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TEACHER EVALUATION PRACTICES IN SELECTED
TEXAS PUBLIC HIGH SCHOOLS

DISSERTATION

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By

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The problem of this study was an investigation of teacher and administrator perceptions of teacher evaluation and the relationship of those perceptions to teacher evaluation policies and practices in public high schools in the State of Texas. The specific purposes were: (1) To determine the status of teacher evaluation programs in selected high schools in the State of Texas, and (2) To determine the degree of relationship between teacher/administrator perceptions of teacher evaluation and selected variables concerning teacher evaluation practices.

The literature was reviewed in regard to four major topics: (1) A discussion of a rationale and purposes of teacher evaluation, (2) A description of the common approaches to teacher evaluation in terms of presage, process, and product categories, (3) A review of recommendations for effective teacher evaluation from the research and (4) A discussion of certain variables which may affect evaluation, including source of evaluation, student achievement, size of school, number of years of experience, and individual perceptions of teacher evaluation.

The research instruments were developed through a review of the related literature. Both instruments were validated in terms of clarity, appropriateness, and importance by a panel of six judges made up of college teachers of education, public school teachers, and public school administrators. The reliability of the PTEQ instrument was established through a test-retest administration of the instrument to teachers and administrators in three graduate classes in educational administration at North Texas State University.

STEPHS questionnaires were mailed to the principals of 25 per cent of the Texas public high schools randomly selected in each of three stratified size groups (small, medium, and large). Ten schools in each size range were randomly selected from the survey respondents. In each of these thirty schools, twelve teachers were randomly selected from the faculty list provided by the principal. These teachers and their building administrators were asked to respond to the PTEQ instrument.

Multiple linear regression analysis was applied to the data gathered through the PTEQ instrument in order to test the five hypotheses based upon the variables of evaluation practices. The statistical analysis of the data resulted in the rejection of all but one of the hypotheses.

The perceptions of teachers and administrators concerning evaluation were not found to be significantly related to the origin of evaluation, size of school, use of student achievement as a criteria, or number of years of professional experience. Statistical significance was indicated concerning the relationship between the required frequency of classroom observation and the perceptions of teachers and administrators concerning evaluation. It was concluded that teacher and administrator acceptance of teacher evaluation is greater with more frequent required classroom observation. The statistical analysis also indicated a significant relationship between a respondent's position as teacher or administrator and his perceptions concerning evaluation. It was concluded that administrators view their schools teacher evaluation practices more positively than do teachers.

Teacher evaluation practices in Texas public high schools were found to vary widely. Although the majority of surveyed schools in the State of Texas reported an established written policy for teacher evaluation, only 43 per cent did not meet minimal standards suggested by the researcher.

The recommendations reflected the findings of the study and included greater teacher and student participation in both the development and implementation of

teacher evaluation. It was also recommended that evaluators utilize frequent required observation of the teacher in the classroom.

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CHAPTER I

INTRODUCTION

A widely accepted goal of professional education is to secure and maintain quality education for ourselves and our children. In order to do this, some process must also be incorporated to determine what progress is being made and what directions must be taken. This is the intent and the task of teacher evaluation.

In nearly all organizations and institutions, evaluation is present in some form, because any activity undertaken with a purpose logically demands an assessment of the degree to which the purposes are met, and the effectiveness of the means of achieving those purposes. Bloom stated, "The theory of evaluation is a theory about how evidence should be gathered and analyzed to appraise the effectiveness of a social institution."¹ Among social institutions, education probably has the most extensive experience with formal evaluation. Yet even with this background, educators have not developed any conclusive method for the evaluation of teaching. This is not due to any lack of research and

¹Benjamin S. Bloom, "How May the Special Contributions of Liberal Arts Education Be Evaluated?" Current Issues in Higher Education (Washington, 1954), p. 284.

professional literature on the subject. In fact, Ellena has stated that:

Probably no aspect of public education has been discussed with greater frequency and with deeper concern by both lay citizens and educators than teacher competence--how to identify it, how to define it, how to measure it, how to evaluate it, how to reward it, how to detect and remove obstacles to its achievement.²

Statement of the Problem

The problem of this study was teacher and administrator perceptions of teacher evaluation and the relationship of those perceptions to teacher evaluation policies and practices in selected Texas public high schools.

The Purposes of the Study

The purposes of this study were to

1. Determine the status of teacher evaluation programs in selected high schools in the State of Texas.
2. Determine the degree of relationship between teacher/administrator perceptions and certain selected variables concerning teacher evaluation practices.

Research Questions

In order to accomplish the stated purposes, attention was focused specifically on the following research questions.

²William J. Ellena, editor, Who's A Good Teacher? (Washington, 1961), p. vii.

1. What policies for implementing teacher evaluation have been established in Texas public high schools?

2. What methods of teacher evaluation are being used by Texas high schools?

3. Do the teacher evaluation policies in selected Texas public high schools meet minimal "criteria-bound" standards for teacher evaluation?

4. Is there a relationship between the origin of the evaluation (student, teacher, fellow faculty, administrators) and the perceptions of teachers and administrators concerning teacher evaluation?

5. Is there a relationship between the size of a school and the perceptions of teachers and administrators concerning teacher evaluation?

6. Is there a relationship between the use of student achievement as a criterion for teacher evaluation and perceptions of teachers and administrators concerning teacher evaluation?

7. Is there a relationship between frequency of required classroom observation and the perceptions of teachers and administrators concerning teacher evaluation?

8. Is there a relationship between the number of years of professional experience and the perceptions of teachers and administrators concerning teacher evaluation?

Background and Significance

Although there is an abundance of research on the subject of good teaching, Ryans noted in his study, "relatively little reliable information is available regarding its nature and the teacher characteristics which contribute to it."³ This problem not only exists concerning teacher characteristics, but there are also questions of reliability concerning accurate observation of teaching. Barr stated that:

In uncontrolled situations the judgments of a group of supervisors, administrators, and teacher educators, all observing the same teacher at the same time, under identical conditions, may rate a particular teacher as among the very best that they have observed and others as among the very worst teachers that they have observed.⁴

These factors complicate our progress toward an ultimate goal of providing quality education through the utilization of a well-trained corps of competent teachers. To accomplish this we must evaluate these teachers to see that capable teachers are encouraged to improve professionally as well as to identify those who may be less than effective. Although some concrete criteria are being identified through the use of low-inference measures such as Flanders interaction analysis, these yield only limited information and are difficult to implement. It is clear that intensified attention

³David Ryans, Characteristics of Teachers (Washington, 1960), p. 1.

⁴A. S. Barr, The Measurement and Prediction of Teacher Effectiveness (Madison, Wisconsin, 1961), p. 5.

and research is needed to provide some validation of evaluative practices that are currently being utilized in the public schools. According to a 1964 survey by the National Education Association, more than one-half of the nation's teachers report no confidence in their school systems' program of teacher evaluation.⁵ This is a serious indictment of a supposed advancement in public education. If this figure remains an accurate assessment of teacher confidence, there exists a definite need to research, identify, and implement teacher evaluation programs in which teachers can participate with greater approval.

A central issue concerning the use of evaluation in the public schools is the conflict between the two general purposes of evaluation: as a basis for rehiring and firing, and as a basis for staff improvement and development. In a policy statement on teacher evaluation, the New Jersey Education Association distinguished these two purposes as job-oriented and career-oriented. They stated that job-oriented evaluation holds an important and valid function, but the

. . . more important (but less common) purpose of evaluation is to improve the effectiveness of the individual practitioner, to inspire professional growth, and to shape a successful teaching career. Career-oriented evaluation serves this purpose.⁶

⁵National Education Association, Research Division, Evaluation of Classroom Teachers, Research Report 1964-R14 (Washington, 1964), p. 10.

⁶New Jersey Education Association, "NJEA Speaks Out on Teacher Evaluation, "NJEA Journal, XLIV (January, 1971), 15.

Howsam contended that there are two different kinds of evaluation--formative and summative. "Formative evaluation refers to the use of data to make a process or operation effective as it goes along. By being able to redirect the process as it progresses, the goal seeker has a greater chance of reaching his goal."⁷ This suggests the supervisory role of evaluation. "Summative evaluation occurs at the conclusion of an act or process; it is terminal."⁸ "These evaluations are entered into records and are used as the bases of decisions."⁹ This reflects the administrative role of evaluation.

Representatives of the American Federation of Teachers take a differing viewpoint. Selden argued that teacher evaluation is not a valid means of improving the quality of education in our public schools, whereas reducing class size and teacher's hours and raising entry standards to the profession are the most valuable means of accomplishing this goal. He suggested that evaluation is necessary only during a probationary period, and should be administered by an agent independent of the school district.¹⁰

⁷Robert B. Howsam, "Current Issues in Evaluation," National Elementary Principal, LII (February, 1973), 13.

⁸Ibid., p. 13.

⁹Ibid., p. 13.

¹⁰David Selden, AFT QUEST Paper, No. 4 (Washington, 1969) cited in Dorothy G. Mueller, "How to Evaluate Teachers," Journal of Teacher Education, XXII (Summer, 1971), 232.

These conflicting views by professionals suggest a possible rift among teachers over the issue of evaluation. If evaluation procedures that are shown to be acceptable and effective to both administrators and teachers can be identified, perhaps the profession can avoid a policy fight over the vital issue of how to police its own ranks.

There is some evidence that the perceptions teachers have of the purpose of their school's evaluation procedure determines the teachers' attitudes toward the evaluation. Zelanak and Snider compare attitudes of teachers who believed the intent of evaluation was for administrative purposes with those of teachers who believed the intent of evaluation was for instructional purposes. They concluded that those who believe the intent is administrative have negative feelings toward the evaluation process, and those who believe the intent is instructional view evaluation in a positive manner.¹¹ In reviewing the literature, Beller concluded that teachers are more likely to accept and support evaluation when they play an active part in the whole process, rather than being merely subjects of evaluation.¹² These factors seem to indicate that attention must be given to

¹¹Mel C. Zelanak and Bill C. Snider, "Teacher Perceptions of the Teacher Evaluation Process," California Journal of Educational Research, XXV (May, 1974), 116.

¹²E. Kuno Beller, "Teacher Evaluation: Why, What, and How!" Peabody Journal of Education, XLVIII (January, 1971), 138.

teachers' attitudes within the evaluation process, and study in the types of practices which produce positive reactions in teachers should be intensified, to meet the need of a pragmatic approach to teacher evaluation which will serve the purposes of instructional improvement and quality control.

Although research on teacher evaluation has produced few concrete and often conflicting conclusions, many authors have made generalizations on the subject in the form of recommendations. Some of the generally accepted recommendations regarding teacher evaluations can be used as criteria for developing or selecting policies.

In a list of recommendations, Hain and Smith suggested that "standards and procedures for supervision should be developed jointly by administrators and teachers."¹³ McNally stated that a well-conceived teacher evaluation program "is cooperatively planned, carried out, and evaluated by teachers, supervisors, and administrators."¹⁴ Brighton said that a successful program will involve the teachers in the evaluation program as well as provide for resolving any possible disagreements between teacher and evaluator.¹⁵

¹³John Hain and George J. Smith, "How Principals Rate Teachers," American School Board Journal, CLV (February, 1968), 18.

¹⁴Harold A. McNally, "What Makes a Good Evaluation Program," National Elementary Principal, LII (February, 1973), 26.

¹⁵Staynor Brighton, Increasing Your Accuracy in Teacher Evaluation (Englewood Cliffs, N. J., 1965), p. 37.

In an earlier study, Fox categorized some of the generally accepted recommendations into a list of criteria which may be used as a minimal standard for identifying research-based systems of teacher evaluation. These were referred to as criteria-bound and utilized to identify teacher evaluation programs which possess minimal characteristics commonly accepted by researchers in the professional literature. The five criteria are listed below in the Definition of Terms.

Definition of Terms

Criteria-bound teacher evaluation program--A program of teacher evaluation that meets the following criteria:

1. A stated purpose of the program is to improve instruction.
2. Teachers and administrators are jointly involved in the formulation of the policy.
3. The policy on teacher evaluation has provisions for revision.
4. Teacher evaluations are conducted at least annually.
5. A conference between the teacher and an administrator or some means of informing the teacher concerning the evaluation follows the teacher evaluation process.¹⁶

Teacher evaluation--A formal and systematic approach utilized in assessing the competence of a teacher.

¹⁶Norris D. Fox, "The Status and Teacher-Administrator Perceptions of Selected Teacher Evaluation Practices," unpublished doctoral dissertation, College of Education, University of Missouri, Columbia, Missouri, 1972, p. 36.

High school--A school unit with at least two grade levels designated as a high school or senior high school possessing some combination of grades nine through twelve.

Large high schools--Those schools which are classified as AAAA by the Texas University Interscholastic League.

Medium high schools--Those schools which are classified as AAA by the Texas University Interscholastic League.

Small high schools--Those schools which are classified as B, A, or AA by the Texas University Interscholastic League.

Perception--The experience-based awareness which is expressed concerning teacher evaluation by administrators and teachers on the Perceptions of Teacher Evaluation questionnaire.

Limitations

This study was limited to administrators and teachers employed in selected Texas public high schools during the spring of 1975. The measurement of teacher and administrator perceptions in this study was limited to those schools whose teacher evaluation procedures met minimal standards defined as criteria-bound.

Basic Assumptions

It was assumed that the respondents to the survey questionnaire and the Perceptions of Teacher Evaluation

Questionnaire answered the instruments honestly. It was also assumed that the sample was large enough to nullify any biasing effect of an individual or school district.

CHAPTER II

SURVEY OF THE RELATED LITERATURE

Traditionally, teachers have been an integral part of society's attempts to educate its members. And, even to the casual observer, it has been obvious that teachers have been evaluated--by students, parents, administrators, peers, and themselves. Since the turn of the century, there has been a growing interest in the process of teacher evaluation. In growing numbers of schools, evaluation has become formal and mandatory, and is gaining wider acceptance as being a necessary part of public school administration. Because of this rapid expansion, the reader in the area of evaluation now faces a plethora of research concerning philosophy, theory, rationale, and practices of teacher evaluation, as well as a myriad of recommendations for practitioners. It behooves educators who are involved in the evaluation of teaching to become familiar with the more meaningful findings of this research.

Teacher evaluation is recognized as a method of accomplishing instructional improvement; thus, research on teacher evaluation concerns the practical aspects of implementing this method. Research in teacher evaluation is closely related to discussions of teacher effectiveness, what it is

and how it can be measured. Howsam alluded to this when he said, "Evaluation of an object (person, performance, item, behavior, and so forth) can be accomplished only if there is an idea of what the object should be like."¹ This suggests that the first phase of evaluation involves defining an ideal. That involves developing an ideal of the effective teacher, which is a problem in itself. Even though a vast body of research has identified teacher characteristics and behavior, and developed instruments which record objectively what goes on in the classroom, ". . . no overall definition of what constitutes good teaching has as yet evolved from the research."²

It seems that the more objective evaluation becomes, the less evaluative it really is. It becomes necessary to distinguish between assessment and evaluation. Although assessment connotes accurate and objective measurement, evaluation in its more precise sense is the act of judging the merit or worth of something.³ Openshaw criticized the National Education Association for having gone on record as being opposed to the use of subjective methods of

¹Robert B. Howsam, "Current Issues in Evaluation," National Elementary Principal, LII (February, 1973), 13.

²Dorothy G. Mueller, "How to Evaluate Teaching," Journal of Teacher Education, XXII (Summer, 1971), 220.

³Betty J. Humphry, moderator, The Evaluation of Teaching, Pi Lambda Theta (Washington, 1967), p. x.

evaluating performance, while supporting the development of better means of objective evaluation. This position was based

. . . on the assumption that teacher evaluation can and should be purely objective in nature, that all variables within the teaching process can be isolated and measured on a strictly quantitative basis. But to evaluate, one must deal with elements of both quantity and quality --and quality by its very nature, does not readily lend itself to objective measurement. . . . To oppose the use of subjective methods is to oppose an essential element in teacher evaluation.⁴

If Openshaw's view is valid, it makes the evaluation of teaching an inherently difficult and complex task which requires one to make a subjective judgment of human behavior in an objective and rational manner. This conflict between the objective analysis of the teaching act and a more subjective assessment of the value of teaching has yet to be resolved.

Rationale and Purposes of Teacher Evaluation

In the past, the rationale for teacher evaluation has been professional and philosophical.⁵ Evaluation is a method of measuring progress in the attainment of goals,

⁴Karl Openshaw, "Teacher Evaluation: A Point of View," National Elementary Principal, XLIII, (November, 1963), 20.

⁵Suzanne K. Stemnock, "Evaluating Teacher Performance," ERS Circular, May, 1969, p. 1.

identifying and maintaining strengths, and discovering and eliminating weaknesses.⁶ Current interest in the progress of public schools has complicated this rationale. Indeed, the rationale has even become legal and political. In several states, evaluation in some form has been legally mandated either by legislation or by state bureaus. In 1967, Florida was one of the first to require teacher evaluation, followed by South Dakota and Hawaii in 1969, Washington in 1970, Oregon in 1971, and Virginia and California in 1972.⁷ One of the most ambitious statutes was the California Stull Act, which mandated that each school district establish a uniform system of evaluation and assessment of all certificated personnel.⁸ These legal actions indicate that evaluation is going to remain a part of our schools.

Public demand for evaluation also seems to be increasing. Criticism of our schools has become loud and widespread. The rising cost of education is resulting in closer scrutiny of the functions of the schools by the taxpayers. This emphasis on accountability has been magnified by current post-Watergate

⁶E. Kuno Beller, "Teacher Evaluation: Why, What, and How!" Peabody Journal of Education, XLVIII (January, 1971), 126.

⁷George B. Redfern, "Legally Mandated Evaluation," National Elementary Principal, LII (February, 1973), 46-49.

⁸Glen F. Ovard, "Teacher Effectiveness and Accountability," NASSP Bulletin, LIX (January, 1975), 91.

trends of questioning the credibility of public officials. These reasons and others prompted Houts to say, ". . . it is more important than ever that we be clear on the issues involved in evaluation and as knowledgeable as possible about what it entails."⁹

Apart from legality and accountability, educators state various other reasons for emphasizing teacher evaluation. Redfern listed three purposes of evaluation:

1. assessment of the status and quality of performance
2. identification of those aspects of performance which are below standard and need improvement
3. stimulation of the growth and development of the individual.¹⁰

Beller stated that the purposes of evaluation are:

1. to determine whether the objectives of education are being achieved
2. to identify effective and ineffective teachers, to help administrators in the assignment, promotion, or other changes in the status of teachers
3. to contribute to the improvement of education by providing a basis for in-service training and for supervisory activities
4. to provide a source for motivation and self-improvement
5. to give evidence of the quality of services rendered and thereby justify to the community the investment of public funds in educational institutions

⁹Paul L. Houts, "Editorial," National Elementary Principal, LII (February, 1973), 10.

¹⁰George B. Redfern, How to Appraise Teaching Performance, p. 25, cited in Mel J. Zelenak and Bill C. Snider, "Teacher Perceptions of the Teacher Evaluation Process," California Journal of Educational Research, XXV (May, 1974), 117.

6. to determine to what extent educational programs produce changes which are compatible with the goals of the culture.¹¹

Brighton contended that the purposes of teacher evaluation are:

1. to assess the overall school program to determine how well it is progressing toward avowed goals
2. to provide a basis for improving instruction
3. to motivate teachers to render their highest level of professional service
4. to help teachers succeed in their chosen profession
5. to provide a basis for making administrative decisions
6. to provide a basis for developing effective personnel policies
7. to implement a merit pay program
8. to keep records and reports for administrative officers and boards of education.¹²

The goals of teacher evaluation may vary depending upon point of view, but the purposes are often similar and can be grouped into two categories which are perceived by some as conflicting. One function is administrative and discriminates between competence and incompetence for personnel purposes of dismissal, promotion, and re-employment. The other function is instructional and provides information that will help teachers improve their performance. It can be noted of the three statements of purposes quoted that

¹¹E. Kuno Beller, op. cit., pp. 125-126.

¹²Staynor Brighton, Increasing Your Accuracy in Teacher Evaluation, (Englewood Cliffs, N. J., 1965), p. 12.

Redfern stated only the instructional function, while Beller and Brighton recognized the administrative as well. Howsam emphasized both functions by pointing out that administrators have to employ, assign and reassign, retain or dismiss, grant or deny tenure, determine salary, and consider for promotion, while supervisors have to decide on the appropriate form and content of assistance for individual teachers and groups of teachers.¹³

Openshaw stated that the teaching profession has not faced the issues involved in the evaluation of competence and has not given concern to "developing policies and procedures for safeguarding students and the public against incompetence and unprofessional behavior on the part of some teachers."¹⁴ The ERS Circular on teacher evaluation stated, "The recognition of teaching as a true profession means that teachers must police their ranks to get rid of incompetency, much as lawyers and doctors are obligated to do." Even the New Jersey Education Association recognized that "Professional improvement is the concern of every member of the teaching profession," but they also cautioned administrators of the teacher's rights in

¹³Robert B. Howsam, "Teacher Evaluation: Facts and Folklore," National Elementary Principal, XLIII (November, 1963), 9.

¹⁴Openshaw, op. cit., p. 28.

¹⁵Stemnock, op. cit., p. 1.

evaluation and of overemphasis of the administrative functions of evaluation.¹⁶ The Hawaii Department of Education stated:

Observations and appraisals provide a sound basis for administrative decisions on continued or discontinued employment in a resulting value, but should not be the basic purpose of evaluation. It is generally recognized that a procedure for hiring teachers and merely watching to see whether or not they succeed is an inefficient, uneconomical, and unethical method of personnel administration.¹⁷

Jones attacked over-emphasis on teacher employment as a negative function of the evaluative process. "The use of evaluation forms as a dismissal device, coupled with low credibility of the process, have almost buried teacher evaluation as a positive force in instructional improvement."¹⁸

Teacher Evaluation Practices

In his Handbook of Research on Teaching, N. L. Gage grouped the research and literature related to teacher evaluation into three categories: presage, process, and

¹⁶New Jersey Education Association, "NJEA Speaks Out on Teacher Evaluation," : NJEA Review, XLIV (January, 1971), 14.

¹⁷Hawaii Department of Education, A Statement of Attitude with Regard to Appraising Teacher Competency, cited in Stemnock, "Evaluating Teacher Performance," op. cit., p. 3.

¹⁸Anthony S. Jones, "A Realistic Approach to Teacher Evaluation," Clearing House, XLVI (April, 1972), 474.

product.¹⁹ Presage refers to the characteristics of the teacher. Process is the analysis of teaching performance, including classroom observation. Product refers to student achievement and the appraisal of student performance. Much of the literature concerning teacher evaluation can be grouped into these same categories.

Of the studies concerning teacher characteristics (presage), perhaps the best-known is Ryans extensive investigation of over 6,000 teachers in 450 school systems.²⁰ This study attempted to link certain personality patterns of teachers to teacher behavior and student response. He concluded that certain types of teacher traits are significantly related to teacher success in a wide variety of situations, and that these traits can be appraised objectively. However, he also stresses that the qualities of good teachers are not absolutes, but are interacting traits that vary in their merits depending upon educational philosophy, pupil characteristics, course level and content, and other factors.²¹ Getzels and Jackson recognized the quality of Ryans work, but implied that there are issues to be raised

¹⁹N. L. Gage, ed., Handbook of Research on Teaching, (Chicago, 1963), pp. 113-129.

²⁰David G. Ryans, Characteristics of Teachers, (Washington, 1960).

²¹Ibid., p. vii.

concerning any attempt to predict or determine teacher effectiveness through the use of teacher characteristics.²² Fattu warned that attempts to identify effective teachers in terms of characteristics "appear largely sterile in terms of usability for evaluation or selective purposes."²³

Kerlinger also cautioned that the desirable traits of teachers are not absolutes.

Individuals with progressive attitudes toward education, in selecting traits that they believe to be desirable in teachers, choose person-oriented traits, traits that are congruent with progressive educational beliefs, and individuals with traditional attitudes toward education choose task-oriented traits, traits that are congruent with traditional educational beliefs.²⁴

He advised that in trying to determine what is considered effective teaching, one must recognize that any person's opinion about good or poor teaching is a reflection of his basic educational orientation. These underlying criteria operating to predispose his opinion need also to be identified and perhaps evaluated.²⁵ This subjectivity imposes

²²J. W. Getzels and P. W. Jackson, "Teacher's Personality and Characteristics," Handbook of Research on Teaching, edited by N. L. Gage, (Chicago, 1963), p. 570.

²³N. A. Fattu, "Research on Teacher Evaluation," National Elementary Principal, XLIII (November, 1963), 22.

²⁴Fred N. Kerlinger and Elazur J. Pedhazur, "Educational Attitudes and Perceptions of Desirable Traits of Teachers," American Educational Research Journal, V (November, 1968), 557.

²⁵Ibid., p. 557.

certain limitations on attempts to evaluate teaching in terms of teacher characteristics.

Smith saw no value in considering teacher characteristics as a criteria for teacher evaluation:

The first source of confusion is to be found in the failure to distinguish teaching behavior from teacher characteristics. This is to be seen in our use of the term teacher effectiveness. . . . To use the expression 'teacher effectiveness' instead of the expression 'modes of diagnosis and treatment' is to call attention to the teacher himself rather than the means he uses to attain objectives. It is one thing to talk about the effectiveness of the teacher as a person and it is quite another thing to speak of the effects of particular ways of dealing with pupils and materials of instruction. . . . It seems reasonable to assume that the effects of instruction depend more upon tested means than upon personal qualities of the teacher.²⁶

These "tested means" apparently are to be found in the behavior of the teacher or the behavior of the student.

A natural outgrowth of the examination of the characteristics of teachers is the emphasis on the behavior of the teacher during the teaching act (process). Rosenshine and Furst lauded this trend.

The specification of behavior represents a radical shift from the traditional, vague objectives of providing meaningful experiences; educating the whole child; and providing for individual differences. The focus on denotable actions is praiseworthy.²⁷

²⁶B. Othanel Smith, "Teaching: Conditions of Its Evaluation," The Evaluation of Teaching, A Report of the Second Pi Lambda Theta Catena, (Washington, 1967), p. 68.

²⁷Barak Rosenshine and Norma Furst, "Research on Teacher Performance Criteria," Research in Teacher Education, B. O. Smith (ed.), p. 38.

Smith also agreed with the idea that evaluation must result from an analysis of the behavior of the teacher. He stated that a major breakthrough in the training and evaluation of the teachers "occurred when teaching behavior was conceived to be a complex of skills that could be identified and practiced systematically under specific conditions."²⁸

Beller divided teacher behavior into three separate aspects which must be evaluated: role, style, and techniques.²⁹

Gage urged the further breakdown of teacher attributes and teacher behavior into smaller, more measurable units.³⁰

However praiseworthy this new direction may be, our accuracy in identifying and measuring teacher behaviors which influence student outcome measures has not been established. Even researchers of teacher behavior point out this difficulty.

Flanders admitted that teaching performance

. . . depends upon the range of behavior a teacher can produce, the self-control required to provide particular patterns of influence, a teacher's sensitivity in diagnosing the requirements of the moment, and his ability to predict the consequences of alternative actions.³¹

²⁸B. O. Smith, Research in Teacher Education, A Symposium, (Englewood Cliffs, 1971), p. 2.

²⁹Beller, op. cit., p. 126.

³⁰N. L. Gage, "An Analytical Approach to Research on Instructional Method," Phi Delta Kappan, XLIV (June, 1968), 606.

³¹Ned A. Flanders, "Some Relationships Among Teacher Influence, Pupil Attitudes, and Achievement," Contemporary Research on Teacher Effectiveness, edited by Bruce J. Biddle and William J. Ellena, (New York, 1964), p. 229.

All of these attributes remain difficult to observe and evaluate objectively.

Another problem in the development of teacher evaluation systems based on teacher behavior is the obvious lack of agreement on how to measure teacher behavior. Classroom observation (process) is one of the most widespread techniques because the classroom is where teaching occurs in our educational structure. It would seem natural for evaluators to concentrate on observation of this process, yet there is not universal agreement on its validity. Musella listed the limitations of direct classroom observation as

1. insufficient observation time upon which to base judgment.
2. inadequacy of recorded observations as valid and reliable samples of the total teaching experiences of the teacher.
3. uncertainty of the validity and reliability of the observers.³²

Rosenshine noted that observational techniques vary greatly in design. He divides them into two groups based upon the amount of inference required of the observer. Category or objective "counting" systems are considered "low-inference" techniques, while rating scales are considered "high inference methods."³³ Yevish observed:

³²Donald Musealla, "Improving Teacher Evaluation," Journal of Teacher Education, XXI (Spring, 1970), 18.

³³Barak, Rosenshine, "Evaluation of Classroom Instruction," Review of Educational Research, XL (April, 1970), 280.

. . . no study or experiment has ever been made that establishes the superiority of classroom observation as a supervisory technique over other techniques. For another, observation is an act of taking notice, and if the wrong things are noticed (as they generally are)--the teacher, for example, instead of the student, or instruction instead of learning--observation as a technique of supervision becomes a misleading exercise.³⁴

Yevish then concluded that the real error seems to be in the assumption that the observation of the teacher in a classroom situation will tell us something about the student, what he is learning, and how valuable this learning is.³⁵

"One of the major assumptions of evaluation is that education exists for the purpose of changing the thoughts, feelings, and actions of students."³⁶ Evaluation, then, is conducted to appraise the extent to which the teacher is producing these changes in students. For these reasons, many researchers have turned to investigation of student change (product) as a criterion for the evaluation of teaching. Having reviewed the research from 1900 to 1952, Morsh and Wilder concluded that evidence of student gains ". . . appears to offer one of the best criteria thus far used," but they also note that the problem of relating

³⁴Yevish, Irving A., "The Observation Fallacy," Educational Forum, XXXII (January, 1968), 171.

³⁵Ibid., p. 171.

³⁶Benjamin S. Bloom, "How May the Special Contributions of Liberal Arts Education Be Evaluated?" Current Issues in Higher Education, Washington: Association for Higher Education.

specific teacher behavior or teacher traits to student achievement has not been resolved.³⁷ Two more recent investigators in this area, Medley³⁸ and Mitzel,^{39,40} sought to detect relationships between identifiable behaviors of teachers in the classroom and the change in behavior--or accomplishments--of the teacher's pupils.

Medley pointed out that evaluation in terms of student gain (product) can only discriminate between better and poorer teachers. This is, of course, useful for administrators who must make personnel decisions, but it is of little help in diagnosing specific teaching flaws and identifying means of improving the instructional abilities of an individual teacher. "Thus, for the purpose of improving instruction, process evaluation is far superior to product evaluation."⁴¹ Barr pointed out that each

³⁷J. E. Morsh and E. W. Wilder, Identifying the Effective Instructor: A Review of the Quantitative Studies, 1900-1952, Research Bulletin, AFPTRC-TR-54-44 (San Antonio, 1954).

³⁸D. M. Medley and H. E. Mitzel, "Some Behavioral Correlates of Teacher Effectiveness," Journal of Educational Psychology, L (December, 1959), 239-246.

³⁹H. E. Mitzel, "Teacher Effectiveness," Encyclopedia of Educational Research (3rd Edition), (New York, 1960), 1481-1485.

⁴⁰D. M. Medley and H. E. Mitzel, "A Technique for Measuring Classroom Behavior," Journal of Educational Psychology, XLIX (April, 1958), 86-92.

⁴¹Donald M. Medley, "A Process Approach to Teacher Evaluation," National Elementary Principal, LII (February, 1973), 33.

teacher chooses individual purposes, means and methods of instruction, and these ordinarily vary greatly from teacher to teacher. A second difficulty arises out of the fact that "many of the outcomes of learning and of teaching are poorly or inadequately measured."⁴² However he goes on to say that "one of the very best measures of a teacher's effectiveness will be found in what his students do in subsequent course work."⁴³

While many researchers have indicated a number of issues regarding the inclusion of specific presage, process, product variables in the process of teacher evaluation, it appears that consideration must be given to these variables in teacher evaluation research. Within the scope of this study, an attempt will be made to determine which of these variables were perceived as effective by both teachers and administrators.

Recommendations

As in many areas of education, there seems to be a wide gap between teacher evaluation theory and teacher evaluation practice. What has actually taken place in the schools has not always been the original goal sought by educators. In 1964, a National Education Association report

⁴²A. S. Barr, The Measurement and Prediction of Teacher Effectiveness, (Madison, Wisconsin, 1961), p. 8.

⁴³Ibid., p. 8

concluded that the building principal, either in a singular way or a shared role with a central office supervisor, was responsible for evaluating teachers in his assigned building in the majority of the 1,100 cases studied. Many different evaluation designs were used, some with specified performance standards and others with no stated expectations. The most common device used was some type of check-list structure with a minimum of narrative required.⁴⁴ In 1972, NEA observed that

. . . the usual approach in teacher evaluation is for the principal to periodically (although not necessarily regularly) fill out a checklist-type form on which he indicates the degree to which a teacher possesses the characteristics and skills listed on the form. Sometimes, particularly in the case of tenure teachers, the evaluation is not preceded by classroom observations and is not followed by a conference between the principal and teacher to discuss the evaluation and how the teacher might improve.⁴⁵

After studying a large number of evaluation instruments used across the United States, Rosen grouped them into four categories.

1. instruments which are completed by teachers and which provide an indication of their proficiency in or knowledge of both general and specific areas in education.
2. self-report attitudinal measures for teachers.

⁴⁴National Education Association, Research Division, Evaluation of Classroom Teachers, Research Report, 1964-R14 (Washington, 1964).

⁴⁵National Education Association, "New Approaches in the Evaluation of School Personnel, NEA Research Bulletin, L (May, 1972), pp. 40-44.

3. instruments which are completed by students and which may indicate their attitudes toward and/or evaluations of a particular teacher or classroom situation which is dependent upon the teacher.
4. observational devices which may be used to consider such factors as the teacher's competency, teaching style, characteristics and/or interaction with pupils.⁴⁶

After a nationwide survey of current practices of teacher evaluation in over two hundred school systems, Stemnock found that the most prevalent methods used by principals and supervisors are check lists and rating scales combined with nonstructured comments.⁴⁷

There can be found in the research certain recommendations concerning the characteristics of a good teacher evaluation program. Hain and Smith made a list of minimal standards for a teacher evaluation policy.

1. The ratio of supervisors to teachers should be reduced to enable the principal to engage in effective supervision. Today the average principal supervises between 30 and 50 teachers.
2. Observation should always be followed by a conference directed toward improvement of the teacher's professional competence.
3. There should be a written evaluation report, and the teacher should always receive and have an opportunity to react to this report.
4. Standards and procedures for supervision should be developed jointly by administrators and teachers. In far too many cases these procedures are the sole product of the administrators.

⁴⁶Rosen, Pamela, Assessment of Teachers, Educational Testing Service, Princeton, N. J., June, 1973, p. 1.

⁴⁷Stemnock, op. cit., p. 4.

5. Principals should consult with senior teachers regarding reappointment. The days of the principal with his teachers teaching in his school are being replaced by the principal and teachers working together in their school.
6. Jointly agreed upon standards and procedures for evaluation should be published and available to teachers, and where necessary, explained to them.⁴⁸

Brighton recommended further characteristics:

1. Teachers as well as supervisors and principals are actively involved in developing the plan and reviewing it periodically.
2. A period of planning, study, and preparation precedes the initiation of the evaluation program.
3. The educational goals of the school have been established and are generally accepted.
4. A usable definition of teaching and a job description of each position have been developed.
5. The purposes of the evaluation program have been based primarily on improvement of instruction and helping teachers succeed.
6. It has been established definitely who will make the evaluations.
7. Evaluations will be based on first hand observations of teachers' classroom performance.
8. Evaluations will be recorded on a checklist or other instrument that has been developed cooperatively.
9. Evaluations shall always include an informal conference between the evaluator and the teacher. All notations on the evaluation records are initialed by the teacher and supervisor with appropriate comments.
10. In the event there is disagreement between the teacher and the evaluator over any item, provision is made for other observers, acceptable to both teacher and supervisor, to participate in the evaluation.

⁴⁸John H. Hain and George J. Smith, "How Principals Rate Teachers," American School Board Journal, CLV (February, 1968), 17.

11. Provisions are made for training supervisors and administrators who will be making the evaluation and provide them with sufficient time to do the job.
12. Evaluators are evaluated periodically by their supervisors and the faculty.
13. The evaluation process is itself evaluated periodically and changed whenever improvement is possible.⁴⁹

As a result of research and review in the field of evaluation, McNally suggested characteristics of a well-conceived program which meets both administrative and instructional improvement purposes:

1. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.
2. The policies and procedures of the program reflect knowledge of the extensive research related to teacher evaluation.
3. Teachers know and understand the criteria by which they are evaluated.
4. The evaluation program is cooperatively planned, carried out, and evaluated by teachers, supervisors, and administrators.
5. The evaluations are as valid and as reliable as possible.
6. Evaluations are more diagnostic than judgmental.
7. Self-evaluation is an important objective of the program.
8. The self-image and self-respect of teachers is maintained and enhanced.
9. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teaching-learning experiences provided children.
10. The program makes ample provision for clear, personalized, constructive feedback.
11. Teacher evaluation is seen as an integral part of the instructional leadership role of the principal and of the program of inservice teacher development.⁵⁰

⁴⁹Brighton, op. cit., pp. 36-37.

⁵⁰Harold J. McNally, "What Makes A Good Evaluation Program," National Elementary Principal, LII (February, 1973), 24-29.

Popham described ten common pitfalls made by teacher evaluators. The first is the failure to consider past research in determining what will work and what will not. He also cautioned against the use of observer ratings and even against the use of systematic observation as being an accurate method of evaluation. It is dangerous to overgeneralize the findings from teacher effectiveness research to the framework of teacher evaluation. The use of standardized tests permits comparisons among individual learners, not teachers, "hence they possess properties which are almost antithetical to teacher evaluation." He further cautions against the lure of the logical approach which may not be based on evidence, and against enchantment with new solutions, such as interaction analysis. He advised against choosing an evaluation system because it is a favorite or as a method of subverting legislative intent (as in California's 1971 Stull Act which requires teacher evaluation). Finally, Popham pointed out that when teachers' jobs are on the line, they will meet the demands of a teacher evaluation operation.

Variables Which May Affect Evaluation

The New Jersey Education Association recognized all four sources of evaluation (students, self, peer,

51w. James Popham, "Pitfalls and Pratfalls of Teacher Evaluation," Educational Leadership, XXXII (November, 1974), 141-146.

administrative) research, plus one more--parent.⁵² Concerning administrative evaluation they cautioned that the process should involve teams of experts rather than one individual. They also stated that school systems should encourage teachers to give critical analysis to their own classroom work. They suggested that students and parents should be offered opportunity for continuing participation in the identification of criteria for the evaluation of professional performance.⁵³ There seem to be advantages and disadvantages to soliciting information on teacher performance from all four sources (student, self, peer, administrators) treated in this research.

Hayes presented evidence that students are the best and most reliable raters of teacher behavior, but admits that too little research has been done on student rating to rely heavily on this method of assessing the effectiveness of teachers.⁵⁴ After review of the research on teacher evaluation and study of many existing evaluation practices in schools and colleges, Jones concluded that "On the average, secondary students do a more accurate job of rating

⁵²New Jersey Education Association, "NJEA Speaks Out on Teacher Evaluation," NJEA Review, XLIV (January, 1971), 16.

⁵³Ibid., p. 16.

⁵⁴Robert B. Hayes, "A Way to Evaluate and to Improve Classroom Teaching Effectiveness," ERIC, 048 095, 1971.

teachers than do supervisors, other teachers or principals."⁵⁵ Rodin disputed the preceding contention. After research comparing what she called the "objective criterion," or what students learned as measured on departmental tests, with the "subjective criterion," which was the mean evaluation score on a student evaluation, she found that the correlation between the subjective and objective measures of instructors teaching ability was .75. Her conclusion was that "if how much students learn is considered to be a major component of good teaching, it must be concluded that good teaching is not validly measured by student evaluations in their current form."⁵⁶ Still, most researchers agree that student evaluations of teachers are valuable. Howsam summarized this agreement.

With remarkable consistency, the findings have shown that pupils are able to make more valid and reliable ratings of teachers than any other group, including administrators, supervisors, and experts. Teachers, in these studies have found the pupil ratings to be both fair and accurate. . . . Despite the favorable evidence, there is widespread resistance to the use of pupil ratings, probably arising out of the respective roles of student and teacher in our culture.⁵⁷

The process of self-evaluation is based on the idea that evaluation should be an internal rather than an external

⁵⁵Jones, op. cit., p. 474.

⁵⁶Miriam J. Rodin, "Can Students Evaluate Good Teaching?" Research, V (Summer, 1973), 67.

⁵⁷Howsam, "Teacher Evaluation: Facts and Folklore," p. 16.

process, as suggested by Rogers.⁵⁸ Self-evaluation is distinguished from other evaluation processes in that there is no need for an external observer in the measurement process. The teacher also determined the behavioral criteria to be utilized. Bolton stated, "There is a reasonable assumption that teacher behavior changes most readily when a teacher is provided objective data on his own teaching."⁵⁹ This has the advantage of eliminating the external threat, while still providing the opportunity for self-improvement. The value of self-evaluation is not recognized universally. Howsam downgraded self-evaluation by asserting that:

There is little, however, in either personality theory or teacher competence research to indicate that valid or reliable assessments come out of such efforts. Few people are able out of casual introspection to arrive at accurate analysis of their own behavior under any circumstances. Fewer still can be expected to be objective when they are asked to report the results of the analysis to their superiors for use in decision making.⁶⁰

The teacher's role as a professional makes him want to be autonomous in seeking his own improvement.⁶¹ However, this

⁵⁸Carl Rogers, "A Plan for Self-Directed Change in an Educational System," Educational Leadership, XXXIV (May, 1967), 718.

⁵⁹Dale Bolton, Selection and Evaluation of Teachers, (Berkely, 1973), p. 140.

⁶⁰Howsam, Teacher Evaluation: "Facts and Folklore," p. 16.

⁶¹Bolton, op. cit., p. 141.

does not predispose the idea that the building principal should be responsible for teacher evaluation.

The October, 1969, NEA Research Bulletin reported that teachers responding to their survey were almost unanimous in agreeing that the school principal should be responsible for teacher evaluation.⁶² They further reported that in over one-half of the school systems surveyed, the principal was the sole person to evaluate teachers.⁶³ Indeed, the principal has long been expected to supervise and evaluate the teachers under his direction in fulfilling his role as the principal teacher. If in fact, one of the functions of teacher evaluation is for personnel purposes of dismissal and promotion or reemployment, the evaluation must be, in part an administrative responsibility. Possibly because nearly all the responsibility for evaluation has been placed on administrators in the past, this source of evaluation has been widely criticized. Howsam pointed out that "there are strong tendencies for superiors not to agree in their ratings of teachers. Further, ratings tend to have a low correlation with student gains."⁶⁴ Metzner

⁶²National Education Association, "Evaluation of Teaching Competence," NEA Research Bulletin, XLVII (October, 1969), 71.

⁶³Ibid., p. 67.

⁶⁴Howsam, "Teacher Evaluation: Facts and Folklore," p. 17.

cited research which indicates that principals rate highly those teachers who have harmonious relationships with colleagues, are good classroom teachers, are sensitive to pupil needs, and hold educational beliefs similar to their principals. He further warned that principals' evaluations may induce unnatural conformity in teacher behavior and tend to rate teachers without reference to pupil change.⁶⁵

Peer rating, which involves having teachers evaluate each other, appears to be a less common source of evaluation. The National Education Association took the position that "it is a major responsibility of the teaching profession, as of other professions, to evaluate the quality of its services."⁶⁶ Openshaw has chided that "The time has long passed for the profession to recognize that evaluation of the quality of service within the profession is a responsibility it cannot shirk."⁶⁷ In her nationwide survey of teacher evaluation practices, Stemnock found that only two systems used peer evaluation.⁶⁸ Drummond stated that ". . . the evaluation of individual certificated teachers should be done only by colleagues in the building . . . "

⁶⁵Seymour Metzner, "The Teacher As Viewed by His Principal," Changing Education, LV (Winter, 1969-70), 25.

⁶⁶National Educational Association, NEA Handbook, (Washington, D. C., 1968), p. 77.

⁶⁷Openshaw, op. cit., p. 29.

⁶⁸Stemnock, op. cit., p. 4.

but he also suggested that all teachers and administrators involved in the process be trained in one or more observation systems so that teachers can observe each other and provide objective data.⁶⁹ Howsam contended that research studies have found peer evaluation to be of limited value, because of lack of training and little opportunity to observe. "It would appear that there is little to gain through the use of peer ratings unless either teachers are given opportunities to observe their peers at work or the assessment areas are limited to those for which there is opportunity to observe."⁷⁰ Teachers themselves seem reluctant to support evaluation by their peers. Howsam observed that "Reports from school systems, particularly those interested in merit pay, indicate the general reluctance of teachers to participate in evaluation of their peers."⁷¹

There remain many variables concerning the sources of teacher evaluation. The research indicates that source is related to the effectiveness of an evaluation as well as teachers' perceptions of evaluation. This study has attempted to further establish and define that relationship.

⁶⁹William H. Drummond, "Involving the Teacher in Evaluation, National Elementary Principal, XLIII (November, 1963), 32.

⁷⁰Howsam, "Teacher Evaluation: Facts and Folklore," p. 16.

⁷¹Ibid., p. 16.

As discussed earlier, many educators agree that the most satisfactory criterion for evaluation is product, thus emphasizing the results of instruction rather than the process. Bolton stated that the "major reason for preferring pupil outcomes as the measure of teacher effectiveness is that the goal of teaching is learner development; therefore, the teacher should be accountable by providing evidence that learning has occurred."⁷² As Fattu pointed out, there are considerable problems involved in the use of student behavior as a criterion. Achievement is difficult to measure reliably and comprehensively, and it can seldom be stated with certainty that the change can be attributed to a certain teacher or a specific aspect of teacher behavior.⁷³ The teacher cannot be held fully accountable for pupil growth when he is unable to influence family background, materials available, time to teach, and teaching load. Regardless, many researchers still feel that student achievement is the most reliable measure available at present for effective teacher evaluation.

The size of a school is also a factor affecting teacher evaluation. In a 1969 study the NEA Research Division surveyed schools according to three size ranges. The largest school systems had the smallest proportion of teachers (51

⁷²Bolton, op. cit., p. 118.

⁷³Fattu, op. cit., p. 24.

per cent) approving evaluation for the purpose of keeping the administration aware of classroom activity, as compared with the largest proportion (65 per cent) in the smallest systems. The largest systems also showed a higher percentage (53 per cent) of teachers who approved of evaluation to select teachers for promotion than the smallest systems (47 per cent) and medium sized systems (44 per cent).⁷⁴ Also, in the larger systems, the proportion of teachers approving evaluation of probationary teachers only was greater than in smaller systems.⁷⁵

Tenure, age, and number of years of teaching experience also seem to be factors affecting teacher evaluation. The NEA Research Bulletin reported that about 80 per cent of the school systems that they surveyed evaluate probationary teachers more often than continuing teachers.⁷⁶ Frequency of observation often seems to be related to tenure and experience. The NEA also found that 45 per cent of those systems which have a probationary period for teachers conduct evaluations twice a year for probationary teachers, and another 40 per cent do so once a year. More than one-half of the systems with a regular schedule of evaluations for permanent teachers make evaluations an annual occurrence.⁷⁷

⁷⁴National Education Association, "Evaluation of Teaching Competence," p. 72.

⁷⁵Ibid., p. 70.

⁷⁶Ibid., p. 72.

⁷⁷Ibid., p. 67.

Three fourths of the teachers surveyed felt that both probationary and tenure teachers should receive regular evaluation.⁷⁸

There is significant evidence which suggests that a teacher's perceptions of teacher evaluation (degree of positive or negative attitude toward evaluation) and his perception of its purpose (as either administrative or instructional) determine the acceptance and effectiveness of the teacher evaluation in improving the teacher's performance. Rose found that teachers welcome evaluation if the major focus is on improving rather than finding fault, if the products of the evaluation are meaningful to the teacher, and if the evaluator gathers adequate information and discusses it with the teacher.⁷⁹ Bolton concluded that those teachers who possess an unfavorable attitude toward evaluation benefit less in terms of improvement of teaching effectiveness than those who view evaluation positively.⁸⁰ Zelanak and Snider stated that their study

. . . is rather conclusive in that teachers who feel evaluation is for instructional purposes are supportive of evaluation. Whereas, those teachers who feel evaluation is utilized for administrative

⁷⁸Ibid., p. 70.

⁷⁹Gale W. Rose, "The Effects of Administrative Evaluation," National Elementary Principal, XLIII (November, 1963), 53.

⁸⁰Bolton, op. cit., p. 102.

purposes (teacher's tenure, promotion, dismissal, assignment, salary, and permanent record file are involved) view the process in a negative manner.⁸¹

Howsam warned that,

. . . it should be emphasized that it is the perception of the situation which determines reactions rather than the actual situation. If the teacher perceives the principal as primarily concerned with rating, he will behave as though the situation were true. Nor is it uncommon for teachers through rumor and coffee room talk to become suspicious of the intentions of administrators.⁸²

A search of the literature and research found no studies which involved a survey of teacher evaluation policies and practices in Texas public schools, nor any studies relating directly to the perceptions held by Texas teachers and administrators toward the process of teacher evaluation.

⁸¹Mel J. Zelanak and Bill C. Snider, "Teaching Perceptions of the Evaluation Process," California Journal of Educational Research, XXV (May, 1974), 119.

⁸²Howsam, "Teacher Evaluation: Facts and Folklore," p. 12.

CHAPTER III

PROCEDURES FOR COLLECTION AND TREATMENT OF DATA

The purposes of this study were to determine the status of teacher evaluation in selected high schools in the State of Texas, and to identify the perceptions of teachers and administrators concerning the effectiveness of teacher evaluation practices in their schools. In order to accomplish these purposes, two questionnaires were developed. First, the Survey of Teacher Evaluation Practices in Texas High Schools (STEPTHS) questionnaire was prepared to obtain data on the nature and practices of teacher evaluation policies in selected Texas high schools, and submitted to principals of twenty-five per cent of Texas high schools stratified into three groups according to size. Second, the Perceptions of Teacher Evaluation Questionnaire (PTEQ) was prepared to obtain data on the perceptions of teachers and administrators toward the teacher evaluation in their school. The PTEQ instrument was submitted to all building administrators and a random sample of the teachers in thirty schools (ten in each size range) randomly selected from those determined to be criteria-bound (as defined in

Chapter One). The data gathered from these instruments were utilized in an attempt to accomplish the purposes.

Description of the Instrumentation

The STEPTHS instrument (see Appendix A) was constructed to gather descriptive data concerning teacher evaluation policies and practices in the Texas high schools which were sampled in this study. The items were developed through research of related literature and consultation with colleagues and public school administrators. The literature consulted included two nationwide surveys of school systems' evaluation practices^{1,2} and a survey undertaken in Missouri by Fox.³ Included in the instrument were certain items designed to determine whether each respondent school met the standards outlined in Chapter One for classification as criteria-bound.

Each of the items on the STEPTHS instrument was scrutinized for clarity, appropriateness, and importance by a panel of six judges (see Appendix B). Two of the six were selected from college teachers of education who had five

¹Suzanne K. Stemnock, "Evaluating Teaching Performance," ERS Circular, No. 3, (Washington, D. C., 1969).

²National Education Association, Research Division, Evaluation of Classroom Teachers, Research Report 1964-R14 (Washington, D. C., 1964).

³Norris D. Fox, "The Status and Teacher-Administrator Perceptions of Selected Teacher Evaluation Practices," unpublished doctoral dissertation, College of Education, University of Missouri, Columbia, Missouri, 1971.

or more years experience in the field of education as teachers or administrators. Two were selected from public school teachers who had five or more years teaching experience. Each of these two teachers was also president of his/her local Classroom Teachers Association. The remaining two were selected from public school principals and central office administrators (superintendents, assistant superintendents) who had five or more years experience in the public schools, and who were actively involved in the teacher evaluation process of their district.

The judges were uniformly instructed, through a cover letter (see Appendix C), to react to the questionnaire as described. An item was considered clear, appropriate, and important if four of the six judges so stated. The judges were asked to make comments which would aid in clarifying any items which were unclear to them. The criteria for clarity, appropriateness, and importance was met for all questions. The judges were also asked to suggest other items which they felt should have been included in the questionnaire. None of the judges made suggestions of additional questions. Because of the agreement of the judges, it was not necessary to redesign or resubmit any questions for further scrutiny.

The PTEQ (see Appendix D) was developed to measure teacher and administrator perceptions of the teacher

evaluation process in their school. Responses were recorded on a five-point Likert scale with response choices of "strongly disagree, disagree, undecided, agree, strongly agree." The items were developed through consultation with colleagues and research of related literature concerning instrument construction utilizing a Likert scale for the measurement of individual perceptions.^{4,5,6} As suggested by Sax⁷, a mixture of positive and negative statements was placed randomly through the instrument in order to counter response sets such as rigidity and dogmatism and the tendency to agree to generalities and statements perceived as socially acceptable. The number scale on the negative items was reversed in the calculation of the total score for each instrument thus producing a unidirectional instrument after scoring.

Each of the items on the PTEQ was scrutinized for clarity, appropriateness, and importance by the same panel and procedures as the STEPHS instrument. The criteria for

⁴Martin Fishbein, Readings in Attitude Theory and Measurement, (New York, 1967).

⁵W. A. Scott, "Attitude Measurement," The Handbook of Social Psychology, 2nd Edition, Vol. 2, edited by Gardner Lindzey and Elliot Aronson, (Reading, Massachusetts, 1968).

⁶S. S. Komorata and William K. Graham, "Number of Scale Points and the Reliability of Scales," Educational and Psychological Measurement, XXV (Winter, 1965), 987-995.

⁷Gilbert Sax, Empirical Foundations of Education Research, (Englewood Cliffs, New Jersey, 1968), pp. 225-226.

clarity, appropriateness, and importance was met for all items. Because of the agreement of the judges, it was not necessary to redesign or resubmit any questions to the judges for further scrutiny.

The questionnaire was administered on a test-retest administration to three graduate classes in educational administration in March and again in April, 1975. The students in these classes who were (or had been) teachers and administrators were asked to respond to the items in terms of teacher evaluation as they were familiar with it. One week later, the classes were revisited and the same instrument was administered again. The completed PTEQ instruments from the test and retest administration were matched according to the respondents' social security numbers and the responses keypunched onto data processing cards. To establish reliability of the PTEQ, a Pearson Product-Moment Correlation⁸ was computed⁹ comparing scores on each response on the two administrations. This computation yielded a correlation coefficient of .91 on the fifteen-item instrument. The establishment of reliability was further scrutinized by submitting the scores on the retest to an analysis of

⁸George A. Ferguson, Statistical Analysis in Psychology and Education, 3rd Edition, (New York, 1971), pp. 99-100.

⁹North Texas State University Statistical Library Program No. STO 27, "Simple Correlation with Missing Data."

internal consistency¹⁰ using the Kudor-Richardson formula 20.¹¹ This computation resulted in a correlation coefficient of .92.

Procedures for Collection of the Data

The public high schools in the State of Texas were identified and classified according to size through the cooperation of the Texas University Interscholastic League office in Austin. The high schools were stratified by size into the following classifications: small (classes B, A, and AA), medium (class AAA), and large (class AAAA). All the schools in each size group were consecutively numbered and the North Texas State University Computer Center facilities were utilized to randomly select twenty-five per cent of the schools in each group.¹² This process rendered 280 high schools.

A STEPTHS questionnaire was mailed to the principal of each selected school along with a cover letter (see Appendix E) and a return envelope. Prompt return was requested. While the above procedure yielded greater than sixty per

¹⁰North Texas State University Statistical Library Program No. STO 33, "Item, Test, and Homogeneity Analysis."

¹¹Ferguson, op. cit., p. 368.

¹²North Texas State University Miscellaneous Programs Library No. MAQ 12, "Random Number Sequence Generator"

cent return, a STEPTHS questionnaire, return envelope, and follow-up cover letter (see Appendix F) was sent to each principal who had not responded within four weeks. The final return represented 81 per cent of the schools surveyed.

The completed STEPTHS questionnaires were examined to determine which of the respondent schools possessed teacher evaluation policies which met the standards outlined in Chapter One and classified as criteria-bound. These schools were numbered and the computer was again utilized to randomly choose ten schools, plus alternates, in each size range.¹³ The principals of these thirty schools were contacted by mail (see Appendix G) and by telephone in order to obtain their cooperation and a list of their faculty members. Only one principal refused to cooperate, making it necessary to utilize the first alternate in the group of large schools. In the group of small schools, one of the principals who had agreed to cooperate failed to send the list of teachers within a reasonable amount of time. After three contacts concerning the delinquent list, the first alternate school in that size group was utilized. Through the above process, complete lists of teachers and administrators in ten schools in each of the three size groups were obtained.

In those schools with more than twelve teachers, each teacher was assigned a number and the computer was again

¹³Ibid.

utilized to randomly select twelve teachers from each school.¹⁴ This process yielded 347 teachers and 68 administrators. A five-digit identification number was placed on each questionnaire, codifying the school, specific individual, and position (teacher or administrator) of the addressee. Other data requested on the fifteen-item PTEQ were sex, status, (teacher or administrator), number of years of professional experience, and a response to a scale reflecting perceived purposes of the teacher evaluation policy of the respondent's school. Each teacher selected and all administrators from the cooperating schools were mailed a PTEQ instrument, return envelope, and cover letter (see Appendix H). The individually addressed packets were mailed to the school for distribution to the appropriate teachers, except in cases of four schools where it was requested or was necessary to mail to individuals at their homes. This process yielded usable returned questionnaires from 224 teachers (65 per cent of those surveyed) and 58 administrators (85 per cent of those surveyed).

Statistical Hypotheses

In order to meet the purposes of this study, it was necessary to state Research Questions 4,5,6,7, and 8, in a

¹⁴North Texas State University Miscellaneous Programs Library, op. cit.

statistical hypotheses format. This permitted testing of significance regarding the relationship between teacher evaluation practices or experience variables, and the perceptions of teacher evaluation held by teachers and administrators. Because of the lack of agreement found in the related literature and research, each hypothesis was stated to reflect a positive relationship between the variables. Research Questions 4 through 8 were restated as the statistical hypotheses which follow:

I. There will be a significant relationship between the origin of the evaluation (student, self, fellow faculty, administrator) and the perceptions of teachers and administrators concerning evaluation.

II. There will be a significant relationship between the size of a school and the perceptions of teachers and administrators concerning evaluation.

III. There will be a significant relationship between the use of student achievement as a criteria for teacher evaluation and perceptions of teachers and administrators concerning evaluation.

IV. There will be a significant relationship between the required frequency of classroom observation and the perceptions of teachers and administrators concerning evaluation.

V. There will be a significant relationship between the number of years of professional experience and the perceptions of teachers and administrators concerning evaluation.

Procedures for Analysis of Data

The STEPTHS instrument yielded descriptive data concerning the status of teacher evaluation programs in the State of Texas. These data were compiled by frequency counts, and where appropriate, percentages were computed.

Data collected from the PTEQ instrument were key-punched onto computer cards for automatic data processing and analyzed using the multiple linear regression method patterned after Bottenberg and Ward.¹⁵ The dependent variable was teacher and administrator scores on the PTEQ instrument, and were referred to as criterion. The independent predictors or variables were the factors enumerated in the hypotheses, and were specified in the following formula as variables X_1 through X_{11} . The full system of independent predictors were as follows:

$$Y = A_0U + A_1X_1 + A_2X_2 + A_3X_3 \dots A_gX_g + e$$

¹⁵R. Bottenberg and J. H. Ward, Applied Multiple Linear Regression Analysis, Department of Commerce, Office of Technical Services, Washington, D. C., 1960.

Where:

- Y = criterion vector (score on PTEQ instrument)
- A = least-squares weights
- U = unit vector
- e = residual vector in which the elements are discrepancies between observed and estimated values of the elements in vector Y.
- X_1 = 1 if administrative evaluation present, 0 otherwise
- X_2 = 1 if peer evaluation is present, 0 otherwise
- X_3 = 1 if self evaluation is present, 0 otherwise
- X_4 = 1 if student evaluation is present, 0 otherwise
- X_5 = 1 if school is classified as small, 0 otherwise
- X_6 = 1 if school is classified as medium, 0 otherwise
- X_7 = 1 if school is classified as large, 0 otherwise
- X_8 = 1 if student achievement is used as a criteria for evaluation, 0 otherwise
- X_9 = required frequency of observation (0 if not required, 1 if once, 2 if twice, 3 if 3, 4 if 4, 5 if 5, 6 if 6 or more, 7 if required, but no minimum)
- X_{10} = years of professional experience
- X_{11} = position of respondent (1 if teacher, 2 if administrator)

The relationship of each of these variables to the criterion was determined, and the hypotheses tested, by drawing restrictions on the full model of predictors and evaluating the contribution of attributes using F ratios with probabilities of .05 or less before the relationship of a variable was considered significant. The F ratios were obtained using the following formula:

$$F = \frac{(RSQ_F - RSQ_R) / f - r}{(1 - RSQ_F) / N - f}$$

Where:

RSQ_F = variance accounted for by the full model of predictors

RSQ_R = variance accounted for by the restricted model of predictors

f = the number of linearly independent predictors in the full model

r = the number of linearly independent predictors in the restricted model

N = the total number of subjects

CHAPTER IV

PRESENTATION OF FINDINGS

The purposes of this chapter are to present the findings of the Survey of Teacher Evaluation Practices in Texas High Schools (STEPTHS) questionnaire and to present the results of the statistical analysis of the data gathered through the Perception of Teacher Evaluation Questionnaire (PTEQ) administered in the thirty selected Texas public high schools. The data are presented tabularly, narratively, and graphically, and associated with the appropriate research question or hypothesis. The first section of this chapter concerns findings related to Research Questions 1, 2, and 3, and the second section concerns findings related to the five hypotheses drawn from the remaining research questions.

Findings of the Survey

The STEPTHS instrument was mailed to the principals of a random sample of twenty-five per cent of the public high schools in the State of Texas. Of the 280 schools surveyed, 226 questionnaires, or 80.7 per cent, were returned. Data from the questionnaires were compiled by frequency counts, and percentages were computed. These data are presented to answer the following research questions:

1. What policies for implementing teacher evaluation have been established in Texas public high schools?

2. What methods of teacher evaluation are being used by Texas high schools?

3. Do the teacher evaluation policies in selected Texas public high schools meet minimal "criteria-bound" standards for teacher evaluation?

Table I presents according to size range the number and percentage of the 226 schools responding to the STEPTHS instrument which possess an established written policy for teacher evaluation. From these data it can be observed that 163 (72 per cent) of the 226 responding schools had an established written policy. It can also be observed that the

TABLE I
RESPONDING TEXAS PUBLIC HIGH SCHOOLS WHICH
POSSESS AN ESTABLISHED WRITTEN POLICY
FOR TEACHER EVALUATION

Established Policy	N = 142 Small Schools		N = 31 Medium Schools		N = 53 Large Schools		Total N = 226	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
Yes	89	63	25	81	49	92	163	72
No	53	37	6	19	4	8	63	28
Totals	142	100	31	100	53	100	226	100

small schools (Classes B, A, AA) had the lowest percentage of respondents possessing an established written policy for teacher evaluation.

Table II presents, according to school size, the position of those individuals formally involved in the development of the teacher evaluation policy in the 163 schools which reported an established written policy for teacher evaluation. From these data it can be observed that principals were involved in the development of the teacher evaluation policy in 146 (90 per cent) of the 163 schools having an established policy. Superintendents were involved in 139 (85 per cent) of the procedures for teacher evaluation policy development. Teachers were involved in 87 (53 per cent) of the policy formulations. District supervisors were involved in 41 (25 per cent), and educational consultants in 17 (10 per cent) of the procedures for policy development. Other categories reported were students (2 per cent), parents (2 per cent), and other community members (2 per cent). A total of 10 schools (6 per cent) listed "other", and one principal responded "don't know".

It can be observed from data in Table III that 145 (89 per cent) of the 163 schools reporting an established written policy for teacher evaluation stated as a purpose

TABLE II
 POSITION OF THOSE FORMALLY INVOLVED IN THE
 DEVELOPMENT OF THE TEACHER
 EVALUATION POLICY

Position	N = 89 Small Schools		N = 25 Medium Schools		N = 49 Large Schools		N = 163 Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
Superin- tendents	77	87	18	72	44	90	139	85
Principals	79	89	23	92	44	90	146	90
District Supervisors (subject area or general)	10	11	6	24	25	51	41	25
Teachers	42	47	12	48	33	67	87	53
Students	3	3	1	4	0	0	4	2
Parents	3	3	0	0	1	2	4	2
Other Community Members	2	2	0	0	1	2	3	2
Educational Consultants	7	8	1	4	9	18	17	10
Don't Know	0	0	0	0	1	2	1	1
Other	6	7	1	4	3	6	10	6

of their policy the improvement of instruction. Similarly, 138 (85 per cent) reported that a stated purpose of their teacher evaluation policy was to provide teachers with specific suggestions for improving performance. In 80 schools (49 per cent) a stated purpose of teacher evaluation was to serve as a basis for retention or dismissal. Only one school (less than 1 per cent) listed as a purpose of teacher evaluation the determination of promotion or salary increments.

TABLE III
STATED PURPOSES OF TEACHER
EVALUATION POLICIES

Purpose	N = 89 Small Schools		N = 25 Medium Schools		N = 49 Large Schools		N = 163 Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
To improve instruction	77	87	23	92	45	92	145	89
To serve as a basis for retention or dismissal	46	52	12	48	22	45	80	49
To determine promotion of salary increments	0	0	0	0	1	2	1	1
To provide teachers with specific suggestions for improving performance	75	84	20	80	43	88	138	85
Other	2	2	0	0	0	0	2	1

Table IV presents, according to school size, the nature of teacher participation in evaluation in those schools which possess an established written policy for teacher evaluation. Evaluation was required of all teachers in 154 schools (94 per cent). Six schools (4 per cent) reported that evaluation was mandatory only for probationary (newer) teachers, while only one school (less than one per cent) stated that evaluation was voluntary for non-probationary (experienced) teachers. In three schools, (2 per cent) evaluation was voluntary for all teachers.

TABLE IV
TEACHER EVALUATION POLICY REQUIREMENTS FOR
PROBATIONARY OR NON-PROBATIONARY
TEACHERS

Nature of Teacher Participation	N = 89 Small Schools		N = 25 Medium Schools		N = 49 Large Schools		N = 163 Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
Mandatory for all teachers	85	96	25	100	44	90	154	94
Mandatory only for probationary (newer) teachers	2	2	0	0	4	8	6	4
Voluntary for non-probationary (experienced) teachers	1	1	0	0	0	0	1	1
Voluntary for all teachers	2	2	0	0	1	2	3	2

A study of Table V reveals that 129 (79 per cent) of the 163 schools which have established written policies for teacher evaluation require observation of the teacher in the classroom. Observation was required in 67 (75 per cent) of the 89 small schools, while 20 (80 per cent) of the 25 medium schools, and 42 (86 per cent) of the 49 large schools reported this requirement.

TABLE V

SCHOOLS WHICH POSSESS TEACHER EVALUATION
POLICIES REQUIRING OBSERVATION OF THE
TEACHER IN THE CLASSROOM

N = 89 Small Schools		N = 25 Medium Schools		N = 49 Large Schools		N = 163 Total	
Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
67	75	20	80	42	86	129	79

Data in Table VI indicate that of the 101 schools which required classroom observation and reported that the requirements were the same for all teachers, 18 schools (18 per cent) required only one observation for the evaluation. Requiring two observations were 23 schools, while 11 schools required three observations. Four observations were required by 15 schools, and 2 schools reported a requirement of five. Seven schools required six or more observations, while 25

schools reported that they required classroom observation, but had established no minimum number in their policy.

TABLE VI

MINIMUM NUMBER OF OBSERVATIONS WHERE CLASSROOM
OBSERVATION OF THE TEACHER IS REQUIRED
AND THE REQUIREMENTS ARE THE
SAME FOR ALL TEACHERS

Number of Observations	N = 53 Small Schools		N = 17 Medium Schools		N = 31 Large Schools		N = 101 Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
1	8	15	5	29	5	16	18	18
2	14	26	5	29	4	13	23	23
3	6	11	2	12	3	10	11	11
4	11	21	1	6	3	10	15	15
5	1	2	1	6	0	0	2	2
6 or more	4	8	1	6	2	6	7	7
No minimum	9	17	2	12	14	45	25	25

The data presented in Table VII indicate that 28 schools required classroom observation of the teacher, but had established different requirements concerning the frequency of observation for probationary (newer) and non-probationary (experienced) teachers. One school required only one evaluation for probationary teachers, whereas 10 schools (36 per cent) of the 28 required only one evaluation of non-probationary teachers. Nine schools (32 per cent) required two observations for probationary teachers and a like number required two observations of non-probationary teachers.

TABLE VII

MINIMUM NUMBER OF OBSERVATIONS WHERE CLASSROOM
OBSERVATION OF THE TEACHER IS REQUIRED
AND THE REQUIREMENTS ARE DIFFERENT
FOR PROBATIONARY AND NON-
PROBATIONARY TEACHERS

Number of Observations	N = 14 Small Schools		N = 3 Medium Schools		N = 11 Large Schools		N = 28 Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
	Probationary (newer)							
1	1	7	0	0	0	0	1	4
2	7	50	0	0	2	18	9	32
3	0	0	2	67	2	18	4	14
4	4	29	0	0	1	9	5	18
5	1	7	1	33	1	9	3	11
6 or more	1	7	0	0	5	45	6	21
	Non-Probationary (experienced)							
1	3	21	1	33	6	55	10	36
2	4	29	1	33	4	36	9	32
3	2	14	1	33	0	0	3	11
4	1	7	0	0	0	0	1	4
5	0	0	0	0	0	0	0	0
6 or more	1	7	0	0	0	0	1	4

Three observations of probationary teachers were required by 4 schools, while three observations of non-probationary teachers were required by 3 schools. Only 2 schools required more than three observations of non-probationary teachers, whereas 14 (50 per cent) of the 28 required more than three observations of probationary teachers. Of these, 5 schools (18 per cent) required four observations, 3 schools (11 per cent) required five observations, and 6 schools, or 21 per cent, required six or more observations of probationary teachers.

In the 129 schools which require observation of teachers in the classroom, there seems to be two major types of classroom observation forms utilized. The data in Table VIII indicate that 78 (60 per cent) of the 129 schools employed a checklist or a rating scale to accomplish the purpose. In 50 schools (39 per cent) an evaluator's written anecdotal notes constituted the official form for a classroom observation. Two (less than 2 per cent) of the 129 schools which require observation utilized a low-inference observational record such as Flanders interaction analysis, while 6 schools (5 per cent) reported that they used some other form for a classroom observation.

TABLE VIII

TYPES OF CLASSROOM OBSERVATION FORMS UTILIZED
IN TEACHER EVALUATION POLICIES WHICH
REQUIRE OBSERVATION OF THE
TEACHER IN THE CLASSROOM

Type of Form	N = 67 Small Schools		N = 20 Medium Schools		N = 42 Large Schools		N = 129 Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
Checklist or rating scale	40	60	15	75	23	55	78	60
A low inference obser- vational record	1	1	0	0	1	2	2	2
Evaluators written anecdotal notes	25	37	8	40	17	40	50	39
Other	2	3	1	5	3	7	6	5

Data in Table IX reflect specific approaches utilized in a classroom observation in those 129 schools which require observation of the teacher in the classroom. Of those 129, 67 (52 per cent) reported that more than one evaluator observed the teacher. This figure appears to be heavily dependent on the large school size group, in which 40 (95 per cent) of the 42 large schools requiring classroom observation reported the use of more than one evaluator. This contrasts with 18 (27 per cent) of the 67 small schools,

TABLE IX

CLASSROOM OBSERVATION APPROACHES UTILIZED
IN TEACHER EVALUATION POLICIES WHICH
REQUIRE OBSERVATION OF THE
TEACHER IN THE CLASSROOM

Approach	N = 67 Small Schools		N = 20 Medium Schools		N = 42 Large Schools		N = 129 Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
More than one evaluator observes the teacher	18	27	9	45	40	90	67	52
Audio or video recording is made for playback	7	10	1	5	2	5	10	8
Observational form attempts to rate that which takes place in the class	35	52	8	45	22	52	66	51
Observational form attempts only to describe teacher and/or student behavior	29	43	5	25	8	19	42	33
Other	3	4	0	0	2	5	5	4

and 9 (45 per cent) of the 20 medium schools. Use of an observational form which attempts to rate that which takes place in class was reported by 66 (51 per cent) of the 129 schools requiring classroom observation, while 42 schools (33 per cent) reported use of an observational form which attempts only to describe teacher and/or student behavior.

An audio or video recording was made for possible playback to the teacher in 10, or 8 per cent, of the 129 schools, and 5 schools (4 per cent) reported some other approach utilized in a classroom observation of the teacher.

A study of Table X reveals that in the Texas public high schools surveyed, a large part of the responsibility for teacher evaluation lies with the building principal and his assistant principals. In 129 (79 per cent) of the

TABLE X
PERSONS FORMALLY REQUIRED TO BE UTILIZED
IN COMPLETING A TEACHER EVALUATION

Source of Teacher Evaluation	N = 89 Small Schools		N = 25 Medium Schools		N = 49 Large Schools		N = 163 Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
Building Adminis- trator	79	89	23	92	27	55	129	79
Central Office Adminis- trator	18	20	1	4	6	12	25	15
Supervisor	15	17	5	20	8	16	28	17
Teacher (self- evaluation)	32	36	7	28	14	29	53	33
Fellow faculty peer evaluation)	1	1	0	0	0	0	1	1
Students	2	2	0	0	0	0	2	1
Other	3	3	0	0	0	0	3	2

163 schools which reported an established written policy for teacher evaluation, a building administrator was listed as a person formally required to be utilized in completing a teacher evaluation. The individual teacher was formally required to be utilized (self-evaluation) in 53 (33 per cent) of the 163 schools. Also utilized in completing a teacher evaluation were central office administrators, reported in 25 schools (15 per cent), and supervisors, reported in 28 schools (17 per cent). Use of fellow faculty members (peer evaluation) was reported in only one school (less than one per cent) while student evaluation was formally used in only 2 schools (one per cent) of the 163 schools reporting written policies.

It can be observed from the data reported in Table XI that 27 (17 per cent) of the 163 schools having an established written policy for teacher evaluation utilized student achievement as a criterion for teacher evaluation. Of those 27 schools, 15 (56 per cent) reported student grades as assigned by the teacher as the form of student achievement criterion utilized. Standardized student achievement tests were employed in 9 schools (33 per cent). One school reported the use of locally developed achievement tests, and 3 schools (11 per cent) reported the use of some other form of student achievement criterion.

TABLE XI

USE OF STUDENT ACHIEVEMENT AS A CRITERIA
FOR TEACHER EVALUATION

Is student achievement utilized as a criteria for teacher evaluation?	N = 89 Small Schools		N = 25 Medium Schools		N = 49 Large Schools		N = 163 Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
Yes	17	19	5	20	5	10	27	17
No	72	81	18	72	44	90	134	82

Form of student achievement criteria utilized by those schools answering "yes"	N = 17 Small Schools		N = 5 Medium Schools		N = 5 Large Schools		N = 27 Total	
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
Standardized Achievement Tests	7	41	2	40	0	0	9	33
Locally developed achievement tests	0	0	1	20	0	0	1	4
Student grades as assigned by teacher	8	47	5	100	2	40	15	56
Other	0	0	1	20	2	40	3	11

Data in Table XII indicate that 149 (91 per cent) of the 163 schools having an established written policy for teacher evaluation list in that policy the criteria upon which the teacher is evaluated. In 128 schools (79 per cent), the teacher receives a copy of the completed evaluation, and the teacher has the opportunity to add comments to the official copy of the evaluation in 146 (90 per cent) of the 163 schools). A formal conference is held between the teacher and an administrator concerning the completed evaluation in 149 (91 per cent) of the schools having an established teacher evaluation policy. A formal policy regarding faculty evaluation of administrative personnel has been established in 47 (29 per cent) of the schools.

Table XIII reflects the frequencies and percentages calculated concerning the variables considered in determining "criteria-bound" schools. In the 163 schools having an established written teacher evaluation policy, teachers and administrators were jointly involved in the development of 87 schools (53 per cent). In 146 schools (90 per cent), provisions were made for the revision of the policy. A stated purpose of the policy was to improve evaluation in 145 (89 per cent) of the schools. In 150 schools (92 per cent), teacher evaluations are conducted at least annually. Schools reporting that some means is used to inform the

TABLE XII
PRACTICES UTILIZED IN TEACHER EVALUATION POLICIES

Practice		N = 89 Small Schools		N = 25 Medium Schools		N = 49 Large Schools		N = 163 Total	
		Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
Teacher evaluation policy lists criteria upon which teacher is evaluated	Yes	81	91	22	88	46	94	149	91
	No	7	8	3	12	3	6	13	8
Teacher receives a copy of the evaluation	Yes	66	74	22	88	40	82	128	79
	No	22	25	2	8	8	16	32	20
Teacher has opportunity to add comments to official copy of the evaluation	Yes	82	92	22	88	42	86	146	90
	No	7	8	2	8	6	12	15	9
Formal conference is held between teacher and an administrator concerning completed evaluation	Yes	84	94	23	92	42	86	149	91
	No	5	6	1	4	5	10	11	7
School has formal policy regarding faculty evaluation of administrative personnel	Yes	24	27	9	36	14	29	47	29
	No	64	72	15	60	33	67	112	69

TABLE XIII
 VARIABLES CONSIDERED IN DETERMINING
 CRITERIA-BOUND SCHOOLS

Variable	N = 89 Small Schools		N = 25 Medium Schools		N = 49 Large Schools		N = 163 Total		
	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	
A stated purpose of the policy is to improve instruction	Yes	77	87	23	92	45	92	145	89
	No	12	13	2	8	4	8	18	11
Teachers and administrators are jointly involved in development of policy	Yes	42	47	12	48	33	67	87	53
	No	47	53	13	52	16	33	76	47
Provisions are made for revision of the policy	Yes	82	92	19	76	45	92	146	90
	No	7	8	5	20	4	8	16	10
Teacher evaluations are conducted at least annually	Yes	87	98	22	88	41	84	150	92
	No	2	2	2	8	6	12	10	6
Following evaluation, some is used to inform the teacher of the results	Yes	87	98	23	92	48	98	158	97
	No	2	2	0	0	1	2	3	2

teacher of the results of the evaluation constituted 158 (97 per cent) of those schools having an established policy. From the data reported in Table XIV, it can be shown that 70 (43 per cent) of the 163 schools having an established policy for teacher evaluation met all five standards required of criteria-bound teacher evaluation.

TABLE XIV
SCHOOLS MEETING ALL FIVE STANDARDS
OF CRITERIA-BOUND TEACHER
EVALUATION

N = 89 Small Schools		N = 25 Medium Schools		N = 49 Large Schools		N = 163 Total	
Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent	Fre- quency	Per Cent
36	40	13	52	21	43	70	43

Teacher and Administrator Perceptions
of Teacher Evaluation

The PTEQ instrument was mailed to twelve randomly selected teachers and all building administrators in each of the thirty schools utilized in the final stage of this study. Of the 68 administrators and 347 teachers selected in this manner, 58 (85 per cent) of the administrators and 224 (65 per cent) of the teachers returned a completed questionnaire. At least one administrator and four teachers from each school responded to the PTEQ.

The figures presented in Table XV are the result of the multiple linear regression analysis of the data gathered through the PTEQ in the thirty selected Texas public high schools. The multiple correlation between teacher and administrator perceptions of teacher evaluation and the basic weighted combination of the selected variables used as predictors was statistically significant ($R^2 = .1963$; $F = 5.48$; $p < .01$; $df = 12, 269$) when tested against zero.

In order to test the hypotheses, restrictions were drawn on the full model by the deletion of vectors from the regression equation. Hypothesis I stated that there would be a significant relationship between the origin of evaluation and the perceptions of teachers and administrators concerning evaluation. None of the thirty randomly selected schools utilized peer evaluation or student evaluation, consequently these factors did not enter into the analysis. Deletion of the vector concerning the total source of evaluation resulted in an R^2 of .1896 ($F = 1.14$; $p < .05$; $df = 2, 269$) when tested against the full model. Deletion of the administrative evaluation vector yielded an R^2 of .1907 ($F = 1.89$; $p < .05$; $df = 1, 269$), and deletion of the self evaluation vector yielded an R^2 of .1961 ($F = .10$; $p < .05$; $df = 1, 269$) when tested against the full model. Thus, Hypothesis I was not supported.

TABLE XV

RELATIONSHIP OF SELECTED VARIABLES TO TEACHER
AND ADMINISTRATOR PERCEPTIONS OF
TEACHER EVALUATION

Model Tested	Relationship with Criterion			
	Multiple R	R ²	Change in R ² with Restrictions Drawn on the Full Model	F
Full Model (Origin of Evaluation, Size of School, Use of Student Achievement, Frequency of Observation, Years of Experience, Position of Respondent)	.4431	.1963	-	5.48*
Restriction Drawn: Knowledge of Administrative Evaluation Dropped (Hypothesis I)	.4367	.1907	.0056	1.89
Restriction Drawn: Knowledge of Self-Evaluation Dropped (Hypothesis I)	.4428	.1961	.0002	.10
Restriction Drawn: Knowledge of Total Source of Evaluation Dropped (Hypothesis I)	.4354	.1896	.0067	1.14
Restriction Drawn: Knowledge of Size of School Dropped (Hypothesis II)	.4427	.1960	.0004	.12
Restriction Drawn: Knowledge of Student Achievement as a Criteria for Evaluation Dropped (Hypothesis III)	.4418	.1952	.0011	.37

TABLE XV--Continued

Model Tested	Relationship with Criterion			
	Multiple R	R ²	Change in R ² with Restrictions Drawn on the Full Model	F
Restriction Drawn: Knowledge of Required Frequency of Evalu- ation Dropped (Hypothesis IV)	.3561	.1268	.0695	3.32*
Restriction Drawn: Knowledge of Number of Years of Experi- ence Dropped (Hypothesis V)	.4419	.1953	.0010	.35
Restriction Drawn: Knowledge of Position of Re- spondent (Teacher or Administrator Dropped)	.2929	.0858	.1105	36.99*

*p < .01

Hypothesis II stated that there would be a significant relationship between the size of a school and the perceptions of teachers and administrators concerning evaluation. Deletion of the vector concerning size of school resulted in an R^2 of .1960 ($F = .12$; $p < .05$; $df = 1, 269$) when tested against the full model. Thus, Hypothesis II was not supported.

Hypothesis III stated that there would be a significant relationship between the use of student achievement as a criterion for teacher evaluation and perceptions of teachers and administrators concerning teacher evaluation. Deletion of the vector concerning student achievement as a criteria for teacher evaluation resulted in an R^2 of .1952 ($F = .37$; $p < .05$; $df = 1, 269$) when tested against the full model. Thus, Hypothesis III was not supported.

Hypothesis IV stated that there would be a significant relationship between the required frequency of classroom observation and the perceptions of teachers and administrators concerning evaluation. Deletion of the vector concerning frequency of classroom observation resulted in an R^2 of .1268 ($F = 3.32$; $p = .01$; $df = 7, 269$) when tested against the full model. These results are significant at the .01 level. This would indicate a significant relationship between the required frequency of classroom observation

and the perceptions of teachers and administrators concerning evaluation.

Hypothesis V stated that there would be a significant relationship between the number of years of professional experience and the perceptions of teachers and administrators concerning evaluation. Deletion of the vector concerning years of experience resulted in an R^2 of .1953 ($F = .35$; $p < .05$; $df = 1, 269$) when tested against the full model. Thus, Hypothesis V was not supported.

Each hypothesis concerned the perceptions of teachers and administrators toward teacher evaluation. When knowledge of each respondent's position as teacher or administrator was deleted, the resulting R^2 was .0858 ($F = 36.99$; $p = .01$; $df = 1, 269$) when tested against the full model. These results are significant at the .01 level. This would indicate a significant relationship between a respondent's position as teacher or administrator and his perceptions concerning evaluation.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was an investigation of teacher and administrator perceptions of teacher evaluation and the relationship of those perceptions to teacher evaluation policies and practices in public high schools in the State of Texas. The specific purposes were: (1) To determine the status of teacher evaluation programs in selected high schools in the State of Texas, and (2) To determine the degree of relationship between teacher/administrator perceptions and selected variables concerning teacher evaluation practices. This would assist those concerned with perceptions of teachers and administrators toward selected teacher evaluation practices.

The literature was reviewed in regard to four major topics: (1) A discussion of a rationale and purposes of teacher evaluation, (2) A description of the common approaches to teacher evaluation in terms of presage, process, and product categories, (3) A review of recommendations for

effective teacher evaluation from the research and (4) A discussion of certain variables which may affect evaluation, including source of evaluation, student achievement, size of school, number of years of experience, and individual perceptions of teacher evaluation. The material reviewed in the search of the literature included books, periodicals, reports, and microfilm.

The research instruments were developed through a review of the related literature. Both instruments, the Survey of Teacher Evaluation Practices in Texas High Schools questionnaire (STEPTHS) and the Perceptions of Teacher Evaluation Questionnaire (PTEQ), were validated in terms of clarity, appropriateness, and importance by a panel of six judges made up of college teachers of education, public school teachers, and public school administrators. The reliability of the PTEQ instrument was established through a test-retest administration of the instrument to teachers and administrators in three graduate classes in educational administration at North Texas State University.

STEPTHS questionnaires were mailed to the principals of 25 per cent of the Texas public high schools randomly selected in each of three stratified size groups (small, medium, and large). Ten schools in each size range, which met the standards for criteria-bound classification outlined in Chapter I, were randomly selected from the survey

respondents. In each of these thirty schools, twelve teachers were randomly selected from the faculty list provided by the principal. These teachers and their building administrators were asked to respond to the PTEQ instrument.

Of the 280 schools surveyed, 81 per cent of the principals responded to the STEPTHS questionnaire. Of the 347 teachers and 68 administrators selected from the thirty experimental schools, 63 per cent of the teachers and 85 per cent of the administrators returned a completed PTEQ instrument.

The stated purposes of this study were accomplished through the development and use of the two instruments and the application of multiple linear regression analysis. The STEPTHS instrument was utilized to gather data concerning the three research questions related to Purpose I. The PTEQ instrument was utilized to gather data concerning teacher and administrator perceptions of teacher evaluation as described in Purpose II. Multiple linear regression analysis was applied to the data gathered through the PTEQ instrument in order to test the five hypotheses related to Purpose III. Attention was focused on the eight research questions stated in Chapter I and the five hypotheses stated in Chapter III. All questions were answered, and the corresponding hypotheses were tested.

Summary of Findings

The following is a summary of the findings of this study organized in terms of the Research Questions:

Research Question I: What policies for implementing teacher evaluation have been established in Texas public high schools?

1. The majority of surveyed public high schools in the State of Texas reported an established written policy for teacher evaluation.

2. There was apparently some relationship between size of school and possession of an established policy, with larger schools reporting a larger percentage of established written policies than smaller schools.

3. Principals and superintendents were more frequently involved in the development of teacher evaluation policies than were teachers.

4. The use of both district supervisors and educational consultants in the development of teacher evaluation policies was reported more frequently by large schools than by smaller ones.

5. The purposes of teacher evaluation reported by the schools surveyed reflected both the supervisory function of improving instruction as well as the administrative purposes of retention and dismissal, however a larger percentage of schools reported policies stating supervisory purposes.

6. The stated purposes of teacher evaluation policies did not vary greatly among school size groups.

7. Teacher evaluation was mandatory in a large percentage of the schools surveyed.

Research Question II: What methods of teacher evaluation are being used by Texas high schools?

1. A large percentage of the schools required observation of the teacher in the classroom for purposes of evaluation.

2. Most schools which required observation of the teacher in the classroom stated the number of required observations to be four or fewer.

3. Large schools appeared to be more flexible in terms of required frequency of observation than did smaller schools. More large schools required no minimum number of observations than did smaller schools.

4. Among those schools which discriminated between probationary (newer) and non-probationary (experienced) teachers in terms of classroom observations, more frequent observation was required of probationary teachers.

5. Checklists, rating scales, and evaluators' written anecdotal notes were the instruments primarily utilized in classroom observations. Very few schools utilized a low inference observational record or provided an audio or visual record for playback to the teacher.

7. More large schools reported that more than one evaluator observes the teacher than did smaller schools.

8. Those persons formally required to be utilized in completing a teacher evaluation were primarily personnel within the school building. This was less evident in large schools, which tended to utilize central office personnel more frequently.

9. Teacher self-evaluation was reported in one-third of the surveyed schools.

10. Peer and student evaluation were utilized in only three of the surveyed schools.

11. Student achievement was little used as a criteria for teacher evaluation. Where it was evident, the criteria took the form of standardized achievement tests and student grades as assigned by teachers.

12. Effort was made in most schools to inform the teacher of the criteria upon which they were evaluated and of the results of the evaluation.

Research Question III: Do the teacher evaluation policies in selected Texas public high schools meet minimal "criteria-bound" standards for teacher evaluation?

1. A majority of the schools responding to the survey did not meet the criteria-bound standards outlined in Chapter I.

Research Questions IV-VIII, as stated in Chapter I were restated as statistical hypotheses in Chapter III. The statistical analysis of the data resulted in the rejection of all but one of the hypotheses. The perceptions of teachers and administrators concerning evaluation were not found to be significantly related to the origin of evaluation, size of school, use of student achievement as a criteria, or number of years of professional experience. Statistical significance was indicated concerning the relationship between the required frequency of classroom observation and the perceptions of teachers and administrators concerning evaluation. The statistical analysis also indicated a significant relationship between a respondent's position as teacher or administrator and their perceptions concerning evaluation.

Conclusions

Based upon the results of the study, the following conclusions regarding teacher evaluation in Texas public high schools are offered:

1. Although Texas public high school educators recognize the value of an established written teacher evaluation policy, agreement is minimal concerning the practices which are necessary for an effective policy.

2. There is lower impetus toward the establishment of a written teacher evaluation policy in smaller schools in the

State of Texas than in larger. This might indicate that educators in smaller schools are less willing or view less need to establish a policy.

3. Where teacher evaluation policies have been established in Texas public high schools, administrative involvement has been the largest contributor to policy development.

4. Although most schools state the supervisory function of the improvement of instruction as a major purpose of their teacher evaluation policy, a large number of schools utilize teacher evaluation for the administrative functions of serving as a basis for retention or dismissal. This is the probable result of the administrative influence noted above, and may indicate wider administrative usage than is officially stated.

5. The use of teacher evaluation in accountability and quality control is reflected by the practice in many schools of making teacher evaluation mandatory for all teachers and requiring evaluation at least annually.

6. The view that mandatory multiple observations of the teacher in the classroom is necessary for effective evaluation is shared by many educators throughout the State.

7. The view that probationary (newer) teachers require more frequent classroom observation for purposes of evaluation than do non-probationary (experienced) teachers is

shared by a small but substantial number of Texas public high school educators.

8. The preponderance of subjective measures for classroom observation and evaluation seems to indicate that educators do not view present objective measures as effective or that the nature of evaluation requires subjective measures.

9. Not only is there substantial influence of teachers in the development of teacher evaluation policies, but there is also a tendency to involve them in the evaluative process through self-evaluation. However, there appears to be some resistance to the utilization of fellow faculty (peer evaluation) and students in the evaluative process.

10. Use of student achievement measures is not widely accepted among Texas public high school educators as a viable method of accomplishing teacher evaluation.

11. Evidence of the supervisory function of instructional improvement is indicated by the widespread practice of informing teachers of the results of their evaluation.

12. Teacher and administrator acceptance of teacher evaluation is greater with more frequent required classroom observation.

Recommendations

Based upon the analysis of the data and the review of the literature, the following recommendations were derived:

1. There is a need for more high schools in the State of Texas to develop teacher evaluation programs that meet the minimal standards for classification as criteria-bound, as stated in Chapter I.
2. Smaller schools should attempt to make more efficient use of educational consultants in the development and implementation of effective teacher evaluation policies.
3. School administrators should encourage greater teacher and student involvement in the development and revision of teacher evaluation policies.
4. Both public school personnel and researchers should further investigate the value of utilizing multiple sources of teacher evaluation, expanding the use of peer evaluation and student evaluation.
5. Standardized measurements of student achievement should be investigated as a source of evaluative data and as a more viable replacement for the more widespread use of student grades as assigned by the teacher.
6. There is a need for further investigation in the development of objective measures of teacher observation and evaluation which are viewed as effective by teachers and administrators.

7. If teacher evaluation is to be perceived as effective by teachers and administrators, there is a need for frequent required observation of the teacher in the classroom.

APPENDIX A

SURVEY OF TEACHER EVALUATION PRACTICES
IN TEXAS HIGH SCHOOLS

Your Name (if other than on cover letter) _____

Size of School (U. I. L. Classification)

- B
- A
- AA
- AAA
- AAAA

Does your school have an established written policy for the evaluation of teaching effectiveness?

- Yes
- No

If you checked "No" above, nothing further is necessary, but please return your questionnaire.

What was the position of those persons formally involved in the development of the teacher evaluation policies and procedures? (Check each appropriate response.)

- superintendent
- principals
- district supervisors - subject area or general
- teachers
- students
- parents
- other community members
- educational consultants
- don't know
- other, please specify _____

Are provisions made for revision of the teacher evaluation policies and procedures?

- Yes
- No

Which of the following is/are stated as a purpose of the teacher evaluation policy? (Check each appropriate response.)

- to improve instruction
- to serve as a basis for retention or dismissal of teachers
- to determine promotion or salary increments
- to provide teachers with specific suggestions for improving performance
- other, please specify _____

Is teacher evaluation (check the appropriate blanks)

- mandatory for all teachers
 mandatory only for probationary (newer) teachers
 voluntary for non-probationary (experienced) teachers
 voluntary for all teachers

Does the teacher evaluation policy require observation of the teacher in the classroom?

- Yes
 No

- A. If "Yes", and the requirements are the same for all teachers, what is the minimum number of observations required per year for each teacher?

- 1
 2
 3
 4
 5
 6 or more

If "Yes", and the requirements are different for probationary and non-probationary teachers, what is the minimum number of observations required per year for each teacher?

Probationary

Non-Probationary

- | | | |
|--------------------------|-----------|--------------------------|
| <input type="checkbox"/> | 1 | <input type="checkbox"/> |
| <input type="checkbox"/> | 2 | <input type="checkbox"/> |
| <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| <input type="checkbox"/> | 4 | <input type="checkbox"/> |
| <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| <input type="checkbox"/> | 6 or more | <input type="checkbox"/> |

- B. If "Yes", and an observation form is used, please check each appropriate description:

- a checklist or rating scale
 a low inference observational record such as Flanders Interaction Analysis
 an evaluator's written anecdotal notes
 other, please specify _____

- C. Check any of the following approaches which are utilized in a classroom observation in your school for purposes of teacher evaluation.

- more than one evaluator observes the teacher
 some audio or video recording is made for possible playback for the teacher
 the observational form attempts to rate (e.g. good or bad, effective or ineffective) that which takes place in the class
 the observational form attempts only to describe the teacher and/or student behavior which occurred in the class
 other, please specify _____

What persons are formally required by your written policy to be utilized in completing a teacher evaluation? (Check each appropriate response.)

- building administrator
 central office administrator
 supervisor
 teacher (self-evaluation)
 fellow faculty (peer evaluation)
 students
 other, please specify _____

Does the teacher evaluation policy require that teachers be evaluated at least once each year?

- Yes
 No

Does the teacher evaluation policy list the criteria upon which the teacher will be evaluated?

- Yes
 No

Is student achievement utilized as a formal criteria for teacher evaluation?

- Yes
 No

If so, in what form? (Check each appropriate response.)

- standardized achievement tests
 locally developed achievement tests
 student grades as assigned by teacher
 other _____

Does the teacher receive a copy of the required evaluation?

- Yes
 No

Upon completion of the evaluation, does the teacher have an opportunity to add comments to the official copy of the evaluation?

- Yes
 No

Is a formal conference held between the teacher and administrator upon completion of each required evaluation period?

- Yes
 No

Does your school have a formal policy regarding faculty evaluation of any administrative personnel?

- Yes
 No

APPENDIX B

JUDGES FOR CONTENT VALIDITY OF INSTRUMENTS

College Teachers of Education:

Dr. Francis Halstead
College of Education
North Texas State University
Denton, Texas 76203

Dr. Hoyt Watson
College of Education
North Texas State University
Denton, Texas 76203

Public School Teachers:

Mrs. Dorothy Adkins, President
Denton Classroom Teachers Association
Jennings Elementary School
Denton, Texas 76201

Mr. William W. Leavell, President
Dallas Classroom Teachers Association
3816 San Jacinto Street
Dallas, Texas 75204

Public School Administrators:

Dr. Robert T. McGee
Assistant Superintendent for Curriculum and Instruction
Denton Independent School District
Denton, Texas 76201

Dr. Clayton Downing
Assistant Superintendent
Lewisville Independent School District
Lewisville, Texas 75067

APPENDIX C

March 25, 1975

Dear

You have been asked to judge the content validity of two questionnaires which will be used in a dissertation study at North Texas State University. The study concerns perceptions of teacher evaluation in Texas public high schools. The first questionnaire will be used to survey Texas high schools, and is designed to yield data concerning the status of and specific practices used in teacher evaluation throughout the State. It will be sent to high school principals. The second questionnaire is designed to measure perceptions of teacher evaluation, and will render a score based upon the marking of a scale of agreement or disagreement. One-half of the items are stated negatively and will be scored after reversing the scale values. This reversal of direction is designed to lessen marking error by the participants. This questionnaire will be sent to high school teachers and high school administrators.

Attached are the instruments described above. You are not being asked to answer the items, but rather to judge them in terms of their clarity, appropriateness, and importance. Please state on the questionnaire itself which items are not clear, appropriate, or important. Also, feel free to re-write any questions, make additions, corrections, or deletions.

Thank you for your time and co-operation.

Sincerely,

Ralph G. Reavis

APPENDIX D

PERCEPTIONS OF TEACHER EVALUATION QUESTIONNAIRE

Please check your status: _____Teacher

_____Administrator

_____Number of years of professional experience

Please react to the following statements in terms of teacher evaluation as you know it in your school. Complete each item by circling the appropriate letters according to the following scale:

SD	D	U	A	SA	
strongly disagree	disagree	undecided	agree	strongly agree	
SD D U A SA					1. Teacher evaluation stimulates faculty members to improve their daily teaching.
SD D U A SA					2. Teacher evaluation is effective in identifying competent teachers.
SD D U A SA					3. Teacher evaluation cannot accommodate differences in individual teaching styles.
SD D U A SA					4. Teacher evaluation should be utilized as a means of eliminating incompetent teachers.
SD D U A SA					5. Teacher evaluation is frequently hampered by bias from the evaluator.
SD D U A SA					6. Teacher evaluation is a cooperative process where teachers are adequately involved.
SD D U A SA					7. Teacher evaluation cannot be accurately utilized to eliminate incompetent teachers.
SD D U A SA					8. Teacher evaluation is an effective means of improving the quality of instruction in public schools.
SD D U A SA					9. Teacher evaluation programs cannot be effectively implemented.
SD D U A SA					10. Teacher evaluation is an open process in which professionals share the responsibility and cooperate in the process.

SD	D	U	A	SA
strongly disagree	disagree	undecided	agree	strongly agree
SD D U A SA	11.	Teacher evaluation is an effective means of providing feedback concerning teaching performance.		
SD D U A SA	12.	Teacher evaluation is a non-threatening, productive process for competent teachers.		
SD D U A SA	13.	Good teaching cannot be identified by an evaluation process.		
SD D U A SA	14.	Teacher evaluation can be one method used to effectively meet the need for educational accountability to the public.		
SD D U A SA	15.	The results of teacher evaluation are ineffective due to the inclusion of numerous extraneous and irrelevant variables.		

APPENDIX E

North Texas State University

Denton, Texas

76203

DEPARTMENT OF EDUCATION

We are currently involved in a state-sponsored faculty research study to determine (1) the nature of high school teacher evaluation policies and practices in the State of Texas; and (2) subsequently, to attempt to identify those practices which teachers and administrators perceive as effective. It is hoped that the results of this study will provide school districts with some realistic guidelines which will assist educators in this important activity.

As professional educators, we will be careful to handle these data in a professional manner. Your responses will be strictly confidential.

Your name and school was selected at random and your cooperation is vitally needed. The enclosed questionnaire will take only a few minutes to complete and will provide information needed to determine the first item listed above. Since it is late in the school year, your prompt response will be appreciated. A return envelope is enclosed.

Thank you,



Norris D. Fox
Associate Director
Center for Research and Evaluation



Ralph G. Reavis
Instructor of Education

APPENDIX F

Recently you received a questionnaire dealing with teacher evaluation practices in the State of Texas. At present, we have not received your questionnaire by return mail. If you have already responded, please disregard this letter and accept our thanks. If you have not responded, would you please take a few minutes to provide us with the information requested.

Thank you,

Norris D. Fox
Associate Director
Center for Research and Evaluation

Ralph G. Reavis
Instructor of Education

APPENDIX G

We want to express our sincere appreciation to you for your prompt completion of the questionnaire concerning the nature of high school teacher evaluation policies and practices in the State of Texas. We are now attempting to identify those practices which teachers and administrators perceive as effective in a teacher evaluation policy. Your school was one which reflected the standards of an effective teacher evaluation policy as established in the literature.

Consequently, your school has been selected as one of the ten in your size range, and thirty in the state, for this stage of the study. To accomplish this, we would like to send a questionnaire regarding attitudes toward teacher evaluation practices to all administrators involved in evaluation, and also to twelve teachers (or ten per cent of the faculty, if above 120) in your school. We plan to randomly select the faculty from a list of all your teachers. Would you please provide us with a list of any administrators other than yourself involved in the teacher evaluation process in your building, along with a list of your teachers.

This study has been endorsed by T.A.S.S.P., and as a professional educator, let me assure you that the results of this questionnaire will be held in strictest confidence and will be treated in a professional manner. We will phone you on Monday, May 5, or at your earliest convenience to make any arrangements necessary. We realize that the end of school is approaching, however, we trust that the importance of this study merits your prompt response.

Norris D. Fox
Associate Director
Center for Research and Evaluation

Ralph G. Reavis
Instructor of Education

APPENDIX H

May, 1975

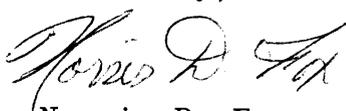
Dear Educator:

We are conducting a state-sponsored study concerning teacher evaluation practices in Texas high schools. Your principal has already completed a questionnaire concerning the teacher evaluation policy in your school. Subsequently, we have selected your school as one of thirty which will be utilized as a source of information concerning teacher and administrator perceptions of teacher evaluation. The purpose of this research is to identify those evaluation practices which teachers and administrators perceive as effective.

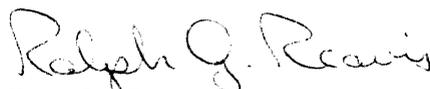
Will you please complete the enclosed questionnaire and return it to us? As professional educators, let us assure you that the results of this questionnaire will be held in strictest confidence. We have included a stamped, self-addressed envelope so that you can mail directly to us and the information you supply will be coded directly onto computer cards and the original destroyed.

We realize that this comes at the end-of-the-year rush, but we feel that the results of this research can be beneficial to teachers and administrators throughout the state. Thank you for your time.

Sincerely,



Norris D. Fox
Associate Director
Center for Research and Evaluation



Ralph G. Reavis
Instructor of Education

APPENDIX I

SAMPLE SCHOOLS RANDOMLY SELECTED FROM CRITERIA-BOUND
SCHOOLS RESPONDING TO SURVEY QUESTIONNAIRE

Small Schools

Comanche High School
Comanche, Texas 76442

Forsan High School
Forsan, Texas 79733

La Joya High School
La Joya, Texas 78560

Harleton High School
Harleton, Texas 75651

Colmsneill High School
Colmsneill, Texas 75938

Kaufer High School
Riviera, Texas 78379

Archer City High School
Archer City, Texas 76351

Jourdanton High School
Jourdanton, Texas 78026

New Home High School
New Home, Texas 79383

Roby High School
Roby, Texas 79543

Medium Schools

Diamond Hill High School
Ft. Worth, Texas 76106

Tivy High School
Kerrville, Texas 78028

Monahans High School
Monahans, Texas 79756

Boswell High School
Saginaw, Texas 76179

Gonzalez High School
Gonzalez, Texas 78629

Round Rock High School
Round Rock, Texas 78664

Snyder High School
Snyder, Texas 79549

Burkburnett High School
Burkburnett, Texas 76354

Belton High School
Belton, Texas 76513

Bridge City High School
Bridge City, Texas 77611

Large Schools

Scarborough High School
Houston, Texas 78570

Garland High School
Garland, Texas 75040

South Garland High School
Garland, Texas 75040

Abilene High School
Abilene, Texas 79603

Forest Park High School
Beaumont, Texas 77706

Paschal High School
Ft. Worth, Texas 76110

MacArthur High School
Irving, Texas 75062

Dunbar High School
Ft. Worth, Texas 76112

Alvin High School
Alvin, Texas 77511

Lamar High School
Houston, Texas 77006

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