1983

An Analysis of Evaluation Techniques and Procedures Implemented in Chicago Area Schools

Blondean Y. Day
Loyola University Chicago

AN ANALYSIS OF EVALUATION TECHNIQUES AND PROCEDURES IMPLEMENTED IN SELECTED CHICAGO AREA SCHOOLS

By

Blondean Y. Day

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

January 1983

The main purposes of this study were: 1) to review the literature to determine the most commonly recommended approaches to evaluation, 2) to determine the frequency and the use of specific supervisory techniques, 3) to determine the rank value given to specific supervisory practices, 4) to determine the frequency of evaluation, 5) to determine if nonadministrative personnel have input into the evaluation process, 6) to determine if evaluative criteria are known to the teacher prior to evaluation, 7) to determine as far as possible if the principal is guided by a specific orientation that is apparent to him and those under his supervision, and finally, 8) to make recommendations that can be used to improve the quality of the evaluation process. The nature of the relationships between the teacher and supervisor were analyzed in terms of similarities, dissimilarities, weaknesses, strengths, problems, and trends.

The review of the literature identified ten techniques, qualities, and objectives that best combine to produce the desired outcome - of an effective evaluation system - that of academic achievement.

The study sample consisted of three hundred (300) secondary Chicago-area principals and assistant principals currently involved with teacher evaluation. Questionnaires were sent to all three hundred administrators. Two hundred and fourteen (214) responded to the questionnaire. The results of the survey were validated by the use of the personal interview and desk audit.

ACKNOWLEDGEMENTS

The author wishes to express her sincere appreciation to her dissertation advisor, Dr. Melvin P. Heller, for his help and guidance throughout this project. Gratitude is expressed to Drs. Jasper J. Valenti, Phillip Carlin, and Max Bailey, members of her dissertation committee for their support and interest.

The author is especially grateful to her parents, Mr. and Mrs. William Harmon for their unwaivering faith and to her loving husband, Kenneth Day, for his encouragement and caring throughout.

VITA

Blondean Y. Day, daughter of Mr. and Mrs. William Harmon, was born August 5, 1949, in Chicago, Illinois.

She was graduated from Frances Parker High School, Chicago, Illinois, in June, 1966. In 1970, she received a Bachelor of Arts degree, majoring in history and minoring in education and philosophy from Loyola University. In 1975, she graduated from Loyola University of Chicago with a Master of Education degree.

In 1970, the author entered the Chicago Public School System as a teacher. In 1973, the author became a guidance counselor. In 1975, the author became the first woman president of a Phi Delta Kappa chapter. From 1976 to the present, the author has served as a disciplinarian and attendance counselor within the Chicago Public School System.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		ii
VITA		iii
CHAPTER		
I	INTRODUCTION	1
	STATEMENT OF THE PROBLEM	4
	PURPOSE OF THE STUDY	8
	METHODS AND PROCEDURES	10
	DEFINITIONS	15
II	REVIEW OF LITERATURE	17
	PURPOSE OF EVALUATION	19
	CLASSROOM OBSERVATION TECHNIQUES	21
	CLASSROOM VISITATION	26
	MEASUREMENT AND RESEARCH	31
	PRODUCT V. PROCESS BASED EVALUATION	36
	EVALUATIVE OPTIONS AND ALTERNATIVES	40
	INNOVATIVE APPROACHES TO THE PROBLEM OF EVALUATION OF INSTRUCTION	54
	UTILIZATION OF INFORMATION DERIVED FROM TEACHER EVALUATION	59
	CONCLUSIONS FROM RESEARCH DATA	69
III	PRESENTATION AND ANALYSIS OF DATA	74
	CLEARLY IDENTIFIED INSTRUCTIONAL OBJECTIVES	77
	KNOWLEDGE OF SUBJECT MATTER	82

TABLE OF CONTENTS

CHAPTER		Page
III	PRODUCT OF TEACHING EFFORT	84
	ATMOSPHERE OF CLASSROOM	88
	PRIOR KNOWLEDGE OF EVALUATIVE CRITERIA - PRE-EVALUATION CONFERENCE	90
	FREQUENCY OF EVALUATION	93
	EXISTENCE OF A WRITTEN EVALUATION INSTRUMENT	96
	EVIDENCE OF PLANNING	97
	POST-EVALUATION CONFERENCE	98
	SUMMARY OF ANALYSIS	101
IV	CONCLUSIONS AND RECOMMENDATIONS	104
	INTRODUCTION	104
	CONCLUSIONS	105
	SUMMARY	111
	RECOMMENDATIONS	113
SELECTED BIBLIOGRAPHY		114
APPENDIX		119
	QUESTIONNAIRE RESPONSES OF PARTICIPATING PRINCIPALS AND ASSISTANT PRINCIPALS INVOLVED IN TEACHER EVALUATION	119

CHAPTER ONE

INTRODUCTION

A study of the historical changes in American education reveals a dramatic shift in the conception and practice of supervision. The overall aim of supervision, however, has remained consistent. Through the years, efforts have been directed toward the general aim of ensuring and improving the quality of instruction. One aim of the supervisor is to stimulate, encourage, and guide creativity. The role of the supervisor has grown in recent years because of pressing educational needs and because of the expansion of the role of the teacher. Changes in society and in the family structure have given the teacher added responsibilities. The need for more supervisory effort is apparent; it has only to be given the proper direction.

Supervision must seek more effective ways to interrelate authority and responsibility so that professional accountability may become a systematic means to bring about educational improvement, as opposed to a punitive means to chastise shortcomings in American school districts.

The specific problem appears to be that supervision has not probed the expected potential of available research models to improve the broad level of instruction on a systematic continuum. Initial failure of these efforts centers about an unwillingness to delegate sufficient authority to involve a broad professional base in planning how innovative departures can be most effectively

implemented. Such efforts must include identification of the kinds and amount of necessary in-service experiences before the staff enters into a specific program.

Lucio and McNeil, stressed two decades ago that supervision must recognize and encourage leadership throughout the instructional spectrum.[1] Developing this leadership is still a priority today and requires a cooperative consideration of instructional decision-making which brings together a cadre of the instructional staff with designated supervisory personnel. Frequently, the classroom teacher group has been excluded from this process, with such decisions largely made by administrators and boards of education. Thus, teachers have been charged to implement these decisions without understanding the rationale for such change. Supervision should serve as a supportive service to instructional programs.

Supervision with its emphasis on the improvement of instruction becomes particularly important in light of the current emphasis on accountability. Accountability as a concept has created much controversy. Administrators, teachers, parents, unions, and public interest groups are reacting both negatively and positively to the idea. The public, in view of growing fiscal problems and the weight of increasing taxation, is demanding an "accounting." Educators are wondering about the nature of their professional

---

[1]William H. Lucio and John D. McNeil, Supervision: A Syntheses of Thought and Action. (New York: McGraw-Hill Company, 1962), p. 61.

responsibilities: accountable to whom and for what?

The supervisor is able to shed light on both aspects of this question. Through the evaluation process, the welfare of the child is emphasized and the teacher is held accountable for predetermined and specified, behavioral instructional objectives. It should then be apparent to the teacher, to whom he is accountable, and for what. "One problem with the concept of accountability is that schools now exert a radical monopoly over normal learning by being the primary sorting, selecting, and certifying instrument of society, that is the services provided by schools, are legally and psychologically compulsory."[2] In light of this virtual "monopoly," the profession must seek to improve itself and those designated as supervisors must work with classroom teachers to ensure academic progress.

Some experts in education view the issue of accountability as an attempt to apply an industrial concept or solution to a non-industrial problem. It is felt that the emphasis on behavioral objectives and an input-output view of the instructional process is de-humanizing, and may lead to more of a concern with the measurable quantifiable product than with the welfare of the student himself. "In reality, the most significant change that could occur in supervision would be the development of a humanistic relationship of mutual respect and cooperation between the teacher and supervisor, sharing the common goal of improvement of

---

[2]Robert Brundy, "Accountability: A New Disneyland Fantasy," Phi Delta Kappan, (November, 1974), p. 110.

curriculum and instruction."[3] The very essence of supervision is the process of holding the instructor accountable for his actions and the product of those actions, and then, giving those actions a qualitative label. This process would then culminate in reflection on the past, and a structure for the on-going improvement of the instructional program. Viewed in this perspective, there would be little reason for the educator to take a defensive posture towards the supervisory process.

STATEMENT OF THE PROBLEM

Why Can't Johnny Read?, asks Rudolph Flesch; Education is a Wasteland, writes Arthur Bestor; There is Quackery in Public Schools, according to Albert Lynd; A Crisis Now Exists in Education, says Bernard Bell. A commentary on today's public education system? No! These books were written in the 1950's as a protest against what was considered the sad state of the education system. Has the public education system been in a state of crisis for the past 25 years? Certainly not; however, many of the same problems do exist, as well as many created by modern society. The nature of the economy is such that citizens are at the mercy of inflation and rising taxes with little recourse. There is some measure of psychological relief in the field of education. Tax referenda can be voted down, local school councils can lobby and vie for power and influence, public school teachers

---

[3] Ibid., p. 111.

can be held accountable for their progress or lack of it, because unlike most other professionals they are on the public payroll. The taxpayer can actually confront the bureaucratic education figurehead in his classroom, question his motives, techniques and results. The educational system remains, in essence, one of the few avenues that is open to a citizen to exercise his voice and vote options.

A functional supervisory program is one method that the profession itself can use to meet the challenge of the present and the future. The teacher and the supervisor can work together towards the improvement of the instructional process and product. The problem lies in the difficulty that the principal or his designee has in identifying those techniques, qualities, and objectives that best combine to produce the desired outcome--that of academic achievement and personal adjustment and development. If teacher evaluation is superficial, subjective, and ignores those qualities and techniques that should be evident in an effective instructor, then there is little hope for improvement. The principal must make evaluation for instructional improvement a major priority. A look at the evolution of classroom observation will provide a basis from which we can begin to structure a foundation on which a functional evaluation can be built.

Observing teacher behavior in the classroom is emerging as one way of attaining educational accountability. The technique of classroom observation stems from studies of early American education. The first observations were specifically for the

purpose of control and inspection and were usually done by lay people. The practice of inspection by lay people continued until the Civil War era. With the growth of urban communities, the size of schools expanded and head teachers assumed the duties of teacher evaluation and observation. With the establishment of administrative positions (principal and superintendent) in the 1800's, the responsibility for teacher observation became their responsibility.[4]

The purpose of classroom observation shifted in the 20th century from control and inspection to a description of the teacher's behavior. Student behavior was not a significant part of observation. The process was extremely structured. As one educator put it, "The structure had become so pronounced in 1920 that the Educational Review described the proper 'etiquette' for teachers to follow while being observed by the principal or supervisor." A great deal of emphasis was placed on the use of rating scales that were generally accepted even by teacher associations.[5]

In the late 1930's and early 1940's, research was recognized as a new purpose for making classroom observations. The following instruments for studying classroom observations resulted:

1. 1934--J. L. Moreno--devised instruments for studying classroom behavior through sociometric techniques.

---

[4]Morris L. Lamb and Kevin J. Swick, "A Historical Overview of Classroom Teacher Observation," The Educational Forum, Volume XXXIX (January, 1975), p. 239-47.

[5]Ibid., p. 241.

2. 1937--Harold H. Anderson--developed an instrument to describe the effect of the teacher's dominative and integrative behavior as "the use of force, threats, shame, commands, blame, and attacks on the personal status of an individual."

3. 1943--John Urban--constructed an instrument for observing and recording the bad health habits of pupils during an observation.

4. 1950--Robert F. Bales--constructed an instrument to observe and describe small group interaction.

5. 1950's--The most widely used observation system was developed by Ned A. Flanders. The Flanders System of Interaction Analysis was developed to measure aspects of teacher indirect and direct influence.

6. 1957--William U. Hicks and Marshall C. Jamerson--summarized the results of a questionnaire that reflected the purpose of administrative observation.

7. 1966--Benjamin M. Sachs--stated that the best way to evaluate the effectiveness of a teacher is to observe him teaching.

8. 1970--A two-volume series was edited by Anita Simon and A. Gill Boyer on observation instruments.[6]

Other thrusts currently being considered in observation techniques are: Utilization of performance-based observation guidelines in assessing teacher competency; re-examination of the potential use of interaction analysis instruments in assessing classroom behavior patterns; and examination of video tape techniques in assessing non-verbal behavior patterns of classroom teachers.

James McDonald discusses four classes of variables used in evaluating teaching:

1. Employee variables that affect teaching but which are

---

[6] Ibid., p. 245.

not teaching behaviors per se (punctuality, honesty, dedication, etc.)

2. Context variables that affect teaching but are not direct instruction behaviors (time assigned to non-teaching tasks, state and/or system policies about the amount of time that must be devoted to teaching subject matter X, community prohibitions regarding teaching specific topics or concepts, etc.)

3. Teaching style or process variables (lecture vs. discovery teaching, degree of directness/indirectness, etc.)

4. Outcome variables (cognitive achievement by subject, affective growth, problem solving skills, psychomotor growth, etc.)[7]

Research contained in this study concerns itself with the last two classes of variables as identified by James McDonald, that of teaching style or process variables, and outcome variables. The focus is on the obstacles encountered by the supervisor in his attempt to identify, classify and formulate into a schematic, those characteristics and techniques that should be possessed by the classroom instructor. After the identification process, the supervisor has the additional problem of making a judgment as to the existence of these pre-determined characteristics in the actual classroom setting. Once the evaluation is complete, a decision has to be made as to the correct utilization of this information in the improvement of instruction.

PURPOSE OF THE STUDY

The goal of this study is to contribute to the improvement

---

[7]James McDonald--Taken from a presentation delivered at the 1979 NSPER Conference.

of instruction through the analysis of what is perhaps the most important aspect of supervision--that of teacher evaluation, as well as its logical and necessary component, staff development. In the course of the study, the following questions will be addressed:

1. What is the role of the principal in teacher evaluation at the secondary school level?

2. What contribution does the teacher make to the evaluation of the instructional process?

3. What approach should be taken to teacher evaluation? How and what is being evaluated?

4. What role should employee variables that affect teaching, but which are not teaching behaviors (i.e., punctuality, cooperation, interest, enthusiasm, flexibility, dedication, etc.) play in teacher evaluation?

5. Is the current trend towards process or product evaluation?

6. How is information derived from teacher evaluation being utilized?

7. What implications does evaluation for instructional purposes have for staff development?

One close to an administrative point of view, John I. Goodlad, addresses some of these same issues. He believes that the principal is the key to instructional improvement and that any solution will come from the local school. However, he sees our primary focus as a diagnosis of the problem. He states that . . .

> "An obvious element in the disarray of the schools is that so many people perceive them not to be doing well. These perceptions, right or wrong, must be treated as reality or fact. There really is no good way to judge whether our schools are doing well since we do not know what they are doing. The present indicators are achievement test scores. The schools are largely unstudied phenomenons.

> Further, there is no where in our society a consistent, clearly articulated set of priorities for our schools. They do not know what is basic and what alternatives are alternatives too."[8]

In order to be effective, the principal as evaluator should have a clear educational philosophy that is consistent with that of the local Board of Education and community. The principal should also have a firm grasp of the basic objectives and orientation of the instructional program. He might wish to ask himself, "What do we wish to accomplish and why?" Such introspection is fundamental, since inconsistencies occasionally develop between what the supervisor perceives to be the objectives of the instructional program and the perception of the teacher. This inconsistency results in confusion, making evaluation, and its logical result--instructional improvement--impossible.

This study, achieved through research in the literature and the use of survey and interview techniques and subsequent analysis, will shed light on the issue of evaluation. It should provide a guide for the supervisor, help him to crystallize his views on the subject and provide a new perspective on the evaluative process.

METHODS AND PROCEDURES

A review of the literature includes research data on existing approaches to teacher evaluation, qualities that should be considered, and innovative options and alternatives. The literature

---

[8]John I. Goodlad, "Principals Are the Key to Change," New Dimensions for Educating Youth, (April, 1976), p. 74-78.

should yield information that can be utilized in a comparative analysis, along with data obtained through the use of survey and interview techniques.

One such survey of 300 Chicago-area principals and assistants, currently involved with teacher evaluation at the elementary and secondary school levels, was conducted in an attempt to compare the approach and techniques of evaluation currently being used with those indicated as successful by contemporary research data. Three hundred administrations were chosen in order to obtain a broad enough cross-section from which to draw a representative sample. In essence, the survey will lead to an analysis of the supervisory process as altered by the realities of the classroom. The survey will yield information as to what is being done with the results obtained from instructional evaluation, as applied to the teacher evaluation process.

The results of the survey were validated by the use of two techniques: personal interview and desk audit. The interviews were conducted with twenty percent (20%) of the administrators responding who have had at least three years of experience in evaluating teachers. The administrators, in the course of the interview, were asked to produce concrete examples of the mechanics and operation of their teacher evaluation systems, such as forms, records of conferences held or videotapes. The instruments (survey interviews and desk audit) were used to determine the status of those practices most commonly used by supervisors, and by those judged as experts in their fields, to be the most

successful. Next, these were compared with the frequency, use and value placed upon these same supervisory activities, as employed by the principals and assistants who participated in the survey. Based upon the review of the literature, ten areas were identified as being crucial to an effective supervisory program. Finally, the survey data was analyzed in terms of similarities and dissimilarities; strengths and weakness; problems and solutions. These analyses then, were compared to the data found in the literature, and also by incorporating a supervisory ranking of the aforementioned ten areas, in terms of their individual importance.

Public and private schools are included in the sample. The questionnaire solicits responses from the participating principals and assistant principals in ten basic areas that have been identified by the literature as being crucial to an effective instructional evaluation program. Analysis of the data received will yield information as to the current state of evaluation within the sample, and recommendations for maintenance and improvement of its findings.

In order to accomplish the purposes of this study, the following methods and procedures were utilized:

1. The population consisted of all Chicago area principals and assistants involved in teacher evaluation.
2. The sample selection consisted of 300 Chicago area principals and assistants involved in teacher evaluation with three or more years' experience.

3. Twenty percent of the sample was selected at random to participate in the interview.
4. Reviewed the literature to determine the most frequently recommended supervisory activities and practices.
5. Three hundred surveys were mailed. A self-addressed return envelope was enclosed with the request. Two hundred and fourteen administrators responded in some fashion.
6. The respondents were guaranteed anonymity, although each survey was coded to indicate inner city or suburban responses.
7. Those administrators who agreed to submit to an interview were requested to indicate their willingness on the survey along with name, address and phone number.
8. Twenty-five of the respondents agreed to a personal interview.
9. The survey and interview involved 10 basic areas that were identified by the literature as essential to an effective evaluation system.
10. The questionnaire included a fact sheet which requested the student enrollment, number in professional staff, paraprofessionals under the supervision of the principal, number of administrative assistants and average daily attendance.
11. The principal was requested to indicate the number of years assigned to that position.

12. The data received from the questionnaires and interviews was tabulated.

13. The data was analyzed in narrative form focusing on problems, strengths, weaknesses, commonalities, differences and trends. The interview was used to clarify data obtained in the survey. In addition, the interview was used to gain insights into the evaluation process that were not possible through the use of the survey.

14. Conclusions, recommendations, and implications were made.

The following outline represents an overview of the areas found in literature which will be covered in both the survey and interview instruments:

1. Frequency of Evaluation

   A. How frequently are the teachers within your school evaluated?

   B. Under ideal conditions where time and staffing ratios would not be a factor, how many times within a school year would you like to observe the teachers under your supervision for the purpose of instructional evaluation?

2. Is a pre-evaluation conference utilized as a supervisory technique?

3. Is a post-evaluation conference conducted?

   A. Do you utilize follow-up techniques based on the results of the conference?

   B. Are staff-development programs designed to meet the needs as indicated by evaluation?

4. Are the criteria on which evaluation will be based, known to both parties prior to evaluation?

5. Is a written evaluation instrument utilized?

6-10. The principal (respondent) will rank the following in terms of their importance and significance in teacher evaluation. The analysis will indicate, in rank order, the importance of each characteristic, as the respondent enters the classroom for the purpose of observation.

A. Atmosphere of classroom (discipline, control, organization).

B. Evidence of short and long-term planning.

C. Clearly identified instructional objectives.

D. Knowledge of subject matter.

E. Results obtained from the teaching effort (product).

In summation, this study seeks to review the literature, not only to determine the most efficient supervisory practices, but also, to determine the frequency and use of these practices within the individual school. Indirectly, a value is placed upon supervisory techniques employed within that local school. The results of the interview were then compared to the ten basic areas identified by the literature, identifying strengths and weakness, similarities, and differences. Conclusions then, were drawn concerning the nature of the evaluation process itself, citing relevant quotations. This study will culminate in recommendations for improvement of the supervisory process, where applicable, based upon the scope of this sample.

DEFINITIONS

Instructional supervisory behavior is assumed to be an additional behavior system formally provided by the organization for the purpose of interacting with the teaching behavior system in

such a way as to maintain, change, and improve the provision and actualization of learning opportunities for students.[9] The terms supervisor and principal are used interchangeably.

Teaching is a pattern of developmental activities unique not by its appearance or techniques but by virtue of its peculiar intent; to call forth from the student a certain level of intellectual operation and to enable and judge his attempts to engage in corresponding student activities which are potentially able to improve the level of his cognitive processes in various areas of study.[10]

---

[9]Kimball Wiles and John T. Lovell, Supervision For Better Schools. (New Jersey: Prentice-Hall, Inc., 1975), p. 6.

[10]Henry C. Johnson, "Court, Craft and Competence: A Re-examination of Teacher Evaluation Procedures," Phi Delta Kappa, Vol. 57, No. 9 (May, 1976), p. 609.

CHAPTER TWO

REVIEW OF LITERATURE

A discussion of teacher evaluation must begin with the question:

> "Who and what is to be evaluated? These are prime questions in both evaluation and lay circles. However these questions may not be directly answerable without consideration of a more basic question, which is, 'why' evaluate? The 'who' and 'what' of evaluation are derived from the answers to the question, 'why' evaluation.
>
> "Why do you evaluate? What do you want to know? Often the answer to 'why' evaluate is because it is required. Such a response creates the most negative attitude toward evaluation for all concerned in the evaluation process.
>
> "An honest answer to why you are evaluating puts 'whom and what' you evaluate into perspective, relates it to a context, and allows an evaluator to develop an evaluation design that will develop meaningful, usable information.
>
> "What do you evaluate? Everything in the context of 'why' you are evaluating. Commonly, program effectiveness is evaluated by student impact data only. In most instances, student impact data are traced to one or more teachers, and the common assumption is that the teacher is solely responsible for student achievement.
>
> "Whom then do you evaluate? The answer is 'everybody'! Everybody who has any relationship to the project or program. Whom you evaluate has developed into the most explosive issue in evaluation.
>
> "The decision is not whether to evaluate or not evaluate, because evaluation is constantly taking place formally or informally."[11]

---

[11] Barbara Hunt, "Who and What Are To Be Evaluated," Educational Leadership, Volume 35, Number 4 (January, 1978), p. 260-263.

Once the decision has been made to evaluate, then our attention must turn to the very essence of evaluation, and that is observation.

The term observation denotes those operations by which individuals make careful, systematic scrutiny of the events and interactions occurring during classroom instruction. Teacher evaluation and the subsequent improvement of instruction is an extremely important component of supervision. The identification of competent teachers is crucial to the educational process. For years teachers were evaluated on the basis of certain predetermined traits. Frequently, these "traits" were related more to personality and appearance than to professional proficiency. The good teacher is not a statistical mean, although there are some common characteristics that all educational personnel should possess. Thus, an effective evaluation system should be centered around the identification and evaluation of these qualities.

Later in history, so-called "process scales" developed as a result of the Lewin, Lippitt and White Climate Studies. Evaluation methods were developed that concentrated on an observation of what occurred in the classroom between teacher and student.

> "The teacher was evaluated on such items as: rapport with students, democratic behavior, ability to organize, ability to prepare adequately, ability to inspire, ability to develop self-direction in students, ability to present clear and definite assignments, ability to ask clear and concise questions, ability to listen

> to children, ability to tolerate tension, and ability to personalize discipline."[12]

This work further concluded that there is no research to support this method of evaluation, yet it seems to be preferred over the program of evaluation by traits.

The entire function of classroom observation is often inadequately conceptualized as evaluation of the progress made by a class or as diagnosis of serious weaknesses of the teacher. It should be a helping, evaluative process.[13]

In recording for the purpose of evaluation, various electronic devices have the advantages of accuracy, completeness and objectivity. The trained observer on the other hand, can be aware of many kinds of events simultaneously and thus, can switch the focus of his observation quickly in response to changing circumstances. The classroom has usually become a fairly well-established social system by the time the supervisor enters. The presence of the observer does have consequences as does any observation instrument. The supervisor must make the decision to be either an interacting or a non-interacting entity in classroom society. The trained observer is neutral and non-participatory, and should guard against observing the teacher too much, to

---

[12]Donald Thomas, "The Principal and Teacher Evaluation," National Association of Secondary School Principal's Bulletin, Volume 58, Number 386 (December, 1974), p. 40.

[13]Barbara Hunt, "Who and What Are To Be Evaluated," Educational Leadership, Volume 35, Number 4 (January, 1978), p. 261.

the exclusion of the students.[14]

A supervisor performs at his best when he observes, evaluates and seeks avenues to improve the quality of instruction. Supervision should seek growth through creativity. According to C. V. Good,

> "A constructive plan or program for the improvement of instruction through the cooperative efforts of teachers and supervisors is one in which initiative, imagination, originality and experimentation are encouraged."[15]

C. V. Good also suggests that creativity is not limited to the spontaneous products of emotional expression. The most important creative products come from reflective thinking.

Record-keeping is extremely important. "Without a stable data base for their work, supervisors and teachers become bogged down in a conflict over what did or did not occur in the classroom."[16] Many problems arise in the area of record-keeping: Do the records contain all that actually happened? Is there a reasonable degree of completeness and objectivity? Is there a tendency to selectively notice and record events that were impressive to the exclusion of other mundane or less noticeable events? Is there a propensity to include labels, evaluations, judgements,

---

[14] William H. Lucio and John D. McNeil, Supervision: A Synthesis of Thought and Action. (New York: McGraw Hill Book Company, 1962), p. 61.

[15] C. V. Good, Dictionary of Education. (New York: Houghton-Mifflin Company, 1945), p. 400.

[16] William H. Burton and Leo J. Brueckner, Supervision, A Social Process. (New York: Appleton-Century-Crafts, Inc., 1955), p. 11.

pseudointerpretations, summaries and other types of non-objective and non-descriptive entries? Is there an inclination to arrive at premature interpretations about the management of children's behavior?

Supervisory personnel observe in order to become familiar with practices in general; to identify good practices to be shared with others; to identify problems that need to be corrected, and even to rate or evaluate teachers. Looking is not synonymous with observing. To be effective, observation activities should be systematic. Hence, there should be active endeavors which include preliminary arrangements appropriate to the purpose, a guide developed and skillfully used and follow-up analysis of data. Good observations for supervisory purposes are not casual affairs. They involve hard work and professional competence. Whatever the purpose for being in the classroom, mere looking and listening are not enough. Every important matter, cannot be carefully attended to in many live classroom situations. The purposes for which the observation was scheduled should determine the selection. When an observer permits himself to observe without clearly identified items to attend to, his attention will drift with events. The observers' interests and his biases will tend to make unconscious choices for him.

The mechanism whereby the observer consciously selects impressions from the total observed field of events is sometimes called "cognitive tuning."[17] The professional observer tunes in

---

[17]Burton and Bruecker, p. 13.

on the situation with conscious purpose. Even with purposes clearly determined, and with the observation planned for cognitive tuning-in on the most pertinent items, the observer must be actively screening that which he sees and hears, in order to determine its pertinence. Further, the observer must focus his attention on the objective facts being observed and refrain from making premature judgments. In addition to all of this active looking, listening, and analyzing, the skilled observer often must make some kind of a written record for future reference. In general, the arrangements for a classroom observation include the following:

1. Identifying the purpose
2. Getting that purpose accepted by others involved
3. Setting the time
4. Reviewing the observation procedures
5. Reassuring the teacher
6. Providing for feedback[18]

All observations should be guided by a specified list of items to be observed. The items may represent behaviors or conditions. They are selected in terms of the purpose of the observation and generally, should be in a written form, to guide observing and to provide an instrument for recording. When rating of teachers are to follow observations, the guide should list the descriptive criteria on which ratings will be based. When the purpose is the exploration of a variety of practices, the guide may simply be a checklist of practices in which the observer has some planned interest. When the observer is interested

---

[18] Ibid., p. 14.

in pupil-teacher interaction, a guide which permits the tabulation of specified varieties of interaction may be employed.

"Observing is a complex professional skill. Good observers are trained. They are trained to be active, to be systematic, to control biases, to define purposes, and to use specific techniques."[19] Observation, to have any value, requires several kinds of follow-up activities. The purpose of the observation will determine the follow-up activities that are most useful. Recording data immediately after leaving or during the visitation is very important. "Impressions are lost or distorted quickly by intervening experiences with time. Objectively recorded observation data, whatever their form, need interpretation. Patterns of significant events, strengths, possible weaknesses and special situational factors can be mined from the data."[20]

Observational techniques should not be utilized to build barriers in the relationship between supervisory personnel and classroom teachers. On the contrary, accurate and sharply focused observations may actually improve communication and respect between these groups. "The sheer complexity of the school classroom defies an easy analysis. The potential of observational methodology is great for simplifying some of this complexity to

---

[19]Robert C. McKean and H. H. Mills, The Supervisor. (Washington, D.C.: Center For Applied Research in Education, Inc., 1964), p. 11.

[20]C. V. Good, Dictionary of Education. (New York: Houghton-Mifflin Company, 1945), p. 400.

the point at which it can be better understood by both teachers and supervisors."[21] The potential of observational methodology is unlimited. One positive aspect of observational techniques is that "a judgment made by the observer is primarily qualitative, indicating which type of behavior out of a limited and carefully defined set of categories, a particular action represents. Such judgments are usually quite objective, with different observers in high agreement as to the type of action coded."[22]

Five general types of observational techniques have been identified from the literature. The first method is termed, "team observation," where a group of supervisors or subject-area specialists visit an educational facility for a pre-determined length of time.[23] This approach is used by the North Central Association in their evaluations. At the end of the given period of time, the group members meet and summarize what they have seen individually. They then combine this information into a report that is validated by the fact that several had seen the same thing.

A second method is called, "the shadow study." Each

---

[21]Richard M. Brandt and Hugh V. Perkins, Jr., "Observation in Supervisory Practice and School Research," Observational Methods and Techniques in the Classroom: A Publication of ASCD (1970), p. 40.

[22]Brandt and Perkins, p. 42.

[23]Robert S. Fleming, "The Supervisor as an Observer," Association For Supervision and Curriculum Development Publication (1973), p. 11.

observer accompanies one student throughout his entire school day.[24] Each member of the group keeps a written record that is compared and compiled into a report. This method has the advantage of observing the school through the eyes of a child.

A third procedure involves the use of a group of teachers who were to select three students from their individual classrooms. One student could be described as making reasonable progress; another child was not doing well according to their own standards; a third child was considered to be a behavior problem. The information was then to be compiled with other available information about the child. An observer was then asked to visit the classroom periodically and attempt to spot these particular children from the teacher's descriptions. It was discovered that personality differences or conflicts frequently influence our evaluation of students.[25]

A fourth technique involves observation of a given faculty group to determine the degree of creativity. A group project should be assigned that has several solutions. Some questions that may be asked are: What kinds of new resources are being utilized in this group? What kinds of competencies can be observed in this faculty group? What is the quality of imagination and insight that are brought to bear in the solution of this problem? Who is generating the idea and how could it influence

---

[24] Ibid., p. 12.

[25] Ibid., p. 12.

the total curriculum?[26]

The fifth plan is called, "diagnostic observation." It is similar to clinical supervision, in that it involves a helping-cooperating-evaluative relationship between the teacher and supervisor. The teacher must view the supervisor as an instructional leader and call upon him to criticize and offer suggestions that would lead to improved classroom instruction. The supervisor would then be invited into the classroom in order to evaluate the quality of the instruction being given.[27]

CLASSROOM VISITATION

Research in the area of teacher evaluation is somewhat inconclusive. Three quotations sum up the lack of definitive answers in this area:

> "Evaluation has always been troublesome for school administrators. It has always been troublesome for teachers. Both profess the value and necessity for evaluation, but neither believes that it can be effectively accomplished."[28]

> "We simply do not know with any degree of assurance what teacher skills, traits or behavior, and modes of performance will "work" for all children--or for some."[29]

---

[26] Ibid., p. 12.

[27] Ibid., p. 12.

[28] Donald Thomas, "The Principal and Teacher Evaluation," NASSP Bulletin, December, 1974.

[29] Fred M. Hechinger, "Should Teachers Be Judged By Performance?" Saturday Review/World, May, 1974, p. 71.

> "The research on the relation between specific teacher skills and student achievement fails to reveal an empirical basis for performance-based teacher education."[30]

A quotation by Russell S. Beecher in the Phi Delta Kappan, however, reflects the position and philosophy of this paper:

> "Staff members want to be, and deserve to be, observed and evaluated. The problems with the process revolve around how it is done, not if it is done."[31]

The principal must be more than an observer and evaluator of classroom activity. The supervisor must have a role in the formulation of educational theory and the translation of community-generated goals into actual programs. The effective supervisor serves as a liaison and interpreter between the central office, local school and community. He must define and redefine goals for the staff, student body and community. "In order to improve classroom instruction, the supervisor must perfect the skills of defining the situation and defining the problem, from that premise, then, movement is possible to alternatives and solutions."[32]

The secondary and elementary school principal must be able to respond in the affirmative, to specific self-evaluative statements in order to be able to function effectively as a supervisor.

---

[30]Robert W. Heath and Mark A. Nelson, "The Research Basis for Performance-Based Teacher Education," Review of Educational Research, Fall, 1974, p. 463.

[31]Russell Beecher, "Staff Evaluation. The Essential Administrative Task," Phi Delta Kappan, Volume 60, March, 1979, p. 515.

[32]William DeWitt, "Instructional Supervision," Educational Leadership (May, 1977), p. 589.

For example:

1. The teachers I work with have a clear understanding of my role.

2. I continually strive to help teachers improve their instruction.

3. I continually seek ideas and suggestions from teachers for program improvement.

4. Teachers know that I'm always available to help them solve problems.

5. Teachers and I work as a team to get and achieve department and school goals.

6. I evaluate performance using a system that teachers understand and find useful to their professional development.

7. When I criticize performance, I always suggest methods for improvement.

8. If I make a mistake that causes confusion, I admit it and work to correct it.

9. I treat all teachers with respect.

10. I have an ongoing self-development program that keeps me current in my field and that also improves my supervisory knowledge and skills.[33]

A negative response to any of the statements listed indicates an area that should be studied with an eye towards improvement. Each school complex has individual and distinctive needs, and analysis of any school illustrates the necessity of certain philosophical and procedural orientations. Ideally, the supervisor sees evaluation as a collaborative team effort, with instructional improvement as its goal. The process of evaluation should also

---

[33]Richard Barella, "How Do You Rate As A Supervisor," School Shop, Vol. 39, No. 2 (October, 1979), p. 28.

be utilitarian, in that it is performed not in and of itself, but, for the positive results it makes possible.

"A collaborative cooperative approach to evaluation makes possible the evaluation of the teacher from both an internal and external frame of reference. The teacher must be a participant in evaluating his own competency, but, at the same time, he must allow himself to be evaluated by those who are in a position to adequately judge his competency. Teacher growth is facilitated in an atmosphere in which evaluation is a cooperative process, with emphasis on self-evaluation."[34]

To effectively evaluate and supervise teachers so that this effort will result in instructional improvement, the following constitute minimal and necessary conditions for teacher evaluation:

1. The use of appropriately designed evaluative instruments that include criterions reflecting the body of theoretical and empirical knowledge derived from professional literature and research.

2. The establishment of evaluative criteria flexible enough to encompass varied theoretical positions and individual styles of teaching.

3. A statement of criteria comprehendable to teachers, administrators, supervisors, and parents.

4. A plan of evaluation that includes judgments from both internal and external frames of reference.

---

[34]Gerald J. Pine and Angelo Boy, "Evaluating Teachers," NASSP Bulletin, LIX (December, 1975), p. 18.

5. A continuous process of evaluation with established monitoring points for gauging and discussing individual progress.

6. A plan of evaluation consistent with democratic and psychological principles of supervision.

7. A clearly stated philosophy and rationale for evaluation and supervision derived from the contributions of teachers, supervisors, and parents.

8. A clearly defined, but flexible methodological procedure for collecting data to test evaluative criteria for the evaluation of each teacher.

9. A plan of evaluation that includes an annual review by teachers and supervisors of evaluative processes and criterions.

10. An annual orientation by supervisory personnel and teachers to inform school boards, parents, and the public of how teachers are evaluated.

11. A plan of evaluation characterized more by a horizontal supervisory relationship between teacher and supervisor than by a vertical relationship.

12. A plan of evaluation that has been developed by teachers and supervisors working together, and which has evolved from an open discussion of the philosophical, theoretical, and empirical considerations that influence the work of the teacher.

13. A plan of evaluation that takes into consideration local conditions, needs, resources, and principles.

14. A plan of evaluation which encourages openness of the teacher's self rather than concealment.[35]

---

[35]Pine and Boy, pp. 19-23.

THE MEASUREMENT AND RESEARCH

The School of Education at the University of Illinois, Urbana-Champaign, has identified ten considerations for an Evaluation Program of instructional quality that are of concern to supervisors.

> First, an inherent paradox in evaluation must be recognized. Individuals interested in improving their instruction must specify goals and receive feedback about their progress toward achieving these aims. Yet, individuals must also feel that their failures are understood and accepted and that their work is not continuously being judged by others.
>
> Second, evaluation serves two main purposes: a) to assist the individual instructor to improve as a teacher; b) to provide information to colleagues and administrators for decisions about promotion, tenure, and annual salary increases.
>
> Third, evaluative information must have adequate, psychometrically, and possess technical quality. Technical quality refers to the extent to which the information is reliable, valid and free from potential biases due to improper administrative procedures and student, course, and instructor characteristics not considered to be indicative of instructor competence.
>
> Fourth, evaluative information must be fair. Fairness refers to the extent to which the information adequately represents both the criteria used to evaluate instruction and the complexity of the teaching/learning activities and outcomes.
>
> Fifth, the information should lead to self-development.
>
> Sixth, the evaluation program must be fit into the governance and organizational structure of the institution. The evaluation

> program must compliment, not usurp or divert, the existing organization and flow of decision making within an institution.
>
> Seventh, the information must be useful to the institution. The information collected needs to be accessible to those involved in the decision-making process. In addition, the information must be understandable to the users.
>
> Eighth, the evaluation program must have credibility with both the faculty being evaluated and the administration.
>
> Ninth, the evaluation program should be incorporated into the institutional process for awarding promotion, tenure, and salary adjustments.
>
> Tenth, and finally, feasibility of the evaluation program must be considered. A comprehensive program, while meeting most of the previous considerations, may not be possible due to lack of time and financial resources. Return on investment must be considered when discussing alternative systems.[36]

The majority of researchers and practitioners have concluded that an evaluation program should be comprehensive.

> "The program should incorporate the use of different criteria (e.g., student learning, classroom transactions, scholarship), the use of different methods of data collection (e.g., fixed alternative, rating scales, content analyses of syllabi and classroom exams) and the use of more than one source (e.g., self, students, colleagues, or alumni)."[37]

Certain key terms characterize an effective functional

---

[36] Dale C. Brandenburg, Larry A. Braskamp, and J. C. Opy, "Considerations for an Evaluation Program of Instructional Quality," CEOR Quarterly, Volume 12, No. 4, (Winter, 1979), pp. 8-9.

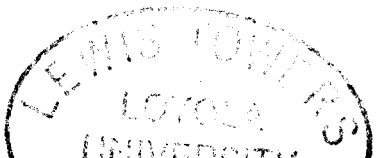
[37] Ibid., p. 10.

evaluation system. The system must be appropriate for the purpose which it is intended. Specific standards of acceptability must be established and maintained, but each plan must also possess individuality and flexibility. The supervisor must, in the course of the evaluation, take into consideration the individual style and approach of the classroom teacher. Evaluation must also be continuous as opposed to sporadic. Evaluation usually is not undertaken solely to confirm the existence of a problem or deficiency; it should have at its base a cooperative effort to improve instruction. The supervisor must be consistent in his approach to evaluation. This should not pose a problem if the supervisor keeps clearly delineated goals and philosophies foremost in his mind. It is essential that the supervisor control any bias against those aspects of the teacher's personality which are at variance with his expectations, but which do not relate to, or stand in the way of, competent teaching performance. "Finally, experts in the field agreed years ago that it is necessary for the supervisor to decide if the teacher has met the agreed-upon criteria for achievement in spite of what might seem to others undesirable personality traits or the application of unique or "different" classroom teaching procedures."[38]

There should be a follow-up of every classroom visitation.

---

[38] William H. Lucio and John D. McNeil, Supervision: A Synthesis of Thought and Action, (New York: McGraw-Hill Book Company, 1962), p. 255.



The supervisor and teacher should cooperatively examine the results of the observation. Both parties should keep in mind that evaluation or rating takes place primarily to diagnose for improvement. "The logical consequence of evaluation would then be, some form of staff development."[39] A private conference between the teacher and supervisor, to work out some mutually recognized problem might be one avenue to take toward improvement. In preparation for the conference, the teacher will likely have ready access to school records, bring personal observations, obtain samples of student work, and accept responsibility for these and similar data.

The supervisor will probably draw upon his resources for securing information regarding experimentation, promising practices, materials, and theoretical bases underlying the problem. The supervisor must be willing to share the knowledge he has and in an effort to further communication must sometimes see himself in a "sharing" rather than a "telling" role. A supervisor should train himself to look further than surface levels of communication in the classroom and seek to discover what is not being said as much as what is being said.[40] Communication is the means of learning and growth and therefore, a fundamental element of the supervisor's effort.[41] "Goldhammer

---

[39]Morris L. Cogan, Clinical Supervision, (New York: Houghton-Mifflin Company, 1973), p. 52.

[40]Kimball Wiles and John T. Lovel, Supervision For Better Schools, (New Jersey: Prentice-Hall, Inc., 1975), p. 90.

[41]Ibid., p. 83.

(1969) has developed a sequence of five stages of the supervisory act. He identified the pre-observation conference, the observation, analysis and strategy, supervision conference, and post-conference analysis."[42] The supervisor must develop considerable skill in conducting this conference. His approach may largely determine the degree of productivity of the conference itself and the quality of later teacher-supervisor relationships.

Teachers who are concerned only with maintenance or are preoccupied with problems of low salary or low morale, will be difficult to motivate. (Herzberg) The supervisor must satisfy certain basic hygenic factors in order to advance to higher levels of self-actualization, (Maslow) and the utilization of ability and potential in the improvement of instruction. "The supervisor operates out of necessity in an environment where less than 100% of his teachers have reached the motivational level where all of their energy and potential is directed into the perfection of teaching skills."[43] It will therefore be necessary to issue low ratings, making it somewhat difficult to maintain a cordial relationship if a teacher feels resentful. It is essential that the teacher's opinions and judgments be respected. The agent of change is the teacher himself. The teacher is often too close to his own problem. One of the most important contributions which

---

[42] R. Goldhammer, Clinical Supervision, (New York: Holt, Rinehart and Winston, 1969), Chap. One.

[43] W. G. Bennis, K. D. Benne, and R. Chin, The Planning of Change, (New York: Holt, Rinehard and Winston, Inc., 1961), p. 36.

the supervisor will make is to help the teacher look at the situation with more perspective and objectivity. The conference should be constructive and helpful. When possible, the supervisor points up strengths and areas of improvement, for he knows that positive and constructive supervisory effort generally begins there.

Another educator, Don Medley, claims that, "if teachers know the criteria on which decisions affecting their careers are based, they will meet the criteria if it is humanly possible to do so."[44] In a report published in 1977, Medley further indicated that effective teachers spent more time on task-related or "academic" activities and differed from less effective teachers in group work procedures, seat assignments, praise and positive motivation, and the use of a variety of management techniques. Medley also defined teacher effectiveness as the effects a teacher has on pupils. The more pupils learn as a result of what a teacher does, the more effective that teacher is.[45]

PRODUCT V. PROCESS BASED EVALUATION

Another method of looking at evaluation is in terms of timing. Scriven, Bloom, Hastings, and Madause have introduced the concepts of formative and summative evaluation in recent years. Formative

---

[44]Don M. Medley, "The Effectiveness of Teachers." In Penelope Peterson and Herbert Walberg, editors. Research on Teaching: Concepts, Findings, and Implications. Berkeley, California: McCutchan, 1979, p. 25.

[45]Ibid., p. 25.

evaluation is concerned with the instruction process in and of itself. Its purpose is to contribute to the improvement of the educational program. It should be an integral part of the planning process. Formative evaluation is developmental, in that it emphasizes instruction at various developmental stages. It is on-going process and growth-oriented. Formative evaluation should take place at various times throughout the school year and may or may not be judgmental. It may be used to determine progress rather than ratings.

Summative evaluation emphasizes the end product. It measures the effectiveness of a plan and of instruction carried out in accordance with that plan. This form of evaluation is primarily concerned with what happened to learners as a result of instruction. Summative evaluation is often based on tests of all types, pupil reaction to the instruction, teachers' views concerning the effectiveness of instruction, or follow-up studies. Summative evaluation is achievement oriented and is usually judgmental with a value attached to the end product.

Ideally a teacher evaluation program would conbine both the formative and summative approaches. The quality and effectiveness of the process and end product should be of concern to the supervisor. A valid criticism of evaluation systems in general, is that one visit is made by the supervisor near the end of the school for the purpose of rating. This one observation approach is in direct contradiction to practices recommended by research. The continuous, developmental approach to evaluation has been

shown to be most effective.

The supervisor next poses the question: How effective is the teacher in helping the student to reach the agreed-on educational goals? One of the skills an effective teacher must possess is the ability to select a particular strategy that will assist the student in reaching prescribed objectives. A multi-dimensional system of evaluation to cope with the complex task of assessing his effectiveness is useful to every teacher. The strategy for evaluation should include criterion-referenced measures, which are often paired with behavioral objectives and plans for teacher accountability.

The product approach to teacher evaluation is considered to be more technical, rational, industrial, and scientific in its orientation.

> "The scientific method is evidenced by an emphasis on objective design characteristics in the evaluation process and on a primary concern for precision in measurement. Rating scales are emphasized as means to measure predetermined competencies, and effectiveness in teaching is defined as the accomplishment of predetermined intents, sticking to predetermined rules or displaying predetermined behavior."[46]

The process approach to evaluation is considered the most naturalistic, because it emphasizes developing and discovering, as opposed to measuring. Elliot Eisner takes a naturalistic approach to evaluation and is concerned with developing, in supervisors

---

[46]Thomas J. Sergiovanni, "Reforming Teacher Evaluation: Naturalistic Alternatives." Educational Leadership, Vol. 34 (May, 1977), p. 603.

and teachers, the qualities and skills of appreciation, inference, disclosure, and descriptions. He refers to these qualities as, "the cultivation of educational connoisseurship and criticism."[47]

Evaluation is a complicated process. The knowledge needed to specify what qualities should be measured is elusive. Measurement instruments by the very nature of their task, are subjective, expensive and lacking in validity supported by research. One school of thought supports product evaluation as a means of interjecting as much objectivity as possible into the evaluation process. The case for process evaluation is based on the assumption that the purpose of teacher evaluation is to improve instruction and thereby make the schools more effective.

> There are two basic strategies for using teacher evaluation to improve instruction in a school: weeding-out and up-grading. Weeding-out seeks to identify and eliminate the least effective teachers in a school so they can be replaced by more effective ones. Assuming that the primary purpose of process evaluation is the improvement of instruction process evaluation, first of all, must be based on assessment of change, growth, or improvement in teacher competence. It follows from this that the criteria of process evaluation must be personalized. Not all teachers will need improvement in the same areas; therefore, not all teachers can be assessed on the same criterion. A third implied characteristic of process evaluation is that the teacher to be evaluated must have an important voice in defining the criterions on which to be evaluated, and an agreement should be reached between evaluator and teacher about what is

---

[47] Elliot Eisner, "Applying Educational Connoisseurship and Criticism to Educational Settings." Stanford University, Department of Education, undated.

> an appropriate goal for the teacher and on how progress toward that goal is to be assessed. Before process evaluation may be expected to succeed in improving instruction by up-grading teacher competence, a fourth condition needs to be fulfilled. Process evaluation should tend to improve the product of teaching. What a process evaluation program can do for a teacher is to help the teacher acquire a larger repertoire of strategies, skills or competencies that are likely to be effective.[48]

The effective evaluation system concerns itself with both the process and product aspects of evaluation. A value orientation to supervision, however, favors the more humanistic process approach. The process or avenue used to reach a goal is transferable to the solution of other problems and illustrates multifaceted cognitive development.

EVALUATIVE OPTIONS AND ALTERNATIVES

Interaction analysis is one evaluative technique that has met with some degree of success. It can be used in conjunction with microteaching, it can be coupled with audiotaping or videotaping. It can be spliced onto various sessions of sensitivity training. Whenever interaction analysis is mentioned the name of Ned Flanders is likely to pop into ones mind, because beginning in about 1957, he formulated the first popular system by that name. In doing so, Flanders leaned heavily upon prior "classroom climate" studies by such men as H. H. Anderson, Robert Bales,

---

[48] Donald M. Medley, "A Researcher Looks at Process-Based Teacher Evaluation," Impact on Instructional Improvement, XII (Spring, 1977), pp. 13-14.

Morris L. Cogan, and John Withall.[49] Nevertheless, his work was distinctive in crystallizing a long line of effort into specific form, generally useable not only for research, but also for private inquiry and self-improvement.

Interaction analysis assumes that the key to what goes on in the classroom is the verbal interaction of teacher and students. Therefore, its analysis is entirely devoted to what is verbal. In this respect its only categories are teacher talk, student talk, and silence or confusion. It is assumed that the teacher's verbal initiations and responses are the key to an understanding of classroom activity. In other words, Flanders assumed a critical role for teacher influences. Very early, he became deeply interested in the relative extent to which a teacher exercises that influence in "direct" and controlling ways, and to what extent the influence is exerted in "indirect" fashion. Flanders assumed that all teachers necessarily and desirably use a substantial amount of direct behavior. He evidently started with a theory that even small differences in the amount of time and effort a teacher puts into certain types of indirect behavior, will have a great effect upon the nature of a classroom. Experience has born him out.

The Flanders Interaction Analysis Categories (FLAC) provide ten categories of verbal behavior: seven of teacher talk, two of student, one for silence or confusion. Each of these is assigned

---

[49]Fred T. Wilhelms, Supervision in a New Key. (ASCD, 1973), p. 13.

a number. "The first step for any person or group wishing to employ the system is to memorize the categories and gain a clear concept of each. The next step is to practice first on audio or video tapes and finally in live situations. About a dozen hours of training and practice are enough for a starter."[50]

A psychological barrier is raised by the teachers' initial fear of being so closely observed. This problem can be solved by only choosing those who genuinely want to be in on the process. Secondly, the teachers who are to be involved should themselves be in on the training. Finally, there must be careful thought as to who does the observing and for what purpose it is done.

Interaction analysis has met with some success. When teachers have practice in analyzing teaching and get feedback on their own teaching performance, most of them tend to build what they learn into their daily behavior. Teachers experienced in interaction analysis become more responsive to the ideas of their pupils and use a wider variety of questions to evoke those ideas. "There is some evidence that as this occurs, the proportion of pupil-initiated or free and creative student response also rises. There is also evidence that many teachers tend to move in the direction of a more indirect style."[51] One limitation, however, is that nonverbal behavior is not taken into consideration.

Several new systems have been developed that are similar to

---

[50] Ibid., p. 15.

[51] Ibid., pp. 16-18.

Flanders' systems. Most of these systems are simply refinements of Flanders' categories. Even Flanders has produced an expansion of his original ten categories. Such elaborations arise, of course, because of a desire to catch more precisely the nature of each transaction. Under the original Flanders' category of "silence or confusion" for instance, there is a world of difference between "nonconstructive use of time" and "constructive use of time."

Several scholars have worked up category systems which they have deliberately kept rather closely constant with the Flanders System. This is true, for instance, of the Amidon Modified Category System, which incorporates the Flanders' categories but also incorporates discrimination from other systems with a more cognitive weighing. The Amidon-Hunter Verbal Interaction Category System goes still further in detail with some attention to the nonverbal areas. This system has achieved extensive use. A somewhat different system is that of Charles Galloway of Ohio State University. Galloway has concentrated on the nonverbal side. He has developed a seven-category coding system.

Microteaching is an extremely useful evaluative and staff development technique. The idea was developed in 1963 at Stanford University. Microteaching has certain very unique features. First of all, it is real teaching--for a brief time period but still it is real teaching. It concentrates on only one or two simple skills at a time. It is brief usually 5-10 minutes. Microteaching also yields immediate feedback that may lead to immediate

re-planning and re-teaching of the lesson.

The most common teaching time for a microlesson is four to five minutes. The number of pupils taught is typically three, four, or five, though in the longer lessons the number might increase. If a faculty member meant to teach a series of skills, one or two at a time, it had to break down the instructional program into its component skills, define each one clearly, and find ways of teaching it. Both the Far West and Northwest Laboratories make use of microteaching.

Videotaping is usually a part of microteaching. Supervision should concentrate on the positive aspects rather than the negative ones. Comments should be specific not global in nature. In pre-service situations, it is easy to provide for peer-group critiques. It is also common to bring in feedback from the pupils being taught. Microteaching has proven effective in pre-service as well as in-service programs.

A good supervisor employs the best of many techniques to improve instruction. The choice would depend upon the unique characteristics of each teaching environment. The purest method of supervision is called Clinical Supervision. This concept was developed at Harvard in their Master of Arts in Teaching program and at the University of Pittsburgh, with Morris L. Cogan in a position of leadership. Cogan calls his system "clinical" supervision because, in the true clinical style, it depends upon direct, trained observation of manifest behaviors in the classroom. It envisions a supervisor planning with a teacher, coming into the

teacher's classroom to observe what happens, and then conferring with the teacher in an analytical and evaluative way which leads to further planning, and hopefully, resulting in improvement.

One difference between clinical supervision and traditional is the amount of time involved. At least five hours a week, in the case of a student teacher, and approximately three or four hours a week for each in-service teacher involved. This does not mean that a school system is expected to provide that many hours per week for each teacher in its service, or that any given teacher must have that much supervisory help all the time. It simply means that, if we intend to help a teacher enough to bring about effective and lasting change, that kind of concentration is required. Obviously such a system will be expensive. It demands a sizable corps of supervisors backed up by a variety of specialized resource people. Clinical supervision is mobilized as an in-class support system, delivering assistance directly to the classroom teacher.

The teacher should also be involved in all pre-sessions so that he learns to think as the supervisor does. He learns to observe clinically, and to focus in, on pre-planned specifics. This will remove any hesitancy about participation. Once the foundation has been laid, the operational cycle begins. It opens with cooperative planning of a lesson. The planning is not simply of the subject matter to be taught, but also of specific modes of operation to be tried. The planning is a joint affair, but in the last analysis, it is the teacher who must decide. Then comes the observation -

not the traditional global look, but a focused, objective recording of specifics. Audio or video tapes may be made, or a stenographic record may be used; for surely, the supervisor will take copious notes. As soon as he can, the teacher also will reflect on what happened and jot down notes.

Finally, there is the conference. Both parties will prepare for it; the supervisor with a full-fledged analysis. The teacher and supervisor will join in deciding what needs discussion most. They will analyze the lesson, concentrating on a few salient points. This requires very careful thought, for what they seek is the meaning of whatever happened in the classroom. Finally, it is the teacher who must make the commitments. It is an important part of the supervisor's role to prevent the teacher from making commitments that are not congruent with his style and personality, and perhaps, not feasible in terms of his resources. Patterns of strength, not weakness, should be sought. There are many opportunities to use microteaching, tapes and interaction analysis.

The question of teacher evaluation, accountability and instructional improvement are inseparable. Teacher evaluation has become a crucial issue because of the public clamor for an "accounting." This accounting has become necessary from the public viewpoint because public education appears to be incapable of maintaining the status quo, making improvement a mute question. Administrators are seeking more effective ways to evaluate teachers both in terms of the process and the final product. Perhaps as a result of this evaluative analysis, we can find what is needed to

help the public education system improve academic achievement.

Evaluation is not generally looked upon as an overall re-assessment of on-going programs, nor, as a helping, learning process. Unfortunately, within the educational system, evaluation seems to point out what is negative or missing rather than what has been accomplished or what may be accomplished, with a change in direction. Accounting is an assessment and an evaluation; perhaps this is why it seems to have a negative connotation. Educators have responded to the demand for evaluation and accountability with a variety of innovative approaches designed to inter-relate authority and responsibility in an effort to systematically bring about improvement.

One approach is "management by objectives" or the evaluation of teacher personnel according to their achievement of certain predetermined objectives. Robert Mager discusses behavioral objectives and outlines certain criteria that valid educational aims or objectives should meet. The approach might also be termed "competency based instruction."

In order to be of use to the supervisor, an instructional behavioral objective must be observable. If no behavior change is discernable, then evaluation is extremely difficult. For example, philosophical aims or objectives such as "Each student will believe in and support the democratic way of life," are extremely difficult to measure and evaluate. Certainly, educational objectives must take into consideration the value system and conventions of society, the beliefs, attitudes, and skills necessary for living

in our society. Educational objectives must also provide for the best possible development of the uniqueness of individuals that make up society. Behavioral objectives for classroom use, however, must be more specific and quantifiable, in order to be measured in some way. A good behavioral objective should also specify the level of performance and the level of acceptability. A valid behavioral objective would then give the supervisor a basis for evaluating the competency of the teacher. Analysis of the product (degree of student learning) forms one facet of the complex process of teacher evaluation.

> "An MBO system is said to have several benefits. For one, there is increased contact between appraiser and appraisee throughout the process. The communications are purposeful, in that discussion is centered on job objectives and the development of skills necessary to reach those objectives. Second, team management becomes a reality because the success of each manager depends upon the performance of all members of the team. Third, the process helps define priorities and encourages managers to allocate time to tasks of greatest importance. Fourth, the system provides increased recognition of each administrator's contribution."[52]

While the advantages of a Management By Objectives (MBO) system are apparent, it must be remembered that it is basically the application of an industrial concept to an educational setting. As such, the MBO approach encounters unique problems. The reward system in education is radically different from that in business.

---

[52]Frank Gray and Margaret L. Burns, "Does Management by Objectives Work in Education," Educational Leadership, Volume 36 (March, 1979), p. 415.

Successful completion of specified objectives does not mean a salary increase or promotion. The rewards in education are intangible and therefore not immediately recognizable to many. In addition to the reward concept, the span of control is much greater in education. A principal may be asked to efficiently supervise from as many as one to two hundred teachers. A supervisor in industry is often responsible for a much smaller group of people. The industrial supervisor has still another advantage, in that his goals are quantifiable and therefore more easily measured.

Teacher associations, while giving lip service to the MBO concept have nevertheless sought contract provisions that have made supervision under such a system more difficult. Evaluation must be conducted under conditions that are consistent with contract stipulations. The essence of the MBO approach is a cooperative effort between the teacher and supervisor. The spirit of cooperation does not mean however, that the supervisor should not have direct input into the formulation of objectives. The supervisor must exercise his decision-making power in the acceptance or rejection of objectives as presented by the classroom teacher. Objectives in themselves are not enough, for they must include a methodology for implementation and a time line. This is frequently lacking in the school setting. "The MBO approach can be successfully implemented in the field of education if these problems are overcome, and if there is a commitment to instructional improvement with no hidden agenda."[53]

---

[53]Gray and Burns, pp. 415-416.

Another practical approach to evaluation is TAP or the Teaching Assessment Program. This approach begins with a critical definition of teaching. Teaching according to its supporters is:

> "the development of the student's intellectual or cognitive competence. The emphasis according to this definition is on acquisition of skills rather than just content. This approach to teaching is termed a 'gnometectonic approach.' This term defines teaching not as an activity directly producing the learning of some matter, but as an activity intentionally directed toward, and potentially capable of, improving the student's general intellectual functioning or cognitive competence in whatever subject matter is involved."[54]

> "The TAP approach involves several stages. In the first stage, called 'telic,' the teacher formulates specific behavioral objectives taking into consideration the performance level of the student. In the second stage, termed 'problematic,' the teacher creates a problem-solving situation that necessitates ability and transference. In this 'technic' stage the student is provided with the materials needed to reach a solution. In the final stage, or 'architectonic,' the student takes the initiative, formulates a plan and proceeds toward the solution to the problem."[55]

The development of the necessary skills to reach this final stage is the responsibility of the teacher. Teachers, then, would be evaluated in terms of their ability to formulate objectives that call for a certain level of cognitive operations, provide the

---

[54]Henry C. Johnson, Jr., "Court, Craft and Competence: A Re-examination of Teacher Evaluation Procedures" Phi Delta Kappan, Volume 57 (May, 1976), p. 607.

[55]Ibid., p. 609.

necessary problem-solving materials, guide the student through the building of concepts, motivate him to the point that he will seek and value a solution to the problem and take the initial solution as a building block for more complex skills. "The teacher, then, would be evaluated in terms of the ability to guide the student through the successful completion of higher and higher levels of developmental objectives."[56]

Recording involves the "freezing" of events into a permanent record. Encoding is the conversion of behavioral events into a form suitable for counting and tabulation. Nonparticipant observation is the simplest and most frequently used form of observation. There are three basic forms of nonparticipant observation: post-session rating, sign observation, and categorical observation. Post-session observation techniques involve a delay in the recording of data until after the event. Sign observation involves checking off a list of specific events that may occur in the classroom during a specific time period. Categorical observation involves the use of a list of categories or scales into which events are coded. The Flanders, Tuckman, Jackson, Ryans, and Biddle behavioral encoding systems are examples of "nonparticipant techniques."

Eisen's Educational Criticism model is an example of an extension observational evaluation technique that relies on

---

[56]For a fuller statement on the TAP model, see H. C. Johnson, Jr., D. M. Rhodes and R. E. Rumery, "The Assessment of Teaching in Higher Education: Part I Higher Education (Great Britain), May and August, 1975, pp. 173-199, 273-303.

description and interpretation. It is not a systematic approach, as compared to Ned Flanders' "Interaction Analysis," which involves coding behavior. "Education Criticism emphasizes, not so much the action itself, but the specific conditions under which the action takes place. It is concerned with more than the verbal and nonverbal interactions in the classroom. The quality of those interactions and the reason that these actions are performed, are its intent."[57] For example: It may be a fact that there is silence in the classroom for ten (percent) of a particular class; (Flanders' system would provide this information). Yet, one would have to ask why does the silence exist, and is it productive or nonproductive?

"Because the emphasis is on context, predefined instruments are not used. Instead, the observer immerses herself/himself in the culture of the classroom before choosing the most significant aspects on which to base an evaluation. For this reason the observer must be a seasoned educator relying on perceptive skills sharpened by knowledge and experience."[58]

Eiser states that his technique of Educational Criticism emphasizes the "ideographic" aspect of classroom instruction, in contrast to the "nomothetic." The resulting observation contains three parts: description, interpretation and evaluation. "Eisner considers his approach to yield results that are qualitative

---

[57] Keith Jones and Ann Sherman "Two Approaches to Evaluation" Educational Leadership, Volume 27 (April, 1980), p. 554.

[58] Ibid., p. 556.

rather than just quantitative and providing a thick or rich result rather than one that is thin and limited."[59]

The Educational Criticism approach depends heavily on the objectivity and experience of the observer. Given ideal conditions, it will, of course, yield an evaluation that is much more complete and descriptive than that compiled from an interaction system. The major limitation of this technique is the amount of time needed - a minimum of from several days to several weeks. An evaluation procedure involving the total emersion of the observer in the classroom for an extended period of time is not practical in most school settings.

During the past few years, a new approach to evaluation has been developed, termed Adversary Evaluation. It has been used primarily to evaluate programs, rather than individual classroom teachers. It was used successfully by the Northwest Regional Educational Laboratory in Hawaii to evaluate a team teaching program. The approach involves a judicial or jury trial approach to educational evaluation. "This Legalistic Paradigm was first suggested by Guba (1965) over a decade ago."[60]

> The Adversary Approach is considered to be most appropriate under the following conditions:
>
> . . .When the program is controversial and people are polarized in their opinions.

---

[59] Ibid., p. 556.

[60] Blaine R. Worthen and W. Todd Rogers "Pitfalls and Potential of Adversary Evaluation" Educational Leadership, Volume 37 (April, 1980), p. 536.

> . . .When decisions must be made about whether to continue or terminate a program.
>
> . . .When the program is large and affects many people.
>
> . . .When there are many different audiences for the evaluation report.
>
> . . .When the evaluation is conducted by persons external to the program.[61]

> The Adversary Approach refers to all evaluations in which there is planned opposition in the points of view of different evaluators or evaluation teams--a planned effort to generate opposing points of view within the overall evaluation.[62]

For the most part, Adversary Evaluation has not proved to be functional when conducted by internal evaluators, or when improvements in a particular program is the goal, or especially when limited time is a factor.

INNOVATIVE APPROACHES TO THE PROBLEM OF EVALUATION OF INSTRUCTION

The Performance Contract - Turnkey Approach to school system reform, is a managerial concept designated to encourage responsible innovation, while holding those in charge accountable for results. Typically, a school district enters into a contract with an outside firm or a teachers' group or faculty to accelerate

---

[61] Worthen and Rogers, p. 540.

[62] Ibid., p. 537.

the skill development of a limited number of educationally deficient students, usually in such areas as math and reading. Reimbursement to the contractor is based on the actual performance of the students as measured by standardized achievement or criterion-referenced and performance-based tests. After a period of successful demonstration, the school adopts or expands the contractor's program in its regular classrooms on a turnkey basis, making necessary changes in order to realize the full potential of the program.

A school district would decide to initiate a performance contract-turnkey project because it seeks a supplemental capability in a program or curriculum area that does not now exist or would be too costly to develop internally. It might even be used to seek a vehicle for testing, analyzing, and validating newly developed and unproven instructional systems sold by firms to determine whether or not to adopt or expand it on a large scale or system-wide basis.

The heart of the approach to the planning of a performance contract-turnkey project is the Request for Proposal (RFP), sent to prospective bidders or local teachers' groups. This document includes not only the educational performance specifications desired, usually in grade level equivalents or mastery levels on criterion-referenced tests, but also such provisions as the number of dollars to be budgeted per student and the amount of the student's time which will be available to the contractor. The final provisions are based upon the RFP, the contractors'

response, and face-to-face negotiations. After the project has been in operation for seven to nine months, a turnkey analysis is conducted, usually by an independent management support group.

Performance contracting is not new. The "pay for results" program in England during the late 1800's created such intense teacher anxieties that officials were forced to strip the inspector of his authority to test and determine payment due. In Canada several decades later, the plan was terminated because of the large number of teachers who were caught "teaching to the tests." In reality, the foundation for performance contracting, as applied recently in education, evolved from a study conducted in 1964-65 at the John F. Kennedy School of Government at Harvard. In 1964, the President established a committee to report on the impact of defense and disarmament. The subcommittee's report recommended contracting and, to a lesser extent, that hardware systems technology should be applied to solving some of our urban problems.

Performance contracting accelerated in 1971. The majority of projects have been conducted by private corporations, some of which have utilized teachers who remain employed by the school district. Most of the firms have had experience with programmed instruction, teaching machines, and contingency management. Their personnel have backgrounds in industrial training, behavioral psychology, and the Job Corps, or other poverty programs. The vast majority of the firms are small or medium size. Performance

contracting has not attracted the large educational firms because their pricing arrangements on materials frequently are not competitive, and they are thus, reluctant to reduce mark-ups to become competitive. In other instances, they fear that performance contracting will provide new entrants with footholds in a market which is qualitatively different from the traditional audio-visual or textbook market.

Detailed results about the success of performance contracting is still unavailable, however, some broad observations may be made. Thus far, preliminary results from scattered projects indicate that the average rates of achievement in math and reading for underachieving students were about doubled, for a cost slightly more than the existing cost per student year per subject. Because many firms were overly ambitious or optimistic about grade level guarantees, the actual fee paid by many school districts was small in relation to the increases in student performance. Performance contracting was also designed to encourage responsible innovation by prescribing levels of performance and cost constraints, but not the methodology or materials to be used by the contractor.

The complaint has been raised that performance contracting is de-humanizing. The firm, the teachers, and others depend monetarily or otherwise, upon the success of individual students. In several projects, the result was that teachers began to perceive themselves as learning and resource partners. Instruction in this sense was not only learner centered but also learner controlled. Performance contracting does have potential for the future, but

because of the resistance from teachers' unions and misconceptions by the public, it has not, to date, met with general acceptance.

Accountability is the wave of the future. If not in the area of performance contracts, then perhaps, with Competency-Based Teacher Education. Competency-based teacher education is that educational process which can help a prospective teacher master the art and science of teaching. A C/PBTE trained teacher is able to plan how a student will change as a result of instruction, and what the outcomes of his teaching will be. C/PBTE precisely defines the processes and intended effects on teachers in training, and these are measured to determine the success of the training. Objectives include knowledge, skills, attitudes, (feelings and values), and behaviors which must be mastered to specific levels of satisfaction before the next training tasks are undertaken. Finally, a whole series of carefully planned tasks must be mastered before a person is licensed to teach. C/PBTE tasks are based on what teachers do. Training objectives and activities are so specific that everyone knows who is succeeding or failing - and to what degree.

Strong claims are made for C/PBTE trained personnel. They are supposed to be true professionals ready to diagnose learners' needs and learning situations. They know how to prescribe instruction to promote growth. Preparation is in harmony with the real world of teachers, not an ideal or theoretical picture. Teachers and their trainers are held accountable for results of the training system. This promotes widespread efforts to improve results. State officials evaluate the system to make sure that its graduates

are qualified to receive teaching licenses or renewals.

Several critical problems must be solved before moving into C/PBTE. First, there is the money problem. Time and money are needed to develop, produce, and market training modules and to train people to use them effectively. Obviously, large budgets will be a continuing necessity. Training materials for C/PBTE present another problem. Selecting competencies to be included is critical. Assessment problems also abound in C/PBTE. C/PBTE advocates usually call for assessment of training programs based on what students in grades K-12 can do. Determining their achievement, and thereby, that of teachers, has to be based on techniques suitable for C/PBTE objectives. One problem is that most current tests and testing procedures and programs were designed for traditional teaching. Another is that there is much controversy over the reliability of testing. Some teachers teach for the test which naturally affects the results. Assessment concerns receive high priority, but as yet, there is no apparent solution. Competency-Based Teacher Education may become increasingly important in the future as a means of providing instructors who are capable of providing quality classroom instruction.

UTILIZATION OF INFORMATION DERIVED FROM TEACHER EVALUATION

The evaluation of instructional personnel is not performed in a vacuum. The end product or result of evaluation should be the improvement of classroom instruction. The evaluation process yields

knowledge of strengths and deficiencies that can be maximized, corrected, or minimized with a valid functional staff development program.

We cannot assume that teachers, after achieving certification, will automatically display professional behavior. Instructional supervisors must design a plan for professional growth suited to the individual needs of the faculty. Educators, themselves, and their professional organizations, usually operate under the assumption that completion of the prescribed courses and certification will result in a teacher who has the mastery of basic teaching skills accompanied by adult professional behavior. Idealistically, this should be true, but the process to become a qualified teacher is usually one involving a solid basic educational background, experience, in-service and staff development training, and most of all, common sense.

Research has revealed that the two elements that appeared to have a strong influence on the development of a qualified educator were self-acceptance and a good, working knowledge of the subject matter. Openness and a willingness to share knowledge were also characteristics; age was not a factor. One study identified four developmental stages: <u>becoming</u>, <u>growing</u>, <u>maturity</u>, and the <u>fully functioning professional</u>.

> "A person in the <u>Becoming Stage</u> demonstrates an ambivalent commitment to teaching. He is beginning to develop initial concepts about the purposes of education, the nature of teaching, the role expectations in the educational process, and the role of the school as a social organization.

> A person in the Growing Stage of development demonstrates that he has reached a stage of development in which his level of commitment tends to be based on minimal expectations that he has of the school and the school has of him. His basic concepts and stereotypes of the educational process, of his discipline, and of his responsibilities are forming.
>
> A person who reaches this stage and stops developing maintains static concepts. He will reject new experiences which do not fit his view of reality.
>
> A person in the Maturing Stage has made a strong commitment to education and functions beyond the minimum expectations, and draws upon and contributes to the varied resources of the school. In this stage, the individual tests concepts about education, himself, others, subject matter, and the environment. The person is forced to restructure his view of reality.
>
> A person in the Fully Functioning professional stage has made a definite commitment to the educational profession. He is immersed in the profession of education, trying to realize his full potential as an individual teacher and as a contributing member of his profession. His concepts and beliefs change, he is internally challenged and compelled to be creative in his continuing development."[63]

Each change of role (teacher to principal) will usually mean that a professional will return temporarily to a lower level of development. A good plan for staff development should also point out the need for continuing education. Continuing education programs at the university level, however, usually exist apart from

---

[63]Anthony F. Gregore, "Developing Plans For Professional Growth" National Association of Secondary School Principal's Bulletin, Volume 57, Number 377, (December, 1973), p. 14.

the needs of the local schools. Offerings are usually determined by the program of studies leading to the degree as outlined by the university. School districts and boards, almost without exception, accept the courses taken at accredited colleges and universities for salary advancement and as evidence of professional growth, even if they do not fulfill the needs of the individual school. While continuing education programs contribute to the overall growth of the individual staff, development programs should be developed around the needs and goals of the school district.

District staff development programs too often are not tied either to district or to individual goals or needs, and are not based on solid learning theory. Very seldom are teachers adequately involved in the goal-setting or the planning and monitoring of staff development programs.

There are many reasons why we need supervision, an evaluation system and a functional staff development program. David Champagne of the University of Pittsburgh discusses several:

> "'All of us have a need for an outside observer of our work. Each of us has unintegrated behaviors that need to be examined, and supervision provides this outside other.'
>
> 'We can model appropriate ways of interacting with students by the ways we interact with our staff in our development and supervision program.'
>
> 'Regular staff development and supervision may assist us in identifying problems and needs of a whole school setting before they become crises.'
>
> 'The curriculum is constantly changing, new topics need to be integrated into what is taught. These changes don't just happen; they must be formally planned.'

> 'Due to economic and social conditions, our present staff is likely to be with us for a long time. We can no longer count on new people regularly bringing in new ideas. Development and supervisory programs must perform this function.'
>
> 'Some people do not know how to best use the resources provided them or how to identify resources they might use effectively. Training identifies these needs and assists utilization.'
>
> 'We can set clear expectations, plan ways to reach them, implement our plan, and evaluate the reality of our achievements in the context of a staff development and supervision program.'
>
> 'There are demonstrable results in student learning when a supervisory program focuses on instruction of students.'"[64]

Champagne concludes that,

> "staff development can show specific cognitive, affective and behavior results with students; middle management's consistent treatment of their professional staff will produce those same results; focused training has effects in changing the behaviors of adults in the directions intended by the training."[65]

"The goal of staff development is to design an in-service training program that would increase the teacher's knowledge of variables over which they had some control and to present them with practical ways to apply that knowledge in the classroom."[66] One practice seems to be the use of peers to instruct and teach the

---

[64]David W. Champagne "Does Staff Development Do Any Good?" Educational Leadership, Volume 37 (February, 1980), p. 401.

[65]Ibid., p. 403.

[66]William J. McCormick "Teachers Can Learn to Teach More Effectively" Educational Leadership, Volume 37 (October, 1979), p. 60.

class, rather than resorting to outside consultants or university personnel. In addition, teachers seem to respond positively to programs that are viewed as "new or innovative." Their interests should be taken into account, especially when they favor programs that provide a choice over those that are nonvoluntary. Longer in-services that provide interaction among peers and an opportunity for discussion were favored over those with the lecture, nondiscussion approach. Teachers also indicate a need for follow-up staff development programs. Usually a concept or program is presented in insolation at the next in-service, rather than further developing that idea, to present another innovation. This approach lacks continuity. One-day regional or district work shops were regarded by teachers as being the least helpful. Courses or workshops carried out by a college or university are considered moderately useful. Faculty meetings are regarded as primarily informational and of little use in the improvement of instruction.

The principal is in a unique position to function as staff development leader because he has an intimate working knowledge of the faculty - their strengths and weaknesses, as well as the problems they face. The principal, because of his knowledge of the staff and the goals and objectives of the system, should be in a position to create an individualized staff development program.

The principal ideally invests a great deal of time in order to facilitate the development of a functional staff development program. "The principal must assist the teacher in setting job targets, not only in relation to the goals of the school, but in areas of

individual strengths. If most of the job targets are set in areas where that teacher is strong and agreement is reached in advance regarding what evidences of success will be gathered, the teacher's chances of experiencing success are increased."[67] A principal must also be change-oriented, and accept the fact that change is inevitable - that it must be channeled and directed into constructive avenues.

The principal is also responsible for creating a climate within the school that is conducive to instructional growth. The system must be open so that it encourages input from all staff members and provides information as to the quality of the output. "The principal should also seek to foster as much cohesiveness and agreement on goals as possible. He must remain cognizant of all forces that might tend to undermine morale."[68] Needless to say, a supportive atmosphere based on mutual respect should be maintained within the school.

Staff Development for school personnel is a necessity if schools are to keep pace with changes in modern society. The principal or his designee must consider the following issues and problems when instituting a staff development program:

1. Who comprises the staff?
2. To what degree have the goals of the school system been understood?

---

[67] James Huge "The Principal As Staff Development Leader," Educational Leadership, Volume 34 (February, 1977), p. 384.

[68] Ibid., p. 385.

3. Based on school system goals, what is the staff expected to accomplish?

4. What skills and competencies need to be developed in the staff, individually and collectively, based on what it is expected to accomplish?

5. How will the appropriate staff development activities be generated?

6. Will the planning and implementation phase represent a collaborative effort?

7. How will staff development activities be financed?

8. Will the activities be carried out during the school day, over week-ends, or after school?

9. Under what conditions will staff receive financial compensation, such as stipends and/or college or university tuition-free credits?

10. Under what conditions will in-service credits be given?

11. Will credits earned through staff development be accepted as a part of the certification process?

12. Should staff development activities be conducted in the local school, in the community, or on the college or university campus?

13. What is the role of the local school, the regional office, and the central office in staff development?[69]

These questions should provide a structure around which a functional staff development program can be organized.

---

[69]Margaret G. Labat "Problems and Issues in Staff Development" Staff Development: Staff Liberation, edited by Charles W. Beegle and Roy A. Edelfelt, 1977, pp. 16-17.

Research has great potential for improving the current state of staff development. The current impact of research in this area, however, is minimal. There are at least two explanations for this lack of research in staff development. The first, is, that since its nature is interdisciplinary, the goals are broadly defined. Researchers seek situations that are manageable and have clearly defined specific goals. They avoid those that are complex, such as unwieldly populations, long-range results, and other broad goals difficult to assess. The second reason that research in staff development is so lacking, is that so little research done is on the local level, and is not disseminated. "This research is situational, not considered generalizable and therefore not reported beyond the desk of the principal or superintendent. These two treatments of research in staff development have the combined effect of rendering it almost invisible."[70]

Realistically, the decision on whether research can influence staff development depends upon the nature of the organization, the purposes of staff development, and the problems facing staff development. Research is needed to shed light on several problem areas facing those involved in staff development programs. For example:

1. What causes the vanishing innovation?
2. Whatever happened to differentiated staffing?

---

[70]Sara C. West, "How Research Helps Staff Development: In Schools and In Big Business" Staff Development: Staff Liberation edited by Charles W. Beegle and Roy A. Edelfelt, 1977, p. 37.

3. How do staff development programs prepare one for promotion to administration?

4. Is the reward system in schools effective?

5. What kind of feedback do teachers need to improve their performance?[71]

If evaluation is indeed performed primarily for the purpose of improvement of classroom instruction, then teachers should see that information is utilized in a staff development program and later presented to them in a form that they will find useful. There should also be a built-in reward system to recognize those teachers who are progressing. In this day of stress in education, intrinsic rewards such as the knowledge that as professionals, we are helping our students to function successfully, may not be enough. The supervisor may have to provide rewards extrinsic to the classroom.

The evaluation process continues throughout the staff development stage. It is not confined strictly to intraclassroom activities. The procurement of evidence, the establishment of status, the formulation of descriptions of behavior, and the identification of trends are all important components of evaluation. "This process must also include the identification of progress made, responses to the work, changes in perceptions and the clarification of appropriate "next" steps. Evaluation, then, plays the role of summarizing the assessment of gains at various time intervals and of the

---

[71] Ibid., p. 44.

final "pulling together" of progress made."[71]

CONCLUSIONS FROM RESEARCH DATA

Supervision is directed toward the improvement of learning and teaching. Effective supervision seeks to help teachers recognize and accept general aims and work consciously toward these purposes. There are two major reasons for the evaluation of a classroom teacher. The first and most important reason is as a diagnostic tool, to assist the classroom teacher in the improvement of instruction. The second reason is primarily administrative, when it may become necessary to engage in a kind of weeding out process and where ranking or rating becomes necessary. Instructional improvement, however, is always the ultimate goal of any supervisory practice. In this era of current fiscal problems, the improvement of the services of existing, and frequently, tenured faculty, is of paramount importance. Few new teachers are coming into our school system, and faculties for the most part have stabilized.

The supervisor should exercise a cooperative, collaborative approach, and seek the participation of all concerned. An effective supervisor offers assistance to all and seeks to maximize the job satisfaction of all staff members. A supervisor must be flexible and accepting of change. Should a faculty member fail to even approximate the ideal and fail to make positive efforts towards the

---

[71]Robert S. Fleming "Action Research for School Improvement" Staff Development: Staff Liberation edited by Charles W. Beegle and Roy A. Edelfelt, 1977, p. 50.

improvement of instruction, then a supervisor must be practical. Practicality will dictate that the supervisor must display characteristics such as directness, confidence and persistence in moving toward a clearly identified goal. Leadership and the responsibility for advancement is clearly the duty of the designated authority figure, and cannot be avoided. We would hope that instructional improvement would be the goal of all educators, however, the supervisor cannot fail to act while awaiting a consensus of opinion. Supervisors must be flexible, but not easily diverted from the course.

We might ask--"what is being evaluated when the supervisor enters the classroom?" The answer would be, ". . . everything that even tangentially affects the education of the children in the classroom." An evaluation should be objective, in that the supervisor must have an approach that is as much without bias as possible, yet within this objectivity, subjective factors must be considered, or the evaluation will be incomplete. Personal characteristics of the teacher, such as degree of cooperation, interest, enthusiasm, flexibility and other factors, are relevant if they affect the course of instruction.

The supervisor must have a purpose and devise some structure for the evaluation. A preconference should be held with the teacher in order to discuss mutually-agreed-upon standards of acceptable criteria. There must be a clear understanding by both parties, as to what is to be expected. In general, the arrangements for a classroom observation, in this writer's view, should include the

following:

1. Identification of the purpose of the observation.
2. Establishment of standards of acceptability.
3. Setting the time.
4. Review of the observation procedures.
5. Giving reassurance to the teacher.
6. Providing for feedback (conference, staff development, etc.)

The supervisor must decide what weight he will give to the quality of the instructional process, as compared to the end product. Both are important, of course. However, the knowledge, techniques and skills that are displayed in order to reach a goal, are the very essence of the instructional process. The latter is the most significant of the two. It might very well be that we do not educate the child, so much as we develop in the child those skills that are necessary for him to pursue knowledge himself. The goal of education would then be, to develop a process by which the child is able to maximize his potential and reach an individual goal or end-product.

In keeping with the general concept of evaluation as a combination of the objective, subjective, process and product aspects of classroom instruction, the following serves as a general guide for classroom observation:

1. Physical conditions
2. Organization-classroom organization; handling of routine matters, such as attendance and climate setting

3. Discipline
4. Evidence of planning
5. Knowledge of subject-matter
6. Pupil participation
7. Evidence of recognition of individual differences
8. Unit organization
9. Utilization of instructional materials and media
10. General impression

A post-conference should be a standard part of the evaluation procedure. The results of the evaluation should be shared and discussed with the teacher as soon as it is feasible. The primary purpose of evaluation is instructional improvement, therefore, a supervisor who believes in this philosophical approach, should welcome the opportunity to review his evaluation. The supervisor should attempt to open the conference with a positive statement about something that occurred in the classroom. If the overall performance is poor, the supervisor will of course discuss this matter. However, we should seek to maximize strengths, prior to beginning a discussion of weaknesses.

A post-evaluation conference is not the final step. The supervisor must follow through and formulate a staff development program that will seek to overcome weaknesses as identified by the evaluation, focus on and stimulate abilities and present new ideas and innovations. When the staff development materials are interpreted, evaluated, selectively internalized and utilized in the classroom,

the evaluation cycle is complete, and is ready to begin again.

If the impression contained herein, is that evaluation is a complex process, one that is continuous, requiring tools that necessitate and maximize the need for supervisory leadership, yet one that is fundamental and vital to the instructional process, then some insight into the complexity of instructional evaluation has been achieved.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

The main purposes of this study were: 1) to review the literature to determine the most commonly recommended approaches to evaluation, 2) to determine the frequency and the use of specific supervisory techniques, 3) to determine the rank value given to specific supervisory practices, 4) to determine the frequency of evaluation, 5) to determine if nonadministrative personnel have input into the evaluation process, 6) to determine if evaluative criteria are known to the teacher prior to evaluation, 7) to determine as far as possible if the principal is guided by a specific orientation that is apparent to him and those under his supervision, and finally, 8) to make recommendations that can be used to improve the quality of the evaluation process. The nature of the relationships between the teacher and supervisor were analyzed in terms of similarities, dissimilarities, weaknesses, strengths, problems, and trends.

The review of the literature identified ten techniques, qualities, and objectives that best combine to produce the desired outcome - of an effective evaluation system - that of academic achievement.

The study sample consisted of three hundred (300) secondary Chicago-area principals and assistant principals currently involved with teacher evaluation. Public and parochial schools were included in the sample. Three hundred administrators were chosen

in order to obtain a broad cross section from which to draw a representative sample. Questionnaires were sent to all three hundred administrators involved in teacher evaluation. Two hundred and fourteen (214) responded to the questionnaire. The questionnaire shed light upon the teacher evaluation process itself and what is being done with the results obtained from instructional evaluation.

The results of the survey were validated by the use of the personal interview and desk audit. Interviews were conducted with 25 of the administrators responding who had at least three years of experience in evaluating teachers. Whenever possible and feasible, the administrators interviewed were asked for concrete examples, such as observation check lists, records of conferences, or guidelines of observation procedures. The questionnaire, interview, and results of the desk audit were used to determine the status of evaluation practices most commonly used by supervisors, and then compared to those identified by the literature as being the most effective.

The questionnaire, interview and desk audit, solicits responses from the participating principals and assistant principals in ten basic areas that have been identified by the literature as being crucial to an effective instructional evaluation program.

Based upon the review of literature, ten areas were identified as being crucial to an effective supervisory program. Chapter III is divided into ten sections. Within each section, there is a presentation of data and an analysis of that data. The major chapter divisions and topics to be analyzed are:

1. Knowledge of evaluative criteria prior to evaluation.
2. The pre-evaluation conference as a supervisory technique.
3. Existence of a published evaluation instrument.
4. Frequency of evaluation.
5. The postevaluation conference.
6. Atmosphere of classroom.
7. Evidence of planning.
8. Clearly identified instructional objectives.
9. Knowledge of subject matter.
10. Results obtained from the teaching effort (end product).

Principals and assistant principals in responding to the questionnaire were asked to rate the value of each aspect of evaluation using the following criteria:

1. Of little or no importance.
2. Minor importance.
3. Average importance.
4. Major importance.
5. Significant and of critical importance.

In addition, each respondent established the importance or relative insignificance of each of the ten factors by assigning each a numerical rank (1-10). The rank order of each activity in relationship to the others provided insights into the orientation and philosophy of the respondent.

CLEARLY IDENTIFIED INSTRUCTIONAL OBJECTIVES

Clearly identified instructional objectives were designated by the supervisors responding as being of paramount importance in the evaluation of teachers. A sense of direction as indicated by precise objectives was ranked higher than knowledge of subject matter or the product achieved (second and third in rank) (see tabular presentation in Appendix). Knowledge in a vacuum is insignificant, and the product can only be evaluated in light of the original objective or destination. It is clearly impossible for the teacher to know when an objective has been reached when that goal was not clearly specified and kept in mind, during the course of instruction. It was, therefore, not surprising that 93 percent of the respondents rated clear instructional objectives of major or critical importance. (See Appendix.)

During the course of the interviews conducted, the following insights emerged as important to supervisors involved in supervision:

1. That instructional objectives be known and clear not only to the teacher but to the students;
2. That objectives be broken down into component parts and that the student be rewarded in some way as he advanced to the ultimate goal;
3. Fifty-five percent (55%) of the administrators felt that the objective or reason for each lesson should be stated at the commencement of each class session. An excellent

wrap-up of each session would include a restatement of the objective and a discussion of how the class had worked together to accomplish that objective;

4. Most respondents felt that instructional objectives should be personalized, even if school-wide or department objectives existed.
5. One principal suggested that a teacher might write the "objective of the day" on the board as a constant reminder as to the direction the class was taking.

The respondents also displayed some inconsistencies and confusion in relationship to instructional objectives:

1. Forty-one percent (41%) felt that a lesson plan and an instructional objective were one in the same thing. This group expected that the teacher submit lesson plans at the beginning of a classroom visitation.
2. Other administrators, whose thoughts were more in line with research from the review of the literature, forty-nine percent (49%), felt that lesson plans were simply road maps that indicated the direction or directions the teacher would take in achieving the objective.
3. All respondents emphasized the importance of written instructional objectives as a way of crystallizing the teachers' thoughts. This view was expressed even by those administrators who did not have written evaluation plans that could be shared with the teachers (31%).
4. Elementary administrators felt that clearly defined

instructional objectives were more important at the elementary school level than the secondary, because it was frequently unclear to the younger child just why a particular assignment was given. The literature indicates that instructional objectives are equally important to all grade levels. The complexity of high school studies necessitates that the goal of each project be made clear to the student in order to facilitate learning.

The review of the literature, survey, and interview illustrated the importance attached to instructional objectives by educators involved in supervision. This emphasis on instructional objectives is one outcome of the accountability movement. The trend is towards approaching education as an objective quantifiable science rather than as a somewhat subjective art. The results of the survey indicate that administrators involved in supervision are demanding that teachers take a more concrete approach to classroom instruction. The respondents were unanimous in their insistence upon the importance of measurable instructional objectives. Goals or objectives provide a gauge to be used by supervisors in determining the effectiveness of classroom instruction.

The question then arises: Is the nature of the instructional process such that an industrial approach, where each subject is broken down into its components, going to be successful? Is the very essence of instruction such that it can be quantified? After each subject is broken down into its component parts and measurable instructional objectives formulated to measure each part, is there not something

missing in this process called education? Is education basically the successful completion of certain measurable instructional objectives? If so, then the solution to the ills of the modern education system should be within our grasp. The mastery learning approach to reading has illustrated that the problem is not this simple.

Education is much more than just the fulfillment of educational objectives. The "void" between the instructional objective and the "intangibles" that complete the process called education are the crux of the problem. During the course of the interviews, administrators freely admitted the existence of certain "intangibles" that were not necessarily quantifiable and measurable through the use of the instruction by objective approach to education. Respondents, however, could not agree upon the nature of these "intangibles" nor the impact that their existence or nonexistence has upon the nature of classroom instruction.

The evaluation by and education by instructional objectives approach provides a measure of security for both the teacher and supervisor. The teacher specifies and identifies certain valid measurable objectives as the goal of his/her instruction. The supervisor is presented with these objectives, examines them and enters the classroom to measure and evaluate the degree to which the class and teacher are working towards successful completion of these pre-specified objectives. This approach gives the teacher direction to his/her instruction and a feeling of accomplishment. It gives the supervisor a clear concrete philosophy upon which to base his evaluation and makes his approach objective rather than subjective.

As a result of the review of the literature and survey data, the following questions arose and were asked of the administrators participating in the interviews. Does this approach provide a quality education for the child in the classroom? Does prior knowledge of the objective make progress towards understanding that objective an easier task? Does the instruction by objective approach require a certain amount of sophistication on the part of the child? What happens to learning that is somewhat tangential to the direction that the class is pursuing but is still a necessary and essential component of education.

Interviewees indicated that the term "quality education" was too subjective and therefore not definable. The majority did indicate however that the best possible education seemed to be attainable through the instruction by objective approach. Rather than requiring a high level of sophistication on the part of the student, respondents indicated that this approach was ideal for students operating on the "concrete" level of cognition, as well as those who had advanced to more theoretical levels. As per the respondents and the literature, learning that is not quantifiable cannot be accurately measured utilizing this system.

It is apparent from the survey and interviews that supervisors have adopted many aspects of the instructional objective approach to education. As indicated by the literature, this method is preferable to less structured models.

KNOWLEDGE OF SUBJECT MATTER

Knowledge of subject matter was identified by 97 percent of the respondents as being of major or critical importance in the evaluation of teachers. In the course of the interview, several points of interest were raised:

1. That knowledge of subject matter is very difficult to measure or evaluate;
2. The teacher with the most in depth knowledge of a particular area is not necessarily the best teacher. The ability to teach is dependent upon ones ability to impart our knowledge to others;
3. Fifty-five percent (55%) of the interviewees felt that a teacher's ability to learn and keep her information current was much more important than the initial store of knowledge that he/she might bring to the profession;
4. High school principals who responded acknowledged the difficulty of acquiring sufficient expertise in the various subject areas to be sufficiently capable of evaluating a teacher's subject matter capability. Several acknowledged that what is really being evaluated is the manner of presentation.

The consensus was that communication skills are at least as important if not more so than the teacher's knowledge of the subject.

The schools within the sample used the National Teachers Examination to measure the subject matter competency of teachers

new to the district. The majority of the respondents felt that it is extremely difficult to measure the type of knowledge that must be imparted to students via the classroom through the use of a standardized examination. The consensus of the interviewees was that the nature of education is such that an effective teacher approaches the profession as a continuous learning process.

Supervisors frequently encounter the problem of how to encourage staff to adopt the philosophy of continuous education as one of their professional responsibilities. Other problems arise for those supervisors who seek to integrate the idea of continuous education into an evaluation system. Teachers' organizations, while standing firmly behind the concept of updating information in order to become more effective in the classroom, do not necessarily support the idea that such continuous education should become part of the evaluation process.

The practical aspects of measuring knowledge of subject matter, creates certain problems for the supervisor-administrator. How much expertise does the supervisor possess in certain subject areas? Does the level of knowledge of a teacher have a direct relationship to that teacher's ability to impart that knowledge to others? Should the teacher receive certain extrinsic rewards for participation in post-degree programs?

The interviewees' response was:

1. It is unnecessary for the supervisor to possess specific knowledge in all subject areas. The supervisor's expertise and expertise in the over-all area of education,

knowledge of child psychology, interpersonal relationships and communication skills should be sufficient to evaluate the classroom instructional process.

2. The teacher's communication skills and clarity of expression was considered to be of paramount importance.
3. One limitation expressed by the interviewees was their inability to reward teachers for good performance extrinsically.

The consensus from the review of the literature, survey, and interview is that knowledge of subject matter is an extremely important component of the evaluation process, but it is only one factor that goes into effective instruction.

PRODUCT OF TEACHING EFFORT

The results, outcome or what is accomplished as a result of the teaching effort is the very essence of the instructional process, but it is not necessarily the most significant factor in the evaluation of a teacher. One school of thought maintains that a teacher is only as effective as the product he/she produces. Others believe that the process that is utilized to reach the product is most significant and should therefore be rated above the product in terms of teacher evaluation. The respondents in the survey were more product oriented, in that 99 percent rated the product as second in importance and all respondents rated the product of major or critical importance.

The issue of product evaluation is interwined with the concept

of accountability. Administrators participating in the interview frequently used the term "accountable," but there was little agreement about the meaning of the term or its application. Some ideas gleamed from the interviews were:

1. The measure of a good teacher is the success of his/her students as measured by standardized exams.
2. The process or method of instruction pales in significance when compared to the outcome or product.
3. One unique view expressed was that evaluation of process was a "luxury" that modern education can ill afford. The current dissatisfaction with public education necessitates an extremely pragmatic view towards education and a focus on measurable outcomes.
4. A composite view expressed was that the process aspect of education refers to its humane individualized aspects and the product to that which is quantifiable and therefore to a certain extent impersonal. An effective teacher would then be one who combines the best aspects of both. The review of the literature supports this approach to evaluation.
5. There was no significant difference between the views of elementary and secondary administrators on the issue of product versus process evaluation.
6. There was confusion about the nature of the term "product" and little agreement as to what the outcome of education should be except that the "so-called end result" must be measurable in some way in order to have any impact on the evaluation process.

Teachers realize that for the most part they are evaluated on the outcome of their efforts. This unfortunately influences their method of instruction. Administrators participating in the interview acknowledged that they may be issuing two directives which can be somewhat confusing and contradictory. On one hand, they instruct their teachers to individualize and personalize instruction and allow each student to progress at his own pace. On the other hand, these students face exposure to evaluation instruments that compare them against certain pre-established norms. The teacher and student suffer if this comparison indicates that the student has not done well in comparison to his peers. As illustrated by the review of literature, survey, and interview, this is a competitive society and administrators out of necessity are concerned primarily with the results of the educational process.

The results of the survey and the interview are reflections of today's pragmatic society. We now take a utilitarian approach to education. Educators have had to listen out of necessity to the viewpoint of those in the business and industrial world. The public schools are expected to graduate students who are capable of functioning with a minimum of additional training in the world of work. For the most part, it is not considered the function of the public schools to turn out scholars. The search for knowledge simply for knowledge's sake has become a luxury which the public schools can ill afford. The student may store extraneous pieces of information, but he will be evaluated by standards that are influenced by those outside of the world of education. Financial

problems have forced the public schools to come to grips with the business world, to consider their needs and in many cases to alter the curriculum to take into consideration those needs. Thus we see the emphasis on the "product" rather than the "process" of education.

The techniques employed by the classroom teacher, the atmosphere of the classroom, his/her communication skills, attempts at individualized instruction, pre-planning, continuous education, and the relationship between the student and teacher are all extremely important within the educational profession. Parents on the other hand are concerned however with their child's ability to get a job, what saleable skills he possesses, or his ability to enter a good post-secondary school. Once again we are brought back to the "product" not the "process."

The trend is towards a "no frills" approach to instruction. The innovations introduced in past years are now being evaluated in terms of their cost and the benefits derived. A cost-benefit analysis is just another way of looking at how much is being spent to produce a certain product. Increasingly the public is questioning why the quality of education has not improved in proportion to the amount of money being spent.

In the author's opinion, this industrial viewpoint should not be applied to education. If allowed to concentrate to a greater degree on the process by which we reach the desired objective, our schools would be in a stronger position to find solutions to problems, such as the increasing crime in schools, vandalism, poor attendance and general breakdown in morale. A product-orientation

within a school, creates a high pressure and stressful situation that fosters a negative environment for learning.

In view of the current literature on the subject, it does not appear, however, that educators will be permitted the luxury of concentrating on the instructional process. Educators must out of necessity cater to the prevailing view in order to maintain the needed support to operate. We must, therefore, be primarily product-oriented at this point in our evolution.

ATMOSPHERE OF CLASSROOM

Administrators participating in the survey tended to use the phrase atmosphere of classroom interchangeably with the term discipline. Discipline is not the only component but is one of the major factors involved in maintaining a certain atmosphere in the classroom. All respondents agreed that the teacher sets the tone or atmosphere of the classroom.

Five questions were posed during the interview on the subject of classroom atmosphere. Administrators were asked to respond yes or no or indirectly. The questions were structured in order to crystallize the views of the respondents and the interviewer on this subject.

1. Does the number of discipline referrals a teacher makes influence his/her overall rating?

21 Yes	0 No
84% Percentage	_____ Percentage
4 Indirectly	
16% Percentage	

2. Does your first impression of the orderliness of a classroom influence a teacher's evaluation?

16	Yes	2	No
64%	Percentage	8%	Percentage
7	Indirectly		
28%	Percentage		

3. Do you understand and accept what might be termed organized chaos?

15	Yes	7	No
60%	Percentage	28%	Percentage
3	Indirectly		
12%	Percentage		

4. Do you believe that a teacher can be effective if he/she cannot maintain discipline?

	Yes	25	No
	Percentage	100%	Percentage
	Indirectly		
	Percentage		

5. Do you prefer a structured teacher-directed classroom in comparison to one that is open and to a large degree student oriented and directed?

22	Yes	1	No
88%	Percentage	4%	Percentage
2	Indirectly		
8%	Percentage		

The results of the interview indicated clearly that a more

conservative structured approach is favored by those administrators within the sample. Atmosphere is a term that refers to interactions at the surface level. Within an atmosphere of noise and confusion may exist a high level of productivity. Frequently to penetrate the surface of the classroom atmosphere the administrator must either interact himself with classroom activities or become a frequent visitor. The unaccustomed presence of any observer naturally has an affect on the teacher and students.

PRIOR KNOWLEDGE OF EVALUATIVE CRITERIA

PRE-EVALUATION CONFERENCE

In order to establish baseline data and solicit information from the respondents in the two categories listed above, the following questions were posed:

1. Is an effort made to acquaint teachers with evaluative criteria prior to evaluation?

20	Yes	3	No	1	Usually
80%	Percentage	12%	Percentage	4%	Percentage
1	Not an established practice				
4%	Percentage				

2. Is an opportunity provided for discussion between the teacher and administrator prior to evaluation?

5	Yes	3	No	7	Usually
20%	Percentage	12%	Percentage	28%	Percentage
10	Not an established practice				
40%	Percentage				

3. Is evaluation conducted for purposes other than rating?

7	Yes	2	No		Usually
28%	Percentage	8%	Percentage	0%	Percentage
16	Not an established practice				
64%	Percentage				

4. Is evaluation within your school based upon a philosophy of education that is known and understood by the faculty?

22	Yes		No	3	Usually
88%	Percentage	0%	Percentage	12%	Percentage
	Not an established practice				
0%	Percentage				

5. Is a conference or meeting conducted between you and the teacher prior to evaluation?

7	Yes	5	No	5	Usually
28%	Percentage	20%	Percentage	20%	Percentage
8	Not an established practice				
32%	Percentage				

The consensus of the respondents was that it is important that teachers have knowledge of the criteria that will be used to evaluate them prior to evaluation; however, most did not have an established procedure by which this disclosure is to be accomplished. Only 48 percent of the administrators had the established practice of conducting a pre-evaluation conference.

The review of literature revealed that the pre-evaluation conference is the key to the entire evaluation process. Within the conference, understandings are developed; the philosophy upon which

the evaluation should be based is clarified. Instructional objectives should be discussed and perhaps debated in the conference. The teacher is given the opportunity to express any reservations or concerns he/she might have. Most importantly, a one-to-one relationship between the teacher and supervisor can be established prior to the classroom visitation based upon the premise that the goal of evaluation is instructional improvement.

In the course of the interviews, the supervisor-administrators expressed some hesitancy in confronting the teacher directly and outlining succinctly what is expected and what would provide the basis of the evaluation. A one-to-one conference seemed to have certain negative connotations. One conclusion might be that the supervisor does not truly view evaluation as a learning experience but more in terms of a rating. Many factors contribute to this viewpoint. The amount of time that the supervisor has available to devote to evaluation is limited. The majority of a principal's time is taken up with administrative tasks.

Many principals are forced to delegate classroom visitation and evaluation responsibilities. This is a necessity in a large school, but it removes the principal from the evaluation process and makes his/her relationship with the teacher a distant one. A pre-evaluation conference is time consuming and was replaced in many schools in the sample by distribution of an explanation of the evaluation process with an invitation to teachers to seek the principal out if there were questions. This is hardly an ideal arrangement for either side. A principal must be relieved of most administrative

responsibilities in order to properly engage in the process of evaluation as a tool for the improvement of instruction. This must be an on-going process in order to be effective, and it is essential that time be provided prior to a classroom visitation for the principal and teacher to meet, clarify any misunderstandings, and discuss what both parties expect to occur in the classroom.

FREQUENCY OF EVALUATION

Eighty-eight percent (88%) of the administrators in the total sample (214) indicated that the frequency of evaluation was only of average importance to the overall process of evaluation. The participants in the interview responded to the following questions that further examined the issue of frequency of evaluation:

1. What percentage of your time is spent on administrative as compared to supervisory activities?

   22.5 percent = mean

   40-10 percent = range

2. Under ideal conditions, how much time would you prefer to spend on supervisory activities?

   81 percent = mean

   70-90 percent = range

3. During the course of a 10-month school year, how many class visitations are you able to make per teacher?

   2 visitations = mean

   1-4 visitations = range

4. During the course of a 10-month school year, what is the average amount of time that you are able to devote to each classroom visitation?

   15 minutes = mean

   10-40 minutes = range

The following concepts emerged in the course of the interview:

1. One administrator emphasized informal evaluations as being more significant than structured classroom visitations. Observations of the teacher's interactions with the students in social settings, individual attention given to students in need, conversations with the teacher in the hall, and contributions and ideas for improvement submitted to the administration.
2. Another administrator with a particularly high number of observations included such factors as how many PTA meetings a teacher attended, number of dances, etc., attended, and volunteering to sponsor various activities as "observations."
3. All respondents expressed a desire to devote more time to the supervision of classroom instruction. However, they felt that their own evaluations were based more upon the efficient completion of administrative tasks.
4. A minority of the respondents felt that so-called "good teachers" should be visited less often. These administrators tended to associate evaluation more with rating

than with instructional improvement.

5. The consensus was that the quality of the time devoted to evaluation was much more significant than the frequency.

Much too much of a principal's time within the sample was taken up with administrative rather than supervisory tasks. It is essential that a principal keep in touch with the scholastic pulse of the school. A general philosophy of education may exist, goals outlined, and objectives formulated, but it is the principal's responsibility to ensure that these concepts are incorporated into the instructional process and result in learning on the part of the students under his supervision. This is not possible without frequent communication with the teaching staff and regular classroom visitations.

The evaluation process becomes simply a "rating" when a teacher is not visited frequently enough for an adequate assessment of performance, recommendations for improvement, discussion and reassessment to occur. Infrequent visitations have given the evaluation a negative slant. The supervisor-administrator on the other hand is usually rated by how well he/she performs his administrative not supervisory tasks. In all schools within the sample, the principal assumed both roles. The consensus was that only a limited amount of time was available for evaluation.

Evaluation as a helping, learning process, in the opinion of the author, did not exist in most of the schools in the sample. Time limitations and administrative demands combined to prevent the principal from becoming as involved in the supervisory process

as would be necessary to have a valid, functional program.

EXISTENCE OF A WRITTEN EVALUATION INSTRUMENT

The issue of a written evaluation instrument that could be examined or discussed with the teacher prior to evaluation proved to be the most controversial of the ten areas discussed during the course of the interview. One hundred seventy-four (174) of the two hundred fourteen (214) respondents to the survey indicated that the existence of a written evaluation instrument was of minor importance. Only nine (9) respondents or 4 percent of the sample indicated that a written evaluation instrument was of major or critical importance. The literature on the other hand attached a great deal of importance to a written evaluation instrument.

An evaluation instrument is in essence a lesson plan or list of objectives that guides the administrator in his observation of the instructional process. The review of the literature pointed out vividly that classroom observations must be pointed, directed, and not haphazard or casual. A written guideline is a necessity. Visual and verbal stimuli in a classroom are so intense that some sort of written sorting and classifying instrument is necessary.

A contradiction in philosophies emerged. The same administrators who indicated that lesson plans and written and clearly identifiable instructional objectives were of critical or major importance, did not themselves possess a written evaluation instrument. A teacher needs a guide to direct his/her efforts to the goal of effective instruction and administrators also need

guides to direct their thoughts towards the ultimate goal of evaluation for the purpose of instructional improvement. During the course of the interview, all but 10 percent of the respondents indicated that they took notes during the course of the observation. The respondents who preferred not to take notes, recorded their impressions upon returning to office. They felt that taking notes was inhibiting and threatening for both the teachers and the students.

Consistency of approach would dictate that both parties involved in evaluation have their ideas in writing, so that they can be exchanged, examined, evaluated and improved.

EVIDENCE OF PLANNING

Ninety-three percent (93%) of the respondents in the sample indicated that advance planning is of critical or major importance in presenting a quality instructional program. In the course of the interview, the following were cited as evidence of effective planning:

1. Valid instructional objectives.
2. Measurable goals and objectives.
3. Objectives and directives that are known and understood by the students.
4. A step-by-step approach to instruction.
5. Lesson plans that reflect the components of the objective.
6. Long range planning in addition to the day-by-day approach.
7. The most important concept that emerged was that planning must take into consideration the pace of the class and individual students. Following the plan should never

become of paramount importance. All plans should be flexible enough to provide for some deviation.

The interview and desk audit revealed that the basis of most planning at the high school level seemed to be a curriculum guide designed by the district. The elementary schools for the most part utilized the mastery learning approach. Long-range planning in essence amounted to what was presented in the curriculum guide. Instructional objectives and the technique used to approach the subject matter all seemed to stem from the curriculum guide. Several principals felt that their programs were "innovative," but this innovativeness if it existed was only in terms of technique, not in terms of direction.

Several principals used the terms "individualized instruction" and individually guided academic program. Based upon the physical evidence presented, this individualization consisted almost solely of presenting the students with the same material but allowing them to work at their own pace. Some structure and planning was evident in all schools where the principal consented to an interview; however, it consisted primarily of a step-by-step presentation of material contained within curriculum guides. No criticism of this approach is intended, but the lack of spontaneity and originality was apparent.

POST-EVALUATION CONFERENCE

The post-evaluation conference is the culmination of the evaluation process. It should provide the opportunity for both parties

to come together to discuss what actually "occurred" in the classroom. Frequently what the teacher perceives as happening in the classroom is not what is occurring at all. A teacher may see her classroom as being student-oriented, but in actuality, it may be teacher-directed and teacher-centered. The students may be only reluctant witnesses to a daily performance. A trained observer should be capable of bringing this to the forefront where it can be examined. A teacher dominated classroom is not necessarily an ineffective one, but the reasons for its existence and whether this approach ought to be continued should be discussed.

During the post-observation conference, the teacher should have the opportunity to respond to and comment on strengths and weaknesses that were noted by the supervisor. The conference should distinguish a classroom observation whose purpose is instructional improvement from one whose sole purpose is rating.

During this conference, the professional working relationship between the teacher and administrator is established. It is one of the few opportunities when the teacher and administrator are able to communicate on a one-to-one basis. Both parties can communicate and share ideas as equals.

Ninety-three percent (93%) of the respondents to the survey considered the post-evaluation conference of critical or major importance to the evaluation process. The following concerns were voiced by the administrators participating in the interview:

1. Teachers are frequently hesitant to voice their opinions even in a one-to-one conference.

2. Teachers seemed naturally on the defensive.
3. Most teachers seemed to view the post-evaluation conference as an opportunity for the administrator to engage in in-depth criticism.
4. Few teachers view evaluation as a helping learning process.
5. Teachers seem reluctant to disagree with the administrator and often adopt the techniques and procedures that he/she seem to approve of.
6. Administrators agreed that they do not have sufficient time to devote to evaluate classroom observation or improvement of instruction.

Evaluation as we have discussed should be a helping learning process; however, it is necessary during the course of the school year for the supervisor-administrator to make some decisions about the quality of the classroom teacher's presentation. This decision regardless of the term used is a rating. The principal has an obligation to the school district to make decisions about the competency of his staff. The principal should approach all classroom observations with the idea of helping to improve instruction. Suggestions and recommendations will be made for improvement. If the teacher chooses not to alter his/her presentation or technique to bring about the needed improvement, then the principal must in the course of the conference discuss the lack of advancement.

The teacher has certain perceptions pertaining to the principal's role. A much more effective and productive relationship can

CHAPTER FOUR

INTRODUCTION

Supervision of the instructional program is one dimension of the general practice of administration. Supervision is that part of school administration which focuses on the achievement of instructional objectives. Supervision for instructional improvement has been a nonevent in many schools; however, renewed interest in supervision is being fostered as a result of the public outcry over student nonachievement and the rapid changes in both the content and process of teaching. Future financing of our schools appears to be dependent on the ability of the educational system to produce a quality product. In addition, many states feel that the answer to the issue of nonproduction is minimum competency exams for all students. In view of current pressures, supervision for instructional improvement has assumed paramount importance. Despite outside pressures, the purpose of supervision has remained constant over the years--the improvement of instruction.

The purpose of this study was to investigate the overall area of teacher evaluation and determine what constitutes an effective, efficient evaluation system. In order to accomplish this goal, a survey was distributed to three hundred (300) administrators in the Chicago area, active in teacher evaluation. From the respondents (214), twenty-five administrators agreed to personal interviews. A comparison was then made between the data obtained from the survey and interview and the practices that the review of the

literature considered to be the most effective.

CONCLUSIONS

During the course of the study, the definition of supervision began to broaden. Eventually the following definition evolved and was inferred whenever the term supervision was used:

> "Supervision per The Dictionary of Education is all efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and methods of teaching; and the evaluation of instruction."[72]

This definition illustrates that supervision is much more than just a process of rating. It should be a helping, learning process. In addition to creating an illuminizing look into the process of supervision, this study also compared evaluation as practiced with the process of evaluation as seen by research literature. The conclusions of the study are applicable only to the sample; however, it does provide much information that is generalizable.

The following conclusions can be drawn as a result of the study and review of the literature:

1. Prior knowledge of evaluative criteria is of paramount importance to the success of the evaluation process.

---

[72]Carter V. Good ed., The Dictionary of Education 3rd ed. (New York: McGraw-Hill Book Company, Inc., 1973), p. 574.

Frequent conflicts arise when role perceptions do not meet role expectations. Teaching is a complex process that involves not only the instructor's philosophy of education but approach, structure, manner of presentation, classroom atmosphere, and the success of the teaching effort. Since teaching is a complex science and/or art, it means that out of necessity evaluation must consider a multitude of factors in order to be effective. The very complexity of both processes may create many areas of conflict and confusion between the teacher and supervisor. It is therefore vital that an understanding of the criteria to be utilized in the evaluation be understood prior to any classroom observation.

2. It is necessary that evaluative criteria be based upon sound educational philosophy.
3. Even though an understanding of expectations should be reached prior to classroom evaluation, it is important that the supervisor remain open and flexible in his/her approach to classroom observation.
4. The supervisor should consider observation as a learning experience for all parties involved.
5. During the preobservation conference, the tone of the evaluation should be set. Even those supervisors who disagree with the collaborative approach to education, agree that a co-operative professional working relationship should and can be established at this point.

6. The teacher should be free to voice all concerns during this conference.
7. The supervisor on the other hand should prepare for the conference just as he/she will for the actual visitation. The preobservation conference must have a sense of direction, and it is the supervisor's responsibility to see that this occurs.
8. A written evaluation instrument should exist.
9. This evaluation instrument should be available for inspection and discussion by the teacher prior to the visitation.
10. The supervisor should explain the evaluation instrument and process to the faculty.
11. The evaluation instrument need not be detailed and lengthy, but it must be flexible and complete.
12. The evaluation instrument should reflect the overall educational philosophy of the district.
13. Evaluation should be undertaken by the supervisor as often as possible; however, the supervisor must take into consideration the fact that administrative responsibilities will occupy most of his time. Taking this into consideration, the supervisor should not adopt an evaluation system that is so elaborate that it will prove impossible in terms of time to complete.
14. The supervisor may choose to delegate evaluative responsibilities to assistant principals and department heads. The supervisor should not, however, delegate his power, only

the responsibility. Evaluation remains the prerogative of the building principal.

15. Time is a significant factor in the evaluation process; therefore, the supervisor may wish to include informal opportunities to evaluate rather than confining himself to classroom observation.

16. The supervisor must insist that the teacher has clearly identifiable instructional objectives.

17. The teacher must also have devised a means by which the success or failure or completion of these objectives can be measured. A good measurement instrument is a part of the teaching process.

18. Lesson plans or outlined procedures by which the instructional objectives can be met should be insisted upon by the supervisor.

19. The supervisor must, however, allow the teacher to be flexible and creative in his/her approach to instruction. This frequently may mean deviation from the chronology of the plan.

20. The supervisor and teacher should be in agreement on the overall instructional objective, but the supervisor must allow each teacher to express his individuality and training in reaching that goal.

21. During the course of the evaluation, the supervisor should determine if the instructional objectives are understood by the students. A breakdown in communication has resulted,

if the goals are understood by the supervisor and teacher, but the students are lost.

22. The teacher should display evidence of advance planning. The objectives specified should give the course of instruction a sense of direction.

23. The welfare of the student should not be overlooked by the supervisor, when evaluating the procedures to be utilized in reaching the instructional objective.

24. The supervisor must ask the question, has the success of the plan overshadowed the needs of the student?

25. All lesson plans should show and provide for individual instruction and attention.

26. The supervisor should resist the temptation to evaluate the teacher on the completeness of his/her lesson plans. Planning is just one component of instruction.

27. The teacher's knowledge of the subject matter should be of concern to the supervisor.

28. Perhaps of equal concern, should be the teacher's desire to learn.

29. The supervisor must accept the fact that he cannot be an expert in all subject areas. He might choose to strive to recognize expertise in others under his command. This in itself is an excellent supervisory skill to cultivate.

30. The supervisor must seek to determine if the teacher has the ability to communicate his knowledge to others.

31. The atmosphere of the classroom is a complex entity that

involves the personality of the teacher, teaching style, ability to maintain discipline, the attitude of the students towards the personality of the teacher, his/her style of teaching, the subject matter, and many other intangibles. The presence of an observer will alter the classroom atmosphere to some degree, but the supervisor must strive to make a determination about the quality of the atmosphere in the classroom.

32. A check list will aid the supervisor in analyzing the classroom atmosphere. Stimuli will be so intense and rapid that an organized check list may help to clear the air of many extraneous variables.

33. The supervisor must remember that a teacher who cannot maintain discipline and command the respect of his/her students is doomed to failure.

34. The supervisor may wish to examine such intangibles as whether the students appear happy and satisfied. A decision must be made concerning how important the human side of the education process will be in the evaluation. This is an individual decision whose answer depends primarily upon the philosophy of the evaluator.

35. The current emphasis on the accountability movement forces the supervisor to face the issue of just how important the success or failure of the teaching effort is to the overall evaluation.

36. The supervisor must ultimately decide if the process by

which the teacher strives to reach the objective is of paramount importance, or the ultimate outcome or product from that effort.

37. The process versus product controversy is raging in education. Economic stress seems to be giving the emphasis on the product additional support.

38. Educationally, a valid evaluation program should take both into consideration.

39. The culmination of the evaluation process is the post-observation conference. Without this coming together, the process has to be considered incomplete.

40. During the post-evaluation conference, the teacher and supervisor compare and discuss their perceptions of what occurred in the classroom. Both parties should have prepared for the conference. The teacher must be allowed input. The supervisor should point out both strengths and weaknesses. When pointing out a weakness, the supervisor should offer a constructive comment that will lead to improvement.

41. The post-evaluation conference should in most cases end on a positive note.

SUMMARIZING COMMENTS

Professional educators are being challenged to examine new theoretical conceptualizations, new definitions of supervision, and different alternatives to current practices. This study has

reviewed the literature published by prominent authors in the field, surveyed practicing supervisors, provided the material from indepth interviews and offered conclusions based upon that data. The purpose of this effort was to provide greater insight into the field of supervision and to draw together material from various sources in order to introduce new avenues that supervisors might follow in making their efforts towards instructional improvement more effective.

In the course of the study, the author was able to compile sufficient data to make recommendations for improvement of the evaluation process possible.

RECOMMENDATIONS

1. School districts might consider separating the administrative and supervisory functions performed by the principal. Each school would then have two principals but with distinct and separate functions. This is a solution to the problem that the principal encounters in terms of limited time for supervisory functions.

2. Ideally a teacher's classroom methodology should be observed at least once a month. A principal who has limited time can delegate some of these responsibilities to assistant principals or department chairman, while still allocating as much of his time as possible to his supervisory responsibilities.

3. Classroom visitations should be made more frequently for the purpose of improvement of instruction rather than efficiency rating.

4. The term observation should be used whenever possible, aliminating the stigmatism of ranking denoted by the word evaluation.

5. More effective and frequent use should be made of the pre- and post-evaluation conferences.

6. Teachers should be encouraged to continue their education and to participate in professional organizations.

7. Finally, supervisors should aid the classroom teachers by having input into the initial formulation of instructional objectives. The objectives should be submitted for review. This will eliminate the misunderstandings that result when the supervisor and teacher meet prior to evaluation, and the teacher discovers that his/her direction is not consistent with what is expected by the administration.

The subject of supervision is a fertile area for research and study. There is a need for an exhaustive study encompassing a larger sample. Effective supervision should culminate in improved classroom instruction. This area will receive increased attention as fiscal problems force educators to become increasingly concerned with the product of our efforts.

BIBLIOGRAPHY

Alexander, William. "Community Involvement in Curriculum," Educational Leadership Vol. 29, No. 8 (May 1972), pp. 655-657.

Barnett, Homer. Innovation: The Basis of Cultural Change. New York: McGraw Hill Book Company, 1962.

Barella, Richard. "How Do You Rate as a Supervisor," School Shop (October 1979), p. 28.

Bass, Bernard M. Leadership Psychology and Organizational Behavior. New York: Harper and Row Publishers, 1960.

Beecher, Russell S. "Staff Evaluation: The Essential Administrative Task," Phi Delta Kappan (March 1979), pp. 515-516.

Beegle, Charles W. and Edelfelt, Roy A., editors. Staff Development: Staff Liberation. Association for Supervision and Curriculum Development Press, 1977.

Benjamin, Paula W. "Cooperative Development of Planning and Evaluation Skills," Educational Leadership Vol. 35 (May 1978), pp. 667-669.

Bennis, W. G., Benne, K. D., and Chin, R. The Planning of Change. New York: Holt Rinehart and Winston, Inc., 1961.

Brandenburg, Dale C., Braskamp, Larry A., and Ory, John C. "Considerations for an Evaluation Program of Instructional Quality," CEDR Quarterly Vol. 12, No. 4 (Winter 1979), pp. 8-12.

Brandt, Richard M. and Perkins, Hugh V. "Observation in Supervisory Practice and School Research," Observational Methods and Techniques in the Classroom. (A Publication of the Association of Supervision and Curriculum Development) (1970), p. 40.

Bundy, Robert F. "Accountability: A New Disneyland Fantasy," Phi Delta Kappan Vol. LVI (November 1974), pp. 176-180.

Burbank, Russell P. "Teacher Report Card: How Do They Rate?," The Massachusetts Teacher LVIII (September 1978), pp. 8-11.

Champagne, David W. "Does Staff Development Do Any Good," Educational Leadership Vol. 37 (February 1980), pp. 400-403.

Conable, Daniel G. "A Position Paper on Accountability," Peabody Journal of Education Vol. LIII (July 1976), pp. 233-240.

Dale, Charlene. "Women are still Missing Persons in Administrative and Supervisory Jobs," Educational Leadership Vol. 31 No. 2 (November 1973), pp. 123-127.

Dillion, Elizabeth A. "Staff Development: Bright Hope or Empty Promise?," Educational Leadership Vol. XXIV (December 1976), pp. 165-170.

Dillion, Elizabeth. "Staff Development: Whose Job is It?," Educational Leadership Vol. 32, No. 2 (November 1974), pp. 137-140.

Eisner, Elliott. "Educational Connoisseurship and Educational Criticism: Their Form and Functions in Educational Evaluation," The Journal of Aesthetic Education 10 (1976).

Fantini, Mario. "Alternative Educational Programs: Promise or Problems?," Educational Leadership Vol. 32, No. 2 (November 1974), pp. 83-87.

Flanders, Ned. Analyzing Teaching Behavior. Menlo Park, Calif.: Addison-Wesley, 1970.

Fleming, Robert S. "The Supervisor as in Observer," Associt. For Supervision and Curriculum Development, 1973.

Garfield, Learita. "Change that Counts by Teacher, for Teachers," VOCED (October 1978), pp. 22-25.

Goodlad, John I. "Principals are the Key to Change," New Dimensions for Educating Youth (April 1976), pp. 74-78.

Gray, Frank and Burns, Margaret L. "Does Management by Objectives Work in Education?," Educational Leadership Vol. 36 (March 1979), pp. 414-417.

Gregorc, Anthony F. "Developing Plans for Professional Growth," National Association of Secondary School Principals Bulletin Vol. 57, No. 377 (December 1973).

Harris, Ben. Supervisory Behavior in Education. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1963.

Heath, Robert W. and Nielson, Mark A. "The Research Basis for Performance-Based Teacher Education," Review of Educational Research, Fall 1974, pp. 463-484.

Hechinger, Fred M. "Should Teachers Be Judged by Performance?," Saturday Review/World, May 4, 1974, p. 71.

Hottleman, Girald D. "The Accountability Movement," The Massachusetts Teacher Vol. LIII (January 1974), pp. 8-13.

Hoyle, John R. "Teacher Versus Administrator," Planning and Changing Vol. IX (Winter 1978), pp. 203-209.

Huge, James. "The Principal as Staff Development Leader," Educational Leadership Vol. 34 (February 1977), pp. 384-386.

Hunt, Barbara. "Who and What Are to Be Evaluated," Educational Leadership Vol. 35, No. 4 (January 1978), pp. 260-263.

Hunter, Madeline. "Six Types of Supervisory Conferences," Educational Leadership Vol. 37 (February 1980), pp. 404-407.

Johnson, Henry C. "Court, Craft, and Competence: A Re-examination of Teacher Evaluation Procedures," Phi Delta Kappan (May 1976), pp. 606-610.

Jones, Keith and Sherman, Ann. "Two Approaches to Evaluation," Educational Leadership Vol. 37 (April 1980).

Krajewski, Robert S. and Anderson, Robert H. "Goldhammer's Clinical Supervision a Decade Later," Educational Leadership Vol. 37 (February 1980), pp. 420-425.

Levin, Dan. "You Might Be Able to Test Teacher Applicants, But No Board Has Ever Been Able To Test Working Teachers," The American School Board Journal (May 1979), pp. 35-37.

Lionberger, Herbert T. Adoption of New Ideas and Practices. Cedar Falls, Iowa: Iowa State Press, 1961.

Lucio, William and McNeil, John D. Supervision: A Synthesis of Thought and Action. New York: McGraw-Hill Book Company, 1962.

Marks, Merle B. "Effective Teacher Evaluation," NASSP Bulletin Vol. LX (September 1976), pp. 1-7.

McLaughlin, Milbrey and Berman, Paul. "Retooling Staff Development in a Period of Retrenchment," Educational Leadership Vol. 35 (December 1977), pp. 191-194.

Medley, Donald M. "A Researcher Looks at Process-Based Teacher Evaluation," Impact on Instructional Improvement Vol. XII (Spring 1977), pp. 12-19.

Medley, Don M. "A Summary of Teacher Effectiveness Research," Charlottesville, Virginia, Department of Research Methods, University of Virginia, 1977.

Medley, Don M. Teacher Competence and Teacher Effectiveness: A Review of Process-Product Research. Washington, D.C.: American Association of Colleges for Teacher Education, 1977.

Medley, Don M. "The Effectiveness of Teachers," In: Pendope Peterson and Aerbert Walberg, editors. Research on Teaching Concepts, Findings, and Implications. Berkeley, California: McCutchan, 1979, p. 25.

Miles, Matthew. Innovation in Education. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

Ness, Mildred. "The Administrator as Instructional Supervisor," Educational Leadership Vol. 37 (February 1980), pp. 404-407.

Pine, S. Gerald and Boy, Angelo V. "Evaluating Teachers," NASSP Bulletin Vol. LIX (December 1975), pp. 18-23.

Porter, John. "In-Service Education," Educational Economics II (November-December 1977), pp. 4-5, 14-15.

Rogers, Everett M. Diffusion of Innovations. New York: Free Press of Glenco, Inc., 1962.

Schultheis, Robert A. "Why the Accountability Movement is Going Nowhere," VOCED (March 1979), pp. 29-33.

Sergiovanni, Thomas S. "Reforming Teacher Evaluation: Naturalistic Alternatives," Educational Leadership Vol. 34 (May 1977), pp. 602-607.

Sergiovanni, Thomas J. and Starratt, R. S. Emerging Patterns of Supervision: Human Perspectives. New York: McGraw-Hill Book Co., 1971.

Shaheen, Thomas. "A Choice: Bureaucracy or Curricular Renaissance," Educational Leadership, Vol. 31, No. 6 (March 1974), pp. 492-495.

Somon and Boyer, E. Gill. Mirrors for Behavior: An Anthology of Observation Instruments. Philadelphia: Research for Better Schools, Inc., 1970.

Spears, Harold. Curriculum Planning Through In-Service Programs. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957.

Spillane, Robert R. "Management by Objectives (or) I'll Try to Find Time to Observe More Teachers Next Year," Phi Delta Kappan Vol. 58 (April 1977), pp. 624-626.

Stone, Ronald F. "The Principal as Chief Negotiator: Some Concerns for the Supervision of Teachers," Educational Leadership Vol. 35 (April 1978), pp. 577-578.

Stow, Shirley B. "Using Effectiveness Research in Teacher Evaluation," Educational Leadership Vol. 37 (October 1979), pp. 55-58.

Sturges, A. W. "Instructional Supervisor's: A Dichotomy," Educational Leadership Vol. 36 (May 1979), pp. 556-589.

Thomas, Donald. "The Principal and Teacher Evaluation," NASSP Bulletin, December 1974.

Thompson, Charles W. "Do You Know How To Recognize a Good Teacher When You Interview One?," American School Board Journal (February 1979), pp. 39-40.

Toepfer, Conrad. "The Supervisors Responsibility for Innovation," Educational Leadership, Vol. 30, No. 8 (May 1973), pp. 740-743.

Wiles, Kimball and Lovell, John T. Supervision for Better Schools. Prentice-Hall Englewood Cliffs, New Jersey, 1975.

Wilhelms, Fred T. Supervision in a New Key, ASCD, 1973.

Wood, Fred H. and Thompson, Steven R. "Guidelines for Better Staff Development," Educational Leadership Vol. 37, No. 5 (February 1980), pp. 375-378.

Worthen, Blaine R. and Rogers, Todd W. "Pitfalls and Potential of Adversary Evaluation," Educational Leadership Vol. 37 (April 1980).

Yee, Robert. "The Need for Broader Perspective and Dialogue in Education," Educational Leadership, Vol. 30, No. 4 (January 1973), pp. 299-301.

Zigarmi, Patricia, Betz, Loren and Jensen, Darrell. "Teacher's Preferences In and Perceptions of In-Service Education," Educational Leadership, Vol. 34 (April 1977), pp. 545-551.

APPENDIX

QUESTIONNAIRE RESPONSES OF PARTICIPATING PRINCIPALS AND ASSISTANT PRINCIPALS INVOLVED IN TEACHER EVALUATION

DEMOGRAPHIC INFORMATION

Student enrollment _____

Number in professional staff _____

Paraprofessionals under the supervision of the principal _____

Administrative assistants _____

Average daily attendance _____

Number of years as a principal _____

Position if other than principal _____

BASE LINE DATA - Interview

1. Do you have a written outline of your teacher evaluation system?
2. Approximately what percentage of your time is spent on supervisory activities?
3. How often is each teacher evaluated?
4. Ideally, if time was not a factor, how often would you prefer to evaluate each teacher?
5. Do you delegate teacher evaluation responsibilities to others in the building?
6. Do nonadministrative personnel have input into the evaluation process?
7. Are evaluative criteria known to and understood by the teacher prior to evaluation?

8. Is a pre-evaluation conference utilized as a supervisory technique?
9. Is a post-evaluation conference a part of the total evaluation process?
10. Are the results from the evaluation process utilized in the improvement of instruction?

	1	2	3	4	5
Prior Knowledge of Evaluative Criteria				13	201
Frequency of Evaluation			189	10	15
Pre-Evaluation Conference		175	30	8	1
Existence of a Written Evaluation Instrument		174	31	7	2
Post Evaluation Conference		3	20	190	1
Atmosphere of Classroom				13	201
Evidence of Planning			14	10	190
Clearly Identified Instructional Objectives			14	10	190
Knowledge of Subject Matter			6	24	184
Results from the Teaching Effort-Product			2	13	199

RANKING OF PARTICIPATING PRINCIPALS
AND ASSISTANT PRINCIPALS

	Number of Respondents	Percentage Indicating Option as No. One	Rank Order
PRIOR KNOWLEDGE OF EVALUATION CRITERIA	6	3%	6
FREQUENCY OF EVALUATION	5	2%	7
PRE-EVALUATION CONFERENCE	4	2%	8
EXISTENCE OF A WRITTEN EVALUATION INSTRUMENT	0	0%	10
POST EVALUATION CONFERENCE	1	.9%	9
ATMOSPHERE OF CLASSROOM	10	5%	4
EVIDENCE OF PLANNING	7	3%	5
CLEARLY IDENTIFIED INSTRUCTIONAL OBJECTIVES	80	37%	1
KNOWLEDGE OF SUBJECT MATTER	30	14	3
RESULTS FROM TEACHING - EFFORT - PRODUCT	71	33	2
	TOTAL 214		

APPROVAL SHEET

The dissertation submitted by Blondean Day has been read and approved by the following committee:

Dr. Melvin P. Heller
Professor, Supervision and Administration,
Loyola

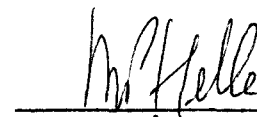
Dr. Phillip Carlin
Associate Professor, Department Chairman,
Loyola

Dr. Max A. Bailey
Associate Professor, Supervision and Administration,
Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of _____.

December 13, 1982
Date


Director's Signature