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COMPARATIVE ANALYSIS
OF TEACHER EVALUATION
IN TWO SCHOOL DISTRICTS
IN ILLINOIS

COMPARATIVE ANALYSIS OF TEACHER EVALUATION
IN TWO SCHOOL DISTRICTS IN ILLINOIS

* * * * *

A Thesis
presented to
The Faculty of
Eastern Illinois University

* * * * *

In partial fulfillment
of the Requirements For the Degree
Master of Science in Education

* * * * *

by

Bernard Waren

August 1958

This paper has been approved by the following
members of the faculty of Eastern Illinois University:

PREFACE

Methods of recognizing good teachers and good teaching is important to our educational system. This paper attempts to present the summation of data obtained in a project concerned with good teaching. The results are analyzed and significant implications have been given special attention.

Valuable assistance in organization of material and in method of treatment has been given by Dr. Gerhard C. Matzner of Eastern Illinois University. Acknowledgement and thanks are also given to Dr. Hans C. Olsen and Dr. Curtis R. Garner of Eastern Illinois University for their assistance.

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to identify characteristics of good teachers as they are defined by both lay and professional people. It is presumed that, if this kind of research can be carried on, it may have significance in the improvement of teaching for those individuals currently engaged in the activity and it may serve as a basis for the preparation, selection and orientation of new teachers. Conceivably, out of this kind of study there could come a basis for a teacher's self-evaluation of her work.

Three basic assumptions underlie this study:

1. That there are characteristics which differentiate good teachers from less effective ones.
2. That these characteristics are identifiable and can be defined.
3. That when different groups of people are asked to identify these characteristics, there will be reasonable agreement as to their description and identity.

Origin of the Project

The project on good teachers was originated during the school year 1956-1957 as a result of an interest expressed by the Illinois Council on Educational Administration and a committee in the Department of Education of Eastern Illinois University. A nominal grant from the

Council provided funds for starting of the project. A pilot study conducted at Effingham in 1957 resulted in the development of techniques which seemed practical, the development of an IBM code for the handling of data, and a number of tentative conclusions which grew out of the findings of the pilot study. The object of further study this year is to test some tentative conclusions under other conditions in other districts for the purpose of determining whether the original findings continue to be valid. It is for the purpose of testing these conclusions that additional school districts in Illinois are cooperating in the study this year. This is a study involving 2 such districts.

Handling of Information

It is the purpose of this study to search for basic information concerning the characteristics which seem to be typical of good teaching. In order to get as specific information as possible, this project calls for the respondents' giving the names of specific people when they reply. This is done because, in the opinion of the committee supervising the project, responses are more likely to be specific and meaningful when the respondent has an individual in mind. It should be emphasized, however, that no names are divulged and no information, except in summary form and entirely anonymous, is made available to anyone except the director of the project.

Since the responses are anonymous and data are identified only in broad categories, it is almost impossible ever to determine what the replies of any respondent have been. Every effort is made to lose the identity of both the respondent and of the teachers mentioned, and studies

made are, by intent, not of individual teachers mentioned by the respondents. Thus it can safely be said that no one will be helped nor will anyone be hurt by responses which are given. That is because the purpose of this study is to obtain basic data rather than to identify people.

To facilitate the handling of individual reasons given by respondents for identifying good teachers, the replies have been separated into ten general categories of characteristics, or reasons, associated with the better teachers. These categories are as follows:

- Category 1 - Professional Qualities
- Category 2 - Teacher-Pupil Relationship
- Category 3 - Teacher As A Person
- Category 4 - Teacher's Objectivity
- Category 5 - The Teacher And Subject Matter (Classroom Procedure)
- Category 6 - Teacher's Concern With Moral and Spiritual Education
- Category 7 - Teacher's Experience
- Category 8 - Teacher's Relations With Community
- Category 9 - Teacher's Room Housekeeping
- Category 10- Miscellaneous

To some extent these categories are arbitrary. It is felt, however, that generally speaking, the total summation of reasons categorized as explained has considerable significance. Re-evaluating some items of these categories might possibly afford a basis for further study.

These categories of response became the basis for the development of a code which was needed so that IBM cards could be used in sorting and evaluating data. The code of names has not been released thus making it possible for further research to be carried on without revealing

confidential information. This provision has been used as a further safeguard against the possibility of information being used or circulated by persons, or in a manner, for which it was not intended. Also it is believed that such a procedure strengthens the degree of honest responses.

Procedure For Obtaining Data

To obtain representative opinion of the community, persons employed by the school and interested persons from the community were asked to respond. Teachers, administrators, and non-certified employees of the school board were invited to respond as employees of the district. School board members, P.T.A. officers and parents were invited to respond.¹

In order to avoid an unlimited number of names being mentioned, respondents were requested to limit the number of their selections to a figure representing approximately 10 per cent of the total faculty.² As a result the respondents of the Villa Grove district were asked to select no more than 4 teachers and the respondents from the Altamont district, with the smaller faculty, were asked to select no more than 3 teachers.

This study was made with the approval and cooperation of the administration of the school districts involved. The superintendent signed the letters explaining the procedure and asking the cooperation of the selected respondents.³ Forms for the respondent to use were of

¹For a detailed explanation of respondent groups and how they were selected see Appendix A.

²For further explanation see Appendix A.

³A sample letter appears in Appendix B.

a simplified nature with no provision for the respondent to make his identity known except as a member of a particular respondent group.⁴

Cases Studied

Two school districts in central Illinois were studied to compare and analyze teacher evaluation by lay people and teachers in the respective districts. The cooperating districts are Community Unit District #2, Villa Grove, Illinois and Community Unit District #4, Altamont, Illinois. The Villa Grove district has approximately 700 pupils enrolled in its elementary and high schools staffed by 39 teachers. Altamont's faculty consists of 32 members and approximately 650 pupils are enrolled in its schools. For convenience, the Villa Grove district is referred to in this study as District A, and the Altamont district is referred to as District B.

Fifty-five per cent of the individuals contacted in Altamont, School District B, responded with usable answers, and 52 per cent responded from Villa Grove, School District A. In School District A, 83 respondents mentioned a total of 267 teacher selections for an average of 3.2 selections per respondent. In District B, 85 persons responded mentioning 241 teacher selections for an average of 2.8 selections per respondent.

The primary consideration of this project is not to identify people or places, but rather to obtain as nearly as possible information of a more basic nature. These data are analyzed, summarized, and evaluated and comparative results of the cooperating districts presented.

⁴
A sample form appears in Appendix C.

Specific results in the form of recommendations realized from this project are not intended, nor would it be in harmony with stated purposes of the project. However, it is anticipated that some results of this study may have implications that are significant.

Reasons why teachers were regarded as good, and other information resulting from this study, that may be helpful to the cooperating districts, will be made available to them if that information in no way reveals or suggests the identity of people involved.

CHAPTER II

FINDINGS

A complete total of the number of responses in each category is significant in determining the degree of importance accorded to the several categories. The data in Table 1 reveal not only that 4 categories comprise over 85 per cent of the total responses, but that the one category of Teacher-Pupil Relationships consists of almost 45 per cent of the responses in both districts involved. The remaining 6 categories comprise less than 15 per cent of the total responses from both cooperating school units.

In selecting the best teachers, a total of 633 reasons were given by respondents from District A, and 578 reasons were given by respondents from District B. In relationship to the total number of reasons given, it seems rather significant to find 250 or more of these are in one category. Some significance is further implied by the small total of 1, 2 or 3 reasons given in the categories of Teacher's Experience, Teacher's Relations with Community, and Teacher's Room Housekeeping. The implications appear to be, not that these categories are not of importance, but that other categories include more important characteristics for good teaching.

TABLE 1

TOTAL NUMBER AND PER CENT OF REASONS FOR
SELECTING GOOD TEACHERS BY CATEGORY

Categories	DISTRICT A		DISTRICT B	
	Number of Reasons	Per Cent Of Total Reasons	Number of Reasons	Per Cent Of Total Reasons
Category I Professional Qualities	61	9.7	38	5.6
Category II Teacher-Pupil Relationship	280	44.4	250	43.3
Category III The Teacher As A Person	105	16.6	127	22.0
Category IV Teacher's Objectivity	20	3.2	12	2.0
Category V Classroom Procedure	98	15.5	104	18.0
Category VI Teacher's Concern With Moral And Spiritual Education	23	3.6	19	3.3
Category VII Teacher's Experience	3	.5	1	.2
Category VIII Teacher's Relations With Community	12	1.9	3	.5
Category IX Teacher's Room Housekeeping	2	.3	1	.2
Category X Miscellaneous	29	4.6	23	4.0

Explanation of table - There were 61 reasons given in the category of Professional Qualities, or 9.7 per cent of the total reasons from the responses of District A.

On further examination of Table 1 it would seem that the combined totals of reasons given in categories II and III have certain implications.⁵ The teacher's total behavior patterns, it seems, could very well include all his relationship with pupils. The combined totals of the categories of Teacher-Pupil Relationship and The Teacher As A Person include 61 per cent and 65 per cent of all responses from Districts A and B, respectively. This implies that teachers and lay respondents in the cooperating districts place the greatest importance on the teacher as a person who behaves in certain approved ways.

Table 2 is inserted to emphasize the relative importance accorded to the teacher as a person who has certain characteristics as compared to the professional and handling of subject matter qualities of teachers. Only a little over 25 per cent and 29 per cent of the reasons, respectively, given in the responses of the 2 districts were in the 2 categories concerned with professional and subject matter qualifications.

TABLE 2

THE RANK ORDER OF THE FOUR CATEGORIES
MOST FREQUENTLY MENTIONED

	<u>District A</u>	<u>District B</u>
Category II - Teacher-Pupil Relationship	44.4%	43.3%
Category III - Teacher As A Person	16.6%	22.0%
Category V - Teacher And Subject Matter	15.5%	18.0%
Category I - Professional Qualities	<u>9.7%</u>	<u>5.6%</u>
TOTAL:	86.2%	88.9%

⁵Summary of all reasons given are in Appendix D.

Since the purpose of the study is to ascertain whether outstanding teachers can be identified, an attempt is made to determine the "best" teachers from the data received. As in the examination of other data, a comparison is shown between the two districts comprising this study.

Those teachers who were listed by at least 10 per cent of all the respondents have been selected for further examination in this study. These "best" teachers have been designated as the select teachers. There are 12 teachers or 28.2 per cent of the total faculty in District A and 11 or 37.5 per cent of the total faculty in District B who fall into this group of select teachers. There are 7 women and 5 men in District B and 5 women and 6 men in District A who are represented in the select group. It is rather interesting to note how nearly even the numerical distribution is between men and women from both districts. The per cent of men and women compared to the total men and women on the faculties shows similar results. In District A, 26.2 per cent of the total number of women on the faculty and 30.0 per cent of the total number of men on the faculty are represented on the select list. District B is represented by 36.8 per cent of its women faculty members and 35.8 per cent of its men faculty members.

There are 8 elementary teachers, or 32 per cent of the total number of elementary teachers, who are on the select list of teachers in District A, while the figures for high school teachers are 3, and 22 per cent. In District B, 9 elementary teachers, or almost 48 per cent of the total, and 3 high school teachers, or 25 per cent of the total, are on the select list of teachers.

The data also imply that teachers are more likely to be recognized as good teachers after they have been in the school system for several years. In one district the number of years of experience of selected teachers within the district ranges from 4 years to 20 plus years, and in the other district the range of the years of experience of the selected teachers in the district is 2 years to 20 plus years. The average number of years of experience in the district is a little more than 11 years in the first district mentioned and a little more than 10 years in the second district.

Evidence of years of training in relationship to good teaching is inconclusive in the 2 situations studied in this project. In District B, 4 teachers on the select list had no degree; 5 had the Bachelor's Degree, and 2 had the Master's Degree. The 4 teachers having no degrees represented 40 per cent of faculty members having no degrees. The 5 teachers having the Bachelor's Degree represented 33 per cent of their total group, and the 2 on the select list having the Master's Degree represented 29 per cent of their total number of teachers having that degree.

In District A, 2 teachers on the select list had no degree, 3 teachers had the Bachelor's Degree, and 6 teachers had the Master's Degree. In this district the number of select teachers having no degree represents 29 per cent of those faculty members having no degree. Only 16 per cent of the total faculty having the Bachelor's Degree are represented in the selected list of teachers, but 46 per cent of the total number of teachers holding the Master's Degree were selected.

From Table 3 it can be seen that the teachers who ranked first in both districts are selected by approximately 1 out of every 3 respondents. This implies that there is reasonable agreement of the several respondent groups to the identity of teachers possessing good teaching characteristics. This implication is substantiated further by examining each of the other teachers in the select list and the corresponding responses and per cent of responses.

TABLE 3

NUMBER OF TIMES TEACHERS IN SELECT GROUP
WERE MENTIONED AND PER CENT OF THE TOTAL RESPONSES

DISTRICT A

DISTRICT B

Select Teacher Rank	No. of Times Mentioned	Total No. of Responses	Per Cent of Total Responses	Select Teacher Rank	No. of Times Mentioned	Total No. of Responses	Per Cent of Total Responses
1.5	28	83	34	1	27	85	32
1.5	28	83	34	2	26	85	30
3	23	83	28	3.5	19	85	22
4	19	83	23	3.5	19	85	22
5	17	83	20	5.5	16	85	19
6	16	83	19	5.5	16	85	19
7	14	83	17	7	15	85	18
8	13	83	16	8	12	85	14
9	11	83	13	9	11	85	13
10	10	83	12	10	10	85	12
11	9	83	11	11.5	9	85	11
				11.5	9	85	11

Example - The teacher who ranked first in District A was mentioned a total of 28 times out of a possible 83, or 34 per cent of all responses.

A summation and an analysis of the characteristics of good teachers as given by the total respondent groups comprise a large portion of this study.⁶

Those characteristics, mentioned most frequently as reasons for selecting a teacher as the best, will be examined more thoroughly. All reasons appearing 12 or more times, or approximately 1 per cent of the total reasons given by respondents of both districts, are mentioned as the characteristics of good teachers deemed most important by the respondents of this study.

Since there is a high correlation between the reasons given in the different categories by the two districts as well as in the frequencies of particular reasons given, these reasons seem to have considerable significance.

In Category I, Professional Qualities, the 2 reasons appearing most frequently are: The teacher is well-qualified and the teacher knows the subject thoroughly. The combined total of times that these 2 reasons appear in one district is 17 and in the other district is 19. Such frequency of appearance of reasons related to subject matter preparation plus the numerous responses in Category V, The Teacher And Subject Matter, imply that the respondents considered preparation of teachers and presentation of subject matter extremely important for good teaching. Persons responding in this study also considered it important (14 times) for a teacher to be willing to give freely of her time and effort above and beyond regular classroom duties. Two other closely

⁶ A complete summation of all reasons given by the respondents from both cases studied is found in Appendix D.

related reasons, the teacher is professionally-minded and the teacher is dedicated to the profession and to the students, appeared 20 times as reasons for selection.

Category II, Teacher-Pupil Relationships, appears to be the most significant category in view of the number, correlation between the districts, and the frequency of reasons given. Appearing a total of 85 times as the reasons given for selection of the best teacher is: The teacher has good discipline. The implications of this are further substantiated by the fact that no other single reason appears as much as one half as often.

A good teacher has the respect of all students, has an unusual interest in children, is well-liked by the children, and has a personal interest in students. These 4 characteristics each appeared 20 or more times as reasons for selection of a good teacher. Still other important reasons given for selecting the best teachers were:

The teacher finds time to help all students.

The teacher has an active interest in each child.

The teacher has the ability to keep pupils interested and get ideas across to them.

The teacher is kind to all children.

The teacher can discover the needs of the child.

Pupils learn so much from him/her.

The teacher works diligently with pupils who need extra help.

The teacher has the ability to make every student strive to learn to do his best.

The teacher understands pupils.

It is implied by these findings that respondents believe a strong bond of understanding and communication between the teacher and pupil must be in evidence for the best teaching results.

The Teacher As A Person, Category III as noted in Tables 1 and 2, is extremely important because of the numerous responses. That the teacher has a fine personality, is patient, is attractive in appearance, and is friendly, were the most frequently mentioned reasons for the selection of teachers in Category III. Combining Category II and III in consideration of the teacher's total behavior patterns implies further the significance of these traits in good teachers in determining characteristics deemed necessary for good teaching.

In Category IV, Teacher's Objectivity, the one reason mentioned 12 or more times was that the teacher has no favorites.

As previously noted, the high number of responses to Category V, The Teacher And Subject Matter (Classroom Procedure), indicates that respondents value highly this category. Those reasons appearing most frequently in Category V were as follows:

The teacher is very exacting in demands on pupils.

The teacher gets results.

The teacher gets beginners off to a good start.

The teacher presents material in a manner which is meaningful to pupils.

The teacher is devoted to teaching.

The implications here are that the respondents in the districts studied were interested in the teacher's doing a good job in presenting subject matter with suggested emphasis on the teacher's being able successfully to teach pupils as individuals.

The teacher who is interested in building good character in pupils was named frequently in Category VI, Teacher's Concern with Moral And Spiritual Education, as a reason for selecting teachers as best.

Categories VII, VIII, and IX failed to provide any reasons frequently enough to be significant. However, groups of reasons in these categories as well as in other categories, may be considered significant. Further research on this basis might afford material for a subsequent project.

Category X, Miscellaneous, is significant only by the fact that no one reason was given by more than a few for selecting the best teachers.

After considering the characteristics mentioned of good teachers, a further examination and study of the teachers comprising the select list is made. Analysis of the select teacher and why each was selected is important if a determination is to be made whether or not select teachers differ markedly from the teachers not on the select list. It appears from Table 4 that follows and Table 1 that select teachers differ from others only in the degree they possess characteristics of good teachers. The select teachers were mentioned with reasons from Categories I, II, III, and IV being far more numerous than from the other 6 categories as was the case of all teachers favorably mentioned.

TABLE 4

THE NUMBER OF REASONS BY CATEGORY
AND BY TEACHERS SELECTED FOR SELECT TEACHERS

Select Teachers In Order Of Rank

CATEGORIES	DISTRICTS	Teacher Number	Teacher Number	Teacher Number	Teacher Number	Teacher Number	Teacher Number	Teacher Number	Teacher Number	Teacher Number	Teacher Number	Teacher Number	Teacher Number
		1	2	3	4	5	6	7	8	9	10	11	12
Category I Professional Qualities	A	2	8	5	2	6	4	7	-	1	3	1	
	B	6	-	4	4	6	2	1	9	2	2	1	1
Category II Teacher-Pupil Relationship	A	20	13	12	10	12	12	7	11	7	4	6	
	B	18	16	14	17	12	9	11	7	11	5	4	6
Category III The Teacher As A Person	A	8	10	7	7	3	3	9	-	5	3	1	
	B	5	9	9	8	7	4	2	5	5	3	2	4
Category IV Teacher Objectivity	A	-	2	1	5	-	-	1	1	1	1	1	
	B	1	-	3	1	1	1	1	-	-	1	-	-
Category V Classroom Procedure	A	12	7	5	8	3	9	7	5	3	3	3	
	B	16	10	7	8	5	5	5	4	4	3	3	3
Category VI Teacher's Concern With Moral And Spiritual Education	A	1	1	5	2	2	-	-	-	3	-	-	
	B	3	1	2	1	-		1		1	2	2	-
Category VII Teacher's Experience	A	-	-	-	-	1	-	-	-	-	1	-	
	B	-	-	-	-	-	-	-	-	-	-	-	-
Category VIII Teacher's Relations With Community	A	1	4	2	-	1	-	3	-	1	1	1	
	B	-	-	-	-	1	-	-	-	-	1	1	-
Category IX Teacher's Room Housekeeping	A	-	1	-	-	-	-	-	-	-	-	-	-
	B	-	1	-	1	-	-	-	-	-	-	-	-
Category X Miscellaneous	A	2	6	3	3	2	2	-	2	1	2	1	
	B	2	2	-	1	1	2	2	2	-	2	3	1

Example - The teacher ranked number one in District A was mentioned as a "best" teacher 2 times for reasons in Category I.

Tables 5 and 6 are made for the purpose of comparing how the different groups of respondents selected the top or select teachers. There are some differences noted here of the opinions of the different respondent groups of the respective teachers in the select list. Considerable significance is implied by the fact that 67.8 per cent of the responses from all professional school personnel were for teachers in the select group and 72.8 per cent of all other responses were for the same select teachers in District A. This seems to imply that there is considerable agreement between teachers and lay people as to the characteristics of good teachers.

An interesting fact to note from Table 5 is that all selections or responses by administrators are for teachers on the select list. Although an interesting point and a possible item to explore further in additional studies of this kind, it is not to be considered too significant here. Only two administrators were identified as such from respondents from one school district, and there were no identifiable administrator respondents from the other district. However, in a previous pilot study the teachers selected by administrators were on the select list compiled from respondents of the several groups.

TABLE 5.

COMPARISON CHART OF THE DIFFERENT GROUPS OF
RESPONDENTS - THE NUMBER OF RESPONSES FOR THE TEACHERS
IN THE SELECT GROUP AND THE PER CENT OF RESPONSES FOR
THE SELECT TEACHERS AS COMPARED TO TOTAL RESPONSES FOR
SCHOOL DISTRICT A

Teacher In Order of Rank	a	b	c	Combined Totals of a, b, & c	d	e	f	g	Combined Totals of d, e, f & g.
	Elementary Teachers	High School Teachers	Adminis- trators		School Board Members	Employees	P. T. A. Officers	Parents	
	No. Per Cent	No. Per Cent	No. Per Cent		No. Per Cent	No. Per Cent	No. Per Cent	No. Per Cent	
1	6 19.4	1 4.8	1 14.3	-	-	4 21.0	1 33.3	15 15.2	-
2	5 16.1	5 23.8	1 14.3	-	1 10.0	3 15.8	-	13 13.1	-
3	3 9.7	2 9.6	1 14.3	-	3 30.0	2 10.5	-	12 12.1	-
4	1 3.2	3 14.3	-	-	1 10.0	2 10.5	-	12 12.1	-
5	3 9.7	2 9.6	2 28.6	-	-	1 5.3	1 33.3	9 9.1	-
6	5 16.1	1 4.8	1 14.3	-	-	-	-	9 9.1	-
7	4 12.9	1 4.8	1 14.3	-	1 10.0	1 5.3	-	6 6.1	-
8	2 6.5	2 9.6	-	-	1 10.0	-	-	9 9.1	-
9	2 6.5	1 4.8	-	-	1 10.0	2 10.5	-	5 5.1	-
10	-	3 14.3	-	-	2 10.0	1 5.3	-	4 4.0	-
11	-	-	-	-	-	3 15.8	1 33.3	5 5.1	-
Total In Select Group	31	21	7	59	10	19	3	99	131
Total Names Mentioned	54	26	7	87	12	26	4	138	180
Per Cent Of Total Mentioned On Select List	59.6	80.8	100.0	67.8	83.3	73.2	75.0	71.7	72.8

Example - Elementary teacher respondents as a group selected the teacher who ranked first 6 times, or 19.4 per cent of the total of 54 teachers mentioned by them. The total times select teachers were mentioned by elementary teacher respondents was 31 from a total of 54 mentioned by them, a percentage of 59.6 per cent.

Table 6 further substantiates the implications of Table 5.

It is to be noted in Table 6 that 83.3 per cent of the responses from all professional school personnel were for teachers in the select group and 82.3 per cent of all other responses were for the same select teachers in District B. The agreement between lay people and teachers as to the characteristics of good teachers, as revealed in Table 6, is closer than for District A as previously noted in Table 5.

TABLE 6

COMPARISON CHART OF THE DIFFERENT GROUPS OF RESPONDENTS - THE NUMBER OF RESPONDES FOR THE TEACHERS IN THE SELECT GROUP AND THE PER CENT OF RESPONSES FOR THE SELECT TEACHERS AS COMPARED TO TOTAL RESPONSES FOR SCHOOL DISTRICT B

Teacher In Order Of Rank	a Elementary Teachers		b High School Teachers		c Adminis- trators		Combined Totals of a, b & c.	d School Board Members		e Employees		f P.T.A. Officers		g Parents		Combined totals of d, e, f & g.
	No.	Per Cent	No.	Per Cent	No.	Per cent		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
1	3	6.7	1	20.0	-	-	-	2	25.0	6	27.2	1	50.0	14	13.1	-
2	3	6.7	-	-	-	-	-	1	12.5	4	18.2	-	-	18	16.8	-
3	8	17.8	1	20.0	-	-	-	1	12.5	3	14.6	-	-	6	5.6	-
4	10	22.2	-	-	-	-	-	-	-	-	-	-	-	9	8.4	-
5	6	13.3	1	20.0	-	-	-	1	12.5	2	9.1	1	50.0	5	4.7	-
6	-	-	-	-	-	-	-	2	25.0	2	9.1	-	-	12	11.2	-
7	3	6.7	-	-	-	-	-	-	-	1	4.5	0	-	11	10.3	-
8	2	4.4	-	-	-	-	-	-	-	1	4.5	-	-	9	8.4	-
9	3	6.7	-	-	-	-	-	-	-	-	-	-	-	8	7.5	-
10	2	4.4	1	20.0	-	-	-	1	12.5	2	9.1	-	-	4	3.7	-
11	2	4.4	-	-	-	-	-	-	-	-	-	-	-	7	6.5	-
12	3	6.7	1	20.0	-	-	-	-	-	-	-	-	-	5	4.7	-
Total In Select Group	45		5		-		50	8		22		2		107		139
Total Names Mentioned	52		8		-		60	10		27		3		141		171
Per Cent of Total Mentioned On Select List	86.5		62.5		-		83.3	80.0		81.5		66.7		76.0		82.3

Refer to explanation of Table 5.

No significant differences exist in kind or emphasis in the reasons given by the several groups of respondents. By an analysis of responses for the selected teachers, supporting data are presented in Tables 5 and 6 and Table 7 which follows.

Small numbers of respondents in certain respondent groups may account for certain differences appearing in frequency of appearance. Nevertheless, upon examination of Table 7, the implications are that no significant differences of the characteristics necessary for good teaching exists.

TABLE 7

COMPARISON OF TYPES OF ANSWERS BY RESPONDENT GROUPS

NUMBER OF TIMES EACH CATEGORY MENTIONED BY
ONE OR MORE REASONS FOR EACH GROUP OF
RESPONDENTS FOR DISTRICTS A AND B

GROUPS OF RESPONDENTS

	District	Elementary Teachers	High School Teachers	Adminis- trators	School Board Members	Employees	P. T. A. Officers	Parents	Totals
Category I Professional Qualities	A	15	3	-	5	3	1	7	34
	B	14	8	4	-	2	1	22	51
Category II Teacher-Pupil Relationship	A	45	7	-	7	15	3	86	163
	B	24	12	7	6	15	4	95	163
Category III The Teacher As A Person	A	30	6	-	1	10	-	38	85
	B	20	8	3	1	7	-	40	79
Category IV Teacher Objectivity	A	4	-	-	-	1	-	5	10
	B	-	2	-	-	2	-	13	17
Category V Classroom Procedure	A	30	2	-	7	8	2	45	94
	B	8	7	2	1	6	2	64	90
Category VI Teacher's Concern With Moral And Spiritual Education	A	4	1	-	-	3	-	7	15
	B	3	-	2	-	2	-	11	18
Category VII Teacher's Experience	A	-	-	-	-	-	-	3	3
	B	1	-	-	-	-	-	1	2
Category VIII Teacher's Relations With Community	A	-	1	-	-	-	-	3	4
	B	2	3	2	4	1	4	3	19
Category IX Teacher's Room Housekeeping	A	-	-	-	-	1	-	-	1
	B	1	-	-	-	-	-	-	1
Category X Miscellaneous	A	1	-	-	-	1	-	22	24
	B	8	4	-	6	4	-	9	31

Example - In District A elementary teacher respondents mentioned 1 or more reasons in Category I, 15 times in selecting the best teacher.

CHAPTER III

IMPLICATION OF THE FINDINGS

Selecting And Training Future Teachers

Institutions concerned with the selection and training of teachers might well consider certain aspects of this study, especially if they are further substantiated by subsequent investigations. The findings here strongly indicate that the total personality of the teacher is more important for success as a teacher than is preparation, experience, and presentation of subject material. If this proves a valid conclusion, indications are that more guidance and counseling are needed for those persons aspiring to be teachers. On the other hand, better means of attracting persons, whose behavior patterns might assure them of future success as teachers, is indicated.

More respondents indicated that good discipline, or order and control of the class, is important in a good teacher than any other factor. This conclusion is further strengthened by the remarkable agreement on this by both school districts involved. If this is true, perhaps some re-evaluation should be given to the idea stressed in teacher training institutions that good teaching results in good discipline. Implications here are that good discipline and good teaching go hand in hand, or even that good discipline is necessary for good teaching.

Further emphasis on good teacher-pupil relationships with the development of sincere regard for pupils, their problems, and their progress socially as well as mentally, is also strongly implied. This, as well as other implications and suggestions, are not to be interpreted to mean that such training is not recognized within teacher-training institutions, but that such training can either be more strongly emphasized or better substantiated. More extensive studies could possibly be of value from other implications as well as from any implications that have been mentioned.

School Administration

Selection of teachers, establishing teacher tenure for new teachers, in-service teacher training, and self-improvement by teachers themselves, could each profit by the conclusions of this and other such investigations. It should be noted once more that considerably more evidence from further studies must be obtained before conclusive results can be determined. This comparative study as well as a previous pilot study do strongly indicate that any of the mentioned programs for the training and further improvement of school personnel might be enhanced by consideration of these findings.

Examination of the characteristics of good teachers and self-evaluation of teachers is but one example of its possible worth. In the selection of teachers, this project implies that more care might be given to the total behavior characteristics of a teacher. Improvement in teacher-pupil relationships is significant for in-service training programs. Emphasis on the importance of these characteristics in good teachers is at least implied by these findings.

Merit Rating

The implications of this study could be valuable in the considerations necessary for a workable merit rating plan. There appears to be considerable significance, for the rating of teachers, that in this study certain characteristics of teachers were recognized. Furthermore, there is considerable correlation between the findings of both school districts cooperating in this study. This is by no means to assume that this study has solved the problems involved in establishing a teacher merit rating program or in selecting and evaluating teachers. If, however, further studies of this type, of which some are in progress, substantiate and strengthen the findings of this study, it would seem that a workable merit rating system might incorporate certain apparent results of this study into the initiation and operation of its program.

The fact that there is considerable agreement on the part of teachers and lay people as to the characteristics of good teachers, is most significant. If this is true, it would seem that there is a sound foundation for the development and use of good teacher merit rating programs.

Conclusion

If it can be assumed that good schools need good teachers, it follows that good teachers must be identifiable. For good teachers to be identified, their characteristics must be identified and recognized. This study and other similar studies made, or that will be made, should contribute to meeting this need.

APPENDIX A

DIRECTIONS FOR SELECTION OF RESPONDENTS
FOR PROJECT ON GOOD TEACHING

In order that procedures for the selection of a sample for this project be as uniform as possible, simple directions for the same seem desirable. The following are steps which should be observed:

1. All teachers, principals, and superintendents should be invited to respond. Envelopes for this group are marked F in the upper right-hand corner.
2. All board members should be invited to respond. Envelopes for this group are marked B in the upper right-hand corner.
3. All non-certified employees of the board should be invited to respond. Envelopes for this group are marked E in the upper right-hand corner.
4. All officers of the PTA should be invited to respond. Envelopes for this group are marked P in the upper right-hand corner.
5. Citizens should be selected on a sample basis. Envelopes for this group are marked C in the upper right-hand corner.

The sample of citizens should be drawn as follows:

- a. For each elementary teacher, 3 names should be selected at random from among the parents of children in that room. It is recommended that all the names be put on slips of paper and 3 drawn from a hat.
- b. For high school teachers, the names of 3 parents for each teacher in high school should be drawn from

the entire roster of parents of high school pupils.

c. The rosters thus obtained should be checked for duplications and duplicate names be removed. For each name removed, another should be drawn to replace the one stricken. All of the parents whose names appear on this list should be invited to respond. An example of how the total number of citizens is arrived at is illustrated below:

It is assumed that this school has 20 elementary teachers and 15 high school teachers.

20 elementary teachers x 3 equals	60	parents
15 high school teachers x 3 equals	<u>45</u>	parents
Total	105	parents

Procedure For Passing Out Forms: It is suggested that all envelopes be passed out in the respective schools. Teachers and non-certified employees should return their responses to the office of their principals with envelopes sealed. Children of parents being invited to respond and children of PTA officers should be asked to take the forms home with them, have their parents complete them, and seal the envelopes. The children should then bring the envelopes back to their schools and turn them over to their principal. All of the responses can then be returned to a central collecting point where they will be picked up by a representative from Eastern Illinois University and opened on the Charleston campus. Anyone reluctant to return the envelopes to the principal is invited to mail it directly to Eastern Illinois University. The necessary

address has already been supplied on the envelope.

Please stress that none of these envelopes will be opened anywhere in the district and that all findings will be kept strictly confidential.

APPENDIX B

LETTER OF EXPLANATION REQUESTING OPINIONS
ON GOOD TEACHINGParent
Teacher

Dear Board Member of _____ School District:

The faculty of the _____ schools, in cooperation with a committee from Eastern Illinois University, is conducting a study to determine who are good teachers and why they are considered such. You are being asked to cooperate in the study by submitting two kinds of information: 1. The names of the teachers in the _____ school district who you believe are the best teachers in the district. 2. The reasons why you think of them as being the best teachers. Please indicate your reasons in a sentence or two. It will be appreciated if you make this information as exact as you can because it is with this part of the study that we are particularly concerned.

When you list names, please put down as many as you believe should be considered among the best teachers. In any case, please do not list more than _____. Will you also arrange the names that you list in order? That is, among the teachers whom you indicate, will you please put the name of the best teacher in that group first, the second best in second, and so on until all of the names have been listed? Please be sure to indicate, in the blank provided for that information, the number of teachers in the district whom you feel you know well enough so that you can make a judgement. Please return the completed blanks to this office by _____, where they will be put into a sealed box provided for that purpose. The office staff will note when you return the form, but no one in the district will see how you replied.

Since this study is set up to conceal who names particular persons as the best teachers in the _____ unit, it is hoped you will be frank in your answers. No one will ever know what you answer. However, because a part of this study is aimed at learning how different groups will reply to a problem such as this, the place under identification which applies to you has been checked. You will note that you are indicated as a member of a group, which makes it impossible to identify you as an individual. To further safeguard identifying you as a respondent, the replies will not be opened in _____, but will be examined by members of the staff at Eastern Illinois University who do not know you as individuals.

Plans have been made with utmost care so that no individual will in any way suffer from honest replies made from any of you. The names of any teachers appearing on the lists will not be released unless, and until, it has been determined that no possible negative effects could result to the individuals or to the _____ schools. The final decisions on whether the information should be kept confidential permanently will be made by professional staff members of the _____ schools. If, after the information has come in, it is determined that releasing the results might in any way be a disadvantage, they will be kept confidential or released in such a way that no identification of any kind will be possible.

Thank you for your cooperation!

Sincerely,

(signature)

Superintendent of Schools

APPENDIX C

SAMPLE FORM FILLED OUT BY RESPONDENTS

School District No. _____

Identification: Please check one:

_____ Elementary Teacher	_____ Board Member
_____ High School Teacher	_____ Employee
_____ Administrator	_____ PTA Officer
	_____ Citizen

Please list below the teachers, who, in your opinion, you believe to be the best in the district.

How many teachers in the district do you feel you know well enough so that you can make a judgement in the blanks provided for that information? _____

Name:

Reason:

Name:

Reason:

Name:

Reason:

Name:

Reason:

Name:

Reason:

APPENDIX D

SUMMARY OF REASONS GIVEN BY RESPONDENTS IN
SELECTING GOOD TEACHERSCATEGORY IPROFESSIONAL QUALITIES

Number of times
each reason was
given.

<u>A</u>	<u>B</u>	School	The Teacher:
3	1		is well-informed.
7	17		is well-qualified.
10	2		knows the subject thoroughly.
4	-		interest for the school is first in his/her mind.
1	-		is ambitious.
9	5		is willing to give freely of her time and effort above and beyond regular classroom duties.
-	3		is well educated. (trained)
9	-		is professional minded.
5	-		continues to learn effective methods and means through school and reading.
1	-		is a member of educational organizations.
1	-		initiates new projects in his/her field.
5	6		is dedicated to the profession and to the students.
3	2		likes the job.
2	-		is loyal to the school system.
1	1		interest for school.
-	1		realizes need for English.

CATEGORY IITEACHER-PUPIL RELATIONSHIP

School

<u>A</u>	<u>B</u>	The Teacher:
1	6	has the ability to get along with children.
1	-	uses good child psychology.
27	13	has the respect of all students.
10	12	has an unusual interest in children.
19	22	is well-liked by the children.
2	18	has time to help all students. (talks to them)
13	10	has a personal interest in students.
41	44	has good discipline. (order and control of class)
7	3	works quietly among children--leads rather than drives them.
10	7	has an active interest in each child.
17	3	has the ability to keep pupils interested and get ideas across to them.
5	5	has a way with children.
1	1	has the ability to make the timid feel equal.
3	2	has control in situations other than the classroom.
5	3	is understanding of people.
2	2	can hold the attention of the class.
3	1	is loved for her personal qualities.
5	10	is very kind to all children.
-	2	the children are interested in the teacher--shows cooperation between him/her and them.
16	3	can discover the needs of the child.
4	-	gives self-confidence to the children.
8	16	pupils learn so much from him/her.
5	1	pupils seem to retain what they learn.

School

- | <u>A</u> | <u>B</u> | The Teacher: |
|----------|----------|-----------------------------------------------------------------------------------------------------------------------|
| - | 3 | has the interest of his/her pupils at heart. |
| 4 | 5 | is considerate of every student. |
| 6 | 8 | works diligently with pupils who need extra help. |
| 1 | 3 | has "solid teacher-student relationships". |
| - | 1 | has a fine attitude toward his/her students. |
| 9 | 7 | has the ability to make every student strive to learn and do his best. |
| 1 | 1 | visits as many homes of her pupils as possible, which gives her a better understanding of the problems of her pupils. |
| 13 | 10 | understands pupils. |
| 2 | 1 | is interested in the youth of today and tomorrow. |
| 2 | - | helps children greatly with their speech difficulties. |
| 8 | 1 | keeps students' interest. |
| - | 1 | has a knack for training children. |
| 2 | 1 | evokes a positive response from students. |
| - | 1 | helps each child no matter at what grade level. |
| 1 | 1 | has a way with boys that make them like him. |
| 2 | 3 | is outstanding for his interest in the students' social adjustments. |
| 2 | 3 | accepts every child. |
| 1 | 2 | makes a child so happy to go to school it carries on into his futures school years. |
| 2 | 3 | developes individualism. |
| - | 1 | grades on effort as well as ability. |
| 4 | 3 | encourages children. |
| 3 | 1 | children know what is expected of them. |
| 6 | - | loves children. |
| 3 | - | children copy studios and book-minded manner. |

CATEGORY IIITHE TEACHER AS A PERSON

School

<u>A</u>	<u>B</u>	The Teacher:
17	20	has a fine personality.
4	6	is sincere.
1	-	is cheerful.
2	-	is tactful.
-	1	has a unique ability to get along with people.
1	3	has a calm, quiet manner.
15	11	is patient.
5	10	is attractive in appearance.
7	1	is a tireless worker.
2	3	is kind.
-	2	is smart.
5	1	is honest.
-	3	is liked by everyone.
1	5	is always pleasant.
3	0	is reliable.
4	7	is understanding.
6	5	is conscientious.
5	2	is capable.
5	1	is energetic.
1	1	takes his/her work seriously.
4	6	has a sense of humor.
1	1	has warmth.
3	16	is friendly.

School

<u>A</u>	<u>B</u>	The Teacher:
4	1	is thoughtful.
-	1	is firm.
-	2	is helpful.
-	1	is unselfish.
-	2	is generous.
-	1	is healthy.
-	1	is forthright.
-	1	is not a stuffed-shirt,

CATEGORY IVTEACHER'S OBJECTIVITY

School

<u>A</u>	<u>B</u>	The Teacher:
8	6	has no favorites.
5	1	is fair and just in all matters related to pupils.
4	3	is fair in judgement.
1	1	is just in decisions.

CATEGORY VCLASSROOM PROCEDURE

School

<u>A</u>	<u>B</u>	The Teacher:
1	1	is devoted to the subject.
6	9	is very exacting in demands on pupils.
3	-	develops good study habits.
-	5	gives grades which are an accurate measure of pupil's ability and performance.
3	1	bases her teaching procedures on pupil interest.
19	15	gets results. (knows how to teach subject)
1	1	succeeds in reaching goals set.

School

- | <u>A</u> | <u>B</u> | The Teacher: |
|----------|----------|-----------------------------------------------------------------------|
| 1 | 1 | uses democratic procedures. |
| 7 | 6 | gets beginners off to a good start. |
| 16 | 12 | presents material in a manner which is meaningful to pupils. |
| - | 4 | uses good methods in teaching the basic 3 r's. |
| 10 | - | is thorough. |
| 3 | 2 | has good ideas and does a wonderful job putting them to the children. |
| - | 2 | knows her children and how to reach them. |
| 1 | 2 | has classes which are never "hum drum". |
| - | 1 | has a most inspired approach to teaching. |
| 2 | - | believes in plenty of old-fashioned drill. |
| 7 | 2 | uses material other than textbooks. |
| 8 | 10 | is devoted to teaching. |
| 2 | - | creates pleasant working conditions in the classroom. |
| - | 2 | gives good foundation in English. |
| - | 3 | expects students to have assignments. |
| - | 3 | doesn't require too much homework. |
| 3 | 2 | has subject matter well organized. |
| 4 | - | is enthusiastic about the work. |

CATEGORY VITEACHER'S CONCERN WITH MORAL AND SPIRITUAL EDUCATION

School

- | <u>A</u> | <u>B</u> | The Teacher: |
|----------|----------|-----------------------------------------------------|
| 4 | - | has character. |
| - | 1 | is morally clean. |
| 4 | 8 | is interested in building good character in pupils. |
| 2 | 3 | gives evidence of a religious approval to living. |
| 3 | 3 | has principles and ideals which are good. |

School

- | <u>A</u> | <u>B</u> | The Teacher: |
|----------|----------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | - | teaches the children to get along together, and have respect for older people. |
| 1 | 1 | teaches not only by precept, but by example. Her life is an inspiration to all with whom she comes in contact, children and adults as well. |
| 1 | 2 | has a happy home life. |

CATEGORY VIITEACHER'S EXPERIENCE

School

- | <u>A</u> | <u>B</u> | The Teacher: |
|----------|----------|---------------------------------------|
| 2 | - | has many years of teaching. |
| 1 | 1 | younger teachers are better schooled. |

CATEGORY VIIITEACHER'S RELATIONS WITH COMMUNITY

School

- | <u>A</u> | <u>B</u> | The Teacher: |
|----------|----------|--------------------------------------------------------------------------------------------|
| - | 1 | cooperates with P.T.A. |
| 3 | 1 | is a good leader. |
| 4 | - | works for the benefit of the school and the community. |
| 1 | 1 | puts in extra time in helping parents to understand and help teachers with their children. |
| 4 | - | cooperates with parents. |
| 1 | - | is cooperative with fellow teachers. |
| 3 | 1 | is active in the community. |
| - | 1 | is a good citizen. |
| 4 | 1 | is well liked. |
| 1 | - | is a good organizer. |

CATEGORY IXTEACHER'S ROOM HOUSEKEEPING

School

- | <u>A</u> | <u>B</u> | The Teacher: |
|----------|----------|---------------------------------|
| 1 | 1 | has orderly working conditions. |
| - | 1 | keeps her room neat. |

CATEGORY XMISCELLANEOUS

School

- | <u>A</u> | <u>B</u> | The Teacher: |
|----------|----------|-----------------------------------------------------|
| 1 | - | excels in sports. |
| 2 | - | hearsay. |
| 25 | 21 | no reason given. |
| - | 1 | doesn't make any of the children stay in at recess. |
| - | 1 | teaches writing earlier. |
| 1 | - | has a modern outlook on teaching. |

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