



1983

Teacher Evaluation Process In Evangelical Christian Schools

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TEACHER EVALUATION PROCESS IN EVANGELICAL
CHRISTIAN SCHOOLS

A Dissertation
Presented to
the Faculty of the Graduate School
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
John Alvin Farris

May 1983

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TEACHER EVALUATION PROCESS IN EVANGELICAL
CHRISTIAN SCHOOLS

ABSTRACT OF DISSERTATION

The difficulty in developing an effective program of teacher evaluation is seen in the literature as stemming from the administrators' and teachers' different perspectives of evaluation. In this tenor the problem investigated four facets of an evaluation process: the need, purpose, procedure, and result of a teacher evaluation program found in evangelical Christian schools.

The purpose was fourfold: To compare the responses of the experienced, Christian day-school teacher to those of the administrator of the Christian day-school as to the (1) need, (2) purpose, (3) procedure, and (4) result of an evaluation process found in their schools.

The study was conducted in sixty-six Christian schools throughout California. Each institution had an enrollment of 400 students or more and a teaching staff of twelve or more members. An instrument based on Redfern's evaluation plan was used to survey the population. One-way analysis of variance procedures was used to test Hypotheses 1-11.

The findings showed differences in agreement with respect to responses among Christian educators in terms of their perceptions of a teacher evaluation process. There were many differences with regard to having a need for an evaluation process and its results. Differences were evidenced with respect to purposes of an evaluation process.

There were a few differences with regard to guidelines in evaluation procedures. There were many differences in terms of characteristics of and post-activities following an evaluation conference, appropriateness of the criteria for evaluations, and the attempt of the administration to clearly define criteria used. However, the findings evidenced agreement with regard to having a pre-conference and what areas are discussed within that conference.

Further replication studies among schools with enrollment of less than 400 and fewer than twelve teachers, studies using other experts' evaluation plans, broadening of the school of the study to a national survey and studies indicating what priorities of evaluation may exist are recommended.

ACKNOWLEDGEMENTS

The completion of a research study of this type could not be accomplished without the cooperation and help of many individuals. I am forever grateful to the many friends, colleagues, and others who did so much to make this project a reality.

Particularly valuable were the advice and guidance of my committee: Dr. T. C. Coleman, Dr. Joseph Anastasio, Dr. Marjorie Bruce, Dr. Bobby Hopkins, and Dr. Heath Lowry. As committee chairman, Dr. Coleman deserves special recognition for providing the necessary guidance, support, and insight so the project could be completed. Heartfelt thanks are also expressed to Dr. Hopkins for his additional time, counsel, and inspiration in bringing this study to its completion.

I wish to take this opportunity to thank Dr. Richard Wiebe, Regional Director of the California-Nevada-Hawaii Region of the Association of Christian Schools International for permission to use his constituencies for survey purposes. Gratitude is expressed to the administrators and teachers in the Christian schools which were surveyed for their full cooperation.

Finally, to express my appreciation and deepest love for all the devotion and sacrifice of my wife, Kerry and daughter, Johnelle, over the past few years during the pursuit of the doctoral degree cannot be properly expressed in words. However, it is my desire that their satisfaction and pride in our accomplishment will be an enduring reward.

I would feel remiss if I did not conclude with an expression of praise to God recorded in Psalm 103:1-2: "Bless the Lord, O my soul:

and all that is within me, bless his holy name. Bless the lord, O my
soul, and forget not all his benefits. . . ."

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Chapter I

INTRODUCTION AND BACKGROUND OF THE STUDY

The nature of most churches prompted them to assume responsibility for educating their constituency. Consequently, the church school became an institutional reality, and education of its membership became the school's major concern. Specific goals were not radically different from those of public education, but the church school has contributed to the fulfillment of some unique goals and objectives not attainable through public education.

Because of the present day tax structure, parents who are sending their children to the private Christian school and are paying the tuition for their children are also supporting the public school through their taxes. This has made teacher evaluation important for all Christian school administrators. The parents who have a vested interest in the schools are demanding an actual accounting of their schools. Parents who support the schools have the right to know that the teachers are accountable to them. The parents who are paying for Christian schools plus helping support public education have a much greater vested interest in the Christian school system and the dollars spent. By instituting a strong teacher evaluation program, Christian educators may promote parents' faith in the private school system and confidence to support it.

Before discussing the areas of teacher evaluation, the author looked for a clear definition of evaluation. In his Dictionary of

Education, Good defines evaluation as, "Consideration of evidence in the light of value standards and in terms of the particular situation, and the goals which the group of individuals is striving to attain."¹

Good would certainly agree that the principal and teacher must jointly plan for evaluation to meet certain objectives for the school year and must strive to attain these basic objectives. In a later edition Good changes his definition of teacher evaluation as:

. . . an estimate or measure of the quality of a person's teaching based on one or more criterion such as pupil achievement, pupil adjustment, pupil behavior, and the judgment of school officials, parents, pupils, or the teacher himself.²

It was quite interesting to this writer that now the pupils' performance is taken into consideration whereas before the definition dealt with value standards and goals set forth by a certain group of individuals. Performance objectives of children certainly must have influenced Good's definition of teacher evaluation. Good is also taking into consideration the complete area of accountability in the schools.

In 1970 the Ohio Education Association struggled with teacher evaluation and its purposes within the school setting. What appeared as an introductory statement to this study was:

Teaching is a process--an extremely complex one. In more than a half century of serious research on teacher competence, no one has yet produced dependable knowledge about what good teaching is and how it can be measured, according to a publication of the NEA called 'Who's a Good Teacher?' While it is difficult to predict what qualities will make a teacher successful, the report has this to say about unsuccessful teachers, . . . 'poor maintenance of

¹C. Good, Dictionary of Education (2nd ed.; New York: McGraw Hill, 1959), p. 209.

²C. Good, Dictionary of Education (3rd ed.; New York: McGraw Hill, 1973), p. 221.

discipline and lack of cooperation tend to be found as the chief causes of failure.'

The appraisal of teachers and of teaching competence is a technical function, but one that cannot be shunned. One appraisal of the impact of evaluation on the staff is by such data as rate of teacher turnover, measures of morale, extent of the effort made by teachers to improve themselves professionally, and the number of grievances and complaints made by parents.

One does not appraise teaching; one appraises the conditions that one can modify to stimulate great teaching. We may not be able to measure it accurately, but everyone agrees that good teaching is the most important element in a sound educational program.

There are dozens of instruments designed to measure process items and to offer scores on a scale of school quality. Remember that all such approaches are based on inferences about probable effect of each process item on student learning. There is a strong element of faith in the approach--faith that small classes, lovely school building, well-prepared teachers, excellent materials of instruction will result in better education.³

This statement points out the extreme problem in developing a program of teacher evaluation. Good teaching is difficult to measure. Teaching is working with children. Each child is unique in himself; each child requires different divergent attention from the classroom teacher. One child may react to one particular method or approach while another may react or learn from another approach. What may work for one teacher may not work for another teacher. This makes the principal's job of evaluation much more difficult. Yet in all the research, appraisal is important and cannot be neglected. Some standards can be set to meet the varied situations. As the Ohio statement carefully states, "you do not appraise teaching, you appraise the conditions that you can modify to change." This is the approach every principal must

³"Inter-face on Learning," (Columbus, Ohio: Ohio Education Association, 1970), p. 1. (Mimeographed.)

use, because the actual teaching you cannot appraise, but you can see the conditions of the teaching techniques, the approaches, the instruments, the morale of the teacher, the staff and the entire school. Teacher evaluations keep teachers and principals alert so that those conditions are positive and healthy.

From the historic perspective of teacher evaluation, the researcher cites several studies.

McKibben's⁴ comment that there has been little serious effort to evaluate the results of Christian education was borne out in a search of the literature. In a report to a Conference on Evaluation in Christian Education, Spaulding⁵ indicated that though the idea of evaluation and measurement in Christian education is not new, its use has been spasmodic. Betts⁶ did some pioneering work in evaluation pupil progress through records, rating scales, and tests. Watson⁷ and Mayer⁸ did similar work. Following these studies, little was done for many years. A surge of

⁴Frank McKibben, Guiding Workers in Christian Education (New York: Abingdon-Cokesbury Press, 1953).

⁵Helen F. Spaulding, "Historical Statement," Evaluation and Christian Education, ed. Helen F. Spaulding; paper presented at The Conference on Evaluation in Christian Education, Drew University, Madison, N.J., September 8-12, 1959 (New York: National Council of Churches of Christ in the U.S.A.).

⁶George H. Betts, The Curriculum of Religious Education (New York: Abingdon Press, 1924).

⁷Goodwin Watson, Experimentation and Measurement in Religious Education (Chicago: International Council of Religious Education, 1927).

⁸Otto Mayer, Measurement in the Church School (Chicago: The International Council of Religious Education, 1932).

interest in evaluating the Christian education program resulted in the Conference on Evaluation in Christian Education held at Drew University, Madison, New Jersey, September 8-12, 1959.⁹

Following the conference, Whipple,¹⁰ Dietterich,¹¹ and Wonders¹² conducted similar studies dealing with the evaluation of Christian teachers. In these studies it was concluded in each one that there was a need for additional training of Christian educators.

In summary, the concept of evaluation as a means of improving instruction is generally accepted. Although research findings agree that instruction is improved through evaluation, there is no common agreement among educators as to what constitutes effective evaluation.

The present study was designed to investigate evaluation in the evangelical Christian schools in California. More specifically, the intent of the study was to examine the formative evaluation in processes in the aforementioned schools.

⁹Ralph Alvin Strong, "An Analysis of the Scores on Twelve Observation Scales of the INSTROTEACH" (Doctoral dissertation, Arizona State University, 1971), p. 25.

¹⁰C. E. Whipple, "The Teaching Ministry of the Priests in the Episcopal Church" (Doctoral dissertation, New York University, 1959).

¹¹P. M. Dietterich, "An Evaluation of a Group Developmental Laboratory Approach to Training Church Leaders" (Doctoral dissertation, Boston University, 1961).

¹²Alice Wallace Wonders, "An Evaluation of the Leadership Education Program of the Methodist Church in the Central Texas Conference" (Doctoral dissertation, North Texas State University, 1961).

THE STATEMENT OF THE PROBLEM

In order to clarify an evaluation process, as it was used in the study, Redfern explained its connotation. He stated that evaluation process included a need phase, a purpose phase, a procedural phase, and a resultant phase.¹³ In this sense, the investigation addressed the following facets: Was there agreement among Christian educators as to (1) the need for evaluation processes found in evangelical Christian schools, (2) the purpose of an evaluation process for those schools, (3) the procedures of an evaluation process for the schools, and (4) the results of the evaluation process for evangelical Christian schools?

THE PURPOSE

The purpose was fourfold: (1) to compare the responses of the experienced, Christian day-school teacher to those of the administrator of the Christian day-school as to the need of the evaluation process found in their schools, (2) to compare the responses of those two groups to the purpose of the evaluation process found in their schools, (3) to compare the responses of those two groups to evaluation procedures found in their schools, and (4) to compare the responses of those two groups to evaluation results found in their schools.

¹³George B. Redfern, How to Appraise Teaching Performance (Columbus: School Management Institute, Inc., 1963).

SIGNIFICANCE OF THE STUDY

Christian school board members and parents are aware that states are adopting laws for school evaluation. There may be a day when the state may also control Christian schools. By instituting a strong program in teacher evaluation, Christian educators can offer parents quality education. A strong evaluation program will promote parents' faith in the private school system and confidence to support it.

DEFINITIONS

The terms that will be used in this study are defined as follows:

1. Appraisal - This is an evaluation or measure of the quality of a person's teaching based on one or more criteria such as pupil achievement, pupil adjustment, pupil behavior, and the judgment of school officials, parents, pupils, or the teacher himself.¹⁴ The terms "appraisal" and "evaluation" will be used interchangeably in this study.
2. Christian Education - Education that has a Christo-centric world view, or that operates from a biblical view of God, man and the universe.¹⁵
3. Christian Educator - The administrators of Christian schools and Christian school teachers.

¹⁴Ibid.

¹⁵H. Y. Byrne, A Christian Approach to Education (Milford, Michigan: Mott Media, 1979).

4. Christian School Administrator - That person assigned the responsibility of administration and supervision of a private, Christian school.¹⁶

5. Evaluation - This is an appraisal or measure of the quality of a person's teaching based on one or more criteria such as pupil achievement, pupil adjustment, pupil behavior, and the judgment of school officials, parents, pupils, or the teacher himself. The terms "appraisal" and "evaluation" will be used interchangeably in this study.

6. Evangelical -

All Christians within Protestant Christianity who emphasize salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of Scripture, and the importance of preaching in contrast to ritual as a means of saving grace.¹⁷

The terms "conservative" (doctrinally) and "fundamentalist" are often used to identify this segment of Christendom.¹⁸

7. Experienced Christian School Teacher - One who had taught in a private, Christian school for at least nine months and will be presently engaged in teaching at the time of response to the questionnaire.

8. Instrument - The questionnaire that will be used in this study which was derived from the component parts of George Redfern's concept of teacher evaluation. The terms "questionnaire" and "instrument" will be used interchangeably in this study.

¹⁶Ibid., p. 217.

¹⁷B. L. Shelley, Evangelicalism in America (Grand Rapids: William B. Eerdmans Publishing Company, 1967), p. 14.

¹⁸John Richard Cionca, "Content Validation of the Christian Leader Definition" (Doctoral dissertation, Arizona State University, 1977), p. 12.

9. Questionnaire - The instrument that will be used in this study which was derived from the component parts of Redfern's concept of teacher evaluation. The terms "questionnaire" and "instrument" will be used interchangeably in this study.

HYPOTHESES

Hypothesis 1. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Clarify duties and responsibilities of teaching.
- b. Improve teaching performance.
- c. Promote professional growth in teachers.
- d. Facilitate better communication.
- e. Foster job satisfaction.
- f. Make judgments based on the closeness-of-fit between the desired competencies and observed competencies.

Hypothesis 2. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Become aware of the expectation of the administrator.
- b. Establish pertinent educational objectives.
- c. Have a closer relationship between supervision and appraisal.
- d. Identify the areas of teaching which need improvement.

Hypothesis 3. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Define the nature of a teacher's job.
- b. Establish goals and objectives by the teachers.
- c. Indicate the process by which evaluative judgment will be made.
- d. Clarify the role of evaluatee and evaluator.
- e. Clarify the rationale for teacher evaluation.
- f. Show the purpose of an evaluation conference.

Hypothesis 4. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Become aware of the quality of a teaching performance as an on-going procedure.
- b. Strengthen performance where needed.
- c. Be able to report to the board of education the status of teacher performance.
- d. Provide documentation for employment decisions.

Hypothesis 5. There is no difference of perception between administrators and teachers of private Christian schools with regard to having a pre-conference.

Hypothesis 6. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects in a pre-conference:

- a. Define the nature of the teacher's role in the classroom.
- b. Establish objectives to be taught.
- c. Explain the evaluation process.

Hypothesis 7. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following results of a teacher evaluation process:

- a. Documented observation.
- b. Informal visitations.
- c. Logs of teacher activities.

Hypothesis 8. There is no difference of perception between administrators and teachers of private Christian schools with regard to characteristics of a teacher evaluation conference:

- a. Efforts toward mutual understanding.
- b. Established tone of helpfulness and sincerity.
- c. Availability of knowledge of and information about the teacher.
- d. Use of evaluative judgments geared toward improvement of instruction.
- e. Balance between listening and speaking.
- f. Time spent on successful performance.
- g. Identification and discussion of areas of improvement.
- g. Teacher being provided with a written evaluation.

Hypothesis 9. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following activities of a post-evaluation process:

- a. Agreeing on specific follow-up activities.
- b. Clarifying the responsibilities of both the teacher and administrator for carrying out commitments for action.
- c. Keeping informal notes and records of expressed proposals and subsequent implementing action.

- d. Administrator keeping in touch with the teacher.
- e. Counsel and guidance are encouraged when there is a need.

Hypothesis 10. There is no difference of perception between administrators and teachers of private Christian schools with regard to the appropriateness of the criteria for a teacher evaluation process which is used at their own school.

Hypothesis 11. There is no difference of perception between administrators and teachers of private Christian schools with regard to the clarity of the evaluator in defining the criteria he/she uses in evaluating teachers.

ASSUMPTIONS

Those reasonable but unproven factors related to the efficacy of this study were:

1. Although there may be as many instruments used today as there are schools, Redfern's model is considered appropriate for this study.
2. The schools tested may have some form of evaluation process that involves steps and operations.
3. The validity of the questionnaire or data will not be affected by factors relating to the closing of the school calendar.

LIMITATIONS

This study will be limited to Christian educators who are employed by evangelical Christian schools. Specifically, the study will be limited to Christian schools with an enrollment of 400 or more students with a teaching staff of at least twelve instructors and a full time administrator and who are members of the California-Nevada-Hawaii Region of the

Association of Christian Schools International. Furthermore, this study was limited within the Christian school to the chief administrator and two experienced teachers per school.

Primarily, the generalization values of the findings and conclusions are limited by the population selected for the study but may offer useful information for a larger population. The population included sixty-six chief administrators and 132 experienced teachers who teach in sixty-six evangelical Christian schools all in California.

SUMMARY AND ORGANIZATION OF THE STUDY

The first chapter served as an introduction to the study; it provided a statement of the problem, a statement of the purpose, justification for the study, definitions of terms used, a statement of the hypotheses, assumptions of the study, and delimitations. Chapter II consisted of a review of related literature which includes (1) literature related to the purposes and principles for teacher evaluation, (2) literature related to the task of evaluating teaching, and (3) literature related to evaluation instruments. Chapter III contains a discussion of methodology, which includes a restatement of the problem and purpose, a discussion of the population and sample, a discussion of the research design, sources of data, a description of the instrument used, a restatement of the hypotheses, and statistical analysis of data. Chapter IV reports the stated hypothesis; and Chapter V includes the summary, conclusions, administrative implications, recommendations, and discussion.

Chapter II

REVIEW OF SELECTED LITERATURE

The review of the literature related to the purpose of the various aspects of the evaluation process and its actual procedures found in Christian schools was confined to three areas. The first of these areas dealt with the purposes and principles for teacher evaluation. The second was related to the task of evaluating teaching. The third area focused on research studies related to evaluation instruments.

PURPOSES AND PRINCIPLES FOR TEACHER EVALUATION

The researcher indicated that there are numerous studies regarding purposes and principles of teacher evaluation. These were alike in many respects. In the studies researched six major principles were of uniform importance: (1) Establish a positive relationship or rapport at the beginning of the school year. Keep the lines of communication open. The child must always be the goal. A better program is the ideal in any school. (2) Principals must be in a position to offer help and suggestions and help develop a weakness into a strength. (3) Never should evaluation be a threat to the teacher's position in tenure or toward merit pay. The goal must be to improve instruction to that child in the classroom. (4) Records must be kept confidential. (5) Teachers should be given an opportunity to observe other teachers within and without the system.

(6) The principal should set a series of priorities regarding evaluation. Some parts of a teacher evaluation are not as important as others.¹

The Study of Marks, Stoops and King

This particular investigation highlights these six principles:

(1) Supervisory visits should be focused upon all elements of the teacher learning situation, not merely upon the teacher. (2) The chief purpose of supervisory visits should be the improvement of learning; they should be inspirational and instructive rather than inspectional and repressive. (3) Supervisory visits should afford each teacher a definite and concrete basis for improvement. (4) The principal, not the staff specialist-consultant, should be responsible for what transpires in the classroom. He is responsible for the improvement of instruction in all areas, at all levels. (5) The principal's first concern should be for the safety, welfare, and development of the students; and then for the safety, welfare, and development of the staff. (6) The principal should help the teachers to use various measures of self-evaluation. (7) Teacher should feel free to discuss their problems and to make suggestions. The principal must respect the opinions and points of view of the professional staff.²

The authors placed greater emphasis on the child rather than the extreme concern for the protection of the teacher. They emphasized the teaching-learning situation in which improvement is the key to teacher

¹G. W. Rose, School Executive's Guide (Englewood Cliffs, New Jersey: Prentice Hall, 1964).

²J. Marks, E. Stoops, and Joyce King, Handbook of Educational Supervision: A Guide for the Practitioner (Boston: Allyn and Bacon, 1971).

evaluation. According to Marks and Stoops, if the safety, welfare, and development of the students and the school came first, then the teachers would also benefit from the program.

The Dal Santo Study

This research affords a different approach toward teacher evaluation. The author's purpose to improve instruction was the same as the other writers; however, his process differed. According to Dal Santo, the primary goal of teacher improvement is to improve the instructional program of the school. The writer stated that the school principal is expected to work very closely with the school personnel who have aims similar to his own. This cooperative effort has the common goal of providing students with the best possible educational program available for all of them. The following were some of his successful schemes for implementing innovations within his school: (1) Strive continually to improve the working condition of teachers for more effective teaching results. (2) Strive to provide staff with an inservice program that is practical, progressive, and professional. (3) Strive to improve operational administrative procedures so proper assistance can be given to improve and aid the teaching staff. (4) Work continually to develop a functional curriculum in accordance with the needs and interests of ones pupils. (5) Make efforts continually to emphasize the need for the follow-up study of one's programs.³

Dal Santo's study takes another step further in teacher evaluation. The article stresses the concept of a joint effort between

³J. Dal Santo, "Guidelines for School Evaluation," The Clearing House, XXXIX (November, 1957), 181-5.

administrators and teachers to reach the goals set at the beginning of the year. His study went further than many studies researched. In-service programs, working conditions of teachers, curriculums in the school, and follow-up study were important factors in Dal Santo's process to improve teacher performance.

The Linder and Gunn Study

The authors listed the following criteria as important for an effective teacher evaluation program: (1) Evaluation of the work of the teacher should be made in terms of the school philosophy and objectives which the teacher is expected to attain. (2) Where reliance must be placed on subjective means of appraisal, it is best to tackle only one factor at a time. (3) Measuring devices are made to correspond as nearly as possible to the functional units of student behavior being appraised. (4) The pattern of evaluation should be variable enough to provide for the individual differences between teachers. (5) Planning for evaluation should be a group endeavor. The persons affected by the evaluation should participate in all phases of the plan, arranging, executing, and determining follow-up activities, and (6) self-analysis and self-appraisal should be part of the evaluation program.⁴

This study places heavy emphasis on self-evaluation, self-analysis and self-appraisal. The authors pointed out that evaluation of self was important and good and that these self-appraisals must be openly shared with other members of the staff or with the administrator to be

⁴E. Linder and H. M. Gunn, Secondary School Administration: Problems and Practices (Columbus: Charles E. Merrill Books, Inc., 1963).

effective. They further indicated that the strength of self-evaluation was the sharing with one's fellow staff members the areas of growth each teacher needed to improve. Self-evaluation instruments are growth instruments.

The Redfern Study

The author summarizes the basic principles and criteria for teacher evaluation in a most succinct manner. His guidelines are:

1. Establish rapport with your teacher. This will not be difficult if you (a) observe rather frequently, (b) practice the precepts of good human relations, and (3) are a true leader of the school's instructional program.
2. Schedule observations carefully. In all probability, you will want to start observing new teachers and those who are insecure or less able in the autumn. Start observing experienced teachers in perhaps, November.
3. Plan a cycle of observations to observe the teacher at different times in the school day and at various times of the school year.
4. Prepare yourself for each visit. For new teachers, you may need to review professional background and abilities. You also need to be informed about the particular class--the social and economic backgrounds of the children and their learning ability.
5. Recognize that each visit needs a purpose. In many instances, you will want to focus either on some matter in which the teacher is interested or some particular problem.
6. Make a record of each classroom visit, either during the observation period or immediately thereafter so that you do not have to depend too much on recall. You may wish to take down verbatim statements during the observations, but remember you are there to see and hear--not to take copious notes. Let teachers know what you have recorded about their teaching. Like other employees, they are very curious about this, and you can damage rather than improve your relationship with them if you are not frank.⁵

⁵George B. Redfern, Improving Principal-Faculty Relationships: Successful School Management Series (Englewood Cliffs: Prentice Hall, 1966), pp. 33-4.

Redfern's process is well spelled out, well prepared and well organized. If teachers knew before school started that this was the program for the coming year, many of their anxieties would be alleviated. The author placed heavy emphasis on the post-conference visit and the records that are kept about the observation.

The Harris Study

Lastly, this investigation proposed teacher evaluation as being a three-phase process which includes: (1) identification of the competencies desired in the evaluatee, (2) description of the teacher in terms of those desired competencies, and (3) the making of judgments based on the closeness-of-fit between the desired and described competencies.⁶

The author placed a heavy emphasis on teacher competencies. These competencies should be few in number and demonstrably related to effective teaching. They should be sufficiently specific so that they are clearly definable. These competencies should be able to be measured and subject to change as a result of on going in-service programs and instructional supervision.

TASK OF EVALUATING TEACHING

The tasks of evaluating teaching were confined to two areas of review. They include: (1) evaluation in Christian education and (2) evaluation in public education.

⁶Ben M. Harris and others, Personnel Administration in Education (Boston: Allyn and Bacon, Inc., 1979), pp. 289-99.

Evaluation in Christian Education

The research studies on the evaluation of Christian educators have repeatedly suggested a need for further training in teaching skills. Some of the studies indicate a crisis that some religious education institutions are undergoing because of a lack of adequately trained staff.

The Fowler Study. The investigator formulated a research project which attempted to measure change, in selected areas of leadership, attributable to the Institute Training Program of the Protestant Episcopal Church. Fowler collected data from six instruments administered to the delegates attending the training program. The research found significant changes among subjects participating in the laboratory training. The self-scores of the participants indicated net gains in teaching skill improvement ranging from 13.6 percent to 32.2 percent, a substantial change for such a relatively short period of time.⁷

The Hekman Study. The researcher undertook a national survey of Christian high school English programs to study the reading habits of high school students, and the teaching practices of the best and the worst teachers cooperating in the study. Comparing teacher practices, the researcher found:

A comparison of six of the most successful English teachers with six of the least successful English teachers in the survey revealed that the most successful teachers spend slightly more time preparing for classes, tended to rely more on student-centered methods such as discussion, participated much more actively in professional activities

⁷M. J. Fowler, "A Group Laboratory Approach to Training Leaders in the Protestant Episcopal Church: An Evaluation" (Doctoral dissertation, Boston University, 1965), p. 57.

than the least successful teachers. There seems to be some evidence that teacher personality may be an important factor in the learning process.⁸

He concluded that much of the teaching in the surveyed schools was in serious need of improvement.

Assessment instrument studies. Three studies examined the establishment and utilization of an instrument for assessing the effectiveness of religion teachers in Seminaries of the Church of Jesus Christ of Latter-Day Saints. Richings, Warner, and Hales each conducted a separate study related to the Student Evaluation of Seminary (SES) evaluative instrument.

The specific purpose of the project conducted by Richings was to determine the reliability and the validity of the SES instrument, to establish norms for its use and to analyze the interrelationships of the data provided by the instrument. Three tests were used to establish criterion validity, and test-retest method was used to discover the reliability of the instrument. Richings found "only slight evidence supporting the criterion related validity of the SES," while "the reliability and the content validity of the instrument were found to be very high."⁹

⁸Bruce Allen Hekman, "A Study of English Programs and In-service Teacher-Training Opportunities in Selected, Private, Church-Related High Schools" (Doctoral dissertation, University of Illinois, 1971), p. 93.

⁹James Alden Richings, "The Reliability and Validity of an Instrument for Evaluating Teacher Effectiveness in the Seminaries of the Church of Jesus Christ of Latter-Day Saints" (Doctoral dissertation, Brigham Young University, 1973), pp. 32-40.

Further information was provided by Warner.¹⁰ His investigation examined different variables involved in the Student Evaluation of Seminary instrument so that prospective teacher's SES scores could be weighed properly for employment decisions. The analysis of variance compared student teachers while teaching with ratings of the same teachers while employed full-time and considered the variables of sex, class size, and class self-opinion plus their interactions. The findings of the study led to the following conclusions: (1) SES scores on student teachers being considered for employment, must be considered to be more favorable to the student teacher than the ratings he would receive in full-time teaching; (2) first-year teachers can be evaluated any time during the year with the same results; and (3) SES student ratings on any teacher in the seminary program should be considered in light of student sex, class size, and student attitude. The third study related to the Student Evaluation of Seminary instrument for assessing teacher competence was conducted by Hales¹¹ of Brigham Young University. The primary purpose of his inquiry was to determine whether the early judgments of students, cooperating teachers and supervisors, concerning the teaching behavior of their student teacher were subject to significant change during the student teacher's assignment.

¹⁰Paul Ross Warner, "An Assessment of the Student's Evaluation of Seminary Instrument for Use in the Seminaries of the Church of Jesus Christ of Latter-Day Saints" (Doctoral dissertation, Brigham Young University, 1974), p. 82.

¹¹Robert Lee Hales, "A Pre Posttest Comparison of Rater Opinions Regarding Secondary Student Teacher Performance" (Doctoral dissertation, Brigham Young University, 1976), pp. 18-24.

An analysis of variance of pretest-posttest rater opinions led to the conclusion that "early composite evaluations of student teachers by secondary students and cooperating teachers on the 'SES' would act as valid predictors of their final composite evaluations."¹² Supervisors' ratings, however, would not serve as valid predictors. Lastly, the studies conducted by Richings, Warner, and Hales have illustrated the need religious educators have felt for the improvement of teaching competence within their day-school ministries. The Student Evaluation of Seminary (SES) instrument is an attempt on the part of seminaries of The Church of Jesus Christ of Latter-Day Saints to evaluate the teaching behaviors of their school teachers.

The Holtzen Study. An investigation attempted to identify the competencies and characteristics of successful performance by teachers in elementary schools operated by Congregations of the Luthern Church, Missouri Synod. Fifty competencies and characteristics were generated, refined, and ranked by a panel of 90 Lutheran educators. The highest 28 items were assembled into a five-point teacher rating scale, and used by principals, peers, and 197 student teachers to assess the student teacher's teaching.

A chi-square test of significance led to a rejection to the hypothesis that there would be no significant difference between the level of importance assigned to a specific competency or characteristic and the level of performance derived from an assessment of teaching

¹²Ibid., p. 24.

performance for the same item. Two of the researcher's findings were of special interest:

Ratings were consistently highest for items contained within the category of Christian commitment. Ratings were consistently lowest with regard to teacher's ability to evaluate their own teaching performance.

Composite self-ratings were higher than ratings submitted by peer teachers or principals. Principals submitted ratings which were lower than peer teacher's ratings on the same subjects.¹³

It should be noted from this inquiry that Holtzen did find differences in teacher evaluation depending on whether a principal, peer, or the teacher himself was the rater. His statement, "ratings were consistently lowest with regard to teacher's ability to evaluate their own teaching performance,"¹⁴ would suggest the benefits of an evaluation program which did not utilize self-ratings.

The Schulz Study. A study was conducted in the evaluation of teaching competence. The researcher used education students at Concordia Teacher's College. He established three groups (two experimental and one control) to analyze how student's self evaluations related to teaching design.

Sixty-two subjects in the student teaching, laboratory group (ST-L) spent the first half of the semester in the student teaching assignment, and the second half in the teacher laboratory program. Seventy-six subjects were in the L-ST experimental group, which participated first in the laboratory, and lastly in their teaching assignment.

¹³Lee Roy Holtzen, "A Study of the Attainment of Selected Objectives by Graduates of a Church-Related Teachers College" (Doctoral dissertation, University of Nebraska, 1974), p. 112.

¹⁴Ibid.

A control group of 132 seniors was not included in either of the professional semester's experiences.

The researcher found a positive relationship between the variations of the student's competency self-evaluation ratings and the learning experiences provided in the study design. The ST-L and the L-ST groups identified similar teaching competency level development in comparison to the group which did not participate in either the teacher laboratory program or the student teaching experience.¹⁵ The research implied that where teacher self-evaluations are used, close professional training and guidance should be provided as part of the training process.

The Van Essen Study. Concerned that there were a number of Christian schools which did not have a formal teacher evaluation program, Van Essen used Sylvan Christian School in a case study illustrating the importance of teacher evaluation. Teachers at the school were asked to respond to the school's total evaluation program. In addition to the analysis of teacher responses, the writer also analyzed the school's principal on his major role of evaluating the teachers on his staff.

The author set forth the following conclusion as a result of the case study. Effective evaluation requires maturity from the administrator, which is not easily attained. It assumes that principal and teacher will be evaluated. It is a constructive professional service and not a matter of personal favoritism or attack. It assumes communications between the evaluator and evaluatee. Fellow teachers should participate

¹⁵Marlin William Schulz, "An Analysis of Self-Ratings Performed on Selected Teaching Competencies by Elementary Teacher Education Seniors" (Doctoral dissertation, University of Nebraska, 1974), pp. 52-64.

and have complete confidence in the principal who is doing the evaluation. A professional relationship must exist.

In the Christian school system evaluation is necessary not only for improvement of instruction, though that is a major purpose, but for other reasons as well, such as indefinite tenure, promotion or reassignment, and termination of contract. There must be a clear statement of policy developed jointly by teacher and principal for these actions.¹⁶

The Baldree Study. This study was conducted at the Southern Baptist Theological Seminary. The major purpose of his study was to develop criteria for evaluation programs of Christian education in selected evangelical liberal arts colleges. Christian education in Christian schools could only be as effective as the competence of its teachers. In order for students to improve their teaching skills, the researcher held the Christian education programs needed to improve. As Baldree expressed it in his findings, students would accrue the greatest benefits through improved learning experiences as faculties improved programs.¹⁷

Evaluation in Public Education

The aspects of general education which were reviewed in this study relate specifically to the evaluation of teaching competence. Though there has been more activity in the field, and formal work in

¹⁶Willard Van Essen, "Teacher Evaluation at Sylvan Christian School: A Case Study" (Doctoral dissertation, University of Michigan, 1975), pp. 194-12.

¹⁷J. Martin Baldree, Jr., "Criteria for Evaluating Programs of Christian Education in Selected Evangelical Liberal Arts Colleges" (Doctoral dissertation, Southern Baptist Theological Seminary, 1976), pp. 137-43.

evaluation began much earlier in public education than in Christian education, the task of identifying the "what" and "how" of evaluation has not been necessarily simplified.

Teacher effectiveness studies. Tomlinson,¹⁸ in his review of the history of evaluation stated that efforts to evaluate the performance of teachers are probably as old as the teaching profession. The first recorded efforts to identify factors related to teaching effectiveness were based upon opinions about teachers, usually those of distinguished educators.

Remmers,¹⁹ in a report of research of the early decades of this century indicated evaluation was aimed at discovering characteristics of effective teachers. Though many lists of traits were identified, his review of the research revealed that most of these traits do not correlate with pupil change. Fattu²⁰ corroborated this idea, and added to the complexity of the problem when he reported that, at present, overall administrative opinion is probably the most widely used measure of teacher competence, and it is reliable, but not valid, since it does not correlate with the supervisor's rating, nor with measures of pupil progress. Lauritz added, "If we say teaching can be evaluated, we assume

¹⁸Loren R. Tomlinson, "Pioneer Studies in the Evaluation of Teaching," Educational Research Bulletin, XXIV (1955), 63-71.

¹⁹H. H. Remmers, "Second Report of the Commission on Teaching Effectiveness," Journal of Educational Research, XLVI (May, 1953), 641-58.

²⁰Nicholas A. Fattu, "Teaching Effectiveness," National Education Association Journal, L (October, 1961), 55-6.

there exists a definition of teaching which is acceptable to educators."²¹ He further stated that it is not now possible to evaluate teaching with any precision or regularity; we can only measure little pieces with pupil achievement tests. Mitzel summed up some of this frustration: "The task of identifying effective teaching is crucial. More than half a century of research effort has not yielded a meaningful, measurable criterion around which the nation's educators can rally."²² Remmers²³ further supported this idea by reporting that one of the results of this research is to discover that teacher effectiveness is multidimensional and very complex, involving personality structure, social adjustment, intelligence, home determined attitudes, and values of pupils, as well as teachers. Smith²⁴ supported this finding, and indicated that teaching is far too complex to permit general evaluation. Evaluation of a teacher's work must always be specific. A teacher may be skillful in one task and not so skillful in another. There is no reason to expect every teacher to be equally skillful for all objectives of instruction. There must be specificity in evaluation based on scientific knowledge of effects of various forms of teacher behavior.

²¹James Lauritz, "Thoughts on the Evaluation of Teaching," The Evaluation of Teaching, Report of the Second Pi Lambda Theta Catena (Washington, D.C.: Pi Lambda Theta, 1967), pp. 32f.

²²H. E. Mitzel, "Teacher Effectiveness," Encyclopedia of Educational Research, ed. Chester W. Harris (3rd ed.; New York: The MacMillan Company, 1960), p. 1481.

²³Remmers, op. cit.

²⁴B. Othanel Smith, "Teaching: Conditions of Its Evaluation," The Evaluation of Teaching, Report of the Second Pi Lambda Theta Catena (Washington, D.C.: Pi Lambda Theta, 1967), pp. 65-84.

Teacher appraisal studies. McFadden reported that one of the most challenging questions facing education is how to design a system of appraising teachers that (1) the teaching profession will accept as being valid and useful, (2) the public will accept as reasonable in accounting for effective and efficient use of teacher manpower resources, and (3) school management will accept as useful in controlling the quality of the most crucial of all the variables contributing to the realization classroom goals and objectives--the teacher.²⁵ It was further added that teachers perceived the current standards of effective teaching as being too vague and ambiguous to be of any value, and they believed that current appraisal techniques and procedures were falling considerably short in collecting valid information of a teacher's performance in the classroom. As a result they do not accept the presence of appraisal activities in the school as serving any useful function.²⁶

Further research studies corroborated this concern by indicating that this problem of teacher evaluation is a struggle in many educational communities. One such study that was noteworthy was conducted by Drummond, who asked the following four questions regarding the rationale for teacher evaluation:

The first question I ask when my organizational superior or my students suggest that I be evaluated is 'Why?' that is, what are the motives? Do they wish to hurt or help? If they wish to help, will what they do or what they say result in my having an easier or a more satisfying job? Or will they try to make my work more difficult and taxing--to make me feel even more guilt than I do for the fact that some children do not learn as they should? I carry around a sack full of guilt already, enough so that some days it's hard for me to be

²⁵D. N. McFadden, Appraising Teaching Performance (Wheaton: Battelle Memorial Institute, 1970), p. 1

²⁶Ibid.

enthusiastic about my job. But the malady of the public school teacher [includes]: being held responsible (not accountable) for student performance without having any control over the circumstance or conditions that influence performance--class size, curriculum, schedule, parental expectation, and the rest.

The second question I ask is, Who will do it? The few people I consider competent to evaluate my teaching are the ones who 'know their stuff.'

The third question I ask about being evaluated is, What criteria will be used? Is the evaluation form closely related to what the teacher is trying to do?

The fourth question I ask is, What records will be kept? Where, for how long, and who will have access to them? The teacher wants access to the records, and wants to know for what purpose they are being used.²⁷

Drummond's four questions are obviously asked by a teacher. This study points out how important it is to involve the teacher in the evaluation program and in the process. If the teachers are not involved, the principal or supervisor is immediately held suspect. Drummond is correct when he says, "few people are competent to evaluate his teaching." Sad to say there are administrators who were poor teachers. The competence of an evaluation could well be another study.

The Farquhar Study. As stated by Farquhar,²⁸ the most typical methods for evaluation teaching in the field of education are rating scales and systematic observation (using schedules that focus attention on particular aspects of classroom behavior such as the teacher's ability to ask high-order cognitive questions, to demonstrate enthusiasm, to use

²⁷W. H. Drummond, "Involving the Teacher in Evaluation," The National Elementary Principal, LII (February, 1973), 31-2.

²⁸Robin H. Farquhar, How the Teaching Profession Measures Teaching Effectiveness, U.S., Educational Resources Information Center, ERIC Document ED 183 683, 1978.

direct and indirect questioning techniques, to probe for student responses, to accept student feeling, to give directions, and to use student ideas). The author pointed out, however, that observations may not be good measures of teaching effectiveness because the results are not generalizable beyond the situation under observation, because they are subject to observer bias, and because atypical behavior of the teacher is often demonstrated when the observer is present.

He further wrote that in the vast majority of school systems, classroom observation of teaching by principals or supervisors is the standard method of evaluation. In most cases a check list of rating form is used.

According to the researcher, if there was a commitment by the administration to the improvement of teaching in terms of a set of criteria that would be directly related to behavior to student growth, and adequate instrumentation for reliably measuring and assessing teacher performance, then an alternative approach to teacher evaluation would be appropriate. This approach consists of three phases: (1) the objective-setting phase, in which the supervisor and the teacher agree in advance on what the intended outcomes of a period of teaching are, what procedures and resources will be used in the teaching, and what methods and criteria will be employed in assessing the effectiveness of the teaching. (2) The teaching phase, using the procedures and resources agreed to earlier; here, the supervisor may help in providing the support and technical assistance needed. (3) The evaluation phase, conducted according to the methods and criteria agreed on in advance; the teacher is accountable for achieving the learning objectives determined at the beginning, and no new criteria are entered during the process. At the conclusion of this

sequence, the supervisor and teacher together make comparisons between the anticipated and actual outcomes and, if there is a discrepancy, they determine whether it results from unrealistic objectives, from an inappropriate evaluation system, from inadequate instructional procedures and resources, or from unsatisfactory teaching performance. They make the indicated adjustments and then the process begins again, for it is cyclical in nature.

Farquhar felt that such an approach would avoid most of the major weaknesses in typical current efforts at teacher evaluation, but it would require a major commitment by the organization to instructional improvement, particularly in the form of time and talent on the part of the supervisor or instructional developer.

The Smyth Study. It was reported that studies have revealed inconsequential amounts of time on the part of principals have been devoted to either the formative or summative evaluation of teaching staff. He suggested that the principal should be more concerned for instructional evaluation than on "crises" of a non-educational type. By becoming more actively involved in teacher evaluation, the administrator will become concerned with classroom instructional strategies.²⁹

Lately, there are remarkable improvements in the area of classroom observation. This has been supported by recent research on teacher effectiveness.

As a result of recent research findings, there are promising indicators of teacher effectiveness which might form a base for the

²⁹John Smyth, "Teacher Evaluation: Rationale, Procedures," NASSP Bulletin, LXIV (March, 1980), 51-5.

construction of effective classroom observation instruments. These indicators are as follows: (1) Amount of time spent by students in purposeful learning activities is directly related to achievement. (2) Praise of student academic responses is more effective than praise of student behavior. (3) Behavior modification techniques, used in moderation, appear to be effective. (4) Direct, narrow questions appear to be more effective than praise of student behavior. (5) Immediate feedback correlated positively with achievement. (6) Providing extra time to learn and appropriate supplementary materials enables more students to reach the desired level of achievement. (7) And, classroom management problems are eased if disorderly behaviors are dealt with before they have a chance to spread.

Basically, given that the collection of reliable and valid data has been a problem in the past, the ability to collect data of improved quality represents a new development. What remains is to establish a closer connection between this new body of research findings and the practical, day-to-day task of principals as classroom observers.

Studies of Grant and Carvell. The researchers³⁰ did a survey of elementary school principals and teachers to determine whether or not teachers and principals agreed on what constituted desirable and undesirable teaching behaviors and techniques.

Based on the results of the survey of twenty-eight elementary school principals and seventy-three elementary school teachers it was

³⁰ Stephen Grant and Robert Carvell, "A Survey of Elementary School Principals and Teachers: Teacher Evaluation Criteria," Education, C, (Spring, 1980), 223-6.

concluded that there was strong agreement between these educators concerning what constitutes both desirable and undesirable teaching behaviors. These data then suggest that there does exist a common core of behaviors on which both principals and teachers agree as being either desirable or undesirable teaching behaviors.

The literature reviewed thus far has indicated that the use of evaluation as a means for improving instruction is universally accepted in both Christian and public education. However, there appears no universal acceptance of a means to accomplish this evaluation.

TEACHER EVALUATION INSTRUMENT

The teacher evaluation instrument was confined to three areas of review. They include: (1) observation in the classroom, (2) self-evaluation, and (3) criterion-reference programs for measuring teacher behavior.

Observation in the Classroom

One of the earliest instruments devised to measure classroom behavior was developed by Horn.³¹ This instrument was designed to be used by a supervisor and recorded pupil behavior with symbols on a seating chart in a type of sociogram. Wrightstone³² modified this process with a more complicated procedure designed especially to measure teacher conduct of discussion.

³¹E. Horn, "Distribution of Opportunity for Participation Among the Various Pupils in Classroom Recitations," Teachers College Contributions to Education, LXVII (1914), 24-8.

³²J. W. Wrightstone, "Measuring Teacher Conduct of Class Discussion," Elementary School Journal, XXXIV (1934), 454-60.

Classroom observation studies. Remmers³³ referred to the task of identifying teacher effectiveness as multidimensional and very complex. Mitzel³⁴ proposed a tridimensional model: product criteria, measuring student growth; process criteria, the observation of teacher or student behavior; and presage criteria, the predictability included in a study of teacher traits. He added that the observation of teacher and students should be done together. Interaction between them appears to be dominant within the whole process of learning. Studying the teacher and ignoring the student ignores an undoubtedly significant source of influence on the teacher. McKibben,³⁵ Heim,³⁶ Gwynn,³⁷ and others added that the observation of the classroom teacher as a means of evaluation leading to the improvement of teaching was aided by the use of observation charts, or any results available as to their effectiveness in terms of Christian day-schools. Strong³⁸ corroborated by indicating that observation procedures have been used primarily for the training of teachers in church education. A "model" classroom teacher is observed at work by prospective or in-service teachers in training. Simple instructions are given to the observers to note the classroom setting, pupil participation, relation of

³³H. H. Remmers, "Report of the Commission on Teaching Effectiveness," Record of Educational Research, XXII (1952), 238-63.

³⁴Mitzel, loc. cit.

³⁵Frank M. McKibben, Improving Religious Education Through Supervision (New York: Abingdon-Cokesbury Press, 1931).

³⁶Ralph D. Heim, Leading a Sunday Church School (Philadelphia: The Muhlenberg Press, 1950).

³⁷Price H. Gwynn, Jr., Leadership Education in the Local Church (Philadelphia: The Westminster Press, 1952).

activities to teaching objectives, and teacher preparation. Following the session, the teacher discusses these aspects of the classroom situation with the observers. This procedure is used in summer laboratory schools and in other teacher education events.

Instruments

One of the complaints about observation of teachers has been related to an appraiser's subjectivity. Ryans³⁹ postulated that subjectivity can be materially reduced through (1) careful observation and observation recording instruments designed to reduce ambiguity of language and yield assessments based on the observed teacher rather than abstract concepts about the teacher, (2) training of observers in the use of the instruments, and (3) using the observation instrument and trained observers to systematically record teacher behavior in process. Remmers commented:

Objectively observed performance is one that has been recorded in a form sufficiently permanent and accessible to qualified evaluators that their judgment concerning the performance is practically unanimous.⁴⁰

Appraisal instrument studies. Beecher⁴¹ concluded from his research that evaluation of the teacher in terms of certain teacher behaviors would yield the most success. He identified six categories on the basis of pupils' favorable reaction to teacher behavior: fairness,

³⁹David G. Ryans, "Predication of Teacher Effectiveness," Encyclopedia of Educational Research, ed. Chester W. Harris (3rd ed.: New York: The MacMillan Company, 1960), pp. 1486-91.

⁴⁰Remmers, op. cit., p. 258.

⁴¹Dwight E. Beecher, The Evaluation of Teaching (Syracuse, New York: Syracuse University Press, 1949).

cheerfulness, sympathetic understanding, control, ability to get pupil response, and knowledge and skill. He developed an observational-anecdotal record in which these six categories were objectively observed. The major outcome of this research was the focusing of the attention of supervisor and teacher on practices to meet pupil needs. It was further added that one of the first attempts to develop an observation procedure which would describe classroom behavior without prejudging what that behavior should be as made by Cornell, Lindvall, and Saupe.⁴² Their Classroom Observation Code Digest included eight dimensions of classroom behavior to be recorded by teams of two observers, who compared their schools following the observation. Further studies with respect to Cornell's observation instrument were accomplished by Medley and Mitzel.⁴³ In seeing an instrument for evaluation which would objectively measure teacher behavior, and using Cornell's basic work, the researchers developed an instrument which they called OSCAR (Observation Schedule and Record). OSCAR provides a schedule for recording classroom behavior-limiting cues responded to, and seeking to standardize activities section, grouping section, materials section, and subject section. The scale was designed to be used by single observers, and the process of scoring was separated from the process of observing teacher behavior. The instrument was intended to provide quantitative data regarding behavior of teachers so that the behaviors could be correlated with a number of other variables.

⁴²F. G. Cornell, C. M. Lindvall, and J. L. Saupé, An Exploratory Measurement of Individualities of Schools and Classrooms (Urbana: Bureau of Educational Research, University of Illinois, 1952).

⁴³Donald M. Medley and Harold E. Mitzel, "A Technique for Measuring Classroom Behavior," Journal of Educational Psychology, XLIX (1958), 86-92.

In assessing the value of OScAR, Medley and Mitzel⁴⁴ reported that its main defect was its failure to establish relationship between teaching effectiveness and pupil learning in the classroom. They found significant relationships between three dimensions measured: emotional climate, the verbal emphasis, and the social organization of the class. Flanders⁴⁵ added another system for analyzing classroom behavior. It is known as "Interaction Analysis." The purpose of this technique is to organize information about teacher-pupil interactions which can be adapted to procedures for providing teachers with feedback regarding their performance. The procedure involved classifying all classroom verbal communication into ten categories at an average rate of one classification every three seconds. Seven of these categories classify teacher statements, two are used to classify pupil statements, and the last signifies silence or confusion. This information is plotted on a matrix and can be returned to the teacher to serve as a basis of self-evaluation and supervisor-teacher conferences based upon the teacher's classroom behavior.

In assessing the value of this technique, Medley and Mitzel stated that, "Flanders had developed the most sophisticated technique for observing climate thus far, one which is unique in that it preserves a certain amount of information regarding the sequence of behavior."⁴⁶

⁴⁴Medley and Mitzel, "A Technique for Measuring Classroom Behavior by Systematic Observation," Journal of Educational Psychology, L (1959), 286.

⁴⁵Ned A. Flanders, Helping Teachers Change Their Behavior, prepared under U.S. Office of Education, National Defense Act, Title VII (Ann Arbor: University of Michigan), 1957.

⁴⁶Medley and Mitzel, "Measuring Classroom Behavior by Systematic Observation," op. cit., 271.

It was further reported that after a great deal of research with the instrument, Amidon⁴⁷ commented that training in interaction analysis and possibly some other observation devices are the only methods in teacher education which do produce appropriate changes in teacher behavior.

IOTA studies. Classroom behavior was used in the evaluation of teaching competence by the Instrument for the Observation of Teaching Activities (IOTA). Data are collected on fourteen teaching activities which are observable in the classroom. Four dissertations utilizing the observation scales of IOTA were completed at Arizona State University.

Carlson⁴⁸ also found that after administrators were exposed to an IOTA program teachers perceived them to be more considerate, trusting, and skillful in teacher-administrator interpersonal relationships.

Randall's⁴⁹ study further revealed that when teachers participated in an IOTA workshop, they became more positive in their attitude toward students, they lectured less, they used less direct verbal behavior, and they concentrated less on subject matter. Following an IOTA workshop,

⁴⁷Edmund J. Amidon, "Interaction Analysis Applied to Teaching," National Association of Secondary School Principals' Bulletin, L (December, 1966), 93-97.

⁴⁸John Carlson, "Experimental Study to Determine Effects of an IOTA In-Service Educational Training Program on Teacher Perception of Administrative Behavior" (Doctoral dissertation, Arizona State University, 1969).

⁴⁹W. T. Randall, "The Relationship of Teacher Attitude to Participation in a Workshop Utilizing the Instrument for the Observation of Teaching Activities (IOTA)" (Doctoral dissertation, Arizona State University, 1969).

Stevens⁵⁰ used Flanders' Interaction Analysis System to measure classroom verbal interaction of the teacher participants. The experiment showed that specific changes in verbal interaction followed participation in an IOTA workshop. Teachers used more indirect verbal behavior, were more accepting of student ideas, and spent less time giving directions. IOTA trained teachers used more "motivating" statements and less "controlling" statements in their verbal interactions with students. Further information with regard to IOTA was accomplished by Adachi⁵¹ in his study of the use of the observation scales of IOTA by workshop consultants and participants. It was discovered that workshop participants need three observations in order to arrive at scores which are consistent with the IOTA consultants' scores of the same teachers' performance.

The Medley and Mitzel Study. In commenting on observation as a technique for measuring classroom behavior, it was stated that:

Certainly there is no more obvious approach to research on teaching than direct observation of the behavior of teachers while they teach and pupils while they learn. Yet it is a rare study indeed that includes any formal observation at all. In a typical example of research on teaching, the research worker limits himself to the manipulation or study of antecedents and consequences of whatever happens in the classroom while the teaching itself is going on, but never once looks into the classroom to see how the teacher actually teaches or how the pupils actually learn.⁵²

⁵⁰Larry P. Stevens, "An Experiment to Determine the Effects of an IOTA In-Service Training Program Upon Teacher-Pupil Verbal Interaction" (Doctoral dissertation, Arizona State University, 1969).

⁵¹Mitsuo Adachi, "Analysis of the Scores on the Fourteen Classroom Observation Scales of the IOTA" (Doctoral dissertation, Arizona State University, 1970).

⁵²Medley and Mitzel, "Measuring Classroom Behavior Through Systematic Observation," op. cit., 247.

Medley⁵³ further reported that certain classroom behaviors, indicators of teacher effectiveness, were identified by a group of classroom teachers. These behavioral indicators provided the basis for a performance test (in the form of an observation schedule) which could be used for certifying candidates as competent to teach school. Five standardized observation instruments were used in sixty classrooms in an attempt to objectively record teacher behavior and classroom interactions. These included the Coping Analysis Schedule for Educational Settings (CASES), the Spaulding Teacher Activity Rating Schedule (STARS), the Observation Schedule and Record, Form 5, Verbal (OSCAR 5V), the Florida Classroom Climate and Control system (FLACCS), and the Teacher Practices Observation Record (TPOR). Items from the five observation instruments which related to the previously identified behavior indicators were combined to yield an overall score for each area, thus forming the basic design of the new observation schedule which components include: (1) personality planning, (2) confrontational emphasis, (3) transitional querying, and (4) manipulative opportunities. Through validity and reliability data, this observational instrument proved to be another promising tool for evaluating teacher effectiveness in the classroom.

Self-Evaluation

In a total school evaluation program the self-image or dignity of the teacher must be maintained. What a teacher thinks of himself is important.

⁵³Donald N. Medley, An Approach to the Definition and Measurement of Teacher Competency, U.S. Educational Resources Information Center, ERIC Document ED 144 952, 1979.

Self-evaluation studies. Combs, in his study of teacher dignity, stated:

There is a relationship between good teaching and positive self-image. Good teachers see themselves as good people, wanted rather than unwanted, worthy rather than unworthy, having dignity, and being of some consequence.⁵⁴

Teachers should always be treated with professional dignity when being evaluated. The author further explained that all factors must be taken into consideration: context of the class, the curriculum, and how a person feels at the time.⁵⁵ Wiles further illustrated what could happen when a lack of understanding resulted from principals not checking those situations beforehand:

The students in class were working on some creative projects in social studies and were so enthusiastic that they were only able to organize their work materials before bus time. These materials were to be used again the first thing in the morning, so they were left out. No paints or any materials that would damage the room were left open. The principal saw the room and left the following note on the blackboard: This room is a mess. It is to be cleaned up by nine o'clock, and the people responsible are to be sent to the office.⁵⁶

The principal in this case showed a lack of understanding by not taking the situation in account. This type of principal was not showing much consideration for what the teacher was doing. Such situations did not establish rapport or build a good working relationship. Van Essen⁵⁷ added by suggesting that one of the better ways to help establish and build a person's self-image was to allow teachers to evaluate themselves.

⁵⁴Allen W. Combs, The Professional Education of Teachers (Boston: Allyn and Bacon, 1965), p. 70-1.

⁵⁵Ibid.

⁵⁶Kimball Wiles, Supervision for Better Schools (New York: Prentice Hall, 1955), p. 304).

⁵⁷Van Essen, op. cit., pp. 51-4.

The researcher stated teachers, like administrators, must see themselves. If change is to take place, it is easier to change if the person himself sees clearly the need for change. Demeke⁵⁸ recognized that self-evaluation carried the greatest promise of engendering productive behavioral change in the individual, thus lending continuous support and encouragement to this approach. Demeke's study placed heavy emphasis on behavior change through self-evaluation. The importance of looking at self was the greatest change agent.

Furthermore, Simpson was very concerned with self-evaluation when he said:

The importance of self-evaluation has been implicit. Nobody can improve a teacher except that teacher himself. Others may urge him to improve, explain how he can improve, model improved teacher behavior for him, or even threaten him with dire consequences if he does not improve. But in the last analysis, it is the teacher who must do his own improving. The evaluation program should be designed to help teachers evaluate themselves.⁵⁹

In relation to self-evaluation, the validity of interpreting teachers' perceptions of their performance as an index of their actual performance was examined by Carey.⁶⁰ Two matching instruments were constructed; each contained 72 items in 6 categories of skills. One assessed teachers' perceptions of their competence on behaviorally

⁵⁸H. J. Demeke, Guidelines for Evaluation: The School Principalship, Seven Areas of Competence (Tempe, Arizona: Arizona State University, 1971).

⁵⁹Roger H. Simpson, Teacher Self-Education (New York: MacMillan, 1966), p. 210.

⁶⁰Lou M. Carey, An Investigation of the Validity of Using Self-Evaluation Instruments to Identify Instructional Needs. U.S., Educational Resources Information Center, ERIC Document ED 142 579, 1978.

stated generic teaching skills, and the other assessed teachers' actual performance on the same skills. The items represented verbal information, concept identification, or problem-solving skills that teachers need to perform the skill objectives; and skills that could realistically be assessed using pencil and paper questions. One hundred seventy-five classroom teachers were paid to participate in the study. Results showed that teachers' perception scores were significantly higher than their actual performance scores in all six content areas. Using teachers' perception scores to predict actual performance scores on teaching skills appeared to be an invalid practice; this finding held true for three different types of questions: recall of verbal information, concept identification, and problem-solving questions. It was also recommended that instructional needs of teacher education programs be determined by the teachers' actual performance rather than their perceived skills.

Criterion Reference Programs
Measuring Teacher Behavior

A review of research on effective teaching finds that authors agree that the task of identifying and measuring effective teaching is crucial. The difficulty of this task is summarized by Barr:

There is plenty of evidence to indicate that different practitioners observing the same teacher teach, or studying data about her, may arrive at very different evaluations of her; this observation is equally true of the evaluation of experts; starting with different approaches, and using different data-gathering devices, they, too, arrive at very different evaluations.⁶¹

⁶¹Arvil S. Barr and others, Wisconsin Studies of the Measurement and Prediction of Teaching Effectiveness (Madison: Dember Publications, 1961, pp. 150-1.

Criterion reference studies. Mitzel commented on the problem:

"More than half a century of research has not yielded a meaningful, measurable criterion around which the nation's educators can rally."⁶²

The need for some universally agreed upon criterion is emphasized by Rabinowitz and Travers:

. . . the ultimate conception of the effective teacher is neither an empirical nor a statistical matter. There is no way to discover the characteristics which distinguish effective or ineffective teaching unless one has made or is prepared to make a value judgment. . . . It would appear that the criterion problem is largely definitional in nature. If we can satisfactorily define 'teaching effectiveness,' 'teaching efficiency,' or 'teaching competence,' we will at the same time produce the criteria we seek.⁶³

According to Bloom,⁶⁴ teaching and learning experiences are not good or poor in their own right. They are good or poor because of the ways they affect the learner. He further stated that unless the criteria of teaching effectiveness are related to changes in students, the research has avoided the primary criterion and has used only primate criteria.

Beecher⁶⁵ further argued that in the development of any criterion, the administrator and teacher must agree on the criteria selected, whether they use some published instrument, or develop one locally. Medley and Mitzel added that for an observational scale to be valid for measuring behavior, it must meet three conditions:

⁶²Mitzel, loc. cit.

⁶³William Rabinowitz and Robert M. W. Travers, "Problems of Defining and Assessing Teaching Effectiveness," Educational Theory III (July, 1953), 212.

⁶⁴Benjamin S. Bloom, "Testing Cognitive Ability and Achievement," Handbook of Research on Teaching, ed. N. L. Gage (Chicago: Rand McNally and Company, 1963), p. 279.

⁶⁵Beecher, loc. cit., p. 36.

1. It must be a representative sample of the behavior to be measured.
2. It must provide an accurate record of the behavior which actually occurred and
3. It must be scored in such a way that scores are reliable.⁶⁶

Kinney maintained that evaluation cannot be meaningful apart from a criterion for evaluation. He stated:

It is difficult to see how any program can be set up without a clearly defined goal. Measurement of effectiveness must be in terms of this goal. Before a function can be measured it must first be defined. A criterion is required to establish what will be evidence of success. This of course, calls for a definition of the competent teacher.⁶⁷

In further comment on the critical need of criterion in education, Kinney expanded his earlier statement:

In view of the critical importance of the criterion in research in teacher education, it may be suspected that it has a more general application in educational practices. The question is worth exploring.

First, what do we mean by a criterion, with general reference to educational practices? Broadly speaking, a criterion has two aspects: One is a definition of the purposes to be served by the activity or program in question. This must be sufficiently comprehensive to serve as a frame of reference for program building and evaluation. It must also be selective: each item must be critically justified to establish its relevance to the goals to be served. The definition must be based also on defensible assumptions. Usually these assumptions will have to do with the purposes of the school and the needs of the individuals concerned.

⁶⁶Medley and Mitzel, "Measuring Classroom Behavior by Systematic Observation," op. cit., p. 250.

⁶⁷Lucien B. Kinney, "The Criterion in Teacher Education," The Evaluation of Teaching Competence, eds. R. Merwid Deever, Howard J. Demeke, and Raymond E. Wochner (Tempe, Arizona: College of Education, Arizona State University, 1970), p. 68.

The second aspect of the criterion will incorporate specifications of what will constitute evidence of success of the program or activities in question.⁶⁸

Still another dimension of the concept of the use of criteria is developed by Popham and Husek as they contrasted a norm-referenced measurement with a criterion-referenced measurement. They defined a norm-referenced measurement as one "used to identify an individual's performance in relation to the performance of others in the same measure,"⁶⁹ Standardized tests and intelligence tests are examples of norm-referenced measurements.

In contrast, criterion-referenced measurements are identified as:

. . . those which are used to ascertain an individual's status with respect to some criterion, i.e., performance standard. It is because the individual is compared with some established criterion, rather than other individuals, that these measures are described as criterion-referenced. The meaningfulness of an individual score is not dependent on comparison with other testees. We want to know what the individual can do, not how he stands in comparison to others. For example, the dog owner who wants to keep his dog in the back yard may give his dog a fence-jumping test. The owner wants to find out how high the dog can jump so that the owner can build a fence high enough to keep the dog in the yard. How the dog compares with other dogs is irrelevant.⁷⁰

Hymel speaks to the exactness of a criterion-referenced approach.

The task of designing instruction encompasses three major activities: preparing instruction, instructing, and evaluating instruction. The major activities comprising instructional design are most effectively accommodated when (1) a systems-based format is employed and (2) they are addressed at the three levels of instructional design: the program syllabus, course syllabus, and instructional unit levels. A systems-based model appropriate to preparing, implementing, and evaluating instruction at the program syllabus, course syllabus, and instructional unit levels can be derived from the conceptual and research literature considering the critical

⁶⁸Ibid., p. 72.

⁶⁹W. James Popham and T. R. Husek, "Implications of Criterion-Referenced Measurement," Journal of Educational Measurement, VI (Spring, 1969), 1.

⁷⁰Ibid., p. 2.

components of: identifying and justifying topical coverage: stating objectives: identifying and/or assessing prerequisites: sequencing content: selecting instructional methods, student assignments, and resources: providing for diagnostic-prescriptive teaching: and evaluating in a summative fashion.⁷¹

Criterion reference programs. The IOTA as developed by Kinney, Bradley, Dallenback and Owne,⁷² and adapted by Deever, Demeke and Wochner,⁷³ and INSTROTEACH developed by Deever, Demeke, Wochner and Bowman⁷⁴ are criterion-referenced instruments which tend to adhere to the above conditions. The criterion for the IOTA was originally developed by the Commission on Teacher Education, California Teachers Association, in 1952. It was called Measure of a Good Teacher. The latest revision of this criterion is known as The Role of the Teacher in Society.⁷⁵ Twenty-seven specific scales have been selected from this criterion to constitute the Instrument for the Observation of Teaching Activities (IOTA).

⁷¹Glenn M. Hymel, A Systems-Based Model for Designing Instruction, U.S. Educational Resources Information Center, ERIC Document ED 195 554, 1980.

⁷²Lucien Kinney and others, "A Design for Teacher Evaluation," The National Elementary Principal, XCIII (November, 1963).

⁷³R. Merwin Deever, Howard J. Demeke, and Raymond E. Wochner, The Evaluation of Teaching Competence, Workshop Manual (Tempe: College of Education, Arizona State University, 1970).

⁷⁴R. Merwin Deever, Howard J. Demeke, Raymond E. Wochner, and Locke E. Bowman, Jr., The Evaluation of Teaching Effectiveness in the Church, Workshop Manual (Tempe: The INSTROTEACH Board, 1968).

⁷⁵National IOTA Council, The Role of the Teacher in Society (Tempe, Arizons: National Iota Council, 1970).

Deever and Adachi⁷⁶ have shown the relationship of the various statements in the criterion to the scales of the IOTA.

The criterion for INSTROTEACH, modeled after the IOTA, is called Five Areas of Church Teacher Competence.⁷⁷ The definition identified approximately eighty behavioral statements describing the teaching act, and was accepted by the Board of Christian Education of the United Presbyterian Church in the U.S.A., and by the United Church of Christ as a criterion of teacher competence.

Research Studies Related To the INSTROTEACH

The Instrument for the Observation of Teaching Activities in the Church (INSTROTEACH) had its beginning in 1966 when the United Presbyterian Church and the Arizona Experiment formulated a contract with the Bureau of Educational Research and Services of Arizona State University to work as a task force in the development of a definition and instrument on teaching competence for church educators. The task force, composed of Dr. Deever, Dr. Demeke, and Dr. Wochner of Arizona State University, seven ministers and one layman, formulated the INSTROTEACH definition and instrument.⁷⁸

⁷⁶R. Merwin Deever and Mitsuo Adachi, "Acceptable Teacher Evaluation--Criterion-Referenced Measurement" (Tempe, Arizona: College of Education, Arizona State University, 1970). (Mimeographed.)

⁷⁷R. Merwin Deever, Howard J. Demeke, Raymond E. Wochner, and Locke E. Bowman, Jr., Five Areas of Church Teacher Competence (Tempe: The INSTROTEACH Board, 1968).

⁷⁸Ralph Alvin Strong, "An Analysis of the Scores on Twelve Observation Scales of the INSTROTEACH" (Doctoral dissertation, Arizona State University, 1971), p. 8.

Lists of INSTROTEACH studies. Strong conducted a study to determine the inter-rater consistency between trained observers and workshop participants when using the Instrument for the Observation of Teaching Activities in the Church following an INSTROTEACH workshop. His secondary purpose was to "analyze the frequency distribution of the assigned items of the twelve observation scales resulting from classroom observations by trained observers and workshop participants."⁷⁹

The researcher gathered his data during an INSTROTEACH workshop, classifying his subjects by age level taught, experience, observation number of the observee, and training status of observers. Analysis of data led the writer to conclude:

1. The INSTROTEACH Instrument has inter-rater reliability after the second observation.

2. The INSTROTEACH process was applicable for teachers of all age levels (pre-school through adult) for church teacher training and improvement of instruction.⁸⁰

Another INSTROTEACH research project was completed by McKallor⁸¹ while at Arizona State University. The purpose of his study was to determine differences in church school teacher competency affected by two experimental training programs, and to determine the relationship between teacher competency and teacher personality characteristics. The investigator randomly assigned 96 volunteer church teachers to one of three treatment groups (laboratory training, INSTROTEACH workshop, or no treatment).

⁷⁹Ibid., p. iii.

⁸⁰Ibid., pp. 121-24.

⁸¹J. McKallor, "Analysis of Teaching Competency Levels and Personal Characteristics of Church Teachers" (Doctoral dissertation, Arizona State University, 1972).

Qualified observers using the 27 scales of the INSTROTEACH, and four other correlational instruments, (Henmon-Nelson Mental Ability Test, S-0 Rorshach Test, Minnesota Teacher Attitude Inventory, and the Study of Values) were used to generate data. Data reduction and analysis led to the following conclusions:

1. Groups of church teachers who participate in the INSTROTEACH workshop will improve their teaching competency.

2. Teaching competency and personality are related to a significant degree. Teaching competency is directly related to a personality in regard to one who has expansive interests (range) and can adjust readily (flexibility). Conversely, teaching competency is negatively related to individuals who are moody (moodiness), structured (structuring), abstract (theoretical factors), or who must follow through on one course of action (activity potential).

3. Church teachers who have a more favorable attitude toward students will demonstrate greater teaching competence.

4. Church teaching competency cannot be predicted by consideration of mental ability alone.

5. Church teaching competency cannot be predicted by consideration of value structure alone.⁸²

McKallor, like Strong, recommended the adoption of the INSTROTEACH program for the ongoing improvement of church educators. Carpenter⁸³ added to the investigation of INSTROTEACH by analyzing the relationships and differences between church teacher competence (as identified in the INSTROTEACH definition) and the personal and educational characteristics of experienced and inexperienced church teachers. From a population of 2000 teachers, 136 church teachers (63 inexperienced and 72 experienced)

⁸²Ibid., p. v.

⁸³James Orlando Carpenter, "A Criterion-Reference Profile Study of the Experienced and Inexperienced Church Teacher for Training Purposes" (Doctoral dissertation, Arizona State University, 1972).

were analyzed and scored by qualified observers using the INSTROTEACH instrument and a questionnaire.

The researcher's conclusions stated that experienced teachers who had participated in an INSTROTEACH workshop demonstrated higher competencies both in classroom behaviors and out of classroom behaviors. These conclusions led the writer to recommend that "a teacher training program should include INSTROTEACH workshops for both experienced and inexperienced teachers."⁸⁴

Another INSTROTEACH research project at Arizona State University was completed by Orvis,⁸⁵ and was concerned with validating the content of the revised INSTROTEACH definition. The research formulated verbatim the revised INSTROTEACH definition into a Liker-type questionnaire, and administered it nationally to educators in the four church groups exceeding one million in national enrollment. Senior ministers, Christian education directors, Sunday school superintendents and experienced church teachers were randomly selected and asked to respond to the questionnaire items.

Using a one-way and two-way analysis of variance the researcher found that the four church groups did not differ significantly with regard to the definition of teacher competence. As the author contended in his conclusion:

1. Independently, Christian educators will agree with the revised INSTROTEACH definition of church teacher competence.

⁸⁴Ibid., p. v.

⁸⁵Donald David Orvis, "Content Validation of the Revised INSTROTEACH Definition" (Doctoral dissertation, Arizona State University, 1973).

2. Collectively, Christian educators will verify the content validity of the 1972 revision of the INSTROTEACH definition of church teacher competence.

3. The 1972 revision of the INSTROTEACH definition of church teacher competence should be used as a criterion on which church teacher competence can be assessed.⁸⁶

Further information with respect to INSTROTEACH was added by a validation study similar to the one formulated by Orvis. The investigation was conducted at George Peabody College for Teachers by Ishee.⁸⁷ The purpose of his project was to determine the content validity of the INSTROTEACH for Sunday school teachers in the Nashville Baptist Association. A copy of the INSTROTEACH was mailed to 320 randomly selected Sunday school teachers. Teachers were asked to establish a priority sequence of the behavioral statements (items) of the instrument.

The data was analyzed using the Mann-Whitney U statistic to determine the extent of agreement among the teachers. The results indicated that the majority of participants (94 percent) agreed essentially on the ordering of the scale items. "This study verified the content validity of the instrument for the intended population."⁸⁸ Ishee's study validated the content of the INSTROTEACH instrument, while Orvis' research validated the content of the INSTROTEACH definition.

⁸⁶Ibid., pp. iv-v.

⁸⁷J. A. Ishee, "A Study to Determine the Content Validity of the Instrument for the Observation of Teaching Activities in the Church for Sunday School Teachers in the Nashville Baptist Association" (Doctoral dissertation, George Peabody College, 1973).

⁸⁸Ibid., p. 51.

Bowman and others⁸⁹ compiled further knowledge by conducting another INSTROTEACH project concerned with the training of volunteer teachers. The purpose of the Project for the Advancement of Church Education (PACE) was:

1. To test the hypothesis the INSTROTEACH workshops improve the competence of volunteer teachers.
2. To test the hypothesis that Learning laboratory training improves the competence of volunteer teachers.
3. To conduct studies on the correlation between teacher competency and selected teacher characteristics.⁹⁰

The results of the research supported the hypothesis that workshops were an effective means of improving teacher competence. It was also noted that "the analysis of the correlated studies of the teacher's in PACE suggested that INSTROTEACH may be in some degree a measure of the teacher's personality."⁹¹

LEAD Studies. The research studies on INSTROTEACH have demonstrated the reliability, validity and effectiveness of the INSTROTEACH process in the training of church school teachers. The Leadership Effectiveness Assessment and Development (LEAD) process formulated by Carpenter⁹² was another program concerned with the training of Christian educators.

⁸⁹L. E. Bowman, Jr. and others, "Education for Volunteer Teachers: A Report on the Project for the Advancement of Church Education (PACE) 1968-1970," ERIC Resources in Education, XI (January, 1976).

⁹⁰Ibid., p. 204.

⁹¹Ibid.

⁹²James O. Carpenter, Leadership, Effectiveness, Assessment and Development Instrument (Tempe: Center for the Improvement of Instruction and Learning, 1975).

Unlike the INSTROTEACH which was designed as "guidelines for leaders, superintendents, administrators, ministers, parents, directors of Christian education, and Christian education committees,"⁹³ the LEAD program, in addition to these populations, was also formulated for private, Christian school teachers.

LEAD utilizes a criterion-reference definition to delineate the total role of the Christian educator into seven areas of competence. Within each of the areas of the definition is a number of behavioral statements or subpoints which describe specifically what the teacher is to do in competently performing his role.⁹⁴

Based on the definition is the Lead Instrument, designed to measure teacher behaviors delineated in the definition. The instrument assesses teaching activities by the means of observation and interview. Nine observation scales and eleven interview scales are found within the LEAD Instrument.⁹⁵

The LEAD approach to the training of Christian educators uses a twenty-six hour workshop to expose teachers to the Christian Leader definition and the LEAD Instrument, and to train them in how to use these tools for improving instruction. The LEAD process of teacher

⁹³R. Merwin Deever, Howard J. Demeke, Raymond E. Wochner, and Locke E. Bowman, Jr., The Role of the Teacher in the Church: Five Areas of Competence (Wichita: INSTROTEACH, Inc., 1973), cover.

⁹⁴John Richard Cionca, "Content Validation of the Christian Leader Definition" (Doctoral dissertation, Arizona State University, 1977), pp. 114-31.

⁹⁵Ibid., p. 49.

training is a workshop approach based on a definition of the competent Christian leader and a companion instrument to evaluate teacher behaviors. The LEAD program is an ongoing process for improvement of instruction, designed especially for evangelical Christian schools.⁹⁶

The Cionca Study. Cionca⁹⁷ conducted a study to determine the content validity of the Christian Leader definition. This definition is a criterion-reference definition which delineates seven areas of competence expected of the ideal leader. It is part of a total process developed to define, evaluate, and improve the competence of Christian educators.

Specifically, the study attempted to determine the extent to which the Christian Leader had content validity for Christian educators involved in evangelical Christian schools and evangelical churches. The 170 behavioral competency statements which constituted the definition were structured verbatim into a questionnaire by the writer and were sent to a stratified random sample of Christian school administrators, Christian school teachers, directors of Christian education, and local church school teachers. The instrument was used to determine if there were any significant differences among the four groups of educators.

The National Christian School Education Association and the National Association of Directors of Christian Education were used as the national population for Christian school administrators and teachers, and local church directors of Christian education and teachers. Of the

⁹⁶Workshop leader's planning materials, written by James O. Carpenter, Director of the Center for the Improvement of Instruction and Learning, Tempe, Arizona.

⁹⁷Cionca, op. cit., pp. 93-5.

482 institutions comprising the population, 101 Christian schools and 158 church schools were randomly selected to participate in the study.

The 170 behavioral competency statements which constitute the Christian Leader definition were structured verbatim into a questionnaire. The instrument utilized a Likert-type rating scale of strongly agree, agree, undecided, disagree, and strongly disagree to record extent of agreement to each questionnaire item (competency statement).

Using a one-way multivariate analysis of variance, null hypotheses were tested at the 0.05 level of significance. The Multivariate F-ratios statistically revealed that the 518 surveyed Christian educators did significantly differ with regard to the Christian Leader definition of teaching competence. All of the seven null hypotheses were therefore rejected.

The findings revealed a reliability coefficient of stability of .88 for the Christian Leader definition. Reliability coefficients of internal consistency by area ranged from .90 to .97.

SUMMARY OF CHAPTER II

An examination of the literature related to the process evaluation of teaching in terms of purposes and principles of teacher evaluation, the task of evaluation of teaching, and evaluation instruments revealed the following:

1. The concept of evaluation as a means of improving instruction was generally accepted. Teacher evaluation should be an integral part of the principal's responsibility.

2. In general, research findings agree on what practices and procedures to follow in the evaluation process. These include:

- a. Establishing a rapport with the teacher.
- b. Scheduling the observations carefully.
- c. Planning a cycle of observations to observe the teacher at different times in the school day and at various times of the school year.
- d. Preparing oneself for each visit.
- e. Recognizing that each visit needs a purpose.
- f. Making a record of each classroom visit, either during the observation period or immediately thereafter so that you do not have to depend too much on recall.

3. The literature speaks often about maintaining the worth of an individual.

4. Classroom observations are recognized as an important method of evaluating teaching competence.

5. Educators tend to agree on the need for adequate criteria to measure teaching competence; however, the development of a universally acceptable criterion was still a problem.

6. The literature cites several criterion-referenced measurements which are based on definition of teaching competence. These instruments are largely in operation in the Christian school community.

Chapter III

METHODOLOGY

INTRODUCTION

The problem of the study was divided into four facets. The first investigated the question of was there agreement among Christian educators as to the need for evaluation processes found in the evangelical Christian schools. The second was to ascertain if there was agreement among Christian educators as to a purpose of an evaluation process for those schools. The third was to determine if there was agreement among Christian educators as to the procedures of an evaluation process for the schools. The final aspect investigated the question of was there agreement among Christian educators as to the results of an evaluation process for Christian schools.

The purpose was fourfold: to compare the responses of the experienced, Christian day-school teacher to those of the administrator of the Christian day-school as to (1) the need of the evaluation process found in their schools, (2) the area of evaluation purpose found in their schools, (3) the area of evaluation processes found in their schools, and (4) the area of evaluation results found in their schools.

Procedures for testing the hypotheses of the study are presented under sections dealing with the following: (1) population; (2) research design; (3) sources of data; (4) a description of the instrument used; (5) hypotheses; (6) statistical analysis of data; and (7) summary.

POPULATION

The population was composed of Christian schools affiliated with the California-Nevada-Hawaii Region of the Association of Christian Schools International. A total of sixty-six institutions comprised the population which had an enrollment of 400 students or more and a teaching staff of twelve or more members. The actual range of enrollment and staff members for the participating schools varied from an enrollment of 402 with a teaching staff of twelve to an enrollment of 1,864 with a teaching staff of seventy-nine.

The schools that were surveyed were located throughout California. Woodland, California was the most northern city and San Diego, California the most southern.

Because of the low number of evangelical Christian schools associated with the Association of Christian Schools International in California, it was determined at the onset of the investigation that sampling was not adequate. The larger the sample, the less likely is the researcher to accept the null hypothesis when it is actually false. The entire population of "larger" schools was therefore surveyed.

The proposal for the study was presented initially in the spring of 1982 to the Regional Director of the California-Nevada-Hawaii Region of the Association of Christian Schools International. The researcher presented an overview of the entire study and received approval to conduct it in those schools affiliated with the association.

RESEARCH DESIGN

Table 1 describes the characteristics of surveyed schools. It includes the years the school has been established, total enrollment, grade levels, and total number of teaching staff members.

Table 2 delineates city/town populations into eight groups. City/town populations range from 6,891 to 2,996,438.

The intent of the study was to examine the formative evaluation process in the aforementioned schools. In order to accomplish this purpose, the study sought answers to the following questions: Do the responses of administrators when asked about the various phases of teacher evaluation differ from teachers' responses when asked the same questions? To what extent are there systematic, continuing methods of appraisal of teachers in the Christian schools? In relation to this question, but secondary to it the study sought to survey and describe information about the number of credentialed administrators who have administrative responsibilities in a Christian school and the number of credentialed instructors who are also teaching in a Christian school. The research investigated the age groups of Christian school educators; the distribution of the sexes involved in Christian schools; description of the degrees earned by Christian school educators; and, the distribution of salaries of Christian school administrators and teachers teaching in Christian school.

Table 3 describes the age groups of Christian school educators. It is broken down into Christian school administrators and Christian school teachers.

Table 1
 Characteristics of the Surveyed Schools

Enrollment	f	Number of Teachers
400 - 500	38	888
501 - 600	10	321
601 - 700	5	173
701 - 800	2	84
Over 800	1	79

Years in Operation	f	Number of Teachers
1 - 5	8	187
6 - 10	6	287
11 - 15	16	382
16 - 20	8	205
21 - 25	2	60
26 - 39	6	145
Over 30	10	279

Grade Levels	f	Number of Teachers
P* - 6	3	70
P* - 7	1	21
P* - 8	9	227
P* - 9	4	95
P* - 10	1	21
P* - 11	3	76
P* - 12	6	228
K - 6	3	52
K - 8	7	202
K - 9	6	141
K - 12	5	191
7 - 12	5	115
9 - 12	3	106

*P = Preschool

Table 2
City/Town Populations

Population Division	Number of Schools Within Division
0 - 15,000	5
15,000 - 30,000	12
30,000 - 45,000	10
45,000 - 60,000	8
60,000 - 75,000	6
75,000 - 90,000	3
90,000 - 150,000	6
Over 150,000	6

Table 3
Age Groups of Christian School Educators

Age Groups	Administrators	Teachers
21 - 30	3	75
31 - 40	24	22
41 - 50	23	5
51 - 60	6	4

Table 4 delineates the distribution of the number of male and female administrators and teachers. The percentage of male and female administrators was 61.0 and 39.0 respectively. The percentage of male and female teachers was 26 and 74 respectively.

Table 4
Sexual Composition of Christian School
Administrators and Teachers

Role	Male	Percentage	Female	Percentage
Administrator Number	34	61	22	39
Teachers Number	28	26	78	74
Total	62	38	100	62

Table 5 describes the distribution of degrees earned by Christian School educators. It is delineated according to Christian school administrators and Christian school teachers.

Table 5
Distribution of Degrees Earned by
Christian School Educators

Degrees	Administrators	Teachers
AA	0	1
BA/BS	49	102
MA/MS	6	3
Doctorate	1	0

Table 6 delineates the distribution of salaries of Christian school administrators and instructors of Christian schools. The average salaries for administrators and teachers are 18,000 - 21,000 and 15,000 - 17,999 respectively.

Table 6
Yearly Salaries of Christian School Educators

Salary Groups	Administrators	Teachers
Under 9,000	0	2
9,000 - 11,999	0	11
12,000 - 14,999	2	37
15,000 - 17,999	7	53
18,000 - 21,000	39	3
Over 21,000	8	0

Table 7 describes the distribution of credentialed Christian school educators. It is delineated according to Christian school administrators and Christian school teachers. The percentage of credentialed administrators and teachers was 89 and 82 respectively.

Table 7
Credential Status of Christian School Educators

Groups	Credentialed	Percentage	Non-Credentialed	Percentage
Administrators	50	89	6	11
Teachers	87	82	19	18

This approach was selected because, as Borg and Gall¹ have stated, the strength of survey research is its collection of information which permits the description of the characteristics of the evaluation process in the tested institutions.

SOURCES OF DATA

An instrument based on Redfern's evaluation plan was developed for evangelical Christian schools by the researcher. This questionnaire was mailed to the chief administrator of each of the sixty-six Christian schools (Appendix A).

Phase One

On May 14, 1982 the initial phase of the survey was implemented by mailing to the sixty-six institutions an envelope containing: (1) a

¹Walter R. Borg and Meredith Damien Gall, Educational Research; An Introduction (New York: Longman, Inc., 1979), pp. 283-5.

to remind the administrators that if they wanted to be a part of the study, the three completed questionnaires needed to be returned by June 21, 1982. Table 8 summarizes collection breakdown and percentage by educator group.

Table 8
Questionnaire Collection

Christian Educator Group	Questionnaires		Percentage
	Sent	Returned	
School Administrators	66	56	84.8
School Teachers	132	106	80.3
Totals	198	162	81.8

The researcher considered the response of 81.8 percent acceptable to produce meaningful data on which results and conclusions could be based. Helmstadter observed that in mail surveys the response was usually "between 20 and 40 percent on the average."² Raj³ held that in survey research with proper selection, sufficient homogeneity, geographical diversity, and a sample in excess of 100, a researcher may have useful data even if the proportion of responses dropped below 50 percent.

²George C. Helmstadter, Research Concepts in Human Behavior (New York: Appleton-Century-Crofts, Inc., 1970), pp. 70-1.

³David Raj, The Design of Sample Surveys (New York: McGraw-Hill Book Co., 1972), p. 117.

INSTRUMENTATION

The questionnaire consisted of forty-nine items which were grouped into two major categories: (1) demographics and (2) evaluational processes.

The instrument was organized so that for the first portion the respondent could merely check off the appropriate demographic information. The final division was organized so that for each item the respondent could answer on a five-point Likert-type scale the extent to whether they agreed with the need, purpose, procedures, or results of their evaluation program. Remmers, Gage and Rummel summarized the method used by the researcher:

First are listed statements that reflect favorable and unfavorable attitudes about an attitude object. Then subjects are asked to respond to them on a five-point scale: 'strongly agree,' 'agree,' 'undecided,' 'disagree,' and 'strongly disagree.'

The scales are usually scored by assigning values from 1 to 5 to these alternatives, the 1 being at the favorable end of the response continuum. A subject's score is the total of the values indicated.⁴

Shaw and Wright⁵ and Tuckman⁶ also agreed with the appropriateness of his method of scaling.

The stability of the instrument over time was ascertained by a test-retest procedure. The researcher administered the questionnaire to seventy members of various teaching staffs of evangelical Christian

⁴H. Remmers, N. L. Gage, and John F. Rummel, A Practical Introduction to Measurement and Evaluation (New York: Harper and Brothers, 1960), p. 296.

⁵M. F. Shaw and J. M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill Book Company, 1967), p. 24.

⁶Bruce W. Tuckman, Conducting Educational Research (New York: Harcourt, Brace, Jovanovich, Inc., 1972), pp. 157-9.

schools in the Fresno area. These staff members represented six Christian schools not included in the study. The instrument was administered to the same educators on two occasions, separated by a three week interval. The questionnaire was first given on the week of April 12, 1982, then also given on the week of May 3, 1982.

Responses to the questionnaire were decoded and recorded on computer cards. The total scores obtained by each person on the first test were then correlated with the total scores by the same person on the retest. Table 9 delineates the distribution of the reliability coefficients of the sets of scores.

Table 9

Table of Reliability Coefficients of Stability for the
Items of the Questionnaire

Reliability Range	Frequency
.90 - 1.0	15
.80 - .89	18
.70 - .79	8
.60 - .69	1

The instrument's content validity was also addressed by the researcher. Validity refers to the extent to which a test measures what it is intended to measure. Tiedeman stated:

The term validity pertains more specifically to the appropriateness of the vocabulary and content used in the construction of the test and the appropriateness of the concepts that are sampled. . . .

Briefly stated, the examinee should not consider the content of the test absurd.⁷

Evidence of the content validity of the instrument in terms of vocabulary and its content was provided for in its construction by reactions of the Regional Director of the Association of Christian Schools International for the California-Nevada-Hawaii Region and a three member committee composed of Christian school principals. As a result of the committee's reactions to the questionnaire, each challenged question was re-written. The revised instrument was then re-submitted to the committee for approval. The consensus of the committee was that they all agreed that the vocabulary and content of the instrument would appropriately measure an evaluation process in a Christian school.

HYPOTHESES

Hypothesis 1. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Clarify duties and responsibilities of teaching.
- b. Improve teaching performance.
- c. Promote professional growth in teachers.
- d. Facilitate better communication.
- e. Foster job satisfaction.
- f. Make judgments based on the closeness-of-fit between the desired competencies and observed competencies.

⁷H. R. Tiedeman, Fundamentals of Psychological and Educational Measurement (Springfield: Charles C. Thomas Publisher, 1972), p. 84

Hypothesis 2. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Become aware of the expectation of the administrator.
- b. Establish pertinent educational objectives.
- c. Have a closer relationship between supervision and appraisal.
- d. Identify the areas of teaching which need improvement.

Hypothesis 3. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Define the nature of a teacher's job.
- b. Establish goals and objectives by the teachers.
- c. Indicate the process by which evaluative judgment will be made.
- d. Clarify the role of evaluatee and evaluator.
- e. Clarify the rationale for teacher evaluation.
- f. Show the purpose of an evaluation conference.

Hypothesis 4. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Become aware of the quality of a teaching performance as an on-going procedure.
- b. Strengthen performance where needed.
- c. Be able to report to the board of education the status of teacher performance.
- d. Provide documentation for employment decisions.

Hypothesis 5. There is no difference of perception between administrators and teachers of private Christian schools with regard to having a pre-conference.

Hypothesis 6. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects in a pre-conference:

- a. Define the nature of the teacher's role in the classroom.
- b. Establish objectives to be taught.
- c. Explain the evaluation process.

Hypothesis 7. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following results of a teacher evaluation process:

- a. Documented observation.
- b. Informal visitations.
- c. Logs of teacher activities.

Hypothesis 8. There is no difference of perception between administrators and teachers of private Christian schools with regard to characteristics of a teacher evaluation conference:

- a. Efforts toward mutual understanding.
- b. Established tone of helpfulness and sincerity.
- c. Availability of knowledge of and information about the teacher.
- d. Use of evaluative judgments geared toward improvement of instruction.
- e. Balance between listening and speaking.
- f. Time spent on successful performance.
- g. Identification and discussion of areas of improvement.
- h. Teacher being provided with a written evaluation.

Hypothesis 9. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following activities of a post-evaluation process:

- a. Agreeing on specific follow-up activities.
- b. Clarifying the responsibilities of both the teacher and administrator for carrying out commitments for action.
- c. Keeping informal notes and records of expressed proposals and subsequent implementing action.
- d. Administrator keeping in touch with the teacher.
- e. Counsel and guidance are encouraged when there is a need.

Hypothesis 10. There is no difference of perception between administrators and teachers of private Christian schools with regard to the appropriateness of the criteria for a teacher evaluation process which is used at their own school.

Hypothesis 11. There is no difference of perception between administrators and teachers of private Christian schools with regard to the clarity of the evaluator in defining the criteria he/she uses in evaluating teachers.

STATISTICAL ANALYSIS OF DATA

Since this was primarily a documentation of the evaluation process found in the evangelical Christian schools in California, descriptive statistics served as the statistical tools used to report the descriptive research data. These included measures of central tendency, the mean and median, measure of variability with such data used to graphically illustrate the composition of the responses of the two groups.

Null hypotheses were tested for significance at the 0.05 significance level.

SUMMARY

This chapter focused on a discussion of methodology, reviewed the statement of the problem and purpose, a discussion of the population, the research design, sources of data, instrumentation, hypotheses, and statistical analysis of data.

The data were collected from selected Christian schools throughout California. Institutions having an enrollment of 400 students or more and a teaching staff of twelve or more members and affiliated with the California-Nevada-Hawaii Region of the Association of Christian Schools International. A total of sixty-six institutions comprised the population. Because of the size of the population, the researcher surveyed the entire population. In that all of the schools were included, this was a descriptive research project. The instrument was based on Redfern's evaluation plan. It was developed in order to survey the evangelical Christian schools in California. A test-retest procedure yielded a reliability coefficient of stability. The instrument was validated by a panel of experts in the Christian education field. Three questionnaires were mailed to the chief administrator of a Christian school, asking him to personally complete one questionnaire, and to be responsible for the completion of the other two instruments by two experienced teachers from his faculty. One call back letter and a telephone call stressing the importance of the research were communicated to those educators who had not responded within a reasonable length of time. The returned questionnaires were categorized into the two educator groups.

The data were reduced and statistically analyzed into measures of central tendency, measures of variability, and ANOVA procedures were performed. Null hypotheses were tested at the 0.05 level of significance.

Chapter IV

FINDINGS OF THE STUDY

INTRODUCTION

The major purpose of this investigation was fourfold: to compare the responses of the experienced, Christian day-school teacher to those of the administrator of the Christian day-school as to (1) the need of the evaluation process found in their schools, (2) the area of evaluation purpose found in their schools (3) the area of evaluation procedures found in their schools, and (4) the area of evaluation results found in their schools.

Sixty-six institutions which were affiliated with the California-Nevada-Hawaii Region of the Association of Christian Schools International participated. Statistical results pertaining to the subjects consisted of mean scores and standard deviations. A total of 162 subjects participated in the study during the 1981-82 school year; fifty-six were administrators of Christian day-schools and 106 were Christian day-school teachers. Based on a mailed questionnaire patterned after Redfern's evaluation plan, comparative responses of Christian school educators were obtained.

FINDINGS

Eleven hypotheses comprised the focus of this study, that is, whether Christian school teachers and administrators differed in their

perceptions of various aspects of the evaluation processes. One-way analysis of variance procedures allowed the investigator to statistically determine whether the means of the two groups differed significantly for each item. The computer facilities of the University of the Pacific were employed for the Statistical Package for the Social Sciences.¹ The .05 level of significance was used throughout the investigation.

The respondent answered on a five-point Likert-type scale the extent to which they agreed with the statement of evaluation process found in their schools. Strongly agree on the questionnaire is the equivalent of '1' and strongly disagree is the equivalent of '5' for items 1 through 4. Number '1' is also the equivalent for Always and '5' is the equivalent for Almost Never for items 5 through 10.

Hypothesis 1. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Clarify duties and responsibilities of teaching.
- b. Improve teaching performance.
- c. Promote professional growth in teachers.
- d. Facilitate better communication.
- e. Foster job satisfaction.
- f. Make judgments based on the closeness-of-fit between the desired competencies and observed competencies.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 10. The first six items refer to Hypothesis 1.

¹Norman H. Nie and others, Statistical Package for the Social Sciences (San Francisco: McGraw-Hill, 1975).

Table 10

Summary Table of the Analysis of Variance of the Data
Between Administrators and Teachers: Hypothesis 1

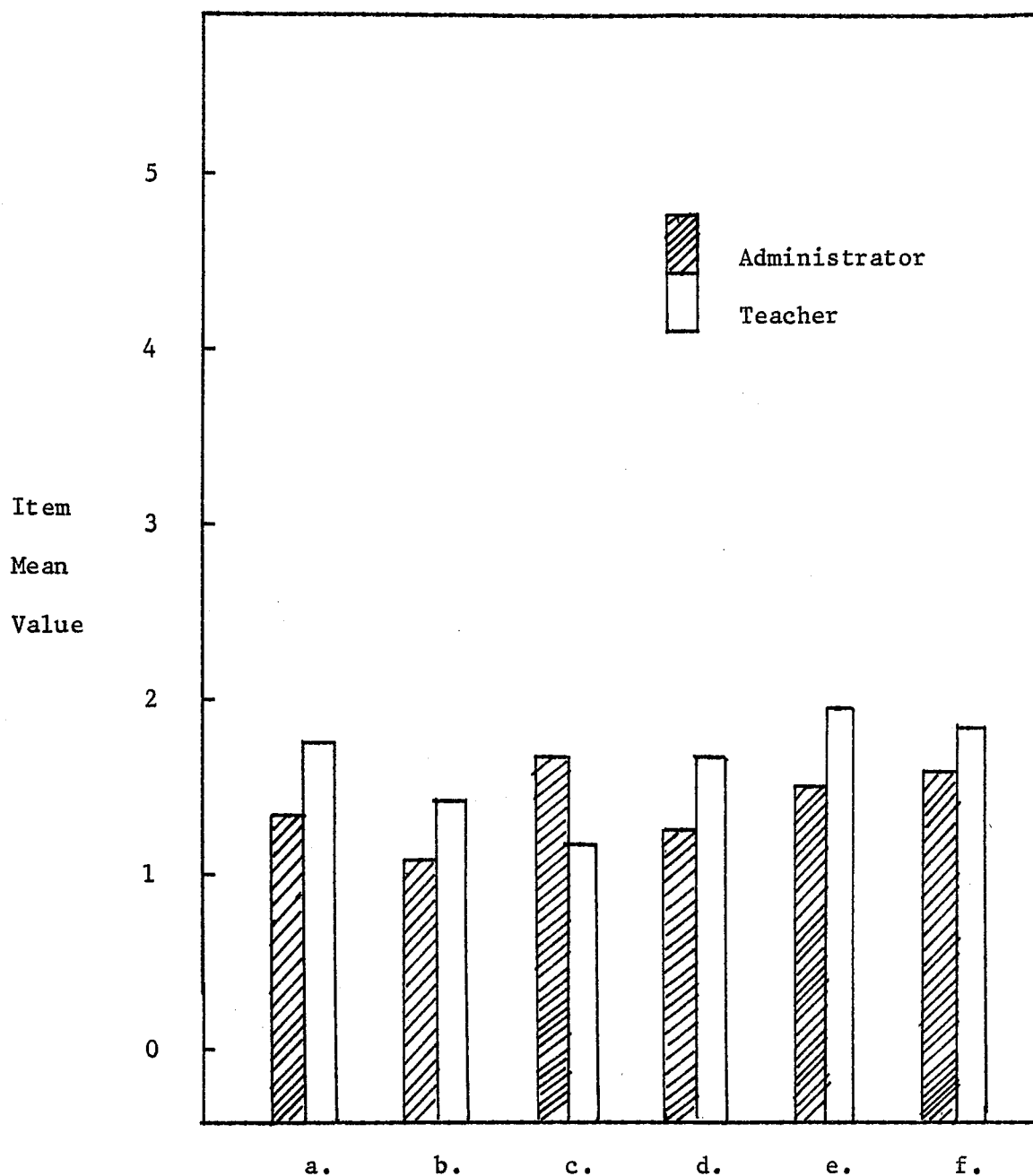
Item	Administrator		Teacher		<u>F</u>	<u>p</u>
	Mean	S	Mean	S		
1	1.57	0.56	1.78	0.87	2.60	0.10
2	1.26	0.44	1.59	0.59	12.87	0.00**
3	1.77	0.50	1.48	0.66	8.22	0.00**
4	1.52	0.50	1.77	0.77	4.58	0.03*
5	1.73	0.86	1.90	0.83	1.54	0.21
6	1.75	0.75	1.81	0.70	0.21	0.64

*Significant at .05 level.

**Significant at .01 level.

As indicated in Table 10, section 'a', 'e', and 'f' which correspond to test items 1, 5, and 6 evidenced no significant difference between the means of the Christian school educators and are, therefore, retained as tenable. However, the statistical analysis revealed a significant difference between administrators and teachers in three of the six items. Figure 1 depicts the extent and nature of these differences.

As portrayed in Figure 1, the administrator perceives the areas of improving teaching performance, and facilitating better communication to be more relevant to the evaluation process than does the teacher. However, the teacher perceives that promoting professional growth to be more relevant to the evaluation process than does the administrator.



- a. Clarify duties and responsibilities of teaching.
 b. Improve teaching performance
 c. Promote professional growth in teachers.
 d. Facilitate better communication.
 e. Foster job satisfaction.
 f. Make judgments based on the closeness-of-fit between the desired competencies and observed competencies.

Figure 1

Administrator and Teacher Perceptual Needs of a
 Teacher Evaluation Process

Hypothesis 2. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Become aware of the expectation of the administrator.
- b. Establish pertinent educational objectives.
- c. Have a closer relationship between supervision and appraisal.
- d. Identify the areas of teaching which need improvement.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 11. Items 7-10 refer to Hypothesis 2.

Table 11

Summary Table of the Analysis of Variance of the Data
Between Administrators and Teachers: Hypothesis 2

Item	Administrator		Teacher		F	p
	Mean	S	Mean	S		
7	1.67	0.71	1.56	0.49	1.46	0.22
8	1.71	0.80	1.64	0.65	0.35	0.55
9	1.78	0.68	1.77	0.55	0.00	0.93
10	1.39	0.49	1.43	0.56	0.20	0.64

Significant at .05 level.

As indicated in Table 11, sections 'a' through 'd' which correspond to test items 7-10 evidenced no significant difference between the means of the Christian school educators and, therefore, are retained as tenable.

Hypothesis 3. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Define the nature of a teacher's job.
- b. Establish goals and objectives by the teachers.
- c. Indicate the process by which evaluative judgment will be made.
- d. Clarify the role of evaluatee and evaluator.
- e. Clarify the rationale for teacher evaluation.
- f. Show the purpose of an evaluation conference.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 12. Items 11-16 refer to Hypothesis 3.

Table 12

Summary Table of the Analysis of Variance of the Data
Between Administrators and Teachers: Hypothesis 3

Item	Administrator		Teacher		<u>F</u>	<u>P</u>
	Mean	S	Mean	S		
11	1.91	0.88	1.89	0.88	0.11	0.73
12	1.75	0.83	1.57	0.63	2.22	0.13
13	1.73	0.67	1.86	0.73	1.33	0.25
14	1.98	0.90	2.07	0.82	0.43	0.50
15	2.14	0.99	1.83	0.68	5.23	0.20*
16	1.96	0.78	1.95	0.79	0.00	0.93

*Significant at .05 level.

As indicated in Table 12, sections 'a', 'b', 'c', 'd' and 'f' which correspond to test items 11, 12, 13, 14, and 16 evidenced no

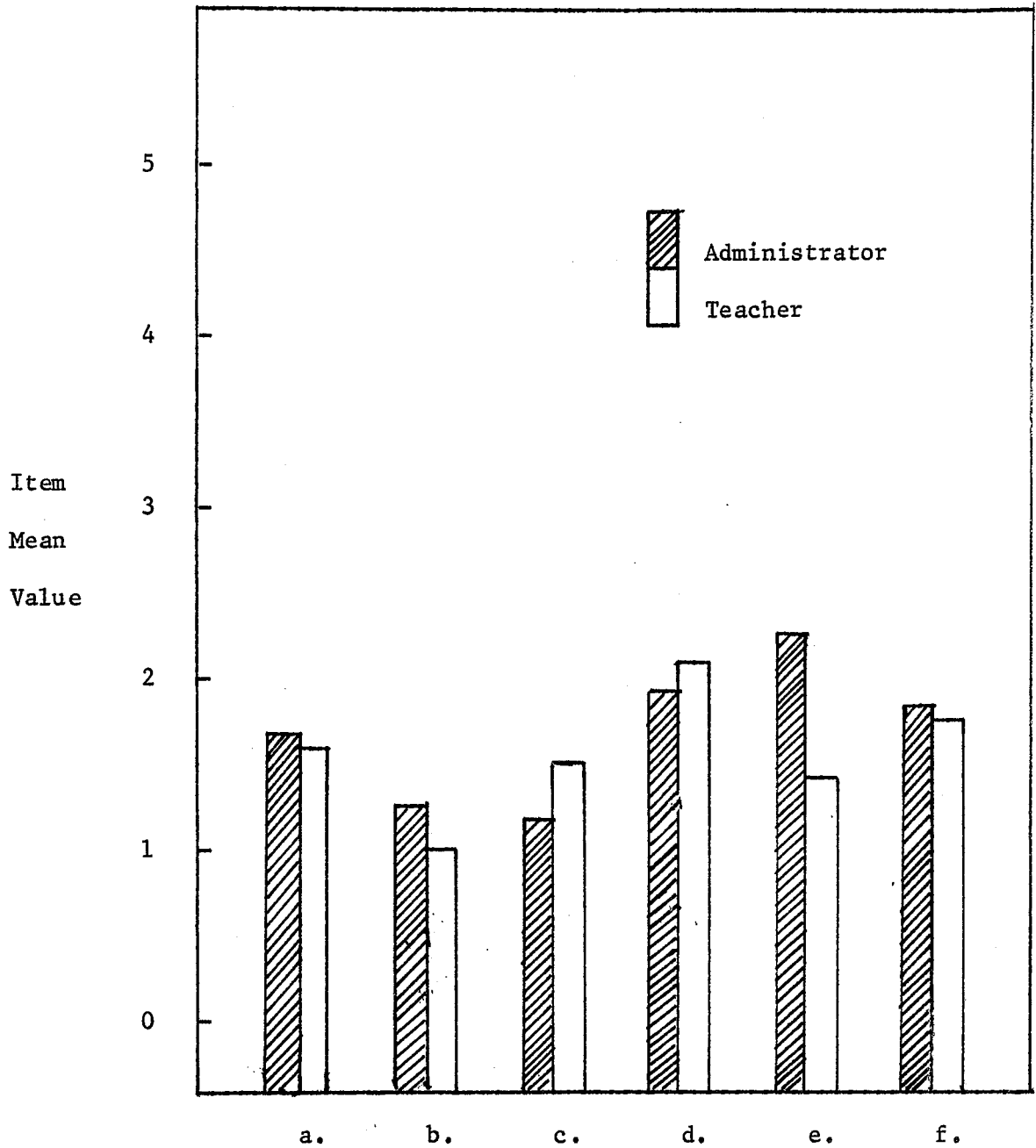
significant difference between the means of the Christian school educators and are, therefore, retained as tenable. However, perusal revealed a significant difference between administrators and teachers in one of the six items. Figure 2 depicts the extent and nature of these differences.

As portrayed in Figure 2, the teacher perceives the area of clarification of the rationale for teacher evaluation to be more relevant to the evaluation process than does the administrator.

Hypothesis 4. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects of a teacher evaluation process:

- a. Become aware of the quality of a teaching performance as an on-going procedure.
- b. Strengthen performance where needed.
- c. Be able to report to the board of education the status of teacher performance.
- d. Provide documentation for employment decisions.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 13. Items 17-20 refer to Hypothesis 4. As indicated in Table 13, section 'b' evidenced no significant difference between the means of the Christian school educators and is, therefore, retained as tenable. However, the statistical analysis revealed a significant difference between administrators and teachers in three of the four items. Figure 3 depicts the extent and nature of these differences.



- a. Define the nature of a teacher's job.
- b. Establish goals and objectives by the teachers.
- c. Indicate the process by which evaluative judgment will be made.
- d. Clarify the role of evaluatee and evaluator.
- e. Clarify the rationale for teacher evaluation.
- f. Show the purpose of an evaluation conference.

Figure 2

Administrator and Teacher Perceptual Methods of a
Teacher Evaluation Process

Table 13

Summary Table of the Analysis of Variance of the data
Between Administrators and Teachers: Hypothesis 4

Item	Administrator		Teacher		<u>F</u>	<u>p</u>
	Mean	S	Mean	S		
17	1.39	0.49	1.61	0.56	6.12	0.01**
18	1.44	0.56	1.50	0.60	2.96	0.08
19	1.75	0.58	2.16	0.92	9.61	0.00**
20	1.64	0.67	2.08	0.84	11.49	0.00**

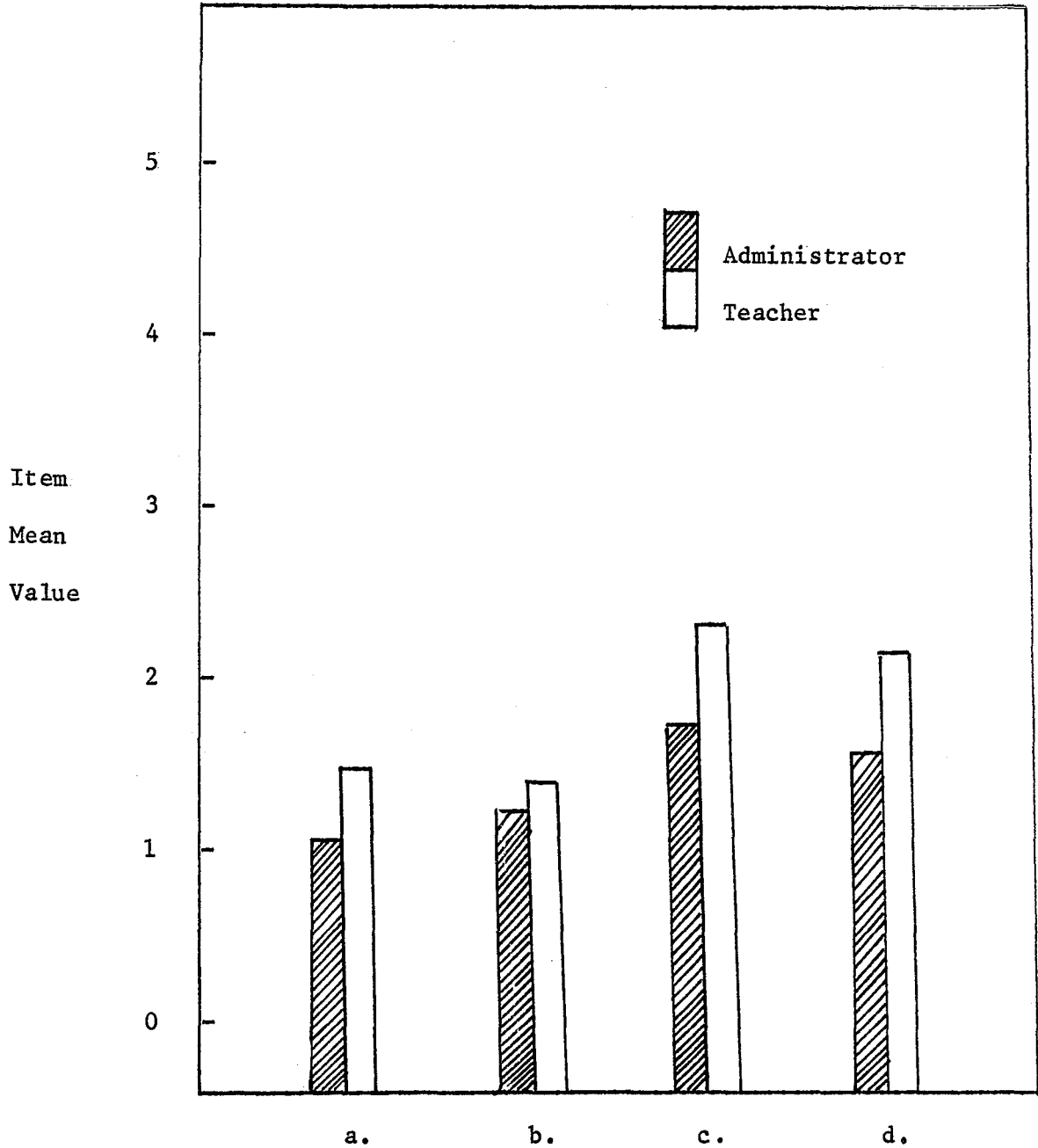
*Significant at .05 level.

**Significant at .01 level.

As portrayed in Figure 3, the administrator perceives the areas of awareness of the quality of teaching performance as an on-going procedure, the ability to report to the board of education the status of teaching performances, and the provision of documentation for employment decisions to be more pertinent to the evaluation process than does the teacher.

Hypothesis 5. There is no difference of perception between administrators and teachers of private Christian schools with regard to having a pre-conference.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 14. Item 21 refers to Hypothesis 5.



- a. Awareness of the quality of a teaching performance as an on-going procedure.
- b. Strengthen performance where needed.
- c. Be able to report to the board of education the status of teacher performance.
- d. Provide documentation for employment decisions.

Figure 3

Administrator and Teacher Perceptual Results of a Teacher Evaluation Process

Table 14

Summary Table of the Analysis of Variance of the Data
Between Administrators and Teachers: Hypothesis 5

Item	Administrator		Teacher		<u>F</u>	<u>p</u>
	Mean	S	Mean	S		
21	2.98	1.32	3.31	1.53	1.82	0.17

Significant at .05 level.

As indicated in Table 14, Hypothesis 5 which corresponds to item 21 evidenced no significant difference between the means of the Christian school educators and is, therefore, retained as tenable.

Hypothesis 6. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following aspects in a pre-conference:

- a. Define the nature of the teacher's role in the classroom.
- b. Establish objectives to be taught.
- c. Explain the evaluation process.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 15. Items 22-24 refer to Hypothesis 6.

As indicated in Table 15, sections 'a' through 'c' which correspond to items 22-24 evidenced no significant difference between the means of the Christian school educators and are, therefore retained as tenable.

Table 15

Summary Table of the Analysis of Variance of the Data
Between Administrators and Teachers: Hypothesis 6

Item	Administrator		Teacher		F	p
	Mean	S	Mean	S		
22	2.24	1.28	2.69	1.34	3.54	0.06
23	2.38	1.39	2.60	1.38	0.78	0.37
24	2.34	1.39	2.69	1.46	1.80	0.18

Significant at .05 level.

Hypothesis 7. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following sources of a teacher evaluation process:

- a. Documented observation.
- b. Informal visitations.
- c. Logs of teacher activities.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 16. Items 25-27 refer to Hypothesis 7.

As indicated in Table 16, section 'a' through 'c' which correspond to items 25-27 revealed a significant difference between administrators and teachers. Figure 4 depicts the extent and nature of these differences.

Table 16

Summary Table of the Analysis of Variance of the Data
Between Administrators and Teachers: Hypothesis 7

Item	Administrator		Teacher		<u>F</u>	<u>p</u>
	Mean	S	Mean	S		
25	1.62	0.82	2.35	1.27	14.98	0.00**
26	1.51	0.66	2.33	1.17	22.83	0.00**
27	2.73	1.22	3.33	1.46	6.90	0.00**

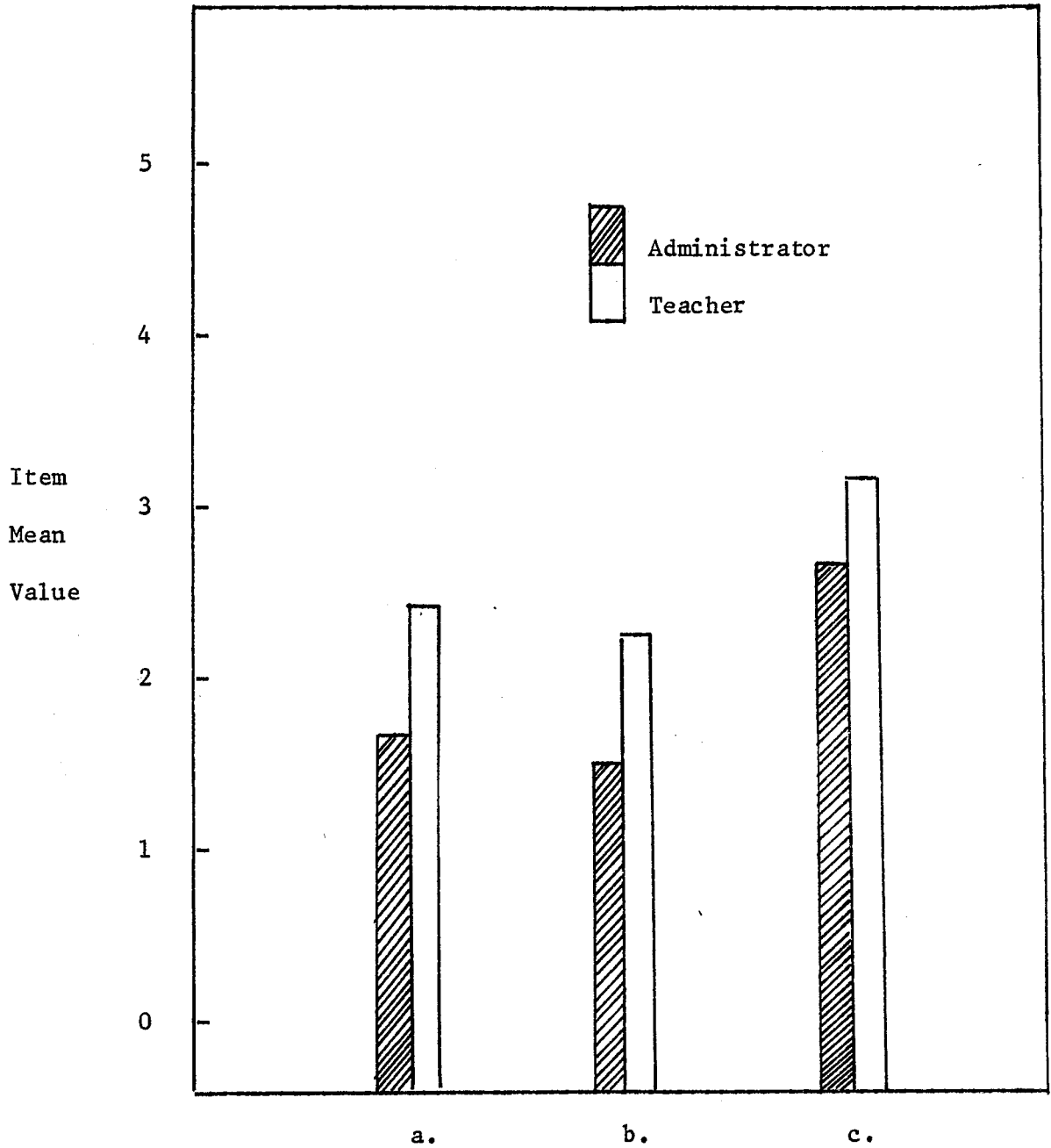
*Significant at .05 level.

**Significant at .01 level.

As portrayed in Figure 4, the administrator perceives the areas of documented observation, informal visitations, and logs of teacher activities to offer more important sources for a teacher evaluation process than does the teacher.

Hypothesis 8. There is no difference of perception between administrators and teachers of private Christian schools with regard to characteristics of a teacher evaluation conference:

- a. Efforts toward mutual understanding.
- b. Established tone of helpfulness and sincerity.
- c. Availability of knowledge of and information about the teacher.
- d. Use of evaluative judgments geared toward improvement of instruction.
- e. Balance between listening and speaking.
- f. Time spent on successful performance.



- a. Documented observation.
- b. Informal visitations.
- c. Logs of teacher activities

Figure 4

Administrator and Teacher Perceptual Source of a Teacher Evaluation Process

g. Identification and discussion of areas of improvement.

h. Teacher being provided with a written evaluation.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 17. Items 28-35 refer to Hypothesis 8.

Table 17

Summary Table of the Analysis of Variance of the Data
Between Administrators and Teachers: Hypothesis 8

Item	Administrator		Teacher		F	p
	Mean	S	Mean	S		
28	1.28	0.58	1.62	0.77	8.33	0.00**
29	1.23	0.42	1.50	0.84	5.12	0.02*
30	1.69	0.79	2.39	1.24	14.33	0.00**
31	2.21	0.73	1.48	1.23	16.77	0.00**
32	1.64	0.74	1.71	0.74	.30	0.58
33	1.51	0.71	1.89	0.69	6.58	0.01**
34	1.35	0.51	2.08	1.12	21.09	0.00**
35	1.55	0.89	2.21	1.46	9.67	0.00**

*Significant at .05 level.

**Significant at .01 level.

As indicated in Table 17, section 'e' which corresponded to test item 32 evidenced no significant difference between the means of Christian school educators and is, therefore, retained as tenable.

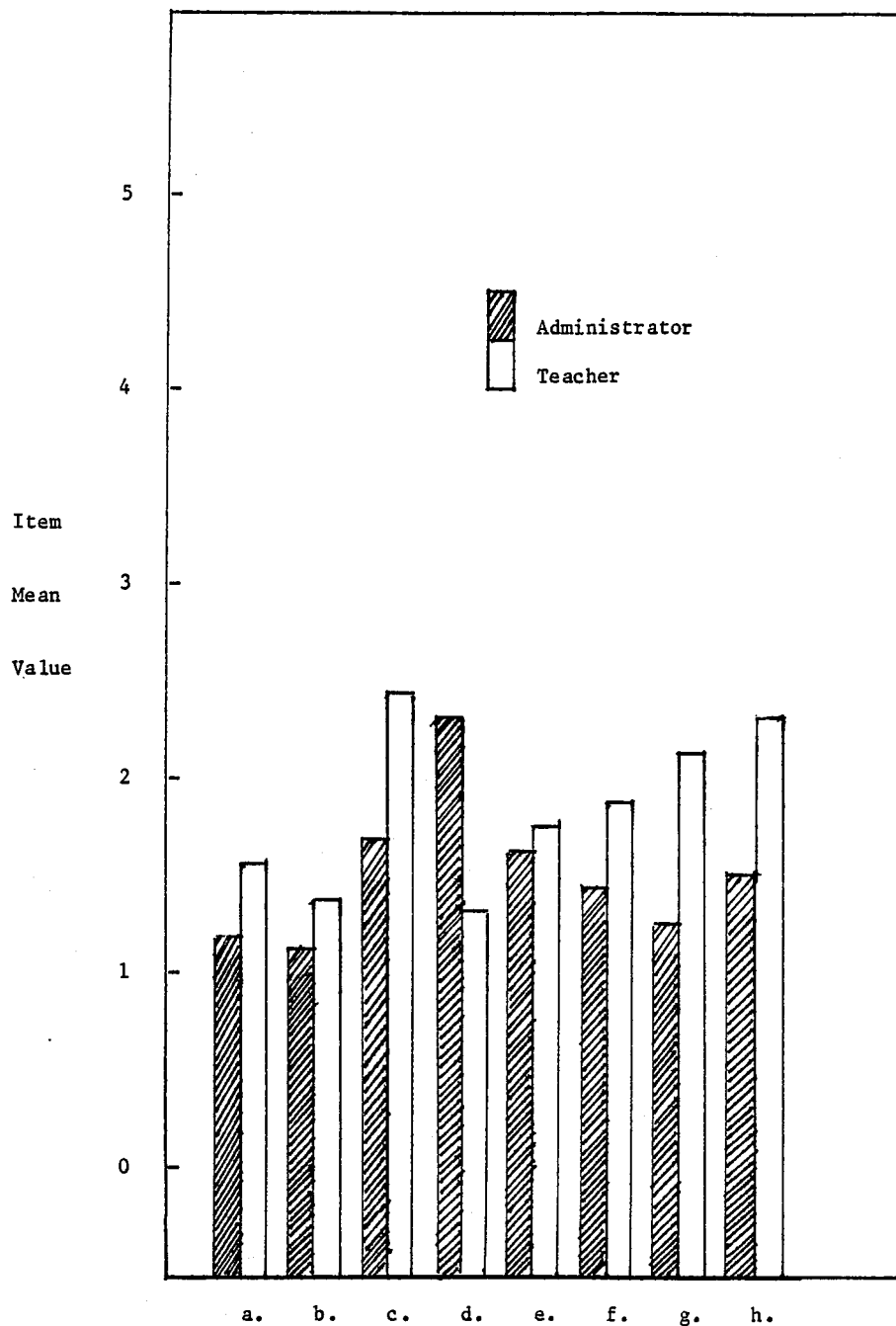
However, perusal revealed a significant difference between administrators and teachers in seven of the eight items. Figure 5 depicts the extent and nature of these differences.

As portrayed in Figure 5, the administrator perceives the areas of mutual understanding, tenor of helpfulness and sincerity, availability of knowledge of and information about the teacher, emphasis on successful performance, identification and discussion of areas of improvement, and provision of a written evaluation for the teacher to be more relevant characteristics of a teacher evaluation conference than does the teacher. On the other hand, teachers perceive the use of evaluative judgments geared toward improvement to be a more relevant characteristic of a teacher evaluation conference than does the administrator.

Hypothesis 9. There is no difference of perception between administrators and teachers of private Christian schools with regard to the following activities of a post-evaluation process:

- a. Agreeing on specific follow-up activities.
- b. Clarifying the responsibilities of both the teacher and administrator for carrying out commitments for action.
- c. Keeping informal notes and records of expressed proposals and subsequent implementing action.
- d. Administrator keeping in touch with the teacher.
- e. Counsel and guidance are encouraged when there is a need.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 18. Items 36-40 refer to Hypothesis 9.



- a. Efforts toward mutual understanding.
- b. Established tone of helpfulness and sincerity.
- c. Availability of knowledge of and information about the teachers.
- d. Use of evaluative judgments geared toward improvement of instruction.
- e. Balance between listening and speaking.
- f. Time spent on successful performance.
- g. Identification and discussion of areas of improvement.
- h. Teacher being provided with a written evaluation.

Figure 5

Administrator and Teacher Perceptual Characteristics of a Teacher Evaluation Conference

Table 18

Summary Table of the Analysis of Variance of the Data
Between Administrators and Teachers: Hypothesis 9

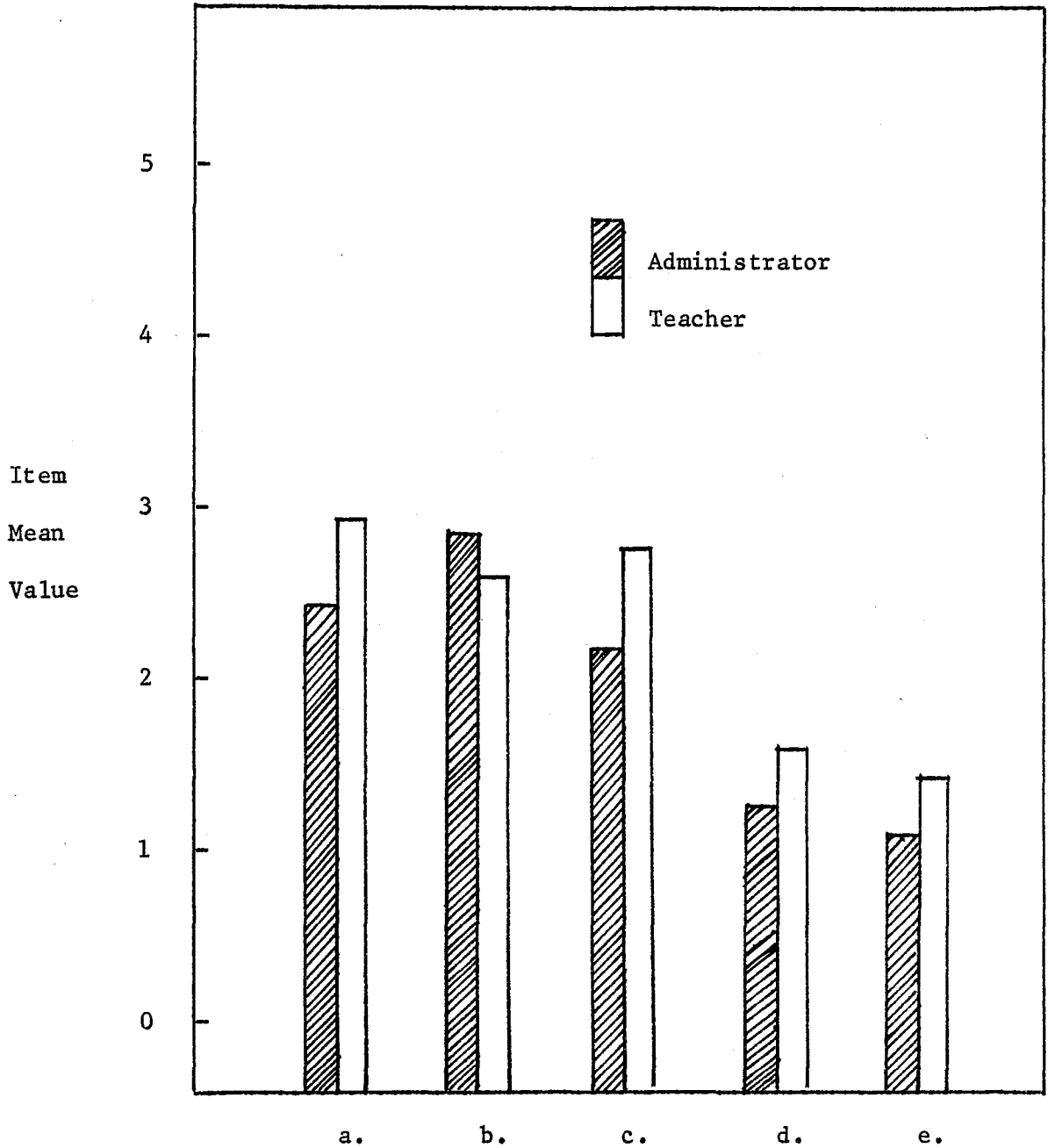
Item	Administrator		Teacher		<u>F</u>	<u>p</u>
	Mean	S	Mean	S		
36	2.42	0.91	2.97	1.33	7.43	0.00**
37	2.96	1.06	2.46	1.40	5.42	0.02*
38	2.19	0.92	2.95	1.38	13.39	0.00**
39	1.57	0.70	1.86	1.00	3.85	0.06
40	1.39	0.59	1.67	0.85	4.98	0.02*

*Significant at .05 level.

**Significant at .01 level.

As indicated in Table 18, section 'd' which corresponded to test item 39 evidenced no significant difference between the means of Christian school educators and is, therefore, retained as tenable. However, the statistical analysis revealed a significant difference between administrators and teachers in four of the five items. Figure 6 depicts the extent and nature of these differences.

As portrayed in Figure 6, the administrator perceives the areas of agreeing on specific follow-up activities, keeping informal notes and records of expressed proposals and subsequent implementing action, and counsel and guidance were needed to be more relevant to the activities of a post-evaluation process than does the teachers. Teachers, on the other hand, clarifying the responsibilities of both the teacher



- a. Agreeing on specific follow-up activities.
- b. Clarifying the responsibilities of both the teacher and administrator for carrying out commitments for action.
- c. Keeping informal notes and records of expressed proposals and subsequent implementing action.
- d. Administrator keeping in touch with the teacher.
- e. Counsel and guidance are encouraged when there is a need.

Figure 6

Administrator and Teacher Perceptual Activities of a Post-Evaluation Process

and administrator for carrying out commitments for action to be more relevant to the activities of a post-evaluation process than does the administrator.

Hypothesis 10. There is no difference of perception between administrators and teachers of private Christian schools with regard to the appropriateness of the criteria for a teacher evaluation process which is used at their own school.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 19. Item 41 refers to Hypothesis 10.

Table 19

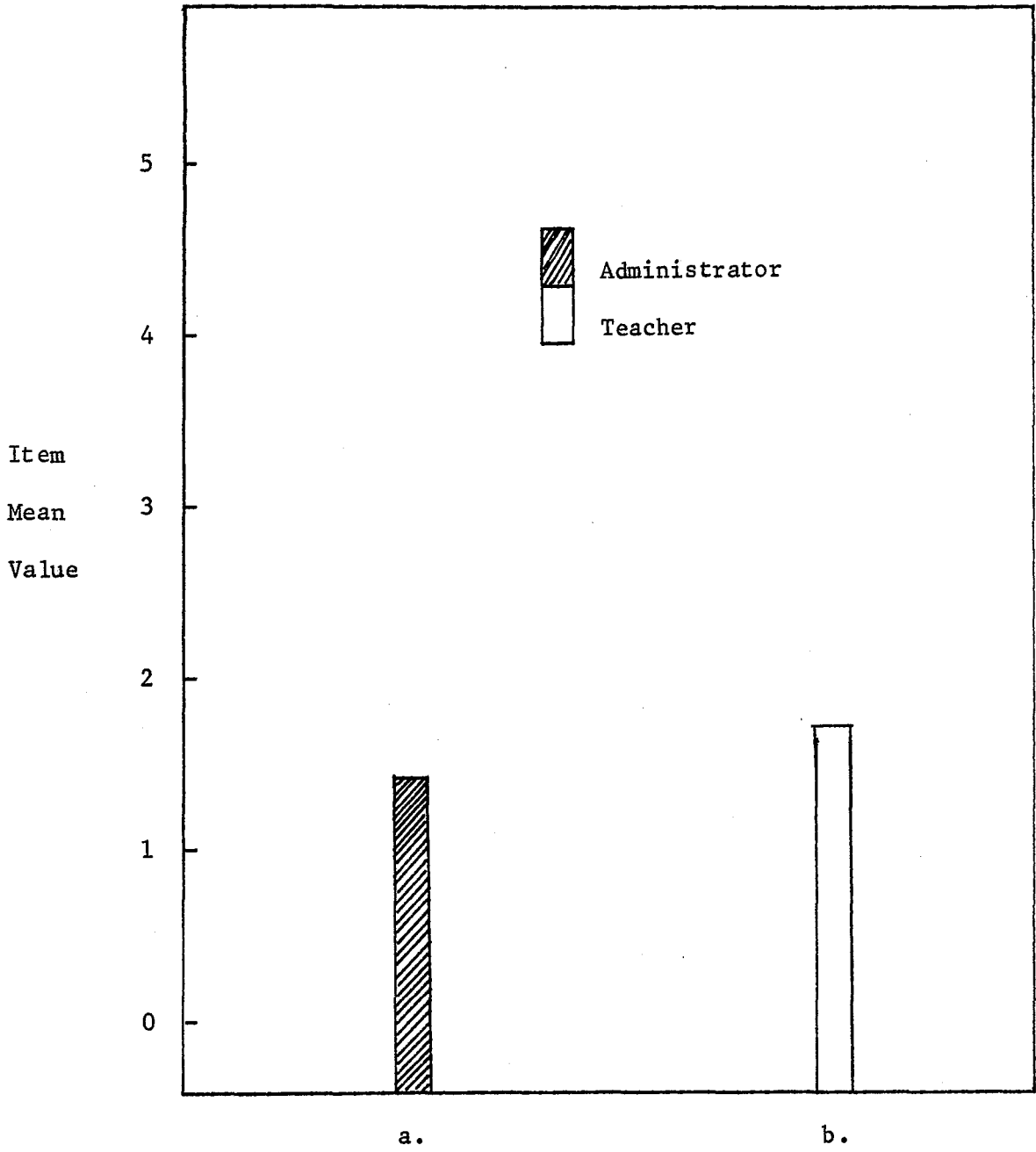
Summary Table of the Analysis of Variance of the Data
Between Administrators and Teachers: Hypothesis 10

Item	Administrator		Teacher		F	p
	Mean	S	Mean	S		
41	1.58	0.70	1.89	0.89	4.95	0.02*

*Significant at .05 level.

An investigation of item 41 revealed a significant difference between administrators and teachers. As portrayed in Figure 7, the administrator perceives the appropriateness of the criteria used for teacher evaluation to be more centered to a teacher evaluation process at their own schools than does the teacher.

Hypothesis 11. There is no difference of perception between administrators and teachers of private Christian schools with regard to the clarity



- a. Administrator perceptions.
- b. Teacher perception.

Figure 7

Administrator and Teacher Perceptual Appropriateness of the Criteria Used for Teacher Evaluation

of the evaluator in defining the criteria he/she utilizes in evaluating teachers.

The results of the one-way analysis of variance (ANOVA) procedures, along with the group means for the data from the 42-item questionnaire are summarized in Table 20. Item 42 refers to Hypothesis 10.

Table 20

Summary Table of the Analysis of Variance of the Data
Between Administrators and Teachers: Hypothesis 11

Item	Administrator		Teacher		<u>F</u>	<u>p</u>
	Mean	S	Mean	S		
42	1.91	0.79	2.48	1.26	9.39	0.00**

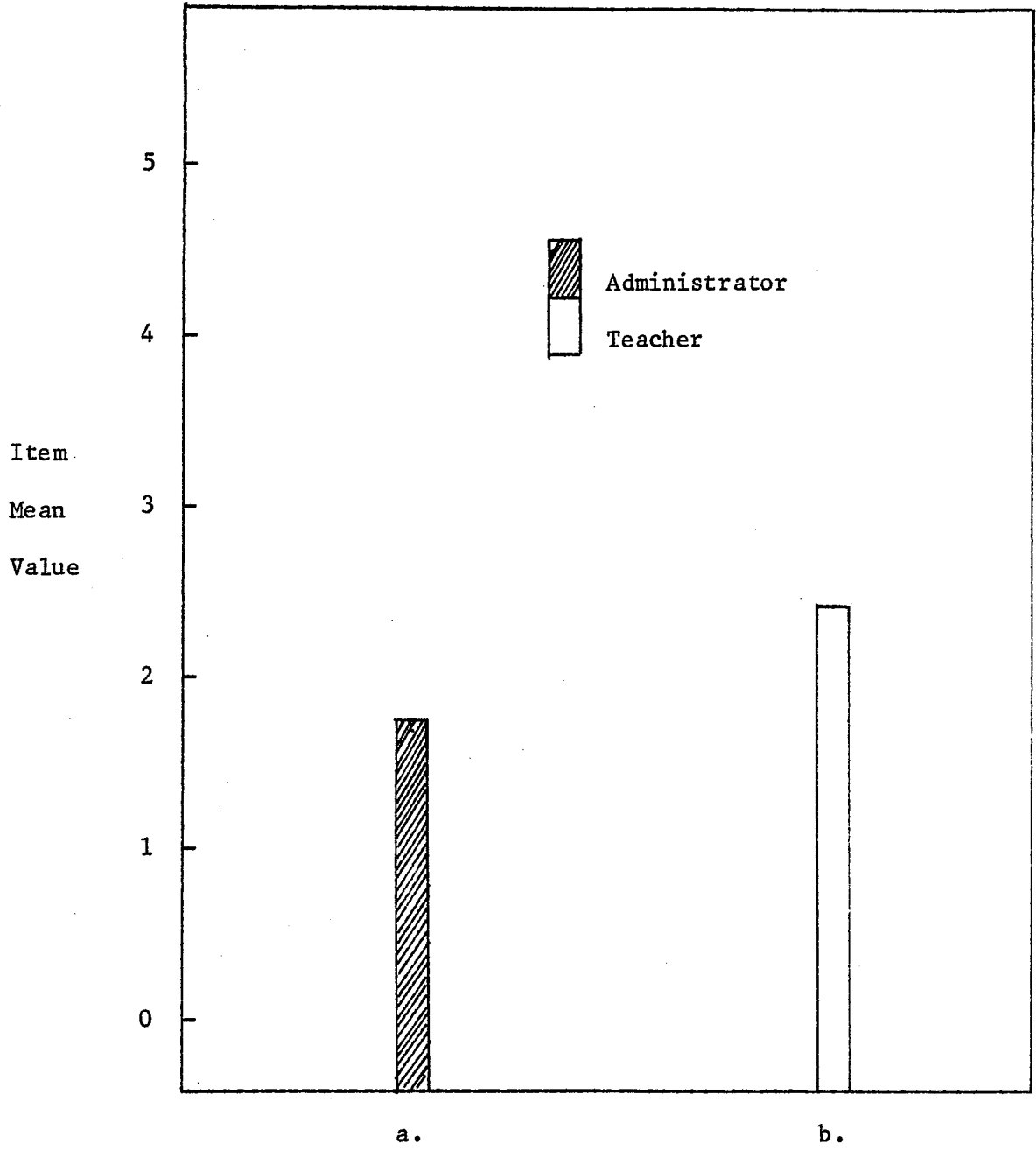
*Significant at .05 level.

**Significant at .01 level.

A scrutiny of item 42 revealed a significance between administrators and teachers. As portrayed in Figure 8, the administrator perceives the evaluator to be clearly defining the criteria he/she utilizes in evaluation more than does the teacher.

ANALYSIS OF COMMENTS

In addition to the tabulated data generated from the five-point Likert scale of the instrument, the surveyed Christian educators offered comments and reactions to the instrument. Comments on individual items to the questionnaire were usually expressing why an educator responded in a certain way. General comments dealing with the questionnaire as a whole were diverse in reaction. Some of the comments were



- a. Administrator perceptions.
- b. Teacher perceptions.

Figure 8

Administrator and Teacher Perceptual Clarity of the
Criteria Used in Teacher Evaluation

highly favorable (i.e., "these are excellent objectives"), while others expressed disfavor (i.e., "this survey is too explicit and detailed"). Several of the surveyed educators mentioned that the component parts of the questionnaire were excellent "ideals," but in reality it would be impossible to practice all of the competencies. A number of persons expressed a frustration with mostly answering "agree" or "strongly agree" for part of the instrument. A couple of the educators believed that the competencies required for Christian school teachers should be different than the competencies necessary for all classroom teachers. One person was concerned that the instrument only mentioned what the teacher did, rather than who the teacher was. Several of those responding to the instrument requested a copy of the results. Twenty-six percent of the questionnaires contained written comments.

SUMMARY

Teachers and administrators were compared with respect to their perception of the various phases of an evaluation process, such as, need, purpose, procedure, and result. A number of significant differences were noted. Administrators saw several areas more pertinent to an evaluation process in the need phase, that is, awareness of the quality of a teaching performance as an on-going procedure, established tone of helpfulness and sincerity, and time spent on successful performance as being of greater importance than did the teachers. Teachers, on the other hand, perceived clarifying the rationale for teacher evaluation to be more centered to an evaluation process in the need phase than did the administrators. Administrators saw many areas more important to an evaluation process in the purpose phase, such as, improving teaching

performance, facilitating better communications, and identification and discussion of areas of improvement than did the teachers. Teachers perceived that promoting professional growth in teachers as being more centered to an evaluation process in the purpose phase than did the administrators. Administrators perceived several areas more pertinent to an evaluation process in the procedural phase, that is, documenting observations, informal visitations, logging teacher activities, keeping informal notes and records of expressed proposals and subsequent implementing action, appropriateness of the criteria used for teacher evaluation, and the clarity of the evaluator in defining the criteria he/she utilizes in evaluating teachers than did the teachers. Teachers, on the other hand, saw the use of evaluative judgments geared toward improvement of instruction and clarifying the responsibilities of both the teacher and administrator for carrying out commitments for action as being of greater importance did the administrators in those areas. Lastly, administrators saw many areas more pertinent to an evaluation process in the result phase, such as, reporting to the board of education the status of teaching performance, providing documentation for employment decisions, availability of knowledge of and information about the teacher, providing the teacher with a written evaluation, agreeing on specific follow-up activities, and counseling and guidance on behalf of the evaluator when needed than did the teachers.

Chapter V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

The purpose was fourfold: (1) to compare the responses of the experiences, Christian day-school teacher to those of the administrator of the Christian day-school as to the need of the evaluation process found in their schools, (2) to compare the responses of those two groups in the aspect of the purpose of the evaluation process found in their schools, (3) to compare the responses of those two groups in the area of evaluation procedures found in their schools, and (4) to compare the responses of those two groups in the area of evaluation results found in their schools.

The population was composed of Christian schools affiliated with the California-Nevada-Hawaii Region of the Association of Christian Schools International. A total of sixty-six institutions comprised the population which had an enrollment of 400 students or more and a teaching staff of twelve or more members.

An instrument based on Redfern's evaluation plan was developed for evangelical Christian schools by the researcher. Three questionnaires were mailed to the chief administrator of each of the sixty-six Christian schools, asking him to complete one and to have two experienced teachers from his faculty to complete the other two questionnaires. Two call back procedures were used for nonrespondents. A call back letter and additional questionnaires were mailed to nonrespondents. The second

and last call back communication was accomplished by telephoning non-participants at each school to remind them to send the questionnaires back to the researcher.

Questionnaires were collected and reduced for process in the University of Pacific Computer Center. Using a one-way analysis of variance, null hypotheses were tested at the 0.05 level of significance.

FINDINGS

The findings are organized into two sections, one pertains to findings germane to administrator's view of evaluation processes. Section two contains findings pertinent to the teachers' perspective of evaluation processes.

Section One

Administrators perceived many areas to be pertinent to the four phases within an evaluational process. Administrators ascertained the following areas to be pertinent to the need phase:

1. Awareness of the quality of a teaching performance as an on-going procedure,
2. Established tone of helpfulness and sincerity,
3. Time spent on successful performance.

In the purposes phase administrators perceived the following areas to be important:

1. Improving teaching performance,
2. Facilitating better communications,
3. Identification and discussion of areas of improvement.

Administrators recognized the following areas to be germane to the procedural phase:

1. Keeping informal notes and records of expressed proposals and subsequent implementing action,
2. Appropriateness of the criteria used for teacher,
3. Clarity of the evaluator in defining the criterion he/she uses in evaluating teachers.

Administrators discerned the subsequent areas to be pertinent to the result phase:

1. Reporting to the board of education the status of teaching performance,
2. Providing documentation for employment decisions,
3. Documenting observations,
4. Informal visitations,
5. Logging teacher activities,
6. Availability of knowledge of and information about the teacher,
7. Providing the teacher with a written evaluation,
8. Agreeing on specific follow-up activities,
9. Counseling and guidance on behalf of the evaluator when needed.

Section Two

Teachers did not perceive as many evaluational behaviors to be pertinent to the need, purpose, procedure, and result phases within an

evaluation process as did the administrators. Teachers ascertained the following activities to be germane to the various phases within the process:

1. Clarification of the rationale for teacher evaluations to be centered to the need phase,
2. Promotion of professional growth in teachers to be pertinent to the purpose phase,
3. The use of evaluative judgments geared toward improvement of instruction and the clarification of responsibilities of both the teacher and administrator for carrying out commitments for action as being important in the procedure phase.

CONCLUSIONS

On the basis of the collected and analyzed data, the following conclusions are presented: There are significant differences in agreement among Christian school educators as to the:

1. Need of the evaluation process found in their schools.
2. Purpose of the evaluation process found in their schools.
3. Procedure of the evaluation process found in their school.
4. Result of the evaluation process found in their school.

RECOMMENDATIONS

The preceding results and conclusions suggested the following recommendations for future research:

1. This research study should be replicated among additional groups of Christian educators who are associated with institutions

of student enrollment of less than 400 and a teaching staff of less than twelve teachers to either.

2. This research study should be replicated among additional groups of Christian educators using other experts' evaluation plans.

3. Further research should be conducted to determine if there is a common set of teacher evaluation aspects which both Christian school administrators and Christian school teachers can mutually endorse.

4. This research study should be replicated among additional groups of Christian educators with respect to a national survey being sent to schools with enrollment of 400 or more students and a teaching staff of twelve or more instructors.

5. Future research should determine whether there is a relation between procedures of evaluation and subsequent teacher behavior change.

DISCUSSION

Basically, there was very little perceptual difference found among Christian school educators in terms of an evaluation process. However, it is interesting to note that there was better agreement among those educators between the theoretical aspects of the process than the practical areas.

The development and progression of this research study has been documented in Chapter I-V. Now that the data have been analyzed, conclusions drawn, and recommendations given there remains one area of importance that needs to be discussed by the researcher. There were in fact significant differences in agreement among Christian educators of an evaluation process. As previously indicated the literature view and this study point to the importance of the development of an evaluation process germane to the concerns of administrators and teachers.

A Model Process

The following synopsis of activities is a result of the literature review and this research study. These activities lead to an evaluation process relevant to the interest of administrators and teachers.

Plan of action. It is suggested that the instructor select target areas which would have the greatest impact for student improvement and record them early in the teaching year (See Appendix E).

The objectives and the methods to accomplish the objectives should be clearly and simply stated. They should not be so extensive that they could not reasonably be attained.

The administrator and staff are expected to schedule a convenient time early in the year for discussing each one's responsibility for setting appropriate instructional improvement objectives and the support needed to accomplish the objectives. The methods for reaching the improvement objectives should be discussed freely. The instructor should feel free to ask assistance from the administrator. After the plan is discussed, if it is agreed upon at the time or shortly thereafter, a copy should be left with the administrator.

Review improvement accomplishments. Late in the school year another conference with the administrator should be arranged to discuss, indicate administrator support and review improvement accomplishments (See Appendix F). Future improvement planning could be considered at that time. The yearly plan and list of accomplishments (See Appendix F) would then be submitted to the administrator.

Success in reaching the instructor's objectives could involve the total educational community (resources, expertise) or be limited

to only the efforts of the instructor depending on the desires of the supervisor, instructor, or the institution.

Observation process. The observation team (fellow teacher, department head, resource teacher, and/or administrator---two to three total) is germane to the observation process. The team should keep anecdotal data of classroom observations on record sheets (See Appendix G) during the course of the year. The data should be written down before any conference.

During the year, evaluation conferences are held with the observation team. Before a conference, the teacher and administrator should analyze the data collected so they may discuss, and share respective data.

During the conference the educators need to discuss how each can support and improve the education process in the educational setting they represent. The evaluator should make constructive suggestions during this time. The anecdotal record sheets would also be signed at this time.

A Model Process Time Line

The following model encompasses a procedure for evaluating staff performance. The researcher attempted to outline a model for accomplishing this task by presenting a procedure within a time line.

A MODEL PROCESS FOR EVALUATION

TIME LINE

September - October - November

PLAN OF ACTION

Conference with each staff person to consider objectives and methods for improvements of instruction and learning and support that might be needed to accomplish the objectives. Teacher and

supervisor keep signed carbon copies (Not to be filed in personnel file until second conference unless agreed to by teacher).

Discuss appropriateness of plans (See Appendix E).

December - January - February - March

Team observation process.

April - May - June

Second conference with teacher to discuss accomplishments (See Appendix F).

Prior to the conference, teacher and administrator must have read through data collected, recorded data on respective anecdotal record sheets (See Appendix G).

Teacher and administrator (optional involvement of another person in the discussion). Compare and discuss data.

Teacher and administrator may want further discussion after combining both sets of data.

Teacher and administrator sign the review improvement accomplishment form (See Appendix F). Each should keep a copy and one may be filed with personnel.

The aforementioned model process provides the administrator and teacher the opportunity to develop a common dialogue germane to the evaluation process at their own school. The literature review and this research project emphasizes the importance to involve the teacher in the evaluation process so that there will be clarity and agreement between the administrator and teacher.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

1. There Is A Need For Evaluation As A Procedure To:

- a. Clarify duties and responsibilities of teaching SA A U D SD
- b. Improve teaching performance SA A U D SD
- c. Promote professional growth in teachers SA A U D SD
- d. Facilitate better communication SA A U D SD
- e. Foster job satisfaction SA A U D SD
- f. Make judgments based on the closeness-of-fit between the desired competencies and observed competencies SA A U D SD
- g. Other _____

2. The Purpose of Evaluation Is To Be Useful In Providing:

- a. An awareness of the expectations of the administrator SA A U D SD
- b. Establishment of pertinent educational objectives SA A U D SD
- c. Closer relationship between supervision and appraisal SA A U D SD
- d. Identification of the areas of teaching which need improvement . . SA A U D SD
- e. Other _____

3. The Method Of Evaluation Involves The Following:

- a. Define the nature of a teacher's job SA A U D SD
- b. Establishment of goals and objectives by the teacher SA A U D SD
- c. Indicate the process by which evaluative judgment will be made . . SA A U D SD
- d. Clarify role of evaluatee; evaluator SA A U D SD
- e. To clarify the rationale for teacher evaluation SA A U D SD
- f. Show purpose of evaluation conference SA A U D SD
- g. Other _____

4. The Results Of The Appraisal Process Are To:

- a. Be better aware of the quality of teaching performance as an on-going procedure SA A U D SD
- b. Strengthen performance where needed SA A U D SD
- c. Be able to report to board of education the status of teaching performance SA A U D SD
- d. Provide documentation for employment decisions SA A U D SD
- e. Other _____

INSTRUCTIONS FOR QUESTIONS 5 - 10

Please indicate (by circling) whether the following are:

- A - Always
- O - Often
- SO - Sometimes
- SE - Seldom
- AN - Almost Never

being performed by the evaluator.

The Procedures Of The Evaluation Process Include:

- 5. Pre-Conference A O SO SE AN
- At which the following is discussed:
- a. Define nature of teacher's role in classroom A O SO SE AN
 - b. The establishment of objectives to be taught A O SO SE AN
 - c. Explanation of evaluation process A O SO SE AN
 - d. Other _____

6. The Sources Used For Evaluation Process Include:

- a. Documented observation A O SO SE AN
- b. Informal visitation A O SO SE AN
- c. Log of teacher activities A O SO SE AN
- d. Other sources of evaluation _____

7. Evaluation Conference Characterized By:

- a. Effort toward mutual understanding A O SO SE AN
- b. Established tone of helpfulness and sincerity A O SO SE AN
- c. Availability of knowledge of and information about the teacher A O SO SE AN
- d. Use of evaluative judgments geared toward improvement of instruction A O SO SE AN
- e. Balance between listening and speaking A O SO SE AN
- f. Time spent on successful performance A O SO SE AN
- g. Identification and discussion of areas of improvement A O SO SE AN
- h. Teacher being provided with a written evaluation A O SO SE AN
- i. Other _____

8. Post-Evaluation Activities Include:

- a. Agreeing upon specific follow-up activities A O SO SE AN
- b. Clarifying the responsibilities of both the teacher and administrator for carrying out commitments for action A O SO SE AN
- c. Keeping informal notes and records of expressed proposals and subsequent implementing action A O SO SE AN
- d. Administrator keeping in touch with the teacher A O SO SE AN
- e. Counsel and guidance are encouraged when there is a need A O SO SE AN

9. The criteria for teacher evaluation are appropriate A O SO SE AN

10. These criteria have been clearly defined by the administration A O SO SE AN

INFORMATION

Name of Institution _____

Please Check One:

- A. Christian School Administrator Christian School Teacher
- B. Age: _____ C. Sex: Male Female
- D. Degree: AA BA/BS MA/MS Doctorate
- E. Holds Valid California: Teaching Credential Administrative Credential
- F. Salary Range:

<input type="checkbox"/> Under 9,000	<input type="checkbox"/> 15,000-17,999
<input type="checkbox"/> 9,000-11,999	<input type="checkbox"/> 18,000-21,000
<input type="checkbox"/> 12,000-14,999	<input type="checkbox"/> Over 21,000
- G. Check those who participate in the teacher evaluation process:

<input type="checkbox"/> Self-Evaluation	<input type="checkbox"/> Pupil
<input type="checkbox"/> Fellow Teachers	<input type="checkbox"/> Administrator

INSTRUCTIONS

Please indicate (by circling) whether you:

- SA - Strongly Agree
- A - Agree
- U - Undecided
- D - Disagree
- SD - Strongly Disagree

with the following items as they pertain to your school's evaluation program. These responses are appropriate for questions 1 - 4.

APPENDIX B

LETTER FROM RESEARCHER



UNIVERSITY OF THE PACIFIC

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

95211

May 14, 1982

Dear Christian Educator:

In cooperation with the Department of Educational Administration at the University of the Pacific, I am involved in a research project designed to investigate the teacher evaluation programs which are practiced in Christian schools. This survey is being conducted on a statewide basis with administrators and teachers in schools associated with ACSI. Your response to this study is of extreme importance to the process of investigating teacher evaluation programs found in ACSI schools in California.

Three questionnaires are enclosed in this envelop, one to be completed by you and two to be completed by two of your teachers. Each questionnaire requires approximately ten minutes to complete. To insure random selection please select the two experienced teachers (9 or more months of teaching experience) who appears first and last alphabetically on your roster. Please return the three completed questionnaires in the enclosed, pre-stamped envelop as soon as possible.

Lastly, would you please enclose a sample of the evaluation form you presently use in evaluating your teachers. Also, if you would like a copy of the findings, please return the bottom portion of this letter with the appropriate space marked.

Your cooperation in this statewide survey of evangelical Christian educators is very important. Let me thank you in advance for taking time from your busy schedule to participate in this study.

Most Cordially,

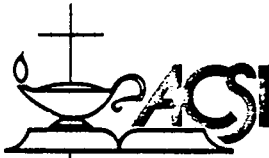
John Farris
Graduate Student

JF/sd

_____ Yes, I would like a copy of the findings.

APPENDIX C

COVER LETTER FROM REGIONAL DIRECTOR OF
ASSOCIATION OF CHRISTIAN SCHOOLS
INTERNATIONAL



ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL

CALIFORNIA-NEVADA-HAWAII REGION
 ADDRESS: 321 W. BULLARD #101, FRESNO, CA 93704
 (209) 431-7443 (Calif. only) 800-742-1636
 DR. RICHARD WIEBE, REGIONAL DIRECTOR

April 12, 1982

To Questionnaire Respondents . . .

Christian schools are on the move! It is important that these schools meet the needs of students, and that they do this with quality service. It is not enough for Christian educators to be satisfied with less than excellence in their school ministries. Christian schools are improved through careful supervision and evaluation.

May I encourage you to respond quickly and honestly to Mr. John Farris' questionnaire. His research can lead Christian educators to strenghts and weaknesses in the thriving Christian school movement. Might his findings contribute to encouraging first quality in Christian education.

Sincerely,

Richard Wiebe

Dr. Richard Wiebe
 Director of California, Nevada
 and Hawaii for A.C.S.I.

RW:bw

APPENDIX D

CALL BACK LETTER



UNIVERSITY OF THE PACIFIC

95211

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

May 28, 1982

Dear Christian Educator:

Your school was one of sixty-six evangelical institutions in California selected to participate in an important research study. On May 14, 1982, three questionnaires were mailed to you which related to the investigation of the teacher evaluation programs practiced in California Christian schools.

This packet, as you recall, included a letter of introduction to the study, as well as a cover letter from the regional director of ACSI encouraging your participation.

As of the above date, I have not yet received your three copies of the questionnaire. It is extremely important that I receive them soon.

In case you have misplaced the questionnaires, I am enclosing three more copies for your convenience. After you and two experienced teachers (the teachers with at least nine months teaching experience who appear first and last on your roster) have completed the questionnaires, please return them in the enclosed, pre-stamped envelope.

It is possible that you have already completed the questionnaires, but that they have not yet arrived through the mail service. If you have not completed and mailed the questionnaires, however, may I ask that you do so within the next couple of days?

Thank you for your cooperation in this study.

Very Sincerely Yours,

A handwritten signature in cursive script that reads "John Farris".

John Farris
Graduate Student

JF/sd

APPENDIX E

PLAN OF ACTION

APPENDIX F

REVIEW IMPROVEMENT ACCOMPLISHMENTS

REVIEW IMPROVEMENT ACCOMPLISHMENTS
(List summary of specific accomplishments during determinate period)

Instructor's Name	Assignment	Location
Period Covered		Date

TARGET AREAS SELECTED FOR IMPROVEMENT	ACCOMPLISHMENTS
List changes as you changed improvement areas after second observation and succeeding observation or interviews	

Instructor's Signature Date Administrator's Signature Date

OPTION: Colleague's Signature Date

APPENDIX G

ANECDOTAL RECORD SHEET

