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Teachers' Perceived Effectiveness of Their Evaluation Process at Selected School Districts

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TEACHERS' PERCEIVED EFFECTIVENESS OF THEIR EVALUATION PROCESS AT SELECTED SCHOOL DISTRICTS

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This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

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CHAPTER I

Introduction

Statement of the Problem

Tomorrow the principal will evaluate me. I will create a version of my best direct instruction lesson. My principal will love the lesson and rate my teaching performance as excellent. Unfortunately, the lesson she will see has almost nothing to do with the way I really teach or the way I believe children learn. (Searfoss & Enz, 1998, p.38)

Teacher effectiveness scholars (Kauchak et al., 1984; McCarty et al.,1986; Turner, 1987) have written similar responses that indicate how teachers perceive the evaluation process. Kauchak et al. maintained that although teachers accept the practice of a principal's yearly evaluation observation, they do not consider this traditional teacher evaluation process a useful tool. McCarty discovered that teachers describe the yearly evaluation process to be routine and careless. Turner remarked that teachers find a classroom observation disruptive by making the teacher and students tense. The traditional teacher evaluation process consists of a principal observing a classroom (Hall, 1980; Madgic, 1980; McIntyre, 1980) annually (Black, 1993) and translating the behavior onto a checklist (Aycock & Blackston, 1980; Hall, 1980; Searfoss & Enz, 1996). The principal and teacher may discuss the classroom observation, sign the checklist and converse about any changes. The checklist becomes a part of the teacher's permanent employment record, and thus concludes the traditional teacher evaluation process. Aycock and Blackston (1980) wrote "[t]his is the most popular method of teacher evaluation and is most ineffective if used as the primary or only source to determine teacher competency" (p. 4).

The classroom observation and checklist may not represent the teacher's abilities. McIntyre (1980) suggested that when a principal is present, the normal teaching style is altered. Turner (1987) determined that teachers feel they are putting on a performce during their classroom observation, conforming to the teaching style they believe the evaluator wants. Furthermore, the principal generalizes that the behavior seen is representative of the teaching style and any behavior that is not observed does not take place (Wilson & Wood, 1996). Principals typically use this evaluation method even though they are aware they are making judgments without enough information (Aycock & Blackston, 1980) and without objective standards (Webb, 1983; Wilson & Wood, 1996) and without training (Wilson & Wood, 1996). Principals also spend an "enormous chunk of time" (Black, 1993, p. 38) evaluating teachers on an individual and collective basis. Therefore, it is troublesome that the teachers perceive their evaluations to "have had either a negative effect or no effect on their teaching" (Turner, 1987, p. 40). "Most teachers report that they dread seeing their principal come into their classroom carrying a clipboard" (Black, 1993, p. 38) and these feelings cause stress and loss of efficiency.

Authors in the field have suggested that teachers oppose this evaluation method for several reasons. Kauchak et al. (1984) surveyed 168 teachers and held in-depth interviews with 60 teachers from Utah and Florida. The sample included predominantly female elementary and secondary level teachers from rural and urban school settings. He found four themes in his work: teachers feel they are being evaluated on circumstances beyond their control; they have experienced bad evaluations in the past; they question current practices; and evaluations can impact peer relationships. Turner (1987) had over 1,000 teachers respond to a Learning 86 magazine poll. She learned that teachers do not

feel they are given any feedback or suggestions during the evaluation process. McCarty (1986) held interviews with 76 elementary, junior high and high school teachers from rural and urban areas of Wisconsin. McCarty concluded that teachers disagree with the rating scale and he also determined that teachers question the ability of the principal as an evaluator. Given these negative factors and the fact that teachers also know "evaluation often has been viewed as a basis to make nonretention, demotion, reassignment, or dismissal decisions" (Webb, 1983, p. 3), it is no wonder that the parties to the traditional teacher evaluation process are skeptical or mistrusting (Wilson & Wood, 1996).

Purpose of the Study

The purpose of this study was to investigate the teachers' perceived effectiveness of the teacher evaluation process in the Eureka, Libby, and Troy, Montana School Districts by using a researcher-designed survey. This study collected and compared information on the evaluation strategies currently used by these school districts and the evaluation strategies that teachers would prefer to have used in their evaluation process. Finally, this study investigated what teachers perceive as the main objective for their evaluation process.

Background and Need for the Study

Montana was one of three states that had no components such as sanctions, rewards, multiple indicators (i.e., standardized test scores or drop out ratios), standards and assessments of an educational accountability system as a state statute. It also had a decentralized decision-making government structure, thus allowing the local level to determine the educational needs and achievements of its educational system (Education Commission of the States, 1999). These achievements included a dropout rate that was

below the national average, standardized test scores that were above the national average, and finally, a student/teacher ratio that was less than the national average (Montana Office of Public Instruction, 2000).

The public educational structure in Lincoln County, Montana was comprised of eight independent school districts: Eureka, Fortine, Libby, McCormick, Sylvanite, Trego, Troy and Yaak. These districts had the freedom to determine their own agenda and teacher development program. For example, the Troy School District chose to prioritize students' computer literacy and the Libby School District emphasized alternative education. Each school district did encourage teachers' continuing education as part of its teacher development program.

The evaluation procedure, part of the teacher development program, varied by school district. In Libby, the administrators devised a Professional Growth Plan in addition to the traditional teacher evaluation process whereas the Eureka and Troy School Districts relied primarily on the traditional teacher evaluation process. It was this method of evaluation that McLaughlin and Pfeifer (1986) referred to when they wrote that "there is broad agreement that teacher evaluation as practiced in most school districts is pro forma, meaningless, and ineffective--an irritating, administrative ritual that functions neither as a tool for quality improvement nor as an instrument of accountability" (p. 1). Thomas (1979) suggested that its pragmatic use differs from its potential use and further maintained its potential by stating "there is no more effective way to improve the quality of education than through performance evaluation. Excellence in schools is more directly related to the performance of people than to anything else" (p. 7).

The Libby and Eureka School Districts had assessed their evaluation process and were in the beginning stages of revamping it. It is at this stage that Contreras (1999) would advocate teachers becoming involved in the process. He developed and administered a questionnaire to teachers in 40 randomly selected New York schools and found "a positive relationship between teachers' perceptions of active participation and their perceptions of evaluation effectiveness" (p. 54). Wise et al. (1984) concluded, after he surveyed 32 school districts and completed four case studies, that "to succeed, a teacher evaluation system must suit the education goals, management style, conception of teaching, and community values of the school district" (p. 66). Successful teacher evaluation systems included traditional evaluation process, classroom observations, self, student, peer and parent evaluations, standardized test scores, merit pay, career ladders and professional portfolios.

Theoretical Rationale

In 1969, the public was not satisfied with student achievement and the management concept of accountability was applied to education (Lessinger & Tyler, 1971). Leon Lessinger (1970a), the patron for accountability in education, defined it as the continuous assessment of student achievement and examination to determine if the state and community's expectations and goals are being fulfilled by the achievement. Although he concluded that accountability is a system structure that includes state legislature bodies, school board members, administrators, teachers, students, parents and communities, Schalock (1998) and Wagner (1989) realized that professional and personal accountability is primarily aimed at teachers.

Teacher accountability begins with the teacher understanding his/her goals, duties

and job description (Aycock & Blackston, 1980). Ornstein (1986) stated that

> with accountability, the stress is not on the *process* of teaching but on the *effect* of the teacher upon student performance. In short, the aim is no longer to estimate "good" or "successful" teacher behavior, but rather to estimate the teacher's ability to produce behavioral change in a group of students. (p. 221)

Frymier (1998), however, disputed Ornstein's statement. He wrote that teachers should

be accountable for helping students learn about responsibility, developing critical thinking

skills, maintaining positive attitudes about learning and how to study, but not student

behavior. McLaughlin and Pfeifer (1986) concluded that teachers should be held

accountable for their own learning and expertise. Wilson and Wood (1996) included

teacher preparedness, disciplinary control, classroom management, learning environment,

communication skills, teaching techniques, instructional ability and work ethics.

The assessment of these attributes has evolved into the accountability function of

the teacher evaluation process. From the teachers' point of view, the evaluation process

> . . . is usually perceived as a means to control teachers, to motivate them, to hold them accountable for their services, or to get rid of them when their performance is poor. Thus, teacher evaluation has the image of something that was invented *against* teachers rather than *for* teachers. (Nevo, 1994, p.109)

To the contrary, Wise et al. (1984) wrote that the primary goal "is the

improvement of individual and collective teaching performance in schools" (p. 12).

Therefore, Wise et al. incorporated Bandura's self-efficacy theory into the evaluation

process with the awareness that a teacher's efficacy bridges knowledge into effective

teaching behavior. Bandura (1997) defined self-efficacy theory as not so much the ability

one may have, but the ability one believes that he/she has and it varies under different

circumstances. It is this perception that compels the motivation, intensity and

perseverance of an individual performance. He (1997) was quick to point out that "a *performance* is an accomplishment; an *outcome* is something that follows from it. In short, an outcome is the consequence of a performance, not the performance itself" (p. 22).

Bandura (1997) discovered that the relationship between performance and outcome is not one-dimensional, correlated or predictable. When outcomes were not completely controlled by performance, the person with high efficacy beliefs would increase his/her efforts and if necessary, try to rectify the social structure system. For this intensity, the person must know that the course of action is correct, the desired outcome is possible to obtain and worthwhile.

The learning that can affect the intensity of one's self-efficacy beliefs are personal experiences, vicarious experiences, verbal coaxing and physiological state. It is the personal experiences that have the most influence on self-efficacy due to it providing first hand evidence of success or failure. Vicarious learning can have an impact if the person assumes him/herself to be similar to the person who is modeling the behavior. It also allows strategies and judgments to form (i.e., if one judges him/herself to be superior to the person modeling the behavior, the person believes he/she can accomplish the task). Verbal persuasion is more powerful if the person perceives the information is set within realistic parameters; verbal persuasion beyond these parameters solicits failure and a reduction in self-efficacy beliefs. A person's mood, physical condition, attitude, perception and attention or physiological state also factor into one's efficacy (Bandura, 1997).

Research Questions

The following four questions emerged for this study.

1. To what degree do the teachers in the selected school districts perceive the evaluation process to be effective?

2. What do teachers perceive is the main purpose of the evaluation process in the selected school districts?

3. What are the evaluation strategies that the principals most frequently use to evaluate teachers' performance in the school districts?

4. What is the evaluation strategy or strategies that teachers in the selected school district would prefer to have utilized in their evaluation process?

Significance of the Study

Educational research on the evaluation process in this geographical area did not exist. This study was designed to assist the administrators and teachers in understanding the significance of the evaluation process as the Libby and Eureka School Districts assessed their current procedure. The findings may help administrators learn the effectiveness of the current evaluation practices; understand the importance of involving teachers in designing and implementing any new evaluation process; and consider a continuum of objectives for the evaluation process. By completing the survey, the teachers may have been exposed to different evaluation strategies; they may have realized that an effective evaluation strategy can be a powerful and helpful tool; and they may have determined the primary and secondary objectives that should be used for their evaluation process.

This type of research can be of particular importance because the evaluation process is at the heart of improving schools. In a rural community, such as this, life revolves around the school. If the teachers have a greater commitment due to enhanced self-efficacy, dialogue, trust and empowerment that is possible with an effective evaluation process, it will directly benefit the students, teachers, administrators, parents and community members. It is likely that the teachers will become more involved with the students, more committed to expanding their expertise and more active in community affairs.

<div align="center">Limitations of the Study</div>

Due to the nature of survey research, this study was conducted with the following limitations. The information was based on empirical evidence and there was very little qualitative discussion used to interpret the results. Therefore, the results may misrepresent teachers' perceptions of the evaluation process if the participants interpreted the questions differently than what the researcher intended when writing the instrument. It was also possible for the respondents to feel that the topic was a reflection upon their administrators, thus, completing the survey as they believed the administrators or researcher intended it to be rather than what the respondents actually thought was the correct answer. However, the Libby School District teachers may have wanted to cast a poor reflection on their administrators because the mill levy had failed one day prior to the initial distribution of the survey instruments. For this mill levy, the voters decided that no additional property taxes could be assessed for additional funding of the school budget. Teaching positions were expected to be eliminated and changes were imminent. Prior to the mill levy failure, this school district had been successfully transitioning throughout the

year as three of the four principals were completing their first year. The principals in all the school districts were about to commence the evaluation process when the research began.

The population was limited to the full and part time teachers of the Lincoln County public school system and due to the sample's rural characteristics, the results obtained from this study cannot be generalized to a similar school district without caution. It may also be difficult to duplicate this study and receive the same support. The researcher attended school in Lincoln County and the researcher's mother was a teacher in the Troy School District.

<div align="center">Definition of Terms</div>

The following terms were operationalized for this study.

Accountability

Lessinger (1970b) defined accountability as the concept of a person entering into a "contractual agreement to perform a service, [who] will be held answerable for performing according to agreed upon terms, within an established time period and with a stipulated use of resources and performance standards" (p. 2). He also defined educational accountability as the "continuing assessment of the educational achievement of pupils in a school system; the relating of levels of achievement attained to the state's and community's educational goals and expectations, to the parents, teachers, taxpayers and citizens of the community" (Sabine, 1973, p. 7).

Administrative Requirements

Administrative requirements may be the state laws, regulations or mandates; or

administrative requirements can be determined by local education policy (Education

Commission of the States, 1999).

Evaluation Process / Method / Strategy

This is a comprehensive term used to represent processes, methods, tools,

procedures or strategies of evaluation. It may include classroom observation, self-

evaluation, student evaluation, peer evaluation, parent evaluation, checklists, standardized

testing, professional portfolios or any customized evaluation tools/methods.

Formative Evaluation

Formative evaluation strategies are designed to encourage professional growth.

These evaluation strategies do not collect externally controlled data for evaluative

purposes but, rather, it is "teacher-directed, individualized, and supportive of personal

growth goals (Egelson & McColskey, 1998, p. 6). The formative evaluation strategies

include self, student, parent and peer evaluation and the professional portfolio evaluation.

Perceived Effectiveness

A person assesses if a program (in this case, the evaluation process) is producing

the results it is expected to produce when the program was designed (Halstead, 1988).

Principal

The principal is an individual who is responsible for managing the school, including

all responsibility for personnel and facilities decisions (Setterland, 1989). For this

research, the principal is also the evaluator. An evaluator is the person who rates a

teacher's performance, strengths and weaknesses and offers constructive criticism (McCarty & et. al., 1986).

Self-efficacy

Self-efficacy is the perception an individual holds about his/her ability to perform at a certain level and it assists in motivation "by determining the goals that individuals set for themselves, how much effort they expend, how long they persevere in the face of difficulties, and their resilience to failures" (Hoy & Miskel, 2001, p. 148).

Summative Evaluation

Summative evaluation strategies are designed to measure a teacher's competencies and are used in administrative decisions such as tenure, promotion or termination. These strategies are unilaterally imposed on the teacher from the principal/evaluator and utilize one-way communication. Egelson and McColskey (1998) also wrote that summative evaluation strategies provide a minimum standard for teachers and allow teachers to establish a routine teaching style. They are used to fulfill the accountability function of the evaluation process and include the traditional teacher evaluation process, merit pay, career ladders and standardized test scores.

Teacher

This is the individual certified by the state to instruct the students (Setterland, 1989) and who is responsible for the classroom management.

Teacher Efficacy

Teacher efficacy is the belief that a teacher has the ability to influence students' achievement, learning and motivation (Hoy et al., 1998).

Traditional Teacher Evaluation Process

The traditional teacher evaluation process consists of a principal observing a classroom, discussing the observation with the teacher, translating the performance onto a checklist, signing the checklist, conversing about any changes/improvements and filing the checklist into the teacher's file.

Summary

Teacher evaluations require an enormous amount of time and a literature review suggests their effectiveness is questionable. The traditional teacher evaluation process consists of a classroom observation with an accompanying checklist and a pre- and/or post-observation conference as an optional part of the procedure. Teachers have concluded that the administrative requirements stemming from the 1970's accountability movement are the reason evaluations are held, but teachers do not perceive that the accountability aspect of the evaluation process is satisfied with this method.

Researchers have suggested that motivation should be the main objective of the evaluation process and Wise (1984) specifically advocated a sense of efficacy because he believed it becomes the link between knowledge and behavior. Bandura (1997) defined self-efficacy theory as the perception one holds about his/her ability and it varies under different circumstances. One's sense of self-efficacy drives the motivation, intensity and perseverance of an individual or teaching performance.

The survey research was conducted in Lincoln County, Montana to assess the perceptions of the evaluation method in a locally controlled environment that could be quick to respond to teachers needs and goals. Although there were some slight variations, the traditional teacher evaluation strategy was the primary evaluation method. These

teachers not only accepted the traditional evaluation strategy, but they preferred it. It appeared that the teachers were willing to partake in revamping the evaluation process and assess other evaluation methods and objectives such as self-evaluation, student evaluation, peer evaluation and career ladders.

CHAPTER II

Review of the Literature

The purpose of this chapter was to review the research regarding the teachers' perceived effectiveness of their evaluation process. This included a discussion of the various evaluation strategies available, the principles that make them effective, and the objective of the evaluation process. The literature suggested the strategies should vary depending on the objective. If the objective is accountability, summative evaluation strategies should be employed; if the objective is professional development or motivational, formative evaluation strategies should be utilized.

Teacher Evaluation and Its Effect on Performance

Shinkfield and Stufflebeam (1995) defined teacher evaluation as "the systematic assessment of a teacher's performance and/or qualifications in relation to the teacher's defined professional role and the school district's mission" (p. 86). For assessment to be effective, the Joint Committee on Standards for Educational Evaluation (1988) noted that four basic principles must be observed: utility, proprietary, feasibility and accuracy. According to Shinkfield and Stufflebeam (1995), in order for the utility principle to be achieved, the evaluator must inform the teacher how to improve performance; let the teacher understand any administrative requirements the evaluation will fulfill, i.e., a way for determining promotions; share the information in a timely manner; and have an appropriate person with the credibility and expertise conduct the evaluation. To satisfy the proprietary principle, evaluations should be administered in a legal and ethical way with regard to the teachers. It also takes into account the fact that schools are meant to serve the students, and thus meeting their educational needs must be considered in the

evaluation process. The feasibility principle recognizes that the evaluation process has time and resource constraints along with political and social influences. Therefore, it calls for evaluations that are efficient and easy to use. The last principle emphasizes accuracy. The evaluation results should be objective and performance criteria should be measured against a job description.

Utility Principle

The utility principle requires the evaluation process to be informative, timely and influential. Turner (1987) found that teachers did not perceive their evaluations as informative because the principals did not offer feedback, suggestions or interaction with the teacher. Teachers also questioned whether principals are properly trained in the evaluation process and whether principals that base their evaluation on a single classroom observation can determine if the teaching style for the observation period is indicative of the day-to-day classroom activities (Searfoss & Enz, 1996; Wilson & Wood, 1996).

A single classroom observation is usually the premise for an annual evaluation (Black, 1993; Turner, 1987). However, according to Natriello (1983), teachers are more likely to internalize the evaluation results if evaluation takes place more frequently. Natriello also suggested that evaluation activity is easy to track and "it is also a good indicator of the supervisory resources that must be committed to the evaluation process" (p. 8). He further noted that there may be a point of diminishing returns and consequently advocated that the administration strive for the optimal frequency.

Finally, the utility principle requires that the evaluation be influential. Teachers do not view evaluations as influential because teachers question the principal's expertise. Kauchak et al. (1984) maintained that most teachers believed their principal lacked

instructional or supervisory competence. At the elementary level, teachers inferred that their principal had not taught at their grade level and at the high school level, teachers commented that the principal was not an expert in their subject matter. The research indicated that the utility principle is not met in the teachers' perceptions of the evaluation process.

Proprietary Principle

The proprietary principle acknowledges the legal and ethical implications of the evaluation process as well as the need to serve students and their development. The Joint Committee (1988) emphasized that the evaluation policy should provide formal guidelines that promote sound teaching standards. The school's goals must be clear and the teachers' responsibilities known. They also advocated that the evaluations be handled in a professional manner and that any conflicts of interest be dealt with openly and honestly. While Marczely (1992) proposed that principals should utilize an individualized approach in order to develop a teacher's ability; Darling-Hammond and Millman (1990) suggested that the courts "favor objectivity and procedural regularity, especially in areas where there is significant potential for subjectivity and bias" (p. 340).

Feasibility Principle

Shrinkfield and Stufflebeam (1995) and Wilson and Wood (1996) suggested that evaluations should be planned to minimize wasted time, disruption, and costs. They also recognized that adequate resources must be allocated for the process. The feasibility principle calls for the evaluation process to be apolitical by involving the concerned parties in designing and implementing their evaluation process (Shrinkfield & Stufflebeam, 1995).

Rogers and Sizer (1993) proposed that the school system must be small enough to respond with the shared values of the school community in setting the standards.

Accuracy Principle

Shrinkfield and Stufflebeam (1995) maintained that the accuracy principle requires the teacher evaluation process to be based on standards relevant to the teaching position. In their view, job responsibilities, learning objectives and qualifications must be established before the evaluation and the standards can be valid and reliable. Additionally, any constraints or influences in the work environment should be noted. Finally, the teacher should be able to view, sign and refute the documents created during the process.

McLaughlin and Pfeifer (1986) explained that "trust is a critical component of this climate" (p.3). Teachers have to believe that the evaluation will be accurate, credible, fair and free from bias. In addition, the teachers must feel comfortable being open and honest with administrators to promote effective communication. Moreover, administrators need to respect teachers and be honest with them about how to improve classroom techniques. Introspection and commitment are a critical part of the evaluation system.

Evaluation Strategies

Summative evaluation strategies.

Summative evaluation strategies are designed to measure a teacher's competencies and are used in administrative decisions such as tenure, promotion or termination. These strategies are unilaterally imposed on the teacher from the principal/evaluator and utilize one-way communication. According to Egelson and McColskey (1998), summative evaluation strategies provide a minimum standard for teachers and do not push teachers to eliminate a routine teaching style. They are used to fulfill the accountability function of

the evaluation process and include the traditional teacher evaluation process, merit pay,

career ladders and standardized test scores.

The most commonly used summative evaluation strategy is the traditional teacher

evaluation process (McCarty et al., 1986). It may have several components such as the

pre-observation conference, classroom observation, post-observation conference,

translating the performance onto a checklist, signing the checklist, conversing about any

changes/improvements and filing the checklist into the teacher's file. Kauchak et al.

(1984) surveyed 168 teachers and held in-depth interviews with 60 teachers from Utah

and Florida and concluded that teachers considered the evaluation process ineffective and

questioned the principal's ability to evaluate. Turner (1987) had over 1,000 teachers

respond to her poll in *Learning86* magazine and found one teacher who commented that

his/her principal did not observe the class, but put the same ratings on everyone's

evaluation. McCarty et al. (1986) conducted interviews with 76 teachers in 36 schools in

Wisconsin and discovered that almost all the teachers disliked the rating scales. At the

same time, 80% noted that one classroom observation followed by a checklist is the

evaluation method used.

This evaluation method is the basis for determining merit pay. In theory, merit

pay requires ranking teachers to identify the better ones and paying those teachers for their

performances. It also necessitates having adequate resources. When the National

Institute of Education (1981) surveyed nearly 3,000 schools, almost 200 had implemented

and then discontinued merit pay. These schools found that objective evaluations and

teachers' dislike for the program were the main contributors to its demise. The unions had

negotiated merit pay out of the contracts.

Career ladders, like merit pay, allow for monetary reward or recognition, but also allow competent and/or experienced teachers to assume more responsibility and workload in exchange for the additional compensation. The more experienced and/or competent teachers could become involved in curricula decisions, mentoring less experienced teachers and serving as peer evaluators. According to Bartell (1987), career ladders provide room for advancement within the teaching profession, give a variety of different responsibilities and growth, and motivate through extrinsic or intrinsic reward. In a Metropolitan Life survey, Bartell (1987) found that 87% of the teachers preferred career ladders that allow for greater opportunity and responsibility.

Kauchak et al. (1984) learned that teachers did not prefer using student standardized test scores as part of the evaluation process. In fact, "the responses were so strong and uniformly against the practice that the question was discontinued in the study" (p. 12). In 1999, as New York was revamping its standardized testing procedures, Grant (1999) interviewed 19 elementary and high school teachers over a two-year period and obtained somewhat different results. Teachers did not outright condemn standardized testing as part of their evaluation process, but they were uncertain about it and expressed frustration with not being heard during the decision-making process. They questioned the purpose of the test, its content, who would be assessing the students' performance and what standards would be used. Grant (1999) discovered that some teachers expressed feeling pressured to teach toward the test, thus perhaps creating students efficient in taking multiple choice tests but deficient in analytical skills. According to Grant, teachers were also concerned the tests would incorrectly identify students in need of remedial

instruction and that such instruction could become equivalent to performing drills rather than learning concepts and critical thinking.

Formative evaluation strategies.

Formative evaluation strategies are designed to encourage professional growth. These evaluation strategies do not collect externally controlled data for evaluative purposes; rather, it is "teacher-directed, individualized, and supportive of personal growth goals" (Egelson & McColskey, 1998, p. 6). The formative evaluation strategies include self, student, parent and peer evaluation and the professional portfolio evaluation.

Self-evaluation improves teaching competencies through a teacher's reflection on his/her teaching style and content and modification of it as needed. Levin (1979) concluded that teachers had a neutral or a slightly favorable attitude towards this evaluation process. However, he did indicate that if teachers were able to identify the desired teaching practices and their measurements, it alleviated some of the uncertainty around self-evaluation and teachers were more open to it.

Levin (1979) also investigated whether teachers changed their behavior after receiving formal student feedback and concluded it had little or no impact. He proposed that the biggest concern regarding student evaluation is its validity. When students rated teachers differently than principals, teachers and administrators, it could be interpreted as meaning that students were poor evaluators. However, Levin noted that if students' tests scores on a lesson were any indication, the students rated the teachers more accurately than the others. Another concern Levin anticipated was that students may not be serious about the evaluation process. He did note that some evaluations were influenced by class size or teacher reputation, but students were, indeed, serious about their ratings. These

ratings did not change when students were told that they would be used in promoting

teachers. Levin's work considered grade six through high school. It would be possible to

incorporate grades kindergarten through five if survey instruments were designed with that

age group in mind (Manatt, 1997). However, according to Kauchak et al. (1984), a

disproportionate share (78%) of the elementary teachers were against using student

evaluation. Furthermore, the study discovered that teachers are evenly distributed into

three categories. The first category contended that student evaluations provide valuable

feedback, but need to be subsidized with professional judgment, the second category

haphazardly accepted student evaluations and the third category opposed it.

Parent evaluation is another formative evaluation strategy. Gutloff (1995)

interviewed a teacher who, at one time, opposed parent evaluation or involvement,

because it was intimidating and questioned her professional abilities. After the teacher

worked through her anxiety, she advocated parental involvement because it led to better

attendance, test scores and student behavior. Manatt (1997) maintained that when parents

are given a report card to evaluate the school that the "teachers . . . are pleasantly

surprised by the positive and supportive feedback from parents" (p. 10).

Overall, teachers responded positively to peer evaluations as well (Kauchak et al.

(1984). The biggest concern surrounding peer evaluation was unneeded competition.

One suggestion was to recruit teachers from other schools who had matching grade level

or subject matter background. Another suggestion was to have the teacher pick his/her

evaluators. Kauchak et al. (1984) maintained that teachers did not like the idea of being

the evaluator. Realizing that teaching styles and effectiveness vary, teachers questioned

their expertise and one respondent in Kauchak et al.'s study mentioned training for peer evaluators.

The last formative evaluation strategy is portfolios. They are used to capture the different aspects of teaching and contain classroom artifacts such as lesson plans, videotapes of activities, student products, reflections, photographs and results. A teacher's portfolio reflects the beliefs, attitudes and priorities of that teacher. Curry and Cruz (2000) conducted a pilot study with 18 teachers and the teachers felt the portfolios helped identify their strengths and weaknesses and contributed to formulating a growth plan. Because the portfolio's artifacts were created throughout the year, teachers were able to reflect upon what had been effective. The teachers concluded that the portfolio was an excellent tool, but one teacher did comment that the process required more time than originally anticipated.

<div align="center">Accountability</div>

Teachers have questioned the accountability function of the evaluation process. Although it is defined as a systems concept, Schalock (1998) and Wagner (1989) have validated teachers concerns by verifying that accountability is primarily directed at teachers.

Definition of Accountability

Accountability originated in the management field (Ornstein, 1986), and in 1969 was applied to education. It was the work of Leon Lessinger that transformed this management term into an educational movement (Ornstein, 1986). Lessinger defined educational accountability as the

continuing assessment of the educational achievement of pupils in a school system; the relating of levels of achievement attained to the state and community's educational goals and expectations, to the parents, teachers, taxpayers and citizens of the community. (Sabine, 1973, p. 7)

He also asserted that in education, independent audits of students' accomplishments

should become standard policy and analyzed for the dollars spent on those

accomplishments (Lessinger, 1970c).

History of Accountability

School administrators and school teachers alike are responsible for their performance, and it is in their interest as well as in the interests of their pupils that they be held accountable. Success should be measured not by some fixed national norm, but rather by the results achieved in relation to the actual situation of the particular school and the particular set of pupils - Richard M. Nixon. (Hostrop, 1973, p. 3)

It was at this point in time that accountability shifted from how much money was

spent on infrastructure and text books to student learning. Lessinger and Tyler (1971)

believed this movement occurred because society questioned the public school system's

ability to adequately educate students. They offered two additional reasons for the

development of the accountability movement. Taxpayers were paying a higher portion of

their income as taxes, but they were seeing students' abilities declining rather than

improving. Also, private industry used strategic planning that required defining goals of

the individual departments and the organization, and comparing the outcomes to the goals.

This allowed private industry to isolate, identify and rectify the goals that were not being

met. Businesspeople asserted that if this principle worked in private industry, it should be

applied to the educational arena.

Ornstein (1988) asserted that the accountability movement has gained momentum

over the years for the following additional reasons:

- parents equated their child's success to his/her educational background;

- school systems did not seem accountable to anyone but themselves;

- the public was concerned about global competition and low scores on achievement tests;

- society demanded that results be emphasized rather than methods or resources used;

- people wanted clear objectives developed so the objectives could be compared to student learning;

- the community expected programs and curriculum evaluated for effectiveness.

System Accountability

Scholars (Aycock & Blackston, 1980; Hostrop, 1973; Lessinger, 1975; Sebine, 1973; Wynne, 1972) have maintained that accountability is a system structure that has "a set of mutual and interdependent relationships and functions to achieve a defined purpose" (Lessinger, 1975, p. 7). Furthermore, teachers cannot be held solely accountable for student learning. The teacher should be responsible for knowing and implementing proper teaching skills. In turn, proper teaching skills should result in the desired outcome. Additionally, if the school system does not achieve its objectives, usually defined as student achievement, the system should change inputs and processes until the objectives are met. "It is the system's job to get the required or desired results. If it does not, it is worked on--using the best of management techniques and strategies--until it does (Lessinger, 1975, p. 3).

Aycock and Blackston (1980) and Sabine (1973) proposed that the responsibility for the system's effectiveness must be developed and shared. To be effective, Sabine

(1973) identified five elements of an accountable system: the objectives had to be

identified; the programs that were expected to fulfill the objectives had to be defined; an

evaluation of the alternative programs available had to be conducted; resources had to be

allocated to the program; and measurement of the program's effectiveness had to be

determined.

Barnetson (1999) and Hostrop (1973) noted that the educational system and its

subsystems contain variation at the input, process and output levels that impacts its

effectiveness. Students are both the primary input and output. However, students'

contributions to the system vary because they have different attitudes, approaches and

abilities to learning, diverse socioeconomic backgrounds, unique family, peer and mass

media influences. The curriculum, teaching and learning styles, and classroom

environments are input components that affect accountability. The output of the

education system has many different indicators, such as standardized tests, exit tests,

graduates to drop out ratios. These indicators try to measure a student's progress through

the educational system to assure the student (Hostrop, 1973) becomes personally fulfilled

and socially contributing.

Researchers (Gullatt & Weaver, 1995; Hall, 1980; Lessinger & Tyler, 1971;

McCary et al., 1997; Office of Educational Research and Improvement, 1995) suggested

that teachers have several concerns and issues with the accountability movement. Gullatt

and Weaver (1995) stated that uncertainty surrounds the inputs, measurements and

summary data of an accountable educational system and that "[t]here are no universally

accepted standards of academic performance" (p. 1). Lessinger and Tyler (1971)

presented arguments on both sides of the issue. They wrote that professionals, such as

teachers, lawyers, physicians, often resent the public questioning their decisions because they have special training and requirements that laymen do not have. They offered the counter-argument that schools are supported by taxpayer dollars and are meant to provide a service to the public and therefore, schools and teachers are obligated to be accountable. They suggested that different parents have different learning objectives for their children. They also asserted that teachers were also concerned about who would be determining the learning objectives. "Instead of clarifying state performance expectations, as policymakers hoped, accountability systems have created more confusion" (Office of Educational Research and Improvement, 1995, p. 9) by not specifying the curricula standards and the indicators that will be used to measure the standards. Should the indicators be standardized test scores, teacher preparation, teacher knowledge, student engagement? McCary et al. (1997) was concerned that teachers would start teaching toward an objective, such as a standardized test. He concluded that this may cause teachers to be less motivated by threatening their autonomy and minimizing their expertise on curricula issues.

Of all the issues about accountability, by far, the biggest issue that teachers questioned was whether they could be held solely responsible for students' learning (Aycock & Blackston, 1980; Frymier, 1998; Lessinger & Tyler, 1971; Ornstein, 1986; Wynne, 1972). Wynne (1972) commented that the effects of different academic inputs and processes were unknown and that the school environment may have less of an impact on a student's learning than his/her home environment. Ornstein (1986) agreed that peer and family influence has a strong correlation with student learning because a substantial part of a child's intellect develops before the child begins school. Frymier (1998),

however, encompassed the spirit of the system accountability concept that depends on

individual responsibility when he noted that

> [l]earning is like living. Each person has to do it himself or herself. Nobody can
> learn for another person, just as nobody can breathe for another person. Adults
> can help young people learn, and young people need lots of help, but learning is a
> very personal, very individual thing, much like eating and drinking. Each human
> being must learn to assume responsibility for his or her own living, and accomplish
> that learning, or it will not get done. There is no other recourse, whatever
> policymakers or parents or pundits implore. (p. 235).

Professional and Personal Accountability

While Frymier (1998) thought that students should be held the most responsible

for their learning, there are decisions made at each stage of the educational system that

affect the finally outcome. These decisions are made by students, teachers, principals,

administrators, school board members, parents, other school personnel and the

surrounding community. The teachers, principals, administrators and school board

members become professionally and personally accountable (Sabine, 1973). Lessinger

(Sabine, 1973) defined professional accountability as "to both know and to use in standard

practice those attitudes, skills, and techniques as revealed through research or the state of

the art to be reliable and valid in getting results" (Sabine, 1973, p. 10) and he defined

personal accountability as a person who is committed through the entire issue or process.

Students, parents, other school personnel and the surrounding community are not

employed in a professional capacity with the school, therefore, Lessinger found them to be

personally accountable and stated it was a willingness to help and the ability to solve the

most challenging situations.

Schalock (1998) and Wagner (1989) realized that professional and personal

accountability is directed primarily at teachers. Therefore, Wagner (1989) suggested four

aspects to the teacher accountability process. The first aspect required formulating

performance and learning objectives based on the students' skills; the second aspect

included evaluating and measuring the individual student's progress; the third aspect was

reporting the teacher's assessment to the student, parents and school administration; and

the fourth aspect was basing rewards (or lack thereof) on the performance. He also noted

that any accountability relationship should be "ethically justifiable, based on causal

responsibility for the acts. . . and suitable for the basic purposes for which the

accountability relationship exists and practical" (Wagner, 1989, p. 124).

While teachers may not be held solely responsible for student learning, there are

several areas for which teachers should be held accountable. McLaughlin and Pfeifer

(1986) believed that teachers are responsible for their own learning and knowledge base

which should give them expert authority. Wilson and Wood (1996) suggested that teacher

preparedness, disciplinary control, classroom management, learning environment,

communication skills, teaching techniques, instructional ability and work ethics are within

a teacher's control.

Airasian (1993) asserted that only guidelines can be given for assessing

competence, effectiveness and proficiency, because different teaching styles and

techniques are effective in different situations. He also explained that evaluations will

differ depending on the teacher, students and administrator. McLaughlin and Pfeifer

(1986) concurred that professional and personal accountability in the evaluation process

should include not only the teacher, but the evaluator as well.

<u>Motivation</u>

Wise et al. (1984) believed that a sense of efficacy in the evaluation process is what gives teachers the ability to transform their knowledge into effective teaching behavior. Not only do the teachers need to believe in the evaluation goals and be challenged by them, but the school environment must be responsive by allowing and rewarding goal attainment.

<u>Theories Contributing to the Teacher Efficacy Theory</u>

Teacher efficacy is the teacher's belief that he/she has the ability to influence students' achievement, learning and motivation. A review of the literature found two competing theoretical rationales surrounding teacher efficacy theory (Hoy et al., 1998). Rotter's (1972) locus of control theory examined whether teachers believed their actions increased student learning or whether the students' learning was outside the teacher's control. Bandura's (1997) self-efficacy proposed that how teachers perceive their abilities will influence their decision-making, perseverance and intensity toward the desired performances such as teacher preparedness.

<u>Internal Versus External Control of Reinforcement</u>

Rotter's (1972) social learning theory established the background for internal and external control of reinforcement. He defined reinforcement as strengthening an expectancy that a certain behavior will result in a desired outcome or reinforcement. Rotter explained that people react differently to the reward, reinforcement, gratification or desired outcome expected from their behavior depending upon their orientation. If a person has an external control orientation, he/she perceives the outcome following an action as not being a direct result of the action. He/she could perceive the results as

chance, fate, unpredictable, someone else's control or luck. On the other hand, if a person

has an internal control orientation, the person perceives a direct correlation between the

action and outcome.

Rotter (1972) believed that when the "reinforcement is seen as not contingent

upon the subject's own behavior that its occurrence will not increase an expectancy as

much as when it is seen as contingent" (p. 261). Therefore, an individual's experience

with reinforcement determines the degree to which he/she contributes the outcome to

his/her ability of control.

Social Cognitive Theory

Bandura's (1997) work contributed another dimension to the behaviorist views of

punishment and reinforcement by incorporating people's mental abilities into the learning

process. His social cognitive theory consists of three phases: observational learning, self-

efficacy and reciprocal causation. He suggested and proved people typically model and

learn from those they feel are competent and similar. The second phase is self-efficacy,

which he defined as an individual's judgment about his/her capability to perform (organize

and execute) a course of action. The final phase, called reciprocal causation,

acknowledges that people may choose and influence their environment and in turn, the

environment may alter people's behavior. For example, a teacher may have an

opportunity to teach at a prestigious, private school or continue teaching in a poor, urban

area. The teacher can choose the school environment and that environment is affected by

the teacher's presence (American Psychology Association, 2001).

Self-Efficacy

Self-efficacy is different than self-esteem and self-worth. Self-efficacy is a

perception of competence on a given task rather than actual competence, whereas self-

esteem is an evaluation of an individual's characteristics that define self-worth (Hoy et al.,

1998). Therefore, an individual may have no ability to perform a task, but his/her self-

esteem is not diminished because that individual places no self-worth on the task. It can

also be that an individual may perform the task at a high level, but he/she does not think

that performance is acceptable.

Self-efficacy is the perception an individual holds about his/her ability to perform

at a certain level and it assists in "motivation by determining the goals that individuals set

for themselves, how much effort they expend, how long they persevere in the face of

difficulties, and their resilience to failures" (Hoy & Miskel, 2001, p. 148). An individual's

self-efficacy beliefs vary depending on the person and/or situation. In other words, two

people with the same skills will have different self-efficacy beliefs that will affect their

performance. It is also possible for the same person to have different self-efficacy beliefs

in different situations. "Efficacy beliefs are structured by experience and reflective thought

rather than being simply a disjoined collection of highly specific self-beliefs" (p. 51).

The four primary types of experience that contribute to efficacy beliefs are

personal experiences, vicarious experiences, verbal coaxing and physiological state (Hoy

& Miskel, 2001). Personal experience has the most influence on self-efficacy beliefs. If an

action led to a positive outcome in the past, a person becomes confident that the same or

similar actions will, again, result in a positive outcome. Vicarious experience is another

contributing factor to self-efficacy beliefs by providing knowledge and by allowing people

to compare their capabilities with the person performing the course of action. If a person

demonstrates how to manage a task, it allows the observer to develop effective strategies

if performing a similar task. Verbal persuasion can also effectively alter an individual's

self-efficacy beliefs if the individual perceives the desired performance to be set within

realistic bounds. Finally, a person's physiological state, such as personality factors, mood,

physical condition and attitude affects his/her self-efficacy beliefs.

Bandura (1997) professed that self-efficacy differs from locus of control and

expectancy theories. Self-efficacy is a belief in one's ability to produce actions that result

in attaining a desired level of performance; locus of control is a person's orientation as to

whether or not his/her actions produce the desired outcomes; and expectancy theories

suggest that people evaluate the expected outcome resulting from their behavior and

decide how to behave (Hoy and Miskel, 2001). Bandura (1997), Tschannen-Moran,

Wolfolk Hoy and Hoy (1998) have maintained that self-efficacy beliefs predicts behavior

better than locus of control. As for comparing self-efficacy to expectancy theory, Bandura

(1997) commented that

> social cognitive theory rejects the crude functionalist view that behavior is
> regulated solely by external rewards and punishments. If actions were performed
> only in anticipation of external rewards and punishments, people would behave like
> weather vanes, constantly shifting direction to conform to whatever influence
> happened to impinge upon them at the moment. In actuality, people display
> considerable self-direction in the face of competing influences. (p. 22)

Teacher Efficacy

Teacher efficacy is the teacher's belief in his/her abilities to plan and execute

performances that will accomplish specific teaching tasks (Hoy et al, 1998). Teacher

efficacy incorporates the attributes of self-efficacy theory and considers factors that inhibit

or enhance teaching such as teacher experience or resource limitations. "The teacher judges personal capabilities such as skills, knowledge, strategies, or personality traits balanced against personal weaknesses or liabilities in this particular teaching context" (Hoy & Miskel, 2001, p. 152).

For teacher efficacy theory, Hoy et al. (1998) included outcome expectancy. This is the individual's estimation that by performing a task at a certain level of competence, the individual can predict the outcome. The outcome expectancy and self-efficacy beliefs cause teacher efficacy to be cyclical in nature (Hoy & Miskel, 2001). That is, if a teacher believes more effort leads to a better performance, the performance leads to a positive mastery experience, and the positive experience, in turn, reinforces the teacher's perception of his/her ability. Unfortunately, it is just as powerful in the reverse. Hoy and Miskel (2001) recommended that teachers should be mentored to develop strong efficacy beliefs at the beginning of their careers.
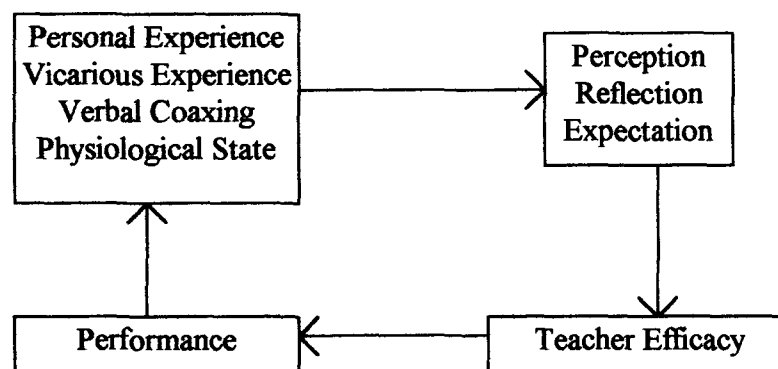
Figure 1. Teacher efficacy cyclical nature.

Collective Teacher Efficacy

Two elements are added to the teacher efficacy theory to create the collective teacher efficacy theory. At an individual and school level, each teacher must analyze the

teaching task and assess teacher competence (Hoy & Miskel, 2001). In other words,

teachers must determine what to teach and the factors that facilitate or inhibit teaching

such as large class size, student motivation and ability. To assess teaching competence,

teachers evaluate their colleagues' abilities to reach desired performances. Collective

teacher efficacy affects school culture and helps explain how school environments impact

students differently (Hoy & Miskel, 2001). Hoy et al. (1998) found that student

achievement was highly correlated to collective efficacy and that collective efficacy had a

greater impact on student achievement than socioeconomic status.

Summary

The teacher evaluation process may be one of the most effective ways to improve

student performance. In order to do so, however, teachers must perceive the process as

helpful, unbiased and worthwhile. The summative and formative evaluation strategies

allow administrators to choose the most appropriate method for their desired outcome

whether it be accountability or motivation. Accountability, when used as a systems

theory, provides an objective method to audit teacher performance and allows for

assessing alternative strategies for attaining the student achievement expected.

Motivation, specifically teacher efficacy, can be enhanced by the evaluation process. With

increased communication throughout the evaluation process, teachers and evaluators are

able to suggest ways to improve teaching through vicarious experiences and verbal

coaxing. Therefore, the purpose of this study was to examine teachers' perceived

effectiveness of their evaluation process, what the teachers perceived as the main objective

to the evaluation process, the strategies currently being utilized and the strategies teachers

feel should be used.

CHAPTER III

Methodology

<u>Restatement of the Purpose of the Study</u>

This study investigated teachers' perceptions as to the objective(s) and the

effectiveness of their evaluation process. In addition, this study identified and determined

the relationship between the strategies that are currently being utilized at the selected

school districts and the evaluation strategies that teachers feel could improve the

evaluation process.

<u>Research Design</u>

Survey methodology was chosen because the perceived effectiveness of the

evaluation process is a teacher's internal feeling and cannot be directly or objectively

observed (Gall et al., 1996). From a pragmatic standpoint, a survey was also deemed

more appropriate than an interview because the population of 259 teachers is dispersed

over a wide geographic region.

A researcher-designed survey instrument was utilized for this study. The

researcher's study included two different aspects of the evaluation process: accountability

and motivation. These two aspects of the evaluation process are not normally studied in

unison; consequently, no instruments incorporate both aspects. To keep the survey

concise, but yet answer the research questions, a self-designed survey was the most

appropriate alternative.

<u>Process for Securing the Sample</u>

During January 2001, Troy School District, Libby School District and Eureka

School District superintendents were contacted and granted permission to conduct the

study. Each principal was informed of the proposed survey and agreed to let the survey be administered to the faculty. Letters were sent reiterating the phone conversations and each letter contained a personal note about the conversation, a proposed survey question and the expected date of distribution. In April as well as May, reminder letters were sent.

Population

The population for this study was comprised of the 259 full- or part-time certified teachers employed by the Lincoln County public school system. Of this population, 28 teachers were asked to partake in the pilot study, 222 teachers were selected to participate in the actual study and the remaining nine teachers did not take part of the study because the rural superintendent did not give his written authorization. These teachers taught in the school districts found in Lincoln County, Montana, which was located in the Northwest corner of the state. Geographically, it was scattered over 3,600 square miles (U.S. Census, 2000) and in 2000, the population was 18,837. Moreover, there was little diversity (Table 1) and the economic indicators were weak. (Table 2).

Table 1

Population Profile for Lincoln County

Population Profile	Number
Total Population	18,837
White Residents	18,100
Black Residents	21
American Indian, Eskimo or Aleut Residents	226
Asian or Pacific Islander Residents	66
Other Race/Two or More Race Residence	424

Note. Population numbers are based on 2000 Census. Adapted from U.S. Census Bureau, (2001, June 22).

Table 2

Demographic Indicators for Lincoln County

Demographic Profile	Number
Total Population	18,837
Residents under age 20	5,183
Residents over age 64	2,859
Civilian Labor Force	7,756*
Civilians Employed	6,500*
Working Professionals	2,121*
Trades People	4,379*
Unemployment Rate	16%*

Note. Population numbers are based on 2000 Census except the numbers followed by (*) which are based on 1990 Census. Adapted from U.S. Census Bureau, (2001, June 22 and 2000, August 30).

Lincoln County, Montana had three major population areas and the associated school districts were called Eureka, Libby and Troy. Each district had a superintendent and a principal for each school, except that one principal was responsible for McGrade Elementary and Plummer Elementary in the Libby School District, and one principal was responsible for Troy High School and Troy Junior High School. In addition to these three districts, there were five (5) rural elementary/junior high school districts that were overseen by the County Superintendent of Schools (Table 3).

Table 3

Lincoln County Schools: Its Student and Teacher Population

	Student Enrollment	Teacher Population
Eureka School District		67
Lincoln County High School	324	
Eureka Junior High School (7th and 8th Grade)	130	
Eureka Elementary School (1st through 6th Grade)	315	
Libby School District		132
Libby High School	649	
Libby Middle School (7th and 8th Grade)	312	
Libby Elementary Schools	817	
Asa Wood Elementary School		
McGrade Elementary School		
Plummer Elementary School		
Troy School District		48
Troy High School	221	
Troy Junior High School (7th and 8th Grade)	101	
Walter F. Morrison Elementary School	225	
Rural School Districts (1st through 8th Grade)		
Fortine Elementary School	71	5
McCormick Elementary School	14	1
Trego Elementary School	51	4
Sylvanite Elementary School	15	1
Yaak Elementary School District	12	1

The school districts employed 259 teachers. The teachers have been employed by the districts for an average of thirteen years and their salaries ranged from $20,000 to $40,000 with a median of $35,000. Most teachers felt fortunate to have the school districts as their employers. "In many rural localities, the school district forms the social borders of the community; the school is frequently the largest employer and the largest claim on the public treasury. . . .(Beaulieu & Mulkey, 1995, p. 274).

Sample

The state has divided the population into school districts and the eight school districts operated independently of each other. All teachers in the three biggest school districts were given the survey. However, Walter F. Morrison Elementary School (Troy) teachers, one Troy Junior High teacher and two Troy High School teachers were selected to participate in the pilot study. The remaining school districts of Libby and Eureka along with the Troy School District teachers not involved in the pilot study comprised the sample for the actual study or 222 participants. This type of sample was considered a convenient, cluster sample (Fink, 1995).

Instrumentation

The Teacher Evaluation Survey was a researcher-designed instrument consisting of 43 questions that were divided into four separate sections. The first section was designed to identify and determine the relationship between the evaluation strategy or strategies that principals most frequently use to evaluate teachers in their school districts and the evaluation strategies that teachers would prefer to have used. Several strategies were listed and the respondents numbered the strategy or strategies that were being used or that they would prefer to have used. The second section was designed to investigate how

teachers perceive the effectiveness of their evaluation process based on the utility, proprietary, feasibility and accuracy principle (Appendix A). The third section questioned teachers' perception as the main objective of the evaluation process. The last section solicited the demographic and background information. This included gender, age, race, socioeconomic status, education, teaching level, teaching experience and teaching experience in the selected school districts. The background information pertained to the union/contract requirement of the evaluation process and the evaluator's gender and title. The name was requested to ensure that additional mailings were not sent. The address and phone number were optional. The survey took approximately ten minutes to complete.

Validity

A validity panel of ten participants was used to assess the face, construct and content validity. Members of the validity panel were chosen because of their expertise in the education field. The majority of the panel members had a Master's degree and most were working on or had their doctoral degrees (Appendix B).

In January 2001, members of the validity panel were mailed a copy of the survey, accompanied by a letter containing the research questions. They were requested to provide feedback for improving the face, construct and content validity and a "Validity Panel Demographics Questionnaire" (Appendix C). Suggested improvements were incorporated to the survey distributed for the pilot study.

Reliability

To ensure reliability, a pilot study was conducted during March and April 2001 with the participation of the Walter F. Morrison Elementary school teachers, one Troy

Junior High teacher and two Troy High School teachers. Twenty-two of the 25 teachers

chose to partake. On an informal basis, the researcher asked several of the respondents if

any questions could have been interpreted in more than one way and if they had

suggestions for improving the instrument. They were also asked if they felt any pressure

to answer the questions with a certain response rather than their true perceptions

(Trochim, 2000). In the following month, the same teachers completed a second survey

that incorporated the suggestions given. The test/re-test method was used to determine

the reliability of the instrument over time, whereas the Cronbach's alpha was used to

determine each question's internal consistency. Appendix D contains the pilot study

packet and Appendix E contains the results of the pilot study.

Collection of Data

During the month of May 2001, the principals from Eureka Elementary, Eureka

Junior High, Asa Wood Elementary, Libby Middle School and Libby High School

disbursed the survey packets during faculty meetings. The researcher distributed survey

packets to the Lincoln County (Eureka) High School, McGrade Elementary, Plummer

Elementary, Troy Junior High and Troy High School teachers at free time such as breaks,

lunch, and before and after school. The survey packets included a cover letter, the survey

instrument (Appendix F) and an addressed stamped envelope. At the bottom of the

survey, the teacher's name was requested thus allowing the researcher to identify who had

not responded. At the end of May, the researcher sent a package to the school containing

a second survey packet for those teachers who had not submitted the original survey.

The method of survey distribution and collection was chosen because it was

expected to get the highest response rate. Distributing the surveys in May would normally

prove more effective because the evaluation process commences at that time. The teachers are anticipating the evaluation process or have just experienced it and would be more eager to share their perceptions. However, the Libby School District's mill levy failed in the beginning of May and the uncertainty overshadowed all other activities. Nevertheless, a 70% return rate, yielding 155 completed questionnaires, was attained.

Analysis of Data

The research questions and their respective statistical procedures were as follows.

Research Question One: To what degree do teachers in the selected school districts perceive the evaluation process to be effective?

The data analysis provided statistical information for each question pertaining to this research question (Part II, Questions 9 - 25). The information included the mean, standard deviation and frequency. The purpose of this statistical analysis was to provide numerical descriptions of the teachers' perceptions being studied.

Research Question Two: What is the teachers' perception as to the main purpose of the evaluation process in the selected school districts?

The data analysis provided frequency and percentage calculations (Part III, Questions 26 - 29). If teachers completed the 'Other' section, the researcher reported the themes found in the information.

Research Question Three: What are the evaluation strategies that the principals most frequently use to evaluate teachers' performance in the selected school districts?

The data analysis provided statistical information for each question pertaining to this research question (Part I, Questions 1, 3, and 5). The information included the mean,

standard deviation and frequency. The researcher identified what evaluation strategies are being used at the selected school districts.

Research Question Four: What are the evaluation strategy or strategies that teachers in the selected school districts would prefer to have utilized in their evaluation process?

The data analysis provided statistical information for each question pertaining to this research question (Part I, Questions 2, 4, 6 and 7). The information included the mean, standard deviation and frequency. The researcher identified what evaluation strategies that teachers feel would make the evaluation more useful to them.

CHAPTER IV

Findings

This chapter presents the demographic information followed by the statistical

analysis as it pertains to each of the four research questions. It will conclude with a

summary of the major findings.

<u>Demographics</u>

There were 155 surveys of the 222 returned to the researcher representing a 70%

response rate. If a question was left unanswered, it was not used to compute the

associated percentage. The demographic profile such as gender, age, race, education,

salary range and primary or secondary income source is presented in Table 4. Table 5 lists

demographics that are specific to the teachers including the type of teacher, teaching

experience, the number of evaluations the teacher has experienced and which

administrator evaluated the teacher. The Lincoln County Schools' structure required

many teachers to educate different grade levels such as a high school physical education

teacher might be required to teach junior high as well. To provide more demographic

information, this profile was categorized into primary and elementary, elementary and

junior high, junior high and high school, high school and other divisions. When the

primary to junior high categories were combined, the male/female teacher ratio was 32:68,

whereas the high school category had a 55:45 male/female teacher ratio. The high school

teachers, on average, were older (44 years of age compared to the primary through junior

high teachers' 42 years of age), had more teaching experience including teaching

experience in the school district, obtained more educational credits and received more

compensation than the primary to junior high teachers.

Table 4

Demographic Indicators for Survey Respondents

Demographic Category	Demographic Classification	Number	Percentage
Gender	Female	93	60%
	Male	62	40%
Age	21-30 Years of Age	18	12%
	31-40 Years of Age	36	23%
	41-50 Years of Age	58	38%
	51-60 Years of Age	40	26%
	Over 60 Years of Age	2	1%
Race	Caucasian	107	96%
	Caucasian/American Indian, Eskimo or Aleut	4	2.5%
	American Indian, Eskimo or Aleut	1	0.5%
	Latino/a	1	0.5%
	Other	1	0.5%
Education	Bachelor's Degree	34	22%
	BA + 45 Hours	37	24%
	BA + 90 Hours	42	27%
	Master's Degree	41	26%
	Ed.D. or Ph.D.	1	1%
Salary Range	Less than $15,000	2	1.5%
	$15,000 - $20,000	1	0.5%
	$20,001 - $25,000	27	18%
	$25,001 - $30,000	20	13%
	$30,001 - $35,000	26	17%
	$35,001 - $40,000	37	24%
	More than $40,000	40	26%
Income Source	Primary	107	70%
	Secondary	46	30%

Table 5

Demographic Indicators - Teacher Specific

Demographic Category	Demographic Classification	Number	Percentage
Type of Teacher	Primary and Elementary	48	32%
	Elementary and Junior High	23	15%
	Junior High	5	3%
	Junior High and High School	13	9%
	High School	49	32%
	Other	14	9%
Total Teaching Experience	0 - 5 Years	20	13%
	6 -10 Years	29	19%
	11 - 15 Years	18	12%
	16 - 20 Years	25	16%
	21 - 25 Years	26	17%
	26 - 30 Years	23	15%
	More than 30 Years	12	8%
Teaching Experience in Lincoln County	0 - 5 Years	34	22%
	6 -10 Years	31	20%
	11 - 15 Years	18	12%
	16 - 20 Years	16	11%
	21 - 25 Years	31	20%
	26 - 30 Years	16	11%
	More than 30 Years	7	4%
Evaluations as a Teacher	0 - 5 Evaluations	27	18%
	6 -10 Evaluations	34	22%
	11 - 15 Evaluations	13	9%
	16 - 20 Evaluations	24	16%
	21 - 25 Evaluations	20	13%
	26 - 30 Evaluations	20	13%
	More than 30 Evaluations	13	9%
Evaluator's Role	Principal	138	91%
	Principal and Vice Principal	2	1%
	Vice Principal	7	5%
	Other	5	3%

Research Question 1

To what degree do the teachers in the selected school districts perceive the evaluation process to be effective?

This research question was addressed by Part II (Questions 9 - 25) of the Teacher Evaluation Survey to evaluate if the four principles (utility, accuracy, proprietary and feasibility) of an effective evaluation are being observed. More specifically, Questions 11, 12, 15 and 16 were designed to assess if the accuracy principle is being adequately considered in the evaluation process. From the frequencies listed in Table 6, it can be concluded that the observer affect does not hinder the preciseness of the procedure. The answers were not as clearly divided for the question pertaining to standards; however, the majority did feel that the evaluations were based on clearly defined standards. The responses strongly indicated that the evaluator is accurate in his/her assessment of the teacher being evaluated, but most teachers were undecided if the evaluator assessed all teachers accurately.

Table 6

Frequencies to Assess Attainment of Accuracy Principle for Teacher Evaluation

Question Number	Question Concept	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11	No Observer Affect	52	86	7	9	0
12	Clearly Defined Standards	12	60	26	46	9
15	Evaluator Assessment	17	84	38	12	2
16	Assessment of All Teachers	7	40	69	28	9

The mean and standard deviation gave a strong numerical representation that teachers agree their teaching style is not altered during the classroom observation in Table 7. The statistics regarding the evaluator's assessment of a teacher's performance indicated teachers felt the assessments were somewhat accurate. However, the mean with respect to the evaluation being based on clearly defined standards hovered close to the undecided category as did the evaluator's accurate assessment of all teachers. The large standard deviation for these two questions showed the teachers uncertainty over these two issues.

Table 7

Statistics to Assess Attainment of Accuracy Principle for Teacher Evaluation Survey

Question Number	Question Concept	N	Mean	Standard Deviation
11	No Observer Affect	154	1.82	0.77
12	Clearly Defined Standards	153	2.87	1.11
15	Evaluator Assessment	153	2.33	0.83
16	Assessment of All Teachers	153	2.95	0.93

Note. The statistical analysis used the following scale in the calculations: 1 = Strongly Agree; 2 = Agree; 3 = Undecided; 4 = Disagree and 5 = Strongly Disagree

Time constraints were acknowledged as part of the feasibility principle, but the

frequencies listed in response to Question 10 (Table 8) solidly showed that evaluators do

not spend enough time in the classroom. The mean (Table 9) acknowledged that teachers

disagree or are undecided if evaluators spend enough time in the classroom. Therefore,

the time constraint aspect of the feasibility principle may not be the issue for this study

because the accuracy principle in this scenario may pose a bigger threat to the integrity of

the evaluation process.

Table 8

Frequencies to Assess Attainment of Feasibility Principle for Teacher Evaluation

Question Number	Question Concept	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10	Observation Time Sufficient	5	40	21	57	31

Table 9

Statistics to Assess Attainment of Feasibility Principle for Teacher Evaluation Survey

Question Number	Question Concept	N	Mean	Standard Deviation
10	Observation Time Sufficient	154	3.45	1.17

Note. The statistical analysis used the following scale in the calculations: 1 = Strongly
Agree; 2 = Agree; 3 = Undecided; 4 = Disagree and 5 = Strongly Disagree

Questions 13, 17, 18, 22 and 23 recognized the propriety principle regarding such

issues as teacher input, dialogue, vicarious learning, confidence and standards that

improve teaching. A vast majority of the teachers believed that their evaluation procedure

was based on standards that promote better teaching; their evaluator was open to

suggestions; the evaluation process provided an opportunity to have a productive

dialogue; and the evaluation system increased their confidence in their teaching ability as

indicated in Table 10. Their confidence, however, was not increased through vicarious

learning since workshops, seminars and courses were not discussed in most evaluation

dialogue.

Table 10

Frequencies to Assess Attainment of Propriety Principle for Teacher Evaluation

Question Number	Question Concept	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Better Teaching Standards	14	64	40	29	7
17	Evaluator Open to Suggestions	25	88	26	11	4
18	Productive Dialogue	32	82	17	18	5
22	Workshops/Seminars/Courses	7	51	20	62	14
23	Evaluation Increases Confidence	11	65	28	40	10

As listed in Table 11, a mean of 2.23 showed that teachers believe their evaluators

are open to suggestions and the evaluation process provides the teachers with an

opportunity for a productive dialogue with their evaluators. With a mean of 2.68 and 2.82

for evaluations that are based on better teaching standards and evaluations that increase

confidence respectively, the teachers have responded by shifting these scores closer to the

undecided category and thus, allowing room to question the effectiveness of these two

points. Finally, teachers straddled the question that addresses if

seminars/courses/workshops are discussed in their evaluation that would improve their

teaching ability, but a slight majority did not agree that these were discussed in the

evaluation process.

Table 11

Statistics to Assess Attainment of Proprietary Principle for Teacher Evaluation

Question Number	Question Concept	N	Mean	Standard Deviation
13	Better Teaching Standards	154	2.68	1.03
17	Evaluator Open to Suggestions	154	2.23	0.90
18	Productive Dialogue	154	2.23	1.01
22	Workshops/Seminars/Courses	154	3.16	1.12
23	Evaluation Increases Confidence	154	2.82	1.10

Note. The statistical analysis used the following scale in the calculations: 1 = Strongly
    Agree; 2 = Agree; 3 = Undecided; 4 = Disagree and 5 = Strongly Disagree

The utility principle was addressed with Questions 9, 14, 19, 20, 21, 24 and 25 and the frequencies are listed in Table 12. The responses suggested that the evaluators were adequately trained, provided timely feedback and used the evaluation process as a way to help the teacher improve his/her teaching ability. The teachers also felt that tenure did not make the evaluation process any less meaningful. Surprisingly, these same teachers answered that the evaluation process did not influence their teaching methods; the evaluator and teacher do not set goals for the next teaching year; and they disagreed that the evaluation system could not be significantly improved.

Table 12

Frequencies to Assess Attainment of Utility Principle for Teacher Evaluation

Question Number	Question Concept	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9	Evaluator Trained Adequately	32	70	26	17	10
14	Timely Feedback	25	77	12	30	10
19	Improve Teaching Ability	20	65	28	33	8
20	Influence on Teaching Methods	5	43	30	59	15
21	Set Goals for Next Year	6	46	25	61	31
24	Evaluation Not Improved	4	32	34	62	22
25	Tenure Makes Evaluation Less Meaningful	15	29	23	65	23

The mean scores listed in Table 13 indicated that most aspects of the utility principle are not being achieved, thus questioning the effectiveness of the evaluation process. Although the study determined that a slight majority of teachers feel the evaluator is adequately trained; the teachers receive timely feedback; and the evaluation process is used to improve teaching ability, the findings indicated most teachers disagreed, based on a mean score of 3.24, that the evaluation procedures have a strong influence on future teaching methods and they also disagreed that goals were set for the following year.

Table 13

Statistics to Assess Attainment of Utility Principle for Teacher Evaluation

Question Number	Question Concept	N	Mean	Standard Deviation
9	Evaluator Trained Adequately	155	2.37	1.12
14	Timely Feedback	154	2.50	1.17
19	Improve Teaching Ability	154	2.64	1.11
20	Influence on Teaching Methods	152	3.24	1.07
21	Set Goals for Next Year	155	3.24	1.11
24	Evaluation Not Improved	154	3.43	1.05
25	Tenure Makes Evaluation Less Meaningful	155	3.34	1.22

Note. The statistical analysis used the following scale in the calculations: 1 = Strongly Agree; 2 = Agree; 3 = Undecided; 4 = Disagree and 5 = Strongly Disagree

From the previous discussion of the survey results, it should not be surprising that the majority of teachers disagreed with the question asking if their evaluation system could not be significantly improved. The last question regarding the utility principle reinforces the literature review that teachers do want meaningful evaluations because the teachers for this research believed that tenure does not make the evaluation process less meaningful.

<u>Research Question 2</u>

What is the teachers' perception as to the main purpose of the evaluation process in the selected school districts?

This research question was addressed by Part III (Questions 26 - 29) of the Teacher Evaluation Survey. Eighty teachers perceived the main purpose of the evaluation process was to fulfill an administrative requirement; once again, eighty teachers believed that improving teaching competence should be the main purpose. Only 30% of the teachers with less than six years of experience ascertained that fulfilling an administrative requirement was the main purpose of the evaluation procedure. In contrast, 74% of the teachers with 26 to 30 years of experience came to the same conclusion. When asked if improving teacher performance should be the main objective for tenured teachers, 90% of the teachers agreed or strongly agreed. For non-tenured teachers, 67% of the respondents felt that the objective should be assessment of the teacher's competence. Table 14 lists the frequency and percentage for the main objective of the current practice and the desired practice for the entire sample.

Table 14

Main Objective of the Evaluation Process for the Study

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	14	9%	21	14%
Establish Goals for Next Year	6	4%	22	14%
Improve Teaching Competence	24	15%	80	52%
Assess Teaching Competence	22	14%	17	11%
Decide Promotion, Termination or Tenure	1	1%	0	0%
Determine Monetary Compensation	1	1%	2	1%
Fulfill an Administrative Requirement	80	52%	2	1%
Other/Missing	7	4%	11	7%

The answers to the question concerning the perceived main purpose of the evaluation process varied depending on the years of experience. For example, Table 15 lists the responses from teachers with zero to five years of teaching experience. Thirty-seven percent of these teachers believed that assessing teaching competence was the main goal for the current practice, but 48% believed improving teaching competence should be the primary objective. The group in the most contrast to these teachers was the teachers with 26 to 30 years of experience as noted in Table 16. Seventy-four percent of these teachers felt the main objective was to fulfill an administrative requirement while 44% thought it should be improving teaching competence. Appendix G contains the tables with the results from all experience groups.

Table 15

Main Objective of the Evaluation Process for Teachers with 0 - 5 Years of Experience

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	1	5%	3	16%
Establish Goals for Next Year	0	0%	2	10%
Improve Teaching Competence	5	26%	9	48%
Assess Teaching Competence	7	37%	3	16%
Determine Monetary Compensation	0	0%	1	5%
Fulfill an Administrative Requirement	6	32%	1	5%

Table 16

Main Objective of the Evaluation Process for Teachers with 26 - 30 Years of Experience

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	2	9%	5	22%
Establish Goals for Next Year	3	13%	4	17%
Improve Teaching Competence	1	4%	10	44%
Assess Teaching Competence	0	0%	1	4%
Determine Monetary Compensation	0	0%	1	4%
Fulfill an Administrative Requirement	17	74%	0	0%
Other	0	0%	2	9%

Research Question 3

What are the evaluation strategies that the principals most frequently use to evaluate teachers' performance in the school districts?

This research question was addressed in Part I (Questions 1, 3 and 5) of the Teacher Evaluation Survey. Annually, each principal or vice principal administered the traditional teacher evaluation process that included a classroom observation and checklist. In addition, two principals conducted a pre-observation conference and all but one principal held a post-observation conference. Although the researcher-designed survey instrument did not account for it, many teachers from the Eureka School District noted that tenured teachers are formally reviewed every two years. Again, every two years, the teachers from the Libby School District completed a Professional Growth Plan that was a simplified portfolio strategy. Two principals in the Libby School District also incorporated self-evaluation into the annual ritual. Other evaluation methods such as merit pay, career ladders, student, peer, parent evaluations and standardized test scores were not being utilized.

Research Question 4

What is the evaluation strategy or strategies that teachers in the selected school district would prefer to have utilized in their evaluation process?

This research question was addressed in Part I (Questions 2, 4, 6 and 7) of the Teacher Evaluation Survey. The results showed that 60% of the teachers feel the traditional teacher evaluation process should be administered annually; 30% feel it should be conducted semiannually; and 7% feel it should not be held at all. The majority of

teachers who felt the traditional teacher evaluation process should be utilized wanted the pre-observation conference, classroom observation, checklist and post-observation conference as part of the process. One teacher did write a comment that the pre-observation conference could be held as a group forum. As for the other summative evaluation strategies, 53% disagreed or strongly disagreed that merit pay would motivate them. Conversely 60% thought that career ladders could motivate them. In Montana, standardized tests are administered in the fourth, eighth and twelfth grades. Seventy three percent of the teachers believed that standardized test scores should not be part of their evaluation method, but one teacher noted that the test scores should be used to show weaknesses in the curriculum.

The formative evaluation methods were viewed more favorably than the summative evaluation methods. For example, 43% of the respondents determined that they should evaluate themselves annually as a personal choice and 19% decided to evaluate themselves semiannually. However, 24% did not believe in evaluating on an informal, personal level. In addition, 80% agreed it should be part of the annual formal evaluation process. Student and peer evaluations had 44% of the survey participants concluding that these two methods should not be part of the evaluation process; interestingly, 64% said they would feel comfortable being a peer evaluator. A stronger response was registered when 59% of the teachers felt that parent evaluations should not be included in the evaluation process. Professional portfolios also had a majority dissention. Table 17 lists the frequency for the evaluation strategies that teachers would prefer to be utilized by their school districts.

Table 17

The Evaluation Strategies That Teachers Would Prefer

Types of Evaluation Methods	Never	Annually	Semiannually	Monthly	Weekly
Traditional Teacher Evaluation Process	9	76	38	4	1

      Pre-Observation Conference
          Yes   60%
          No   40%

      Classroom Observation
          Yes   90%
          No   10%

      Checklist or Rating Scale
          Yes   73%
          No   27%

      Post-Observation Conference
          Yes   84%
          No   16%

Types of Evaluation Methods	Never	Annually	Semiannually	Monthly	Weekly
Self-Evaluation (Formal Process)	27	75	29	3	0
Student Evaluations	58	52	19	2	1
Peer Evaluations	58	50	22	3	0
Parent Evaluations	76	43	10	1	0
Standardized Test Scores	90	34	3	1	0
Professional Portfolio	65	52	9	1	1

Summary

The survey respondents accepted and preferred the traditional teacher evaluation process that was utilized in the Lincoln County School Districts and believed that it increased confidence in their teaching ability. Evaluators' assessment, training, standards, openness to suggestions and availability for a productive dialogue were acceptable to the survey participants. However, the teachers felt that the observer did not spend enough time in the classroom; the evaluator did not assist in setting goals for the next year, the evaluation was not used to discuss workshops/seminars/courses to improve teaching ability or influenced their teaching style. The teachers did feel that the main objective of the evaluation process should be improving teaching competence. Teachers were highly receptive to learning self-evaluation methods and implementing student and peer reviews as well.

CHAPTER V

Conclusions, Implications and Recommendations

Summary

The purpose of this research was to examine teachers' perceived effectiveness of their evaluation process; what the teachers perceived as the main objective of the evaluation process; the strategies currently being utilized; and the strategies that teachers feel should be utilized. The teacher evaluation process requires an enormous amount of time (Black, 1993) and many studies have indicated that its effectiveness is questionable (Kauchak et al., 1984; McCarty et al., 1986; McLaughlin & Pfeiffer, 1986; Paulin, 1981; Turner, 1987). Paulin (1981) maintained that teachers view evaluation as imposed by administration and legislation and Kauchak et al. (1984) had teachers comment that the classroom observation was held because the principal had to fill out the forms.

The population for this study consisted of 259 full- or part-time certified teachers employed by the Lincoln County public school system located in the northwest corner of Montana. Montana had a decentralized decision-making government structure and it was one of three states that had no components of an educational accountability system as a state statute (Education Commission of the States, 1999). Therefore, the local (or district) level assessed and implemented the programs needed to accomplish the goals of the educational system including the teacher evaluation process.

Discussions of the Findings

For an evaluation to be effective, the Joint Committee on Standards for Educational Evaluation (1988) indicated four basic principles be observed: utility, proprietary, feasibility and accuracy. The findings relative to the accuracy principle

ascertained that the evaluations were based on clearly defined standards and the evaluator

was adequately trained and accurate in the evaluation assessment. The teachers were

reluctant to comment on the accuracy of other teachers' evaluations, thus concluding that

evaluation results were not a topic of discussion. The teachers did not feel that the

observer spent enough time in the classroom and this finding indicated that the evaluations

met the feasibility principle, but more importantly, this finding would question the

attainment of the accuracy principle. The proprietary principle was satisfied when the

teachers determined that their evaluations are based on standards that improve teaching,

their input could be allowed into the process, there is productive dialogue between the

evaluator and the teacher, and the evaluation process increases their confidence.

However, the proprietary principle would be enhanced if the evaluation procedure

addressed seminars, workshops and courses that would improve the teachers' abilities.

Although the teachers felt that the evaluator was adequately trained, offered timely

feedback, and helped improve their teaching ability, the teachers did not feel the evaluation

process had a strong influence on their future teaching methods, nor did the evaluation

address goals for the next teaching year. Not meeting the standards set forth in the utility

principle and the lack of classroom observation caused the greatest threat to perceived

effectiveness, and one teacher commented that in order for evaluations to be effective,

there must be a high level of trust between the teachers and administrators.

Teachers' perception as to the main objective of the evaluation process influenced

the effectiveness. The results of the second research question showed overwhelmingly

that the teachers believed the main reason for evaluations was simply to fulfill an

administrative requirement and the teachers overwhelmingly believed the main objective

should be to improve their teaching ability. The principals who use the evaluation process to help teachers improve their ability get a renewed commitment, dedication (Turner, 1986) and a stronger identification with the culture of the school. This results in teachers who set tough, but attainable goals for students; high performance standards; and an effective and orderly learning environment. In turn, the students are more motivated, respectful and willing to exert more effort on their assignments (Hoy & Miskel, 2001).

For the third research question, the results indicated that the traditional teacher evaluation method was used in all the school districts with slight variations depending on the administrator. It also became evident the evaluation method was a static rather than dynamic process occurring annually and for the Eureka tenured teachers biannually. The Libby School District incorporated a Professional Growth Plan into the evaluation process that begins with an initial goal-setting conference, interim conference assessing progress towards the goals, a year-end progress report and a supervisory report/self-analysis worksheet. Of the 100 surveys returned by the Libby teachers, 13 respondents wrote in the Professional Growth Plan as an Other category; 8 teachers indicated that the portfolio method was being used and the Professional Growth Plan could be construed as a simplified portfolio strategy. This lack of response may indicate that the teachers are not committed to this evaluation strategy. Also in the Libby School District, two principals integrated self-evaluation into the formal process.

The fourth research question approached the evaluation strategies teachers would like utilized and the answers determined that the traditional teacher evaluation method was not only accepted, it was preferred. The teachers also wanted a pre-observation conference, the classroom observation, a checklist or rating scale and a post-observation

conference to be incorporated into this method. This type of evaluation leads to increased communication between teachers and administrators and it makes teachers more aware of expectations. The accountability aspect of the traditional teacher evaluation method requires administrators to assess and verify whether these expectations are being met, thus leading to job satisfaction if the administrator acknowledges achievement (Thomas, 1980).

Other strategies that teachers wanted utilized included self-evaluation, student evaluation, peer evaluation and career ladders. One teacher commented that she reflected upon her interactions during the course of the school day, interpreted her actions from a different perspective and incorporated these thoughts into future behavior. Another teacher suggested that student evaluation and peer evaluation should be used as feedback in the evaluation process. For career ladders, many teachers felt they were underpaid and under appreciated. This was a method to increase their involvement with the school and increase their commitment along with their pocketbook.

Teachers did not want merit pay, standardized test scores, parent evaluation or portfolios to be part of the process. The results from this study and the review of the literature has shown that teachers despise merit pay because they doubt the objectiveness of the evaluation on which merit pay is based. As well, they question the amount of control they have over students' learning that is supposedly indicative of standardized test results. In regard to parent evaluations, the teachers were concerned that parents would evaluate based on their children's perception rather than their teaching ability and, in fact, the phrase "popularity contest" was used by one teacher. On a positive note, one teacher wrote that parents who were trained in the evaluation process could provide useful

information. Finally, the portfolio method was new to these teachers and was met with skepticism and a concern for the time requirement.

Implications

The need for this study was essential since the Eureka and Libby School Districts were in the process of assessing and improving their evaluation procedure. It appeared that the administrators expected a unilateral change and did not realize the importance of involving teachers in the process. From the comments included on the surveys, the teachers were more than willing to participate in the undertaking and their ideas were impressive. Although the research indicated that teachers want evaluations to improve their teaching ability, the research did not lend itself to obtaining information as to how this should be done. Therefore, involving teachers in assessing and revamping the evaluation procedure could give insight on how to accomplish a more effective teaching environment.

Ninety-three percent of the respondents advocated the traditional teacher evaluation process with a pre-observation conference (one teacher suggested that the pre-conference could take place in a group setting), classroom observation, checklist or rating scale and post-observation conference. If the evaluation process has a clear and beneficial objective and is accompanied by frequent classroom observations, Turner (1987) learned the evaluation process could be non-threatening, helpful and fair. She also recommended that evaluators discuss strengths and weaknesses, give specific suggestions and listen to teachers' input.

The teachers in this population were open to self-evaluation, student evaluation, peer evaluation and career ladders. Self-evaluation would be more effective if the teachers

were aware of the desired teaching practices and their measurements (Levin, 1979). Student evaluations could assist in assessing goal attainment and surprisingly, the elementary teachers (59%) supported this evaluation method more than the high school teachers (43%). Fifty-six percent of the teachers also approved of using peer evaluations and most stated they would feel comfortable in that role. One teacher wrote that training must be provided for peer evaluators. Finally, career ladders were an acceptable accountability strategy to the teachers with 60% agreeing or strongly agreeing that career ladders would motivate them to assume additional responsibilities.

The research showed a strong reaction against standardized test scores and parent evaluations being utilized as part of the evaluation process. Merit pay was not an option for this population either because 21% were undecided as to this method, but 53% were against merit pay. One teacher commented that merit pay would decrease his motivation and performance because it would not be administered in a fair manner. The research concluded that 51% of the teachers did not want portfolios as part of the evaluation process, but additional teacher input should be explored before eliminating this method. The simplified portfolio evaluation implemented by the Libby School District may be a feasible alternative to an elaborate portfolio method.

Conclusions

The research indicated that the traditional teacher evaluation is the most utilized evaluation strategy. This is a summative evaluation strategy unilaterally imposed on the teacher from the evaluator and is designed to measure a teacher's competency. If that is the goal for the Lincoln County School Districts, the strategy is effective, its one weakness being the lack of time evaluators spend in the classroom. If, however, the goal is to

improve teachers' abilities, this strategy is ineffective because the teachers did not feel the evaluation process had a strong influence on future teaching methods, nor did it address goals for the next teaching year.

Teachers did not buy into the evaluation process because it was viewed as an administrative requirement that does not take into account teachers' ideas, suggestions or opinions regarding what they want or need. Even though the teacher evaluation has the potential to be a powerful tool for teachers and administrators as well, the teachers' perceived objective must be changed. An administrator who is committed to the process by spending time in the classrooms, creating dialogue, developing and assessing goals, establishing a trustworthy relationship with teachers has the potential of seeing a renewed dedication from the teachers which may result in significantly improving their teaching and school environments.

For this group of teachers, the traditional teacher evaluation method as well as student and peer reviews and career ladders were the favored evaluation procedures. These preferred methods contain both formative and summative evaluation strategies. While it is not necessary to formalize each of these evaluation processes, it is necessary for the administrators to assess teacher performance accurately and objectively and together, the teacher and administrator must cultivate a course of action that the teacher perceives as correct and worthwhile.

From the research and review of the literature, teachers do want evaluations and they want an evaluation method or process that addresses both the accountability and motivational aspects. Turner (1987) found that "many teachers said an ideal evaluation

would involve frequent formal and informal visits to the classroom. It would include written and oral feedback and plenty of constructive criticism" (p. 42).

Recommendations

Future Research

Qualitative research, such as a case study involving observation and interviews with teachers and administrators as the Libby and Eureka School Districts reinvent their evaluation process would significantly enhance the current research findings. By critiquing the process and its results through the eyes of teachers and administrators, these school districts and others can learn how to implement an effective evaluation procedure.

Another survey or further interviews could enrich the findings by:

- expanding on the main objective to the evaluation process and considering secondary objectives and how to accomplish the objectives;

- creating additional questions that encompass all standards of the four principles needed for effective evaluation;

- developing questions that pertain to self-efficacy theory and its attainment;

- comparing how gender affects the objectives for male or female teachers and the effectiveness of male or female administrators;

- exploring how private industry conducts its evaluation process;

- obtaining information as to how teachers want their evaluation process improved by conducting an in-depth qualitative study.

A final recommendation would be to replicate the study to determine if the failed mill levy in Libby had a material effect on the data. The researcher could choose a similar

population or administer the survey before the evaluations are conducted or changed in the Libby School District.

Future Educational Practice

From the research, it is evident that teachers want to be evaluated. When determining which evaluation strategy or strategies that should be implemented, the ideas of all parties involved should be considered. As school administrators analyze their current policies for effectiveness, cost and benefit, teachers' input and empowerment can lead to the most effective strategy. However, the effectiveness of any strategy is based on building a trusting relationship between the evaluator and teacher and this is more easily obtained if the evaluator frequently observes the classroom and is committed to the process.

Once the most effective strategy or strategies is determined, the administrators and teachers should continuously monitor its value. Because teachers want honest feedback and constructive criticism (Turner, 1987), evaluators must avoid the political aspect of teacher evaluation. Many evaluators feel pressure to maintain the relationship with the teachers and give evaluation results that maintain group harmony and eliminate conflict (Thomas, 1997).

Many variables determine the outcome of the evaluation process. The level of commitment and trust between the administrators and teachers has the greatest impact. This also influences what teachers perceive is the main objective to the evaluation process: accountability or motivation. Therefore, it is essential to find the evaluation program that achieves the goals of the administrators, teachers, students, parents and community members.

Concluding Thoughts

It is not the form. It is not the strategy. It is the commitment predominantly from the administrators that determines if the evaluation process is effective or not. The evaluation process mirrors the culture of the school and if there is a high level of trust, dedication and innovation between the teachers and the administrators, the evaluation process will be effective and helpful for the teachers. The goals and standards will be known; the communication will be open; the procedure will be continuously monitored and improved; the process will be accurate, objective and timely; and the teachers will be involved from development to implementation to evaluation. "There is no more effective way to improve the quality of education than through performance evaluation. Excellence in schools is more directly related to the performance of people than to anything else" (Thomas, 1979, p. 7).

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APPENDICES

APPENDIX A

SURVEY QUESTIONS AND THE RELATED CONCEPT AND PRINCIPLE

Survey Questions and the Related Concept and Principle

Survey Question	Question Concept	Related Principle
9	Evaluator Training	Utility Principle
10	Evaluator Observation Time	Feasibility Principle
11	Observer Effect	Accuracy Principle
12	Evaluation Standards	Accuracy Principle
13	Standards to Improve Teaching	Proprietary Principle
14	Timely Feedback	Utility Principle
15	Evaluator Accuracy	Accuracy Principle
16	Evaluator Accuracy	Accuracy Principle
17	Teacher Input to Process	Proprietary Principle
18	Productive Dialogue	Proprietary Principle
19	Improve Teaching	Utility Principle
20	Improve Teaching	Utility Principle
21	Goal Setting	Utility Principle
22	Vicarious Learning	Proprietary Principle
23	Increase Confidence	Proprietary Principle
24	Evaluation Improvement	Utility Principle
25	Tenure	Utility Principle

APPENDIX B

VALIDITY PANEL DEMOGRAPHICS

Validity Panel Demographics

Gender	Highest Degree Earned	Conducted Evaluations	Responsible for Teacher Development	Positions Holding or Have Held
F	M.A.	Yes	Yes	Counselor, Academy Administrator
M	M.S.	Yes	No	Substitute Teacher Overseas University Lecturer
F	Ed.D.	Yes	Yes	Elementary Teacher Middle School Teacher Secondary Teacher Curriculum Director Elementary Assistant Principal Secondary Assistant Principal Secondary Principal University Professor Department Chair
F	M.A.	No	No	University Program Coordinator
M	M.A.	Yes	Yes	Elementary Teacher Special Education Teacher Elementary Dean of Students Secondary Assistant Principal
F	M.A.	Yes	Yes	Secondary Teacher University Professor Teacher Trainer
F	M.A.	Yes	Yes	Elementary Teacher Secondary Teacher Elementary Principal Reading Specialist (K-12)
F	B.A.	Yes	Yes	Elementary Teacher Teacher in Charge
F	Ph.D.	Yes	Yes	Elementary Teacher Secondary Teacher Curriculum Director Elementary Principal Assistant Superintendent University Professor Director of Schools
M	M.A.	Yes	Yes	Assistant Superintendent Superintendent Deputy County Superintendent

APPENDIX C

VALIDITY PANEL COVER LETTER AND
DEMOGRAPHICS QUESTIONNAIRE

HEATHER McDOUGALL

251 11TH Avenue, #3   Home (415) 221-6851
San Francisco, CA 94118   Work (415) 456-8972
E-mail Address: heatherm@westbaybldrs.com

January 22, 2001

Validity Panel Member
999 Fulton Street
San Francisco, CA 94118

Dear Validity Panel Member:

Thank you for agreeing to serve as a member of my validity panel. I have enclosed the survey instrument created for this study. This survey is being conducted to investigate the teachers' perceptions of the purpose and effectiveness of their evaluation process and to gather information on the evaluation strategies currently being used. To be more specific, the research questions are:

1. To what degree do teachers perceive the evaluation process to be effective? (i.e., if teachers believe evaluations are held to motivate them, does the evaluation process motivate them? If the teachers believe accountability is the reason that evaluations are held, does the evaluation process hold them accountable?)

2. What are the evaluation strategies that the principals most frequently use to evaluate teachers in the school districts?

3. To what extent do the teachers' perceptions as to the main purpose of the evaluation process concur with the scholars' perceptions in the selected school districts?

Please let me know what I can do to improve the face, construct and content validity by using the following questions as a guide. Are the questions easy to understand? Are they clearly worded? Could the questions be interpreted in more than one way? Do you feel the survey questions answer the research questions? Have I omitted any key ideas that would inform my research? Please be critical when reviewing each question.

I have enclosed a self-addressed stamped envelope for your convenience. Also, please answer the 'Validity Panel Demographics Questionnaire' so I may complete the validity panel grid for my dissertation. A response by February 10, 2001 would be very helpful. Your time, effort and expertise is appreciated more than you will ever know.

Sincerely,

Heather McDougall

Validity Panel Demographics Questionnaire

Please complete the following information and return it in the envelope which has been provided.

1. Gender: _____ Male _____Female

2. Highest Degree Earned: _____B.A. _____M.A. _____Ph.D./Ed.D.

3. Have you been responsible for conducting evaluations? _____Yes _____No

4. Have you been responsible for teacher development? _____ Yes _____No

5. Please check all position(s) you hold or have held.

_____ Elementary Teacher

_____ Secondary Teacher

_____ Special Education Teacher

_____ Curriculum Director

_____ Assistant Principal (Elementary)

_____ Assistant Principal (Secondary)

_____ Principal (Elementary)

_____ Principal (Secondary)

_____ Assistant Superintendent

_____ Superintendent

_____ University Professor

_____ University/College Dean

_____ Other (Please Specify)

APPENDIX D

PILOT STUDY COVER LETTERS

Heather McDougall

251 11ᵗʰ Avenue, #3   (415) 221-6851 Home

San Francisco, CA 94118   (415) 456-8972 Work

March 27, 2001

Pilot Study Member
Walter F. Morrison Elementary School
Drawer O
Troy, MT 59935

Dear Pilot Study Member:

The attached packet contains a cover letter, the Teacher Evaluation Survey and an envelope that I intend to distribute for my dissertation research. As a member of the pilot study, I am asking you to complete the survey and comment on any questions you think may be interpreted in more than one way or is not clearly worded. In ten days, I will ask you to complete the same survey so I can do statistical analyses to determine if the survey instrument is reliable. This is called the test-retest method for reliability and it will be used to determine if the questions are reliable and if the instrument is reliable over time. Before the actual survey is administered, your comments and suggestions will be taken into consideration.

I know your time is valuable and I appreciate your participation more than you know. If you agree to participate, please complete the attached survey and return it to Mrs. McDougall in the enclosed envelope.

Sincerely,

Heather McDougall
Doctoral Student
University of San Francisco

Heather McDougall

251 11th Avenue, #3   (415) 221-6851 Home
San Francisco, CA 94118   (415) 456-8972 Work

April 9, 2001

Pilot Study Member
Walter F. Morrison Elementary School
Drawer O
Troy, MT 59935

Dear Pilot Study Member:

Thank you for participating in the pilot study. Unfortunately, it is necessary to ask you to complete the survey once more to ensure reliability. It is called the test-retest method and it will measure how consistent the answers are over time and within each question. I have attached the same packet containing a cover letter, the Teacher Evaluation Survey and an envelope.

I know your time is valuable and I appreciate your participation more than you know. Please complete the attached survey and mail it in the self-addressed stamped envelope by April 13, 2001. I realize I have not given you much time, but I need to complete my statistical analysis before distributing the survey to the population.

Sincerely,

Heather McDougall
Doctoral Candidate
University of San Francisco

APPENDIX E

PILOT STUDY RESULTS

Pilot Study Results

Survey Question	Results of Test-Retest Measurement of Reliability (Correlation)
1	Test-retest not valid due to changes made on retest survey
2	Test-retest not valid due to changes made on retest survey
3	Could not be computed because one of the variables was constant
4	.839
5	.074
6	.646
7	.772
8	.652
9	.674
10	.838
11	.402
12	.682
13	.871
14	.780
15	.794
16	.632
17	.754
18	.789
19	.921
20	.841
21	.847
22	.851
23	.751
24	.884
25	.758
26	.457

Pilot Study Results

Survey Question	Results of Test-Retest Measurement of Reliability (Correlation)
27	.222
28	Test-retest not valid due to changes made on retest survey
29	Test-retest not valid due to changes made on retest survey

Note: The correlation is considered good if it equals or exceeds 0.70 (Litwin, 1995).

Pilot Study Results

Survey Question	Alpha if Item Deleted
4	.8800
6	.8689
7	.8716
8	.8750
9	.8643
10	.8714
11	.8628
12	.8664
13	.8565
14	.8579
15	.8719
16	.8651
17	.8594
18	.8648
19	.8575
20	.8577
21	.8602
22	.8529
23	.8538
24	.8925
25	.8773
26	.8775
27	.8781

Note: Reliability Coefficients: N of Cases = 22; N of Items =23; Alpha = .8727.

APPENDIX F

COVER LETTER AND SURVEY

Heather McDougall

251 11th Avenue, #3   (415) 221-6851 Home
San Francisco, CA 94118   (415) 456-8972 Work

March 27, 2001

Pilot Study Member
Troy High School
Drawer O
Troy, MT 59935

Dear Pilot Study Member:

My name is Heather McDougall and I am a doctoral student in the School of Education at the University of San Francisco. I am doing a study on teachers' perception of the effectiveness and objective of their evaluation process. I am interested in learning what evaluation strategies are currently being used and the strategies that teachers feel would be helpful. Your school district has given approval to me to conduct this research.

You are being asked to participate in this research study because you are a full or part-time certified teacher employed by the Lincoln County Public Schools. If you agree to be in this study, you will complete the attached survey that asks about your perceptions of the evaluation process and strategies. Please return the survey in the enclosed envelope to Mrs. McDougall by Friday, March 30, 2001.

It is possible that some of the questions on the survey may make you feel uncomfortable, but you are free to decline to answer any questions you do not wish to answer, or to stop participation at any time. You will be asked to put your name on the survey, so I know that you have participated in the research. Participation in research may mean a loss of confidentiality. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded and kept in locked files at all times. Only study personnel will have access to the files. Individual results will not be shared with the school district.

While there will be no direct benefit to you from participating in this study, the anticipated benefit of this study is a better understanding of the effectiveness and usefulness of the teacher evaluation process.

There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation in this study.

If you have questions about the research, you may contact me at (415) 221-6851. If you have further questions about this study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voicemail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117-1080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your school district is aware of this study but does not require that you participate in this research and your decision as to whether or not to participate will have no influence on your present or future status as a teacher at your school district.

Thank you for your attention. If you agree to participate, please complete the attached survey and return it to Mrs. McDougall in the enclosed envelope.

Sincerely,

Heather McDougall
Doctoral Student
University of San Francisco

TEACHER EVALUATION SURVEY

The following survey measures teachers' perceptions of their evaluation process. Please respond to each question as you believe it applies to your experiences. Your responses will be strictly confidential. It should take no more than ten minutes to complete this survey. Please return in the enclosed stamped addressed envelope by May 18, 2001 and thank you in advance for your thoughtful responses.

Part I - Evaluation Strategies for the Teacher Evaluation Process

1. In each box, place a number for the evaluation strategy or strategies utilized by your school district using the following scale: 0 = never; 1 = annually; 2 = semiannually; 3 = monthly; and 4 = weekly.

☐ Traditional Teacher Evaluation Process
(If your school district uses the traditional teacher evaluation process, please check all components listed below that are used for your evaluation.)
_____ Pre-Observation Conference with an Evaluator
_____ Classroom Observation by an Evaluator
_____ Post-Observation Conference with an Evaluator
_____ Checklist or Rating Scale or Written Report Completed by an Evaluator

☐ Self-Evaluation (based on a personal choice)

☐ Self-Evaluation (discussed with your evaluator as part of the formal evaluation process)

☐ Student Evaluations (of teachers)

☐ Teachers Evaluating Other Teachers (i.e., peer assisted review)

☐ Parent Evaluations (of teachers)

☐ Standardized Tests Administered to Students

☐ Students' Performances on Standardized Tests (discussed with your evaluator as part of the formal evaluation process)

☐ Professional Portfolios (that contain teaching artifacts such as a lesson plan, teaching material, video or audio tapes of students learning, students' assignments. The portfolio may also contain reflections, critiques or stories of a teaching event.)

Other (Please explain.) _____

2. Realizing that it may not be practical to use all the evaluation strategies available, in each box, place a number for the evaluation strategy or strategies *you would like* to have utilized by your school district using the following scale: 0 = never; 1 = annually; 2 = semiannually; 3 = monthly; and 4 = weekly.

☐ Traditional Teacher Evaluation Process
(If you would like to have the traditional teacher evaluation process used by your school district, please check all the components listed below that you think should be part of your evaluation process.)

      _____ Pre-Observation Conference with an Evaluator
      _____ Classroom Observation by an Evaluator
      _____ Post-Observation Conference with an Evaluator
      _____ Checklist or Rating Scale or Written Report Completed by an Evaluator

☐ Self-Evaluation (based on a personal choice)

☐ Self-Evaluation (discussed with your evaluator as part of the formal evaluation process)

☐ Student Evaluations (of teachers)

☐ Teachers Evaluating Other Teachers (i.e., peer assisted review)

☐ Parent Evaluations (of teachers)

☐ Standardized Tests Administered to Students

☐ Students' Performances on Standardized Tests (discussed with your evaluator as part of the formal evaluation process)

☐ Professional Portfolios (that contain teaching artifacts such as a lesson plan, teaching material, video or audio tapes of students learning, students' assignments. The portfolio may also contain reflections, critiques or stories of a teaching event.)

Other (Please explain.) _____

_____

_____

_____

3. Merit pay is being used in this school district.
   - ☐ Yes
   - ☐ No
   - ☐ Don't Know

4. Merit pay would motivate me to improve my performance.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Undecided
   - ☐ Disagree
   - ☐ Strongly Disagree

5. Career ladders (experienced and/or competent teachers are given financial compensation for additional responsibilities such as mentoring first year teachers or curricula decisions) are being used in this school district.
   - ☐ Yes
   - ☐ No
   - ☐ Don't Know

6. Career ladders would provide enough incentive for me to assume additional responsibilities.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Undecided
   - ☐ Disagree
   - ☐ Strongly Disagree

7. I would feel comfortable being a peer evaluator.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Undecided
   - ☐ Disagree
   - ☐ Strongly Disagree

8. Students' standardized test scores should be a component of my evaluation process.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Undecided
   - ☐ Disagree
   - ☐ Strongly Disagree

Part II - Perceived Effectiveness of the Teacher Evaluation Process

9. My evaluator is adequately trained to evaluate my teaching performance.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Undecided
   - ☐ Disagree
   - ☐ Strongly Disagree

10. My evaluator spends sufficient time in my classroom to evaluate my performance.
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Undecided
    - ☐ Disagree
    - ☐ Strongly Disagree

11. I do not change my teaching style when the evaluator is observing my classroom.
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Undecided
    - ☐ Disagree
    - ☐ Strongly Disagree

12. My evaluation is based on clearly defined standards.
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Undecided
    - ☐ Disagree
    - ☐ Strongly Disagree

13. My evaluation is based on standards that promote better teaching.
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Undecided
    - ☐ Disagree
    - ☐ Strongly Disagree

14. I receive timely feedback from my evaluator.
    - ☐ Strongly Agree
    - ☐ Agree
    - ☐ Undecided
    - ☐ Disagree
    - ☐ Strongly Disagree

15. My evaluator is accurate in his/her assessment of my teaching performance.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

16. I think that my evaluator assesses all teachers accurately.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

17. My evaluator would listen to any changes I might suggest for the evaluation process.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

18. My evaluation process provides an opportunity to have a productive dialogue with my evaluator.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

19. My evaluator uses the evaluation process as a way to help me improve my teaching ability.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

20. The teacher evaluation process has a strong influence on my future teaching methods.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

21. During the evaluation process, I set goals for the next teaching year with my evaluator.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Undecided
- [ ] Disagree
- [ ] Strongly Disagree

22. My evaluator and I discuss workshops/seminars/courses for me to attend.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Undecided
- [ ] Disagree
- [ ] Strongly Disagree

23. My evaluation increases my confidence in my teaching ability.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Undecided
- [ ] Disagree
- [ ] Strongly Disagree

24. My evaluation system could not be significantly improved.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Undecided
- [ ] Disagree
- [ ] Strongly Disagree

25. Tenure makes the evaluation process less meaningful.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Undecided
- [ ] Disagree
- [ ] Strongly Disagree

Part III - Perceived Objective of the Teacher Evaluation Process

26. Improving teacher performance should be the main objective for the evaluation process of tenured teachers.
    - [ ] Strongly Agree
    - [ ] Agree
    - [ ] Undecided
    - [ ] Disagree
    - [ ] Strongly Disagree

27. Assessment of teachers' competence should be the main objective for the evaluation process of non-tenured teachers.
    - [ ] Strongly Agree
    - [ ] Agree
    - [ ] Undecided
    - [ ] Disagree
    - [ ] Strongly Disagree

28. The main purpose of my evaluation process is to (please check only one)
    - [ ] Fulfill an administrative requirement
    - [ ] Assess my teaching competence
    - [ ] Improve my teaching competence
    - [ ] Establish goals for the next school year
    - [ ] Induce self-reflection on my professional abilities
    - [ ] Determine future monetary compensation
    - [ ] Decide promotion, termination or tenure status
    - [ ] Other (Please explain.) _____

---

29. My evaluation process would be most useful to me if the main purpose were to (please check only one)
    - [ ] Fulfill an administrative requirement
    - [ ] Assess my teaching competence
    - [ ] Improve my teaching competence
    - [ ] Establish goals for the next school year
    - [ ] Induce self-reflection on my professional abilities
    - [ ] Determine future monetary compensation
    - [ ] Decide promotion, termination or tenure status
    - [ ] Other (Please explain.) _____

Part IV - Background and Demographics

This information will be used to give an accurate description of the population being surveyed.

30. I am

☐ Male
☐ Female

31. I am

☐ 21- 30 years old
☐ 31 - 40 years old
☐ 41 - 50 years old
☐ 51 - 60 years old
☐ over 60 years old

32. I am (check all that apply)

☐ Caucasian
☐ African-American
☐ American Indian, Eskimo or Aleut
☐ Asian or Pacific Islander
☐ Latino/a
☐ Other

33. My salary is considered the primary income for the household.

☐ Yes
☐ No
☐ Don't Know

34. Please check the salary range that contains your annual income.

☐ Less than $15,000
☐ $15,000 - $20,000
☐ $20,001 - $25,000
☐ $25,001 - $30,000
☐ $30,001 - $35,000
☐ $35,001 - $40,000
☐ More than $40,000

35. Please check the highest degree you have earned.

☐ Bachelor's Degree
☐ BA + 45 hours
☐ BA + 90 hours
☐ Master's Degree
☐ Ed.D. or Ph.D.

36. I teach

☐ Primary (Grades K - 3)
☐ Elementary (Grades 4 - 6)
☐ Junior High School (Grades 7 - 8)
☐ High School (Grades 9 - 12)
☐ Other (Please explain.)_____

37. Total teaching experience

☐ 0 - 5 Years
☐ 6 - 10 Years
☐ 11- 15 Years
☐ 16 - 20 Years
☐ 21 - 25 Years
☐ 26 - 30 Years
☐ More than 30 years

38. Teaching experience in this school district is

☐ 0 - 5 Years
☐ 6 - 10 Years
☐ 11- 15 Years
☐ 16 - 20 Years
☐ 21 - 25 Years
☐ 26 - 30 Years
☐ More than 30 years

39. Please check the box that corresponds to how many evaluations you have experienced.

☐ 0 - 5 Evaluations
☐ 6 - 10 Evaluations
☐ 11- 15 Evaluations
☐ 16 - 20 Evaluations
☐ 21 - 25 Evaluations
☐ 26 - 30 Evaluations
☐ More than 30 Evaluations

40. My evaluator is

☐ My Principal
☐ My Superintendent
☐ Other (Please specify.)_____

41. My evaluator is

☐ Female
☐ Male

42. My evaluation process is part of my union contract.
- [ ] Yes
- [ ] No
- [ ] Don't Know

43. Please complete the following. (Remember your responses are strictly confidential and this information will be used so that a reminder card or second survey is not mailed to you.)

Name _____

School _____

Mailing Address (optional) _____

City, State, Zip (optional) _____

Phone Number (optional) _____

Please feel free to write any additional comments below. Thank you for your time in completing this survey. It is greatly appreciated.

APPENDIX G

MAIN OBJECTIVE OF THE EVALUATION PROCESS

Table 18

Main Objective of the Evaluation Process for the Study

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	14	9%	21	14%
Establish Goals for Next Year	6	4%	22	14%
Improve Teaching Competence	24	15%	80	52%
Assess Teaching Competence	22	14%	17	11%
Decide Promotion, Termination or Tenure	1	1%	0	0%
Determine Monetary Compensation	1	1%	2	1%
Fulfill an Administrative Requirement	80	52%	2	1%
Other/Missing	7	4%	11	7%

Table 19

Main Objective of the Evaluation Process for Teachers with 0 - 5 Years of Experience

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	1	5%	3	16%
Establish Goals for Next Year	0	0%	2	10%
Improve Teaching Competence	5	26%	9	48%
Assess Teaching Competence	7	37%	3	16%
Determine Monetary Compensation	0	0%	1	5%
Fulfill an Administrative Requirement	6	32%	1	5%

Table 20

Main Objective of the Evaluation Process for Teachers with 6 - 10 Years of Experience

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	3	12%	3	12%
Establish Goals for Next Year	2	8%	5	19%
Improve Teaching Competence	4	15%	14	54%
Assess Teaching Competence	4	15%	4	15%
Fulfill an Administrative Requirement	13	50%	0	0%

Table 21

Main Objective of the Evaluation Process for Teachers with 11 - 15 Years of Experience

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	1	6%	3	20%
Establish Goals for Next Year	0	0%	2	13%
Improve Teaching Competence	3	18%	8	54%
Assess Teaching Competence	4	23%	2	13%
Fulfill an Administrative Requirement	9	53%	0	0%

Table 22

Main Objective of the Evaluation Process for Teachers with 16 - 20 Years of Experience

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	3	12%	3	12%
Establish Goals for Next Year	1	4%	4	16%
Improve Teaching Competence	2	8%	17	68%
Assess Teaching Competence	2	8%	1	4%
Determine Monetary Compensation	1	4%	0	0%
Fulfill an Administrative Requirement	15	60%	0	0%
Other	1	4%	0	0%

Table 23

Main Objective of the Evaluation Process for Teachers with 21 - 25 Years of Experience

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	2	8%	3	12%
Establish Goals for Next Year	0	0%	4	15%
Improve Teaching Competence	4	15%	13	50%
Assess Teaching Competence	4	15%	4	15%
Determine Monetary Compensation	1	4%	0	0%
Fulfill an Administrative Requirement	14	54%	0	0%
Other	1	4%	2	8%

Table 24

Main Objective of the Evaluation Process for Teachers with 26 - 30 Years of Experience

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	2	9%	5	22%
Establish Goals for Next Year	3	13%	4	17%
Improve Teaching Competence	1	4%	10	44%
Assess Teaching Competence	0	0%	1	4%
Determine Monetary Compensation	0	0%	1	4%
Fulfill an Administrative Requirement	17	74%	0	0%
Other	0	0%	2	9%

Table 25

Main Objective of the Evaluation Process for Teachers with More Than 30 Years of Experience

Responses	Current Practice		Helpful Practice	
	Frequency	Percentage	Frequency	Percentage
Induce Self-Reflection	2	17%	1	8%
Establish Goals for Next Year	0	0%	1	8%
Improve Teaching Competence	4	33%	7	59%
Assess Teaching Competence	1	8%	2	17%
Fulfill an Administrative Requirement	5	42%	1	8%

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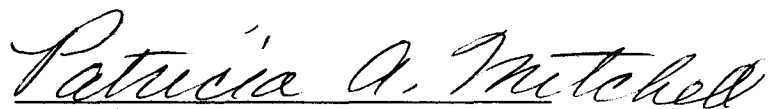
Dissertation Abstract

TEACHERS' PERCEIVED EFFECTIVENESS OF THEIR EVALUATION
PROCESS AT SELECTED SCHOOL DISTRICTS

The primary strategy used for the teacher evaluation process is the traditional
method that consists of a classroom observation, a checklist, a pre-observation and/or
post observation conference. Teachers do not necessarily consider this evaluation
method effective because they feel the main objective is to fulfill an administrative
requirement, whereas they feel the evaluation process should be used to improve their
teaching ability.

The Teacher Evaluation Survey was a researcher-designed instrument used to
measure the accountability and motivational aspects of the evaluation process.
Consisting of four sections, the first section was designed to identify and determine the
relationship between the evaluation strategy or strategies that principals most frequently
used to evaluate teachers in their school districts and the evaluation strategies that
teachers would prefer to have used. The second section was created to investigate how
teachers perceive the effectiveness of their evaluation process based on the utility,
propriety, feasibility and accuracy and feasibility principles. The third section questioned
teachers' perception as the main objective of the evaluation process and the last section
solicited the demographic and background information.

This study was conducted in Lincoln County, Montana that is located in the Northwest corner of the state. The results indicated that the traditional teacher evaluation method is the most utilized and preferred evaluation strategy. This summative evaluation strategy is unilaterally imposed on the teacher from the evaluator and is designed to measure a teacher's competency. If that is the goal for the Lincoln County School Districts, the strategy is effective, its one weakness being the lack of time evaluators spend in the classroom. If, however, the goal is to improve teachers' abilities, this strategy is ineffective because the teachers did not feel the evaluation process had a strong influence on future teaching methods, nor did it address goals for the next teaching year. The research also indicated that teachers do want evaluations and they want an evaluation method or process that is effective and addresses both accountability and motivation.

_____
Heather McDougall, Author

_____
Dr. Patricia Mitchell, Chairperson,
Dissertation Committee