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## A Study of the Evaluation Procedures Used with Tenured Special Education Teachers and Tenured Speech and Language Pathologists in the Public Schools of Suburban Cook County, Illinois

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31<sup>o</sup>  
A STUDY OF THE EVALUATION PROCEDURES USED WITH TENURED  
SPECIAL EDUCATION TEACHERS AND TENURED SPEECH  
AND LANGUAGE PATHOLOGISTS IN THE PUBLIC  
SCHOOLS OF SUBURBAN COOK COUNTY, ILLINOIS

by

M. Bernadette Kissel

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

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1986

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## ABSTRACT

This study investigated the evaluation procedures used with tenured special education teachers and tenured speech and language pathologists in elementary level public schools of suburban Cook County, Illinois.

Procedures: Data was collected from randomly selected elementary principals and the district level special education directors, tenured special education teachers, and tenured speech and language pathologists with whom the principals worked. Questionnaires and follow-up interviews with randomly selected principals were used to collect the data. The data were analyzed through the use of frequencies, the Kendall Tau B Correlation Coefficient, and analysis of variance procedures for unbalanced data.

Selected Findings: School administrators and the special education staff members who participated in this study viewed the purposes of teacher evaluation differently.

There was agreement across groups that the purposes of teacher evaluation should be the improvement of instruction and the planning of staff development programs.

The methods used for evaluation are consistent with those reported in the literature. The principal is viewed as the administrator with primary evaluative responsibility.

All groups reported a desire for greater involvement on the part of special education supervisors, special education teachers, and/or speech and language pathologists in the evaluation process.

Responses of the speech and language pathologists indicated a strong belief that speech and language pathologists should be evaluated

by someone skilled in the field of speech and language disorders.

Strong support for peer evaluation among speech and language pathologists was also indicated.

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## VITA

The author, Bernadette Kissel, was born November 26, 1945 in Saint Louis, Missouri. She is the daughter of Marguerite (Bauer) Simonich and John R. Simonich. She attended the Catholic schools of the Archdiocese of Saint Louis and graduated from Saint John's High School in June, 1964.

She received her undergraduate education at Forest Park Community College, Saint Louis, Missouri; the University of Missouri - Saint Louis; and Purdue University. She received her Bachelor of Arts degree from Purdue University in June, 1970. She completed studies at Saint Xavier College, Chicago, Illinois and Governors State University, University Park, Illinois in the field of speech and language disorders. She was awarded the degree of Master of Arts in Education from Saint Xavier College in August, 1977. In 1977 she also completed the requirements for Illinois administrative and supervisory endorsements at Northwestern University. In September, 1979 she entered the doctoral program in educational administration and supervision at Loyola University of Chicago.

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She has served as an officer and committee chairperson in both professional and community organizations. She is a member of Delta Kappa Gamma International, Phi Delta Kappa, the Illinois Speech-Language-Hearing Association, and a graduate student affiliate of the American Educational Research Association.

She and her husband, David Kissel, live in Chicago with their three young children, Margaret, Katherine (Katie), and Matthew.

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## CHAPTER I

### INTRODUCTION

Over the last decade teacher evaluation has assumed increasing importance in both the educational community and the lay community. Widespread criticism of public education, the escalating costs of education, and the accountability movement have contributed to an increased emphasis on the evaluation of teachers. Administrators and supervisors view teacher evaluation as one of the most critical problems facing education.<sup>1</sup>

During the last decade advances in the field of special education have led to an increasing awareness of and participation in special education programs at local public schools. As more special education programs have been developed in neighborhood public schools, building principals have been directly involved in the education of students with special education needs and the on-going supervision of special education programs and personnel. Building principals, traditionally viewed as having evaluative authority over the professional staff working in their buildings, may now be assisted by special education supervisors who work in an advisory position to the principal and special education staff members.<sup>2</sup> The sharing of roles has been viewed as a potential source of role conflict for both the principal and the special

education supervisor.<sup>3</sup> Furthermore, the evaluation of special education staff members has been viewed as problematic due to the differing instructional techniques used in special education and the possibility that principals may lack specific knowledge about special education goals, practices, and procedures.<sup>4</sup>

### PURPOSES OF THE STUDY

The purposes of this study are to determine and analyze the evaluation procedures used with tenured public school special education teachers and tenured public school speech and language pathologists. This study seeks to study the relationships and differences between the viewpoints of tenured special education teachers, tenured speech and language pathologists, elementary principals, and district level special education directors/coordinators concerning the evaluation procedures used.

This study was guided by the following research questions:

1. What are the stated purposes of the evaluation of tenured special education teachers and tenured speech and language pathologists as perceived by tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators?

2. What are the purposes of evaluation considered

personally most important by tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators?

3. Does a significant relationship exist between the purposes of evaluation as stated by school districts and perceived by special education teachers, speech and language pathologists, principals, and district level special education directors/coordinators and the purposes of evaluation which are personally considered most important by members of each group?

4. What methods and procedures are used in evaluating tenured special education teachers and tenured speech and language pathologists?

5. Do significant differences exist in the perceptions of tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators concerning the desirability of differing methods and procedures which can be used in teacher evaluation?

6. Who is responsible for the evaluation of tenured special education teachers and tenured speech and language pathologists?

7. Who should be responsible for the evaluation of tenured special education teachers and tenured speech and language pathologists?



8. Are the same methods and procedures used in evaluating tenured special education teachers, tenured speech and language pathologists, and tenured regular education teachers or are the methods and procedures modified or specifically designed for the evaluation of special education teachers and speech and language pathologists?

#### SIGNIFICANCE OF THE STUDY

School administrators need to fairly and effectively evaluate special education staff members. Special education staff members must know that they will be evaluated according to relevant criteria by an evaluator who is knowledgeable, fair, and humane.

Few studies are available which analyze the evaluation practices and procedures used with public school special education teachers and/or speech and language pathologists. This study may be of value to those who are involved in the planning, development, and implementation of special education personnel evaluation. This study may be useful to school district and/or joint agreement supervisors and administrators as well as professional organizations. Groups responsible for formulating or revising procedures for the evaluation of special education personnel may find the results of this study helpful in comparing current practices or in

developing processes for special education personnel evaluation.

### DEFINITION OF TERMS

The terms used in this study are operationally defined as follows:

special education: instructional and resource programs and related services, materials, and adaptations designed to meet the needs of exceptional students.

special education teacher: a teacher certified by the state of Illinois to provide instruction to exceptional children.

speech and language pathologist: a clinician specifically trained in the field of communications disorders and certified by the state of Illinois to provide resource, instructional, and/or related services to speech and language impaired children.

special education director/coordinator: an administrator and/or supervisor serving a local school district in a staff or line position to assist in the operation of the special education program.

principal: the administrative and instructional leader of a school.

school district: a legal entity established by the state of Illinois for the purpose of exercising local power over the operation of the public schools within its boundaries.

special education cooperative: a collection of two or more school districts providing special education services and governed by a board of education.

elementary school: a school having a program of instruction serving a combination of grades from kindergarten or grade one through grade eight.

junior high school: a school having a program of instruction serving a combination of grades from grade six or seven through grade eight.

tenure: a legislative provision providing constitutional procedural protection to teachers who have performed satisfactorily in their teaching assignments for a specified time. Teachers who are tenured may be removed from their jobs for cause only as described by state law.

teacher evaluation: an assessment of a teacher's work performance for the purposes of improving instruction and/or for administrative decision making.

### METHODOLOGY

The data necessary to investigate the questions asked in this study were obtained through the use of three forms of a questionnaire developed specifically for this project.

Elementary and junior high school principals and their schools were identified using the 1984-1985 Cook County Directory of Suburban Public Schools published by the Educational Service Region of Cook County. A computer generated list of random numbers was used to identify the principals who were selected for participation in this study.

Principals and tenured special education teachers and tenured speech and language pathologists received cover letters, appropriate questionnaires, and stamped return envelopes during November, 1985. Interviews were conducted with randomly selected principals so that additional information concerning the evaluation of tenured special education teachers and tenured speech and language pathologists could be obtained.

Information from the completed questionnaires was tallied and statistically analyzed. Additional information concerning the instrumentation, sample selection, data gathering, and data treatment is presented in Chapter III.

#### LIMITATIONS OF THE STUDY

1. The population for this study was limited to the elementary public school principals of suburban Cook County, Illinois.

2. The tenured special education teachers and tenured speech and language pathologists who participated in this study were identified by the elementary school principals randomly selected for participation in this study.

3. The survey instruments used as part of this study represented a closed type of questionnaire. The questionnaires requested each participant to choose a particular response or to rank a series of purposes in order of perceived importance.

4. It was assumed that all participants in this study responded in an honest and straightforward manner.

5. Responses were time bound and reflect the views of participants at one point in time.

OVERVIEW

The purpose of this study was to investigate and analyze the procedures used in the evaluation of tenured special education teachers and tenured speech and language pathologists working in the public schools of suburban Cook County, Illinois.

Chapter I has presented the significance of this study and the research questions guiding the project. Chapter I has also included definitions of terminology, an outline of procedures used, and a statement of the limitations of this study.

In Chapter II the review of related literature will be presented. The review will focus on the changes in special education which have directly influenced regular education and will develop an historical perspective toward teacher evaluation. Chapter II will also review literature relative to the purposes of evaluation, current methods of evaluation, and the legal aspects of teacher evaluation.

Chapter III will present information pertinent to the research questions for this study, the population and sample selection for this study, the instrumentation used in the study, and the procedures used to analyze the data from this study.

Chapter IV presents and analyzes the data gathered for this study from both the questionnaires and the interviews conducted with principals.

A summary, conclusions, and recommendations will be presented in Chapter V.

## ENDNOTES FOR CHAPTER I

<sup>1</sup>John R. Hoyle, "Teacher versus Administrator: A Growing Crisis," Planning and Changing 9 (Winter 1978): 23-24.

<sup>2</sup>Daniel Sage, "Administration of Special Education," in Handbook of Special Education, eds. James M. Kauffman and Daniel P. Hallahan (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981), p. 312.

<sup>3</sup>Donald L. Robson, "Administering Educational Services for the Handicapped: Role Expectations and Perceptions," Planning and Changing 12 (Fall, 1981): 185-188.

<sup>4</sup>Richard S. Podemski, Barrie Jo Price, Tom E.C. Smith, George E. Marsh, Comprehensive Administration of Special Education (Rockville, Maryland: Aspen Systems Corporation, 1984), p. 207, 212.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the literature concerning teacher evaluation, including the evaluation of certified special education teaching personnel. The chapter is organized into six sections. The first section presents information relative to special education and teacher evaluation. An historical perspective toward teacher evaluation is developed in the second section. The third section presents a discussion of the purposes of teacher evaluation while the fourth section presents an overview of current methods and criteria of teacher evaluation. An overview of the legal context of teacher evaluation is developed in the fifth section and the final section presents a summary of the recent studies concerning teacher evaluation.

#### SPECIAL EDUCATION AND TEACHER EVALUATION

During the last twenty-five years public education for the handicapped has grown beyond programs for students who were deaf, blind, or mentally retarded to include programs for students with milder hearing or vision impairments, orthopedic impairments, learning disabilities, behavior disorders, and emotional disturbance. In addition, programs for children and adolescents with severe



and profound handicaps as well as programs for infants and preschool children at risk have come within the scope of public education. This extension of responsibility to the public schools has resulted in service and program additions with a concomitant increase in the provision of special education programs in neighborhood public schools.

Changes in special education have occurred as a result of complex and cumulative social, political, psychological, and educational developments. Concerns over the efficacy of special school or special class placement and the effects of labeling and misclassification of students<sup>1</sup> as well as a belief in public education's ability to deliver special individualized programs within the regular classroom<sup>2</sup> contributed to the movement away from special education schools or special education classrooms as primary programs for many exceptional children. Alternative programs have been implemented which provide for the education of students with handicaps in regular classrooms in neighborhood schools with the provision of supportive services to regular education teachers and their students with handicaps. Furthermore, federal and state legislation and supporting judicial decisions have directed that the needs of students must be met, as much as possible, in classes with nonhandicapped peers. Passage of Section 504 of the Rehabilitation Act of 1973 and the Education of All Handicapped Children Act of 1975

and the federal and state rules and regulations implementing these laws have brought about significant changes in regular and special education.<sup>3</sup> As would be the case for any educational innovation of this scope, the implementation of these changes has had and continues to have far reaching effects on schools.

While the effects of the changes brought by these laws and related judicial decisions impinge on every area of education, two changes are significant in the development of this research project. First, changes in special education programming have placed more programs in neighborhood schools, thereby involving building principals directly in the education of students with special education needs and the supervision of special education personnel. Secondly, because special education personnel may be employed by special education cooperatives to work in local school districts, personnel evaluation by supervisors for the cooperative or the district may supplement or replace special education personnel evaluation by the building principal.

Sage believes that building principals have exercised direct line authority over special education personnel and programming where special education has been an integral part of the total education system.<sup>4</sup> Specially trained supervisors or administrators with technical expertise have traditionally been in advisory positions in

which line authority is either shared with or deferred to the building principal. Such role ambiguity for the special area supervisor and building principal has been viewed as a constraint on both leadership and authority<sup>5</sup> and as a source of potential role conflict.<sup>6</sup> Whether special education personnel are evaluated by building principals or special education supervisors or administrators, Podemski recognizes the importance of personnel evaluation to ensure that special education goals are met, to provide a data base for staff development programs, and to provide documentation in case of teacher dismissal.<sup>7</sup>

The evaluation of special education personnel can be problematic, however. These reasons include not only the unclear lines of evaluative responsibility between the building principal and the special education administrator or supervisor, but also the differing instructional techniques used in special education and the shared responsibilities for the accomplishment of special education goals between regular classroom teachers and special education personnel. Furthermore, Podemski believes principals may be ineffective in evaluating special education personnel because they lack specific knowledge about special education goals, practices, and procedures.<sup>8</sup> Winborne states that principals may be inclined to assume a laissez-faire attitude toward special education teacher evaluation or to evaluate special education teachers

positively due to the "halo effect" which has, at times, surrounded perceptions of special educators.<sup>9</sup> Moreover, evaluation instruments developed for teachers in regular education programs may be inappropriate or inadequate for the evaluation of special education teachers. Such limitations may, however, be overcome by special training which can enable the principal to become an effective evaluator of special education personnel. Regardless of possible problematic areas, both Podemski and Winborne believe that the principal should be the primary evaluator of special education personnel.<sup>10</sup>

Mayer also states that the principal has direct responsibility for all programs in a building including the evaluation of special education personnel serving that site. Mayer believes that principals should be assisted in evaluation by a special education administrator or supervisor whenever appropriate.<sup>11</sup>

Support for the belief that the building principal should take major responsibility in supervision and evaluation of special education personnel has been provided by Robson's study of the role perceptions of special education teachers, building principals, and regular classroom teachers in Indiana<sup>12</sup> and by Moya's research which studied the evaluation of special education teachers in California. Moya's research, based on a survey of California district level special education administrators, concluded that

eighty-seven per cent of the districts used the same evaluation procedures with both regular and special education teachers. Evaluation procedures emphasized direct observation with written assessment following each observation. The building principal was responsible for performance assessment of special education teachers in ninety per cent of the reporting districts while the district level special education director or the director's designee was responsible for performance assessment in ten per cent of the districts.<sup>13</sup>

Tradition, expert opinion, and available studies indicate that the building principal is viewed as having primary responsibility for the evaluation of all building personnel, including special education personnel.

#### TEACHER EVALUATION: AN HISTORICAL PERSPECTIVE

The work, roles, and relationships of educational supervisors and teachers have been discussed, analyzed, and written about for over a century.

Formal supervision of instruction in American schools originated in the Colonial Period. From Colonial times through the Civil War era, supervision of local public schools was the responsibility of selected citizens' committees who generally inspected schools to ensure that rules were followed and standards maintained. In the late 1800's control of public education gradually

came under the influence and authority of professional educators, particularly the newly appointed urban and county superintendents. Emphasis on the inspection of schools and classrooms continued, however, a pattern of improving the deficiencies of weak teachers and providing on the job assistance for new teachers gradually emerged.<sup>14</sup>

Principals and special supervisory personnel gradually assumed supervisory responsibilities as school units became larger and more complex. Supervision during the period from 1910 to 1935 reflected an autocratic philosophy and emphasized procedures, methods, and materials for efficient instruction.<sup>15</sup> During this period the first rating scales of teaching ability were developed.<sup>16</sup> Indicators of teaching success were thought to include the results of professional tests, in-service training, interest in teaching, and general intelligence. Knight recognized the possibility of bias when rating teachers and described the tendency to rate a teacher's over-all effect rather than specific traits considered a part of good teaching.<sup>17</sup>

Thompson reports on early efforts to use pupil achievement as a measure of teaching efficiency. As early as 1925, Crabbs developed an "accomplishment quotient" based on the test scores students earned at two different times in a school year. However, these early attempts at using student achievement to determine teacher effectiveness proved unreliable.<sup>18</sup>

As early as 1929 Barr recognized that methods of teacher evaluation were subjective and unreliable. Although Barr's characterizations of good teaching included the ability to stimulate students' interests, effective organization of subject matter, and providing for individual differences, Barr believed that few people could agree on these or other characteristics of good teaching.<sup>19</sup>

Authors who have evaluated supervisory practices from the early 1900's suggest that classroom visits and the subsequent criticism of and instruction to teachers did not provide effective assistance to teachers and therefore had limited effect on instructional improvements.<sup>20</sup>

During the 1930's a widespread emphasis on democratic principles and practices was reflected not only in educators' general approach to supervision but also in the techniques and practices used to evaluate teachers. Principals and supervisors worked with other educators, including teachers, to develop teachers' strengths and capabilities.<sup>21</sup> While some administrators and supervisors continued to emphasize classroom inspections aimed at identifying teaching weaknesses, supervisory practices generally emphasized techniques emerging from the new field of psychology to improve and control teaching behavior.<sup>22</sup> Supervisors generally moved away from autocratic principles and worked to create friendships and feelings of satisfaction among teachers in an effort to improve teaching

performance. According to Sergiovanni, this change at times resulted in the neglect of supervision and an abdication of supervisory responsibility.<sup>23</sup>

During this period emphasis was placed on gathering varied and broad information concerning teaching performance. Attempts were made to use pupil ratings of teacher effectiveness. It was believed that pupil ratings could be a reliable source of information so long as the data were carefully gathered. Interest in the effects of pupil-teacher interaction led to supervisory ratings of pupil-teacher interaction as an indicator of teacher effectiveness. Emphasis was also placed on gathering anecdotal records, classroom observations, and teacher self-evaluations as useful and appropriate data for appraising teachers.<sup>24</sup> While varied techniques for evaluating teachers were developed, their use raised concerns over the ambiguity of terminology and the lack of reliability and validity of the newly developed instruments.<sup>25</sup>

Research continued into the development of evaluation instruments. The evaluation instruments published between 1945-1951 focused on varying aspects of teaching, including teacher self-evaluations, pupil learning, goal selection, and the personal and professional characteristics of teachers.<sup>26</sup>

Dunkin and Biddle report on the extensive use of observation and rating scales to identify teaching



processes related to teaching effectiveness and to assist administrators in making personnel decisions. Regardless of serious limitations, including lack of reliability and validity, Dunkin and Biddle recognized that such scales enjoyed an unprecedented status and popularity from the mid-forties through the mid-sixties.<sup>27</sup>

The shifts in priorities and emphasis of educational programs which began in the 1960's has had far-reaching effects. When the federal government began funding for elementary and secondary education, increased program planning and evaluation at the local, state, and federal level became necessary to document the effectiveness of the newly established programs. Concepts of program accountability broadened to include the effectiveness of the administrators and teachers charged with implementing federal programs. The accountability movement effected teacher evaluation so that emphasis has increasingly been placed on visible indicators of teaching effectiveness.<sup>28</sup>

#### PURPOSES OF TEACHER EVALUATION

Inherent in all supervisory schema is a concept of evaluation of program and/or personnel. The following emphasizes the evaluation of teaching personnel.

Griffith states that nearly all teachers are formally evaluated, usually by principals.<sup>29</sup> Stoops, Rafferty, and Russell recognized that not only are all

teachers rated, either formally or informally, but that informal ratings may be based on second-hand information and subjective impressions. These authors, therefore, affirm the importance of having formal evaluation methods which are based on clear-cut and agreed upon evaluation procedures.<sup>30</sup>

Although teacher evaluation has several stated purposes, most writers in teacher evaluation recognize the improvement of instruction as the primary purpose of evaluation.<sup>31</sup> Whether expressed in terms of improving effectiveness in promoting learning,<sup>32</sup> promotion of professional growth which will lead to guidance and stimulation of students,<sup>33</sup> or directly influencing teaching behavior so as to facilitate student learning,<sup>34</sup> teacher evaluation is not seen as an end in itself but as a process meant to improve instruction.

Secondary purposes of teacher evaluation are recognized. These include the modification or termination of teaching assignments, validation of recruitment and selection processes, legal protection of the teacher and the school district,<sup>35</sup> improvement of teacher preparation programs, reassurance to effective teachers about the value of their efforts, opportunities for research into teaching, and improvement in teaching and administrative practices.<sup>36</sup>

Experts in the field of evaluation have

traditionally distinguished between formative teacher evaluation (i.e.: evaluation which helps teachers improve performance) and summative teacher evaluation (i.e.: evaluation which serves administrative decision making).<sup>37</sup>

Raths and Preskill caution against viewing summative teacher evaluation as an extension of formative evaluation. According to Raths and Preskill, summative evaluation is meant to be a bottom line judgment on the quality of teaching and is designed to contribute to administrative decision making. Formative procedures, on the other hand, are designed to provide the teacher with help, including advice, guidance, remediation procedures, and direct assistance so that improvements in teaching can be made.<sup>38</sup>

Borich views teacher appraisal as falling into three broad and overlapping categories - diagnostic, formative, and summative. Diagnostic appraisal can be used to place teachers in compatible teaching assignments after hiring and to plan appropriate training activities, such as in-service or workshop activities, graduate training, or other professional experience. Borich also emphasizes the differences between formative and summative evaluation. Formative appraisal, aimed at removing deficiencies and/or strengthening existing skills, should be continual while summative evaluation, aimed at deciding over-all competence and performance, should take place within a definite time period. Borich cautions that all

appraisal processes, whether diagnostic, formative, or summative, should improve teaching and must include training opportunities if the appraisal process is to have a positive effect.<sup>39</sup>

Hawthorne's writings stress the collegial nature of formative evaluation. According to Hawthorne, effective collegial teacher evaluation can not only diagnose teachers' strengths and weaknesses but can also yield information concerning curricular, organizational, and community needs. Furthermore, Hawthorne stresses the situation specific nature of the evaluation of teaching. Teaching, according to Hawthorne, must be evaluated in relation to the context in which the teaching occurs.<sup>40</sup>

McKenna also points out that other factors need to be considered in attempting to evaluate teaching effectiveness. McKenna believes that a meaningful evaluation of teaching must recognize mitigating contexts which need to be identified, defined, and taken into account. A partial list of mitigating contexts in the evaluation of teachers includes such factors as student characteristics, curricular mandates, in-service opportunities, organizational structure, leadership and supervisory skills, climate, working conditions, and available resources.<sup>41</sup>

Teacher evaluation processes must often serve several different purposes. These purposes may require differing processes and methods if the purposes of the evaluation

are to be realized.<sup>42</sup> Diagnostic and formative evaluations place primary emphasis on the improvement of instruction through on-going work with and on behalf of individual teachers, groups of teachers, or with an entire staff. Summative evaluation, recognized by most writers as emphasizing over-all judgments of teaching competence and performance, usually focuses on the individual teacher.

An over-riding and unresolved issue in teacher evaluation centers on the possibility of school districts achieving acceptable formative and summative evaluation procedures with the same evaluation system. In general, teacher evaluation strategies which are aimed at improving instruction need to involve teachers highly in the process of formative evaluation and in the gathering of descriptive information. Summative evaluation procedures, however, are generally more formal, downplay teacher involvement, and emphasize the hierarchical, contractual, and legal requirements associated with evaluation which may effect job status.<sup>43</sup>

Difficulties may arise, however, when teacher evaluation systems must include criteria aimed at improving instruction as well as criteria aimed at making summative judgments. McGreal recognizes the duality of purpose often associated with teacher evaluation systems and emphasizes the importance of having evaluation procedures which are compatible with the purposes of the evaluation.<sup>44</sup>

CURRENT METHODS OF TEACHER EVALUATION

Over the past decade increasing attention has been focused on the methods, practices, and procedures of teacher evaluation. In practice varied approaches based on differing assumptions about teaching are used in the formal evaluation of educators. This section will describe current methods used in the evaluation of teachers.

Contract Plans: Contract plans, based on Peter Drucker's management-by-objectives approach to evaluation in industry and adapted to education by Redfern in the early 1970's, allow the teacher and evaluator to work together in the evaluation process.<sup>45</sup> Iwanicki has identified five stages in this evaluation process, including a review of teaching performance; identification of areas for improvement; development of specific objectives for each area of improvement; implementation and monitoring of the plan; and assessment of the results of the plan on teaching performance.<sup>46</sup>

Iwanicki stresses that the use of contract plans in a teacher evaluation system may be as structured or as flexible as the needs of the organization and its professional employees require. For example, some districts may need to set performance objectives for professional employees while other districts may choose a more collegial model in which teachers and evaluators work together to identify and plan performance objectives.<sup>47</sup>

In the Mutual Benefit Evaluation system developed by Manatt, teachers, administrators, and programs are evaluated. Manatt's system includes establishing valid, reliable, and legally defensible standards and criteria for employees; monitoring and measuring performance through self-evaluation, observation, and conferences; setting measurable job improvement targets; developing action plans; and evaluating the results of the action plan.<sup>48</sup>

In the performance evaluation system developed by Thomas, realistic and objective performance standards are established for each certified employee. The standards specify what is to be accomplished as well as the methods which will be used to decide if performance standards have been achieved. Performance is monitored and supervision provided. If necessary, performance objectives are clarified, modified, or replaced. Remediation procedures are implemented for those who do not meet the established performance objectives and, if necessary, personnel decisions are made. The final stage of evaluation includes the validation of the achievement of agreed upon performance objectives, using qualitative and/or quantitative criteria.<sup>49</sup>

Evaluation procedures which focus on objectives have been viewed as reducing the ambiguity surrounding teacher evaluation processes. Well administered objectives focused evaluation systems have also been viewed as

reducing conflict in teacher evaluation and as providing a better basis for conflict resolution if conflicts arise.<sup>50</sup>

Iwanicki believes that contract plan approaches to teacher evaluation include strengths as well as weaknesses. Iwanicki recognizes the potential for professional growth and the development of positive working relationships, as well as the establishment of clear-cut performance expectations and the integration of personal and organizational goals as favorable aspects of contract plan approaches to teacher evaluation. On the other hand, Iwanicki points out that the establishment of contract plan approaches to teacher evaluation may place too much emphasis on measurable objectives, are costly in terms of time and resources, and may require evaluators to make decisions about teacher performance in areas in which the evaluators are not qualified. Iwanicki points out that the potential strengths and weaknesses of contract plan approaches are relative rather than absolute since involvement, implementation processes, and philosophies vary widely.<sup>51</sup>

Teacher Interviews and Conferences: Teacher interviews and conferences remain a cornerstone in evaluation practices as a tool in selecting teachers for employment and as a means of communicating evaluative information to teachers. Long standing practices in teacher evaluation have frequently emphasized the evaluator-teacher conference



following a classroom observation and the evaluator-teacher summative conference at year's end.<sup>52</sup>

The conference is also recognized as an important element in broader approaches to the evaluation of teachers. For example, pre-observation conferences may provide for the sharing of intentions, expectations, and other important information between the evaluator and the teacher or teachers who will be observed.<sup>53</sup> Pre-observation conferences can also provide an opportunity for mutual lesson planning with the evaluator and the teacher or teachers to be observed participating.<sup>54</sup>

In a contract plan approach to teacher evaluation, initial conferences are essential to the selection of performance objectives and to decisions concerning the demonstration of achievement of objectives. Conferences are also used throughout the evaluation period so that progress can be discussed and monitored and necessary changes in teaching practices can be discussed.<sup>55</sup>

Classroom Observations: Classroom observations, often in association with pre-observation and post-observation conferences, are recognized as a source of valuable information on classroom climate, rapport, interaction, and functioning which cannot be obtained through other methods.<sup>56</sup> Harris believes that classroom observations provide the most reliable and descriptive information when based on a systematic gathering of appropriate information.<sup>57</sup> Systematic observation

involves the use of instruments which guide the observer. Published instruments are widely available<sup>58</sup> although some districts prefer district-specific or school-specific observation formats.<sup>59</sup>

Various methods of gathering information from classroom observation are available and include formats based on frequency counts, which are designed to record behavior, events, or interactions; and rating systems, which require the observer to rate the presence of certain variables. Narrative systems, which use a naturalistic and holistic approach, attempt to capture classroom events to the fullest extent possible.<sup>60</sup>

Although classroom observations are generally recognized as a practical approach to gathering otherwise unavailable information about teaching, limitations to effective observation are recognized. These limitations include the possibility of inadequate sampling of classroom activities, unreliable and invalid measurement techniques, inadequate training of the observer, and observer bias.<sup>61</sup> Furthermore, Peterson recognizes that the presence of "a priori" conceptualizations of good teaching in observation instruments may lead to difficulties when effective teachers differ markedly from the conceptualization of good teaching inherent in a specific observation instrument.<sup>62</sup>

An additional concern over the validity of teacher observation procedures arises from recent research which

indicates that elementary teachers exhibit flexible and variable teaching patterns based on subject matter and instructional goals. The generalizability of teaching methods and approaches across subject areas has been called into question based on a growing body of research which indicates that teaching strategies and behaviors with the same students vary markedly across subject areas. The validity of evaluation procedures which rely on a small number of direct observations within or across subject areas has been questioned. Recommendations to expand the number of observations across subject areas or to intensely observe the teaching in one subject area have been made so that more accurate pictures of teacher behavior may be used in evaluation procedures.<sup>63</sup>

Regardless of limitations, direct observations of teaching are recognized as beneficial and useful for recording and analyzing teaching behavior. Data from systematic observation can be useful in joint efforts by the evaluator and the teacher to analyze classroom events and to provide teachers with feedback concerning their teaching.

Faculty Self-Evaluation: Self-evaluation or making judgments about one's teaching based on various data sources, including self-appraisal instruments, student and peer ratings, or other sources of information, has been recognized as a potentially important aspect of improving teacher effectiveness.<sup>64</sup> Harris believes that improvement

of teaching performance could not be expected without attention to self-evaluation.<sup>65</sup>

Natriello proposes that teachers have the most direct knowledge of their work situations. Teachers are at least one step closer to the actual work of teaching and moderate levels of self-evaluation allow for teachers to influence the evaluation system. On the other hand, Natriello cautions that too high a level of self-evaluation deprives teachers of recognition and affirmation and leads to less acceptance of the evaluation process on the part of the teacher. Self-evaluation is therefore recognized as most effective when it is a component of a total evaluation system.<sup>66</sup>

Although recognized by many educators as potentially useful in a comprehensive evaluation process, self-evaluation processes are generally considered appropriate for formative evaluation procedures rather than for summative evaluation procedures.<sup>67</sup> Moreover, Harris believes that self-evaluation processes are most useful in promoting simple changes in teaching behavior but that self-assessments are not effective when more complex changes are necessary.<sup>68</sup>

Criticisms of faculty self-evaluation include tendencies to underrate or overrate performance, lack of objectivity, and the negligible relationship between self-evaluation and other measures of teaching effectiveness.<sup>69</sup>

It appears that faculty self-evaluation may be useful as a component in a total evaluation process, but that this approach would have serious limitations if used in summative evaluation.

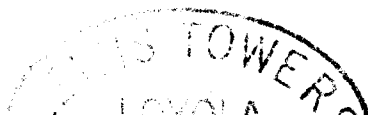
Peer Review: Peer review, deeply rooted in American colleges and universities, is not often used in formal teacher evaluation at the elementary level.<sup>70</sup> When used, peer evaluation often involves the evaluation of teaching by a committee of teachers who observe in classrooms and analyze lesson plans, classroom projects, and other artifacts of teaching.<sup>71</sup> Peer evaluation has been most favorably viewed in terms of its potential contribution to the improvement of instruction rather than as a tool in administrative decisions effecting employment status.<sup>72</sup>

Student Evaluation of Teacher Performance: Although student evaluation of college faculty has a long tradition, the use of student evaluations of teaching at the elementary level is limited. Levin reports that problems surround the use of student evaluation of teachers at the elementary level due to the unknown influence of grading practices, teacher reputation, student interest, and the validity of the rating instruments used.<sup>73</sup> However, research completed by Fox and others led the authors to conclude that the evaluation of teachers completed by sixth grade students appeared to provide reliable, valid, and useful measures of teaching behavior.<sup>74</sup>

Obviously any process of student evaluations of teachers needs to account for the age, perceptions, expectations, and values of the participating students. Questions surrounding the reliability and validity of student evaluations or ratings of teachers would seriously limit their use in summative evaluation, although the use of student evaluations or ratings of teachers by older elementary aged students might be appropriate as part of a formative evaluation process.

Student Achievement Information: Although popular attention has focused on the use of nationally normed or state normed standardized tests in the evaluation of both teachers and students, the limitations of norm-referenced tests and the inappropriateness of their use for summative teacher evaluation have been recognized.<sup>75</sup> The limitations of using the results of norm-referenced achievement tests in the summative evaluation of teachers include:

1. The recognized influence of factors over which teachers have little control, such as parental expectations, socio-economic status, and over-all intellectual functioning.<sup>76</sup>
2. The unreliability of pre-test and post-test score differences.
3. The possibility of teachers teaching to the test when it is recognized that teacher evaluations are based on test results.<sup>77</sup>
4. The probable lack of correspondence between curricular objectives and the domains sampled on standardized tests.<sup>78</sup>



5. The recognized fact that not all subject areas have standardized achievement tests.<sup>79</sup>

In summarizing criticisms of the use of norm-referenced standardized tests to measure teaching effectiveness, Glass reported that standardized tests are only effective for uncovering gross educational deficiencies and were never designed to reveal the "ways in which teaching and learning can be creative, favorably opportunistic, and uniquely meaningful to students."<sup>80</sup>

Medley reminded educators that while it is necessary to teach content, the teaching of facts and principles remains a means, not an end, of education. Teachers are hired to educate children by producing lasting changes and cannot be judged totally on their students' changes in test scores.<sup>81</sup>

Popham recognized the limitations of using student test scores on standardized, norm-referenced tests in summative teacher evaluation and recommended that schools use the results of well-written curriculum related criterion-referenced tests to evaluate teachers.<sup>82</sup> Borich also advocated the use of curriculum based criterion-referenced tests as one aspect in summative teacher evaluation.<sup>83</sup>

Millman established criteria to improve the reliability and validity of achievement indicators of teacher effectiveness. Millman proposed that student

achievement indicators used in evaluating teacher effectiveness should be curriculum based and measure classroom instruction and learning accurately and equitably. Furthermore, judgments of teacher effectiveness should be based on the results of several tests administered throughout the year. Millman also recommended procedures for statistically adjusting student achievement information to more accurately measure teacher competence.<sup>84</sup>

Tests of Teaching Performance: Popham has developed the concept of performance tests for teachers.<sup>85</sup> Stodolsky also recognizes the performance test or showcase lesson as a possible alternative to current practices in teacher evaluation.<sup>86</sup> Teachers who are to be evaluated are provided with teaching objectives, resources, and samples of student evaluation materials. Each teacher then teaches a small group of students who possess the necessary prerequisite skills for profiting from the teacher's instruction. A test, usually administered by someone other than the teacher presenting the lesson, is used to judge the teacher's effectiveness in meeting the goals of the lesson. Efforts to prevent spurious results can include the use of non-instructional control groups, random assignment of pupils to instructional groups, and adjustments of test scores to reflect the initial level of the participating students.<sup>87</sup>



McNeil and Popham report on research using this approach which indicates that some teachers consistently produce better results than others. The authors point out, however, that follow-up is needed to verify that teachers can also produce desired effects in their usual classroom settings.<sup>88</sup>

Questions have been raised concerning the reliability of tests of teaching performance since research indicates that teaching effects on test scores may be unstable.<sup>89</sup> Other criticisms of this approach center on the perceived superficiality of showcase lessons, variations in teaching performance from one lesson to another,<sup>90</sup> and the potential expenditures in dollars and time that such an evaluation procedure would require.<sup>91</sup>

Indirect Measures of Teacher Competence: King reports that the use of indirect measures of teacher competence allows for a multidimensional model of teacher activity and teacher evaluation. Indirect measures of teacher competence may be thought to include professional activities outside the classroom, such as involvement in professional organizations, service on curriculum committees, continuing education activities, and publication of materials or articles. Teacher characteristic variables, such as personality, aptitude, experience, community work, and personal interests are also considered by King as indirect measures of competence.<sup>92</sup>

King recognizes at least two general limitations to the use of indirect measures of teacher competence. First, teachers may object to conceptualizations of teaching work which extend beyond the school. Secondly, teachers and evaluators also recognize that indirect measures of teaching competence have not been validated by research studies. Regardless of limitations, King believes that teaching can be conceptualized broadly to include activities beyond the classroom and that the use of indirect measures allows for differentiation among teachers. King believes that this differentiation among teachers can be helpful not only at the self-appraisal and goal setting stages of evaluation but also in making personnel decisions. Obviously, successful use of indirect measures of teaching competence depends not only on broadly based conceptualizations of teaching but also on the consent and participation of those who are evaluated.<sup>93</sup>

#### LEGAL ASPECTS OF TEACHER EVALUATION

It is generally recognized that developing, implementing, and operating a teacher evaluation system involves detailed considerations of the many dimensions of the evaluation process. It is also recognized that teacher evaluation, particularly summative teacher evaluation, is a serious responsibility which needs to be undertaken with legal as well as educational considerations.<sup>94</sup>

Evaluation processes need to be both fair and effective. Two aspects of fairness, equal respect and reasonableness, are considered basic to any evaluation system. Demands of equal respect are met when individuals are evaluated on the basis of criteria related to the achievement of educational goals. Reasonableness demands that evaluative decisions are not made in an arbitrary or capricious manner. Evaluation procedures must also be effective in promoting education by leading to the retention of competent teachers and to the improvement of future teaching performance.<sup>95</sup>

In light of the possible competing demands of fairness, reasonableness, and effectiveness, Strike and Bull elucidated the rights of educational institutions as well as the rights of teachers concerning teacher evaluation. Briefly stated, these principles include the rights of educational institutions to supervise personnel and to make personnel decisions to improve educational quality; to collect relevant information and to act on the information in the best interests of students; and to have the cooperation of the teaching staff in implementing fair and effective evaluation procedures.<sup>96</sup>

Teachers' rights are also recognized and elaborated by Strike and Bull. Briefly stated, these include professional rights related to job security, professional discretion, and participatory decision-making; evidential rights, including the right to be

evaluated according to relevant criteria and to expect that personnel decisions will be made on the basis of evidence; humanitarian and civil rights so that evaluation procedures are honest, non-discriminatory, non-political, and humane. Due process considerations, including the right to notice before evaluation; knowledge of evaluative standards, criteria, and results; and the right to react to and appeal evaluative results or decisions are also crucial in the implementation and operation of any summative teacher evaluation process.<sup>97</sup>

Strike and Bull also recognize the important role of remediation when teaching incompetence is suspected. Evaluation can play both a formative and a summative role between the first suspicions of incompetence and the necessity or prevention of formal dismissal proceedings.<sup>98</sup>

Teachers and administrators often hold differing concepts of fair and workable evaluation systems. Those being evaluated want an evaluation system which protects their rights to continued employment while administrators want an evaluation system which enables them to keep schools operating effectively and efficiently. Although the interests of the two groups are not, in fact, mutually exclusive, an ever growing body of court cases would lead to the supposition that, at times at least, the interests of the two groups collide.<sup>99</sup>

Most states recognize the potential adversarial relationship which could develop between teachers and school systems and have enacted specific tenure or contractual continued service statutes governing the rights of teachers who have achieved tenure. The primary aim of tenure law is to attract and keep competent teachers by protecting them from unwarranted dismissal. Teachers who have achieved tenure have full procedural protections under the Fourteenth Amendment of the United States Constitution. Unlike the probationary teacher, the tenured teacher cannot be dismissed without cause. If subject to dismissal, the teacher has a full range of constitutionally guaranteed due process rights, statutory rights, and contractual guarantees which may be specified in the school district's contract with the district teaching personnel. Evaluation procedures used with tenured teachers must accord full procedural protection to those evaluated.<sup>100</sup>

The Illinois School Code provides that Illinois teachers enter into tenure after serving a consecutive two year probationary period unless the probationary period is extended for cause and corrective action is outlined.<sup>101</sup> Having achieved tenure, an Illinois teacher cannot be dismissed without cause. The Illinois School Code defines cause as "incompetency, cruelty, negligence, immorality, or other sufficient cause," subject to the

detailed procedural requirements of the Illinois School Code.<sup>102</sup>

Gudridge points out that courts generally uphold a school district's right to set criteria and performance standards. However, scarce district resources may have to be used in defending a district's actions and teaching morale may be inevitably effected.<sup>103</sup> Obviously, districts need to have fair, humane, effective, and workable teacher evaluation systems if they are to avoid the pitfalls of struggles which will ultimately be resolved by the judiciary.

#### RELATED STUDIES CONCERNING TEACHER EVALUATION

Recent dissertations have focused on evaluation practices in regular education.

Timson's findings, based on the responses of 826 Illinois superintendents, indicated that ninety per cent of Illinois school districts had formal teacher evaluation procedures. Instructional improvement was reported as the primary purpose of the teacher evaluation systems which were used in the responding districts.<sup>104</sup>

Both Miller and Houston studied teacher evaluation procedures in Tennessee. Miller's study compared the perceptions and attitudes of district level and school level administrators toward teacher evaluation<sup>105</sup> while Houston's study compared the perceptions and attitudes of

district level administrators, school level administrators, and teachers.<sup>106</sup>

Miller's conclusions, which are most relevant to the present study, include:

1. Administrators viewed the improvement of instruction and job performance as the most important purposes of evaluation.
2. Principals were viewed as the administrators most involved in teacher evaluation.
3. Teacher checklists, evaluation by objectives, classroom observations, and conferences were the most frequently used methods of evaluation.
4. Administrators also reported that an average of four observations were made with each teacher during a school year. The group believed that five observations for each teacher provided a more desirable evaluation process.<sup>107</sup>

Houston's study, concerning the viewpoints of both administrators and teachers toward the evaluation process concluded:

1. Teachers and administrators viewed the purposes of teacher evaluation in distinctly different manners.
2. Teachers, central office administrators, and building principals indicated significantly different viewpoints toward the desirability of various methods of teacher evaluation.
3. Teachers, central office administrators, and building principals also differed significantly on their perceptions concerning time spent in the evaluation process, the number and length of observations, the degree of teacher involvement in the evaluation process, and the over-all satisfaction with the evaluation process.

Houston also concluded that teacher satisfaction with the

evaluation process was a function of the teachers' perceptions of their involvement in the evaluation process, regardless of the evaluation methods used.<sup>108</sup>

Hodel studied the formal and informal evaluation processes used by the twenty-six elementary principals of Niles Township, Illinois. Based on interviews with the principals, Hodel concluded that evaluation of teachers was a formal process which was characterized by the use of performance objectives, teacher participation in goal setting and self-appraisal, written evaluation reports, and teacher access to the final evaluation report. The principals who participated in this study viewed the two major purposes of formal evaluation as the improvement of the instructional performance of teachers and the determination of future job status. The principals also believed that the two purposes of evaluation were incompatible. Furthermore, principals favored separating evaluation to determine job status from supervision for instructional improvement.<sup>109</sup>

#### SUMMARY OF CHAPTER II

This chapter has presented information related to changes in special education practices and the principal's pivotal role in the evaluation of special education personnel. An historical perspective, which reviewed the beginnings of some current practices in teacher evaluation,



was developed. Multiple and at times conflicting purposes of teacher evaluation were outlined and discussed. The advantages and limitations of currently used methods of teacher evaluation procedures and practices were also presented. The legal aspects of teacher evaluation were discussed and the chapter concluded with an overview of recent doctoral dissertations concerning teacher evaluation.

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<sup>84</sup>Millman, pp. 157-165.

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<sup>89</sup>Donald L. Haefele, "How to Evaluate the Teacher - Let Me Count the Ways," Phi Delta Kappan 61 (January, 1980): 351; Levin, pp. 243-244; and Millman, pp. 152-153.

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<sup>92</sup>Jean A. King, "Beyond Classroom Walls: Indirect Measures of Teacher Competence," in Handbook of Teacher Evaluation, ed. Jason Millman (Beverly Hills, California: Sage Publications, Inc., 1981), pp. 168-174.

<sup>93</sup>King, pp. 174-178.

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<sup>96</sup> Strike and Bull, p. 307.

<sup>97</sup> Strike and Bull, p. 308.

<sup>98</sup> Strike and Bull, pp. 308-309.

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<sup>103</sup> Gudridge, p. 48.

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## CHAPTER III

### METHODOLOGY

#### Instrumentation

The data necessary to investigate the questions asked in this study were obtained through the use of three forms of a questionnaire developed specifically for this research.

The original questionnaire for this study was developed based on the research questions and information presented in the review of literature on teacher evaluation. In September, 1985 two forms of the original questionnaire (one for tenured special education teaching personnel, including speech and language pathologists, and the other form for school administrators, including principals and district level special education directors/coordinators) were critiqued by a jury of eight educators knowledgeable in the field of special education and the evaluation of special education personnel. Jury members were asked to react to the content, length, appropriateness, and format of both forms of the questionnaire. (The two forms of the original questionnaire are presented in Appendix B.)

Jury members included Dr. Sally Moya, author of a dissertation about special education teacher evaluation in California, and Dr. Glenda Gay, director of Dr. Moya's dissertation. Jury members also included Illinois

educators with expertise in special education and knowledge of and experience in the evaluation of public and/or private school special education personnel.

Ms. Charlene Bennett, Dr. Lannie LeGear, Dr. A. Dale Lilyfors, Mr. Ralph Meyer, Dr. Lawrence Pekoe, and Mrs. Loretta Smith served as panel members and critiqued both forms of the original questionnaire.

The suggestions made by the jury members led to changes in questionnaire format, length, and content and the development of a third form of the questionnaire for speech and language pathologists. (The three forms of the revised questionnaire are presented in Appendix C.)

In order to verify responses to the questionnaire and gain additional information concerning the evaluation of tenured special education teachers and tenured speech and language pathologists, a set of interview questions was developed. The interview questions were revised in light of the responses given on the completed questionnaires and field tested in December, 1985. All eight principals, selected randomly from the principals participating in this study, agreed to interviews. The interviews, completed in January and February, 1986, lasted from thirty to forty-five minutes. (The interview format is presented in Appendix D.)

### Population and Sample

Elementary and junior high school principals and their schools were identified using the 1984-1985 Cook County Directory of Suburban Public Schools published by the Educational Service Region of Cook County. An identification number was assigned to each of the 505 principals for the purpose of randomly selecting principals to participate in this study. Elementary principals who also held superintendent's positions were not included in the population to be sampled. A computer generated list of random numbers was then used to identify the seventy-five principals who were selected for participation in this study.

The seventy-five principals randomly selected to participate in this study were contacted and the purposes of the study and the methods of selection were explained. Principals were also asked to identify district level special education directors/coordinators, the tenured special education teachers, and the tenured speech and language pathologists assigned to their buildings on a full time or a part time basis. Whenever appropriate, the district level special education director/coordinator was also contacted to gain her/his participation in the study.

Of the seventy-five principals contacted, nine declined to participate or were unable to participate due to district policies requiring superintendent and/or

school board approval for any research involving teachers or students.

The sixty-six principals and their respective special education staff members received appropriate questionnaires, cover letters, and stamped return envelopes during November, 1985. Follow-up phone calls were placed during the first week of December to principals who had not returned completed questionnaires. On January 3, 1986 follow-up letters with questionnaires and return envelopes were mailed to the few remaining principals who had not returned questionnaires.

Questionnaires, accompanying letters, and stamped return envelopes were mailed to sixty-six principals, forty-six district level special education directors/coordinators, forty-five speech and language pathologists, and one hundred thirty-one special education teachers. Completed questionnaires were received from sixty-one principals (92.42%), thirty-one district level special education directors/coordinators (67.39%), forty speech and language pathologists (88.88%), and ninety-three special education teachers (70.99%). Although not all principals returned questionnaires, completed questionnaires were received from at least one special education teacher from each building.

The principals who returned questionnaires included Principals from K-5 or K-6 buildings (63.93%), junior high

buildings, including grades six, seven, and eight (18.03%) and K-8 buildings (18.03%). The principals also reported that special education services were provided by special education teachers and speech and language pathologists employed by the local school district in forty-five districts, by special education teachers and speech and language pathologists employed by a joint agreement in one district, and by special education teachers and speech and language pathologists employed by the school district or a joint agreement in fifteen districts.

Students served in the programs at the participating schools included students representative of the following areas of exceptionality: learning disabilities, speech and language impairment, behavior disorders, emotional disorders, educational handicaps, mental retardation, physical handicaps, hearing impairment, and visual impairment. The students served by the special education programs ranged in age from three years through fourteen years.

#### Treatment of the Data

The data obtained from the three forms of the questionnaire were used to answer the research questions posed by this study.

Research Question 1: What are the stated purposes of the evaluation of tenured special education teachers and



tenured speech and language pathologists as perceived by tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators?

Information necessary to answer research question one was tallied from the responses to questionnaire item one (stated purposes of evaluation) and the stated purposes of evaluation as perceived by members of each group are presented in rank order. This information is presented and discussed in Chapter IV.

Research Question 2: What are the purposes of evaluation considered personally most important by tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators?

The information necessary to answer research question two was tallied from the responses to questionnaire item two (personal purposes of evaluation) and the purposes of evaluation considered personally most important by members of each group are presented in rank order. This information is presented and discussed in Chapter IV.

Research Question 3: Does a significant relationship exist between the purposes of evaluation as stated by school districts and perceived by special education teachers, speech and language pathologists, principals, and district level special education directors/coordinators and the purposes of evaluation which are personally considered most important by each group?

The Kendall Tau B Correlation Coefficient was used to determine the correlation between the purposes of evaluation which were perceived as district purposes and the purposes of evaluation personally considered most

important by members of each group. The correlational data were analyzed through the use of the Statistical Analysis System (SAS) and the results are presented and discussed in Chapter IV.

Research Question 4: What methods and procedures are used in evaluating tenured special education teachers and tenured speech and language pathologists?

Information relative to the methods and procedures used in evaluating tenured special education teachers and speech and language pathologists (questionnaire item 3), the frequency of evaluation (questionnaire item 5), and the frequency of observation (questionnaire item 7) was tallied and presented in frequencies and percentages. Administrators were asked to indicate the average length of each formal observation (questionnaire item 8 on Form A) and the average time spent in the evaluation process for one special education teacher during a single evaluation year (questionnaire item 9 on Form A). The information concerning the average length of each observation and the time spent in the evaluation process was tallied and presented in frequencies and percentages. Data relative to this research question is also presented and discussed in Chapter IV.

Research Question 5: Do significant differences exist in the perceptions of tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators concerning the desirability of differing methods and procedures which can be used in teacher evaluation?

Analysis of variance procedures for unbalanced data and Scheffe's method of multiple comparisons were used to determine if significant differences existed among the means of the four groups toward the desirability of possible procedures used in teacher evaluation (questionnaire item 4). The general linear model (GLM) subprogram of the Statistical Analysis System (SAS) was used in processing the analysis of variance data. The supporting data for the analysis of variance procedures are presented in Appendix A while the results are presented and discussed in Chapter IV.

Information concerning the frequency with which formal evaluation should occur (questionnaire item 6) was tallied and presented in frequencies and percentages in Chapter IV.

Research Question 6: Who is responsible for the evaluation of tenured special education teachers and tenured speech and language pathologists?

Information relative to responsibility for evaluation (questionnaire item 8 and questionnaire item 10 on Form A) was tallied and presented in frequencies and percentages in Chapter IV.

Research Question 7: Who should be responsible for the evaluation of tenured special education teachers and tenured speech and language pathologists?

Information concerning who should be involved in the evaluation of tenured special education teachers and tenured speech and language pathologists (questionnaire item

9 and questionnaire item 11 on Form A) was also tallied and presented in frequencies and percentages in Chapter IV.

Research Question 8: Are the same methods and procedures used in evaluating tenured special education teachers, tenured speech and language pathologists, and tenured regular education teachers or are the methods and procedures modified or specifically designed for the evaluation of special education teachers and speech and language pathologists?

The information pertaining to the possible modification of methods and procedures in the evaluation of tenured special education teachers and tenured speech and language pathologists (questionnaire item 12 on Form A) was tallied and is presented and discussed in Chapter IV.

Information concerning the instrumentation used in gathering data, the population and sample for this study, the procedures used in gathering the data, and the procedures used to analyze the data has been presented in this chapter.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

The data collected from the three forms of the questionnaire and the interviews are presented and analyzed in this chapter. This chapter is organized around the research questions presented in Chapter I. The research questions are:

1. What are the stated purposes of the evaluation of tenured special education teachers and tenured speech and language pathologists as perceived by tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators?

2. What are the purposes of evaluation considered personally most important by tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators?

3. Does a significant relationship exist between the purposes of evaluation as stated by school districts and perceived by special education teachers, speech and language pathologists, principals, and district level special education directors/coordinators and the purposes of teacher evaluation which are personally considered most important by each group?

4. What methods and procedures are used in evaluating tenured special education teachers and tenured speech and language pathologists?

5. Do significant differences exist in the perceptions of tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators concerning the desirability of differing methods and procedures which can be used in teacher evaluation?

6. Who is responsible for the evaluation of tenured special education teachers and tenured speech and language pathologists?

7. Who should be responsible for the evaluation of tenured special education teachers and tenured speech and language pathologists?

8. Are the same methods and procedures used in evaluating tenured special education teachers, tenured speech and language pathologists, and tenured regular education teachers or are the methods and procedures modified or specifically designed for the evaluation of special education teachers and speech and language pathologists?

The presentation and discussion of the data obtained from the completed questionnaires and the results of the statistical analysis of the data will be related to the eight research questions which guided this study.

Research Question 1: What are the stated purposes of the evaluation of tenured special education teachers and tenured speech and language pathologists as perceived by tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators?

Responses to questionnaire item number one which dealt with the stated purposes of teacher evaluation as perceived by each group were tallied according to the times each purpose was reported as one of the three most important purposes of the evaluation of special education personnel.

Principals' responses indicated the following perceived purposes of the evaluation procedures used with tenured special education teachers and tenured speech and language pathologists:

1. Improvement of instruction
2. Plan staff development programs
3. Meet employer requirements and/or contractual agreements concerning evaluation
4. Aid in decision making concerning retention
5. Aid in decision making concerning assignment

District level special education directors/coordinators reported the following perceived purposes of the evaluation of tenured special education teachers and tenured speech and language pathologists:

1. Improvement of instruction
2. Plan staff development programs

3. Aid in decision making concerning retention
4. Meet employer requirements and/or contractual agreements concerning evaluation
5. Aid in decision making concerning assignment

Tenured special education teachers reported the following perceived purposes of evaluation:

1. Meet employer requirements and/or contractual agreements concerning evaluation
2. Improvement of instruction
3. Provide legal protection for the employee and the district
4. Aid in decision making concerning retention
5. Aid in decision making concerning assignment

Tenured speech and language pathologists indicated the following perceived purposes of evaluation:

1. Meet employer requirements and/or contractual agreements concerning evaluation
2. Improvement of instruction
3. Aid in decision making concerning retention
4. Aid in decision making concerning assignment
5. Plan staff development programs

It appears that both principals and special education directors/coordinators agree that the improvement of instruction and the planning of staff development programs are the two most important stated purposes of the teacher evaluation systems used with tenured special education teachers and tenured speech and language pathologists.



These two groups also reported that teacher evaluation was perceived to be used in decision making concerning retention and assignment as well as to meet employer requirements and/or contractual agreements concerning evaluation.

Special education teachers, however, reported that they perceive the most important purposes of evaluation as meeting employer requirements and/or contractual agreements. Improvement of instruction was reported as the second purpose of evaluation while legal protection for the employee and the district and decision making concerning retention and assignment followed in importance. The use of evaluation results in planning staff development programs was not indicated with sufficient frequency so that it was recognized as one of the five most important perceived purposes of evaluation by tenured special education teachers.

Speech and language pathologists also reported that they perceived evaluation primarily as a means of meeting employer requirements and/or contractual agreements. As a group, speech and language pathologists also reported the improvement of instruction as the second most important purpose of evaluation. Decision making concerning retention and assignment was also indicated as a purpose of evaluation. The use of evaluation results to plan staff development programs was reported as the fifth most frequently perceived purpose of evaluation by the speech and language pathologists.

Although the four groups (principals, district level special education directors/coordinators, tenured special education teachers, and tenured speech and language pathologists) generally agreed on the perceived purposes of evaluation, the groups differed with respect to the priorities given to each purpose. Principals and district level special education directors/coordinators perceived the improvement of instruction and the planning of staff development programs, both formative purposes of evaluation, as the most important purposes of evaluation. The purposes of evaluation which are considered functions of administrative decision making (i.e.: decisions concerning retention and assignment) and meeting district requirements and/or contractual agreements were ranked as less important purposes of evaluation by the administrators.

The special education teachers and speech and language pathologists participating in the study viewed evaluation as a means of meeting employer requirements and/or contractual agreements. Instructional improvement, which was ranked second by both groups, was not perceived as the primary purpose of evaluation. Furthermore, special education teachers apparently did not view the results of evaluation as being used to plan staff development programs. Both groups (special education teachers and speech and language pathologists) perceived

the use of evaluation results in making administrative decisions concerning assignment and retention as purposes of evaluation.

Research Question 2: What are the purposes of evaluation considered personally most important by tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators?

When considering the purposes of evaluation which are personally considered most important by each group there is agreement across groups on the primary and secondary purposes of evaluation. The purposes of evaluation personally considered most important by each group were:

1. Improvement of instruction
2. Plan staff development programs

Tallies of the principals' responses indicated that the following purposes of evaluation were also considered personally important:

3. Meet employer requirements and/or contractual agreements concerning evaluation
4. Aid in decision making concerning retention
5. Aid in decision making concerning assignment

Tallies of the responses of district level special education directors/coordinators concerning the purposes of evaluation which they considered most important indicated the following:

3. Aid in decision making concerning retention
4. Aid in decision making concerning assignment
5. Meet employer requirements and/or contractual agreements concerning evaluation

Tallies of the responses of special education

teachers concerning the purposes of evaluation considered personally important indicated the following:

3. Aid in decision making concerning assignment
4. Meet employer requirements and/or contractual agreements concerning evaluation
5. Aid in decision making concerning retention

The responses of speech and language pathologists indicated the following purposes of evaluation as those which were considered personally important:

3. Aid in decision making concerning assignment
4. Meet employer requirements and/or contractual agreements concerning evaluation
5. Aid in decision making concerning retention

There is agreement across groups concerning the purposes of evaluation which are personally considered most important. All groups agree that instructional improvement should be the primary purpose of evaluation while the planning of staff development programs based on the results of the teacher evaluation program is viewed as second in importance. Group responses concerning the purposes of evaluation considered personally important indicate that employer requirements and/or contractual

agreements as well as purposes related to administrative decision making are viewed as secondary purposes of the evaluation process.

Research Question 3: Does a significant relationship exist between the purposes of evaluation as stated by school districts and perceived by special education teachers, speech and language pathologists, principals, and district level special education directors/coordinators and the purposes of evaluation considered most important by each group?

The Kendall Tau B Correlation Coefficient process was used to determine the correlation of the responses concerning both stated and personally preferred purposes of teacher evaluation for each group.

The first, second, and third stated purposes of evaluation and the first, second, and third personally preferred purposes of evaluation, as reported by principals, were statistically significant ( $p < .02$ )

Although the district level special education directors/coordinators reported stated and personally preferred evaluation purposes which were congruent, the results were not statistically significant.

Teachers reported rankings of stated purposes of evaluation and personally preferred purposes of evaluation which differed. Kendall Tau B correlations between the rankings of the stated purposes of evaluation and the purposes of evaluation which they personally considered most important were not statistically significant.

Speech and language pathologists' rankings of the second stated purpose of evaluation correlated significantly ( $p < .05$ ) with the purpose of evaluation which was ranked first as personally considered most important.

It would therefore appear that the principals and district level special education directors/coordinators participating in this study view the formative purposes of evaluation (i.e.: instructional improvement and staff development) as the most important purposes of evaluation and that the purposes of evaluation are congruent with their personally held beliefs about the purposes of evaluation.

Special education teachers and speech and language pathologists agree with principals and district level special education directors/coordinators concerning the personally preferred purposes of evaluation. In practice, however, it would appear that they view evaluation as a process which is procedural and/or contractual in nature with instructional improvement secondary in importance. Furthermore, the desired link between evaluation and staff development is not perceived by special education teachers and is only weakly perceived by speech and language pathologists.

Research Question 4: What methods and procedures are used in evaluating tenured special education teachers and tenured speech and language pathologists?

Participants were asked to check the methods and procedures which were part of the evaluation process. Principals and district level special education directors were asked to indicate which methods and procedures were used as part of the special education teacher, including speech and language pathologists, evaluation process in the school district in which they worked. Special education teachers and speech and language pathologists were asked to indicate which methods and procedures were used to gather information about their work. Thus principals and district level special education directors/coordinators answered this question in terms of a school-wide or district-wide perspective while special education teachers and speech and language pathologists responded to this question in terms of individual experiences with the evaluation process.

The information gathered through this question is summarized in Table 1.

Principals report direct observation by the principal (93.44%) as the most often used evaluation method. These direct observations are often followed by a post-observation conference (90.16%) and principals also report the use of conferences throughout the year (75.40%). Pre-observation conferences (63.93%) are also reported. Direct observation by supervisors in special education (62.29%) are also used in the evaluation process.

**Special Education Teachers (SET), and Speech and Language  
Pathologists (SLP) Concerning Actual Methods of Special  
Education Teacher Evaluation**

Possible Evaluation Method	Frequency and Percentage of Responses			
	Principals (N=61)	SED (N=31)	SET (N=93)	SLP (N=40)
<b><u>Student Information</u></b>				
Student Ratings	3 (4.61%)	3 (9.6%)	3 (3.22%)	2 (5.00%)
Student Test Data	10 (16.39%)	6 (19.35%)	23 (24.73%)	2 (5.00%)
Student Achievement of IEP Goals	24 (39.34%)	11 (35.48%)	32 (34.40%)	3 (7.5%)
Student Attitude Measures	13 (21.31%)	6 (19.35%)	21 (22.58%)	3 (7.5%)
Self-Appraisal	27 (44.26%)	14 (45.16%)	41 (44.08%)	20 (50.00%)
Evaluation of Materials Used In Teaching/Therapy	20 (32.78%)	9 (29.03%)	22 (23.65%)	22 (55.00%)
Checklists of Teacher Characteristics	28 (45.90%)	15 (48.38%)	39 (41.93%)	21 (52.50%)
<b>Direct Observation by</b>				
Principal	57 (93.44%)	28 (90.32%)	87 (93.54%)	31 (77.50%)
Teaching Peers	0	0	3 (3.22%)	5 (12.50%)
Special Education Supervisor	38 (62.29%)	24 (77.41%)	48 (51.61%)	11 (27.50%)
Others	8 (13.11%)	5 (16.12%)	15 (16.12%)	0
Pre-observation Conference(s) with Observer(s)	39 (63.93%)	19 (61.29%)	39 (41.93%)	20 (50.00%)



Possible Evaluation Method	Frequency and Percentage of Responses			
	Principals (N=61)	SED (N=31)	SET (N=93)	SLP (N=40)
Post-observation Conference(s) with Observer(s)	55 (90.16%)	23 (74.19%)	83 (89.24%)	32 (80%)
Job Descriptions	20 (32.78%)	9 (29.03%)	18 (19.35%)	5 (12.50%)
<b>Objectives Based Evaluation</b>				
Identified by SET (or SLP)	26 (42.62%)	12 (38.70%)	32 (34.40%)	25 (62.50%)
Identified by Principal	23 (37.70%)	14 (45.16%)	20 (21.50%)	8 (20.00%)
Identified by Supervisor	18 (29.50%)	8 (25.80%)	24 (25.80%)	5 (12.50%)
Agreed to by SET & Principal	20 (32.78%)	9 (29.03%)	28 (30.10%)	9 (22.50%)
Agreed to by SET, Principal, & SES	21 (34.42%)	12 (38.71%)	21 (22.50%)	5 (12.50%)
Others	10 (16.39%)	6 (19.35%)	17 (18.28%)	0
Formulation of Action Plans	18 (29.50%)	14 (45.16%)	21 (22.58%)	17 (42.50%)
Planning Conferences	27 (44.26%)	19 (61.29%)	43 (46.23%)	12 (30%)
Conferences Throughout Year	46 (75.40%)	23 (74.19%)	45 (48.38%)	10 (25.00%)
End of Year Conference	34 (55.73%)	18 (58.06%)	43 (46.23%)	19 (47.50%)
Professional Activities	24 (39.34%)	16 (51.61%)	31 (33.33%)	26 (65.00%)

Not all principals who participated in this study had the assistance of a special education supervisor. It would appear that, where available, the special education supervisor is involved in the evaluation of the special education teaching staff members.

District level special education directors also reported direct observation by the principal (90.32%) as the most frequently used method of evaluation. Direct observation by a special education supervisor (77.41%) was reported as the second most frequently used method of evaluation. In interpreting this result, it should be remembered that not all districts have a district level special education director/coordinator and/or access to a special education supervisor. Conferences (post-observation, throughout the year, planning, and pre-observation) were also reported as frequently used in the evaluation of special education teachers and speech and language pathologists.

Special education teachers also reported that direct observation by the principal (93.54%) was the most frequently used evaluation method. Post-observation conferences (89.24%), direct observation by a special education supervisor (51.61%), conferences throughout the year (48.38%), and end of year conferences (46.23%) were also reported as frequently used methods in the evaluation process.

Speech and language pathologists report post-observation conferences with observers (80.00%) as the most frequently used evaluation tool while direct observation by the principal (77.50%) is reported as the second most common evaluation method. Review of Table I also indicates that speech and language pathologists are observed by other speech and language pathologists (12.50%) and special education supervisors (27.50%), thus explaining the high occurrence of post-observation conferences. Speech and language pathologists also reported that they were evaluated on the basis of their professional activities outside the classroom (65.00%), objectives which were identified by speech and language pathologists (62.50%), and the materials which were used in therapy (55.00%).

Evaluation procedures used in the evaluation of speech and language pathologists seem to differ in emphasis and focus. The use of conferences, except for those following observations, seem to be less important than in the evaluation of special education teachers. It should also be noted that over ten per cent of the speech and language pathologists responding indicated that they considered peer evaluation as part of their evaluation process.

Information concerning the frequency of evaluation and the frequency of observation is presented in Tables II and III.

TABLE II

**Frequency of Responses of Principals, Special Education Directors (SED), Special Education Teachers (SET), and Speech and Language Pathologists (SLP) Concerning Actual Frequency of Evaluation**

<u>Actual Frequency of Evaluation</u>	<u>Principals (N=59)</u>	<u>SED (N=31)</u>	<u>SET (N=93)</u>	<u>SLP (N=40)</u>
Twice each academic year	10 (16.94%)	1 (3.22%)	14 (15.05%)	8 (20%)
Once each academic year	20 (33.89%)	21 (67.74%)	41 (44.08%)	15 (37.5%)
Every other academic year	17 (28.81%)	7 (22.58%)	16 (17.20%)	8 (20%)
As needed	5 (8.47%)	1 (3.22%)	4 (4.30%)	3 (7.5%)
Other				
Every three years	7 (11.86%)	1 (3.22%)	6 (6.45%)	2 (5%)
Every four years	----	----	4 (4.30%)	----
Not formally evaluated	----	----	8 (8.60%)	4 (10%)

TABLE III

Frequency of Formal Observations  
 During an Evaluation Year As Reported  
 by Principals, Special Education  
 Directors (SED), Special Education Teachers (SET),  
 and Speech and Language Pathologists (SLP)

Frequency of Formal Observations	Principals (N=59)	SED (N=31)	SET (N=93)	SLP (N=40)
0 observations	0	0	8 (8.60%)	7 (17.50%)
1 or 2 observations	24 (40.67%)	15 (48.38%)	36 (38.70%)	24 (60%)
3 or 4 observations	27 (45.76%)	8 (25.80%)	35 (37.63%)	9 (22.50%)
5 or 6 observations	5 (8.47%)	3 (9.67%)	8 (8.60%)	----
7 or more observations	5 (8.47%)	5 (16.13%)	6 (6.45%)	----

Differences exist among all four groups concerning the frequency of formal evaluation. In analyzing this data it should be remembered that not all principals responding to the questionnaire had a special education director/coordinator and/or a tenured speech and language pathologist who also participated in this study. Furthermore, two principals reported that the evaluation procedures in their districts were undergoing revision and that no formal evaluation of tenured personnel was taking place.

It would appear that over seventy-five per cent of the respondents from each of the four groups view formal evaluation as occurring at least every other school year.

Table III presents information relative to the frequency of formal observation during an evaluation year. The report by 8.60% of the special education teachers and 17.50% of the speech and language pathologists that no formal observation took place during an evaluation year contrasts to the reports by principals and special education directors/coordinators that at least one or two observations are made during an evaluation year.

Principals and district level special education directors/coordinators were also asked to report on the length of an average formal observation and the total time spent by all participants in the evaluation of one tenured

special education staff member during an evaluation year. Table IV presents data concerning the length of observations and Table V presents data relative to the time spent in the evaluation process.

Based on the information presented in these tables it would appear that most formal observations last from thirty to fifty-nine minutes and that most individual evaluations during an evaluation year require less than ten hours of time on the part of those involved in the evaluation process.

Research Question 5: Do significant differences exist in the perceptions of tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators concerning the desirability of differing methods and procedures which can be used in teacher evaluation?

Table VI presents the mean responses of each group (principals, district level special education directors/coordinators, special education teachers, and speech and language pathologists) concerning the perceived desirability of possible methods of evaluation.

The significant differences among the four groups concerning the perceived desirability of various methods of evaluation were determined through the use of analysis of variance procedures for unbalanced data and Scheffe's multiple comparison procedure. The supporting data for the analysis of variance procedures are presented in Appendix A.

TABLE IV

Responses of Principals and  
Special Education Directors  
Concerning the Average Length  
of Time for Classroom Observations

	Principals (N=61)	Special Education Directors (N=31)
Less than 30 minutes	12 (19.67%)	3 (9.67%)
More than 30 minutes but less than 60 minutes	46 (75.40%)	27 (87.09%)
More than 60 minutes but less than 90 minutes	3 (4.91%)	1 (3.22%)



TABLE V

Responses of Principals and  
Special Education Directors  
Concerning the Length of Time  
Spent Per Teacher Per Evaluation Year

	Principals (N=61)	Special Education Directors (N=31)
Less than 5 hours	28 (45.90%)	13 (41.93%)
More than 5 hours but less than 10 hours	23 (37.70%)	13 (41.93%)
More than 10 hours but less than 15 hours	8 (13.11%)	5 (16.12%)
More than 15 hours but less than 20 hours	1 (1.64%)	----
More than 20 hours	1 (1.64%)	----

TABLE VI

Mean Responses of Principals, Special Education Directors (SED), Special Education Teachers (SET) and Speech and Language Pathologists (SLP) to the Desirability of Possible Evaluation Methods

Possible Evaluation Methods	Mean Responses			
	Principals	SED	SET	SLP
<u>Student Information</u>				
Student Ratings	4.22 (58)	4.16 (31)	4.01 (87)	4.37 (38)
Student Test Data	3.17 (58)	3.58 (31)	3.84 (87)	3.87 (38)
Student Achievement of IEP Goals	2.34 (58)	2.61 (31)	3.02 (87)	3.00 (38)
Student Attitude Measures	3.19 (58)	3.68 (31)	3.41 (87)	3.77 (38)
<u>Self-Appraisal</u>	2.08 (59)	2.00 (30)	2.00 (91)	1.85 (40)
<u>Evaluation of Materials</u>	2.44 (59)	2.77 (30)	2.70 (89)	2.13 (40)
<u>Checklists of Characteristics</u>	3.10 (59)	3.23 (30)	2.56 (87)	2.70 (40)
<u>Direct Observation by</u>				
Principal	1.29 (59)	1.26 (31)	1.72 (93)	2.35 (40)
Teaching Peers	3.03 (59)	2.81 (31)	3.14 (93)	1.55 (40)
Special Education Supervisor	1.63 (59)	1.23 (31)	1.77 (93)	2.15 (40)
<u>Pre-observation Conference(s)</u>	1.53 (58)	1.73 (30)	2.20 (92)	2.08 (39)
<u>Post-observation Conference(s)</u>	1.21 (59)	1.27 (30)	1.52 (93)	1.55 (40)
<u>Job Descriptions</u>	2.43 (58)	2.77 (30)	2.37 (78)	2.63 (40)
<u>Objectives Based Evaluation</u>				
Identified by SET	2.02 (59)	2.14 (28)	1.98 (92)	1.63 (40)
Identified by Principal	2.32 (59)	2.43 (28)	2.78 (92)	3.23 (40)
Identified by Supervisor	2.39 (59)	1.86 (29)	2.75 (92)	3.18 (40)
Agreed to by SET and Principal	1.66 (59)	1.72 (29)	2.08 (92)	2.43 (40)
Agreed to by SET, Principal and Supervisor	1.64 (59)	1.16 (31)	1.73 (92)	2.13 (40)

<u>Possible Evaluation Methods</u>	<u>Mean Responses</u>			
	<u>Principals</u>	<u>SED</u>	<u>SET</u>	<u>SLP</u>
<u>Formulation of Action Plans</u>	2.07 (59)	2.03 (31)	2.33 (84)	2.49 (39)
<u>Planning Conferences</u>	1.73 (59)	1.52 (31)	2.10 (93)	2.18 (39)
<u>Conferences During Year</u>	1.58 (59)	1.32 (31)	2.15 (93)	2.80 (39)
<u>End of Year Conference</u>	1.75 (59)	1.55 (31)	2.24 (93)	2.15 (39)
<u>Professional Activities</u>	2.44 (59)	2.32 (31)	3.13 (93)	1.93 (40)

No significant differences appeared across the four groups relative to their perceptions of the desirability of the use of student ratings, student test data, or student attitude measures. Self-appraisal, job descriptions, the identification of objectives by the special education teacher or the speech and language pathologist, action plans, or conferences throughout the year were not viewed as significantly more or less desirable across groups.

Significant differences ( $p < .05$ ) occurred between principals and special education teachers and principals and speech and language pathologists concerning the desirability of using student achievement of IEP goals in the evaluation process.

Speech and language pathologists differed significantly ( $p < .05$ ) with special education teachers and special education directors on their viewpoints concerning the use of evaluation of materials used in therapy as part of the evaluation process.

Teachers differed significantly ( $p < .05$ ) with principals and special education directors concerning the use of checklists of teacher characteristics in the evaluation process. Special education teachers viewed the use of checklists of teacher characteristics more favorably than administrators.

As a group principals and district level special education directors/coordinators viewed direct observation as desirable in the evaluation process. While both groups of special education teachers and speech and language pathologists viewed direct observation by the principal as desirable, the means are significantly different ( $p < .05$ ) between speech and language pathologists and the other three groups. Significant differences also exist between the teachers and the other groups concerning observation by the principal.

Principals, district level special education directors/coordinators, and special education teachers agreed on the desirability of observation by teaching peers. The perceptions of speech and language pathologists, however, differed significantly ( $p < .05$ ) with the views of the other three groups concerning peer observation. Speech and language pathologists view peer observation significantly more favorably than do the other three groups.

The desirability of observation by a special education supervisor was perceived differently by special education directors/coordinators and the other three groups ( $p < .05$ ) and by speech and language pathologists and the other three groups ( $p < .05$ ).

Teachers differed significantly ( $p < .05$ ) with both special education directors/coordinators and principals concerning the desirability of preobservation conferences.

Speech and language pathologists also differed significantly with principals ( $p < .05$ ) in their viewpoints concerning pre-observation conferences.

Administrators (principals and special education directors/coordinators) also perceived the desirability of post-observation conferences significantly more favorably ( $p < .05$ ) than did special education teachers and speech and language pathologists.

Principals viewed the identification of objectives by the principal significantly ( $p < .05$ ) more favorably than did teachers or speech and language pathologists. District level special education directors also differed significantly ( $p < .05$ ) with speech and language pathologists concerning the setting of objectives by the principal.

District level special education directors/coordinators viewed the setting of objectives by special education supervisors significantly ( $p < .05$ ) more favorably than did the other three groups. Significant differences ( $p < .05$ ) also existed between the viewpoints of principals and speech and language pathologists concerning the setting of goals by special education supervisors.

Significant differences ( $p < .05$ ) existed between speech and language pathologists and district level special education directors/coordinators concerning the

desirability of having objectives agreed to by the principal and the special education teacher or therapist. Differences were also significant ( $p < .05$ ) concerning the viewpoints of principals and special education teachers concerning this method of evaluation.

The use of objectives agreed to by the special education teacher or therapist, the principal, and the special education supervisor was also viewed differently across groups. Speech and language pathologists differed significantly ( $p < .05$ ) with the other three groups concerning the desirability of this method of evaluation. Significant differences ( $p < .05$ ) also existed between the viewpoints of special education teachers and special education directors concerning this method of establishing objectives.

Significant differences ( $p < .05$ ) existed between speech and language pathologists and principals concerning the desirability of the use of planning conferences throughout the year. Teachers also differed significantly ( $p < .05$ ) concerning the desirability of planning conferences when compared to principals and district level special education directors/coordinators.

Viewpoints also differed concerning the desirability of holding conferences throughout the year. Speech and language pathologists differed significantly ( $p < .05$ ) with the other three groups concerning conferences throughout the year. Special education teachers also differed

significantly ( $p < .05$ ) concerning the desirability of conferences throughout the year with the other three groups.

The use of professional activities outside the classroom in the evaluation of special education teachers and speech and language pathologists is viewed differently across groups. Speech and language pathologists differed significantly ( $p < .05$ ) with both teachers and principals concerning the inclusion of professional activities in the evaluation process. Special education teachers also differed significantly with the other three groups concerning this possible evaluation factor.

In summary, it appears that there is agreement across groups concerning the desirability (or lack of desirability) of certain methods of evaluation. Areas of agreement include the viewpoints expressed concerning the use of student test data and the use of student attitude measures. On the average, administrators tend to view the use of IEP goal achievement by students as a more desirable evaluation practice than do teachers. There is agreement across groups concerning the use of self-appraisal while evaluation of the use of materials used in teaching or therapy is viewed as more desirable by speech and language pathologists than by other groups. Administrators differ with special education teachers and speech and language pathologists concerning the use of



tend to view the setting of objectives by the speech and language pathologist as more desirable.

Viewpoints about considering professional activities outside the classroom in the evaluation process also differ with speech and language pathologists seeing professional activities as a desirable component in the evaluation process. Principals, special education directors/coordinators, and special education teachers do not view the inclusion of professional activities as favorably as do speech and language pathologists.

Respondents were also asked to indicate how often they believed tenured special education teachers and tenured speech and language pathologists should be formally evaluated. Responses to this question are presented in Table VII. Analysis of the information indicates that there is general agreement that evaluation should be conducted at least every other school year with principals and special education teachers tending to favor evaluation on a yearly or every other year basis. District level special education directors/coordinators and speech and language pathologists tend to favor evaluation which occurs once or twice each academic year.

Research Question 6: Who is responsible for the evaluation of tenured special education teachers and tenured speech and language pathologists?

TABLE VII

**Frequency of Responses of Principals, Special  
Education Directors (SED), Special Education  
Teachers (SET), and Speech and Language  
Pathologists (SLP) Concerning Preferred  
Frequency of Evaluation**

<b>Preferred Frequency of Evaluation</b>	<b>Principals (N=61)</b>	<b>SED (N=31)</b>	<b>SET (N=93)</b>	<b>SLP (N=40)</b>
Twice each academic year	11 (18.03%)	10 (32.25%)	12 (12.90%)	12 (30%)
Once each academic year	20 (32.78%)	15 (48.38%)	40 (43.01%)	20 (50%)
Every other academic year	22 (36.06%)	3 (9.68%)	20 (21.50%)	4 (10%)
As needed	5 (8.20%)	3 (9.68%)	18 (19.35%)	4 (10%)
Other				
Every three years	----	----	1 (1.07%)	----
Every four years	----	----	----	----
Continuous/on-going	3 (4.92%)	----	2 (2.15%)	----

Information relative to the question, "Who is involved in the evaluation of special education teachers and speech and language pathologists?" is presented in Table VIII. Analysis of this table indicates that all groups reported that the principal was the most involved in the evaluation of special education teachers and speech and language pathologists and that special education supervisors are the next most highly involved group in the evaluation process.

Table IX presents information concerning primary responsibility for evaluation. Again, the principal is viewed as having primary responsibility in most situations. Differences in reported percentages across groups may reflect the fact that, in some instances, principals do not have the assistance of a special education director/coordinator and/or a supervisor during the evaluation process.

Research Question 7: Who should be responsible for the evaluation of tenured special education teachers and tenured speech and language pathologists?

In response to the question, "Who should be involved in the evaluation?" a somewhat different focus appears.

Inspection of Table X indicates several trends concerning answers to this question. First, principals responding to this question indicated that they believed that a special education supervisor should be involved in the evaluation process. Approximately one third of the

TABLE VIII

Frequency of Responses of Principals, Special Education Directors (SED), Special Education Teachers (SET), and Speech and Language Pathologists (SLP) Concerning Involvement in the Evaluation Process

Involvement in Evaluation	Principals (N=61)	SED (N=31)	SET (N=93)	SLP (N=40)
Regular classroom teachers	- -	- -	- -	- -
Special education teachers	4 (6.55%)	10 (32.25%)	9 (9.67%)	- -
Speech and language pathologists	8 (13.11%)	6 (19.35%)	- -	6 (15.00%)
Principals	61 (100%)	31 (100%)	91 (97.84%)	38 (95.00%)
Assistant principals	9 (14.75%)	6 (19.35%)	5 (5.37%)	3 (7.50%)
Special education supervisors	39 (63.93%)	26 (83.87%)	52 (55.91%)	15 (37.50%)
Others	4 (6.55%)	3 (9.67%)	7 (7.52%)	- -

TABLE IX

Frequency of Responses of Principals, Special Education Directors (SED), Special Education Teachers (SET), and Speech and Language Pathologists (SLP), Concerning Primary Responsibility for the Evaluation of Special Education Teachers and Speech and Language Pathologists

<u>Responsibility for Evaluation</u>	<u>Principals (N=61)</u>	<u>SED (N=31)</u>	<u>SET (N=93)</u>	<u>SLP (N=40)</u>
Principal	50 (81.97%)	19 (61.29%)	60 (64.51%)	28 (70%)
Special education supervisor	5 (8.19%)	6 (19.35%)	14 (15.05%)	12 (30%)
Shared equally between principal and special education supervisor	6 (9.83%)	6 (19.35%)	19 (20.43%)	- -

TABLE X

Frequency of Responses of Principals, Special Education Directors (SED), Special Education Teachers (SET), and Speech and Language Pathologists (SLP) Concerning Personally Recommended Involvement in the Evaluation Process

Involvement in Evaluation	Principals (N=61)	SED (N=31)	SET (N=93)	SLP (N=40)
Regular classroom teachers	5 (8.19%)	7 (22.58%)	20 (21.50%)	8 (20.00%)
Special education teachers	20 (32.78%)	13 (41.93%)	32 (34.40%)	8 (20.00%)
Speech and language pathologists	20 (32.78%)	13 (41.93%)	10 (10.75%)	34 (85.00%)
Principals	61 (100%)	31 (100%)	93 (100%)	36 (90%)
Assistant principals	18 (29.50%)	5 (16.12%)	12 (12.90%)	2 (5.00%)
Special education supervisors	58 (95.08%)	28 (90.32%)	76 (81.72%)	21 (52.50%)
Others	7 (11.47%)	3 (9.67%)	10 (10.75%)	- -
Speech and language supervisor	- -	- -	- -	22 (55.00%)

principals indicated that special education teachers and speech and language pathologists should be involved in the evaluation process.

District level special education directors/coordinators indicated a similar desire for involvement on the part of special education supervisors, special education teachers, and speech and language pathologists. Special education teachers also responded to this question by indicating a desire for greater involvement on the part of special education supervisors and special education teachers in the evaluation process. Eighty-five per cent of the speech and language pathologists indicated their desire for the involvement of speech and language pathologists in the evaluation process.

Principals have traditionally been viewed as having primary responsibility for the evaluation of all personnel serving their buildings. Review of Table XI indicates that twenty-five per cent of the responding principals indicated their desire to share the primary responsibility of evaluating special education teachers and speech and language pathologists with a special education supervisor or that the primary evaluative responsibility should shift to the special education supervisor.

Approximately fifty per cent of the district level special education directors/coordinators responding to the question concerning primary responsibility for the

TABLE XI

Frequency of Responses of Principals, Special Education Directors (SED), Special Education Teachers (SET), and Speech and Language Pathologists (SLP) Concerning Personally Recommended Primary Responsibility for the Evaluation of Special Education Teachers and Speech and Language Pathologists

Responsibility for Evaluation	Principals (N=61)	SED (N=31)	SET (N=93)	SLP (N=40)
Principals	45 (73.77%)	15 (48.38%)	40 (43.01%)	10 (25%)
Special education supervisor	7 (11.47%)	8 (25.80%)	37 (39.78%)	8 (20%)
Shared equally between principal and special education supervisor	9 (14.75%)	8 (25.80%)	10 (10.75%)	- -
Others	- -	- -	5 (5.37%)	- -
Speech and language supervisor	- -	- -	- -	22 (55%)



evaluation of special education personnel indicated that the principal should have primary responsibility. Twenty-five per cent believed that a special education supervisor should have primary responsibility while the remaining twenty-five per cent believed that evaluative responsibility should be shared equally between the principal and a special education supervisor.

Special education teachers indicated that they wished to see either the principal (43%) or a special education supervisor (40%) hold primary evaluative responsibility. Only ten per cent of the responding special education teachers viewed equal sharing of evaluative responsibility between the principal and a special education supervisor as desirable. Perhaps the teachers are aware of potential role conflicts if they were to be evaluated by two evaluators who shared evaluative authority equally.

The responses of speech and language pathologists again indicated a belief that speech and language pathologists need to be evaluated by another person skilled in the field of speech and language disorders.

In summary, it appears that principals currently hold primary responsibility for the evaluation of tenured special education teachers and tenured speech and language pathologists. Special education supervisors are involved in evaluation, usually as secondary evaluators.

When asked who should be involved in the evaluation of special education teachers and speech and language pathologists, all groups indicated a desire for involvement from special education supervisors, special education teachers, and speech and language pathologists. The desire for more professional involvement on the part of those evaluated was most apparent for speech and language pathologists.

Research Question 8: Are the same methods and procedures used in evaluating tenured special education teachers, tenured speech and language pathologists, and tenured regular education teachers or are the methods and procedures modified or specifically designed for the evaluation of special education teachers and speech and language pathologists?

Principals and district level special education directors/coordinators were asked if the methods and procedures used in evaluating tenured special education teachers and tenured speech and language pathologists were the same as those used in evaluating tenured regular education teachers.

Thirty-eight principals indicated that the methods and procedures were the same; sixteen principals reported that the methods and procedures were somewhat modified; and three principals indicated that evaluation procedures had been specifically developed for special education staff members. Four principals indicated that the special education teachers serving their buildings were evaluated by the procedures used in the district as well as the procedures used by the joint agreement.

District level special education directors/ coordinators also reported similar practices. Eighteen special education directors reported that the methods and procedures used to evaluate tenured special education staff members were the same as the methods and procedures used to evaluate tenured regular education teachers. Ten special education directors indicated that the methods and procedures were modified while three special education directors reported that the methods and procedures had been specifically developed for special education staff members.

The data indicate that over half the principals and district level special education directors/coordinators participating in this study indicated that the methods and procedures used in the evaluation of special education personnel were the same as those used in the evaluation of other teachers.

#### Interviews

Eight (n=8) principals from throughout suburban Cook County, Illinois were selected randomly from the sixty-one principals who returned questionnaires. All eight principals were contacted by letter and follow-up phone calls and agreed to be interviewed. (The interview guidelines will be found in Appendix D.)

Each principal was asked to comment on the following:

- a. The procedures used in evaluating tenured special education teachers and tenured speech and language pathologists
- b. The development of the current evaluation system
- c. The use of evaluation results
- d. The advantages of the evaluation system currently in use
- e. The possible changes which each principal would like to see in the evaluation process

The eight principals reported varying processes which were used in the evaluation of tenured special education teachers and tenured speech and language pathologists. Three principals described processes which most closely fit an objectives based evaluation process, two principals described evaluation procedures which allowed for the evaluator to certify that a teacher met a district-wide criteria for satisfactory performance, while the other three principals described evaluation procedures focusing on structured observations and conferences. All evaluation systems involved some elements of self-evaluation or self-appraisal.

When asked if the evaluation of tenured special education teachers and speech and language pathologists was different from the evaluation of regular education teachers, all principals indicated that certain factors were considered more important. The factors considered more important by the principals included the ability to

work with others, including regular education teachers and parents; the ability to communicate effectively; and the commitment to work as a member of a team. It seems that the principals interviewed considered the ability to work with others as a particularly important element in appraising the effectiveness of the members of their special education staffs.

Five of the eight principals described evaluation processes which were developed by the administrators in the district, some in conjunction with consultants from outside the district. Three principals detailed processes involving committee work by board members, administrators, consultants, regular education teachers and teachers from specialty areas (such as music or physical education as well as special education). Training of the evaluators and in-service presentations concerning the evaluation process had been completed in five of the districts at the time of implementation of the evaluation procedures.

In general, principals reported that evaluative results were used to pinpoint areas of strengths and weaknesses, not only for the teachers being evaluated but also for the instructional program. All principals expressed the belief that they were better able to work with and understand the special education program because they were directly involved in the evaluation of the teachers and therapists working in the program.

All principals interviewed believed that the evaluation procedures adapted by their districts were sufficiently flexible so as to allow for the evaluation of all instructional personnel. Three principals reported that the evaluation processes in use were rigorous enough to be used in personnel decisions concerning retention.

When asked what changes they would like to see in the evaluation process the principals responded with the following:

"...more teacher involvement..."

"...the teachers seem content to let me do the evaluating, I'd like to see them less content and more involved..."

"...newer teachers seem to look at me to know if they're doing a good job. I would rather see them more comfortable in evaluating their own performance..."

"...we need varied evaluation schedules so that not every teacher is evaluated every year...with        teachers I can't do a thorough job with all evaluations..."

"...set up more intense evaluation standards with the teachers involved... we're evaluating for average performance, not optimal performance..."

Without exception, the principals interviewed would like to see greater involvement and responsibility on the part of the teachers in the evaluation process.

All principals also expressed a belief that they should spend more time in the classroom and in working directly with teachers to help them develop their teaching skills.

Five of the eight principals indicated that they believe that principals should be the primary evaluators of all staff members in a building. However, the principals interviewed also indicated that they would like to have additional assistance from supervisors skilled in special education and/or specific areas of special education (for example, learning disabilities). The principals also indicated that they believed their teachers would also view additional help from special area supervisors as beneficial.

Only one principal indicated that he felt somewhat uncomfortable in evaluating special education staff members. All principals indicated that the special education programs in their buildings were important components of their total programs and that having responsibility for the evaluation of special education staff members enhanced the integration of the special education and the regular education programs.

#### Summary

Data collected concerning the evaluation of tenured special education teachers and speech and language pathologists has been presented and analyzed in this chapter. This chapter was divided into sections which corresponded with each of the research questions. Tables were used to present the quantitative information gathered from the questionnaires. Information gathered from the

interviews with eight principals was presented in narrative form

The summary, conclusions, and recommendations resulting from this study will be presented in Chapter V.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The final chapter of this study contains a summary of the findings of this study and conclusions based upon the findings of this study. Recommendations for practice and further study are also presented.

#### Summary

The purpose of this study was to investigate the evaluation procedures used with tenured special education teachers and tenured speech and language pathologists in the elementary level public schools of suburban Cook County, Illinois.

The research questions which guided this study were:

1. What are the stated purposes of the evaluation of tenured special education teachers and tenured speech and language pathologists as perceived by tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators?

2. What are the purposes of evaluation considered personally most important by tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators?

3. Does a significant relationship exist between the purposes of evaluation as stated by school districts and perceived by special education teachers, speech and language pathologists, principals, and district level special education directors/coordinators and the purposes of evaluation which are personally considered most important by each group?

4. What methods and procedures are used in evaluating tenured special education teachers and tenured speech and language pathologists?

5. Do significant differences exist in the perceptions of tenured special education teachers, tenured speech and language pathologists, principals, and district level special education directors/coordinators concerning the desirability of differing methods and procedures which can be used in teacher evaluation?

6. Who is responsible for the evaluation of tenured special education teachers and tenured speech and language pathologists?

7. Who should be responsible for the evaluation of tenured special education teachers and tenured speech and language pathologists?

8. Are the same methods and procedures used in evaluating tenured special education teachers, tenured speech and language pathologists, and tenured regular education teachers or are the methods and procedures modified or specifically designed for the evaluation of special education teachers and speech and language pathologists?

### Stated Purposes of Evaluation

The principals and the district level special education directors/coordinators who participated in this study indicated that instructional improvement and planning of staff development programs were the two most important stated purposes of the teacher evaluation systems used by their districts.

Tenured special education teachers and tenured speech and language pathologists participating in this study viewed evaluation as a means of meeting employer requirements and/or contractual agreements. Responses from the special education teachers and speech and language pathologists indicated that instructional improvement was perceived as the second most important stated purpose of evaluation.

### Purposes of Evaluation Considered Personally Important

There was agreement across groups on the primary and secondary purposes of evaluation personally considered most important. All groups agreed that instructional improvement and the planning of staff development programs should be the most important purposes of the evaluation process.

### Relationship between Stated Purposes of Evaluation and Purposes of Evaluation Considered Personally Important

The principals and district level special education

directors/coordinators who participated in this study viewed the formative purposes of evaluation (i.e.: instructional improvement and planning staff development) as the most important purposes of evaluation. These purposes were congruent with their personally held views about the purposes of evaluation.

Special education teachers and speech and language pathologists agreed with the principals and district level special education directors/coordinators concerning the personally preferred purposes of evaluation. It appears that special education teachers and speech and language pathologists view evaluation as a process which is primarily procedural and/or contractual in nature and that instructional improvement is, in reality, of secondary importance.

#### Methods and Procedures Used in Evaluation

Information concerning the methods used in evaluation were reported. All groups agreed that observations and follow-up conferences are the most frequently used evaluation methods. Formal evaluation occurs at least every other year in nearly all participating schools. Typical observations last for thirty to sixty minutes while most evaluations of individual special education teachers and speech and language pathologists require less than ten hours of time for all those involved in the evaluation.

Viewpoints Concerning Possible Methods and Procedures  
Which Can Be Used in Evaluation

Principals, district level special education directors/coordinators, and special education teachers generally agreed on the desirability of direct observations by principals. The views of speech and language pathologists, however, contrasted to those views. Speech and language pathologists viewed observation by their peers as more desirable than observation by the principal.

All four groups agreed that post-observation conferences were desirable. Viewpoints concerning the desirability of other conferences (pre-observation, planning, end of year, and conferences throughout the year) indicated that administrators (principals and special education directors/coordinators) saw multiple conferences as more desirable than did special education teachers or speech and language pathologists.

Principals, special education directors/coordinators, and special education teachers agreed on the desirability of having objectives agreed to by the participants. Speech and language pathologists, however, tended to view the setting of objectives by the speech and language pathologist as more desirable.

Viewpoints concerning the use of professional activities outside the classroom in the evaluation process also differed with speech and language pathologists seeing professional activities as a desirable component in the evaluation process. Principals, special education

directors/coordinators, and special education teachers did not view the inclusion of professional activities as favorable as did speech and language pathologists.

#### Responsibility for Evaluation

All groups reported that the principal was the most involved in the evaluation of special education teachers and speech and language pathologists and that special education supervisors were the next most involved group in the evaluation process. The principal was viewed as having primary responsibility in most evaluative situations.

#### Recommended Responsibility for Evaluation

Several trends appeared when the data concerning who should be involved in evaluation was analyzed. First, principals responding to this question indicated their belief that a special education supervisor should be involved in the evaluation process. Approximately one third of the principals indicated that special education teachers and speech and language pathologists should also be involved in the evaluation process.

District level special education directors/coordinators indicated a similar desire for involvement on the part of special education supervisors, special education teachers, and speech and language pathologists. Special

education teachers also responded to this question by indicating a desire for greater involvement on the part of special education supervisors and special education teachers in the evaluation process. Eighty-five per cent of the speech and language pathologists indicated their desire for the involvement of speech and language pathologists in the evaluation process.

Principals have traditionally been viewed as having primary responsibility for the evaluation of all personnel serving their buildings. Twenty-five per cent of the responding principals indicated a willingness to share the primary responsibility of evaluating special education teachers and speech and language pathologists with a special education supervisor or that the primary evaluative responsibility should shift to the special education supervisor.

Approximately fifty per cent of the district level special education directors/coordinators responding to the question concerning primary responsibility for the evaluation of special education personnel indicated that the principal should have primary responsibility. Twenty-five per cent believed that a special education supervisor should have primary responsibility while the remaining twenty-five per cent believed that evaluative responsibility should be shared equally between the principal and the special education supervisor.

Special education teachers, however, indicated that they wished to see either the principal (43%) or a special education supervisor (40%) hold primary evaluative responsibility. Only ten per cent of the responding special education teachers viewed equal sharing of evaluative responsibilities between the principal and the special education supervisor as desirable.

The responses of speech and language pathologists again indicated a belief that speech and language pathologists should be evaluated by someone skilled in the field of speech and language disorders.

Use of Evaluation Procedures Specifically Designed for Special Education Teachers and Speech and Language Pathologists

Sixty-two per cent of the principals and fifty-eight per cent of the district level special education directors/coordinators participating in this survey indicated that the methods and procedures used in the evaluation of special education personnel were the same as those used in the evaluation of other teaching personnel.

In follow-up interviews with randomly selected principals, the principals interviewed also reported that factors such as the ability to work with others, the ability to communicate effectively, and the commitment to work with others as a member of a team were important element in appraising the effectiveness of the members of their special education staffs. The principals



interviewed also indicated that the evaluation procedures adapted by their districts were sufficiently flexible to allow for the evaluation of all instructional personnel, including special education teachers and speech and language pathologists.

### Conclusions

It appears that it is neither possible nor appropriate to develop a universal system of teacher evaluation.

A lack of agreement seems to exist concerning the priorities of stated purposes of special education teacher evaluation as perceived by administrators, special education teachers, and speech and language pathologists.

There is a need for greater involvement in the evaluation process on the part of those evaluated.

The link between evaluation results and staff development is not clear to special education teachers and speech and language pathologists who participate in the evaluation process.

Significant differences exist in the viewpoints of educators concerning the appropriateness and desirability of possible evaluation procedures.

Speech and language pathologists view evaluation differently than special education teachers and administrators. Strong support is indicated for peer evaluation and the use of objectives based evaluation procedures identified by the speech and language pathologist being evaluated.

Speech and language pathologists also view evaluation by another professional skilled in the field of speech and language disorders as very important.

### Recommendations

In light of the differing views held concerning the purposes of evaluation, school districts should clarify the purposes of their evaluation systems.

Districts should also establish a link between formative evaluation processes and staff development programs for their special education teachers and speech and language pathologists.

In establishing evaluation procedures, districts need to select procedures which are suited to the needs of the district and the purposes of the evaluation.

Districts should investigate ways to have greater involvement in the evaluation process on the part of the special education personnel who are evaluated.

Districts should consider research concerning variability in teaching performance in establishing their observation processes.

Districts which have established a yearly evaluation process for their tenured special education teachers and tenured speech and language pathologists should explore ways to effectively evaluate their special education staff members on differing time schedules so that evaluators can work more intensely in the evaluation process with fewer teachers.

Involvement on the part of special education personnel in planning, development, and implementation of evaluation procedures is important if districts wish to consider the differing perceptions special education teachers and speech and language pathologists have concerning possible evaluation methods and procedures.

If possible, districts should separate formative and summative evaluation practices and procedures.

Technical assistance in special education and speech and language pathology should be provided or increased where appropriate.

As a group speech and language pathologists appear committed to the concept of peer evaluation. Methods of peer evaluation could be developed and implemented with speech and language pathologists involved in the planning, development, and implementation of the process and as participants in a pilot study of peer evaluation.

#### Recommendations for Further Study

In light of the differing perceptions of the purposes of evaluation procedures currently used in school districts, studies relating to the reasons for these differing perceptions seem timely.

If the primary goal of teacher evaluation processes is to be instructional improvement, studies relating to the effects of evaluation systems on both teachers and students seem appropriate.

Qualitative studies of successful special education teacher evaluation programs could add substantially to the literature on the evaluation of special education teachers.

Studies of effective ways to involve teaching staff members significantly in the evaluation process are also needed.

Studies of the relationship between teacher satisfaction with the evaluation process and participation in the development, implementation, and process of the evaluation process seem appropriate.

Separate studies of the attitudes, perceptions, and needs of public school speech and language pathologists toward evaluation are needed.

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APPENDIX A

**DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON**

**GENERAL LINEAR MODELS PROCEDURE**

**SCHEFFE'S TEST FOR VARIABLE: JOB**

**NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.**

**ALPHA=0.05 CONFIDENCE=0.95 DF=202 MSE=1.13457  
CRITICAL VALUE OF T=1.62767**

**COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'**

<b>EDUCATO COMPARISON</b>	<b>SIMULTANEOUS LOWER CONFIDENCE LIMIT</b>	<b>DIFFERENCE BETWEEN MEANS</b>	<b>SIMULTANEOUS UPPER CONFIDENCE LIMIT</b>
<b>SPECIAL - LANGUAGE</b>	<b>-0.5836</b>	<b>0.1417</b>	<b>0.8669</b>
<b>SPECIAL - PRINCIPAL</b>	<b>-0.3397</b>	<b>0.3356</b>	<b>1.0110</b>
<b>SPECIAL - TEACHER</b>	<b>-0.2503</b>	<b>0.3949</b>	<b>1.0400</b>
<b>LANGUAGE - SPECIAL</b>	<b>-0.8669</b>	<b>-0.1417</b>	<b>0.5836</b>
<b>LANGUAGE - PRINCIPAL</b>	<b>-0.4232</b>	<b>0.1940</b>	<b>0.8111</b>
<b>LANGUAGE - TEACHER</b>	<b>-0.3308</b>	<b>0.2532</b>	<b>0.8372</b>
<b>PRINCIPAL - SPECIAL</b>	<b>-1.0110</b>	<b>-0.3356</b>	<b>0.3397</b>
<b>PRINCIPAL - LANGUAGE</b>	<b>-0.8111</b>	<b>-0.1940</b>	<b>0.4232</b>
<b>PRINCIPAL - TEACHER</b>	<b>-0.4614</b>	<b>0.0592</b>	<b>0.5799</b>
<b>TEACHER - SPECIAL</b>	<b>-1.0400</b>	<b>-0.3949</b>	<b>0.2503</b>
<b>TEACHER - LANGUAGE</b>	<b>-0.8372</b>	<b>-0.2532</b>	<b>0.3308</b>
<b>TEACHER - PRINCIPAL</b>	<b>-0.5799</b>	<b>-0.0592</b>	<b>0.4614</b>

**DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON**

**GENERAL LINEAR MODELS PROCEDURE**

**SCHEFFE'S TEST FOR VARIABLE: OBJSET**

**NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.**

**ALPHA=0.05 CONFIDENCE=0.95 DF=215 MSE=1.28253  
CRITICAL VALUE OF T=1.62684**

**COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'**

<b>EDUCATO COMPARISON</b>	<b>SIMULTANEOUS LOWER CONFIDENCE LIMIT</b>	<b>DIFFERENCE BETWEEN MEANS</b>	<b>SIMULTANEOUS UPPER CONFIDENCE LIMIT</b>
<b>SPECIAL - PRINCIPAL</b>	<b>-0.6064</b>	<b>0.1259</b>	<b>0.8582</b>
<b>SPECIAL - TEACHER</b>	<b>-0.5241</b>	<b>0.1646</b>	<b>0.8533</b>
<b>SPECIAL - LANGUAGE</b>	<b>-0.2684</b>	<b>0.5179</b>	<b>1.3041</b>
<b>PRINCIPAL - SPECIAL</b>	<b>-0.8582</b>	<b>-0.1259</b>	<b>0.6064</b>
<b>PRINCIPAL - TEACHER</b>	<b>-0.4935</b>	<b>0.0387</b>	<b>0.5709</b>
<b>PRINCIPAL - LANGUAGE</b>	<b>-0.2616</b>	<b>0.3919</b>	<b>1.0455</b>
<b>TEACHER - SPECIAL</b>	<b>-0.8533</b>	<b>-0.1646</b>	<b>0.5241</b>
<b>TEACHER - PRINCIPAL</b>	<b>-0.5709</b>	<b>-0.0387</b>	<b>0.4935</b>
<b>TEACHER - LANGUAGE</b>	<b>-0.2511</b>	<b>0.3533</b>	<b>0.9576</b>
<b>LANGUAGE - SPECIAL</b>	<b>-1.3041</b>	<b>-0.5179</b>	<b>0.2684</b>
<b>LANGUAGE - PRINCIPAL</b>	<b>-1.0455</b>	<b>-0.3919</b>	<b>0.2616</b>
<b>LANGUAGE - TEACHER</b>	<b>-0.9576</b>	<b>-0.3533</b>	<b>0.2511</b>

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: OBJPRI

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=215 MSE=1.48077  
CRITICAL VALUE OF T=1.62684

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
LANGUAGE - TEACHER	-0.2070	0.4424	1.0918	
LANGUAGE - SPECIAL	-0.0484	0.7964	1.6413	
LANGUAGE - PRINCIPAL	0.2007	0.9030	1.6052	***
TEACHER - LANGUAGE	-1.0918	-0.4424	0.2070	
TEACHER - SPECIAL	-0.3860	0.3540	1.0941	
TEACHER - PRINCIPAL	-0.1113	0.4606	1.0325	
SPECIAL - LANGUAGE	-1.6413	-0.7964	0.0484	
SPECIAL - TEACHER	-1.0941	-0.3540	0.3860	
SPECIAL - PRINCIPAL	-0.6803	0.1065	0.8934	
PRINCIPAL - LANGUAGE	-1.6052	-0.9030	-0.2007	***
PRINCIPAL - TEACHER	-1.0325	-0.4606	0.1113	
PRINCIPAL - SPECIAL	-0.8934	-0.1065	0.6803	

**DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON**

**GENERAL LINEAR MODELS PROCEDURE**

**SCHEFFE'S TEST FOR VARIABLE: STD**

**NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.**

**ALPHA=0.05 CONFIDENCE=0.95 DF=210 MSE=2.0853  
CRITICAL VALUE OF T=1.62714**

**COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'**

<b>EDUCATO COMPARISON</b>	<b>SIMULTANEOUS LOWER CONFIDENCE LIMIT</b>	<b>DIFFERENCE BETWEEN MEANS</b>	<b>SIMULTANEOUS UPPER CONFIDENCE LIMIT</b>
LANGUAGE - TEACHER	-0.7620	0.0293	0.8207
LANGUAGE - SPECIAL	-0.6972	0.2878	1.2727
LANGUAGE - PRINCIPAL	-0.1534	0.6960	1.5454
TEACHER - LANGUAGE	-0.8207	-0.0293	0.7620
TEACHER - SPECIAL	-0.5928	0.2584	1.1097
TEACHER - PRINCIPAL	-0.0232	0.6667	1.3566
SPECIAL - LANGUAGE	-1.2727	-0.2878	0.6972
SPECIAL - TEACHER	-1.1097	-0.2584	0.5928
SPECIAL - PRINCIPAL	-0.4972	0.4082	1.3137
PRINCIPAL - LANGUAGE	-1.5454	-0.6960	0.1534
PRINCIPAL - TEACHER	-1.3566	-0.6667	0.0232
PRINCIPAL - SPECIAL	-1.3137	-0.4082	0.4972



DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: SR

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=210 MSE=1.60053  
CRITICAL VALUE OF T=1.62714

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT
LANGUAGE - PRINCIPAL	-0.5998	0.1443	0.8884
LANGUAGE - SPECIAL	-0.6558	0.2071	1.0700
LANGUAGE - TEACHER	-0.3364	0.3569	1.0502
PRINCIPAL - LANGUAGE	-0.8884	-0.1443	0.5998
PRINCIPAL - SPECIAL	-0.7304	0.0628	0.8561
PRINCIPAL - TEACHER	-0.3918	0.2126	0.8170
SPECIAL - LANGUAGE	-1.0700	-0.2071	0.6558
SPECIAL - PRINCIPAL	-0.8561	-0.0628	0.7304
SPECIAL - TEACHER	-0.5960	0.1498	0.8956
TEACHER - LANGUAGE	-1.0502	-0.3569	0.3364
TEACHER - PRINCIPAL	-0.8170	-0.2126	0.3918
TEACHER - SPECIAL	-0.8956	-0.1498	0.5960

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: IEP

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
 BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
 FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=210 MSE=2.08768  
 CRITICAL VALUE OF T=1.62714

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT
TEACHER - LANGUAGE	-0.7688	0.0230	0.8148
TEACHER - SPECIAL	-0.4417	0.4101	1.2618
TEACHER - PRINCIPAL	-0.0121	0.6782	1.3684
LANGUAGE - TEACHER	-0.8148	-0.0230	0.7688
LANGUAGE - SPECIAL	-0.5984	0.3871	1.3726
LANGUAGE - PRINCIPAL	-0.1947	0.6552	1.5050
SPECIAL - TEACHER	-1.2618	-0.4101	0.4417
SPECIAL - LANGUAGE	-1.3726	-0.3871	0.5984
SPECIAL - PRINCIPAL	-0.6379	0.2681	1.1741
PRINCIPAL - TEACHER	-1.3684	-0.6782	0.0121
PRINCIPAL - LANGUAGE	-1.5050	-0.6552	0.1947
PRINCIPAL - SPECIAL	-1.1741	-0.2681	0.6379

**DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON**

**GENERAL LINEAR MODELS PROCEDURE**

**SCHEFFE'S TEST FOR VARIABLE: ATT**

**NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.**

**ALPHA=0.05 CONFIDENCE=0.95 DF=210 MSE=2.05552  
CRITICAL VALUE OF T=1.62714**

**COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'**

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT
LANGUAGE - SPECIAL	-0.8922	0.0857	1.0636
LANGUAGE - TEACHER	-0.4363	0.3494	1.1351
LANGUAGE - PRINCIPAL	-0.2698	0.5735	1.4168
SPECIAL - LANGUAGE	-1.0636	-0.0857	0.8922
SPECIAL - TEACHER	-0.5816	0.2636	1.1088
SPECIAL - PRINCIPAL	-0.4112	0.4878	1.3867
TEACHER - LANGUAGE	-1.1351	-0.3494	0.4363
TEACHER - SPECIAL	-1.1088	-0.2636	0.5816
TEACHER - PRINCIPAL	-0.4608	0.2241	0.9091
PRINCIPAL - LANGUAGE	-1.4168	-0.5735	0.2698
PRINCIPAL - SPECIAL	-1.3867	-0.4878	0.4112
PRINCIPAL - TEACHER	-0.9091	-0.2241	0.4608

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: SELF  
 NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
 BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
 FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=216 MSE=0.979983  
 CRITICAL VALUE OF T=1.62678

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT
PRINCIPAL - TEACHER	-0.3815	0.0847	0.5510
PRINCIPAL - SPECIAL	-0.5407	0.0847	0.7102
PRINCIPAL - LANGUAGE	-0.3365	0.2347	0.8060
TEACHER - PRINCIPAL	-0.5510	-0.0847	0.3815
TEACHER - SPECIAL	-0.5872	0.0000	0.5872
TEACHER - LANGUAGE	-0.3792	0.1500	0.6792
SPECIAL - PRINCIPAL	-0.7102	-0.0847	0.5407
SPECIAL - TEACHER	-0.5872	0.0000	0.5872
SPECIAL - LANGUAGE	-0.5237	0.1500	0.8237
LANGUAGE - PRINCIPAL	-0.8060	-0.2347	0.3365
LANGUAGE - TEACHER	-0.6792	-0.1500	0.3792
LANGUAGE - SPECIAL	-0.8237	-0.1500	0.5237

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: MATL

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=214 MSE=0.984526  
CRITICAL VALUE OF T=1.82690

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
SPECIAL - TEACHER	-0.5315	0.0588	0.6491	
SPECIAL - PRINCIPAL	-0.3010	0.3260	0.9530	
SPECIAL - LANGUAGE	-0.0336	0.6417	1.3170	
TEACHER - SPECIAL	-0.6491	-0.0588	0.5315	
TEACHER - PRINCIPAL	-0.2022	0.2672	0.7366	
TEACHER - LANGUAGE	0.0506	0.5829	1.1151	***
PRINCIPAL - SPECIAL	-0.9530	-0.3260	0.3010	
PRINCIPAL - TEACHER	-0.7366	-0.2672	0.2022	
PRINCIPAL - LANGUAGE	-0.2570	0.3157	0.8883	
LANGUAGE - SPECIAL	-1.3170	-0.6417	0.0336	
LANGUAGE - TEACHER	-1.1151	-0.5829	-0.0506	***
LANGUAGE - PRINCIPAL	-0.8883	-0.3157	0.2570	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: CHECK

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=212 MSE=1.12528  
CRITICAL VALUE OF T=1.62702

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
SPECIAL - PRINCIPAL	-0.5387	0.1316	0.8020	
SPECIAL - LANGUAGE	-0.1887	0.5333	1.2553	
SPECIAL - TEACHER	0.0372	0.6701	1.3030	***
PRINCIPAL - SPECIAL	-0.8020	-0.1316	0.5387	
PRINCIPAL - LANGUAGE	-0.2106	0.4017	1.0140	
PRINCIPAL - TEACHER	0.0343	0.5985	1.0426	***
LANGUAGE - SPECIAL	-1.2553	-0.5333	0.1887	
LANGUAGE - PRINCIPAL	-1.0140	-0.4017	0.2106	
LANGUAGE - TEACHER	-0.4343	0.1368	0.7079	
TEACHER - SPECIAL	-1.3030	-0.6701	-0.0372	***
TEACHER - PRINCIPAL	-1.0426	-0.5385	-0.0343	***
TEACHER - LANGUAGE	-0.7079	-0.1368	0.4343	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: OBPR

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=219 MSE=0.538212  
CRITICAL VALUE OF T=1.62660

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
LANGUAGE - TEACHER	0.2388	0.6296	1.0204	***
LANGUAGE - PRINCIPAL	0.6385	1.0619	1.4852	***
LANGUAGE - SPECIAL	0.5974	1.0919	1.5865	***
TEACHER - LANGUAGE	-1.0204	-0.6296	-0.2388	***
TEACHER - PRINCIPAL	0.0883	0.4323	0.7763	***
TEACHER - SPECIAL	0.0337	0.4624	0.8910	***
PRINCIPAL - LANGUAGE	-1.4852	-1.0619	-0.6385	***
PRINCIPAL - TEACHER	-0.7763	-0.4323	-0.0883	***
PRINCIPAL - SPECIAL	-0.4284	0.0301	0.4886	
SPECIAL - LANGUAGE	-1.5865	-1.0919	-0.5974	***
SPECIAL - TEACHER	-0.8910	-0.4624	-0.0337	***
SPECIAL - PRINCIPAL	-0.4886	-0.0301	0.4284	

**DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON**

**GENERAL LINEAR MODELS PROCEDURE**

**SCHEFFE'S TEST FOR VARIABLE: OBTP**

**NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.**

**ALPHA=0.05 CONFIDENCE=0.95 DF=219 MSE=2.15458  
CRITICAL VALUE OF T=1.62680**

**COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'**

<b>EDUCATO COMPARISON</b>	<b>SIMULTANEOUS LOWER CONFIDENCE LIMIT</b>	<b>DIFFERENCE BETWEEN MEANS</b>	<b>SIMULTANEOUS UPPER CONFIDENCE LIMIT</b>	
TEACHER - PRINCIPAL	-0.5824	0.1059	0.7942	
TEACHER - SPECIAL	-0.5243	0.3333	1.1910	
TEACHER - LANGUAGE	0.8078	1.5898	2.3717	***
PRINCIPAL - TEACHER	-0.7942	-0.1059	0.5824	
PRINCIPAL - SPECIAL	-0.6899	0.2274	1.1448	
PRINCIPAL - LANGUAGE	0.6369	1.4839	2.3309	***
SPECIAL - TEACHER	-1.1910	-0.3333	0.5243	
SPECIAL - PRINCIPAL	-1.1448	-0.2274	0.6899	
SPECIAL - LANGUAGE	0.2669	1.2565	2.2460	***
LANGUAGE - TEACHER	-2.3717	-1.5898	-0.8078	***
LANGUAGE - PRINCIPAL	-2.3309	-1.4839	-0.6369	***
LANGUAGE - SPECIAL	-2.2460	-1.2565	-0.2669	***



DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: OBSES

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=219 MSE=0.724082  
CRITICAL VALUE OF T=1.62660

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
LANGUAGE - TEACHER	-0.0775	0.3758	0.8291	
LANGUAGE - PRINCIPAL	0.0319	0.5229	1.0139	***
LANGUAGE - SPECIAL	0.3505	0.9242	1.4979	***
TEACHER - LANGUAGE	-0.8291	-0.3758	0.0775	
TEACHER - PRINCIPAL	-0.2519	0.1471	0.5461	
TEACHER - SPECIAL	0.0512	0.5484	1.0456	***
PRINCIPAL - LANGUAGE	-1.0139	-0.5229	-0.0319	***
PRINCIPAL - TEACHER	-0.5461	-0.1471	0.2519	
PRINCIPAL - SPECIAL	-0.1305	0.4013	0.9331	
SPECIAL - LANGUAGE	-1.4979	-0.9242	-0.3505	***
SPECIAL - TEACHER	-1.0456	-0.5484	-0.0512	***
SPECIAL - PRINCIPAL	-0.9331	-0.4013	0.1305	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: PROFAC

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=219 MSE=1.29015  
CRITICAL VALUE OF T=1.62680

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
TEACHER - PRINCIPAL	0.1557	0.6884	1.2210	***
TEACHER - SPECIAL	0.1428	0.8065	1.4701	***
TEACHER - LANGUAGE	0.5989	1.2040	1.8091	***
PRINCIPAL - TEACHER	-1.2210	-0.6884	-0.1557	***
PRINCIPAL - SPECIAL	-0.5918	0.1181	0.8280	
PRINCIPAL - LANGUAGE	-0.1397	0.5157	1.1711	
SPECIAL - TEACHER	-1.4701	-0.8065	-0.1428	***
SPECIAL - PRINCIPAL	-0.8280	-0.1181	0.5918	
SPECIAL - LANGUAGE	-0.3682	0.3976	1.1633	
LANGUAGE - TEACHER	-1.8091	-1.2040	-0.5989	***
LANGUAGE - PRINCIPAL	-1.1711	-0.5157	0.1397	
LANGUAGE - SPECIAL	-1.1633	-0.3976	0.3682	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: PRECONF

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=215 MSE=0.928117  
CRITICAL VALUE OF T=1.62684

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
TEACHER - LANGUAGE	-0.4000	0.1187	0.6374	
TEACHER - SPECIAL	-0.1084	0.4623	1.0330	
TEACHER - PRINCIPAL	0.2060	0.6612	1.1163	***
LANGUAGE - TEACHER	-0.6374	-0.1187	0.4000	
LANGUAGE - SPECIAL	-0.3156	0.3436	1.0028	
LANGUAGE - PRINCIPAL	-0.0197	0.5424	1.1046	
SPECIAL - TEACHER	-1.0330	-0.4623	0.1084	
SPECIAL - LANGUAGE	-1.0028	-0.3436	0.3156	
SPECIAL - PRINCIPAL	-0.4116	0.1989	0.8093	
PRINCIPAL - TEACHER	-1.1163	-0.6612	-0.2060	***
PRINCIPAL - LANGUAGE	-1.1046	-0.5424	0.0197	
PRINCIPAL - SPECIAL	-0.8093	-0.1989	0.4116	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: POSCONF

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=217 MSE=0.343363  
CRITICAL VALUE OF T=1.62672

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
LANGUAGE - TEACHER	-0.2783	0.0339	0.3460	
LANGUAGE - SPECIAL	-0.1154	0.2833	0.6821	
LANGUAGE - PRINCIPAL	0.0038	0.3431	0.6824	***
TEACHER - LANGUAGE	-0.3460	-0.0339	0.2783	
TEACHER - SPECIAL	-0.0972	0.2495	0.5961	
TEACHER - PRINCIPAL	0.0330	0.3092	0.5855	***
SPECIAL - LANGUAGE	-0.6821	-0.2833	0.1154	
SPECIAL - TEACHER	-0.5961	-0.2495	0.0972	
SPECIAL - PRINCIPAL	-0.3115	0.0598	0.4311	
PRINCIPAL - LANGUAGE	-0.6824	-0.3431	-0.0038	***
PRINCIPAL - TEACHER	-0.5855	-0.3092	-0.0330	***
PRINCIPAL - SPECIAL	-0.4311	-0.0598	0.3115	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: OBJSES

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=216 MSE=1.34494  
CRITICAL VALUE OF T=1.62678

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
LANGUAGE - TEACHER	-0.1939	0.4250	1.0439	
LANGUAGE - PRINCIPAL	0.1159	0.7852	1.4544	***
LANGUAGE - SPECIAL	0.5160	1.3129	2.1099	***
TEACHER - LANGUAGE	-1.0439	-0.4250	0.1939	
TEACHER - PRINCIPAL	-0.1848	0.3602	0.9052	
TEACHER - SPECIAL	0.1920	0.8879	1.5838	***
PRINCIPAL - LANGUAGE	-1.4544	-0.7852	-0.1159	***
PRINCIPAL - TEACHER	-0.9052	-0.3602	0.1848	
PRINCIPAL - SPECIAL	-0.2133	0.5278	1.2688	
SPECIAL - LANGUAGE	-2.1099	-1.3129	-0.5160	***
SPECIAL - TEACHER	-1.5838	-0.8879	-0.1920	***
SPECIAL - PRINCIPAL	-1.2688	-0.5278	0.2133	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: OBJAGR2

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=216 MSE=1.12618  
CRITICAL VALUE OF T=1.62678

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
LANGUAGE - TEACHER	-0.2174	0.3489	0.9152	
LANGUAGE - SPECIAL	-0.0284	0.7009	1.4301	
LANGUAGE - PRINCIPAL	0.1516	0.7640	1.3764	***
TEACHER - LANGUAGE	-0.9152	-0.3489	0.2174	
TEACHER - SPECIAL	-0.2848	0.3519	0.9887	
TEACHER - PRINCIPAL	-0.0837	0.4151	0.9138	
SPECIAL - LANGUAGE	-1.4301	-0.7009	0.0284	
SPECIAL - TEACHER	-0.9887	-0.3519	0.2848	
SPECIAL - PRINCIPAL	-0.6150	0.0631	0.7412	
PRINCIPAL - LANGUAGE	-1.3764	-0.7640	-0.1516	***
PRINCIPAL - TEACHER	-0.9138	-0.4151	0.0837	
PRINCIPAL - SPECIAL	-0.7412	-0.0631	0.6150	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: OBJAGR3

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=218 MSE=1.00138  
CRITICAL VALUE OF T=1.62666

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
LANGUAGE - TEACHER	-0.1372	0.3967	0.9307	
LANGUAGE - PRINCIPAL	-0.0965	0.4809	1.0584	
LANGUAGE - SPECIAL	0.2891	0.9637	1.6384	***
TEACHER - LANGUAGE	-0.9307	-0.3967	0.1372	
TEACHER - PRINCIPAL	-0.3861	0.0842	0.5544	
TEACHER - SPECIAL	-0.0185	0.5670	1.1525	
PRINCIPAL - LANGUAGE	-1.0584	-0.4809	0.0965	
PRINCIPAL - TEACHER	-0.5544	-0.0842	0.3861	
PRINCIPAL - SPECIAL	-0.1426	0.4828	1.1082	
SPECIAL - LANGUAGE	-1.6384	-0.9637	-0.2891	***
SPECIAL - TEACHER	-1.1525	-0.5670	0.0185	
SPECIAL - PRINCIPAL	-1.1082	-0.4828	0.1426	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: FORMAP

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
 BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
 FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=209 MSE=1.17276  
 CRITICAL VALUE OF T=1.62721

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT
LANGUAGE - TEACHER	-0.4376	0.1538	0.7453
LANGUAGE - PRINCIPAL	-0.2105	0.4194	1.0493
LANGUAGE - SPECIAL	-0.2795	0.4549	1.1893
TEACHER - LANGUAGE	-0.7453	-0.1538	0.4376
TEACHER - PRINCIPAL	-0.2529	0.2655	0.7840
TEACHER - SPECIAL	-0.3403	0.3011	0.9425
PRINCIPAL - LANGUAGE	-1.0493	-0.4194	0.2105
PRINCIPAL - TEACHER	-0.7840	-0.2655	0.2529
PRINCIPAL - SPECIAL	-0.6415	0.0355	0.7126
SPECIAL - LANGUAGE	-1.1893	-0.4549	0.2795
SPECIAL - TEACHER	-0.9425	-0.3011	0.3403
SPECIAL - PRINCIPAL	-0.7126	-0.0355	0.6415



DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: PLANCONF

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=218 MSE=0.794842  
CRITICAL VALUE OF T=1.62666

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
LANGUAGE - TEACHER	-0.3965	0.0827	0.5619	
LANGUAGE - PRINCIPAL	-0.0677	0.4507	0.9691	
LANGUAGE - SPECIAL	0.0589	0.6634	1.2678	***
TEACHER - LANGUAGE	-0.5619	-0.0827	0.3965	
TEACHER - PRINCIPAL	-0.0501	0.3680	0.7860	
TEACHER - SPECIAL	0.0597	0.5806	1.1016	***
PRINCIPAL - LANGUAGE	-0.9691	-0.4507	0.0677	
PRINCIPAL - TEACHER	-0.7860	-0.3680	0.0501	
PRINCIPAL - SPECIAL	-0.3445	0.2127	0.7699	
SPECIAL - LANGUAGE	-1.2678	-0.6634	-0.0589	***
SPECIAL - TEACHER	-1.1016	-0.5806	-0.0597	***
SPECIAL - PRINCIPAL	-0.7699	-0.2127	0.3445	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: CONFSYR

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=218 MSE=0.914828  
CRITICAL VALUE OF T=1.62666

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
LANGUAGE - TEACHER	0.1302	0.6443	1.1584	***
LANGUAGE - PRINCIPAL	0.6625	1.2186	1.7747	***
LANGUAGE - SPECIAL	0.8239	1.4723	2.1207	***
TEACHER - LANGUAGE	-1.1584	-0.6443	-0.1302	***
TEACHER - PRINCIPAL	0.1257	0.5743	1.0228	***
TEACHER - SPECIAL	0.2691	0.8280	1.3868	***
PRINCIPAL - LANGUAGE	-1.7747	-1.2186	-0.6625	***
PRINCIPAL - TEACHER	-1.0228	-0.5743	-0.1257	***
PRINCIPAL - SPECIAL	-0.3441	0.2537	0.8515	
SPECIAL - LANGUAGE	-2.1207	-1.4723	-0.8239	***
SPECIAL - TEACHER	-1.3868	-0.8280	-0.2691	***
SPECIAL - PRINCIPAL	-0.8515	-0.2537	0.3441	

DIFFERENCES BETWEEN TYPES OF EDUCATOR BY SCHEFFE COMPARISON

GENERAL LINEAR MODELS PROCEDURE

SCHEFFE'S TEST FOR VARIABLE: SUNCONF

NOTE: THIS TEST CONTROLS THE TYPE I EXPERIMENTWISE ERROR RATE  
BUT GENERALLY HAS A HIGHER TYPE II ERROR RATE THAN TUKEY'S  
FOR ALL PAIRWISE COMPARISONS.

ALPHA=0.05 CONFIDENCE=0.95 DF=218 MSE=1.13182  
CRITICAL VALUE OF T=1.62666

COMPARISONS SIGNIFICANT AT THE 0.05 LEVEL ARE INDICATED BY '\*\*\*'

EDUCATO COMPARISON	SIMULTANEOUS LOWER CONFIDENCE LIMIT	DIFFERENCE BETWEEN MEANS	SIMULTANEOUS UPPER CONFIDENCE LIMIT	
TEACHER - LANGUAGE	-0.4891	0.0827	0.6545	
TEACHER - PRINCIPAL	-0.0081	0.4908	0.9897	
TEACHER - SPECIAL	0.0665	0.6882	1.3098	***
LANGUAGE - TEACHER	-0.6545	-0.0827	0.4891	
LANGUAGE - PRINCIPAL	-0.2105	0.4081	1.0267	
LANGUAGE - SPECIAL	-0.1158	0.6055	1.3267	
PRINCIPAL - TEACHER	-0.9897	-0.4908	0.0081	
PRINCIPAL - LANGUAGE	-1.0267	-0.4081	0.2105	
PRINCIPAL - SPECIAL	-0.4675	0.1974	0.8623	
SPECIAL - TEACHER	-1.3098	-0.6882	-0.0665	***
SPECIAL - LANGUAGE	-1.3267	-0.6055	0.1158	
SPECIAL - PRINCIPAL	-0.8623	-0.1974	0.4675	

**APPENDIX B**

Directions: Please indicate your responses to the following questions or statements concerning the evaluation of special education teachers.

1. Please indicate the three most important stated purposes of the special education teacher evaluation system currently used in your school district or joint agreement. Please use the following scale for identifying the most important purposes of special education teacher evaluation:

- A - Most important reason
- B - Second in importance
- C - Third in importance

- \_\_\_\_\_ Aid in decision making concerning teacher assignment
  - \_\_\_\_\_ Aid in decision making concerning teacher retention
  - \_\_\_\_\_ Plan staff development programs
  - \_\_\_\_\_ Improve instruction
  - \_\_\_\_\_ Aid in the professional development of the teacher
  - \_\_\_\_\_ Aid in decision making concerning the salary increases given to individual teachers
  - \_\_\_\_\_ Meet employer requirements and/or contractual agreements concerning teacher evaluation
  - \_\_\_\_\_ Validate recruitment and hiring practices and procedures
  - \_\_\_\_\_ Provide legal protection for the teacher and the district
  - \_\_\_\_\_ Improve the job performance of the teacher
  - \_\_\_\_\_ Others (please specify)
- 

2. Which of the following do you personally consider the three most important purposes of special education teacher evaluation? Please use the following scale for identifying the three purposes of special education teacher evaluation which you consider most important:

- A - Most important reason
- B - Second in importance
- C - Third in importance

- \_\_\_\_\_ Aid in decision making concerning teacher assignment
  - \_\_\_\_\_ Aid in decision making concerning teacher retention
  - \_\_\_\_\_ Plan staff development programs
  - \_\_\_\_\_ Improve instruction
  - \_\_\_\_\_ Aid in the professional development of the teacher
  - \_\_\_\_\_ Aid in decision making concerning the salary increases given to individual teachers
  - \_\_\_\_\_ Meet employer requirements and/or contractual agreements concerning teacher evaluation
  - \_\_\_\_\_ Validate recruitment and hiring practices and procedures
  - \_\_\_\_\_ Provide legal protection for the teacher and the district
  - \_\_\_\_\_ Improve the job performance of the teacher
  - \_\_\_\_\_ Others (please specify)
-

3. Which of the following are used in the special education teacher evaluation process currently used in your school district or joint agreement? Please check all that apply.

Student Information

- \_\_\_\_\_ Student ratings of teaching  
 \_\_\_\_\_ Student test data  
 \_\_\_\_\_ Student achievement of IEP goals.  
 \_\_\_\_\_ Student attitude measures

Self-Appraisal

\_\_\_\_\_ Evaluation of Teaching Materials

\_\_\_\_\_ Checklists of Teacher Characteristics

Classroom Observations by

- \_\_\_\_\_ Principal  
 \_\_\_\_\_ Teaching peers  
 \_\_\_\_\_ Special education supervisor and/or administrator  
 \_\_\_\_\_ Other(s) (please specify)
- 

\_\_\_\_\_ Pre-observation Conference(s) with Observer(s)

\_\_\_\_\_ Post-observation Conference(s) with Observer(s)

\_\_\_\_\_ Teacher's Job Description

Objectives Based Evaluation

- \_\_\_\_\_ Objectives identified by the teacher  
 \_\_\_\_\_ Objectives identified by the principal  
 \_\_\_\_\_ Objectives identified by the special education supervisor  
 and/or administrator  
 \_\_\_\_\_ Objectives agreed to by the teacher and principal  
 \_\_\_\_\_ Objectives agreed to by the teacher and the special  
 education supervisor and/or administrator  
 \_\_\_\_\_ Objectives agreed to by the teacher, principal, and special  
 education supervisor and/or administrator  
 \_\_\_\_\_ Objectives identified by others  
 (please indicate)
- 

\_\_\_\_\_ Formulation of action plans

- \_\_\_\_\_ Planning conferences between the teacher and evaluator(s)  
 \_\_\_\_\_ Conferences throughout the school year to monitor progress  
 \_\_\_\_\_ End of year conference to evaluate performance

3. (cont.)

\_\_\_\_\_ Presentation of a Showcase Lesson

(Teachers to be evaluated present a sample lesson to a small group of students as part of the evaluation process.)

\_\_\_\_\_ Professional Activities Outside the Classroom

\_\_\_\_\_ Other(s) (please specify) \_\_\_\_\_  
\_\_\_\_\_

4. Please indicate your viewpoint concerning the desirability of including each of the following in a special education teacher evaluation process. Use the following code to indicate the desirability of each possible evaluation method or procedure:

- 1 - Very desirable
- 2 - Desirable
- 3 - Somewhat desirable
- 4 - Somewhat undesirable
- 5 - Undesirable
- 6 - Very undesirable

\_\_\_\_\_ Student Information

\_\_\_\_\_ Student ratings of teaching  
\_\_\_\_\_ Student test data  
\_\_\_\_\_ Student achievement of IEP goals  
\_\_\_\_\_ Student attitude measures

\_\_\_\_\_ Self-Appraisal

\_\_\_\_\_ Evaluation of Teaching Materials

\_\_\_\_\_ Checklists of Teacher Characteristics

\_\_\_\_\_ Classroom Observations by

\_\_\_\_\_ Principal  
\_\_\_\_\_ Teaching peers  
\_\_\_\_\_ Special education supervisor and/or administrator  
\_\_\_\_\_ Other(s) (please specify) \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Pre-observation Conference(s) with Observer(s)

\_\_\_\_\_ Post-observation Conference(s) with Observer(s)

\_\_\_\_\_ Teacher's Job Description

4. (cont.)

Objectives Based Evaluation

- \_\_\_\_\_ Objectives identified by the teacher
- \_\_\_\_\_ Objectives identified by the principal
- \_\_\_\_\_ Objectives identified by the special education supervisor and/or administrator
- \_\_\_\_\_ Objectives agreed to by the teacher and principal
- \_\_\_\_\_ Objectives agreed to by the teacher and the special education supervisor and/or administrator
- \_\_\_\_\_ Objectives agreed to by the teacher, principal, and special education supervisor and/or administrator
- \_\_\_\_\_ Objectives identified by others (please indicate) \_\_\_\_\_

- \_\_\_\_\_ Formulation of action plans
- \_\_\_\_\_ Planning conferences between the teacher and evaluator(s)
- \_\_\_\_\_ Conferences throughout the school year to monitor progress
- \_\_\_\_\_ End of year conference to evaluate performance

Presentation of a Showcase Lesson

(Teachers to be evaluated present a sample lesson to a small group of students as part of the evaluation process.)

Professional Activities Outside the Classroom

Other(s) (please specify) \_\_\_\_\_

5. How often are tenured special education teachers formally evaluated in your school district or joint agreement?

- \_\_\_\_\_ (1) Twice each year
- \_\_\_\_\_ (2) Once each year
- \_\_\_\_\_ (3) Every two years
- \_\_\_\_\_ (4) As needed
- \_\_\_\_\_ (5) Other (Please specify) \_\_\_\_\_

6. How often are tenured special education teachers formally observed working with students during an evaluation year? Please include observations by all involved in the evaluation.

- \_\_\_\_\_ (1) 0 Observations per teacher
- \_\_\_\_\_ (2) 1 or 2 observations per teacher
- \_\_\_\_\_ (3) 3 or 4 observations per teacher
- \_\_\_\_\_ (4) 5 or 6 observations per teacher
- \_\_\_\_\_ (5) 7 or more observations per teacher





13. In your opinion, how involved should each group be in the planning and development of the evaluation system used in your school district or joint agreement?

Very Involved | | | | | Completely Uninvolved  
 1 2 3 4 5

Special Education Teachers | | | | |  
 1 2 3 4 5

Regular Education Teachers | | | | |  
 1 2 3 4 5

Building Principals and/or  
 Assistant Principals | | | | |  
 1 2 3 4 5

District Level Supervisors  
 and/or Administrators | | | | |  
 1 2 3 4 5

Joint Agreement Supervisors  
 and/or Administrators | | | | |  
 1 2 3 4 5

Board of Education | | | | |  
 1 2 3 4 5

14. How satisfied are you with the teacher evaluation system currently used in your school district or joint agreement?

Very Satisfied | | | | | Very Dissatisfied  
 1 2 3 4 5

15. Please feel free to make additional comments about special education teacher evaluation.

SPECIAL EDUCATION TEACHER EVALUATION QUESTIONNAIRE

Directions: Please indicate your responses to the following questions or statements concerning the evaluation of special education teachers.

1. Please indicate the three most important stated purposes of the special education teacher evaluation system currently used by your employer. Please use the following scale for identifying the most important purposes of special education teacher evaluation:

- A - Most important reason
- B - Second in importance
- C - Third in importance

- \_\_\_\_\_ Aid in decision making concerning teacher assignment
  - \_\_\_\_\_ Aid in decision making concerning teacher retention
  - \_\_\_\_\_ Plan staff development programs
  - \_\_\_\_\_ Improve instruction
  - \_\_\_\_\_ Aid in the professional development of the teacher
  - \_\_\_\_\_ Aid in decision making concerning the salary increases given to individual teachers
  - \_\_\_\_\_ Meet employer requirements and/or contractual agreements concerning teacher evaluation
  - \_\_\_\_\_ Validate recruitment and hiring practices and procedures
  - \_\_\_\_\_ Provide legal protection for the teacher and the district
  - \_\_\_\_\_ Improve the job performance of the teacher
  - \_\_\_\_\_ Others (please specify)
- 

2. Which of the following do you personally consider the three most important purposes of special education teacher evaluation? Please use the following scale for identifying the three purposes of special education teacher evaluation which you consider most important:

- A - Most important reason
- B - Second in importance
- C - Third in importance

- \_\_\_\_\_ Aid in decision making concerning teacher assignment
  - \_\_\_\_\_ Aid in decision making concerning teacher retention
  - \_\_\_\_\_ Plan staff development programs
  - \_\_\_\_\_ Improve instruction
  - \_\_\_\_\_ Aid in the professional development of the teacher
  - \_\_\_\_\_ Aid in decision making concerning the salary increases given to individual teachers
  - \_\_\_\_\_ Meet employer requirements and/or contractual agreements concerning teacher evaluation
  - \_\_\_\_\_ Validate recruitment and hiring practices and procedures
  - \_\_\_\_\_ Provide legal protection for the teacher and the district
  - \_\_\_\_\_ Improve the job performance of the teacher
  - \_\_\_\_\_ Others (please specify)
-

3. Which of the following are used in the evaluation process to gather information about your work? Please check all that apply.

Student Information

\_\_\_\_\_ Student ratings of your work  
 \_\_\_\_\_ Student test data  
 \_\_\_\_\_ Student achievement of IEP goals.  
 \_\_\_\_\_ Student attitude measures

Self-Appraisal

Evaluation of Teaching Materials

Checklists of Teacher Characteristics

Classroom Observations by

\_\_\_\_\_ Principal  
 \_\_\_\_\_ Teaching peers  
 \_\_\_\_\_ Special education supervisor and/or administrator  
 \_\_\_\_\_ Other(s) (please specify)  
 \_\_\_\_\_

Pre-observation Conference(s) with Observer(s)

Post-observation Conference(s) with Observer(s)

Teacher's Job Description

Objectives Based Evaluation

\_\_\_\_\_ Objectives identified by the teacher  
 \_\_\_\_\_ Objectives identified by the principal  
 \_\_\_\_\_ Objectives identified by the special education supervisor  
 and/or administrator  
 \_\_\_\_\_ Objectives agreed to by the teacher and principal  
 \_\_\_\_\_ Objectives agreed to by the teacher and the special  
 education supervisor and/or administrator  
 \_\_\_\_\_ Objectives agreed to by the teacher, principal, and special  
 education supervisor and/or administrator  
 \_\_\_\_\_ Objectives identified by others  
 (please indicate) \_\_\_\_\_

Formulation of action plans

\_\_\_\_\_ Planning conferences between the teacher and evaluator(s)  
 \_\_\_\_\_ Conferences throughout the school year to monitor progress  
 \_\_\_\_\_ End of year conference to evaluate performance

4. (cont.)

Objectives Based Evaluation

- \_\_\_\_\_ Objectives identified by the teacher  
 \_\_\_\_\_ Objectives identified by the principal  
 \_\_\_\_\_ Objectives identified by the special education supervisor  
 and/or administrator  
 \_\_\_\_\_ Objectives agreed to by the teacher and principal  
 \_\_\_\_\_ Objectives agreed to by the teacher and the special  
 education supervisor and/or administrator  
 \_\_\_\_\_ Objectives agreed to by the teacher, principal, and special  
 education supervisor and/or administrator  
 \_\_\_\_\_ Objectives identified by others  
 (please indicate) \_\_\_\_\_

- \_\_\_\_\_ Formulation of action plans  
 \_\_\_\_\_ Planning conferences between the teacher and evaluator(s)  
 \_\_\_\_\_ Conferences throughout the school year to monitor progress  
 \_\_\_\_\_ End of year conference to evaluate performance

Presentation of a Showcase Lesson

(Teachers to be evaluated present a sample lesson to a small group of students as part of the evaluation process.)

Professional Activities Outside the Classroom

\_\_\_\_\_ Other(s) (please specify) \_\_\_\_\_

5. Since becoming a tenured teacher in your school district or joint agreement, how often are you formally evaluated?

- \_\_\_\_\_ (1) Twice each year  
 \_\_\_\_\_ (2) Once each year  
 \_\_\_\_\_ (3) Every two years  
 \_\_\_\_\_ (4) As needed  
 \_\_\_\_\_ (5) Other (Please specify) \_\_\_\_\_

6. Since becoming a tenured teacher in your school district or joint agreement how often are you formally observed in your work with students during an evaluation year. Please include observations by all involved in your evaluation.

- \_\_\_\_\_ (1) 0 Observations  
 \_\_\_\_\_ (2) 1 or 2 observations  
 \_\_\_\_\_ (3) 3 or 4 observations  
 \_\_\_\_\_ (4) 5 or 6 observations  
 \_\_\_\_\_ (5) 7 or more observations



13. In your opinion, how involved should each group be in the planning and development of the evaluation system used in your school district or joint agreement?

Very Involved | 1 | 2 | 3 | 4 | 5 | Completely Uninvolved

Special Education Teachers

| 1 | 2 | 3 | 4 | 5 |

Regular Education Teachers

| 1 | 2 | 3 | 4 | 5 |

Building Principals and/or  
Assistant Principals

| 1 | 2 | 3 | 4 | 5 |

District Level Supervisors  
and/or Administrators

| 1 | 2 | 3 | 4 | 5 |

Joint Agreement Supervisors  
and/or Administrators

| 1 | 2 | 3 | 4 | 5 |

Board of Education

| 1 | 2 | 3 | 4 | 5 |

14. How involved are you in the evaluation system currently used in your school district or joint agreement? In other words, how involved are you in your own evaluation?

Very Involved | 1 | 2 | 3 | 4 | 5 | Completely Uninvolved

15. How satisfied are you with the teacher evaluation system currently used in your school district or joint agreement?

Very Satisfied | 1 | 2 | 3 | 4 | 5 | Very Dissatisfied

16. Please feel free to make additional comments about special education teacher evaluation.

SPECIAL EDUCATION TEACHER EVALUATION QUESTIONNAIRE - Form A

**DIRECTIONS:** The questionnaire includes statements and questions about the evaluation of tenured special education teachers, including speech and language pathologists, working in self-contained, itinerant, resource, and consulting special education programs. Please indicate your responses to the following statements and questions concerning the evaluation of tenured special education teachers, including speech and language pathologists, in your school district or joint agreement.

1. Please indicate the three most important stated purposes of the teacher evaluation system currently used in your school district or joint agreement to evaluate tenured special education teachers. Please use the following scale to rate the relative importance of those purposes:

- 1 - Most important reason
- 2 - Second in importance
- 3 - Third in importance

- \_\_\_\_\_ Aid in decision making concerning assignment
  - \_\_\_\_\_ Aid in decision making concerning retention
  - \_\_\_\_\_ Plan staff development programs
  - \_\_\_\_\_ Improve instruction
  - \_\_\_\_\_ Aid in decision making concerning the salary increases given to individuals
  - \_\_\_\_\_ Meet employer requirements and/or contractual agreements concerning evaluation
  - \_\_\_\_\_ Validate recruitment and hiring practices
  - \_\_\_\_\_ Provide legal protection for the employee and the district
  - \_\_\_\_\_ Other (specify)
- 

2. Which of the following do you personally consider the three most important purposes of evaluation? Please use the following scale for identifying the three purposes of evaluation which you consider most important for special education teachers.

- 1 - Most important reason
- 2 - Second in importance
- 3 - Third in importance

- \_\_\_\_\_ Aid in decision making concerning assignment
  - \_\_\_\_\_ Aid in decision making concerning retention
  - \_\_\_\_\_ Plan staff development programs
  - \_\_\_\_\_ Improve instruction
  - \_\_\_\_\_ Aid in decision making concerning the salary increases given to individuals
  - \_\_\_\_\_ Meet employer requirements and/or contractual agreements concerning evaluation
  - \_\_\_\_\_ Validate recruitment and hiring practices
  - \_\_\_\_\_ Provide legal protection for the employee and the district
  - \_\_\_\_\_ Other (specify)
-



3. Which of the following are used in the special education teacher evaluation process currently used in your school district or joint agreement? Please check all that apply.

Student Information

- Student ratings
- Student test data
- Student achievement of IEP goals
- Student attitude measures

Self-Appraisal

Evaluation of Materials Used in Teaching or Therapy

Checklists of Teacher Characteristics

Direct Observations by

- Principal
  - Teaching peers
  - Special education supervisor(s)
  - Others (specify)
- 

Pre-observation Conference(s) with Observer(s)

Post-observation Conference(s) with Observer(s)

Job Descriptions

Objectives Based Evaluation

- Objectives identified by the teacher/clinician
  - Objectives identified by the principal
  - Objectives identified by the special education supervisor(s)
  - Objectives agreed to by the special education teacher/clinician and the principal
  - Objectives agreed to by the special education teacher/clinician, the principal, and the special education supervisor
  - Objectives identified by others (specify)
- 

Formulation of Action Plans

Planning Conferences Between the Special Education Teacher/Clinician and the Evaluator

Conferences Throughout the School Year

End of Year Conference to Evaluate Performance

Professional Activities Outside the Classroom

Others (specify)

---

4. Please indicate your viewpoint concerning the desirability of including each of the following methods or procedures in the evaluation of tenured special education teachers. Use the following code to indicate the desirability of each possible evaluation method or procedure:

- |                        |                          |
|------------------------|--------------------------|
| 1 - Very desirable     | 4 - Somewhat undesirable |
| 2 - Desirable          | 5 - Undesirable          |
| 3 - Somewhat desirable | 6 - Very undesirable     |

Student Information

- \_\_\_\_\_ Student ratings
- \_\_\_\_\_ Student test data
- \_\_\_\_\_ Student achievement of IEP goals
- \_\_\_\_\_ Student attitude measures

\_\_\_\_\_ Self-Appraisal

\_\_\_\_\_ Evaluation of Materials Used in Teaching or Therapy

\_\_\_\_\_ Checklists of Teacher Characteristics

Direct Observations by

- \_\_\_\_\_ Principal
- \_\_\_\_\_ Teaching peers
- \_\_\_\_\_ Special education supervisor(s)
- \_\_\_\_\_ Others (specify)

\_\_\_\_\_ Pre-observation Conference(s) with Observer(s)

\_\_\_\_\_ Post-observation Conference(s) with Observer(s)

\_\_\_\_\_ Job Descriptions

Objectives Based Evaluation

- \_\_\_\_\_ Objectives identified by the teacher/clinician
- \_\_\_\_\_ Objectives identified by the principal
- \_\_\_\_\_ Objectives identified by the special education supervisor(s)
- \_\_\_\_\_ Objectives agreed to by the special education teacher/clinician and the principal
- \_\_\_\_\_ Objectives agreed to by the special education teacher/clinician, the principal, and the special education supervisor
- \_\_\_\_\_ Objectives identified by others (specify)

\_\_\_\_\_ Formulation of Action Plans

\_\_\_\_\_ Planning Conferences Between the Special Education Teacher/Clinician and the Evaluator

\_\_\_\_\_ Conferences Throughout the School Year

\_\_\_\_\_ End of Year Conference to Evaluate Performance

\_\_\_\_\_ Professional Activities Outside the Classroom

\_\_\_\_\_ Others (specify)

5. How often are tenured special education teachers formally evaluated in your school district or joint agreement?

- Twice each academic year
- Once each academic year
- Every other academic year
- As needed
- Other (specify) \_\_\_\_\_

6. In your opinion, how often should tenured special education teachers be formally evaluated?

- Twice each academic year
- Once each academic year
- Every other academic year
- As needed
- Other (specify) \_\_\_\_\_

7. On the average, how often are tenured special education teachers formally observed working with students during an academic year in which an evaluation occurs? Please include observations by all involved in the evaluation.

- 0 observations per teacher
- 1 or 2 observations per teacher
- 3 or 4 observations per teacher
- 5 or 6 observations per teacher
- 7 or more observations per teacher

8. How long does each observation generally last?

- less than 30 minutes
- more than 30 minutes but less than 60 minutes
- more than 60 minutes but less than 90 minutes
- more than 90 minutes but less than 120 minutes
- 120 minutes or more

9. On the average, how much time is spent in the evaluation process involving one special education teacher during an evaluation year? Please indicate the total time spent by all participants in conferences, observations, report writing, and other evaluation activities.

- less than 5 hours
- more than 5 hours but less than 10 hours
- more than 10 hours but less than 15 hours
- more than 15 hours but less than 20 hours
- 20 hours or more

10. Who is involved in the evaluation of special education teachers in your school district or joint agreement? Please check all who are involved.

- Regular classroom teachers
- Special education teachers
- Speech and language pathologists
- Principal
- Assistant principal
- Special education supervisor
- Others (specify) \_\_\_\_\_

Please indicate who has the primary responsibility for the evaluation of special education teachers in your school district or joint agreement:

\_\_\_\_\_

11. In your opinion, who should be involved in the evaluation of special education teachers in your school district or joint agreement? Please indicate all who should be involved.

- Regular classroom teachers
- Special education teachers
- Speech and language pathologists
- Principal
- Assistant principal
- Special education supervisor
- Others (specify) \_\_\_\_\_

Please indicate who should have the primary responsibility for the evaluation of special education teachers in your school district or joint agreement:

\_\_\_\_\_

12. Which of the following accurately reflects the methods and procedures used in your school district or joint agreement to evaluate tenured special education teachers?

- Methods and procedures are the same for all tenured teachers
- Methods and procedures for tenured regular education teachers are modified for tenured special education teachers
- Methods and procedures are specifically developed for tenured special education teachers
- Others (specify) \_\_\_\_\_

\_\_\_\_\_

Please feel free to make additional comments about the evaluation of tenured special education teachers.

PLEASE PROVIDE THE FOLLOWING INFORMATION.

A. Personal Data:

1. What is the title of your position? \_\_\_\_\_

2. What Illinois teaching certificates do you hold?

\_\_\_\_\_

\_\_\_\_\_

3. What is your educational background?

\_\_\_\_\_ Bachelor's degree Major \_\_\_\_\_

\_\_\_\_\_ Master's degree Major \_\_\_\_\_

\_\_\_\_\_ Doctoral degree Major \_\_\_\_\_

B. Program Information:

1. Are you employed by a school district or a joint agreement?

\_\_\_\_\_ School District \_\_\_\_\_ Joint Agreement

2. What are the ages of students receiving special education services in your building or program? (Check all that apply.)

- Infant (ages birth to 3 years)
- Early Childhood (ages 3 years through 5 years)
- Primary (ages 6 years through 8 years)
- Intermediate (ages 9 years through 11 years)
- Junior High (ages 12 years through 14 years)

3. What are the major handicapping conditions of the students receiving special education services in your building or program? (Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Hearing Impaired      | <input type="checkbox"/> Visually Impaired                 |
| <input type="checkbox"/> Learning Disabled     | <input type="checkbox"/> Educationally Handicapped         |
| <input type="checkbox"/> Behavior Disordered   | <input type="checkbox"/> Physically Handicapped            |
| <input type="checkbox"/> Emotionally Disturbed | <input type="checkbox"/> Speech/Language Impaired          |
| <input type="checkbox"/> Multiply Handicapped  | <input type="checkbox"/> Mild/Moderate Mental Impairment   |
| <input type="checkbox"/> Other (specify)       | <input type="checkbox"/> Severe/Profound Mental Impairment |
- \_\_\_\_\_

4. Who provides special education services in your building or program? (Check all that apply.)

- Special education teachers are employed by the local district
  - Special education teachers are employed by a special education joint agreement
  - Other (specify)
- \_\_\_\_\_

5. How many special education teachers (excluding speech and language pathologists) are assigned to your building or program?

\_\_\_\_\_

6. How many speech and language pathologists are assigned to your building or program?

\_\_\_\_\_

SPECIAL EDUCATION TEACHER EVALUATION QUESTIONNAIRE

**DIRECTIONS:** The questionnaire includes statements and questions about the evaluation of tenured special education teachers working in self-contained, itinerant, resource, and consulting special education programs. Please indicate your responses to the following statements and questions concerning the evaluation of tenured special education teachers in your school district or joint agreement.

---

---

1. Please indicate the three most important stated purposes of the teacher evaluation system currently used by your employer to evaluate tenured special education teachers. Please use the following scale to rate the relative importance of those purposes:

- 1 - Most important purpose
- 2 - Second in importance
- 3 - Third in importance

- \_\_\_\_\_ Aid in decision making concerning assignment
- \_\_\_\_\_ Aid in decision making concerning retention
- \_\_\_\_\_ Plan staff development programs
- \_\_\_\_\_ Improve instruction
- \_\_\_\_\_ Aid in decision making concerning the salary increases given to individuals
- \_\_\_\_\_ Meet employer requirements and/or contractual agreements concerning evaluation
- \_\_\_\_\_ Validate recruitment and hiring practices
- \_\_\_\_\_ Provide legal protection for the employee and the district
- \_\_\_\_\_ Other (specify) \_\_\_\_\_

2. Which of the following do you personally consider the three most important purposes of evaluation? Please use the following scale for identifying the three purposes of evaluation which you consider most important for special education teachers.

- 1 - Most important purpose
- 2 - Second in importance
- 3 - Third in importance

- \_\_\_\_\_ Aid in decision making concerning assignment
- \_\_\_\_\_ Aid in decision making concerning retention
- \_\_\_\_\_ Plan staff development programs
- \_\_\_\_\_ Improve instruction
- \_\_\_\_\_ Aid in decision making concerning the salary increases given to individuals
- \_\_\_\_\_ Meet employer requirements and/or contractual agreements concerning evaluation
- \_\_\_\_\_ Validate recruitment and hiring practices
- \_\_\_\_\_ Provide legal protection for the employee and the district
- \_\_\_\_\_ Other (specify) \_\_\_\_\_

3. Which of the following are used in the evaluation process to gather information about your work? Please check all that apply.

Student Information

- Student ratings
- Student test data
- Student achievement of IEP goals
- Student attitude measures

Self-Appraisal

Evaluation of Materials Used in Teaching

Checklists of Teacher Characteristics

Direct Observation by

- Principal
- Teaching peers
- Special education supervisor
- Others (specify) \_\_\_\_\_

Pre-observation Conference(s) with Observer(s)

Post-observation Conference(s) with Observer(s)

Job Descriptions

Objectives Based Evaluation

- Objectives identified by the special education teacher
- Objectives identified by the principal
- Objectives identified by the special education supervisor
- Objectives agreed to by the special education teacher and the principal
- Objectives agreed to by the special education teacher, the principal, and the special education supervisor
- Objectives identified by others (specify) \_\_\_\_\_

Formulation of Action Plans

Planning Conferences Between the Special Education Teacher and the Evaluator

Conferences Throughout the School Year

End of Year Conference to Evaluate Performance

Professional Activities Outside the Classroom

Others (specify) \_\_\_\_\_



4. Please indicate your viewpoint concerning the desirability of including each of the following in a special education teacher evaluation process. Use the following code to indicate the desirability of each possible evaluation method or procedure:

- |                        |                          |
|------------------------|--------------------------|
| 1 - Very desirable     | 4 - Somewhat undesirable |
| 2 - Desirable          | 5 - Undesirable          |
| 3 - Somewhat desirable | 6 - Very undesirable     |

Student Information

- \_\_\_\_\_ Student ratings  
\_\_\_\_\_ Student test data  
\_\_\_\_\_ Student achievement of IEP goals  
\_\_\_\_\_ Student attitude measures

\_\_\_\_\_ Self-Appraisal

\_\_\_\_\_ Evaluation of Materials Used in Teaching

\_\_\_\_\_ Checklists of Teacher Characteristics

Direct Observation by

- \_\_\_\_\_ Principal  
\_\_\_\_\_ Teaching peers  
\_\_\_\_\_ Special education supervisor  
\_\_\_\_\_ Others (specify) \_\_\_\_\_

\_\_\_\_\_ Pre-observation Conference(s) with Observer(s)

\_\_\_\_\_ Post-observation Conference(s) with Observer(s)

\_\_\_\_\_ Job Descriptions

Objectives Based Evaluation

- \_\_\_\_\_ Objectives identified by the special education teacher  
\_\_\_\_\_ Objectives identified by the principal  
\_\_\_\_\_ Objectives identified by the special education supervisor  
\_\_\_\_\_ Objectives agreed to by the special education teacher and the principal  
\_\_\_\_\_ Objectives agreed to by the special education teacher, the principal, the the special education supervisor  
\_\_\_\_\_ Objectives identified by others (specify) \_\_\_\_\_

\_\_\_\_\_ Formulation of Action Plans

\_\_\_\_\_ Planning Conferences Between the Special Education Teacher and the Evaluator

\_\_\_\_\_ Conferences Throughout the School Year

\_\_\_\_\_ End of Year Conference to Evaluate Performance

\_\_\_\_\_ Professional Activities Outside the Classroom

\_\_\_\_\_ Others (specify) \_\_\_\_\_

5. Since becoming a tenured teacher in your school district or joint agreement, how often are you formally evaluated?

- Twice each academic year
- Once each academic year
- Every other academic year
- As needed
- Other (specify) \_\_\_\_\_

6. In your opinion, how often should tenured special education teachers be formally evaluated?

- Twice each academic year
- Once each academic year
- Every other academic year
- As needed
- Other (specify) \_\_\_\_\_

7. Since becoming a tenured teacher in your school district or joint agreement, how often are you formally observed in your work with students during an evaluation year? Please include observations by all involved in your evaluation.

- 0 observations
- 1 or 2 observations
- 3 or 4 observations
- 5 or 6 observations
- 7 or more observations

8. Who is involved in the evaluation of special education teachers in your school district or joint agreement? Please check all who are involved.

- Regular classroom teachers
- Special education teachers
- Speech and language pathologists
- Principal
- Assistant principal
- Special education supervisor
- Others (specify) \_\_\_\_\_

Please indicate who has the primary responsibility for the evaluation of special education teachers in your school district or joint agreement:

\_\_\_\_\_

9. In your opinion, who should be involved in the evaluation of special education teachers in your school district or joint agreement? Please indicate all who should be involved.

\_\_\_\_\_ Regular classroom teachers  
\_\_\_\_\_ Special education teachers  
\_\_\_\_\_ Speech and language pathologists  
\_\_\_\_\_ Principal  
\_\_\_\_\_ Assistant principal  
\_\_\_\_\_ Special education supervisor  
\_\_\_\_\_ Others (specify) \_\_\_\_\_

Please indicate who should have the primary responsibility for the evaluation of special education teachers in your school district or joint agreement:

\_\_\_\_\_

10. Please feel free to make additional comments about the evaluation of tenured special education teachers.

SPEECH AND LANGUAGE PATHOLOGIST EVALUATION QUESTIONNAIRE

**DIRECTIONS:** The questionnaire includes **statements and questions about the evaluation of tenured speech and language pathologists working in self-contained, itinerant, resource, and consulting special education programs. Please indicate your responses to the following statements and questions concerning the evaluation of tenured speech and language pathologists in your school district or joint agreement.**

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1. Please indicate the three most important stated purposes of the evaluation system currently used by your employer to evaluate tenured speech and language pathologists. Please use the following scale to rate the relative importance of those purposes:

- 1 - Most important purpose
- 2 - Second in importance
- 3 - Third in importance

- \_\_\_\_\_ Aid in decision making concerning assignment
  - \_\_\_\_\_ Aid in decision making concerning retention
  - \_\_\_\_\_ Plan staff development programs
  - \_\_\_\_\_ Improve instruction
  - \_\_\_\_\_ Aid in decision making concerning the salary increases given to individuals
  - \_\_\_\_\_ Meet employer requirements and/or contractual agreements concerning evaluation
  - \_\_\_\_\_ Validate recruitment and hiring practices
  - \_\_\_\_\_ Provide legal protection for the employee and the district
  - \_\_\_\_\_ Other (specify)
- 

2. Which of the following do you personally consider the three most important purposes of evaluation? Please use the following scale for identifying the three purposes of evaluation which you consider most important for speech and language pathologists.

- 1 - Most important purpose
- 2 - Second in importance
- 3 - Third in importance

- \_\_\_\_\_ Aid in decision making concerning assignment
  - \_\_\_\_\_ Aid in decision making concerning retention
  - \_\_\_\_\_ Plan staff development programs
  - \_\_\_\_\_ Improve instruction
  - \_\_\_\_\_ Aid in decision making concerning the salary increases given to individuals
  - \_\_\_\_\_ Meet employer requirements and/or contractual agreements concerning evaluation
  - \_\_\_\_\_ Validate recruitment and hiring practices
  - \_\_\_\_\_ Provide legal protection for the employee and the district
  - \_\_\_\_\_ Other (specify)
-

3. Which of the following are used in the evaluation process to gather information about your work? Please check all that apply.

Student Information

- Student ratings
- Student test data
- Student achievement of IEP goals
- Student attitude measures

Self-Appraisal

Evaluation of Materials Used in Therapy

Checklists of Teacher Characteristics

Direct Observations by

- Principal
- Other speech and language pathologists
- Special education supervisor
- Other (specify)

Pre-observation Conference(s) with Observer(s)

Post-observation Conference(s) with Observer(s)

Job Description

Objectives Based Evaluation

- Objectives identified by the speech and language pathologist
- Objectives identified by the principal
- Objectives identified by the special education supervisor
- Objectives agreed to by the speech and language pathologist and the principal
- Objectives agreed to by the speech and language pathologist, the principal, and the special education supervisor
- Objectives identified by others (specify)

Formulation of Action Plans

Planning Conferences Between the Speech and Language Pathologist and Evaluator(s)

Conferences Throughout the School Year to Monitor Progress

End of Year Conference to Evaluate Performance

Professional Activities Outside the Classroom

Other (specify)

4. Please indicate your viewpoint concerning the desirability of including each of the following in the evaluation of tenured speech and language pathologists. Use the following code to indicate the desirability of each possible evaluation method or procedure:

- 1 - Very desirable            4 - Somewhat undesirable
- 2 - Desirable                5 - Undesirable
- 3 - Somewhat desirable    6 - Very undesirable

Student Information

- \_\_\_\_\_ Student ratings
- \_\_\_\_\_ Student test data
- \_\_\_\_\_ Student achievement of IEP goals
- \_\_\_\_\_ Student attitude measures

\_\_\_\_\_ Self-Appraisal

\_\_\_\_\_ Evaluation of Materials Used in Therapy

\_\_\_\_\_ Checklists of Teacher Characteristics

\_\_\_\_\_ Direct Observation by

- \_\_\_\_\_ Principal
- \_\_\_\_\_ Other speech and language pathologists
- \_\_\_\_\_ Special education supervisor
- \_\_\_\_\_ Others (specify) \_\_\_\_\_

\_\_\_\_\_ Pre-observation Conference(s) with Observer(s)

\_\_\_\_\_ Post-observation Conference(s) with Observer(s)

\_\_\_\_\_ Job Descriptions

Objectives Based Evaluation

- \_\_\_\_\_ Objectives identified by the speech and language pathologist
- \_\_\_\_\_ Objectives identified by the principal
- \_\_\_\_\_ Objectives identified by the special education supervisor
- \_\_\_\_\_ Objectives agreed to by the speech and language pathologist and the principal
- \_\_\_\_\_ Objectives agreed to by the speech and language pathologist, the principal, and the special education supervisor
- \_\_\_\_\_ Objectives identified by others (specify) \_\_\_\_\_

\_\_\_\_\_ Formulation of Action Plans

\_\_\_\_\_ Planning Conferences Between the Speech and Language Pathologist and Evaluator(s)

\_\_\_\_\_ Conferences Throughout the School Year to Monitor Progress

\_\_\_\_\_ End of Year Conference to Evaluate Performance

\_\_\_\_\_ Professional Activities Outside the Classroom

\_\_\_\_\_ Other (specify) \_\_\_\_\_

5. Since becoming a tenured speech and language pathologist in your school district or joint agreement, how often are you formally evaluated?

- Twice each academic year
- Once each academic year
- Every other academic year
- As needed
- Other (specify) \_\_\_\_\_

6. In your opinion, how often should tenured speech and language pathologists be formally evaluated?

- Twice each academic year
- Once each academic year
- Every other academic year
- As needed
- Other (specify) \_\_\_\_\_

7. Since becoming a tenured speech and language pathologist in your school district or joint agreement, how often are you formally observed in your work with students during an evaluation year? Please include observations by all involved in your evaluation.

- 0 observations
- 1 or 2 observations
- 3 or 4 observations
- 5 or 6 observations
- 7 or more observations

8. Who is involved in the evaluation of speech and language pathologists in your school district or joint agreement? Please check all who are involved.

- Regular classroom teachers
- Special education teachers
- Speech and language pathologists
- Principal
- Assistant principal
- Special education supervisor
- Others (specify) \_\_\_\_\_

Please indicate who has the primary responsibility for the evaluation of speech and language pathologists in your school district or joint agreement:

\_\_\_\_\_

9. In your opinion, who should be involved in the evaluation of speech and language pathologists in your school district or joint agreement?  
Please indicate all who should be involved.

- \_\_\_\_\_ Regular classroom teachers
- \_\_\_\_\_ Special education teachers
- \_\_\_\_\_ Speech and language pathologists
- \_\_\_\_\_ Principal
- \_\_\_\_\_ Assistant principal
- \_\_\_\_\_ Special education supervisor
- \_\_\_\_\_ Others (specify) \_\_\_\_\_

Please indicate who should have the primary responsibility for the evaluation of speech and language pathologists in your school district or joint agreement:

\_\_\_\_\_

10. Please feel free to make additional comments about the evaluation of tenured speech and language pathologists.



INFORMATION SHEET FOR SPECIAL EDUCATION TEACHERS AND SPEECH PATHOLOGISTS)  
PLEASE PROVIDE THE FOLLOWING INFORMATION.

A. Personal Data:

1. What is the title of your position? \_\_\_\_\_

2. What Illinois teaching certificate(s) do you hold?

\_\_\_\_\_  
\_\_\_\_\_

3. Are you tenured?         Yes                 No

4. What is your educational background?

     Bachelor's degree            Major \_\_\_\_\_  
     Master's degree             Major \_\_\_\_\_  
     Doctoral degree             Major \_\_\_\_\_

B. Program Information:

1. Are you employed by a school district or a joint agreement?

     School District                 Joint Agreement

2. What are the ages of students in your program? (Please check all that apply.)

     Infant (ages birth to 3 years)  
     Early Childhood (ages 3 years through 5 years)  
     Primary (ages 6 years through 8 years)  
     Intermediate (ages 9 years through 11 years)  
     Junior High (ages 12 years through 14 years)

3. What are the major handicapping conditions of the students in your program?  
(Please check all that apply.)

     Hearing Impaired  
     Visually Impaired  
     Learning Disabled  
     Educationally Handicapped  
     Physically Handicapped  
     Behavior Disordered  
     Emotionally Disturbed  
     Speech/Language Impaired  
     Mild/Moderate Mental Impairment  
     Severe/Profound Mental Impairment  
     Multiply Handicapped  
     Other (specify)

\_\_\_\_\_

APPENDIX D

## INTERVIEW FORMAT

Would you please describe the process used in evaluating tenured special education teachers and speech and language pathologists in your building.

Is the evaluation of tenured special education teachers and speech and language pathologists different from the evaluation of regular education teachers? If so, how is it different?

How are evaluation results used?

How was the current evaluation system developed? Who was involved?

What do you perceive as the major advantages of the evaluation system currently in use?

Is another evaluator involved in the evaluation of tenured special education teachers and speech and language pathologists? If so, who is that person? What is that evaluator's role? What do you perceive as the advantages and disadvantages of having another person involved in the evaluation process?

What would you change about the evaluation process currently in use for the evaluation of tenured special education teachers and speech and language pathologists?

APPENDIX E

Dear :

Thank you for agreeing to critique the two forms of the questionnaire which will be used in the dissertation research I am conducting as a doctoral candidate at Loyola University of Chicago.

My dissertation will focus on the evaluation procedures used with tenured public school special education teachers and speech and language pathologists. I am seeking your help by asking you to critique the two forms of the questionnaire which will be used as part of my research. Please react to the content, appropriateness, length, and format of the two forms of the questionnaire. If you see a need for omitting some questions or including other questions, please delete or add those questions. Please write your comments and suggestions directly on the questionnaires and return them to me within the next two weeks. An addressed stamped envelope is enclosed for your convenience.

I recognize that you have a very busy schedule and I appreciate your time and efforts on my behalf. Thank you for your assistance.

Sincerely,

Bernadette Kissel

Dear Principal:

I am a graduate student at Loyola University of Chicago working on my doctoral dissertation. I am conducting a study of the procedures used in evaluating tenured special education teachers and tenured speech and language pathologists.

The schools selected in this study have been chosen randomly from the elementary schools in suburban Cook County, Illinois. Your completion and return of this questionnaire is important so that the results of this study will be representative. It is not necessary for you to identify yourself, your school, or your school district on the questionnaire. The code on the return envelope will be used to identify the need for follow-up letters. All information will be handled in an anonymous and confidential manner.

Completion of the questionnaire requires fifteen to twenty minutes. Please return your completed questionnaire in the stamped, self-addressed envelope by . A smaller sample of principals will be asked to grant me a follow-up interview.

Thank you for your cooperation and assistance in this project. If you would like to receive a summary of the findings of this study, please write your name and complete address below and return your request separately or with your completed questionnaire. If you have any questions, please call me at (312) 239-5984 after 8:00 p.m.

Thank you for your help.

Sincerely,

M. Bernadette Kissel  
Doctoral Candidate

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Enclosures

Dear Educator:

I am a graduate student at Loyola University of Chicago working on my doctoral dissertation. I am conducting a study of the procedures used in evaluating tenured special education teachers and tenured speech and language pathologists.

The schools selected in this study have been chosen randomly from the public elementary schools in suburban Cook County, Illinois. Your completion and return of this questionnaire is important so that the results of this study will be representative. It is not necessary for you to identify yourself, your school, or your school district on the questionnaire. The code on the return envelope will be used to identify the need for follow-up letters. All information will be handled in an anonymous and confidential manner.

Completion of the questionnaire requires fifteen to twenty minutes. Please return your completed questionnaire in the stamped, self-addressed envelope by.

Thank you for your cooperation and assistance in this project. If you would like to receive a summary of the findings of this study, please write your name and complete address below and return your request separately or with your completed questionnaire. If you have questions, please call me at (312) 239-5984 after 8:00 p.m.

Thank you for your help.

Sincerely,

M. Bernadette Kissel  
Doctoral Candidate

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Dear Special Education Director:

I am a graduate student at Loyola University of Chicago working on my doctoral dissertation. I am conducting a study of the procedures used in evaluating tenured special education teachers and tenured speech and language pathologists.

The schools selected in this study have been chosen randomly from the elementary schools in suburban Cook County, Illinois. Your completion and return of this questionnaire is important so that the results of this study will be representative. It is not necessary for you to identify yourself, your school, or your school district on the questionnaire. The code on the return envelope will be used to identify the need for follow-up letters. All information will be handled in an anonymous and confidential manner.

Completion of the questionnaire requires fifteen to twenty minutes. Please return your completed questionnaire in the stamped, self addressed envelope by

Thank you for your cooperation and assistance in this project. If you would like to receive a summary of the findings of this study, please write your name and complete address below and return your request separately or with your completed questionnaire. If you have any questions, please call me at (312) 239-5984 after 8:00 p.m.

Thank you for your help.

Sincerely,

M. Bernadette Kissel  
Doctoral Candidate

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Enclosures



Dear Principal:

A few weeks ago you received my request to participate in a study of the procedures used in evaluating tenured special education teachers and tenured speech and language pathologists. Your participation in this study is important so that the results will be representative.

I have enclosed an additional questionnaire and stamped return envelope for your convenience. Completion of the questionnaire requires fifteen to twenty minutes. Your response by will enable me to include your responses in the tabulation and analyses of the data collected for this study. All information will be handled in an anonymous and confidential manner.

Thank you for your cooperation and assistance in this project. If you would like to receive a summary of the findings of this study, please write your name and complete address below and return your request separately or with your completed questionnaire. If you have questions, please call me at 239-5984 after 8:00 p.m.

Thank you for your help and participation.

Sincerely,

M. Bernadette Kissel  
Doctoral Candidate  
Loyola University of Chicago

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Dear :

I want to thank you and your special education staff for responding to my questionnaires concerning the evaluation of tenured special education teachers and speech and language pathologists. I would also like to request your continued assistance. As I indicated in my previous letter, a few principals would be asked to grant me a follow-up interview. The purposes of the follow-up interview will be to confirm data gathered through the questionnaire and to gather more detailed information about the process of evaluation for tenured special education teachers and speech and language pathologists.

The principals selected for follow-up interviews have been chosen randomly from those responding to my original questionnaire. All information gathered for my study will be handled in an anonymous and confidential manner. I would like to stress that you, your school, or your school district will not be identified under any circumstances.

I will call you on or before to arrange an interview which is convenient for you. The interview will take between thirty and forty minutes to complete.

Your continued participation is appreciated and important to this phase of my study. Thank you in advance for your time and consideration. I am grateful for your cooperation.

Sincerely,

M. Bernadette Kissel  
Doctoral Candidate  
Loyola University of Chicago

APPROVAL SHEET

The dissertation submitted by M. Bernadette Kissel has been read and approved by the following committee:

Dr. Philip Carlin, Chairman  
Associate Professor, Administration  
and Supervision, Loyola

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

Dr. Elizabeth Hebert  
Lecturer, Administration  
and Supervision, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that 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 Doctor of Education.

May 19, 1986  
Date

Philip M. Carlin  
Director's Signature