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Teacher Reaction to Teacher Evaluation in Ventura County, California

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TEACHER REACTION TO TEACHER

EVALUATION IN VENTURA COUNTY, CALIFORNIA

(TITLE)

BY

Wilbur F. Powell

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1965

YEAR

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It may be true that no man is an island but it certainly is true that no man is self-made. As I express my gratitude, hosts of people come to mind. Space does not permit mentioning them, but they are remembered with kindness.

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CHAPTER I

INCIDENTS THAT PROMPTED THIS STUDY

After spending twenty-five years in another profession, the writer decided to teach school. Very early in this new career, a principal refused to sign the papers of three new teachers. The writer was one. That the principal had not made a classroom visitation during the entire year did not matter. The writer was accused of ignoring board policy.

The classroom assignment for the writer included three Core groups of low achievers, and these students became enthusiastic enough to tackle reading an entire book over the Spring vacation. This was against board policy because there were to be no assignments on holidays. Three years later that principal left after an unpleasant trial.

A few years later a principal came rushing into the writer's classroom for an observation. Two things showed up on his twenty-minute analysis. First, "Not enough care taken with the venetian blinds." One-half of them were turned up and one-half were turned down. This was the way the class had decided was the most desirable for all. The principal had not asked why they were opened in such fashion. He just did not like the plan. Then he gave this unusual advice in his second statement, "More class participation could be

created if wrong information were given." This was to inspire the class to rush down to the library and do research.

Some two weeks later the writer was called into the office to sign the report. There were the two criticisms. There was a mild objection but the principal's answer was, "Just sign it. Signing it does not mean you agree. It just means you read it." It was signed as are thousands of other probationary evaluations, but it was a most undemocratic and humiliating experience.

With these two experiences in mind the writer presented the whole problem of evaluation to the Professional Relations and Responsibility Committee of the California Teachers Association--Southern Section. It was soon obvious that anything that would be done there would be a re-hash of materials already distributed. One executive, in talking about a study, said that nothing new had been done on evaluation during the last twenty years. Since this was brought to the attention of the Southern Section of CTA, there has been a report made by the National Education Association on this subject, and a California State Committee has been appointed to study the matter of evaluation.

Six years is long enough to think about a problem, hence this paper.

PURPOSE OF THE STUDY

During the years that have intervened since the two incidents related earlier, the literature on teacher evaluation has been of particular interest to the writer.

As time moved on and more reading was done, certain key sentences kept appearing. Sometimes they were heard in lounges. Sometimes they were seen in college textbooks, and frequently the same statements were read in materials published by the National Education Association and the California Teachers' Association. Not infrequently traces of the same material were found in the publications from the California Teachers' Association--Southern Section.

An attempt has been made to reconcile these statements about teacher evaluation with what has been seen and heard in various schools. After much serious consideration of this matter and after watching potentially good teachers leave various schools for a multitude of what seemed very insignificant reason, it was decided to find out what the teachers think of evaluation. Hence, if this study has any claim to originality at all it is in the fact that teachers were asked their opinions on evaluation.

DEVELOPMENT OF THE QUESTIONNAIRE

The first step toward a study was taken by the California Teachers' Association--Southern Section, when they sent the writer all the materials they had available on teacher evaluation. These publications were gleaned, studied, and read. The statements that seemed important to an efficient evaluation system have been chosen for the questionnaire. The questions reflect a special interest of the writer. That interest is human relations. It is felt that no progress can be made unless all persons involved in education pay special attention to the inter-play of personnel. Since evaluation

is often a tense situation between the administration and a teacher or teachers, it was thought that special effort should be made to find out what teachers think of evaluation.

An attempt has been made to select those questions that are basic to human relations in evaluation. Each quote and the reactions of the teachers will be handled individually after the personal background of and personal data on the teacher involved in this survey have been tabulated.

THE SITE OF THE STUDY

The territory chosen for this survey was Ventura County,* California. This particular county was selected because it is similar to all the counties along the coast. It is urban, rural, military, recreational, and booming. The topography of the county is similar also. Much of it is mountainous and much of it is rich agricultural land. Beyond the agricultural lands and the range of mountains is the Los Padres National Forest, which lends itself to year-round recreation. The proximity of Ventura County to Los Angeles makes it rural-metropolitan, and many of the towns are made up of people who work in Los Angeles but live in Ventura County.

As is always the case, the land and its uses have a great influence on the kind of people that come. The ocean, the mountains, and the farm land attract teachers with varied interests. What can be said of teachers can be said of the rest of the population.

* See Appendix B for map of Ventura County, California.

People come to Ventura County because it offers so much recreation of every kind. Because Ventura County is about mid-way between San Francisco and San Diego, it can be assumed that the county profits by the flow of population up and down the coast. In this population are the teachers for Ventura County. Some of the teachers who come to Ventura County are the spouses of the engineers and scientists connected with the Point Mugu Air Missiles Test Center at Port Hueneme.

On July 23, 1964, Dr. Charles E. Newman, assistant Superintendent of the Ventura County Schools, made this statement in a letter:

We are pleased to hear that you will be teaching in Ventura County. Yes, Ventura County is a fair sample of the rest of the state. There would not be enough difference in evaluation procedures and reactions in the northern part of the state to require a separate study of that area as compared to the southern section. Ventura is partly suburban, partly metropolitan, and also rural. Ventura County would be a good sample of teacher reaction in California.¹

THE SAMPLE

After counseling with several authorities familiar with sampling procedures, it was decided to pick every eighth high school teacher in the Ventura County School directory. That made a total of 85. Most of the questionnaires were mailed to the homes of the teachers. Forty-two of the first 85 were returned. On a second mailing, based on the same procedures, the other 43 were received. At this point it seemed wise and acceptable to choose one junior high school in a growing community and one junior high school in a fairly stable community. This was done, and from this part of the survey 74

¹Personal correspondence on file as of July 23, 1964.

out of a possible 85 were returned. This made a total of 159 from the senior and junior high schools.

In the survey for the high schools, contact was made with the individual teachers. In the junior high schools and the elementary schools the entire faculty in specific schools was surveyed. This procedure proved to be easier, and since each school was chosen at random, it provided a good basis for a sampling.

It was then decided that a similar number from the elementary schools of the county would give a good sampling. The names of the schools were put in a hat and drawn at random. From this sampling of elementary teachers 159 questionnaires were gathered. This made a total of 318 questionnaires, but since 26 questionnaires were so incomplete they could not be used, 292 ended up in the final IBM tabulation. This study is based on that number--292. It should be said that when the sampling was being done in the elementary schools that a 100% return was not received. The drawing of the names of the schools continued until the number from the elementary schools equaled the number of questionnaires from the junior and senior high schools.

The random sample of the elementary schools proved most satisfactory except for one small district. In that particular one the writer was greeted by the superintendent with, "You got a lot of nerve coming in here two weeks before school is out and expect cooperation." Since there was nothing to say to that, an exit without comment seemed the only alternative. A similar school was substituted, and the principal distributed the questionnaire, the office staff gathered them, and they were picked up the next day.

The attitude of this one superintendent was surprising because all schools were two weeks from closing and the writer's own principal and other members of the staff were covering classes left while this survey was being taken. In all other schools, the administrators were most cooperative and seemed as much interested in this project as were the teachers.

TABLE 1

SUMMARY OF THE SAMPLE

	Teacher responding	Not usable	Total Usable
High School	85	7	78
Junior High	74	8	66
Elementary	159	11	148
	<u>318</u>	<u>26</u>	<u>292</u>

Table 1 indicates that this study is based on 292 usable questionnaires. All other tables and all the percentages are based on this same number.

PROCEDURES FOR HAVING QUESTIONNAIRES COMPLETED

It has been previously explained that the survey among the high school teachers was done on an individual basis. Every eighth high school teacher in the Ventura County directory was chosen and the questionnaire was mailed directly to the teacher's home. A self-addressed, stamped envelope was included with each questionnaire. When the survey was taken in the school all arrangements were made in advance. In most cases the writer drove to the school, explained

in detail what was wanted, and a date was set for the survey. In other schools the arrangements were made by telephone, and a date set for the survey. In cases like those just mentioned, the writer would go and meet the faculty in some convenient place, and wait until the questionnaires were completed. There were a few schools included in the survey where all arrangements were made by telephone and the questionnaires were mailed to the school and returned by mail. In some schools the writer simply left the questionnaires with the principal, and he had them distributed to the teachers by the office staff. Some teachers missed getting theirs in with the others and those questionnaires were mailed to the writer.

CHAPTER II

THE FINDINGS

PERSONAL DATA ON RESPONDENTS

This personal data was sought because it is assumed that the sex, age, training, experience, and marital status all have a definite influence on attitudes and opinions. Every opinion poll attempts to select a sample that is a cross section of the whole group because experience and analysis has shown that a carefully drawn sample is almost as accurate as a poll of the entire group.

Of these items of personal data, it was hoped that each one would be evenly distributed. There would be cause for concern about the validity of the sampling if the survey showed that there was a majority of probationary teachers in the 50-year-old group. If 90% of the sample were women under 25 years of age and all widowed, divorced, or single, the survey would or should be held in question. If 75% of the teachers in the sample were men in the 40-year-old group, and all teaching on probationary credentials, in their first year of experience, it might be expected that such a sample was not carefully drawn. If this sample is a valid cross section of the teachers in Ventura County then all the items of personal data should be close to being equally divided or distributed.

Sex of the Respondents

In selecting this sample it was hoped that it would be approximately evenly divided between the sexes. A sample made up of all women or all men might be questioned. The random sample reported in Table 2 gives the results.

TABLE 2
SEX OF RESPONDENTS

	Number	Per Cent
Male	140	48.
Female	143	49.
No response	9	3.
Totals	292	100.

Table 2 shows that this sample is well distributed between the male respondents (48%) and the female respondents (49%). The other 3% failed to answer the item but it can be assumed that this 3% would divide as evenly as the first two groups. The distribution here is satisfactory for a good survey.

Marital Status of Respondents

Marital status and marital experience is likely to influence one's attitudes, opinions, and behavior. A valid sample should parallel the totals of the entire county teaching staff. If a majority answered that they were widowed, this sample might not be a valid cross section of the group. Table 3 indicates that most California teachers are married.

TABLE 3
MARITAL STATUS OF RESPONDENTS

	Number	Per Cent
Married	188	64.1
Single	35	12.3
Divorced	15	5.1
Widowed	11	3.8
No response	43	14.7
Totals	292	100.

Table 3 indicates that 64.1% of the teachers are married and that 12.3% are single, which means they have not been married. Those who have been divorced or widowed account for 8.9% of the total. It would have been more desirable if 14.7% had not failed to answer this item, but the unfortunate placing of the question on the instrument may have had much to do with the failure to answer.

Age of Respondents

Any accurate sampling must cover the entire age span of active teachers. The age span includes those who are just out of college and those who are close to finishing their teaching careers. Any weighting in any direction could cast a shadow of doubt on the authenticity of this research. The validity of Table 4 should be measured by these statements.

TABLE 4
AGE GROUPINGS OF THE RESPONDENTS

Age groups	Number	Per Cent
21 - 25	42	14.3
26 - 30	48	17.0
31 - 35	37	12.6
36 - 40	50	17.1
41 - 45	43	14.7
46 - 50	28	9.5
Over 50	23	7.8
No response or answer not usable	21	7.0
Totals	292	100.0

The age groupings of the sample seem to lend value to the study. Beyond the fact that the groupings are evenly distributed, it is interesting to see how nearly each group matches all the others.

Years of Experience in California

The number of years spent in a community will influence the attitudes, opinions, and reactions of any group. If this study were compiled on all newcomers, one might expect one response. If it were based on long-time residents of California, one might expect a different reaction to a survey. It had been hoped the experience span would be well distributed. Table 5 must show it is a good cross section of teacher experience if it is to be considered valid.

TABLE 5

YEARS OF EXPERIENCE IN CALIFORNIA SCHOOLS

Years of service in California	Number	Per Cent
One	34	11.6
Two	38	13.1
Three	24	8.3
Four	22	7.5
Five	24	8.3
Six	65	22.2
Seven	53	18.2
More than seven	23	7.9
No response	9	3.1
Totals	292	100.0

The span of this sample should give validity to this study. Evidently Ventura County is being served by a cross section of long-time teachers and recent newcomers. Table 5 indicates that only 7.9% of the sample has been teaching in Ventura County longer than seven years. The table also says that 40.4% of the teachers have been teaching in the county for six or seven years. It must be remembered by the reader that this is a typical situation in California. Ventura County is one of the most rapidly growing counties in the state and that growth has come within the last six or seven years. The years 1949-50 were years of expansion and so have been the last two years.

Present Employment Status of Respondents

Again, it was hoped that the sample of employment status would be somewhat evenly divided between tenured teachers and

probationary teachers. New teachers coming in to the county from various communities and states could be taking attitudes different than those of teachers on tenure. The reader should know that tenure in California is not obtained until the teacher has taught one day in the fourth year.

TABLE 6

EMPLOYMENT STATUS OF TEACHERS CANVASSED

	Number	Per Cent
Probationary	141	48.3
Tenure	146	50.0
No response	5	1.7
Totals	292	100.0

Table 6 indicates that the employment status of the teachers in this sample is equally divided between tenured teachers and probationary teachers. This equal distribution should also lend credence to this study.

Present Credential Status of Respondents

Any survey that requires an accurate cross section of opinion from all teachers must take into account the type of credential held by the teachers. It can be assumed that the attitudes and opinions of a provisional teacher might differ markedly from one who is working under an Administrative Credential.

It is not possible to tell from this survey where the teachers in this sample are teaching but it does not seem to be too significant. What is important is the training for which each credential stands.

TABLE 7

CREDENTIAL BEING USED IN PRESENT POSITION

Type of Credential	Number	Per Cent
General Elementary	91	31.1
Junior High	49	16.8
Administrative	3	1.0
Provisional	19	6.5
General Secondary	113	38.7
No response	17	5.9
Totals	292	100.0

Even the division in credentials turned out as a good sample should. The teachers who hold General Secondary Credentials account for 38.7% of the total surveyed. Those who hold the General Elementary Credential account for 31.1% of the 292. The Junior High Credential is being used by 16.8% of the 292. This appears to be a good distribution. Table 7 and the preceding six tables would seem to make up an acceptable sampling or cross section of the teachers in Ventura County.

EVALUATION AND TEACHER PROFICIENCY

For centuries the evaluation of teaching has been the concern of society. The cup of hemlock must have been a type of teacher evaluation. In the last fifty years persons in America who have been interested in improving education have been interested in teacher evaluation.

It is easy to become pre-occupied with one's self or one's particular interests. This happens among teachers, and evaluation is intended to help avoid such human error. Many times an observer can be of real assistance to the teacher because the pressures of the classroom are such that an objective view by some one else may be most desirable. The purpose of this paper is to find out the opinions of the teachers on the subject of evaluation.

Evaluation as a Teacher Improvement Technique

Most of the literature on the subject of teacher evaluation states that teacher evaluation is one of the ways of making sure that teachers are doing their best. The California School Boards Association and the California Teachers Association have published a pamphlet of guide lines for the use of teachers, administrators, and school boards. Their statement helps to make the case for evaluation:

....the purpose of teacher evaluation is to insure good educational opportunities for all children, to give major emphasis to improvement of instruction by stimulating professional growth of teacher, striving to aid all teachers to attain district standards of performance.¹

The following statement, quoted at length, will also assist in lighting the path of evaluation:

This statement in first draft was presented for discussion at the Fort Collins Conference of the NEA's National Commission on Teacher Education and Professional Standards, in June, 1962. It has been modified in the light of suggestions made by the study groups of Section F of the Conference. The

¹When Tenure is New, (Burlingame: California School Boards Association, 1961), p. 18.

groups recommend that the statement be made available for continued study and discussion.

This document has NOT received official consideration or approval by the National Commission on Teacher Education and Professional Standards or by any other official agency of the National Education Association.

The discussion at Fort Collins urged that the scope of Guidelines be widened. It was suggested, for example, that the title be changed to refer to all professional personnel. Several groups urged that additional statements be developed for the evaluation of administrators and supervisors. To have followed either of these suggestions would have made it impossible to issue a working draft of the Guidelines early in the school year of 1962-1963, as was also requested. The whole orientation of the document is to the work of the classroom teacher. To try to extend to cover all personnel would require extensive rewriting, or a blurring of the meaning in many passages.²

The preliminary and unofficial Guidelines published at Fort Collins, Colorado, specifically states that it is unofficial, but it was hurried to press so that it could be used in the school year of 1962-1963, and the fact that it was being printed and distributed and used does make it somewhat official. The editors of this statement did not have time to include anything about evaluating administrators, but they did include this line, which is the reason for all this background. They said, "The definition [of evaluation] includes a statement of purpose--evaluation is intended to improve the quality of instruction."³

The literature has a similarity to it that might suggest that much of it comes from the desk of the same editor. Evaluation...Key

²Guidelines for the Evaluation of Teachers. (Washington, D. C.: National Education Association, 1962). p. 5.

³Guidelines, op. cit., p. 5.

to Tenure, published by the California Teachers Association, notes:

Evaluation provides the stimulus for the teacher to make a conscious organized effort to improve his professional competence. Evaluation guarantees that each student will continue to benefit from the services of teachers who are constantly striving to maintain the highest possible standards of excellence.⁴

It is apparent that most of the persons concerned with public school education in California are assured that the purpose of teacher evaluation is to improve instruction. After all these years of emphasis in one direction, the teachers should be almost unanimous in their appreciation for evaluation. Table 8 shows the opinion of the teachers on this problem.

TABLE 8

TEACHER OPINIONS ON USING EVALUATIONS AS
A METHOD TO IMPROVE INSTRUCTION

Is it a valid method?	Number	Per cent
Somewhat	198	67.8
A great deal	46	15.8
Not at all	41	14.0
No response	7	2.4
Totals	292	100.0

Table 8 is concerned with whether evaluation is a valid method of improving instruction. One group (14%) says that evaluation is not a valid method for improving instruction. Another group (15.8%)

⁴Evaluation...Key To Tenure, (Burlingame: California Teachers Association, 1961). p. 3.

says that it is and 198 respondents (67.8%) agree that teacher evaluation does improve instruction somewhat. Perhaps this question would have been more meaningful if there had been other possibilities for choices. In any case, the teachers do not reject the system of evaluation, in any large numbers. Neither do large numbers endorse it with enthusiasm.

Improvement of Teaching Basic Reason for Evaluation

This quotation from Guidelines is a good summary of almost all there is on the subject: "The overriding and inclusive purpose of teacher evaluation is to safeguard and improve the quality of instruction received by the student."⁵

Anyone who has gone through an evaluation procedure could find some hidden meanings in the process. Table 9 suggests that some other teachers might have seen some reasons for evaluation beyond improving instruction.

TABLE 9

THE IMPROVEMENT OF TEACHING IS THE
BASIC REASON FOR EVALUATION

	Number	Per cent
Yes	46	15.8
No	139	47.8
Maybe	32	11.0
Sometimes	64	22.0
No response	11	3.8
Totals	<u>292</u>	<u>100.0</u>

⁵Ibid. p. 6.

Table 9 indicates that 139 (47.6%) do not think that improvement of instruction is basically the reason for evaluation. Only 15.8% think that improvement of instruction is the basic reason for teacher evaluation. Another group (33%) gave a qualified answer to the question.

Other students on this subject seem to agree with what the teachers think, as the following quotation suggests:

As long as dismissals are made primarily on the basis of unsatisfactory ratings, teachers are going to regard the entire evaluation process with fear and distrust. When, however, evaluation is regarded by the administration as a teaching aid, and more importantly is operated as such, then teachers will begin to welcome ratings as an opportunity to improve their teaching potential. Dismissals should usually be regarded as a confession of failure on the part of the administration. Logic suggests improper hiring and/or lack of supervisory assistance.⁶

If the State Superintendent of Public Instruction for California can see this point, why can't those who are deeply concerned with teachers' welfare?

Evaluations Improve Teacher Morale

In 1956 Dr. Jack Connell Goodwin listed among the desirable goals and purposes of evaluation that of "developing morale among satisfactory teachers."⁷

⁶Emery L. Stoops and Max L. Rafferty, Jr., Practices and Trends in School Administration, (New York: Ginn and Co., 1961), p. 438.

⁷Jack C. Goodwin, "Principles and Practices of Teacher Evaluation Programs," Bulletin No. 97. (Burlingame: California Teachers Association, 1956), p. 16.

A joint statement from the school boards and the teachers' association indicates:

The purpose of teacher evaluation (is) to give each staff member increased feeling of security through knowing how effective his work is considered by his employer and how he may strengthen his weaker qualities.⁸

The experts have had their say on evaluation raising the morale of the teachers. Now it seems only logical to ask the patient. After all, the teachers should know more on this subject than anyone else.

TABLE 10
TEACHER OPINIONS ON IMPROVING MORALE BY
THE USE OF EVALUATION

	Number	Per Cent
Not at all	45	15.5
Very little	61	20.9
Somewhat	129	44.2
A great deal	51	17.4
No response or answer not usable	6	.2
Totals	292	100.0

Table 10 indicates that 15.5% of the sample think that evaluation does not raise teacher morale at all, but 17.4% give evaluation, as a morale builder, top rating. These two groups account for 32.9% of the total. Another group (20.9%) thought it helped very little. The large group of 129 (44.2%) said it helped somewhat. On this scale of choices 36.4% tend toward a negative answer and 61.6% tend toward a positive answer on evaluation as a morale builder.

⁸When Tenure is New, op. cit., p. 16.

Evaluations Threaten Morale

In Table 10 36.4% tend toward a negative answer on evaluation as a morale builder. The data in Table 11 was presented to show the opinions teachers gave on the reverse of this question. Table 11 will indicate teacher opinions on whether they think evaluation injures teacher morale.

No professional literature exists on this subject so there are no experts to whom we can turn for observations. The closest any one came to mentioning this matter was in a line quoted previously which said that the desirable goal of evaluation was "developing morale among satisfactory teachers."⁹ This quotation suggests that the adverse effect of teacher evaluation on the morale of the teachers has been considered momentarily.

TABLE 11

TEACHER OPINIONS ON EVALUATION AS INJURIOUS
TO TEACHER MORALE

	Number	Per Cent
No	222	76.0
Yes	17	5.8
Somewhat	37	12.7
A great deal	2	.7
No response	14	4.8
Totals	292	100.0
Totals of 2, 3, 4 (Injured in some degree)		19.2

⁹Jack C. Goodwin, op. cit., p. 7.

A quick glance at Table 11 indicates that the majority of the teachers do not feel that teacher evaluation injures morale. According to this study 19.2% of the teachers feel that evaluation does not injure teacher morale to some degree. If 19.2% of the teachers are injured, in any degree, by this system, which was devised to help teachers improve morale, maybe some new arrangement should be created whereby the 19.2% can be better served without injury to the other group. It might be that a few honest attempts to improve the system would suffice.

Here is a vital, current issue that needs further study. It would be interesting and valuable to know to what extent these teachers were injured. Were they hurt socially, emotionally, or just financially? It would be interesting to know how many of these injured teachers are now on tenure.

Teacher Moves Because of Poor Evaluations

In California, one of the serious problems for the teacher who must move is that of obtaining adequate housing. A family has almost no chance of renting satisfactory living quarters. A payment must be put on a house, and frequently when one is forced to move, there is no buyer and the down payment is lost. Single teachers or families without children are usually able to rent an apartment. Perhaps the writer is a little too dramatic, but the following figures brought to mind the hundreds of moving vehicles necessary to transport this small number of teachers that had to move because of poor evaluations. When a teacher is dismissed, it entails finding a new location, finding new housing, paying a moving bill, and paying some agency a fee

for finding a new job. Only the negative part of the questionnaire is to be reported in Table 12.

TABLE 12

TEACHERS WHO MOVED BECAUSE OF POOR EVALUATIONS

	Dismissed		Moved at will	
	#	%	#	%
Once	7	2.4	21	7.7
Twice	0		2	.7
Thrice	0		1	.3
More than Thrice	0		0	.0
Totals	7	2.4	24	8.7

These figures could, to the careless observer, give false security. Thirty-one persons out of 292 does not seem too significant until it is realized that those 31 incidents of moving equal 11.1% of those answering. Since it has been rather well established that evaluation is very subjective, perhaps there is something that can be done to remedy this economic and professional waste. That these teachers are now employed would seem to indicate that they are satisfactory in one district and not in another. Evaluation may have a basic purpose, of improving instruction, but apparently it has other uses.

Evaluation Is Becoming More Cooperative

The words, cooperation and democracy, are heard all through the educational system. Cooperation is so important in the literature of evaluation that it is never very far away. "Genuinely democratic

principles should control the formation and adoption of teacher evaluation programs,"¹⁰ and "the teacher is at all times a partner in the evaluative process."¹¹

In the above quotations the teachers' association in California is insisting that evaluation be a cooperative program. In the following quotation the National Education Association states the same philosophy:

The evaluation program should be developed cooperatively by representatives of all groups in the professional staff. The superintendent of schools, principals, supervisors, classroom teachers, and other specialists should all take part in developing the program. The local professional education associations should be officially represented in the planning group. The program should be studied and discussed by the entire staff so that it may be fully understood by all. This may require many months of effort. The planning and the program should be made official by formal action of the board of education.¹²

There are many more such quotations in the literature of evaluation, but to continue to quote them would serve no purpose. The point has been made. Cooperation is the word.

TABLE 13

TEACHER OPINIONS ON EVALUATION
BECOMING MORE COOPERATIVE

	Number	Per cent
Not at all	104	35.7
Somewhat	93	31.8
A great deal	73	25.0
No response	22	7.5
Totals	292	100.0

¹⁰Jack C. Goodwin, op. cit., p. 27.

¹¹Evaluation of Teachers, (Los Angeles: California Teachers Association, Southern Section Field Service, 1963), p. 1.

¹²Guidelines, op. cit., p. 9.

Although the idea that evaluation ought to be cooperative is the philosophy of the school boards association, the state teachers' organization, and the national education group, Table 13 indicates that 35.7% of the teachers covered by this canvass do not agree. They think it is not becoming cooperative at all. Another opinion, by another group, is that it is becoming somewhat more cooperative. This group accounts for 31.8% of the respondents. Only 25% of the whole sample feel that it is in the large degree cooperative. These two groups combined make a total of 67.5% that are having some mental reservations about evaluation being cooperative. Why? Could it be that these two groups, the teachers and the organizations, are talking about two aspects of the same problem? The organizations, no doubt, see evaluation as the whole system, and they assume that if it is set up cooperatively, then the system is democratic. It is most probable that the teachers see evaluation when it is applied to them and their fellow teachers. If they had no part in the organization of the system, it may be just as threatening to them as if it had all been arranged by the administrators. An evaluation system that was satisfactory to the faculty five years ago may not be satisfactory now. When personnel changes, evaluation methods and other personnel policies should be reviewed. In any case, here is another place where the organizations are telling the teachers what the majority of the teachers do not accept as complete fact.

Teacher Approval of Their Evaluation System

Table 13 reports that 35.7% of the respondents did not consider evaluation as a cooperative program. Another 31.8% were somewhat

convinced that evaluation was cooperative. When the questionnaire was developed, it seemed logical to ask how many of the teachers in this sample felt that they could not approve of the system of evaluation under which they were working. This was not intended to be a question about eliminating evaluation, but rather a question about the existing system. There is no literature on this subject so the table, Table 14, must speak for itself.

TABLE 14

TEACHER APPROVAL OF THEIR EVALUATION SYSTEM

	Number	Per cent
Not at all	26	8.9
Somewhat	106	54.8
A great deal	82	28.0
No response	24	8.3
Totals	292	100.0

Table 14 reveals that 28% of the teachers approve of their evaluation system a great deal. It also indicates that 106 teachers (54.8%) are somewhat satisfied with their system. Only 8.9% were not at all satisfied. This is a good report for evaluation, or it appears to be. It would be necessary to know the gradations of opinion in the 54.8% before we could draw many conclusions. The term "somewhat" was the next choice above the term at the bottom of the scale. Since only 28% of the teachers gave their system a full endorsement, it may be that more study should be done in the organizations and the individual school. This suggests that the program of evaluation is worthy of greater support.

THE ANALYSIS OF THE EVALUATOR

The evaluator is the key person, if evaluation is going to gain more favor with the teachers. In this day most teachers do not respond favorably to the employer-employee relationship. That type of relationship might have been satisfactory in the days when the teacher was just anyone who happened along. That situation has changed, and along with that change have come many others. The most far-reaching change is the status of the principal and the superintendent. They are no longer considered the employer--if they were ever.

Today many classroom teachers are better trained than the administrators. It is illogical to think that the best trained personnel should be evaluated by persons with less training. Since this situation does exist, and since it will become more so as time passes, the administrator who wants to make his best contribution must be aware of the quality of the faculty. The evaluator (or principal) can no longer hold his status by its built-in qualities. He will get his status only because of his qualities of training, service, and leadership in educational matters.

This section of the questionnaire inquired into how teachers were considering their evaluators, who in most cases was the principal. The reader, as he weighs the significance of the tables in this section, should remember the three qualities mentioned above that will decide the fate and the influence of the evaluator and in turn the evaluation system. The evaluator (the principal) will be evaluated and accepted on these three factors, training service, and leadership.

The Evaluator and His Training

One study lists teacher-administrator relations as one of the four main reasons why teachers leave the teaching profession.¹³ If the evaluator does not keep abreast of what is happening to the thinking of his newer teachers, he can be assured that there will be trouble ahead. The training and interests of the evaluator must prompt him to spend more time with the faculty and less with paper shuffling. The alert evaluator will study personnel relations, the individual, and group dynamics. Upon this type of foundational information he will be able to make his contribution. Any person who does not understand human personality, individual hopes, fears, and aspirations will be held in silent contempt at evaluation time. The need for well-trained evaluators is set forth here:

Administrators and supervisors who participate in evaluation should be well qualified, personally and professionally, for this service; qualifications should include both preservice and inservice education for this responsibility. It is essential that common frames of reference be used in the evaluative process, and that skills be perfected in observation, consultation, and record-making. Careful selection of persons for these positions, and a program for continuous inservice study by the administrative-supervisory staff, are basic prerequisites to constructive evaluation.¹⁴

This quotation sets the standard for those who must evaluate.

What do teachers think about the training of the evaluator? If they

¹³John T. Shea and Jack W. McLaughlin, Teacher Dissatisfactions and Teacher Drop-Outs. (Burlingame: California Teachers Association, 1958), p. 17.

¹⁴Guidelines, op. cit., p. 8.

are satisfied in large numbers that the evaluator is equipped for his job, there will be better human relations, and the morale of the school should be high. No one can be satisfied with just a so-so vote of confidence. It should be a strong vote for very well trained.

TABLE 15

TEACHER OPINIONS ON THE TRAINING OF
THE EVALUATOR

	Number	Per cent
Not at all	25	8.6
Partially trained	98	33.6
Well trained	113	38.7
No response or answer not usable	56	19.1
Totals	292	100.0

Table 15 reports that only 38.7% of the respondents considered their evaluators well trained for the tasks that had been assigned to them. This survey states that 33.6% of the group of teachers considered their evaluators only partially trained for evaluation. The group that was not at all pleased with the training accounted for only 8.6% of the sample. These figures lean toward the negative on this item. The qualified answer and the completely negative vote accounted for 42.2% of the total. This is a figure that is worth serious study. The system has many good possibilities but it cannot survive if it is not able to enlist the hearty cooperation and approval of more than 38.7% of the teachers. It would be interesting to know why 19.1% of the teachers did not choose to answer. Are those probationary teachers who had no way of deciding?

Evaluation and Adequate Information

Any decision should be based on adequate information, and evaluation is no exception. The California School Boards Association is concerned that evaluators get adequate information, and they have suggested a timetable for evaluation of individual teachers. If this were rigidly followed by all the administrators, it might help. Since the organization published this timetable quite recently, it can be fairly well assumed that much evaluation is being done with less time spent in the classroom observations than the association recommends. This is their timetable.

Preliminary observation by October 15; observation and assistance to probationary teachers by November 20; second evaluation by principal by January 15; final report of probationary teacher evaluation and preliminary recommendations regarding re-employment by January 22nd.¹⁵

The National Education Association goes further than the school board association. They suggest:

Each teacher should be observed in the classroom environment several different times and at varying times of the day or in varying types of instruction, prior to a formal evaluation; such observations usually should be made by appointments planned in advance. Recommendations of the minimum amount of time required in observation, as basic to a formal evaluation, range from three to ten hours. Several different visits would appear to be a prerequisite. Either the teacher or the cooperating observer might take the initiative in suggesting the times of the visit. Variety rather than uniformity of emphasis in the classroom observations will enhance the usefulness of the observation.¹⁶

¹⁵For Cause Only, (Burlingame: California School Boards Association, 1961), p. 17.

¹⁶Guidelines, op. cit., p. 10.

These recommendations make fine reading, but most administrators would likely consider them to be unrealistic. If this were to be presented to a principal, as the policy of the district, his first thought and question would of necessity be one concerning time and expenditure. In the modern school where could an administrator find ten hours or even three hours to spend evaluating five or twenty-five teachers and have his preliminary recommendations regarding next year's contract all written up by January 22nd? The teacher who gets a thirty-minute evaluation in the fall or winter and another in the spring might, also, find these suggestions visionary. The lack of time for an adequate evaluation may be the major problem in our dilemma.

The intention of the organizations is clear, and we have read how the administrators are supposed to gather their information. What the teachers think about this problem is of importance because their future is involved. Are they satisfied that the evaluator has enough information for a valid evaluation? Certainly no teacher could object to an evaluation based on ten hours of classroom observation, but it is not likely to happen soon. If this amount of time is desirable for a valid evaluation, maybe the administrators will need to depend more on self-evaluations and in some cases evaluations that are shared with members of the teaching staff.

TABLE 16

TEACHER OPINIONS ON WHETHER EVALUATOR HAS
ENOUGH INFORMATION TO GIVE
AN ADEQUATE EVALUATION

	Number	Per cent
Not at all	34	11.6
Somewhat	167	57.2
Every time	63	21.6
No response	28	9.6
Totals	292	100.0

Table 16 indicates that 11.6% of the respondents felt the administrator did not have enough information to make a valid judgment. Those who answered positively in the strongest degree accounted for 21.6% of the sampling. The largest number, 167 (57.2%), chose a middle answer. This means that only 21.6% of the teachers feel that the evaluators have enough information when they make their evaluations. If 68.8% of the teachers think the future of teachers is being decided on inadequate information, this thought could easily be the source of serious disgust and hopelessness, if not resentment.

Loyalty and Fairness in Evaluator-Teacher Relations

Decency in human relations is built on loyalty, fairness, and justice. It is not too difficult to construct an imaginary situation where the evaluator was not practicing these three spiritual qualities in his personal and professional associations with the faculty and staff.

Evaluators and Their Loyalty to Teachers

One research bulletin states that the specialists surveyed felt that the evaluator should demonstrate loyalty to the teachers.¹⁷ This seems to be the minimum in human relations. If a school tries to run without a sense of loyalty running through the entire staff, the students in that school will soon sense it, and they in turn will take on the same attitudes. Loyalty is not to be construed as some insipid covering up for errors made by teachers or administrators. Loyalty is that quality of character that keeps all faithful to the initial task, that of operating an institution of learning. In the case of teacher and administrator-evaluator relationships the teacher must be made aware that loyalty is present. No teacher is going to an administrator for any kind of assistance if she knows the administrator is, in every case, protecting himself at all costs. This is one area where an administrator can really contribute to the morale of a school and faculty. No army, no government, no family, and no school can give its best to society if loyalty is not the central emotion or spirit. This is one area where an administrator needs and could quite easily get a top rating.

¹⁷Jack C. Goodwin, op. cit., p. 7.

TABLE 17

TEACHER OPINIONS ON EVALUATOR'S
LOYALTY TO TEACHERS

	Number	Per cent
Not at all	12	4.2
Somewhat	123	42.1
Every time	134	45.9
No response or answer not usable	23	7.8
Totals	292	100.0

Table 17 indicates that 45.9% of the teachers think that the evaluators are loyal to the teachers. That is a large number (134). The next group thought that evaluators were somewhat loyal. This part of the sample accounted for 42.1% of the total. Only 4.2% thought the evaluator was not loyal at all. While 7.8% did not answer. Few corporations or families could prosper on a vote of less than 50%. Maybe it is expecting too much to expect one human being to be loyal to another in a profession. If it is, then the organizations need to re-evaluate their literature and see if anything else can be substituted for loyalty.

Fairness and Objectivity of Evaluators

The observations made on loyalty to teachers could be transferred to this section, and they would be relevant. Loyalty is a spiritual quality. Fairness and objectivity are spiritual qualities. They can be observed, but it is doubtful that they can be measured in the same sense that distance or matter is measured. If evaluation

is to be the instrument for improving instruction, that it is reputed to be, then it must be grounded in fairness and objectivity. How the teachers feel about these two qualities is of vital importance to the school, the administrators, and the staff.

TABLE 18

TEACHER OPINIONS ON FAIRNESS AND
OBJECTIVITY OF EVALUATORS

	Number	Per cent
Not at all	13	4.5
Somewhat	116	39.7
Completely valid	140	47.9
No response or answer not usable	23	7.9
Totals	292	100.0

Table 18 states that only 4.5% gave the negative answer to this item. Again, the division approaches a 50-50 division of opinion. One group of respondents see the administrator-evaluator as completely fair and objective. That group accounts for 47.9%. Another group is less positive. They think the administrator is somewhat loyal and they account for 39.7% of the total respondents.

A study of Table 17 and Table 18 indicates that almost half of the teachers question the loyalty, fairness, and objectivity of the evaluators. One tenured teacher wrote on her questionnaire that their system is partial. There was no other explanation, but since this one teacher had tenure, it is not likely that it was a personal problem. If half of the teachers in California feel the same way as this sample does, then the whole idea of evaluation is

in need of serious and objective study. Further study should be done and action should be taken, based on this and other work in the field of evaluation.

Assistance Given Before and After Evaluation

If the evaluator is equipped to pass judgment on the teacher, then, of course, he should be equipped to aid and assist the teacher before and after evaluation. It might be asked just how teaching can be improved if aid is not given, if aid is needed. One study found that little help is given teachers.

There was evidence that some administrators did not give the teachers the type of assistance wanted. The literature revealed that there is a great deal of emphasis put on the needs of children but little attention is given to the needs of the teacher.¹⁸

The literature makes quite a point of the responsibilities of the evaluators. One of the main points made is that they must give help to the teacher before the evaluation, help her through the evaluation, and then continue to assist her as much as possible so that she will become a more proficient instructor. It is evident that evaluation cannot be justified without the giving of help.

TABLE 19
TEACHER REPORTS ON AID GIVEN BY
EVALUATOR BEFORE EVALUATION

	Number	Per cent
None	96	32.9
Some	87	29.8
Enough	86	29.5
No response or answer not usable	<u>23</u>	<u>7.8</u>
Totals	292	100.0

¹⁸John T. Shea and Jack W. McLaughlin, op. cit., p. 1.

Table 19 reports that 32.9% of the respondents receive no help before evaluation. The next group (29.8%) felt they received some help before evaluation. The minority (29.5%) thought they had received enough help before evaluation. These figures do not square up with the goals set by the literature on this subject. This is one more area that should be studied carefully. Giving help during this period should be a good way to save many teachers for the profession. It is not very logical to train teachers and then let them struggle through to discouragement and ultimately to resign or be dismissed.

Table 19 indicated how much assistance was given teachers before evaluation and a look at the assistance given after evaluation should clarify the whole picture.

The modern concept of supervision considers the evaluation to be a help to the teacher. The evaluation concept takes the whole teacher into consideration, helps him to understand his strengths and weaknesses and directs him through a program of self-improvement.¹⁹

If this is the point of evaluation in California, then some one is not doing that which is expected. It has been seen that only 29.5% of the teachers felt they had had enough help before evaluation and 32.9% said they had no help before evaluation. Table 20 should reveal how the teachers feel about getting help after evaluation.

¹⁹Chester T. McMerney, Educational Supervision, (New York: McGraw-Hill Co., 1951), p. 82.

TABLE 20

TEACHER REPORTS ON AID GIVEN BY
EVALUATOR AFTER EVALUATION

	Number	Per cent
None	80	27.4
Some	96	32.9
Enough	94	32.2
No response	22	7.5
Totals	292	100.0

Table 20 indicates that 27.4% received no help after the evaluation and 32.9% thought they had received some after the evaluation. Table 19 reported that 29.5% had received enough help before and Table 20 reported that 32.2% received enough after evaluation. This is some improvement but hardly adequate for the situation. It does not meet the goals established in the literature and by the organizations. If administrators cannot find the time to give help to teachers, then some other approach will need to be used.

THE PRESENT EVALUATION SYSTEMS

This division refers to systems of evaluation because there is no uniform state system, and there probably should not be one. Anything as significant to the individual teacher as evaluation should be a local concern. Each faculty should have a vital part in setting personnel policies, and since faculty members change frequently, it could not hurt anyone if personnel policies were reviewed every school year, and very early in the year. This is especially true of policies

and procedures of evaluation. Such a review would be a good way to let the faculty know what is expected without using the status or legal authority of the administration.

The Validity of the Individual Systems

There is no literature that deals with this question, so we are in new territory. Previously (Table 14, page 27) a similar question was asked. At that time approval or disapproval of the system was the interest. The opinions of the teachers on that question almost match the answers in the next table, Table 21. The problem in Table 21 is difficult to measure because there is no objective scale for testing the validity of an evaluation system. Teacher opinions were the special concern, and these are recorded. Actually, it does not matter how valid a system is; as long as the people involved do not see it as valid, then for all practical purposes it is not valid. In Table 21 the answers given indicate that 207 teachers or 71% of the respondents feel that the system under which they work is invalid to some degree. This seems to be a rather high percentage.

TABLE 21

TEACHER OPINION ON VALIDITY OF THEIR
EVALUATION SYSTEM

	Number	Per cent
Not at all	25	8.6
Somewhat	182	62.4
Completely valid	63	21.5
No response	22	7.5
Totals	292	100.0

Table 21 raised several questions that should be pursued. A study could be made with the ultimate purpose of finding out how many of the evaluation systems being used in California are inventions of some former faculty or former administration. If the system being used in the school has been handed down through several administrations and faculty groups, it may be time to re-work it. A system that once looked democratic and valid may have become the tool of a new administration. If this should happen, then evaluation might be looked upon by new teachers as an affront to their dignity and status as well-trained staff members. When personnel matters are reviewed, special attention should be given to including as many new teachers as possible. This will help to orient the new members and will also give them an opportunity to give counsel. In using any evaluation system or applying any personnel policy it should be remembered that what satisfies one generation will not necessarily satisfy another.

The Administrator as the Sole Evaluator

The California Teachers Association, the National Education Association, and the textbooks have given long and hard study to the problem of who is to do the evaluating. Here is one viewpoint:

The jury felt that the school principal should be given the main responsibility for teacher evaluation, and that the assistant principal and supervisors should share evaluation responsibilities with him, with the supervisors serving in an advisory capacity.²⁰

The National Education Association Guidelines says practically the same thing. In fact, all the literature is repetitious.

²⁰ Jack C. Goodwin, op. cit., p. 8.

In general, however, within the usual pattern of public school organizations, only members of the administrative-supervisory staff are responsible for working with teachers in the process of evaluation. Teacher-peers, classroom teachers, counselors, librarians, and other professional workers would not be involved.²¹

Under these circumstances, the findings of the survey will come as a surprise to those who have so much to say about who does the evaluating. It is not likely that the teachers involved in this study would respond very well to this quotation which says, "It seems obvious that teachers must be evaluated if the supervisor is to function as a teacher of teachers."²²

TABLE 22

TEACHER OPINIONS ON EVALUATOR'S
BEING THE SOLE EVALUATOR

	Number	Per cent
Never	117	40.0
Sometimes	118	40.4
Always	30	10.3
No response	27	9.3
Totals	292	100.0

Table 22 shows that 40% of the respondents do not think that the evaluator should be the sole evaluator. Another 40% indicated that they thought the evaluator might be the sole evaluator part of the

²¹Guidelines, op. cit., p. 7.

²²Chester T. McNerney, op. cit., p. 82.

time. Only 10.3% of the group thought that the evaluator should always do the task of evaluation alone. These figures indicate that 80.2% of the teachers are against the idea that the school principal should be given the main responsibility for teacher evaluation.

The reader should recall that Tables 15, 16, 17, and 18 gave the evaluator a vote of about 50%. Yet on the question for Table 22 more than 80% of the teachers qualified their answer about the evaluator being the sole evaluator. If 50% of the respondents approved of their evaluator, it might be interesting to know why only 10% thought that he should always do the evaluating by himself. If a conclusion is to be drawn at this point, it will be necessary to have much more information. It would appear that there is a great division between what the organizations and the writers advocate and what the teachers are thinking. How is evaluation going to be saved and made effective if the faculty moves in one direction and all others remain on familiar ground? If evaluation is going to be shared with some other group, other than the evaluators, then a whole new approach will need to be made, and new systems will need to be developed. It seems certain, that after using the present systems of evaluation for many years, the teachers are not all-of-a-sudden going to reverse themselves and give approval to a system that they have already rejected. This whole matter of who will do the evaluating calls for some original and creative thinking. It will no longer suffice to re-copy old material and put it in new forms.

Evaluation by Peer-teachers and Administrators

Table 22 gives information on how the teachers feel about having only one evaluator. The respondents qualified their answers and 80% thought that he should never be or that he should share the responsibility. The survey instrument failed to ask who should assist with the evaluation. It was assumed, when the instrument was drawn up, that if the teachers did not want a lone evaluator to do the work, then naturally, they would be in favor of the teachers having a hand in the process. Beyond teachers and administrators there are not very many people around who are qualified. It will not be easy to correlate the answers in Table 22 with those of Table 23 and still come up with some valid course of action that will satisfy both the administrators and the teachers. It should be remembered that, since the teachers far outnumber all other school personnel, they must be taken into the inner councils and consulted with care and sincerity. Table 23 may give direction to the search for a solution to the problem of evaluation.

TABLE 23

TEACHER OPINIONS ON PEERS' SHARING
EVALUATION WITH ADMINISTRATORS

	Number	Per cent
Never	60	20.5
Under special circumstances	154	52.8
Always	49	16.8
No response	29	7.9
Totals	292	100.0

In studying Table 23 it would appear that 16.8% of the respondents thought that the teachers should share in every evaluation. However, 52.8% thought that teachers should share evaluation only under special circumstances. Does this mean that this group is thinking of shared responsibility during the year preceding tenure and/or in those cases where evaluations concern tenured teachers? Are these people saying that they think teachers should be on the evaluating team when there is a crisis of concern to the entire group? There is enough material here to keep an active committee busy for months. What these teachers have in mind is important because teachers are not rejecting evaluation as a system, but they seem to be very much interested in the sharing of the responsibility.

The Use of Faculty Professional Relations Committees
in Coordinating Evaluations

This question, which is almost a suggestion, was included after some lengthy discussions with interested teachers. It was thought that such a committee would give confidence and security to the new and tenured teacher who might come up for evaluation, criticism, or discussion. It was envisioned that evaluations would be made by many people and when completed would be turned in to a professional relations committee and that that committee would coordinate or tabulate the findings and present the results to the board or to the superintendent, who functions for the board. This procedure is similar to the plans followed by truly professional groups.

It was interesting to find that the majority of this survey group was not interested in such an arrangement. It could be that they did not understand exactly what was meant or how such a system

would work. Perhaps further discussion and explanation would bring a different response. It would be interesting to know why the 47.2% were not interested in such a committee. If it were only because of the additional faculty responsibility, as one respondent suggested, it might still be a good procedure if it made 21.9% of the teachers in California more cooperative and more secure without doing injury to any others in the profession. It might be that the teachers think the compiling of reports is an administrative task. There must be other reasons for the answers in Table 24, and some one should do more study and research in this area.

TABLE 24

THE COORDINATION OF EVALUATIONS THROUGH
A FACULTY COMMITTEE

	Number	Per cent
Opposed	138	47.3
Passive	66	22.6
More cooperative	40	13.7
Secure	24	8.2
No answer	24	8.2
Totals	292	100.0

Table 24 indicates that 47.4% of the respondents were opposed to a faculty committee coordinating evaluations. A group (22.6%) expressed themselves as being passive on the subject. However, as indicated in Table 24, 13.7% thought they would be more cooperative and 8.2% thought they would feel more secure.

MISCELLANEOUS

The questions discussed below are only remotely connected with teacher evaluation. The material was gathered for another purpose, but it is recorded here because the questions were on the instrument and responses have been given.

Teacher Opinions on Breaking Tenure If
Handled Exclusively by Teacher Committees

A noisy segment of our population is forcing teachers to face this problem of tenure. Each community apparently suspects it sees illustrations of teachers vegetating after they get on tenure. This is a difficult accusation for all teachers to accept. An attack on a single teacher could be an attack on some long-standing right of the group. Tenure may be included in this category. At any rate, people are discussing this problem, and it was thought wise to ask the teachers what they thought of having teachers handle the matter of breaking tenure. Here are the responses.

TABLE 25

TEACHER OPINIONS ON BREAKING TENURE
IF HANDLED EXCLUSIVELY BY
TEACHER COMMITTEES

	Number	Per cent
Not at all	127	43.7
Sometimes	115	39.6
Always	23	7.8
No response	27	8.9
Totals	292	100.0

Tenure, which is almost a sacred right in some quarters, did not come without years of effort. Yet, it is interesting to note that only 43.7% of the sample gave a completely negative answer. It would be interesting to pursue the other 47.4% and see what they had in mind when they answered. This is another area for further study.

Teacher Opinions on Evaluating Administrators

The evaluation of administrators sounds like it is a long way from evaluation of teachers but perhaps it is not. It would be a difficult task to convince the teachers that there is no need for evaluating administrators. There is a possibility that the administrator might profit if all of the teachers and staff in a school or district were to express themselves on the effectiveness of administrators. If every dean, vice-principal, counselor, and superintendent was faced with staff evaluation every year, it might put some on the alert to be more willing to serve the faculty and others on the staff. Sometimes administrators get like teachers, they are swamped with responsibilities and fall into ruts just like the rest of the human race. A score card could be devised that could be tabulated by IBM and the scores could be passed on to the administrators. This would eliminate all chance of unkind remarks or low attempts to do injury. This is the way teachers responded. The information can speak for itself.

TABLE 26

TEACHER OPINIONS ON EVALUATING
ADMINISTRATORS

	Number	Per cent
Opposed	33	11.5
Passive	58	19.8
In favor	181	61.9
No response	20	6.8
Totals	292	100.0

Table 26 indicates that 61.9% of the teachers involved in this survey said they were in favor of evaluating administrators and only 11.5% were opposed to the idea. It would be interesting to know what per cent of the 19.8% who were passive on the subject, have tenure. This whole subject of evaluating administrators is another field of study that should be interesting and may be of concern to the entire teaching profession.

CHAPTER III

SUMMARY

This study was prompted by an unfavorable evaluation that was given the writer six years ago, by a principal who left teaching after an unpleasant court trial.

Ventura County, California, was chosen because it is where the writer lives and teaches and because it is, in almost every way, similar to most areas along the coast of California.

The personal data on the respondents asked for the sex of the respondents, marital status, age, years of experience in California, employment status, and type of credential being used. The answers to these inquiries indicate that the sample was well-chosen and valid.

The purpose of the study was to learn what the respondents thought of teacher evaluation, and then to relate their answers to what is said in the literature, and what is being said by school boards and teacher's organizations.

Most of the literature says, in effect, that teacher evaluation improves instruction. This study reports that teachers generally approved the attitudes of most writers which favor using evaluation as a method of improving morale, and on teacher approval of their evaluation system.

The respondents were almost evenly divided on the subject of evaluation becoming more cooperative. A more thorough investigation

of this subject reveals that evaluation is becoming more cooperative.

When the teachers rated the persons who do the evaluations, the majority thought he was sufficiently trained for evaluation but that he did not have enough information on the individual teachers to make a proper and valid decision. They also reported that they thought the evaluator was loyal to the teachers, but the teachers were divided on whether the evaluator was fair and objective.

The respondents were asked if they had received help before and after the evaluation. On this question the administrator did not fare so well. The teachers (32%) said they had received no help before evaluation and 27% said that they had received no help after evaluation.

Teacher opinion on the validity of their evaluation system is difficult to interpret. Only 21.5% of the teachers thought their evaluation systems were completely valid. The remainder of the teachers (8.9%) said their system was not valid at all and 62.4% gave a qualified answer. The problem is to decide what the majority is thinking and to what degree is their answer qualified.

The writers generally frown on teacher evaluating teachers but the teachers think differently. The teachers (52.8%) thought that they should help in evaluating under special circumstances and 16.8% said that in all cases the teachers should share in evaluation.

When asked about evaluating administrators, a majority (61.7%) were in favor of it. Unfortunately, the survey instrument failed to ask who the teachers thought should be evaluating the administrators.

It is redundant, at this point, to say that the teachers are not thinking about the evaluating systems and about the personnel who

are doing the evaluating. Teachers are concerned, and perhaps further study might discover if the better-trained teacher of today will further modify changes in the evaluation plans of the future. If this study indicates anything, it is that evaluation procedures have changed in the last few years and are very likely to change radically in the years to come.

APPENDIX A

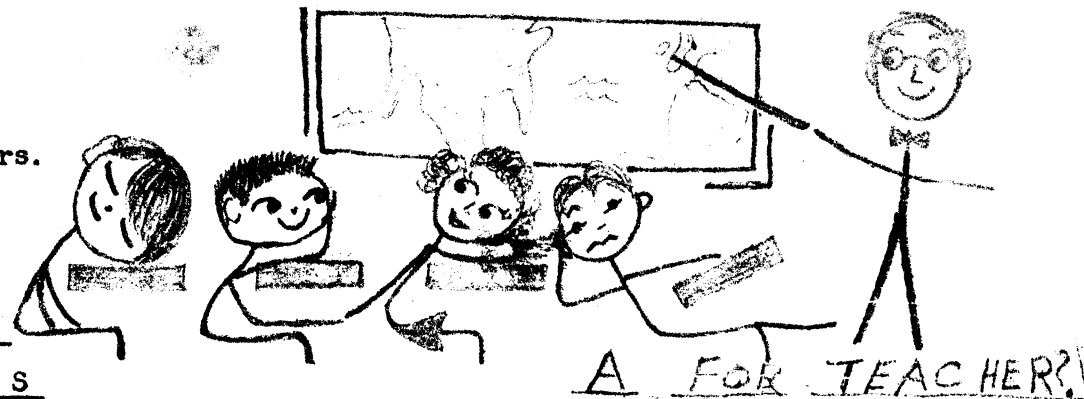
QUESTIONNAIRE USED IN SURVEY

TO THE TEACHERS:

We are curious. May we ask you a few questions?

Below you will find some quotes taken from various bulletins on evaluation of teachers.

We have heard some comments about the California evaluation system and we would like know your reactions. Hence, the questionnaire. It is hoped that the few minutes it takes of your time will be of profit to all of us. A N D thank you very much.



YOUR PERSONAL BACKGROUND - UNDERLINE ALL YOUR ANSWERS

- a. Underline your sex: 1) male 2) female b. Underline your marital status. 1) married 2) single 3) divorced 4) widowed
- c. Underline your age group: 1) 21-25 2) 26-30 3) 31-35 4) 36-40 5) 41-45 6) 46-50 7) older
- d. Underline years of experience in California schools: 1 2 3 4 5 6) 5-10 7) 10-15 8) more
- e. Underline present employment status: 1) substitute 2) probationary 3) tenure
- f. Underline type credential now using: 1) Gen. Elem. 2) Junior High 3) Administrative 4) Provisional 5) Emergency 6) Gen. Secondary

SECTION TWO: Please read quotation and then underline your answers: "To the end of continually improving effectiveness of teachers--districts have employed programs of teacher evaluation."

- a. Do you feel that evaluation of teachers improves instruction? 1) somewhat 2) a great deal 3) not at all
- b. Do you feel that evaluation is for the sole purpose of improving teaching? 1) yes 2) no 3) maybe 4) sometimes

SECTION THREE: Read quotation & then underline your answers. "Teacher evaluation programs are intended to improve teacher morale."

- a. Do you feel your morale has been improved by evaluation? 1) not at all 2) very little 3) somewhat 4) a great deal
- b. Have the evaluations of your teaching affected you adversely? 1) yes 2) no 3) somewhat 4) a great deal 5) not at all
- c. How many times have you chosen to move because of unsatisfactory evaluations? 1) once 2) twice 3) thrice 4) more than thrice 5) not at all

SECTION FOUR. Read quotation & then underline your answers. "There is evidence of an increasingly cooperative approach to teacher evaluation."

- a. How voluntary is your participation in the evaluation system? 1) not at all 2) somewhat 3) a great deal
 - b. Do you approve of your present evaluation system? 1) not at all 2) somewhat 3) a great deal
-

SECTION FIVE. THE ANALYSIS OF THE EVALUATOR. Be sure to underline your answers.

- a. Have your evaluators been trained for evaluation? 1) no 2) partially trained 3) well trained
 - b. How emotionally mature have been your evaluators? 1) not at all 2) somewhat 3) every time
 - c. Did evaluators have enough information for a valid evaluation of your ability? 1) not at all 2) somewhat 3) every time
 - d. Have you felt evaluators were loyal to teachers? 1) not at all 2) somewhat 3) every time
 - e. How much assistance was provided to you by your evaluator before your evaluation? 1) none 2) some 3) enough
 - f. How much assistance was given after your evaluation? 1) none 2) some 3) enough
 - g. How much did you trust your evaluator to be completely fair and objective? 1) not at all 2) somewhat 3) completely valid
-

SECTION SIX. YOUR PRESENT EVALUATION SYSTEM. Be sure to underline your answers.

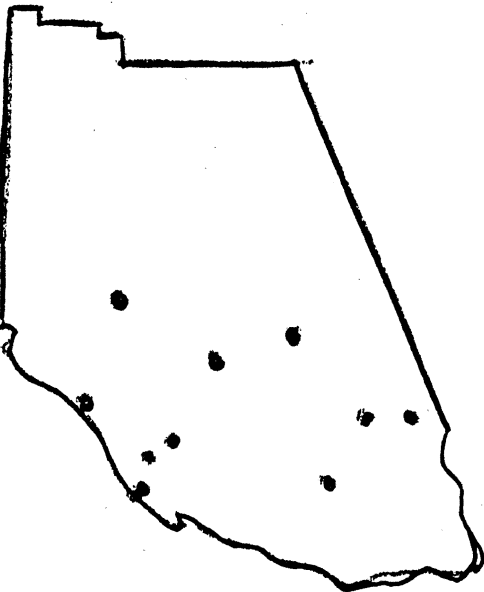
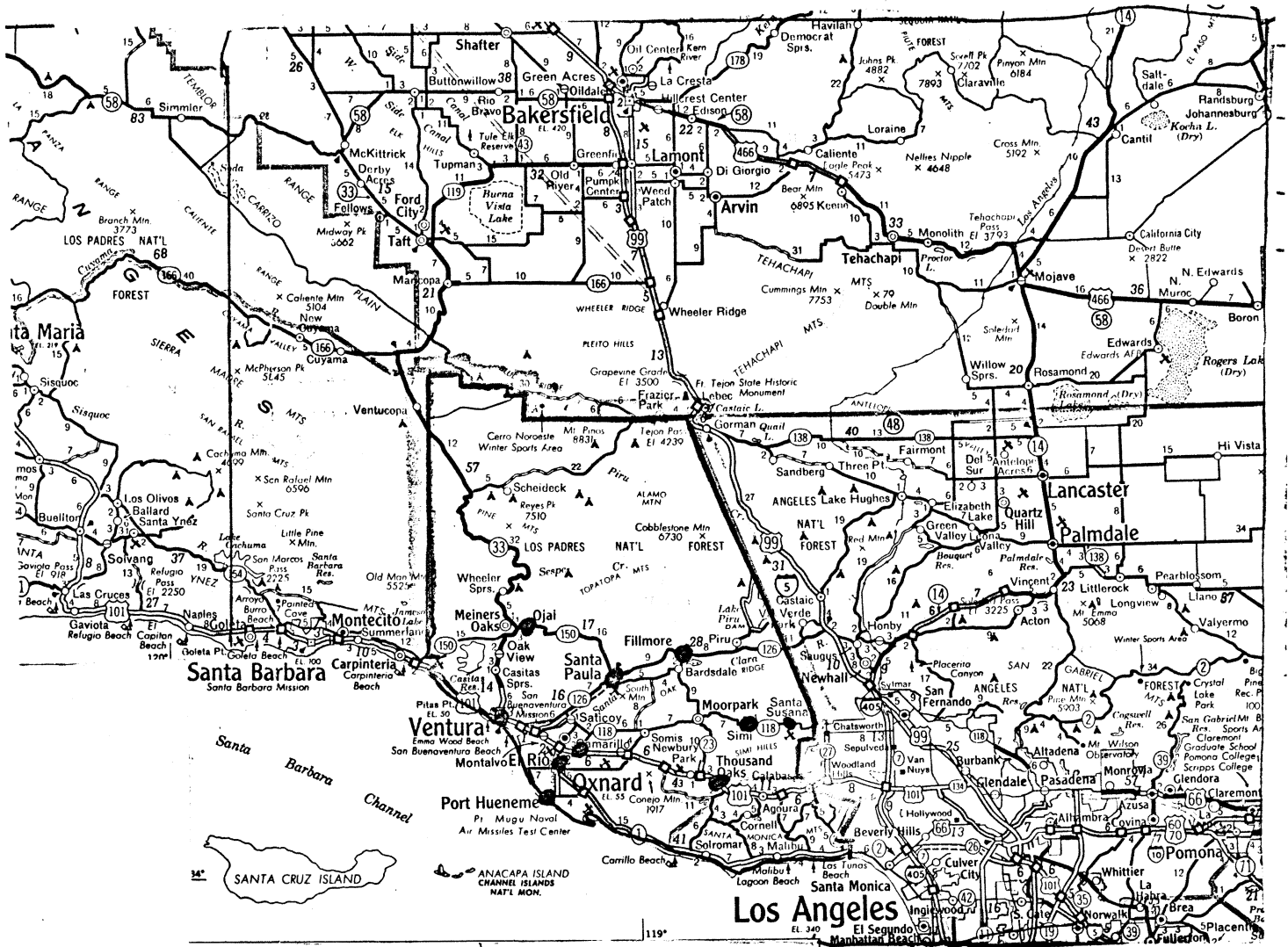
- a. How valid do you think the evaluation system is that is used in your school? 1) not at all 2) somewhat 3) completely valid
 - b. When should the evaluator be the sole evaluator? 1) never 2) sometimes 3) always
 - c. When should evaluation be shared by your peers and the administrators? 1) never 2) under special circumstances 3) always
 - d. How would you feel if the final evaluation & recommendation to the board were made by a professional relations committee of the faculty?
1) opposed 2) passive 3) more cooperative 4) secure
-

SECTION SEVEN. MISCELLANEOUS QUESTIONS. To what extent would you support a system whereby tenure could be legally broken I. E. the proceedings

(We do thank you. The report will be available through the Ventura-CITA office after Dec. 1965 or you can write Wilbur F. Powell, Nordhoff High School, Ojai, California.)

APPENDIX B

MAP OF VENTURA COUNTY, CALIFORNIA



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BIBLIOGRAPHY

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