objectives, collaborative supervision, clinical supervision, time management, and product evaluation.

3. The focus of evaluation should be directed toward staff improvement and away from personnel functions. This can be accomplished through developing positive attitudes toward teacher evaluation for staff development. The State Department regulations need to be modified to emphasize staff development as a major purpose for the evaluation of tenured staff and promising pre-tenured staff.

4. Future studies should be conducted comparing the perceptions and attitudes of teachers and administrators toward teacher evaluation.

5. The teacher evaluation systems in the state should be reviewed to determine if they reflect these desired purposes of

improvement of instruction. Assistance should be provided to those systems whose procedures need revision.

6. Principals should be involved in long-term training and planning for the development of positive attitudes and successful implementation of quality staff evaluation systems.

7. In order for staff evaluation to function as a diagnostic-prescriptive form of staff development, school systems need to use staff evaluation results as a needs assessment for the planning of individual and group staff development activities.

8. The State Department needs to provide leadership to enable administrators to develop evaluation methodology, techniques, and skills.

9. Administrators must allow the participation of teachers in the data collection process of teacher evaluation in order to have time to effectively conduct teacher evaluation along with their other assigned tasks.

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APPENDIXES

APPENDIX A
JURY OF EXPERTS, COVER LETTERS, AND
ORIGINAL QUESTIONNAIRE

July 12, 1979

Dr. Ben Harris
Department of Educational
Administration
University of Texas
Education Building 310
Austin, Texas 78712

Dear Dr. Harris:

In a few days you will receive a questionnaire from Pat Miller, a graduate student at The University of Tennessee. She is studying administrator perceptions and attitudes toward teacher evaluation in the State of Tennessee. This instrument has been developed as part of a study which I am helping to direct.

Your prompt attention to the questionnaire will greatly help the study. Many thanks.

Sincerely,

John T. Lovell, Professor
Educational Administration
and Supervision

JTL/mlw

July 15, 1979

Dr. Ben Harris
Department of Educational
Administration
University of Texas
Education Building 310
Austin, Texas 78712

Dear Dr. Harris:

I have read a number of your books and articles which indicates your strong interest and knowledge in the area of staff evaluation. As a result of this I feel that you could be most helpful in a project in which I am engaged for the Tennessee Association of Supervision and Curriculum Development and the State Department of Education.

Enclosed is a brief questionnaire which has been designed to obtain perceptions and attitudes of public school administrators toward teacher evaluation in the State of Tennessee. Please examine this questionnaire to determine how well it represents the intended content area. On the questionnaire or a separate sheet indicate any areas which are not clear. If you see any problems in the construction of the instrument, indicate these also.

I shall appreciate very much your participation in this study, and would be most grateful for a return of your response within the next five days. Enclosed for your convenience is a return addressed, stamped envelope.

After the study is complete, I shall be happy to furnish you a copy of the results if you desire.

Yours truly,

Pat Miller

PM/mlw

July 15, 1979

Dear

As a part of a doctoral research project of the Department of Educational Administration and Supervision at The University of Tennessee, a jury of experts has been identified in the area of teacher evaluation. You have been selected to serve on this jury as a result of your expertise and experience in this area.

Enclosed is a brief questionnaire which has been designed to obtain perceptions and attitudes of public school administrators toward teacher evaluation in the State of Tennessee. Please examine this questionnaire to determine how well it represents the intended content area. On the questionnaire or a separate sheet indicate any areas which have been omitted, areas which should be deleted, or areas which are not clear. If you see any problems in the construction of the instrument, indicate these also.

I shall appreciate very much your participation in this study, and would be most grateful for a return of your response within the next five days. Enclosed for your convenience is a return addressed, stamped envelope.

After the study is complete, I shall be happy to furnish you a copy of the results of the study if you desire.

Yours truly,

Pat Miller

PM/mlw

TEACHER EVALUATION QUESTIONNAIRE

This questionnaire is designed to gather information regarding your attitudes and perceptions toward teacher evaluation.

Check your Position: Central Office Building Level
 Superintendent Principal
 Supervisor Assistant Principal
 Other, _____ Curriculum Principal
 _____ indicate

Circle the grade level(s) of school(s) in which you work:

K 1 2 3 4 5 6 7 8 9 10 11 12

Size of System in which you work: Less than 5,000 students
 5,000 - 10,000 students
 More than 10,000 students

Length of time in system (not counting current school year) _____ Length of time in present position (not counting current school year) _____

- I. On the left rank what your school system identifies as the three most important purposes of teacher evaluation.
 On the right rank what you personally consider the three most important purposes of teacher evaluation.

(1-primary importance; 2-second in importance; 3-third in importance)

↓ Rank		↓ Rank
	1. Staff development and planning	
	2. Teacher transfers	
	3. Provide feedback to teachers	
	4. Dismissal of teachers	
	5. Promotion of teachers	
	6. To become aware of teachers' needs	
	7. To increase job performance	
	8. Improvement of instruction	
	9. Set standards of performance	
	10. Improve communication	
	11. Other personnel decisions	
	12. Motivation of teachers	
	13. Others, _____	

- II. Who is responsible for the evaluation of teachers in your school system?
 (check all appropriate responses)

Principal Superintendent Assistant Superintendent
 Personnel Officer Assistant Prin. Teachers
 Supervisor Curriculum Prin. Other _____

Go back and circle the person with primary responsibility for evaluation.

Who do you think should be responsible for teacher evaluation in a school system? (check all appropriate responses)

Principal Superintendent Assistant Superintendent
 Personnel Officer Assistant Prin. Teacher
 Supervisor Curriculum Prin. Other _____
 Go back and circle the person you think should have primary responsibility.

III. Methods of Evaluation

This part of the questionnaire is divided into two sections-left and right. In the left column below the arrow check those items which are presently a part of the teacher evaluation system in your school system. On the right indicate your attitude regarding the desirability of including the item as a technique in a teacher evaluation system. If you do not have an opinion or have insufficient information mark DK to the right.

In current Evaluation system ↓ ✓	5 4 3 2 1	DK Don't Know
Attitude toward including this method	5 4 3 2 1 DK	
A. Teacher checklist		
_____ 1. Physical characteristics.....	_____	_____
_____ 2. Personal characteristics.....	_____	_____
_____ 3. Professional qualities.....	_____	_____
_____ 4. Attitudes and values.....	_____	_____
_____ 5. Professional training and experience.....	_____	_____
_____ 6. Other, _____	_____	_____
B. Evaluation by Objectives		
_____ 1. Job targets identified by teacher being evaluated.....	_____	_____
_____ 2. Job targets identified by the administrators only.....	_____	_____
_____ 3. Job targets identified by teachers and administrators.....	_____	_____
_____ 4. Job targets based on a job description.....	_____	_____
_____ 5. Needs assessment based on a job description.....	_____	_____
_____ 6. Other, _____	_____	_____

		5	4	3	2	1		
		very desirable			very undesirable		DK Don't Know	
In current Evaluation system		Attitude toward including this method						
↓		5	4	3	2	1	DK	
___	C. Competency test for Teachers.....	___	___	___	___	___	___	___
___	D. Student Test Data to Evaluate Teachers	___	___	___	___	___	___	___
___	.... 1. Standardized tests.....	___	___	___	___	___	___	___
___	.... 2. Proficiency tests.....	___	___	___	___	___	___	___
___	.... 3. Teacher-made tests.....	___	___	___	___	___	___	___
___	.... 4. Student attitude measures-paper and pencil.....	___	___	___	___	___	___	___
___	.... 5. Student attitude measures observations.....	___	___	___	___	___	___	___
___	E. Classroom observations by:	___	___	___	___	___	___	___
___	.... 1. Principal(s).....	___	___	___	___	___	___	___
___	.... 2. Supervisor(s).....	___	___	___	___	___	___	___
___	.... 3. Superintendent.....	___	___	___	___	___	___	___
___	.... 4. Department chairman/team leader....	___	___	___	___	___	___	___
___	.... 5. Peers.....	___	___	___	___	___	___	___
___	.... 6. Other, _____	___	___	___	___	___	___	___
___	F. Pre-observation conference by:	___	___	___	___	___	___	___
___	.... 1. Principal(s).....	___	___	___	___	___	___	___
___	.... 2. Supervisor(s).....	___	___	___	___	___	___	___
___	.... 3. Superintendent.....	___	___	___	___	___	___	___
___	.... 4. Department chairman/team leader....	___	___	___	___	___	___	___
___	.... 5. Peers.....	___	___	___	___	___	___	___
___	.... 6. Other, _____	___	___	___	___	___	___	___
___	G. Post-observation conference by:	___	___	___	___	___	___	___
___	.... 1. Principal(s).....	___	___	___	___	___	___	___
___	.... 2. Supervisor(s).....	___	___	___	___	___	___	___
___	.... 3. Superintendent.....	___	___	___	___	___	___	___
___	.... 4. Department chairman/team leader....	___	___	___	___	___	___	___
___	.... 5. Peers.....	___	___	___	___	___	___	___
___	.... 6. Other, _____	___	___	___	___	___	___	___
___	H. Instructional Conferences	___	___	___	___	___	___	___
___	.... 1. Planning-early in the year.....	___	___	___	___	___	___	___
___	.... 2. Formative-throughout year.....	___	___	___	___	___	___	___
___	.... 3. Summative-end of the year.....	___	___	___	___	___	___	___
___	I. Record of Critical Events.....	___	___	___	___	___	___	___
___	J. Casual Information from Others.....	___	___	___	___	___	___	___

IV. Rank these functions of a principal in their order of importance:
 (1) - most important to (8) - least important

- | | |
|--------------------------------|--------------------------------|
| ___ School-Community Relations | ___ School Business Management |
| ___ Staff Development | ___ Curriculum Development |
| ___ Teacher Evaluation | ___ School Plant Management |
| ___ Student Personnel Work | ___ Transportation |

Do teachers have an opportunity to see and review their evaluation?

yes no

Are teachers involved in the development of the evaluation process?

yes no

V. How much time do you spend in a teacher's evaluation (including pre- and post-conferences, observations, etc.) in one year's time?

✓

How much time should be spent in a teacher's evaluation (including pre- and post-conferences, observations, etc.) in one year's time?

✓

	0-1.9 hours	
	2-3.9 hours	
	4-5.9 hours	
	6-7.9 hours	
	8-9.9 hours	
	10-11.9 hours	
	12-13.9 hours	
	14-15.9 hours	
	16+ hours	

On the average how many times is a teacher observed during an evaluation year by all those involved in the evaluation process?

✓

On the average how many times should a teacher be observed during an evaluation year by all those involved in the evaluation process?

✓

	0 observations	
	1 observation	
	2 observations	
	3 observations	
	4 observations	
	5 observations	
	6 observations	
	7 observations	
	8+ observations	

Which of the results listed below have been outcomes of teacher evaluation system? (check as many as necessary)

✓

What do you think are the appropriate outcomes of teacher evaluations? (check as many as necessary)

✓

	1. Topics for inservice training	
	2. Discussions for faculty meetings	
	3. Job targets for teachers	
	4. Needs assessment for future growth	
	5. Changes in the curriculum	
	6. Transfers of teachers	
	7. Changes in personnel policy	
	8. Dismissal of teachers	
	9. Promotions for teachers	
	10. Improvements of teacher performance	
	11. Staff disciplinary procedures	
	12. Others _____	

APPENDIX B

COVER LETTERS

August 15, 1979

Dear Administrator:

I realize that this is an especially busy time of the year, but state officials have requested that these data be gathered to contribute information towards upcoming decisions concerning teacher evaluation.

It is my pleasure to invite you to indicate your perceptions and attitudes concerning teacher evaluation. Your responses are of utmost importance to improve the quality of teacher evaluation in the State of Tennessee. The Tennessee Association of Supervision and Curriculum Development, the State Department of Education, and the Superintendents' Study Council have given their endorsement to this project and feel it to be very worthwhile.

It will only take you 10-15 minutes to complete the questions on the brief questionnaire, fold and staple it and place in the mail.

Of course, your participation is voluntary, and your responses will be kept confidential. The return of this questionnaire constitutes your informed consent of participation in this study. Data will be reported on a group basis and individual responses will not be revealed. The questionnaire is coded only to identify follow-up letters for non-respondents. If you would like a copy of the results of the survey, a report will be available through TASCDC in the near future.

Please return the completed questionnaire by August 28, 1979. Thank you for your help.

Sincerely,

Patricia Miller

PM/mlw

Two weeks ago I mailed you a questionnaire concerning your attitudes and perceptions toward teacher evaluation. I have not received your questionnaire at this time.

If you could complete the questionnaire and return it within the next 5 days, it would be most appreciated.

If your return and my postcard cross in the mail, please forgive this reminder and many thanks for your help.

Patricia Miller

September 15, 1979

Dear Administrator:

Several weeks ago I sent you a questionnaire like the one enclosed. I realize that this is an especially busy time of the year, and you may have misplaced the original questionnaire. If you return the questionnaire immediately it will still be in time for the report to the state superintendents and the State Department of Education representatives next week in Gatlinburg.

Your responses are of utmost importance for this report and to improve the quality of teacher evaluation in the State of Tennessee. It will only take 10-15 minutes to complete the questions on the brief questionnaire, fold and staple it, and place in the mail.

Your participation is voluntary, and your responses will be kept confidential. The return of this questionnaire constitutes your informed consent of participation in this study. Data will be reported on a group basis and individual responses will not be revealed. The questionnaire is coded only to identify follow-up letters for non-respondents. If you would like a copy of the results of the survey, a report will be available through TASCOD in the near future.

Please return the completed questionnaire by September 21, 1979. Thank you for your help.

Sincerely,

Patricia Miller

PM/mlw

October 5, 1979

Dear

I need your help!

In order to complete the study on teacher evaluation in the State of Tennessee, I must have more responses to the questionnaire. Your perceptions and attitudes are important and should be included to provide an accurate description of teacher evaluation on a state-wide basis.

I am also a school administrator and am aware of your busy schedule, but this study will provide a basis for many decisions concerning teacher evaluation in Tennessee. It will only take 10-15 minutes to complete the questions on the brief questionnaire, fold and staple it, and place in the mail.

Your participation is voluntary, and your responses will be kept confidential. The return of this questionnaire constitutes your informed consent of participation in the study. Data will not be revealed. The questionnaire is coded only to identify follow-up letters for non-respondents.

Your immediate reply will be most helpful. Thank you for your help and participation in this study.

Sincerely,

Patricia Miller

PM/mlw

Dear

It is my pleasure to invite you to express your opinion about the quality of teacher evaluation. Your responses are of utmost importance to improve the quality of teacher evaluation in the State of Tennessee. The Tennessee Association of Supervision and Curriculum Development, the State Department of Education, and the Superintendents' Study Council have given their endorsement to this project and feel it to be very worthwhile.

It will only take you 10-15 minutes to complete the questions on the brief questionnaire and return it in the enclosed envelope.

Of course, your participation is voluntary, and your responses will be kept confidential. The return of this questionnaire constitutes your informed consent of participation in this study. Data will be reported on a group basis and individual responses will not be revealed. The questionnaire is coded only to identify follow-up letters of non-respondents. If you would like a copy of the results of the survey, it will be available through TASCOD in the near future.

Please return the completed questionnaire by October 15, 1979. Thank you for your help.

Sincerely,

Patricia Miller

PM/mlw

APPENDIX C

TEACHER EVALUATION QUESTIONNAIRE

TEACHER EVALUATION QUESTIONNAIRE

This questionnaire is designed to gather information regarding your attitudes and perceptions toward teacher evaluation.

I. RESPONDENT DATA

- A. Check your position:**
- | | | | |
|--|-----------------------|----------------------------|-----|
| | Central Office | Building Level | |
| | 1 ___ Superintendent | 4 ___ Principal | (7) |
| | 2 ___ Supervisor | 5 ___ Asst. Principal | |
| | 3 ___ Other, _____ | 6 ___ Curriculum Principal | |
| | (specify) | 7 ___ Other, _____ | |
| | | (specify) | |
- B. Check the category which best describes the school level(s) in which you have responsibility:**
- | | | | |
|------------------|--------------------------|--------------------|-----|
| 1 ___ Primary | 4 ___ Elementary-Middle | 7 ___ Senior High | |
| 2 ___ Elementary | 5 ___ Junior High | 8 ___ All levels | (8) |
| 3 ___ Middle | 6 ___ Junior-Senior High | 9 ___ Other, _____ | |
| | | (specify) | |
- C. Check the size of the system in which you work:**
- | | |
|---------------------------------|-----|
| 1 ___ Less than 5,000 students | (9) |
| 2 ___ 5,000-10,000 students | |
| 3 ___ More than 10,000 students | |
- D. Length of time you have worked in the system (not counting current school year):** _____ (10-11)
- Length of time you have worked in your present position (not counting current school year):** _____ (12-13)

II. SCHOOL SYSTEM INFORMATION

- A.** On the left indicate what you perceive to be your school system's three most important purposes of teacher evaluation.
- B.** On the right indicate what you personally consider the three most important purposes of teacher evaluation.
 (1 - primary importance; 2 - second in importance; 3 - third in importance)

	School		Myself
(14)		1. Staff development and planning	(27)
(15)		2. Teacher transfers	(28)
(16)		3. Provide feedback to teachers	(29)
(17)		4. Meet State Department requirements	(30)
(18)	Number	5. Dismissal of teachers	Number (31)
(19)		6. Increase job performance	(32)
(20)	only	7. Accounting to authorities	only (33)
(21)		8. Improvements of instruction	(34)
(22)	three	9. Set standards of performance	three (35)
(23)		10. Approval for tenure	(36)
(24)		11. Improve communication	(37)
(25)		12. Promotion of teachers	(38)
(26)		13. Others, _____ specify	(39)

- C. Rank these functions of a principal in their order of importance: (1) - most important to (8) - least important
- (40) 1 ____ School Community Relations (44) 5 ____ School Business Management
 (41) 2 ____ Staff Development (45) 6 ____ Curriculum Development
 (42) 3 ____ Teacher Evaluation (46) 7 ____ School Plant Management
 (43) 4 ____ Student Personnel Work (47) 8 ____ Transportation
- D. Who is involved in the evaluation of teachers in your school system? (check all appropriate responses)
- (48) 1 ____ Principal (52) 5 ____ Asst. Principal (56) 9 ____ Teachers
 (49) 2 ____ Personnel officer (53) 6 ____ Curriculum Principal (57) 10 ____ School Board Members
 (50) 3 ____ Supervisor (54) 7 ____ Department Head (58) 11 ____ Other _____
 (51) 4 ____ Superintendent (55) 8 ____ Assistant Superintendent _____
- E. From the above select the number of the one person with primary responsibility for evaluation of teachers in your school system: _____ (59-60)
- F. Who do you think should be responsible for teacher evaluation in a school system? (check all appropriate responses)
- (61) 1 ____ Principal (65) 5 ____ Assistant Principal (69) 9 ____ Teachers
 (62) 2 ____ Personnel Officer (66) 6 ____ Curriculum Principal (70) 10 ____ School Board Members
 (63) 3 ____ Supervisor (67) 7 ____ Department Head (71) 11 ____ Other _____
 (64) 4 ____ Superintendent (68) 8 ____ Assistant Superintendent _____
- G. From the above select the number of the one person you think should have primary responsibility for teacher evaluation: _____ (72-73)
- Cd 2 Code _____
 (1) (2-6)

III. METHODS OF EVALUATION

This part of the questionnaire is divided into two sections - left and right

- A. On the left check those items which are presently a part of the teacher evaluation system in your school or system.
- B. On the right indicate your attitudes regarding the desirability of including this item in a teacher evaluation system. Circle a number for each item. If you do not have an opinion or insufficient information - circle 5.

		Attitude toward including this method-even if it is not a part of your present system.					
Check those which you are presently using in your teacher evaluation system:		very desirable	desirable	undesirable	very undesirable	insufficient information	
(7)	<input type="checkbox"/> A. Teacher Checklist						
	1. Physical Characteristics	1	2	3	4	5	(16)
(8)	<input type="checkbox"/> 2. Personal Characteristics	1	2	3	4	5	(17)
(9)	<input type="checkbox"/> 3. Professional Qualities	1	2	3	4	5	(18)
(10)	<input type="checkbox"/> 4. Attitudes and Values	1	2	3	4	5	(19)
(11)	<input type="checkbox"/> 5. Professional Training & Experience	1	2	3	4	5	(20)
(12)	<input type="checkbox"/> 6. Other. _____	1	2	3	4	5	(21)
(13)	<input type="checkbox"/> B. Record of Critical Incidents or Events	1	2	3	4	5	(22)
(14)	<input type="checkbox"/> C. Input From Parents	1	2	3	4	5	(23)
(15)	<input type="checkbox"/> D. Self-Evaluation:	1	2	3	4	5	(24)

		Attitude toward including this method-even if not in your system:					Cd 3
		very desirable	desirable	undesirable	very undesirable	insufficient information	(1)
							Code
Check those which you are presently using in your teacher evaluation system:							(2-6)
	↓						
	E. Evaluation by Objectives:						
(25)	<input type="checkbox"/> 1. Job targets identified by teachers & administrators	1	2	3	4	5	(7)
(26)	<input type="checkbox"/> 2. Job targets identified by teachers being evaluated	1	2	3	4	5	(8)
(27)	<input type="checkbox"/> 3. Job targets identified by administrators only	1	2	3	4	5	(9)
(28)	<input type="checkbox"/> 4. Job targets based on a needs assessment	1	2	3	4	5	(10)
(29)	<input type="checkbox"/> 5. Needs assessment based on a job description	1	2	3	4	5	(11)
(30)	<input type="checkbox"/> 6. Other,	1	2	3	4	5	(12)
(31)	<input type="checkbox"/> F. Competency Tests for Teachers	1	2	3	4	5	(13)
	G. Student Test Data for Teachers:						
(32)	<input type="checkbox"/> 1. Standardized Tests	1	2	3	4	5	(14)
(33)	<input type="checkbox"/> 2. Proficiency Tests	1	2	3	4	5	(15)
(34)	<input type="checkbox"/> 3. Teacher-made Tests	1	2	3	4	5	(16)
(35)	<input type="checkbox"/> 4. Student Attitudes Measures - paper and pencil	1	2	3	4	5	(17)
(36)	<input type="checkbox"/> 5. Student Reports of Teachers Behaviors	1	2	3	4	5	(18)
(37)	<input type="checkbox"/> 6. Student Attitude Measures - observations	1	2	3	4	5	(19)
(38)	<input type="checkbox"/> 7. Other,	1	2	3	4	5	(20)
	H. Classroom Observations by:						
(39)	<input type="checkbox"/> 1. Principal(s)	1	2	3	4	5	(21)
(40)	<input type="checkbox"/> 2. Supervisor(s)	1	2	3	4	5	(22)
(41)	<input type="checkbox"/> 3. Superintendent	1	2	3	4	5	(23)
(42)	<input type="checkbox"/> 4. Department Chairman and/or team leader	1	2	3	4	5	(24)
(43)	<input type="checkbox"/> 5. Peers	1	2	3	4	5	(25)
(44)	<input type="checkbox"/> 6. Others,	1	2	3	4	5	(26)
	I. Pre-Observation Conference by:						
(45)	<input type="checkbox"/> 1. Principal(s)	1	2	3	4	5	(27)
(46)	<input type="checkbox"/> 2. Supervisor(s)	1	2	3	4	5	(28)
(47)	<input type="checkbox"/> 3. Superintendent	1	2	3	4	5	(29)
(48)	<input type="checkbox"/> 4. Department Chairman and/or team leader	1	2	3	4	5	(30)
(49)	<input type="checkbox"/> 5. Peers	1	2	3	4	5	(31)
(50)	<input type="checkbox"/> 6. Others,	1	2	3	4	5	(32)
	J. Post-Observation Conference by:						
(51)	<input type="checkbox"/> 1. Principal(s)	1	2	3	4	5	(33)
(52)	<input type="checkbox"/> 2. Supervisor(s)	1	2	3	4	5	(34)
(53)	<input type="checkbox"/> 3. Superintendent	1	2	3	4	5	(35)
(54)	<input type="checkbox"/> 4. Department Chairman and/or team leader	1	2	3	4	5	(36)
(55)	<input type="checkbox"/> 5. Peers	1	2	3	4	5	(37)
(56)	<input type="checkbox"/> 6. Others,	1	2	3	4	5	(38)
	K. Instructional Conferences:						
(57)	<input type="checkbox"/> 1. Planning - early in the year	1	2	3	4	5	(39)
(58)	<input type="checkbox"/> 2. Formative - throughout the year	1	2	3	4	5	(40)
(59)	<input type="checkbox"/> 3. Summative - end of the year	1	2	3	4	5	(41)
(60)	<input type="checkbox"/> L. Casual Information from Others: (phone calls, notes, comments)	1	2	3	4	5	(42)

IV. EVALUATION PRIORITIES

- A. How much time do you spend per teacher in the evaluation process in one year including pre- and post-conferences, observations, etc.
- B. How much time should be spent per teacher in the evaluation process in one year including pre- and post-conferences, observations, etc.

(43)

1	0-1.9 hours
2	2-3.9 hours
3	4-5.9 hours
4	6-7.9 hours
5	8-9.9 hours
6	10-11.9 hours
7	12-13.9 hours
8	14-15.9 hours
9	16 + hours

- C. On the average how many times is a teacher observed during an evaluation year by all those involved in the evaluation process? (45)
- | | | |
|--------|---------|----------|
| 1. 0 | 4. 5-6 | 7. 11-12 |
| 2. 1-2 | 5. 7-8 | 8. 13-14 |
| 3. 3-4 | 6. 9-10 | 9. 15+ |
- D. What is the average length in minutes of each observation? (46)
- | | | |
|-----------------|-------|-----------------|
| 1. less than 10 | 4. 30 | 7. 60 |
| 2. 10 | 5. 40 | 8. 70 |
| 3. 20 | 6. 50 | 9. more than 70 |
- E. On the average how many times should a teacher be observed during an evaluation year by all those involved in the evaluation process? (47)
- | | | |
|--------|---------|----------|
| 1. 0 | 4. 5-6 | 7. 11-12 |
| 2. 1-2 | 5. 7-8 | 8. 13-14 |
| 3. 3-4 | 6. 9-10 | 9. 15+ |
- F. What should be the average length in minutes of an observation? (48)
- | | | |
|-----------------|-------|-----------------|
| 1. less than 10 | 4. 30 | 7. 60 |
| 2. 10 | 5. 40 | 8. 70 |
| 3. 20 | 6. 50 | 9. more than 70 |
- G. Do teachers have an opportunity to see and review their evaluation documents? (49)
- | | |
|--|---|
| 1 <input type="checkbox"/> yes, always | 3 <input type="checkbox"/> not usually |
| 2 <input type="checkbox"/> yes, if they wish | 4 <input type="checkbox"/> no, confidential |
- Do teachers have the right to make written comments on disagreements concerning their evaluation? (50)
- | | | |
|--------------------------------|-------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> yes | 2 <input type="checkbox"/> no | 3 <input type="checkbox"/> don't know |
|--------------------------------|-------------------------------|---------------------------------------|
- Do teachers receive a copy of the final evaluation that is placed in their personnel file? (51)
- | | | |
|--------------------------------|-------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> yes | 2 <input type="checkbox"/> no | 3 <input type="checkbox"/> don't know |
|--------------------------------|-------------------------------|---------------------------------------|
- Are teachers informed of the evaluation process? (52)
- | | | |
|--------------------------------|-------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> yes | 2 <input type="checkbox"/> no | 3 <input type="checkbox"/> don't know |
|--------------------------------|-------------------------------|---------------------------------------|
- Are teachers involved in the development of evaluation instruments? (53)
- | | | |
|--------------------------------|-------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> yes | 2 <input type="checkbox"/> no | 3 <input type="checkbox"/> don't know |
|--------------------------------|-------------------------------|---------------------------------------|
- Are teachers involved in the development of evaluation procedures? (54)
- | | | |
|--------------------------------|-------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> yes | 2 <input type="checkbox"/> no | 3 <input type="checkbox"/> don't know |
|--------------------------------|-------------------------------|---------------------------------------|
- Are teachers informed of the evaluation appeal process? (55)
- | | | |
|--------------------------------|-------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> yes | 2 <input type="checkbox"/> no | 3 <input type="checkbox"/> don't know |
|--------------------------------|-------------------------------|---------------------------------------|
- How would you rate the overall evaluation process in your school system? (56)
- | | | |
|---------------------------------|---------------------------------|---------------------------------|
| 1 <input type="checkbox"/> good | 2 <input type="checkbox"/> fair | 3 <input type="checkbox"/> poor |
|---------------------------------|---------------------------------|---------------------------------|

Thank you for participating in this study.

FOLD

Place Stamp Here

Patricia Miller
203 Henson Hall
The University of Tennessee
Knoxville, TN 37916

VITA

Patricia Hayes Miller was born on August 27, 1949 in Knoxville, Tennessee. She received her elementary and secondary education in the Knox County Schools. Her Bachelor of Science degree is from The University of Tennessee, Knoxville with a major in secondary education.

While completing her Master of Science degree at The University of Tennessee, Knoxville in Curriculum and Instruction, she taught science at Bonny Kate and Doyle Middle School in Knox County.

Upon completion of her Master of Science degree in 1974, she continued teaching. From 1976-1980 she served as Assistant Principal for Curriculum at Farragut Middle School.

She was admitted to candidacy for the Doctor of Education degree in 1979. During her residency, she took a part-time leave of absence to devote her efforts to the doctoral program at The University of Tennessee, Knoxville. She received the Doctor of Education degree with a major in Educational Administration and Supervision in June, 1980.

The author is a member of Phi Delta Kappa, Phi Kappa Phi, Pi Lambda Theta, Alpha Delta Kappa, Tennessee Association of Supervision and Curriculum Development.