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Evaluator Training: One Response to a Legislative Mandate for Improved Evaluation of Professional Educators

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EVALUATOR TRAINING: ONE RESPONSE TO A LEGISLATIVE MANDATE FOR IMPROVED EVALUATION OF PROFESSIONAL EDUCATORS

by

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VITA

The author, James Michael Dowdle, is the son of George Welch and Helen (Judge) Welch, and Henry Dowdle (deceased). He was born October 18, 1947, in Joliet, Illinois.

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CHAPTER I

INTRODUCTION

Background

Since teachers and students were first brought together in classrooms, it has been appropriate to look at the interaction of the two groups to evaluate the effectiveness of the teaching "act." However appropriate it has been to look at what goes on in classrooms, and what transpires in the exchanges between teachers and students, efforts to do this concentrated, for years, on checking up on what was happening, instead of diagnosing it for improvement.[1]

Even before the so-called "reform" movements of the 1980's, earlier work by Cogan (1973) and Goldhammer (1969) led the way toward a new look at the process of teaching. Cogan's Clinical Supervision (1973) introduced the notion of supervision as an act of "in-class support" for teachers. In introducing this notion, Cogan is careful to delineate the lack of it as the main reason for what he calls the

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[1]J. Lovell and K, Wiles, Supervision for Better Schools (Englewood Cliffs, N.J.: Prentice-Hall, 1983), 32.

failure of earlier attempts by reformists to achieve innovation in America's classrooms.[2] His work brought forth the idea of using the supervisor as a support system for teachers, and focused the supervisory process on the improvement of instruction. Describing it (1973) as the "rationale and practice designed to improve the teacher's classroom performance," Cogan outlined a process for providing support for the teacher within the supervisory process. His model emphasized supervision as on-going and cyclical, and suggested the following "phases" as essential:[3]

Phase 1. Establishing the teacher-supervisor relationship
Phase 2. Planning with the teacher
Phase 3. Planning the strategy of the observation
Phase 4. Observing instruction
Phase 5. Analyzing the teaching-learning process
Phase 6. Planning the strategy of the conference
Phase 7. The conference
Phase 8. Renewed planning

This work by Cogan (1973), and earlier work by Goldhammer (1969), in articulating these new emphases in the supervisory process broke important new ground in defining the collaborative process supervision can be. The formative or growth-promoting focus of their models replaced the more typical summative (rating or check list) approaches to improving teaching, and established important principles

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[2]L. McCleary, "Competencies in Clinical Supervision," Journal of Research and Development in Education 9 (1976): 30-31.

[3]Ibid., 32.

others built on later.

More work in clinical supervision, by Abrell (1974) and Boyan and Copeland (1974) and others, helped bring the important features of Cogan's and Goldhammer's work into focus for the 1980's. Acheson and Gall (1980) proposed a three-phase model (planning conference, classroom observation, feedback conference)[4] as an adaptation of Cogan's eight phases, and McGreal (1983) set forth items for effective teaching.[5] Shulman's work (1987) provided a final, direct tie between the aspects of the clinical supervision model and what was later to become the performance evaluation cycle which is the subject of this study.[6] Snyder (1981) suggested the notion of using the clinical supervision model to its fullest potential by developing something beyond an inspection system to a more thorough developmental model.[7] The notions first brought to bear on the supervisor's role in helping to improve teaching by Cogan and Goldhammer, and developed later by others, would become the philosophical underpinning for the

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[4]K. Acheson and M. Gall, Techniques in the Clinical Supervision of Teachers (New York: Longman, Inc., 1980), 12.

[5]T. McGreal, Successful Teacher Evaluation (Alexandria, VA: Association for Supervision and Curriculum Development, 1983), 99-100.

[6]L. Shulman, "Assessment for Teaching: An Initiative for the Profession," Phi Delta Kappan 69 (September 1987): 39.

[7]K. Snyder, "Clinical Supervision in the 1980's," Educational Leadership 38 (April 1981): 522.

performance evaluation cycle which is the subject of this study. The new emphasis on support for teachers within the supervisory act would make responses to the calls for reform which came in the 1980's different.

The 1980's brought forth a new set of important reports calling for reforms in the teaching profession. Each had its own emphasis, but, taken together, the reports issued a strong call for reform within education to improve what was going on in America's schools.

The U.S. Department of Education released A Nation at Risk in 1983. Recommendations in the study for tougher course requirements for secondary graduation, a longer school day, merit pay, and others have been taken seriously by many in the field.[8]

Sizer (1983) issued A Celebration of Teaching: High Schools in the 1980's with different emphases on incentives for learning and mastery of defined skills for students.[9] His emphasis on quality is important in later work by Glasser (1989).

John Goodlad wrote A Place Called School in 1984. His study looked closely at practices of teachers and students, and yielded interesting conclusions about the type and style of instruction, the domination of content by the teacher,

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[8]D. Orlich, "Education Reforms: Mistakes, Misconceptions, Miscues," Phi Delta Kappan 70 (March 1989): 512.

[9]Ibid., 513.

and the types of activity engaged in by teachers and students during the instructional act.[10] His work had a major impact on some state responses to the national reports.

The Task Force on Teaching as a Profession of the Carnegie Forum on Education and the Economy issued its report A Nation Prepared: Teachers for the 21st Century in 1986. It was this report which called for strong reforms for the teaching profession. It proposed eight "major" reforms, among them merit pay, higher salaries, and teacher licensure.[11] Again, the focus was on improving the quality of people within the profession. Though some, including Orlich (1989) have argued its impracticality due to lack of application of the ideas on a national level, it is clear that the Carnegie Report took its place along with the other influential reports of the 1980's.

The Holmes Group issued Tomorrow's Teachers: A Report of the Holmes Group in 1986. Some of the ideas contained in the Holmes study were similar to others in the reports of the 1980's, with the focal point, described by Wiggins (1986) that of improving teacher education programs in universities.[12]

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[10]Ibid.

[11]Ibid., 514.

[12]S. Wiggins, "Revolution in the Teaching Profession: A Comparative Review of Two Reform Reports," Educational Leadership 44 (October 1986): 57.

The reaction to these important reports is still occurring. Manatt (1989) has described three waves of reforms which have occurred in the U.S. since the publication of A Nation at Risk.[13] Combs (1988) did important work in suggesting innovation and change at local levels, emphasizing processes and not outcomes.[14] In praising the work of Sizer, Cross (1984) highlights the role of the collaboration of people, primarily teachers and principals, in solving the schools' problems.[15] Both Combs and Cross point out the importance of moving away from top-down solutions to more collaborative and formative ideas. Cogan's earlier introduction of collaboration, formation, and the cyclical nature of supervision gained new reinforcement in the reactions to the national reports.

Timar and Kirp (1989) estimate that some 700 state statutes affecting some aspect of the teaching profession were enacted between 1984 and 1986.[16]

In looking at one of these changes, it is important

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[13]R. Manatt, "Raising K-12 Student Achievement in a Public School System: A Case Study of Risk and Second Wave School Reform," Occasional Paper 89-1 (August 1989) (Ames, IA: Iowa State University), 1.

[14]A. Combs, "New Assumptions for Educational Reform," Educational Leadership 45 (February 1988): 38.

[15]K. Cross, "The Rising Tide of School Reform," Phi Delta Kappan 66 (November 1984): 168-169.

[16]D. Kirp and T. Timar, "Education Reform in the 1980's: Lessons From the States," Phi Delta Kappan 70 (March 1989): 504.

here to re-orient. By the time individual states were called upon to implement new statutes for education, some of the underlying principles of Cogan's work had already been widely supported. When states began calling for answers within their own boundaries, the teaching profession had come to see the importance of the emphasis on supervision as on-going, cyclical, collaborative, and formative. The result was a new look at supervisors' work with teachers as providing a framework within which the teacher could work. Conferencing and coaching were new elements assumed to be part of the process.

When Iowa made its response to national calls for reform, it occurred, partially, in Iowa Senate Bill 2175, in the 1986 session of the Iowa Legislative Assembly. This important act stipulated that by July 1, 1990, all educational personnel who evaluate others had to take a 30-clock hour program to become knowledgeable in and enhance supervisory skills. In interpreting the law, the Iowa Department of Education outlined competencies that should be provided for in the training program. Three "providers" were approved by the DOE, and two tasks were identified: 1) to design the program of training for Iowa administrators, and 2) to select the trainers or teachers who would deliver the program to the supervisors in Iowa. The School of Education at Iowa State University, in Ames, Iowa, was given the task of putting together the 30-clock hour program,

addressing the competencies outlined by the Department of Education. They did so, and selected sixty-two future trainers from across the state.

In what was called I-LEAD (Iowa Leadership in Educational Administration Development), "Train the Trainers" program, these sixty-two future trainers went through a six-day training session, delving into the various topics designed to address the competencies mandated by the law. After a pre-test to determine current levels of knowledge and attitudes about evaluation, participants went through different exercises - lecture, small-group work, videotapes - to become acquainted with the principles of supervision which would comprise the 30-clock hour training program delivered to Iowa school personnel. After the six-day training program, participants took a post-test over the material, and were licensed to go forth and teach the school personnel of Iowa the mandated program.

In April, 1988, two months after this "Train the Trainers" program was completed, the first group of Iowa administrators registered for the I-LEAD Evaluator Approval course. Since that time, several school personnel - administrators, counselors, and teachers - have participated, state-wide, in the program. Though the only people technically required to complete the training were those who evaluate others, several other people, particularly teachers and counselors, have also

participated, and are part of this study. Attempting to meet the July 1, 1990 deadline for compliance, superintendents, principals, assistant principals, department chairs, and others have participated in I-LEAD training. The program is offered through the sixteen AREA Education Agencies (AEA's) across the state. This first "component" will have to be renewed, with another course yet to be designed, between July 1, 1990 and July 1, 1995.

With the ideas gleaned from this training program, administrators across the state of Iowa will be armed with new or renewed evaluative skills to bring to their responsibilities as supervisors of educational personnel.

Purpose of the Study

The focus of this study is to look at the views and attitudes of those participants who have completed the I-LEAD training, in order to determine whether the people who participated in the program have come away with new ideas about evaluation or been motivated to change existing personal or professional policies toward evaluation.

Considering the goal of the legislative mandate which resulted in the training program, it seems proper to look at those who have completed the training, to see if any pattern emerges, unifying thoughts and attitudes toward the method of evaluation prescribed by I-LEAD. A pattern of positive responses toward the ideas contained in the program would suggest a more unified approach toward evaluation of

educational personnel.

Such a pattern would also suggest a more widely-applied system for evaluation state-wide, with more similar expectations, goals, and measurements.

The purpose of this dissertation is to explore participants' attitudes toward evaluation upon completion of the I-LEAD training program, and to look at their responses to particular questions about evaluation skills. The study proposes to answer the following questions:

- is there a pattern of change in evaluation policies or practices among the participants, perceived by participants to be a result of their I-LEAD program?
- within the various sub-groups within the sample, what are the similarities and differences in responses to the survey questions?
- what changes are described among the 30 interviewees particularly in areas of observing, recording, and reporting?
- taken together, what are the strongest patterns of positive responses to questions related to change after I-LEAD training?

Skills in evaluation of personnel are needed by school administrators, in order to achieve a better system of interaction between administrators and teachers. Those in positions of leadership must have a good understanding of skills involved in analyzing the teaching act, reporting it, and discussing it with the teacher, in order for Cogan's "support" for the teacher to achieve meaning. Teachers, too, can be assisted by knowledge of the elements of the supervisory act. For this reason, teachers have been

included in the list of participants for this study. Their reactions to the elements of the training program are included in the study along with all the others.

The mandate which resulted in I-LEAD created an opportunity for Iowa educators - administrators and teachers -to speak to each other about teaching in a new, more collaborative way. The skills delivered in the I-LEAD program gave educational personnel a chance to enter into a new era of evaluation of the teaching act.

It is the intention of this study to look at patterns in the qualitative data gathered in the survey, and to inform readers of reported changes in attitude, policy, program, or skill, by I-LEAD participants after their training. In this way, it is hoped that the study will be beneficial to future designers of professional performance evaluation programs and to other school personnel concerned about supportive evaluation of personnel.

Assumptions of Performance Evaluation

In designing the legislation which resulted in what would later be called I-LEAD Evaluator Approval training, the Iowa Legislative Assembly (1986), in SB 2175, charged the Iowa Department of Education to develop "competencies" Iowa evaluators should have. The DOE wrote seven "competencies" required for future trainees:

1. develop trust and credibility as evaluators, to include understanding of interpersonal behaviors and their impact on the success or failure of evaluation efforts;

2. identify and analyze effective teaching and performance behaviors, utilizing position descriptions (to include establishing direct relationships between position descriptions and the evaluation of performance);
3. analyze lesson design (to include artifact collection and relevant student data);
4. observe, record, and report job performance (to include monitoring student achievement, classroom management, effective use of time, and developing facility with evaluation models and processes);
5. conducting effective evaluation conferences (to include oral and written communication skills);
6. develop growth of improvement plans (to include goal setting and motivation strategies);
7. develop an understanding of the purposes and legal aspects of evaluation.

Though the ideas behind these "competencies" can be found in the work of countless others in the design of systems of performance evaluation (cf. Chapter 1), it was the charge to develop a program addressing all of them together which resulted in the training that is the focus of this study. Training Iowa administrators in these focal areas ultimately became the task of the I-LEAD program. Using their own earlier work in these areas of performance evaluation, the designers of I-LEAD (Manatt, Stow, and Sweeney) linked their research with these competencies.

Specific areas addressed in the seven competencies of SB 2175 do not pertain directly to the study, but are important to note, at least cursorily, since they are elements of a teacher's work, and therefore subject to observation and evaluation. For this reason, they are mentioned, in brief, in Chapter 2, and summarized. Some important work in cooperative learning and thinking skills,

which relate to competency #4, is addressed, in part. The analysis of lesson design, addressed in competency #3, is also summarized, and some of the noteworthy work in conferencing skills (competency #5) and marginal teaching (competency #7) receives summary treatment. Significant studies in effective teaching and teacher evaluation are outlined for purposes of instructing and orienting the reader to these elements of the I-LEAD training.

The specific focus and work of the study, though, relates directly to the I-LEAD program as one approach to a system of professional performance evaluation.

In studying performance evaluation, it is important to look at the evaluation of other professionals besides teachers. Though I-LEAD does address issues surrounding evaluation of other personnel (administrators, counselors), it is the system for teacher evaluation which is treated in the study.

Definition of Terms

Conferencing

In this study, conferencing refers to pre-observation conferences, post-observation conferences, and summative conferences. Contextual references instruct the reader as to which is being discussed.

Data/Data Gathering

In the context of this study, data are the things the evaluator observes in the classroom, to be used later in the

report. Data gathering is the act of observing teachers and students, in classes, and recording what you see and hear.

Evaluation

For purposes of this study, evaluation is to be defined as those activities of the administrator designed to improve instruction in the classroom. Evaluation is restricted to the administrator's work, together with the teacher, in attempting to improve instruction. It has as its purpose on-going growth for the teacher, for better classroom instruction.

Evaluator Approval

The mandate of Senate Bill 2175 (Iowa Legislative Assembly, 1986) was that Iowa administrators receive approval to evaluate personnel. I-LEAD became the instrument through which this was done. Evaluator approval refers to the I-LEAD training.

Formative Evaluation

Formative evaluation is that which focuses on teacher growth. The administrator involved in this kind of evaluation uses in-class observations of teachers' work to form the backdrop for reports and conferences for the improvement of instruction. It is not concerned with outside-the-classroom professional activity, or with other facts of the school program.

I-LEAD

Iowa Leadership in Educational Administration

Development. This acronym names the program designed to provide training in evaluation to Iowa school personnel.

Observation

In this study, the term observation is used to mean observation of lessons in classrooms. Lesson observation and analysis is one of the seven competencies mandated by the Iowa DOE, and provided for in I-LEAD training.

PIC

Professional Improvement Commitment. Other terms for the same thing are growth plan or improvement plan. PIC refers to that part of the performance evaluation cycle where evaluator and evaluatee use the current-year evaluations to formulate goals for the coming cycle or year.

Recording

Recording, in this study, refers to the evaluator's gathering of written data during the observation of a lesson. It is a specific competency mandated by Iowa DOE, and improved skills in this area are a focal point of the study.

Reporting

Reporting is used to mean the writing of the formal evaluation following a classroom observation. It can also mean the writing of the summative report at the end of a cycle or school year.

Summative Evaluation

Summative evaluation is defined, for purposes of this

study, as that evaluation which occurs, usually, at the end of an evaluation cycle. In a school setting, this is typically the end of the school year. Summative evaluation takes into account all the activities of a teacher, in the classroom and out. It is less restrictive in nature than formative evaluation, in that it takes into account all the other professional responsibilities of the teacher.

Supervision

Supervision, like evaluation, has, as its goal, the improvement of instruction. Unlike evaluation, though, supervision takes into account other facets of the school program, outside the classroom, which influence the quality of instruction.

Procedure/Methodology

The study analyzes the results of written survey given to participants in the I-LEAD Evaluator Approval Training program, following their training, and comments of the 30 subjects selected for interview. The treatment of the data describes patterns of responses in areas of improved skills in observation, recording, and reporting, and improved confidence in participants related to their skills as evaluators, as reported by respondents in their answers. It describes patterns of responses relative to changes in personal and professional thoughts toward evaluation, and whether new policies are reported to have been initiated as a result of training. Responses of administrators (at all

levels) are separated from those of teachers and department chairs who took the training, to see if the frequency of positive responses is higher among one group than the other. Responses of the subjects are reported in total, then broken down further into the various sub-groups in the sample population, to demonstrate patterns of responses relative to sub-groups.

In addition to the 35-question survey, interviews were conducted with 30 school principals. Specific interview questions relative to skills in observing, recording, and reporting job performance will further flesh out the survey results in these three key areas, and provide greater depth to the study. Principals were selected for interviews, since teacher evaluation can be considered a primary job responsibility for them. Their comments related to observation, recording, and reporting skills gleaned from training provide good information about perceived changes in these skill areas.

Subjects

The population of this study consisted of 336 school personnel, who completed I-LEAD training, comprised of teachers, counselors, department chairs, assistant principals, principals (both elementary and secondary), assistant superintendents, superintendents, curriculum coordinators, and others. Of the 336 surveys sent, 267 (or 79.5%) were returned. Data for the study come from the

responses of these 267 people. Further data come from the results of the 30 interviews conducted with some of the same people, and allowing for more detailed answers to questions in focal areas (observation skills, recording skills, and reporting skills).

The questionnaire was designed to encompass all the significant areas of the training, and to give information from the entire spectrum of participants. It attempts to probe the respondents relative to their "after-training" attitudes toward their own confidence in evaluation, and attitudes toward increased skills in evaluation areas. Demographic information is furnished to give contextual meaning to the qualitative responses.

Interview

Interviews were conducted with a select group of 30 school principals who completed the survey. The interview format was designed to focus patterns of change in the three areas of observing, recording, and reporting data from classroom evaluation. It allowed the researcher the opportunity to probe, in more depth, the relationship between I-LEAD training and self-described changes (by interviewees) in these three significant areas. Areas for interview questions are similar, but the format allows for more thorough, detailed responses. The approach is more open-ended than the written survey.

Survey Design/Analysis

The 35-question survey used in the study is designed to be brief enough for thorough analysis, and to yield the data necessary for the study. The questions attempt to discover attitudes toward evaluation after I-LEAD training for Iowa's participants, and patterns of agreement and disagreement to specific questions about skills delivered in the training. Participants were also asked about whether the training has caused them to think of future changes in evaluation policies and practices.

The survey is primarily closed-form. Demographic and informational questions take up the first part of the survey, and respondents are asked to furnish information relative to age, degree, job title, work setting, hours in supervision, and the kinds of professional personnel the respondent is accountable to evaluate. Questions 1 through 13 take care of gathering this information.

Questions 14-26 are closed form, and are designed to elicit responses showing agreement or disagreement with questions related to areas of evaluation where positive responses would suggest desired changes in attitude and knowledge after training. These questions ask respondents to rate their agreement on a scale from "strongly agree" to "agree" to "undecided" to "disagree" to "strongly disagree." Specific questions related to changes in attitude, knowledge, and confidence level are addressed in these

questions, and relate to the following specific aspects of professional evaluation: trust in respondent's own abilities to evaluate; understanding of interpersonal behaviors and their impact on evaluation, ability to analyze lesson design, knowledge of data-gathering strategies, observation of job performance (including student achievement, classroom management, and effective use of time); recording job performance; reporting job performance; conferencing skills; ability to develop growth plans; understanding of the purposes and legal aspects of evaluation; identification of effective teaching behaviors, ability to analyze strengths and weaknesses in effective teaching behaviors.

Question 27 is closed-form, and asks respondents about their confidence level prior to training.

Questions 28 through 32 are partially closed-form and partially open-ended. They ask respondents to answer "yes" or "no" to topics involving attitude and confidence, then leave room for open-ended responses and remarks.

Questions 33-35 give respondents the opportunity to identify the number of personnel they have evaluated since the training was finished.

The survey was designed to give respondents the opportunity to describe whether changes in their attitudes toward evaluation had occurred, whether changes in their confidence level had occurred, and specifically whether they

agreed that their skills in specifically-defined areas had been sharpened as a result of training.

The survey is analyzed thoroughly. Demographic data are reported in tables and charts, as appropriate, to give a contextual background to the rest of the analysis.

The study is descriptive and analytical. Though some of the demographic data are easily reported factually (description - e.g. number of master's degree administrators, number of principals, etc.), the interest of the study is in analyzing the qualitative data, looking for agreement and disagreement on questions related to increased skill and confidence. Specific patterns of change in areas of observing, recording, and reporting are analyzed. In this regard, the interview results are very helpful, in that they furnish additional information in these areas.

Scope of the Study/Limitations

This study deals with one system of professional performance evaluation. Though it reviews, cursorily, other work in types of performance evaluation, it focuses on the model developed for the I-LEAD training program. It discusses thoroughly important influences on the development of that specific program of evaluation, but it cannot treat systematically and thoroughly every model for professional performance evaluation that has been developed.

Within the I-LEAD model for evaluation, this study focuses on that portion related to evaluation of teachers.

other aspects of evaluation are touched on in the I-LEAD training (specifically administrator evaluation), but the study restricts itself to the principles for teacher evaluation expressed in the TPE (Teacher Performance Evaluation) cycle developed by those who designed the I-LEAD training program. It should be said here that the survey does not limit respondents this way. For example, superintendents who answer survey questions may be presumed, in some cases, to be responding as evaluators of administrators.

Another limitation of this study is that questionnaires suffer from the limitations of any self-reporting system.

Questions in the 35-question survey were worded so that it was clear to the respondent that the link between the I-LEAD training and any reported positive change in attitude, confidence, or skill level that the respondent agreed with was a direct result of training. The reliability of the respondent's answer has to be assumed in the study.

In reporting the results of the questionnaire, this study is limited in that it does not show what specific changes in confidence level, attitude, or skill the respondent attained - only that there has been one, as reported by the participant. So while patterns may be described and analyzed, specific changes (for example, in

policy and program) are not described. The interview helps to alleviate this limitation, in that it does allow for more thorough answers for thirty of the respondents.

Specific research on issues that influenced some aspects of I-LEAD training - those having to do with cooperative learning, thinking skills, lesson design and analysis, conferencing, effective teaching and marginal teaching - are presented only briefly in the study, and only insofar as they have impacted a portion of I-LEAD. Obviously, each has had much research done on it, but this study does not attempt to present all the research on these topics.

A final limitation of the study is that it does not seek to study other state statutes that came as a response to national reports calling for reform.

Overview of the Study

Although state statutes have grown over the last decade, in response to the major national reports calling for reform, the number and type which are similar to Iowa's SB 2175 is not known. This study relates to Iowa's mandate. Chapter I presents a background on the major national calls for reform, as reflected in the significant reports of the 1980's. It outlines the fundamentals of clinical supervision as they pertain to the development of Iowa's answer to calls for reform with its own state statute providing for licensing of evaluators. The primary purpose

of the study is presented, assumptions and definitions are given, the procedure and methodology for the study are explained, the subjects in the sample are presented and discussed, the instrumentation is explained, the interview is outlined, the survey design and analysis are delineated, and the scope and limitations of the study are covered.

Chapter II consists of a comprehensive review of the literature pertaining to research in aspects of performance evaluation which led to the design of the I-LEAD program, which is the focus of the study. Chapter II begins with a brief history of supervision, then presents the rationale and role, reform and performance evaluation, specific reforms related to the study, specific skills addressed, and summary comments.

Chapter III reports the results of the survey data. It supplements the study with charts and tables, showing demographic information, and presents a discussion of the results of the survey. The data and tables are reported in this chapter, and are reported in tabular form, using percentages for this descriptive study. A secondary source will be comments made by respondents in the open-ended questions and the interview answers.

Chapter IV includes a summary of the study, with recommendations for those involved in performance evaluation, conclusions, and suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE

History of Supervision

Introduction

The history of supervision can be thought of as having occurred in periods of eras. Prior to the 18th century, supervision was mainly done by town officers who went into the schools to see how students were doing in their work, particularly reading. A focus of this kind of supervision had more to do with looking ahead to placing these students in the community in specific vocations.[1]

In attempting to outline the significant periods in the history of supervision, beginning with the onset of the 18th century, and continuing to the present time, Lovell and Wiles' Supervision for Better Schools (1983) is a helpful document. Lovell and Wiles define basic "periods" in this history: 1) administrative inspection era, spanning roughly 1700 to 1900; 2) scientific management era, from 1900 until 1925; 3) supervision and human concerns era, from 1925 until

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[1]J. Lovell and K. Wiles, Supervision for Better Schools (Englewood Cliffs, NJ: Prentice-Hall, 1983), 41.

approximately 1950.[2] After summarizing the characteristics of these three periods, the authors outline more recent developments and challenges for modern supervisors.

March and Simon, in Organizations (1961), outline three "propositions" about human beings which they stipulate the various eras in the history of supervision relate to, with the premise that supervision theory in the various periods has always stemmed from beliefs about human beings. They define these propositions in three broad classes:

1. propositions assuming that organization members, and particularly employees, are primarily passive instruments, capable of performing work and accepting directions, but not initiating action or exerting influence in any significant way;
2. propositions assuming that members bring to their organizations attitudes, values, and goals; that they have to be motivated or induced to participate in the system of organization behavior; that there is incomplete parallelism between their personal goals and organization goals; and that actual or potential goal conflicts make power phenomena, attitudes and morale centrally important in the explanation of organizational behavior;
3. propositions assuming that organization members are decision makers and problem solvers, and that perception and thought processes are central to the explanation of behavior in organizations.[3]

Administrative Inspection

Burton and Brueckner outlined the function of supervision at the beginning of the eighteenth century in Supervision, A Social Process (1966). During this period in

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[2]Ibid., 42-43.

[3]J. March and H. Simon, Organizations (New York: John Wiley, 1961), 6.

the early 1700's, committees of citizens "inspected" the schools, checking to see if teachers were doing their jobs. Burton and Brueckner cite four factors about these committees that are worthy of note: 1) they were lay citizens, with no special competence; 2) there was no effort to improve teaching; 3) there is nothing to suggest that these committees were at all concerned with the feelings and attitudes of the teachers; 4) they held the teachers accountable for pupil achievement.[4] As schools grew during this time and shortly after, it became necessary to single out a teacher, sometimes called "principal" teacher, to assume some managerial duties. These manager-principals were not concerned, though, with the improvement of instruction. Ayer and Barr explain in The Organization of Supervision (1928) that during this time, as school "systems" developed with multiple schools in urban centers, the responsibility for education came to rest in the hands of superintendents, with the improvement of teaching finally being attached to the duties of these new superintendents.[5] Lucio and McNeil summarize Supervision: A Synthesis of Thought and Action (1969) that by the latter part of the 19th century, there were 29 superintendents in the U.S., and

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[4]W. Burton and L. Brueckner, Supervision, A Social Process (Englewood Cliffs, NJ: Prentice-Hall, 1966), 45.

[5]F. Ayer and A. Barr, The Organization of Supervision (New York: Appleton and Company, 1928), 8-10.

that they were seeking to improve teaching and teachers.[6]

During the administrative inspection era in the history of supervision, the supervisory act consisted largely of monitoring, inspecting, and checking.

Scientific Management

Many of the underlying principles of the administrative inspection period were applicable during this time, with the added difference that in the scientific management period, which spanned roughly the first quarter of the twentieth century, methods of science and technology were applied to education. Scientific theorists attempted to apply principles of science in developing theories of organizational behavior. Lovell and Wiles (1983) state that people were assumed to be motivated by economic gain, and "supervisors" had to establish the best methods for overseeing the job for greater production.[7]

Educators plugged their own theories into this type of management theory. Cubberly, in Public School Administration (1916), cited industry's efforts to turn out a standard product and to produce with efficient methods.[8] Bobbitt, in "The Elimination of Waste in Education" (1912) advocated this new type of supervision for schools, with

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[6]W. Lucio and J. McNeil, Supervision: A Synthesis of Thought and Action (New York: McGraw-Hill, 1969), 4.

[7]Lovell and Wiles, 47.

[8]E. Cubberly, Public School Administration (Boston, MA: Houghton-Mifflin, 1916), 338.

"efficiency" as the goal.[9]

Supervision during the scientific management period was, as Lovell and Wiles point out, "telling, explaining, showing, enforcing, rating, and rewarding," and the assumption about the teacher was that the teacher was an instrument who could be molded and shaped to facilitate the goals of the organization.

Supervision and Human Concerns

In this period, from 1925 to 1950 and beyond, there was a growing concern over the feelings and attitudes of those being supervised: the teachers. Studies in the areas of social sciences and in leadership behavior, which began to link performance (of teachers) with attitudes and feelings about their work, caused a shift in thinking from the previous era of scientific management beliefs to more human-centered thinking. Lovell and Wiles cite the importance of Lippitt and White "An Experimental Study of Leadership and Group Life" (1947), Stogdill "Leadership, Membership, and Organization" (1950), and Bavelas "Morale and the Training of Leaders" (1942) as having significance in focusing new attention on the behavior of the leader or, in educational contexts, the supervisor.[10]

During this period of "human concerns," the notion of

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[9]J. Bobbitt, "The Elimination of Waste in Education," The Elementary School Journal 12 (1912): 260.

[10]Lovell and Wiles, 48.

supervisor as helper and resource person began to emerge. The tide had shifted away from "inspection" and "management" to facilitating and assisting. Improvement of teachers and teaching was clearly a goal of this new thrust in supervision theory.

In "Instructional Supervision: Emerging Perspective," Lovell (1978) discussed seven features included in improvement of instruction:

1. direct psychological and technical support, service, and help for teachers
2. curriculum developments, coordination, and evaluation
3. organization for and development, coordination, and evaluation of instruction, including the provision of facilities, equipment, and materials
4. development and evaluation of educational goals
5. professional development of personnel
6. evaluation of personnel performance
7. evaluation of educational outcomes[11]

It is easy to see, from Lovell's list of factors involved in improvement of instruction, both the shift away from inspection of teachers and the challenges of the more human-centered approaches ushered in by the era of human concerns.

Cogan's work, Clinical Supervision (1973), discussed at length in Chapter I of this study, is the important transition to the subject of this study. The designers of the I-LEAD training model relied heavily on the ideas of "clinical" supervision first proposed by Cogan, and later developed by other educational researchers, in putting

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[11]Ibid., 50.

together the program for Iowa evaluators to use. Cogan's notions of in-class "support" for teachers link the "human concerns" era eventually to I-LEAD and other programs like it, which focus on the attitudes and feelings of the teacher and the improvement of instruction. Lovell's ideas, too, find their way into the I-LEAD training in other forms.

Rationale/Role

As the more recent period in the history of supervision (relating to human concerns) grew from the 1950's into present times, some current models for teacher evaluation within schools and school districts reflect the thinking, begun in this period of supervision, that teachers' attitudes, feelings, and emotions are a legitimate ingredient for a performance evaluation program. Cogan's work in clinical supervision, and others which followed, adopt that premise as a foundation for evaluation approaches. As ideas about the people being evaluated changed over the years, the role of the supervisor also changed. Cogan's notion of "in-class support" as a prime function for the supervisor is reflected, in some ways, in the model for evaluation examined in this study.

The legitimate role of an evaluation model which has at its core this supportive notion of supervision seems obvious. When the Iowa Legislative Assembly mandated SB 2175, in 1986, calling for training for Iowa evaluators, the designers logically fell to their own research to put

together the training component. But the influence of Cogan and others who did work following the human concerns era of supervision was not lost in the design of this new model.

Reactions to Calls for Reform

Calls for reform within the educational system proposed by the major national reports of the 1980's have already been outlined in Chapter I of this study. To re-orient the reader, here is a brief summary.

A Nation at Risk, released by the U.S. Department of Education in 1983, called for more stringent course requirements for secondary graduation, a longer school day, merit pay, and others. Sizer's work in A Celebration of Teaching: High Schools in 1983 had different emphases, but reform headed in the direction of incentives for learning and a new emphasis on quality was a later influence on Glasser (1989) and others. Goodlad's A Place Called School (1984) looked at the practices of teachers and students, and drew conclusions about the type and style of instruction, the domination of content by the teacher, and the types of activity engaged in by teachers and students. The Carnegie Report (A Nation Prepared: Teachers for the 21st Century), released in 1986, proposed eight reforms - among them merit pay, higher salaries, and teacher licensure. The Holmes Group issued Tomorrow's Teachers: A Report of the Holmes Group in 1986, and focused on teacher education programs in universities.

Reactions to the calls for reform within these national reports were bound to occur, and they did. Several authors and educational researchers reacted with their own ideas related to these calls for reform. When the dust had settled - and some would say it still hasn't - from the reports first, then the reactions, a proper synthesis of ideas had probably occurred. At the very least, by the late 1980's, the national reports had yielded the first fruit of responses from states. Before 1990, President George Bush would convene the nation's 50 governors in an "Education Summit" to discuss new goals and directions for the future of education.

A brief look at some reactions to the reports may be instructive, in setting the stage for the look at teacher evaluation.

In The Rising Tide of School Reform (1984), Cross rejects the "mechanical, top-down" solutions of the school reform movement of the 1980's and opts, instead, to "stimulate ordinary people in schools to put forth unusual effort."[12] She praises the work of Sizer and Goodlad and urges putting trust in teachers and principals to work together for the betterment of schools. Toch suggests, in The Dark Side of Excellence (1984) that the term reform seems equated with excellence, and that the national reports

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[12]K. Cross, "The Rising Tide of School Reform," Phi Delta Kappan 66 (November 1984): 170.

don't propose any solutions for the non-achieving students.[13] Combs, in New Assumptions for Educational Reform (1988), suggests that first approaches in reform fail because they concentrate on things and not people, because they are based on partly-right assumptions about teaching, and they are filled with laid-on solutions. He proposes that more accurate assumptions should predominate, such as concentrating on changing peoples' beliefs, emphasizing processes and not pre-conceived outcomes, determining what is important, beginning from local problems, eliminating barriers to reform, and encouraging innovation and change.[14] In Education Reform: Mistakes, Misconceptions, Miscues (1989), Orlich gives two main "factors" which work against reform: 1) a strong tradition of intuitive wisdom among educators and a tradition among politicians of meddling with professional aspects of teaching, and 2) a weak empirical knowledge base in schools.[15]

The reactions to the national reports summarized above present only the briefest, cursory sampling of opinions relating to the reactions to national reports. They were chosen because they do echo, somewhat, the "support" notion

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[13]T. Toch, "The Dark Side of the Excellence Movement," Phi Delta Kappan (November 1984): 174.

[14]A. Combs, "New Assumptions for Educational Reform," Educational Leadership 45 (February 1988): 40.

[15]D. Orlich, "Education Reforms: Mistakes, Misconceptions, Miscues," Phi Delta Kappan 70 (March 1989): 512.

introduced by Cogan, and they serve to give direction to later evaluation models which influence I-LEAD. Cross's notion of stimulating ordinary people, Toch's concern to involve non-achieving students, and Combs's charge to change peoples' beliefs and emphasize processes are all echoed later in directions evaluation models would take.

Reform and Performance Evaluation

Literature on teacher evaluation is an important link to the focal point of this study. Instead of attempting an exhaustive review of all the literature on teacher evaluation, this section will look at important literature just prior to the national reports and that immediately following. Within this examination, some influences on what would eventually be called I-LEAD will be found. Also, this type of literature review of teacher evaluation will give the proper direction and focus for the rest of the study.

In Evaluating Teacher Performance with Improved Rating Scales (1976), Manatt, Palmer, and Hidlebaugh suggest five "rubrics" descriptive of teacher behavior (productive teaching techniques, positive interpersonal relations, organized/structured class management, intellectual stimulation, and desirable out-of-class behavior), and group 30 descriptors for good teaching around these five major headings.[16] Some of these so-called "rubrics" form the

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[16]R. Manatt, K. Palmer, and E. Hidlebaugh, "Evaluating Teacher Performance with Improved Rating Scales," NASSP Bulletin 60 (September 1976): 22.

basis of the PIC (Professional Improvement Commitment) which is a part of the later I-LEAD training. Decotis and Petit, in The Performance Appraisal Process: A Model and Some Testable Options (1978), draw conclusions about the rater or supervisor, among them notions that the rater does a more accurate job when the standards are clear, when the purpose of the appraisal is employee development, when feedback of the results is required, and when there is some frequency to the observations.[17] These conclusions form a backdrop for the development of some of the principles of I-LEAD, having specifically to do with purpose (for appraisal), feedback, and development of standards. Shirley Stow's work, in Using Effectiveness Research in Teacher Evaluation (1979), describes using effective teaching research in designing evaluation systems, and finds that performance appraisal centering on teacher effectiveness criteria coincided with extraordinary results in standardized test scores.[18] Stow would use this conclusion and others in helping to develop the I-LEAD model. Mangieri and McWilliams suggest a collaborative emphasis in The What, How, and When of Professional Improvement (1981). Describing their model (CIIP - Collaborative Instructional Improvement Process),

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[17]T. Decotis and A. Petit, "The Performance Appraisal Process: A Model and Some Testable Options," Academy of Management Review 3 (July 1978): 638.

[18]S. Stow, "Using Effectiveness Research in Teacher Evaluation," Educational Leadership 37 (October 1979): 56.

they outline five steps: listing and comparing needs, action plans and responsibilities, timeline, and schedule meetings.[19] Their emphasis on the collaborative approach is an obvious ingredient in I-LEAD.

Donovan Peterson, in "Legal and Ethical Issues of Teacher Evaluation: A Research-Based Approach," (1983) says that only behaviors teachers can control should be summatively evaluated, and that items in the evaluation "system" should stem from researched performance that relates directly to student learning. Peterson goes on to suggest that formative evaluation should result from observations scheduled during significant periods of extended teaching, e.g. over the period of a unit or sequence of instruction.[20] In "The Supervisory Skill Mix" (1984), Alfonso, Firth, and Neville outline three skills for the supervisor in a performance evaluation system: human skills (generating goal commitment), technical skills (specialized knowledge or ability required to perform supervisory skills, for example classroom observation skills), and conceptual/managerial skills (to make

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[19]J. Mangieri and D. Williams, "The What, How, and When of Professional Improvement," Educational Leadership 37 (October 1979): 56.

[20]D. Peterson, "Legal and Ethical Issues of Teacher Evaluation: A Research-Based Approach," Educational Research Quarterly 83 (1983): 7.

decisions).[21] The notion of combining these special skills with a more formative approach to judge good teaching in sequence and over time are key elements in the I-LEAD training model. McLaughlin, in "Teacher Evaluation and School Improvement" (1984), emphasizes the importance of the formative approach, and the evaluation of good teaching within the framework of teacher "choices" and judgments within broad and widely-held categories for effective teaching.[22] Savage, later in 1984, in "Better Ways to Evaluate Teachers," offers five ways to improve the practice of evaluating teachers, and offers that evaluation reports should be prepared with helpful suggestions for improvement.[23] Wise and Darling-Hammond, in "Teacher Evaluation and Teacher Professionalism," (1985) outline various models for teacher evaluation, and come out in favor of what they call the "professional" model, citing the advantages that it involves the teacher as professional and decision-maker in the process more than other approaches do.[24] Their findings say that in these models, teachers

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[21]R. Alfonso, G. Firth, and R. Neville, "The Supervisory Skill Mix," Educational Leadership 41 (April 1984): 17.

[22]M. McLaughlin, "Teacher Evaluation and School Improvement," Teachers College Record 86 (Fall 1984): 195.

[23]J. Savage, "Better Ways to Evaluate Teachers," NCA Quarterly 58 (Summer 1984): 15.

[24]A. Wise and L. Darling-Hammond, "Teacher Evaluation and Teacher Professionalism," Educational Leadership 42 (January 1985): 32.

are treated differently, and involved in the development and operation of teacher evaluation processes. Their strong suggestion is that this improvement-oriented model works better. Among other conclusions drawn by Huddle, in a study of 400 high schools and 10,000 teachers, and reported in "Teacher Evaluation - How Important for Effective Schools?" (1985), are that supervisors can be helpful teachers, but many teachers feel they are not, teacher observation in any form occurs infrequently, and teachers should be involved in the operation and development of a "process" for evaluation.[25] He suggests that principals use research-based standards without inhibiting creativity, and combine good professional development with the regular assessment of good teaching. Le Brun, too, emphasizes the helping role of the principal in "Appraising Teacher Performance: A Catalyst to Improvement" (1986). He emphasizes colleagueship between principal and teacher and a helping, formative approach to evaluation.[26] Stiggins underlines the advantages of a formative approach in "Teacher Evaluation: Accountability and Growth Systems - Different Purposes" (1986). Giving the two purposes of evaluation as 1) information for hiring and firing, and 2) professional development of the teacher,

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[25]G. Huddle, "Teacher Evaluation - How Important for Effective Schools: Eight Messages from the Research," NASSP Bulletin 69 (March 1985): 62.

[26]P. Le Brun, "Appraising Teacher Performance: A Catalyst to Improvement," NASSP Bulletin 70 (October 1986): 59.

Stiggins suggests that most systems only perform the first function.[27] Stiggins indicates the importance of getting the other evaluation function into the total system, in order for real growth of the teacher to occur. Sportsman offers three advantages of a performance-based, formative approach: 1) the entire basis of the teacher evaluation is improved, 2) the clearer focus of the performance-based evaluation makes it a better faculty development tool, and 3) this approach facilitates mutual agreement on what to measure.[28] Freer concludes his work "Clinical Supervision: Training that Works," (1987) by stating that educators profit from a non-threatening, collegial supervisory approach - a system that helps teachers become more autonomous and self-analytical.[29]

These reactions to calls for reform within the national reports cited earlier in this study relate directly to theory about and approaches to performance evaluation. The summary just provided is intended to give direction for the remainder of the literature review. The underlying assumption of most of the aforementioned summary points clearly in the direction of a positive, formative approach

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[27]R. Stiggins, "Teacher Evaluation: Accountability and Growth Systems - Different Purposes," NASSP Bulletin 70 (May 1986): 52.

[28]M. Sportsman, "Evaluating Teacher Performance Fairly," Curriculum Review 60 (April 1986): 10.

[29]M. Freer, "Clinical Supervision that Works," NASSP Bulletin 71 (December 1987): 17.

in the development of systems of evaluation.

Before going on to describe the special model (I-LEAD) which is the basis of this study, it is important to underline the importance of this emphasis on the formative nature of evaluation. The I-LEAD model, though including the other elements of evaluation - all the things included in summative evaluation - stresses the formative aspects and their importance to the growth of the teacher. In looking at the TPE (Teacher Performance Evaluation) cycle proposed by the I-LEAD model, it is the formative role of evaluation which receives clear emphasis.

A brief review of literature on some of the specific skills found in the I-LEAD model follows, for the purpose of orientation and instruction.

Specific Skills

Each of the areas outlined below is found, in some degree, as a component in the I-LEAD model for teacher performance evaluation. Some will be mentioned again later in the description of that model, but a brief outline here will help to orient the reader to the description of the actual model. Some of these features were strong influences on the developers of that model.

Effective Teaching

Various ideas about teaching and learning, and ideas about what effective teaching is are presented, in brief, here, to give direction to the discussion of I-LEAD later.

The Hunter, Rosenshine, and Berliner studies, in particular, were strong influences on I-LEAD.

In "Teacher Behavior and Student Learning," (1979), Brophy advocates something he calls direct instruction, focusing on academic goals, with immediate, academically-oriented feedback. His conclusions suggest teachers do make a difference, and as their expectations are higher, so too is their success rate. Brophy suggests that teachers must vary their instruction to suit the context of the class. For him, a task-oriented, but relaxed environment is the best for learning.[30] Fisher, Marliave, and Filby stress the importance of time, in "Improving Teaching by Increasing Academic Learning Time" (1979).[31] Their conclusions relates that time is an immediate, on-going measure of student learning. N.L. Gage, who has done numerous studies on teaching, suggests, in "What Do We Know About Teaching Effectiveness" (1984), that it is not pointless to try to improve teaching, and that it <u>is</u> possible to change teaching practices that result in a difference.[32] Strong, Silver, and Hanson, in "New Strategies, New Visions," (1986), define teacher style as a complex set of preferred behaviors, and

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[30]J. Brophy, "Teacher Behavior and Student Learning," <u>Educational Leadership</u> 37 (October 1979): 33.

[31]C. Fisher, R. Marliave, and N. Filby, "Improving Teaching by Increasing Academic Learning Time," <u>Educational Leadership</u> 37 (October 1979): 52.

[32]N. Gage, "What Do We Know About Teaching Effectiveness," <u>Phi Delta Kappan</u> 66 (October 1984): 90.

teacher strategies as techniques developed in research findings to enhance fulfillment of specific educational objectives, defining teachers' decisions about strategies as relating to the three areas of demands of the content area, needs of a particular group of students, and teacher's own quest for a rich teaching style.[33]

These conclusions stress the significance of the attempt to improve the act of teaching. Discussions of teacher decisions about what students will learn, strategies for learning, and teaching styles all impact later work in this area, and are included in I-LEAD.

Three important influences on I-LEAD found in the research on effective teaching are Rosenshine, Berliner, and Hunter. Their studies on effective teaching were significant, and were included in the effective teaching section of the I-LEAD model.

Rosenshine and Furst, in "The Use of Direct Observation to Study Teaching," (1973) summarize studies on effective teaching, by dividing the act of teaching into the following six functions:

1. review (effective teachers begin a lesson with a 5-8 minute review)
2. presentation of new material by
   - stating lesson goals
   - focusing on one thought
   - teaching in small steps, and check for understanding before going on
   - give step by step directions

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[33]R. Strong, H. Silver, and R. Hanson, "New Strategies, New Visions," Educational Leadership 44 (October 1986): 53.

- model the behaviors
- organize the material, so one step is mastered before going on
- avoid digressions

3. guided practice (teacher supervises students' initial attempt at a skill)
4. provide feedback and correctives
5. conduct independent practice (students working at a skill on their own)
6. use week or monthly review[34]

Madeline Hunter's "Decision-Maker" model for effective teaching is similar. After underlining the critical importance of beginning the lesson with an instructional objective, Hunter favors these critical steps:

1. anticipatory set (begin by reviewing prior learning, and tie to the present)
2. statement of objectives
3. input (teacher giving information)
4. modeling
5. checking for understanding
6. guided practice
7. independent practice[35]

Berliner's work, "The Half-Full Glass: A Review of Research on Teaching" (1984) discusses effective teaching as a set of complex decisions a teacher makes in planning a lesson. Berliner breaks these decisions into "factors" and outlines the components in each factor, as follows:

I. PRE-INSTRUCTIONAL FACTORS
   A. content decisions
   B. time allocation decisions
   C. pacing decisions
   D. grouping decisions
   E. decisions about activity structures

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[34]B. Rosenshine and N. Furst, "The Use of Direct Observation to Study Teaching," Second Handbook on Teaching, edited by R. Travers (Chicago: Rand-McNally, 1973), 130.

[35]M. Hunter, "Teaching is Decision-Making," Educational Leadership 37 (October 1979): 63.

II. DURING INSTRUCTION FACTORS
   A. engaged time
   B. time management
   C. monitoring success rate
   D. academic learning time
   E. monitoring
   F. structuring
   G. questioning
   H. wait time
   I. summary
III. CLIMATE FACTORS
   A. expectations for achievement
   B. environment for work
   C. management of deviance
   D. cooperative learning environments
IV. POST INSTRUCTIONAL FACTORS
   A. tests
   B. grades
   C. feedback
   D. evaluation[36]

These suggestions for components for effective teaching form the backdrop for that part of the I-LEAD training. It is important that evaluators know what to look for, in order to know what to diagnose in the lesson. Rosenshine, Hunter, and Berliner lend important information to the development of effective teaching behaviors for evaluators to look at.

Lesson Design and Analysis

In "Planning Skills: Paradox and Parodies" (1976), Morine outlines the most frequent teacher skills involved in in-service efforts aimed at teacher growth as lesson plans and behavioral objectives. She promotes three skills for variety in planning of teachers: generating alternative

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[36]D. Berliner, "The Half-Full Glass: A Review of Research on Teaching," Using What We Know About Teaching, edited by J. Hosford (Alexandria, VA: Association of Supervision and Curriculum Development, 1984), 54.

instructional procedures, recognizing alternative value assumptions, and altering existing circumstances of instruction.[37] All of these skills are important, Morine states, since they help teachers to re-examine instructional decisions based on new information. Melton outlines the importance of the instructional objective as part of the lesson plan in "Resolution of Conflicting Claims Concerning the Effect of Behavioral Objectives on Student Learning," (1978) and concludes that providing students with behavioral instructional objectives enhances learning.[38] These ideas are echoed later, in the I-LEAD model, in terms of adopting, at least partially, Hunter's notions about the use of the instructional objectives at the beginning of the lesson. Morine's ideas about re-cycling ideas, in effect, in future planning, are found later in the formation of the growth plan concept as a basis for future planning.

Sally Frudden, in "Lesson Plans Can Make a Difference," (1984), concluded, in short, yes! She cites Carnahan's 1980 study that suggested students spent more time-on-task when their teacher had a well-designed lesson plan. Frudden found that in using an evaluation instrument to look at the lesson plan first, in combination with

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[37]G. Morine, "Planning Skills: Paradox and Parodies," Journal of Teacher Education 24 (1976): 138.

[38]R. Melton, "Resolution of Conflicting Claims Concerning the Effect of Behavioral Objectives on Student Learning," Review of Educational Research 48 (1978): 291.

evaluating the consequent lesson, the design of the plans did make a difference.[39] Those emphasizing the importance of the lesson plan, following Frudden's conclusions, would develop a tool to use in constructing the lesson plan in conjunction with the evaluation itself.

Lesson Observation

Research related to the act of observation (on the part of the supervisor) of the lesson to be evaluated can be helpful in brief summary.

In 1982, Dunkleberger, in "Classroom Observation: What Should Principals Look For," suggested that criteria be grouped around four factors: 1) planning (of the lesson), 2) technical skills (the teaching act), 3) instructional skills (motivation, variety), and 4) classroom management, claiming that these factors, while not exhaustive, would form an effective framework for teacher observation.[40] Hunter's 1983 work "Script Taping: An Essential Supervisory Tool" cites several advantages of the script taping method in lesson observation, among them flexibility, "play back" ability, cost of storage, and unbiased nature (when used by an expert).[41] McGreal, Broderick, and Jones, in "Artifact

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[39]S. Frudden, "Lesson Plans Can Make a Difference," Education 104 (1984): 353.

[40]G. Dunkleberger, "Classroom Observation: What Should Principals Look For?," NASSP Bulletin 66 (December 1982): 11.

[41]M. Hunter, "Script Taping: An Essential Supervisory Tool," Educational Leadership 41 (October 1983): 43.

collection" (1984) stress the importance of going beyond the collection of verbal "data" (in watching teachers teach) to other data found in so-called artifacts. Claiming that verbal aspects of teaching, while important, only cover part of the ground for a good observation, suggest that artifacts (simple objects showing human workmanship...all the materials the student uses as part of the learning experience) form an additional valuable source for observing and evaluating the teaching act.[42] These authors all focus on the observation of the lesson, stressing the importance of looking at both the verbal and non-verbal elements involved in lesson planning as legitimate foci of observation. In developing I-LEAD, its authors were careful to include aspects of both verbal and non-verbal data collection in skills related to lesson observation.

In looking at the options for various formats for observation, other work is noteworthy.

In 1984, Cuccia, in "Systematic Observation Formats: Key to Improving Communication in Evaluation" advocates a format developed by principal and teachers together to satisfy the needs of both, involving five "general" areas: instructional style, sequencing strategies, grouping, transitions, directions, and interaction, offering that feedback is more clearly and concisely communicated in this

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[42]T. McGreal, E. Broderick, and J. Jones, "Artifact Collection," Educational Leadership 41 (April 1984): 20.

fashion.[43] Koerner, in "A Discussion About Instruction and Learning, Teachers and Schools," (1986) is empathic about using the observation to learn more about teachers' and students' interaction. Koerner suggests that if the principal cannot serve as head "teacher" due to other responsibilities in other areas, then somebody who is able to observe lessons on a regular basis should be assigned these duties. The principal really helps teachers, according to Koerner, not by telling but by helping them find the right solutions.[44] Echoing this sentiment, White, Wyne, Stuck, and Coop in "Assessing Teacher Performance Using an Observation Instrument Based on Research Findings" (1987), describe those aspects of the teaching performance in which beginning teachers need assistance to develop their skills.[45] These authors have suggested the important link between the role of the principal in supervision and the importance of the supervisory role. This important role is developed in the I-LEAD model also.

Observation of lessons and collection of data leads, logically, to the act of reporting the data. In 1978,

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[43]N. Cuccia, "Systematic Observation Formats: Key to Improving Communication in Evaluation," NASSP Bulletin 70 (December 1984): 32.

[44]T. Koerner, "A Discussion About Instruction and Learning, Teachers and Schools," NASSP Bulletin 70 (November 1986): 56.

[45]K. White, M. Wyne, G. Stuck, and R. Coop, "Assessing Teacher Performance Using an Observation Instrument Based on Research Findings," NASSP Bulletin 71 (March 1987): 91.

Robinson, in "The Observation Report - A Help or a Nuisance" reported that (concerning written reports) reports should be done, that supervisors should schedule one period a day for visitation of teachers, observations should be made with the purpose of effecting a long-range improvement of instruction in critical areas, reports should contain an overall evaluation of the lesson, and that reports should contain only the major points of criticism both favorable and unfavorable.[46]

Observation of the lesson and data gathering are both important elements of the I-LEAD model, the focus of this study. These conclusions and others can be found as influences in the development of that model. This function of the supervisor - observing the teaching act - is central to the I-LEAD model and a critical component of the TPE (Teacher Performance Evaluation) cycle.

Conferencing

When the I-LEAD model is examined later in the study, it will be clear that conferencing is a part of the model. Conferencing can mean pre-observation conference (pre-conference), post-observation conference (post-conference), summative conference (at the end of the cycle or year), and planning conference for the professional improvement commitment or growth plan. This brief overview of some

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[46]J. Robinson, "The Observation Report - A Help or a Nuisance," NASSP Bulletin 62 (1978): 25-26.

ideas on conferencing will examine some of the literature in these areas by authors other than the developers of I-LEAD. When the I-LEAD model is examined later, their work will be included as part of that section of the study.

Kindsvatter and Wilen, in "A Systematic Approach to Improving Conference Skills," (1981) suggest nine skill areas for a successful conference: climate building, target setting, questioning, commentary, praise, nonverbal communication, balance, sensitivity, and closure.[47] Hogue, in "Improved Conference Skills: Focus on Communication Strengths" (1987) echoes the importance of the conference in the role of providing important feedback to the teacher. Her added contribution is that the conference should be done in such a way that the message is received and acted upon (by the teacher). For Hogue, the supervisor should have the skills to reflect, probe, support, and advise, in order to conduct a successful and meaningful conference.[48] Developers of the I-LEAD model stress many of these roles of the conference.

Specifically relating to certain kinds of conferences, Hunter's 1986 work "Let's Eliminate the Pre-Observation Conference" urges doing away with this time-consuming task,

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[47]R. Kindsvatter and W. Wilen, "A Systematic Approach to Improving Conference Skills," Educational Leadership 38 (April 1981): 525.

[48]J. Hogue, "Improved Conference Skills: Focus on Communication Strengths," NASSP Bulletin 71 (December 1987): 56.

and argues that the teacher should know at the beginning of the year that the purpose of the observation is to promote constantly improving instructional effectiveness. She further argues that the building of trust and support happen in the post-observation conference anyway, and that doing a conference before the lesson can run the risk of building biases in the observer and observed.[49] She does argue, by exception, in "Madeline Hunter Replies: Develop Collaboration, Build Trust," (1986) that a legitimate purpose can be served in holding a pre-conference if it becomes a joint venture to plan a lesson.[50] Lordan's 1986 work "In Defense of the Pre-Observation Conference" argues its importance, in terms of providing an orientation to the lesson, forcing a written plan by the teacher in advance of the lesson, knowing something about the pupils being observed, and knowing how the teacher will evaluate the lesson and the pupils.[51]

The important function of the pre-conference is debated by these two authors (Hunter and Lordan). The I-LEAD model stresses the use of a pre-conference. It is important, probably, to look at ways to compromise between

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[49]M. Hunter, "Let's Eliminate the Pre-Observation Conference," Educational Leadership 43 (March 1986): 70.

[50]M. Hunter, "Madeline Hunter Replies: Develop Collaboration, Build Trust," Educational Leadership 43 (March 1986): 68.

[51]J. Lordan, "In Defense of the Pre-Observation Conference," Educational Leadership 43 (March 1986): 71.

no conference and a full-length pre-conference with each teacher prior to each lesson. It is sometimes just not workable, in terms of time and size of staff, to hold a pre-conference before each lesson observed. This is especially true in the case of multiple observations in a single school year.

Dunkleberger gives the importance of the post-observation conference in "Making the Most of the Post-Observation Conference" (1987) and argues that it provides the opportunity to discuss setting, opening of the lesson, questioning strategies, data sharing, focusing strategies, and closure. He closes his work by stressing the importance of good communication (between supervisor and teacher) in the successful outcome of the conference.[52]

These important ideas, relating to the use of conferencing, are some of the foundation behind the role of the conference in the I-LEAD model. The use of conferencing - pre-conferences, post-conferences, summative conferences, and the planning conference for the PIC (professional improvement commitment) - is an essential element in the I-LEAD training. This study specifically examines participants' attitudes about conferencing skills following I-LEAD training.

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[52]G. Dunkleberger, "Making the Most of the Post-Observation Conference," NASSP Bulletin 71 (December 1987): 55.

Development of I-LEAD

Introduction

It is time to examine the development of the I-LEAD training model. To do so, the work of Dorothy Faast is presented as a bridge or link between earlier ideas and the development of the I-LEAD model. In approaching the development of I-LEAD, the work of its authors (Manatt, Stow, and Sweeney) is reviewed - earlier work and its influences on I-LEAD will be examined. Adequate supplements are provided in the form of appendices to the study, in order for the reader to formulate a clear picture of the teacher performance evaluation cycle (TPE) proposed by the program.

A Bridge to I-LEAD

Faast's 1984 work "Appraiser Training" is an important piece to review when looking at the development of I-LEAD. Faast defines training as an organized procedure by which people learn knowledge and/or skills for a definite purpose. She relies on the work of Beach in Personnel: The Management of People at Work (1980) in defining contributions training makes: reducing learning time to reach acceptable performance, improving performance on the present job, formulating attitudes, aiding in solving operational problems, filling manpower needs, and benefitting

employees.[53]

Faast goes on to summarize the influence of several important researchers in evaluation on training models: Goldhammer, Manatt, SIM (School Improvement Model), and Hunter.

Karen Snyder's ACT: Administrator-for-Change Training (1978) developed a program to train evaluators in the clinical supervision process promoted by Goldhammer, using five stages: pre-conference, classroom observation, analysis and strategy, supervisory conference, and post-conference analysis.[54] Boyan and Copeland, in "A Training Program for Supervisors: Anatomy of an Educational Development" (1974) discovered that evaluators trained in this model made significant improvements in a variety of teaching behaviors.[55] Goldhammer's development of the five-stage program cited in this paragraph was done together with Cogan (Clinical Supervision, 1973), which has been reviewed earlier, and is an important thrust in evaluator training, according to Faast. TPE (Teacher Performance Evaluation), developed by Stow and Sweeney in 1981, with earlier contributions by Manatt (1977), is the central

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[53]D. Beach, The Management of People at Work (New York: Macmillan Co., Inc., 1980), 47.

[54]K. Snyder, "Clinical Supervision in the 1980's," Educational Leadership 38 (April 1981): 523.

[55]N. Boyan and W. Copeland, "A Training Program for Supervisors: Anatomy of an Educational Development," Journal of Educational Research 68 (1974): 105.

component of the I-LEAD model. The complete TPE can be found, in diagram form, in Appendix A, and consists of nine steps: establish the rules of the game, orient the teachers, analyze lesson plans, conduct the pre-observation conference, synthesize the data, write the summative evaluation report, and set job improvement targets.[56] As Faast points out in her summary, this model is longer than clinical supervision's stages, and focuses on judging the goodness of teaching.

The School Improvement Model (SIM) from Iowa State University's College of Education is a project which had as its goal the improvement of performance of teachers and administrators. It is described in detail later in this chapter.

Madeline Hunter's identification of seven elements of lesson design (shown earlier in this chapter) are outlined by Faast, and consist of: anticipatory set, statement of objectives, input (teacher), modeling, checking for understanding, guided practice, and independent practice.

Faast's conclusions, regarding the use of all these major influences on the development of a training program, tested in Des Moines, Iowa Independent Community School District during 1981-1982, state that the training program

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[56]S. Stow and J. Sweeney, "A Comprehensive Three-Year Process for Planning a System of Accountability Can Ensure Valid and Discriminating Results," Educational Leadership 38 (April 1981): 541.

was effective, that evaluators analyzed lesson plans more effectively after training, evaluators capture data during classroom observations more effectively, and evaluators are more effective in recognizing and using supervisory conference skills after training.[57]

Faast's work is used as a link to the description of the development of I-LEAD. Her description of the influence of Goldhammer, Manatt, SIM, and Hunter is key to understanding how I-LEAD was put together. Her work will be referred to later in this chapter, as the full description of I-LEAD is given.

School Improvement Model (SIM)

Faast;s mention of SIM earlier in this chapter introduced the idea of the School Improvement Model. As a noteworthy influence on the I-LEAD model, SIM needs more elaboration. Manatt's Occasional Paper 89-1, "Raising K-12 Student Achievement in a Public School System: A Case Study of First and Second Wave School Reform (1989) explains SIM in more detail.

Citing A Nation at Risk, Manatt outlines three waves of reform: more discipline schools (including tightening curriculum), attracting and holding teachers from among the top level of college graduates, and doing something for

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[57]D. Faast, "Appraiser Training," The Clearing House 58 (1984): 128.

disadvantaged children before they enter school.[58] Manatt goes on to explain that the School Improvement Model (SIM) team, with its home base in the Research Institute for Studies in Education at Iowa State University in Ames, Iowa, conducted research regarding waves one and two beginning in 1978. In 1985, the administration and school board from a school district in Wyoming approached SIM to develop a teacher and administrator performance evaluation system for their schools. In the design of the project, Manatt describes, a longitudinal study spanning 1985-1989 would be used. A "stakeholders" committee - comprised of teachers, administrators, board members, parents, and students was appointed by the board, and helped to formulate five questions related to each position that would be evaluated. The five questions were:

1. what are the criteria of effective performance in this position?
2. how high shall our standards be?
3. how shall we monitor the performance in each position and how shall we record the data base?
4. once a profile of performance is determined for each employee, how shall we improve performance?
5. what training is required to make the answers to questions 1 through 4 a reality in this school organization?[59]

It would be helpful to reference the diagram of the School Improvement Model (Appendix B). Activities described

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[58]R. Manatt, "Raising K-12 Student Achievement in a Public School System: A Case Study of First and Second Wave School Reform," Occasional Paper 89-1 (Ames, IA: Iowa State University, 1989), 1.

[59]Ibid., 5-6.

in SIM thus far have addressed the "how" side of the diagram. Following this first phase of the project, work was begun to address the "what" side of the diagram, dealing with curriculum issues. SIM used the notion of "strands" - sections of curriculum commonly taught - to develop the model, and moved from identification of strands to goals within strands, then to objectives, to behavioral objectives, and to tests, according to Manatt. In the third, fourth, and fifty year of the project, work on an intensive assistance program for teachers, and computer assisted teacher evaluation models were developed to work at generating professional growth plans and analyzing teacher performance data. In concluding the description of this project, Manatt emphasizes the positive effects this approach, which was a "total systems" approach, had on student achievement within the district.[60]

As a co-designer of the I-LEAD model, Manatt is a key player in understanding the basis of the training. His summary of SIM is essential to this understanding. The questions described by the stakeholders' committee in SIM are found at the beginning of the I-LEAD training, and are used to introduce participants to the notions of setting standards of performance. Finding a way to develop an appraisal program for teachers and administrators (and, according to SIM, by implication, anyone else), is another

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[60]Ibid., 9.

key factor in I-LEAD. Manatt's description is fundamental in the description of I-LEAD.

Developing a System

Some ideas about developing a program for evaluation of teacher performance have already been examined. It is important to look at a few others that had a more direct impact on the ultimate shape of the I-LEAD model.

Manatt's 1976 article "Evaluating Teacher Performance With Improved Rating Scales" (written together with Palmer and Hidlebaugh) brought out the idea of categorizing areas within which to group criteria for evaluation of teachers. The labels used by these authors - productive teaching techniques, positive interpersonal relations, organized/structured class management, and intellectual stimulation - became, in the I-LEAD model, groupings for teacher behaviors in developing professional improvement commitments, with the labels productive teaching techniques, positive interpersonal relations, organized/structured class management, and professional responsibilities.[61] This 1976 work is important in grouping teaching behaviors around major headings, and developing descriptors to fall within each broad category. In the TPE system for teacher evaluation proposed by I-LEAD, developing indicates of good teaching performance is a significant challenge to administrator-participants in designing their own

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[61]R. Manatt, K. Palmer, and E. Hidlebaugh, 23.

performance evaluation system.

Stow's 1979 piece "Using Effectiveness Research in Teacher Evaluation" describes the results of an Iowa State University project, with a grant from the National Science Foundation, in West Des Moines, Iowa. Stow's summary of this project links a performance evaluation system directly to student achievement, when she says that the most salient finding of the project was that a performance appraisal system centered on teacher effectiveness criteria coincided with extraordinary results in standardized test scores.[62]

The 1981 work of Stow and Sweeney, "A Comprehensive Three-Year Process for Planning a System of Accountability Can Insure Discriminating Results" is a key piece in tracing influences on the development of I-LEAD. Co-authored by two of the three developers of the I-LEAD program (Stow and Sweeney), this article outlines a "process" for developing a performance evaluation system. Here, the term TPE (Teacher Performance Evaluation) is used to label the process. TPE is the formal name given to the cycle for evaluation proposed by I-LEAD. Using several diagrams (Appendices C, D, & E of this study), the authors thorough outline their plan for developing an appraisal system. Beginning with the premise that the system should be tailored to fit the needs of the school district, have prior approval of the board of

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[62]S. Stow, "Using Effectiveness Research in Teacher Evaluation," Educational Leadership 37 (October 1987): 57.

education, and be congruent with district goals, Stow and Sweeney outline a planning process with three components: 1) development of an evaluation instrument for teachers, 2) the development of evaluators' skills for assessing teachers, and 3) ongoing staff development to improve instructional leadership. They go on to suggest a 10-20 member steering committee to perform specific tasks related to creating a timeline, informing and consulting with superintendent and board, determining use of consulting with the staff. Since this is such a strong influence on I-LEAD, and for greater understanding of the appendices, the five subcommittees suggested by these authors, together with their "tasks" are outlined here:

Philosophy and Objectives
Subcommittee Tasks:
- define the reasons for evaluating teachers
- decide how many evaluators to use
- define what good instruction means in the district

Performance Areas and Criteria
Subcommittee Tasks:
- determine the performance areas to be considered
- decide what special areas to include in the evaluation
- define the specific criteria to use

Operational Procedures
Subcommittee Tasks:
- establish how to use multiple evaluators
- decide what the cycle should be, what an observation is, and how to give feedback and help

Forms and Records
Subcommittee Tasks:
- analyze the system, paperwork, and documents
- consider program evaluation

Test and Try
Subcommittee Tasks:
- determine an appropriate test of the system; determine validity, reliability, and discrimination power of the criteria, and recommend starting time of the field test
- define the orientation and training of evaluators[63]

Having defined these sub-committees and their tasks, for the development of the total system, the authors go on to describe a bit further the role and function of these groups. Of particular note is the charge to the Forms and Records Subcommittee to develop four instruments for evaluation: pre-observation data sheet (Appendix F), formative evaluation report, summative evaluation report, and job improvement targets document (also called PIC, and found in Appendix G). Their final significant contribution to the ultimate final design of I-LEAD is the TPE cycle (Appendix A). Key to this model is the inclusion of pre-conferences, classroom observations, and post-conferences for each observation during a cycle. Three significant aspects were also stressed throughout: it must assist teachers in improving their performance, data to be gathered must be meaningful to teachers, and, as a major component, evaluators must confer with teachers.[64] Stow and Sweeney suggest that this process takes, usually, three years. They include a list of school districts that have developed this

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[63]S. Stow and J. Sweeney, 539.

[64]Ibid., 540.

kind of teacher performance evaluation system: Naperville, Illinois (1973); West Des Moines, Iowa (1974); Eldora, Iowa (1977); Mt. Prospect, Illinois (1978); Manning, Iowa (1979); and Polk County, Georgia (1979). This critical work of Stow and Sweeney, together with Manatt's work in SIM (described earlier), form the major backdrop of the I-LEAD model.

In "How Well Can We Truly Evaluate Teachers" (1986), Manatt, in interview format with McGreal, suggests that a system that uses multiple evaluators is more beneficial. He says that self-ratings are the least reliable, and that a system that uses multiple administrators, one peer, and one person beyond administration yields even better reliability in the results.[65]

In "Lessons From a Comprehensive Performance Appraisal Project," (1987) Manatt goes further with specific conclusions about evaluation systems. Giving his own background of SIM, he concludes that administrator evaluation is not a difficult process once criteria and procedures are established; teacher evaluation is complicated, and school improvement is contingent upon changing how teachers perform; participative supervision for teachers is a difficult change for principals to make; a "people change" is more important than a "paper change" - so performance criteria must make sense to teachers and

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[65]T. McGreal, "How Well Can We Truly Evaluate Teachers," The School Administrator (January 1986): 11.

administrators, cooperative efforts must be developed between evaluator and evaluatee, both must communicate honestly and forthrightly, participants must be sensitive to each other's concerns and responsibilities, and objectively and clearly delineated expectations are essential.[66]

I-LEAD and Conferencing

Work by some authors on the subject of conferencing has already been cited.

Other work by Sweeney, as a co-developer of I-LEAD, is outlined here. Sweeney and Stow, mentioned in the previous section, stress the importance of the conference in the three-year process for designing a program of evaluation. In "A Program to Improve Principals' Conferencing Skills" (1987), Sweeney goes further. Describing a 1982 program in Mason City, Iowa, where participants undertook 72 hours of viewing and discussing videotaped lessons with observation-feedback-coaching processes between principals and volunteer teachers. The projected adapted the Joyce and Showers (1980) coaching model, and included: direct instruction, self-analysis, coaching, and practice. Principals met a half-day a month, for three months. In the first session, participants were provided with a research-based approach to doing conferences. The second session focused on conference design and the principals' interaction with teachers.

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[66]R. Manatt, "Lessons From a Comprehensive Performance Appraisal Project," Educational Leadership 44 (April 1987): 11.

videotapes were used in the third session, to give participants ability to analyze conference design and strategies related to promoting climate, etc. To reach conclusions, Sweeney points out, his work used supervisor self-perceptions, teacher perceptions, and trained third party perceptions. Sweeney describes very positively the results for participants, saying that the concepts presented were what they needed to know, they appreciated the opportunity for distributed learning, and strongly endorsed the use of modeling in the videotape and the workshop.[67]

Sweeney's other work, in "Improving the Post-Observation Conference" (1982) and "The Post-Observation Conference: Key to Teacher Improvement" (1983) relate very well to the role of the conference as explained in the I-LEAD model. In the 1982 work, Sweeney emphasizes the importance of planning for the conference. Prior to each conference, Sweeney maintains, the principal should ask these questions: what biases does the teacher bring to the conference, and what is my relationship with that teacher? are there extraneous or environmental factors that may affect the teacher's attitude or behavior in the conference? is the teacher experiencing any physical or mental problems that may affect the conference? will any recent events or happenings affect the conference? what experiences has the

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[67]J. Sweeney, "A Program to Improve Principals' Conferencing Skills," The Developer (National Staff Development Council, 1987), 2.

teacher had in other supervisory conferences?[68] Using these questions to plan the conference, the principal, according to Sweeney, can have greater assurance of the successful outcome of the conference, especially when remembering to tie them to issues of good lesson planning watched in the lesson observation. In his 1983 article, Sweeney echoes this work, in concluding that most teachers wish to improve their performance, and that this is the primary purpose of the post-observation conference.[69] Sweeney's important work in conferencing and its role in improving teaching is an essential ingredient in the I-LEAD program.

The Program

Having described several of the key components of the I-LEAD model in some detail in the study thus far, it is time to outline the components of the training model here. The description of these components will be outlined in numerical form, with brief descriptions of that section of the program:

1) Introduction - taking its cue from the Iowa Department of Education's definition of seven competencies, the program begins by defining seven "goals" (Appendix H) which focus on these competencies in areas of interpersonal

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[68]J. Sweeney, "Improving The Post-Observation Conference," NASSP Bulletin 66 (December 1982): 39.

[69]J. Sweeney, "The Post-Observation Conference: Key to Teacher Improvement," High School Journal (January 1983): 136.

behaviors and trust, effective teaching behaviors, lesson design analysis, observing and recording and reporting data gleaned from the lesson, conferencing, developing growth plans, and marginal teaching;

2) TPE (Teacher Performance Evaluation) is introduced and explained;

3) Effective Teaching - research on effective teaching is presented, and models are examined, focusing on the work of Hunter, Rosenshine, and Berliner, to name a few;

4) Observation - formats and skills for doing the work of lesson observation and analysis are introduced and reviewed;

5) Conferencing - importance and function of the various conferences are developed and communicated;

6) Growth Plans - the design of a PIC (Professional Improvement Commitment) and its place in the TPE is introduced and discussed with participants;

7) Marginal Teaching - this final part of the training deals with marginal teaching, which is not a focus of this study. Additionally, some legal aspects of evaluation and administrator evaluation are also included, and these, too are not part of the study.

In the training program, various activities are used by the presenter in accomplishing the seven goals outlined above. Lecturette, group discussion, videotape analysis, role playing, and question-answer are all used throughout

the 30-clock hour program to accomplish the seven goals. A pre-test is given prior to training, and a post-test is given at the end. The research presented in this chapter was used, in varying degrees and ways, in the development of the program, and is relied upon, in some instances, in the training.

Summary

The introduction to this chapter explained its purpose, role, and function. Following the introduction, there was a brief discussion of the history of supervision, and the various eras within that history. Particular focus was given to the administrative inspection, scientific management, and human concerns eras of supervision. Also noted was the work in some of the psychological propositions underlying supervisory theory in these eras of supervision. The rationale and role of the study were explained, with some emphasis on the growing importance of the formative aspects and nature of supervision. In another section dealing with the reaction to calls for reform, the major national reports of the 1980's were summarized first, then some of the significant reactions to them were given. A section dealing with reform and teacher evaluation just prior to the national reports of the 1980's and immediately after. Once again, the importance of the emerging focus on formative aspects of evaluation was stressed. Specific skills related to evaluation and related to the later

development of the I-LEAD training program were reviewed, particularly effective teaching research, lesson observation, and conferencing. The final section of the chapter explained the development of the I-LEAD model. It began with an introduction to the model, then the work of a specific researcher was reviewed as a connecting link between reform and I-LEAD. The School Improvement Model (SIM) was explained and reviewed, followed by some research related to developing a performance evaluation system. Conferencing functions and related literature was outlined, and the training program itself was explained and outlined.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter includes a presentation of: a) subjects of the study, b) procedure and methodology, c) instrumentation, d) presentation of data from the survey, e) discussion and analysis of data from the survey and interview, and f) summary.

Subjects

As explained earlier in this study, the I-LEAD training program was mandated by the Iowa Department of Education for those in the field of education involved in the evaluation of school personnel. For the most part, participants have included administrators and quasi-administrators. But counselors and classroom teachers with no responsibilities for evaluation of personnel have also enrolled in the training. Subjects for this study were chosen from those who had completed training through Area Education Agency 11 in Johnson, Iowa. This agency takes in a large geographic area, and the participants registered through it covered a wide spectrum of educators. A sample of 336 educators who finished training through this AEA was

chosen for the survey of this study. The sample includes everyone who completed training, and therefore covers the entire gamut of those involved, whether or not they have responsibilities for evaluation. In completing the survey, participants were asked to classify themselves and the 336 respondents were grouped into nine categories: teachers, department chairs, assistant principals, elementary principals, secondary principals, assistant superintendents, superintendents, counselors, and curriculum specialists.

Procedure

All the participants selected for the study were contacted by mail to complete the Participant Follow-Up Survey I-LEAD Evaluator Approval Program (Appendix I). A cover letter was sent to them, explaining the purpose of the study, and introducing the survey to them (Appendix J). The participants were informed that no potential risks were involved in their participation, that confidentiality would be respected, and that results of the study would be sent to them upon request. The survey was mailed to them, with a self-addressed, stamped envelope for their return. The return rate on the first mailing was 56.5% (190 questionnaires of the 336 mailed). A follow-up letter was sent some weeks later to those who failed to respond the first time. The response rate on the second mailing was 22.9% (77 questionnaires). The total response from the Participant Follow-Up Survey was 79.5% (267 questionnaires).

After these surveys were returned, an interview sample was chosen. From among the 267 participants who returned completed questionnaires, a sample of thirty of the principals was chosen for further sampling. An interview questionnaire (Appendix K) of the "open-ended" type discussed by Kerlinger in Foundations of Behavioral Research[1] (1986) was used to interview this sample of thirty. Kerlinger's criteria for the design of good interview questions were used as a foundation for developing the interview questions: is the question related to the research problem and research objectives; is the type of question appropriate; is the item clear and unambiguous; is the question a leading question; does the question demand knowledge and information that the respondent does not have; does the question demand personal or delicate material that the respondent may resist; is the question loaded with social desirability? With these criteria in mind as guides to formulating good interview questions, the Interview Questionnaire was put together.

Instrumentation

The sources of data for this study were the Follow-Up Survey I-LEAD Evaluator Approval Training, already described, and the interview questionnaire described earlier, used with a sub-sample of thirty of the principals

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[1]F. Kerlinger, Foundations of Behavioral Research Mew York: Holt, Rinehart, Winston, 1986), 378-379.

who completed the written survey.

Survey Design

The Follow-Up Survey I-LEAD Evaluator Approval Training consists of thirty-five items which seek to discover information about participants' background, job responsibilities, and attitudes toward aspects of evaluation after their training in I-LEAD, and their responses toward improvement in their own skills relative to evaluation of personnel.

The survey is made up primarily of closed-form questions. There are number of questions seeking demographic information, which seek to identify sex, age, degree, major, hours in supervision, job title, work setting, whether the respondent was in the present position at the time of training, and what personnel the respondent is responsible for if involved in evaluation. A number of closed-form questions ask for participants to indicate agreement or disagreement (on a scale) of thirteen questions related to evaluation skills that may have been enhanced after I-LEAD training. There are five questions that have an open-ended portion, for wider responses of participants related to their experience in I-LEAD, and possible effects on their own evaluation skills. The survey concludes with three closed-format questions dealing with the number of people the respondent may have evaluated since training was over.

All participants were asked to answer questions 2 through 10 (question 1, giving "name" was optional), providing basic information about demographics related to respondents. Question 11 was answered only by those who answered "no" to question 10. Question 12 was answered by all; question 13 was answered only by those who answered "yes" to question 11. All participants were asked to respond to the remaining questions 14-35.

Given the limitations questionnaires are known to have as a means of gathering data for a study like this, the benefit of being able to reach this many former I-LEAD participants through the mail was clear, and so the questionnaire was used as a main source of data gathering.

Interview

To supplement the survey sent through the mail, and to provide another source of data for the study, the interview questionnaire was used.

Principals (both elementary and secondary) were chosen as subjects for the interview. Question 12 on the written survey asked respondents if they had primary responsibilities for evaluation. Table 9 indicates that 208 respondents indicated a "yes" response to this question. Table 12 further indicates that of the 99 principals in the sample for the written survey (68 elementary and 31 secondary), 98 said "yes" when asked if they had primary responsibilities for evaluation. Though principals have

responsibilities for evaluating many levels of employees, teachers and their performance in the classroom form a substantial part of the principal's obligation for evaluation. Since teacher evaluation was the main thrust of the I-LEAD evaluator training that is the focus of this study, principals were selected for interview, to supply further data about specific skills emphasized in I-LEAD relative to observation, recording, and reporting.

The interviews were conducted with thirty of the principals who had already completed the written survey. The researcher's advisor recommended this sample size as a reliable, yet workable sample size for interview. A smaller sample size would not be reliable, and a larger size sample runs the risk of becoming unwieldy and unworkable. Interviewees were asked ten questions related to their participation in I-LEAD training, with special emphasis on three skills areas as targets: observation (of lessons), recording (of data from the lessons), and reporting (of data gleaned from the lessons). Questions 1-3 are closed-form, and are designed to provide information about participants' name, job title, and degree. Question 4 gives interview participants the opportunity to describe, in their own words, their responsibilities for evaluation. Question 5 simply asks if respondents recall when they took I-LEAD training, and is meant to put them at ease. Question 6 gives them the opportunity to describe any enhancement in

their own skills in evaluation in three special areas of observation, recording, and reporting job performance (presumably of teachers). Question 7 gives participants the opportunity to describe any changes in conferencing skills, and questions 8 and 9 ask for comments on how I-LEAD helped participants in the job he/she presently holds, and what impact it has had on evaluation policies. Question 10 allows the participant to describe weaknesses in the I-LEAD training (as they relate not to having improved evaluation skills), and the last question (11) allows for "any other comment."

The Survey and the Interview

By using both the Follow-Up Survey I-LEAD Evaluator Approval Training and the Interview Questionnaire with the 267 survey participants, and follow-up sample of thirty principals, this study looks at participants' attitudes about evaluation and their own skills after the I-LEAD training program. Opportunities were presented for feedback related to their personal and professional skills, and whether specific job responsibilities were enhanced with the training.

Data for analysis come from both the written survey and interview. Each set of data are presented separately, and analyzed. Subjects sampled in the written survey cross a spectrum of job positions; some have responsibility for evaluation and some don't, but all have opinions about the

relative merit of the I-LEAD training, so all of the answers of the 267 participants in the written survey are presented and analyzed to provide the broad spectrum of points of view about evaluation shown in reactions to the survey.

For specific reactions to the three skills for evaluating teachers emphasized in I-LEAD training (observation skills, recording skills, and reporting skills), the comments of the principals (as primary evaluators of teachers) from the interview questionnaire are presented and analyzed to provide some depth to the study in these areas.

Each set of data have their own merit in terms of the overall analysis and conclusions for this study, so each will be presented.

The data from the written survey are presented first, in several tables which report the data. Some analysis is presented with the presentation of each table, and a lengthy analysis follows the presentation of the survey data in the tables. The analysis examines the survey data as they pertain to the research questions set out for this study.

Following the presentation of data from the written survey and analysis of it, the data from the interview questionnaire are presented and examined. They provide depth to the study, in terms of the three particular skills for teacher evaluation outlined in the research question pertaining to these skills.

A thorough presentation and description of the results follow.

Survey Data Report

Introduction

This section of the chapter presents results for each of the questions in the Follow-Up Survey I-LEAD Evaluator Approval Training. The total number of questionnaires returned was 267, or 79.5% of the 336 originally mailed. The form of the questionnaire, and the role of specific questions within it have already been presented. The results presented here will be in tabular form, with a brief descriptive summary. In this part of the chapter, no thorough discussion occurs, rather a presentation of the data, with cursory observations about the statistics. A more thorough discussion follows. It is necessary to offer a note about rounding of numbers presented in the tables. Raw score numbers and percentages are rounded to one decimal place, with numbers greater than half rounded up (e.g. 2.621 is rounded to 2.6, and 4.494 is rounded to 4.5). In reading tables, it is important to keep this process in mind. It could happen that in adding percentages across a table, a different result would be concluded than if you added the "male" and "female" percentages together. For example, adding raw score 18/267 (6.7%) to raw score 3/267 (1.1%) yields a total raw score 21/267 or 7.9%. By simple arithmetic, the percentages would equal 7.8, but 21/267 is

7.865, which is rounded to 7.9. The seeming incongruity in the numbers can be accounted for in this rounding process. In a similar way, "total" percentages presented in the tables are the result of this process, so in adding all of the percentages in the percentage column, an exact total of 100% is sometimes not reached (it can be 99.9 or 100.1, depending on how the rounding occurred).

Presentation of Data

Table 1 indicates that of the 267 respondents to the survey, 201 were male and 66 were female.

TABLE 1

Sex

Responses	N	%
Total Responses	267	100.0
Male	201	75.3
Female	66	24.7

Table 2 furnishes the information related to age range of the participants. It indicates that the majority of the total participants, 169 (63.3%) were between the ages of 36 and 50. Within this majority, 56, or 21% were between 36 and 40, another 56 (21%) between 41 and 45, and 57 (21.3%) between 46 and 50. It is interesting to note that there were no participants between 20 and 25 years old, and only

one between 26 and 30, suggesting a more experienced group.

TABLE 2

Age Range

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	26	100.0
20-25	0	0	0	0	0	0
26-30	0	0	0	0	0	0
31-35	10	3.7	1	.4	1	.4
36-40	44	16.5	12	4.5	56	21.0
41-45	36	13.5	20	7.5	56	21.0
46-50	43	16.1	14	5.2	57	21.3
51-55	46	17.2	8	3.0	54	20.2
56-60	19	7.1	2	.7	21	7.9
61-65	3	1.1	6	2.2	9	3.4
Over 65	0	0	0	0	0	0

Table 3 relates information about the college degree of the respondents. The number of bachelor's degree respondents, including BA and BS degrees taken together, is relatively small, with only twelve (4.5%) with only these degrees. The master's degree respondents form a high percentage, with 212 (79.4%), and earned doctorates a total of 39 (14.4%).

TABLE 3

College Degree

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
BA	6	2.2	1	.4	7	2.6
BS	1	.4	4	1.5	5	1.9
MA	52	19.5	18	6.7	70	26.2
MS	83	31.1	25	9.4	108	40.4
MSE	22	8.2	12	4.5	34	12.7
EdD	16	6.0	2	.7	18	6.7
PhD	18	6.7	3	1.1	21	7.9
JD	0	0	0	0	0	0
Other	3	1.1	0	0	3	1.1
Blank	0	0	1	.4	1	.4
Total Bachelor	7	2.6	5	1.9	12	4.5
Total Master	157	58.9	55	20.6	212	79.4
Total Doctor	34	12.7	5	1.9	39	14.6

Table 4 furnishes data related to the college major of the respondents. Participants with college majors in administration were broken into two categories: educational administration and elementary education administration. These two categories held the highest number of respondents, with 178 (66.7%). The "education" major presumably takes into account other areas besides administration, including counseling and curriculum. An indication of a major could be for an undergraduate or graduate degree.

TABLE 4

College Major

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Educ Admin	121	45.3	21	7.9	142	53.2
El Ed Admin	22	8.2	14	5.2	36	13.5
Guidance	17	6.4	6	2.2	23	8.6
Curriculum	5	1.9	8	3.0	13	4.9
Education	17	6.4	9	3.4	26	9.7
Other	18	6.7	6	2.2	24	9.0
Blank	1	.4	2	.7	3	1.1
Total Admin	143	53.6	35	13.1	178	66.7

Table 5 reports the information regarding college hours in supervision. This table shows the totals of undergraduate and graduate hours in supervision during college training, and shows responses from questions 6 and 7 on the questionnaire. It indicates that almost half the respondents indicated that they had fewer than ten hours in supervision, with 133 (49.8%) saying that. It is also noted that 210 (78.7%) said they had fewer than twenty hours in supervision.

TABLE 5

Hours in Supervision

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Less than 10	97	36.3	36	13.5	133	49.8
11-20	67	25.1	10	3.7	77	28.8
21-30	16	6.0	7	2.6	23	8.6
31-40	8	3.0	3	1.1	11	4.1
41-50	5	1.9	0	0	5	1.9
Over 50	0	0	1	.4	1	.4
No Hours	8	3.0	9	3.4	17	6.4
1-20	164	61.4	46	17.2	210	78.7

Table 6 supplies the information related to the position or job title of the respondent at the time the survey was being answered. It gives clear data relative to those positions where evaluation could be expected to be part of the job. Department chairs and assistant principals comprised thirty (11.2%) of the respondents, while principals (both elementary and secondary taken together) made up 99 (37.1%), and superintendents (assistant level and superintendent) totaled 42 (15.7%). These six categories, taken together, where evaluation of one sort or another would be a part of the job expectation, totaled 171 (64.0%) of the sample.

TABLE 6

Job Title

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Teacher	20	7.5	20	7.5	40	15.0
Dept Chair	4	1.5	4	1.5	8	3.0
Ass't Principal	17	6.4	5	1.9	22	8.2
Elem Principal	50	18.7	18	6.7	68	25.5
H.S. Principal	28	10.5	3	1.1	31	11.6
Asst' Supt	5	1.9	2	.7	7	2.6
Superintendent	34	12.7	1	.4	35	13.1
Counselor	7	2.6	2	.7	9	3.4
Curriculum	6	2.2	4	1.5	10	3.7
Other	30	11.2	7	2.6	37	13.9
Dept Chair/AP	21	7.9	9	3.4	30	11.2
Principals (Elem & HS)	78	29.2	21	7.9	99	37.1
Superintendent (Ass't & Supt)	39	14.6	3	1.1	42	15.7

Table 7 supplies the data that respond to question #9, related to work "setting." The survey gave respondents four choices (elementary school K-5, middle or junior high 6-8, secondary 9-12, and "other") with a blank space to indicate which job "other" meant. The data from items a through c were listed in the table, and "other" was broken into the categories given in the table. All elementary categories (K-5, 6-8, and K-8) taken together comprised 112 (41.9%) of the responses, while secondary made up 64 (24.0%).

TABLE 7

Work Setting

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
K-5	48	18.0	29	10.9	77	28.8
6-8	23	8.6	4	1.5	27	10.1
9-12	50	18.7	14	5.2	64	24.0
Other	33	12.4	8	3.0	41	15.4
K-8	3	1.1	5	1.9	8	3.0
K-12	44	16.5	6	2.2	50	18.7
Elem (K-5, 6-8, K-8)	74	27.7	38	14.2	112	41.9
Sec (9-12)	50	18.7	14	5.2	64	24.0

Table 8 provides the responses to question 10, which asks if the respondent was in the present position at the time of I-LEAD training.

TABLE 8

Q: Were you in your present position at the time you took the I-LEAD evaluator training?

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Yes	181	67.8	54	20.2	235	88.0
No	20	7.5	12	4.5	32	12.0

Question 11 was answered by the 32 respondents who answered "no" to question 10, which meant that they were in

a different position at the time of training. The 32 respondents listed various other job responsibilities within the educational profession at the time of evaluator training.

TABLE 9

Q: Do you have supervisory responsibilities, involving performance evaluation of others, as part of your job?

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Yes	164	61.4	44	16.5	208	77.9
No	37	13.9	22	8.2	59	22.1

Table 10 gives a breakdown of the 208 respondents to question 12 (Table 9) who said "yes" to that question. Table 10 shows which of three categories of personnel the 208 respondents claim to have supervisory responsibilities for. Most, 130 (62.5%), indicated responsibility for evaluating teachers.

TABLE 10

Q: If the answer to #12 was "yes," are the people you evaluate primarily a) teachers, b) administrators, c) others

Responses	Male	%	Female	%	Total	%
Total Responses	164	78.8	44	21.2	208	100.0
Teachers	98	47.1	32	15.4	130	62.5
Administrators	46	22.1	6	2.9	52	25.0
Other	20	9.6	6	2.9	26	12.5

Responses to questions 14-26 are presented in Tables 11-23. Questions 14-26 asked respondents to indicate their agreement or disagreement (on a scale) to questions about aspects of evaluation skills addressed in I-LEAD training. For each question, the respondent had five answer choices: SA (strongly agree), A (agree), U (undecided), D (disagree), and SD (strongly disagree). Data in the tables are summarized for each of these five answers, then the totals for SA and A are shown and the totals for SD and D are also shown. The specific questions is presented as a heading for the table. A category entitled "blank" was created for the table for those respondents who left the space blank.

Table 11 presents responses for question 14. The total of "strongly agree" and "agree" was 236 (88.4%), while the total of "strongly disagree" and "disagree" was 9 (3.4%).

TABLE 11

Q: The I-LEAD evaluator training program helped me develop trust in my abilities as an evaluator.

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	55	20.6	31	11.6	86	32.2
Agree	119	44.6	31	11.6	150	56.2
Undecided	18	6.7	4	1.5	22	8.2
Disagree	7	2.6	1	.4	8	3.0
Strongly Disagree	1	.4	0	0	1	.4
Blank	0	0	0	0	0	0
Total SA/A					236	88.4
Total SD/D					9	3.4

Table 12 enumerates the responses to question 15, related to respondents' understanding of the impact of interpersonal behaviors on the success or failure of evaluation efforts, and whether I-LEAD training helped this understanding. The total of "strongly agree" and "agree" was 227 (85.0%), while the total for "strongly disagree" and "disagree" was 12 (4.5%).

TABLE 12

Q: I-LEAD training helped my understanding of the impact of interpersonal behaviors on the success or failure of evaluation efforts

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	47	17.6	25	9.4	72	27.0
Agree	120	44.9	35	13.1	155	58.1
Undecided	23	8.6	2	.7	25	9.4
Disagree	7	2.6	4	1.5	11	4.1
Strongly Disagree	1	.4	0	0	1	.4
Blank	3	1.1	0	0	3	1.1
Total SA/A					227	85.0
Total SD/D					12	4.5

Table 13 furnishes the figures of responses to question 16, which related to an increase in respondents' ability to analyze lesson design (including artifact collection and student data). Total "strongly agree" and "agree" figures were 212 (79.4%), and totals for "strongly disagree" and "disagree" were 18 (6.7%).

TABLE 13

Q: The I-LEAD training increased my ability to analyze lesson design (including artifact collection and relevant student data)

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	43	16.1	19	7.1	62	23.2
Agree	116	43.4	34	12.7	150	56.2
Undecided	30	11.2	5	1.9	35	13.1
Disagree	11	4.1	7	2.6	18	6.7
Strongly Disagree	0	0	0	0	0	0
Blank	1	.4	1	.4	2	.7
Total SA/A					212	79.4
Total SD/D					18	6.7

Table 14 gives the responses to question 17 from the survey, relating to respondents' increase in data-gathering strategies. This question tries to get at skills in gathering all the data pertinent to the evaluation of a teacher: lesson observation and other data that go into the evaluation. It refers specifically to techniques of using anecdotal and verbatim scripting of lessons, and ability to gather "other" data. The total "strongly agree" and "agree" was 246 (92.1%), while the total for "strongly disagree" and "disagree" was 10 (3.7%).

TABLE 14

Q: The I-LEAD training increased my knowledge of administrator data-gathering strategies for evaluation

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	72	27.0	31	11.6	103	38.6
Agree	111	41.6	32	12.0	143	53.6
Undecided	11	4.1	0	0	11	4.1
Disagree	7	2.6	3	1.1	10	3.7
Strongly Disagree	0	0	0	0	0	0
Blank	0	0	0	0	0	0
Total SA/A					246	92.1
Total SD/D					10	3.7

Table 15 gives the data for response to question 18. Question 18 asked respondents about a perceived increase in their skills in observing job performance (usually of a teacher). This skill would relate primarily to observation of lessons, though observation of other aspects of a teacher's job (monitoring of student achievement, classroom management, use of time, etc.) are included as well. The total "strongly agree" and "agree" responses was 229 (85.8%) while the total for "strongly disagree" and "disagree" was 16 (6.0%).

TABLE 15

Q: I-LEAD training sharpened my ability to observe job performance (including the monitoring of student achievement, classroom management, and effective use of time)

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	54	20.2	28	10.5	82	30.7
Agree	118	44.2	29	10.9	147	55.1
Undecided	17	6.4	3	1.1	20	7.5
Disagree	12	4.5	4	1.5	16	6.0
Strongly Disagree	0	0	0	0	0	0
Blank	0	0	2	.7	2	.7
Total SA/A					229	85.8
Total SD/D					16	6.0

Table 16 supplies the figures for responses to question 19. Question 19 asked respondents for feedback relative to an increase in their skill at recording job performance during a classroom observation. I-LEAD attempts to teach skills at recording the data during a classroom observation, for feedback to a teacher later. The total "strongly agree" and "agree" responses for this question was 206 (77.2%), and the total "strongly disagree" and "disagree" responses was 18 (6.7%).

TABLE 16

Q: I-LEAD training sharpened my ability to record job performance during classroom observations of teachers

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	46	27.2	29	7.1	65	24.3
Agree	103	38.6	38	14.2	141	52.8
Undecided	35	13.1	2	.7	37	13.9
Disagree	14	5.2	4	1.5	18	6.7
Strongly Disagree	0	0	0	0	0	0
Blank	3	1.1	3	1.1	6	2.2
Total SA/A					206	77.2
Total SD/D					18	6.7

Table 17 provides the numerical responses for question 20. This question asked respondents to indicate whether their skills at reporting job performance had improved with training. It references the written reports that are the result of a classroom observation, and focuses primarily on classroom evaluations, and summative reports. The total number of responses for "strongly agree" and "agree" was 211 (79.0%), and the total for "strongly disagree" and "disagree" was 12 (4.5%).

TABLE 17

Q: I-LEAD training sharpened my ability to report job performance following classroom observations

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	36	13.5	20	7.5	56	21.0
Agree	120	44.9	35	13.1	155	58.1
Undecided	31	11.6	7	2.6	38	14.2
Disagree	10	3.7	1	.4	11	4.1
Strongly Disagree	1	.2	0	0	1	.4
Blank	3	1.1	3	1.1	6	2.2
Total SA/A					211	79.0
Total SD/D					12	4.5

Table 18 provides the figures summarizing the responses to question 21, which relates to conferencing skills. Question 21 asked respondents to indicate whether they felt their conferencing skills, including oral and written communication skills, became more effective in conducting evaluation conferences as a result of I-LEAD training. The total "strongly agree" and "agree" responses was 164 (61.4%), and the total for "strongly disagree" and "disagree" was 21 (7.9%).

TABLE 18

Q: My conferencing skills (including oral and written communication skills) have become more effective, in conducting better evaluation conferences

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	32	12.0	16	6.0	48	18.0
Agree	90	33.7	26	9.7	116	43.4
Undecided	58	21.7	14	5.2	72	27.0
Disagree	16	6.0	4	1.5	20	7.5
Strongly Disagree	1	.4	0	0	1	.4
Blank	4	1.5	6	2.2	10	3.7
Total SA/A					164	61.4
Total SD/D					21	7.9

Table 19 relates to the PIC (Professional Improvement Commitment), and reports the data from respondents pertaining to this question. Question 22 asked respondents whether I-LEAD had increased their ability to develop these "growth" or "improvement" plans (called PIC's), including goal-setting and motivation strategies. The total "strongly agree" and "agree" responses was 209 (78.3%), and the total "strongly disagree" and "disagree" was 12 (4.5%).

TABLE 19

Q: I-LEAD increased my ability to develop growth or improvement plans (including goal setting and motivation strategies)

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	29	10.9	19	7.1	48	18.0
Agree	126	47.2	35	13.1	161	60.3
Undecided	36	13.5	10	3.7	46	17.2
Disagree	10	3.7	2	.7	12	4.5
Strongly Disagree	0	0	0	0	0	0
Blank	0	0	0	0	0	0
Total SA/A					209	78.3
Total SD/D					12	4.5

Table 20 furnishes the responses to question 23. This question asked respondents whether their understanding of the purposes of evaluation had been increased by I-LEAD training. The total for "strongly agree" and "agree" responses was 211 (79.0%), and the total for "strongly disagree" and "disagree" responses was 22 (8.2%).

TABLE 20

Q: I have an increased understanding of the purposes of evaluation, after I-LEAD

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	48	18.0	28	10.5	76	28.5
Agree	107	40.1	28	10.5	135	50.6
Undecided	27	10.1	7	2.6	34	12.7
Disagree	18	6.7	2	.7	20	7.5
Strongly Disagree	1	.4	1	.4	2	.7
Blank	0	0	0	0	0	0
Total SA/A					211	79.0
Total SD/D					22	8.2

Table 21 gives the figures for the responses to question 24. Question 24 dealt with the legal aspects of evaluation presented in the I-LEAD training. Respondents were asked whether I-LEAD had helped their understanding of the legal aspects of evaluation. The total for "strongly agree" and "agree" responses was 196 (73.4%) and the total for "strongly disagree" and "disagree" was 35 (13.1%).

TABLE 21

Q: I have an increased understanding of the legal aspects of evaluation

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	48	15.0	23	8.6	63	23.6
Agree	107	39.7	27	10.1	133	49.8
Undecided	27	10.1	9	3.4	36	13.5
Disagree	24	9.0	7	2.6	31	11.6
Strongly Disagree	4	1.5	0	0	4	1.5
Blank	0	0	0	0	0	0
Total SA/A					196	73.4
Total SD/D					35	13.1

Table 22 reports the data relative to question 25. Question 25 asked respondents whether their skill in identifying effective teaching behaviors was increased as a result of I-LEAD. During the I-LEAD training, several models of effective teaching are presented. This question seeks to find out if respondents feel their skills in identifying these effective teaching behaviors, utilizing job descriptions, has been increased as a result of training. The total responses for "strongly agree" and "agree" was 190 (71.2%), while the total for "strongly disagree" and "disagree" was 29 (10.9%).

TABLE 22

Q: I-LEAD has increased my ability to identify effective teaching behaviors, utilizing position descriptions

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	29	10.9	22	8.2	51	19.1
Agree	113	42.3	26	9.7	139	52.1
Undecided	39	14.6	9	3.4	48	18.0
Disagree	19	7.1	6	2.2	25	9.4
Strongly Disagree	4	1.5	0	0	4	1.5
Blank	0	0	0	0	0	0
Total SA/A					190	71.2
Total SD/D					29	10.9

Table 23 gives the numerical responses to question 26. Question 26 is a follow-up question to question 25, and asks respondents to state whether their skills in analyzing strengths and weaknesses in effective teaching behaviors (actually, the skills would be in analyzing strengths and weaknesses in the attempts a teacher might make to use effective teaching behaviors), utilizing position descriptions. The total "strongly agree" and "agree" responses was 193 (72.3%) and the total for "strongly disagree" and "disagree" was 24 (9.0%).

TABLE 23

Q: I-LEAD has increased my ability to analyze strengths and weaknesses in effective teaching behaviors, utilizing position descriptions

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	33	12.4	18	6.7	51	19.1
Agree	115	43.1	27	10.1	142	53.2
Undecided	38	14.2	12	4.5	50	18.7
Disagree	14	5.2	6	2.2	20	7.5
Strongly Disagree	4	1.5	0	0	4	1.5
Blank	0	0	0	0	0	0
Total SA/A					193	72.3
Total SD/D					24	9.0

Tables 11-23 have dealt with question 14-26 on the survey, which followed the range of agree to disagree response format, and have been reported in the text above.

Table 24 reports responses for question 27, which deals with the confidence level of participants in doing performance evaluation, prior to I-LEAD. Question 27 asked participants to respond, asking them to describe their confidence level prior to I-LEAD. The highest response came from those who felt they had sufficient skill already, 127 (47.6%). Those who said they felt ill at ease or not confident at all comprised 86 (32.2%).

TABLE 24

Q: How would you describe your confidence level in doing performance evaluation prior to I-LEAD training: a) I felt I had sufficient skills and/or experience to do a good job with evaluating performance, b) I had done little or no performance evaluation, c) though I had done some evaluation, I felt somewhat ill at ease in some situations where I had to evaluate, d) I really didn't feel confident at all

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
A	102	38.2	25	9.4	127	47.6
B	34	12.7	20	7.5	54	20.2
C	58	21.7	17	6.4	75	28.1
D	7	2.6	4	1.5	11	4.1

Questions 28-32 on the survey asked participants to respond "yes" or "no" to five questions. These questions had to do with confidence level (after training), a change in attitude toward performance evaluation, whether any new insights into evaluation had been gained by I-LEAD, whether any changes in style of evaluation had occurred, and whether any new policies or procedures had been implemented in the participant's school or school district as a result of training. Each of these five questions allowed for comments.

Table 25 reports the data for the first of this series

of questions. Question 28 asked participants if they felt more confident in their ability to evaluate performance after I-LEAD.

TABLE 25

Q: Did I-LEAD training make you more confident in your ability to evaluate performance

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Yes	164	61.4	60	22.5	224	83.9
No	34	12.7	4	1.5	38	14.2
Blank	3	1.1	2	.7	5	1.9

Table 26 reports the figures for question 29. This question asked participants if I-LEAD training changed their attitude toward performance evaluation.

TABLE 26

Q: Did I-LEAD training change your attitude toward performance evaluation

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Yes	88	33.0	30	11.2	118	44.2
No	108	40.4	35	13.1	143	53.6
Blank	5	1.9	1	.4	6	2.2

Table 27 reports the data for question 30. This question asked participants whether the training program gave them any new insights or ideas into the topic of performance evaluation.

TABLE 27

Q: Did this training give you any new insights or ideas into performance evaluation?

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Yes	179	67.0	48	18.0	227	85.0
No	29	10.9	3	1.1	32	12.0
Blank	3	1.1	5	1.9	8	3.0

Table 28 furnishes the information from responses to question 31. This question asked respondents if they had implemented any changes in "personal" style of evaluation as a result of training.

TABLE 28

Q: As a result of evaluator training, have you implemented any changes in your personal style of evaluation

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Yes	137	51.3	30	11.2	167	62.5
No	54	20.2	25	9.4	79	29.6
Blank	20	3.7	11	4.1	21	7.9

Table 29 provides the feedback from respondents to question 32. Question 32 asked participants if they had initiated any "new" evaluation procedures in their school or school district as a result of training in I-LEAD.

TABLE 29

Q: Have you initiated any new evaluation procedures in your school or school district as a result of your training in I-LEAD?

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Yes	76	28.5	18	6.7	94	35.2
No	105	39.3	31	11.6	136	50.9
Blank	20	7.5	17	6.4	37	13.9

Questions 28-32 allowed for comments from respondents. Some of the respondents made them; some didn't.

Before presenting the data from questions 33-35 from the survey, it is important to reference Table 9. This table presented responses to question 12, which asked respondents if they had supervisory responsibilities, including performance evaluation of others, as part of their job. Table 9 indicates that there were 208 "yes" responses - 164 male, and 44 female - to this question.

Table 30, presented here, breaks the 208 "yes" responses from Table 9 down according to job title. It is used later in this chapter to act as a reference for the presentation of data from questions 33-35.

TABLE 30

Yes Responses by Job Title

Responses	Male	%	Female	%	Total	%
Total Responses	164	78.8	44	21.2	208	100.0
Teacher	2	1.0	5	2.4	7	3.4
Department Chair	4	1.9	2	1.0	6	2.9
Ass't. Principal	14	6.7	5	2.4	19	9.1
Elem Principal	49	23.6	18	8.7	67	32.2
HS Principal	28	13.5	3	1.4	31	14.9
Ass't. Supt	4	1.9	2	1.0	6	2.9
Superintendent	34	16.3	1	.5	35	16.8
Counselor	2	1.0	1	.5	3	1.4
Curriculum	1	.5	3	1.4	4	1.9
Other	26	12.5	4	1.9	30	14.4
Blank	0	0	0	0	0	0

Questions 33-34 asked respondents who have responsibility for evaluation to answer how many people they had evaluated since training ended (until the time they were

answering the survey). These data are reported here, but not analyzed further. Some recommendations for further study (Chapter IV will be based on these data, so it is included here for later reference.

Question 33 asked those who evaluate teachers to respond; question 34 asked those who evaluate administrators to respond; and question 35 asked those who evaluate "others" to respond. A total of 303 responses went into the tabulation of data from these questions: 123 for those who evaluate teachers, which counted those who traditionally evaluate teachers - department chairs, assistant principals, and principals (both elementary and secondary); 41 for those who evaluate administrators, which included assistant superintendents and superintendents; and 139 for those who evaluate other personnel, which included elementary principals, secondary principals, assistant superintendents, and superintendents. It is important to note that though seven teachers, four counselors, three curriculum specialists, and thirty "other" respondents indicated they had supervisory responsibilities, they were not included in the tables for questions 33-35 (teachers, counselors, and curriculum specialists because these evaluative roles are somewhat non-traditional for the positions, and the thirty "other" because their jobs are undefined in this study). It is also important to note that principals (elementary and secondary) were counted twice (for questions 33 and 35), and

superintendents (including assistant superintendents) were counted twice (for questions 34 and 35).

Data for Tables 31-33 (questions 33-35) are based on 123 responses from department chairs, assistant principals, elementary principals, and secondary principals for Table 31, 41 responses from assistant superintendents and superintendents for Table 32, and 139 responses from elementary and secondary principals, and assistant superintendents and superintendents for Table 33.

Table 31 presents the data for question 33. Question 33 asked those who are responsible for evaluating teachers how many they had evaluated since training.

TABLE 31

Teachers Evaluated Since Training

Responses	Male	%	Female	%	Total	%
Total Responses	95	77.2	28	22.8	123	100.0
0-5	20	16.3	9	7.3	29	23.6
6-10	34	27.6	10	8.1	44	35.8
11-15	21	17.1	2	1.6	23	18.7
16-20	4	3.3	3	2.4	7	5.7
21-25	3	2.4	1	.8	4	3.3
Over 25	2	1.6	0	0	2	1.6
No Answer	11	8.9	3	2.4	14	11.4

Table 32 presents the responses to question 34. Question 34 asked those who evaluate administrators to indicate how many administrators they had evaluated since training ended.

TABLE 32

Administrators Evaluated Since Training

Responses	Male	%	Female	%	Total	%
Total Responses	38	92.7	3	7.3	41	100.0
0-5	20	48.8	3	7.3	23	56.1
6-10	15	36.6	0	0	15	36.6
11-15	0	0	0	0	0	0
16-20	0	0	0	0	0	0
21-25	0	0	0	0	0	0
Over 25	0	0	0	0	0	0
No Answer	3	7.3	0	0	3	7.3

Table 33 presents the data for question 35. Question 35 asked the 139 respondents who evaluate "others" to indicate how many they had evaluated since training ended.

TABLE 33

Others Evaluated Since Training

Responses	Male	%	Female	%	Total	%
Total Responses	115	82.7	24	17.3	139	100.0
0-5	80	57.6	18	12.9	98	70.5
6-10	16	11.5	4	2.9	20	14.4
11-15	1	.7	0	0	1	.7
16-20	0	0	0	0	0	0
21-25	0	0	0	0	0	0
Over 25	0	0	0	0	0	0
No Answer	18	12.9	2	1.4	20	14.4

Discussion of Survey Data

Introduction

This section of the chapter discusses the survey data just presented. The section begins with a presentation of some summary tables, which deal with questions 14-26 and 28-32 from the survey. These questions from the survey deal with particular areas of focus for the study, especially in the areas of newly-acquired skills in evaluation and ideas about evaluation. The first set of tables presents calculations of mean raw scores and percentiles for the responses to these questions. Following the presentation of these tables, more discussion follows, tracing patterns of responses among selected participant groups found in Table 6

(teachers, department chairs, assistant principals, elementary principals, secondary principals, assistant superintendents, superintendents, counselors, and curriculum specialists).

Summary Tables for Analysis

Summary tables for the data in the written survey are presented here. These tables show mean raw scores with corresponding percentiles. Mean scores are used to show average responses in individual categories for survey questions. Later, in the analysis, responses from the various sub-groups within the total sample, can be analyzed as they compare to the mean score.

Tables 34-36 present summary data from questions 14-26. Tables 11-23, earlier in the study, presented total responses, by sex, for questions 14-26, including all the categories for response on the survey. Table 34 presents a summary of the mean raw scores and mean percentiles for questions 14-26. Tables 35-36 present individual total raw scores and percentiles, broken down by sex, for each question 14-26, in the "strongly agree" and "agree" response categories. These questions are key, since they touch on the essential tools for good evaluation presented in the I-LEAD training. "Strongly agree" and "agree" responses to these questions indicate increases in skill areas having to do with evaluation.

Each of these tables is used later, for discussion

purposes, and each is referenced in later discussion.

Table 34 presents mean raw scores for questions 14-26 for each response category, then presents mean percentiles for the same series of questions. The total raw score mean for the "strongly agree" plus "agree" responses was 210 (78.8%).

TABLE 34

Mean Raw Scores/Percentiles
Questions 14-26

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
Strongly Agree	43.4	16.3	23.0	8.6	66.4	24.9
Agree	112.6	42.2	31.0	11.6	143.6	53.8
Undecided	30.0	11.2	6.5	2.4	36.5	13.7
Disagree	13.0	4.9	3.9	1.5	16.9	6.3
Strongly Disagree	1.3	.5	.1	0	1.4	.5
Blank	1.1	.4	1.2	.4	2.2	.8
Total SA/A					210.0	78.7
Total SD/D					18.3	6.9

Table 35 presents total figures for the "strongly agree" category in questions 14 through 26. The mean raw scores and percentiles for these questions were 43.4 (16.3%) for males, 23.0 (8.6%) for females, and 66.4 (24.9%) for the total "strongly agree" sample (cf. Table 34 above).

TABLE 35

Raw Scores/Percentiles (With Mean)
"Strongly Agree" Response
Questions 14-26

Responses	Male	%	Female	%	Total	%
Total Responses	201	75.3	66	24.7	267	100.0
14	55	20.6	31	11.6	86	32.2
15	47	17.5	25	9.4	72	27.0
16	43	16.1	19	7.1	62	23.2
17	72	27.0	31	11.6	103	38.6
18	54	20.2	28	10.5	82	30.7
19	46	17.2	19	7.1	65	24.3
20	36	13.5	20	7.5	56	21.0
21	32	12.0	16	6.0	48	18.0
22	29	10.9	19	7.1	48	18.0
23	48	18.0	28	10.5	76	28.5
24	40	15.0	23	8.6	63	23.6
25	29	10.9	22	8.2	51	19.1
26	33	12.4	18	6.7	51	19.1
Mean	43.4	16.3	23.0	8.6	66.4	24.9

Table 36 presents total figures for the "agree" response category in questions 14-26. The mean raw scores and percentiles for these questions were 112.6 (42.2%) for males, 31.0 (11.6%) for females, and 143.6 (53.8%) for the total "agree" sample.

TABLE 36

Raw Scores/Percentiles (With Mean)
"Agree" Response
Questions 14-26

Responses		Male	%	Female	%	Total	%
Total	Responses	201	75.3	66	24.7	267	100.0
	14	119	44.6	31	11.6	150	56.2
	15	120	44.9	35	13.1	155	58.1
	16	116	43.4	34	12.7	150	56.2
	17	111	41.6	32	12.0	143	53.6
	18	118	44.2	29	10.9	147	55.1
	19	103	38.6	38	14.2	141	52.8
	20	120	44.9	35	13.1	155	58.1
	21	90	33.7	26	9.7	116	43.4
	22	126	47.2	35	13.1	161	60.3
	23	107	40.1	28	10.5	135	50.6
	24	106	39.7	27	10.1	133	49.8
	25	113	42.3	26	9.7	139	52.1
	26	115	43.1	27	10.1	142	53.2
	Mean	112.6	42.2	31.0	11.6	143.6	53.8

It is important, before beginning the actual discussion of the data, to present a final summary table for questions 28-32, which is used later in the discussion itself. These questions, like questions 14-26, asked respondents about newly-acquired skills and ideas relative to performance evaluation.

Table 37 presents the summary data for questions 28-32. It presents mean raw score and percentile responses for questions 28 through 32, for each of the three responses - "yes," "no," and "blank." It breaks the presentation down by sex, and presents mean raw scores and percentiles for

each response category.

TABLE 37

Raw Scores/Percentiles (With Mean)
All Response Categories
Questions 28-32

Responses		Male	%	Female	%	Total	%
Total Responses		201	75.3	66	24.7	267	100.0
"Yes"	28	164	61.4	60	22.5	224	83.9
	29	88	33.0	30	11.2	118	44.2
	30	179	67.0	48	18.0	227	85.0
	31	137	51.3	30	11.2	167	62.5
	32	76	28.5	18	6.7	94	35.2
	Mean	128.2	48.2	37.2	13.9	166.0	62.2
"No"	28	34	12.7	4	1.5	38	14.2
	29	108	40.4	35	13.1	143	53.6
	30	29	10.9	3	1.1	32	12.0
	31	54	20.2	25	9.4	79	29.6
	32	105	39.3	31	11.6	136	50.9
	Mean	66.0	24.7	19.6	7.3	85.6	32.1
"Blank"	28	3	1.1	2	.7	5	1.9
	29	5	1.9	1	.4	6	2.2
	30	3	1.1	5	1.9	8	3.0
	31	10	3.7	11	4.1	21	7.9
	32	20	7.5	17	6.4	37	13.9
Mean		8.2	3.1	7.2	2.7	15.4	5.8

Research Questions

Chapter I outlined the research questions that are at the heart of this study. Five basic questions were given as the focus for the study. They are

1. What are the patterns of positive responses to questions about performance evaluation?

2. Is there a pattern of change in evaluation policies or procedures, as described by respondents, as a result of I-LEAD training?
3. Is there a pattern of change in ideas or insights about performance evaluation, as described by respondents, as a result of I-LEAD training?
4. What are some of the similarities and differences within some of the sub-groups of the total sample, in responses to questions posed in the survey related to performance evaluation?
5. How do the interview answers to questions specifically relating to skills in observing, recording, and reporting compare to written survey responses?

In the discussion of the results of the written survey, the responses in each area will be related to these research questions. The discussion of the data is structured so that each research question area is summarized relative to responses related to it. The first four research questions are included in this examination, as they pertain to written survey data. The fifth research question is dealt with in the analysis of the interview data.

A summary of the demographic data found in question 2-13 of the written survey may be instructive and helpful to the reader at this point, by way of reminder and orientation. Tables 1-10 of this chapter show the total

breakdown of the responses for each of these questions. By way of highlighting the data, and beginning the discussion of "strongest" positive responses, the following information is summarized.

Responses to question 2 showed that there were more males in the sample than females, with 201 (75.3%) males, and 66 (24.7%) females. Of the total number of respondents (267), 169 (63.3%) were between the ages of 36-50. The median age for men was 47.6 years; for women, 44.8 years; for the total sample, 46.2 years. Respondents with master's degrees formed the highest number of respondents, with 70 (26.2%) with MA degrees, 108 (40.4%) with MS degrees, and 34 (12.7%) with MSE degrees. The total number of respondents with master's degrees was 212, or 79.3% of the total sample. When asked to give their college major, 178 (66.7%) of the sample indicated a major in administration (this included educational administration and elementary education administration). Respondents were asked how many hours in supervision they had in their college training - 78.7% answered between 1-20 hours. The top five responses to question 8, which asked for job title, were: 1) elementary principal - 69 (25.5%); 2) teacher - 40 (15.0%); 3) "other" - 37 (13.9%); 4) superintendent - 35 (13.1%); 5) high school principal - 31 (11.6%). The total of principals was 99 (37.1%) and superintendents (including assistants) was 42 (15.7%). The total of principals and

superintendents, taken together, was 141 (52.8%), suggesting that slightly over a majority of the sample had some experience in performance evaluation, and some responsibility delineated in their job description. Breaking down the responses for work setting into just two, numbers showed 112 (41.9%) in an "elementary" (K-8) setting, and 64 (24.0%) in a "secondary" (9-12) setting. A total of 208 respondents, or 77.9%, indicated they had supervisory responsibilities, including performance evaluation, as part of their job, and of these, 130 (62.5%) said their responsibilities in evaluation were for evaluation of teachers.

Research Question 1

Questions 14-26 from the written survey are critical to examine, for patterns of positive responses, because they contain important areas for examination in the study. These questions get at the heart of skills relating to performance evaluation, and question respondents about their reactions to the areas of I-LEAD training that attempted to respond to the competencies mandated by the Iowa Department of Education. Tables 11-23 give summaries of the responses for each response category (strongly agree, agree, undecided, disagree, strongly disagree), and totals of strongly agree and agree together, and strongly disagree and disagree taken together. As shown in Table 34, which uses mean raw scores and percentiles for each response category in questions 14-

26, there was a strong positive response from participants, as reflected in their answers to these questions. The mean raw score for questions 14-26, in the "strongly agree" and "agree" categories, taken together was 210.00 (78.7%). This high overall mean suggests positive responses to individual areas of questions related to specific skills, and is broken down by way of summary in Tables 35-36. Another way of seeing the importance of these responses is to rank order, by mean raw score and percentile, each of these questions, 14-26, noting the specific skill area targeted by the question. Table 38 provides just such a summary.

Included in Table 38 is a summary of totals of "strongly agree" and "agree" responses to questions 14-26, with rank order listed also. Means are calculated for raw scores and percentiles also.

TABLE 38

Total "Strongly Agree" + "Agree" Responses
With Ranking
With Means

Responses	(Rank)	Male	%	Female	%	Total	%
Total Responses		201	75.3	66	24.7	267	100.0
Question							
14	2	174	65.2	62	23.2	236	88.4
15	4	167	62.5	60	22.5	227	85.0
16	5	159	59.6	53	19.9	212	79.4
17	1	183	68.5	63	23.6	246	92.1
18	3	172	64.4	57	21.3	229	85.8
19	9	149	55.8	57	21.3	206	77.2
20	6	156	58.4	55	20.6	211	79.0
21	13	122	45.7	42	15.7	164	61.4
22	8	155	58.1	54	20.2	209	78.3
23	6	155	58.1	56	21.0	211	79.0
24	10	146	54.7	50	18.7	196	73.4
25	12	142	53.2	48	18.0	190	71.2
26	11	148	55.4	45	16.9	193	72.3
Total Means		156	58.4	54	20.2	210	78.7

It can be seen from this summary table that respondents' answers, by these mean raw score and percentiles, show a clear ranking of total responses to questions related to individual skill areas. Looking at the table another way, specific skills related to performance evaluation, and respondents feelings of improvement in these skills following training, line up as follows:

Rank Position	Question	Skill Area
1	17	- data gathering strategies
2	14	- trust in ability to do performance evaluation
3	18	- observation (including, but not restricted to, lessons)
4	15	- impact of interpersonal

		behaviors on evaluation efforts
5	16	- analysis of lesson design
6	20	- reporting
7	23	- understanding purposes of evaluation
8	22	- writing growth plans
9	19	- recording observed data
10	24	- understanding legal aspects of evaluation
11	26	- seeing strengths and weaknesses in effective teaching behaviors, utilizing position descriptions
12	25	- knowing effective teaching behaviors
13	21	- conferencing

Looking at this information from the standpoint of skill areas covered in I-LEAD training, and mean raw scores of respondents in each question category, the skill areas covered in the training received positive responses in the pattern listed above. Knowledge of administrator data-gathering strategies received the highest response, followed by increased trust in ability (of self) to do performance evaluation, the ability to observe job performance (including the monitoring of student achievement, classroom management, and effective use of time), increased understanding of the impact of interpersonal behaviors on the success or failure of evaluation efforts, and the increased ability to analyze lesson design. Following these top five, in rank order, were: increased ability to record job performance; greater understanding of the purposes of evaluation; increased ability to develop written growth or improvement plans; greater ability in reporting job

performance; increased understanding of the legal aspects of evaluation; greater ability to analyze the strengths and weaknesses of effective teaching behaviors, utilizing position descriptions; increased ability to identify effective teaching behaviors; and an increase in conferencing skills.

This pattern of positive responses to the written survey shows how respondents answered the questions related to perceived improvements in their skills in performance evaluation.

The material just presented indicates the patterns of positive responses to question areas 14-26 on the written survey, with the corresponding comments from the interviews.

The section just completed, is meant to show the overall positive patterns in the results, and answer the research question outlined for this study related to such patterns. The material in Table 38, and the accompanying text, indicate strong positive responses to these focal areas. It should be noted that the question area from the written survey (question 21) which received the lowest mean raw score and percentile (in responses) was related to conferencing, but even it received an overall raw score (mean) of 164 responses, with a corresponding percentile of 61.4%, indicating that almost 2/3 of the total sample reacted favorably to all question areas from the written survey. Taken together, these data indicate a very positive

overall response to the questions put to the respondents.

Research Question 2

The second question targeted for this study had to do with any changes in formal policy or procedure within schools and/or school districts initiated by participants after training. Questions 31 and 32 on the written survey deal specifically with this question, from two different perspectives. Question 31 asked about any changes in "personal style" of evaluation. This question is used for analysis in this section of the study since perceived changes in personal style on the part of the respondents could have a logical transition to policy issues. Question 32 asked, specifically, about changes in policy within schools and school districts.

In responding to question 31, participates gave a very strong positive response to the question asking them if there had been any changes in their personal leadership style, especially as it involved performance evaluation. As Table 28 shows, 167 (62.5%) of the respondents indicated "yes" to this question, while only 79 (29.6%) said "no." It is interesting to look more completely at this high percentage of "yes" responses by looking at the comments which accompanied the responses. For question 31, of the total of 167 who answered "yes," 44 had "no comment," while 123 did take the opportunity to make a comment. Though some are more general in nature relative to exactly what changes

have taken place, some are quite specific, indicating exactly which area(s) these changes had occurred in, as reported by some of the 123 respondents who answered "yes." Of the 123 comments offered by these people, the following pattern of specific areas of change resulted:

18	pre-conferencing
16	conferencing (post & supervisory)
14	data gathering
13	growth/improvement plans (PIC's)
12	scripting
9	pre-planning, goal-setting
8	recording (during lesson observation)
4	more evaluation being done
3	have plans to implement changes in the future

Though some of these numbers reflect multiple responses (a respondent who listed a change in more than one area), there are still 97 cases of reported changes in specific areas having to do with evaluation. These respondents felt that these specific changes had occurred in their personal styles of evaluation.

Question 32 on the written survey asked respondents to indicate if changes in evaluation policies or procedures within their school or school district had occurred since training. In this area, positive responses were not as high as they were in the personal area. As Table 29 indicates, only 94 (35.2%) indicated a "yes" response to this question, while 136 (50.9%) indicated "no," and a sizeable number, 37 (13.9%) left the answer blank. Of the 94 who answered "yes," 75 offered comments along with their response. As in comments offered for question 31, some of these were generic

in nature, but many were quite specific in defining changes in policy or procedure. Among the specific responses, the following pattern of responses prevailed:

12	new policy is in process
7	pre-conferencing new part of process
4	observation (data-gathering) process refined
4	PIC's are part of evaluation cycle now
4	new policy in place where none existed before
4	instruments for reporting have been modified
3	evaluation of non-teaching staff has been formalized
3	observations are more frequent by policy now
3	master contract has been altered to incorporate more evaluation
2	self-evaluation is a feature of process now

It is clear from these 46 comment areas, though, that some changes in policy and procedure have occurred as a result of I-LEAD training. Looking at the "yes" responses for questions 31 and 32 combined, we find a mean "yes" response of 130.5, with a mean percentile of 48.9%. Using this mean number, it is clear that almost half the total number of respondents reported changes in personal style or policy and procedure relative to performance evaluation.

Research Questions 3

A third area of focus for this study lies in the area of changes in ideas or insights related to performance evaluation. In approaching this research question, four questions from the written survey are examined, along with comments from respondents. Questions 27 and 28 asked

respondents about their confidence level in doing performance evaluation. Question 29 asked about their attitude toward performance evaluation. Question 30 asked, specifically, if any new ideas or insights had come to them through the training. First, questions 27, 28, and 29 are examined from the standpoint that changes in confidence level or attitude are part of the realm of personal insight and ideas. Question 30 is reviewed, since it specifically asked if there were changes in ideas or insights.

In answering question 27, a high number of respondents felt quite confident about performance evaluation prior to training. According to Table 24, 127 (47.6%) indicated they already had "sufficient" skills and/or experience to do a good job at performance evaluation. Only 11 (4.1%) indicated they did not feel confident at all, and 75 (28.1%) felt somewhat "ill-at-ease" even though they had done some evaluation before. But in answering question 28, which asked if training had made them more confident, respondents had a much stronger positive response. As Table 25 shows, 224 (83.9%) said "yes" they felt more confident after training, while only 38 (14.2%) said "no." Maybe some who answered that they felt confident enough before training (in question 27) may have felt more confident after. In any case, question 28 yielded a very high positive response.

Of the 224 respondents who said "yes" to question 28, 70 offered no comment, but 154 did say something. There are

several general comments but this specific pattern of comments emerged related to increased confidence:

27	said that training reinforced existing ideas or prior learning
15	felt they had more "specifics" to tie to evaluation
14	practice/interaction/peer feedback gave good ideas and insights
12	more organized and structured about approach to scripting
9	more "skills"
7	understood purpose/cycle/timetable of evaluation
4	data gathering more thorough
4	conferencing
3	documentation
3	common language or terminology
2	instrumentation

Question 29 asked respondents if training had changed their attitude toward performance evaluation. This question is analyzed here, along with question 28 and 30, since it deals with any changes respondents felt in their ideas or insights. As Table 26 indicates, 118 (44.2%) indicated a "yes" response to the question, while 143 (53.6%) said "no." This response is not nearly as positive a response as there was to question 28. Of the 118 respondents who said "yes," to question 29, 37 offered comments with their answer (81 did not). Some of the 37 comments were generic in nature, but the following set of specific responses were noted:

25	enjoy evaluation more/appreciate formative-helpful nature/find it less threatening for teachers
11	greater confidence in their ability to do a good job
6	knowledgeable about specifics having to do with evaluation
5	see purpose better
3	confirmed or reinforced already

	existing beliefs or attitudes
2	conferencing

Though the overall positive response was low here by comparison with questions 28 and 30, it is noteworthy that there were 25 comments from all levels of participants saying that they enjoyed doing evaluation more now.

Question 39 asked respondents directly whether their training had given them any insights or ideas into performance evaluation. Of the three questions analyzed relative to this research question (28-29-30), this one is closest in its directness to the notion of changed insights or ideas. It received a very high positive response, with 227 (85.0%) answering "yes", and only 32 12%) saying "no." This high response closely parallels the 83.9% "yes" response to question 28. Of the 227 respondents who answered "yes," 145 offered comments (82 did not) along with their answer. There were several general comments related to the question, but the following specific pattern emerged in some responses:

12	PIC/growth plans
11	purpose/importance of evaluation
11	working with teachers/mutuality/ formative aspects
10	conferencing (post/supervisory)
9	specifics/practical aspects
8	scripting
7	organization/structure
7	observation skills
5	legal aspects of evaluation
5	pre-conferencing
2	reinforced prior learning

It is noteworthy that this rather high rate of

response (question 30 received the highest rate among the total sample - 85% and among the total sample of 99 principals - 82.8% of the five questions, 28-32) came as a response to the most direct question of the three being analyzed now. Question 30, as mentioned earlier, was quite specific about new ideas or insights, and it received a very strong response.

In looking at the three questions analyzed (28-29-30) for research question 3, along with comments from the written survey, it would seem that this area of more personal changes in ideas and insights related to evaluation was an area where significant change had occurred. Taking "yes" responses for these three questions together, there is a mean "yes" response of 189.7 or 71.0%, which is quite high.

Research Question 4

This area of the study focused on similarities and differences within the various sub-groups of the total sample, in terms of responses made to the written survey. To examine this question, it is easiest to look at each sub-group within the study, in terms of their responses to the various survey questions. In an earlier table, the various sub-groups were outlined. In the tables to follow, each sub-group is presented with a table showing the rate of response of respondents within that sub-group (for example, the teacher sub-group had 40 people in the sample, so their

raw score and percentile is reported for that sub-group only, so a raw score of 31 is 31/40, with 77.5% being 77.5% of the sub-sample of 40 teachers). These tables report responses for "strongly agree" and "agree" responses together, and are accompanied by a ranking of the highest five questions within the 14-26 questions, and a ranking of "yes" answers to questions 28-32, from 1 to 5. In looking at these tables, and comparing the figures shown a clear idea of the responses of various sub-groups can be seen, and sub-groups can be examined in answer to this research question.

Though these tables replicate data that were presented earlier, they present it in a different way. In the discussion of responses of individual sub-groups of the total sample, Tables 39-48 are meant to show the reader, in an easy-to-read fashion, how each sub-group compared to the others, using the rate of response in "strongly agree" and "agree" categories. By looking at each table, the reader can easily see how the sub-group represented in that table responded, by rate of response, in these two response areas, and gauge the strength of the "strongly agree" and "agree" responses to the various questions on the written survey.

Table 39 presents the data for the sample of teachers. There were 40 teachers in the total sample. Of questions 14-26, the highest number of answers, in rank order, were to questions 15, to lowest, in terms of number of responses, as

follows: 30-28-29-31-32.

TABLE 39

Teacher Responses Strongly Agree + Agree Reported in Rate of Response With Ranking of Questions

Responses	Number	%	Ranking of Question
Total Responses	40	100.0	
Question			
14	31	77.5	
15	39	97.5	1
16	36	90.0	3
17	39	97.5	1
18	33	82.5	
19	30	75.0	
20	29	72.5	
21	20	50.0	
22	33	82.5	
23	35	87.5	4
24	33	82.5	
25	34	85.0	5
26	34	85.0	5
27a	6	15.0	
b	22	55.0	
c	7	17.5	
d	5	12.5	
28	34	85.0	2
29	20	50.0	3
30	35	87.5	1
31	13	32.5	4
32	5	12.5	5

Table 40 reports the data for department chairs. There were eight department chairs within the total sample. Of questions 14-26, the highest number of answers, in rank order, were to questions 14-16-17-18-19-20-22-23-24 (all ranked 1). Questions 28-32 were ranked, from highest to

lowest, in terms of number of responses, as follows: 28/30-31-29-32.

TABLE 40

Department Chair Responses Strongly Agree + Agree Reported in Rate of Response With Ranking of Questions

Responses	Number	%	Ranking of Question
Total Responses	8	100.0	
Question			
14	8	100.0	1
15	7	87.5	
16	8	100.0	1
17	8	100.0	1
18	8	100.0	1
19	8	100.0	1
20	8	100.0	1
21	6	75.0	
22	8	100.0	1
23	8	100.0	1
24	8	100.0	1
25	6	75.0	
26	6	75.0	
27a	1	12.5	
b	3	37.5	
c	4	50.0	
d	0	0	
28	8	100.0	1
29	5	62.5	4
30	8	100.1	1
31	6	75.0	3
32	2	25.0	5

Table 41 presents the data for assistant principals. There were 22 assistant principals within the total sample. Of questions 14-26, the highest number of answers, in rank order, were to questions 14-15-16-23 (all ranked 1)-17-20-24

(all ranked 5). Questions 28-32 were ranked, from highest to lowest, in terms of number of responses, as follows: 28/30-31-29-32.

TABLE 41

Assistant Principal Responses Strongly Agree + Agree Reported in Rate of Response With Ranking

Responses	Number	%	Ranking of Question
Total Responses	22	100.0	
Question			
14	20	90.9	1
15	20	90.9	1
16	20	90.9	1
17	19	86.4	5
18	17	77.3	
19	18	81.8	
20	19	86.4	5
21	12	54.5	
22	18	81.8	
23	20	90.9	1
24	19	86.4	5
25	16	72.7	
26	16	72.7	
27a	10	45.5	
b	4	18.2	
c	7	31.8	
d	1	4.5	
28	20	90.9	1
29	9	40.9	4
30	20	90.9	1
31	15	68.2	3
32	7	31.8	5

Table 42 presents the figures for elementary principals. There were 68 elementary principals in the total sample. Of questions 14-26, the highest number of

answers, in rank order, were to questions 17-14/18 (both ranked 2)-15-20. Questions 28-32 were ranked, from highest to lowest, in terms of number of responses, as follows: 30-28-31-32-29.

TABLE 42

Elementary Principal Responses Strongly Agree + Agree Reported in Rate of Response With Ranking

Responses	Number	%	Ranking of Question
Total Responses	68	100.0	
Question			
14	62	91.2	2
15	59	86.8	4
16	53	77.9	
17	63	92.6	1
18	62	91.2	2
19	52	76.5	
20	55	80.9	5
21	44	64.7	
22	50	73.5	
23	47	69.1	
24	47	69.1	
25	46	67.6	
26	43	63.2	
27a	41	60.3	
b	4	5.9	
c	20	29.4	
d	3	4.4	
28	55	80.9	2
29	26	38.2	5
30	58	85.3	1
31	50	73.5	3
32	29	42.6	4

Table 43 reports the figures for secondary school principals. There were 31 secondary school principals in

the total sample. Of questions 14-26, the highest number of answers, in rank order, were to questions 14-17-18-20-25/16 (both ranked 5). Questions 28-32 were ranked, from highest to lowest, in terms of number of responses, as follows: 30-28-31-32-29.

TABLE 43

Secondary School Principal Responses Strongly Agree + Agree Reported in Rate of Response With Ranking

Responses	Number	%	Ranking of Question
Total Responses	31	100.0	
Question			
14	29	93.5	1
15	25	80.6	5
16	28	80.6	5
17	27	90.3	2
18	24	87.1	3
19	26	77.4	
20	21	83.9	4
21	23	67.7	
22	24	74.2	
23	21	77.4	
24	21	67.7	
25	21	67.7	
26	24	77.4	
27a	14	45.2	
b	1	3.2	
c	14	45.2	
d	0	0	
28	25	80.6	1
29	10	32.3	5
30	24	77.4	2
31	23	74.2	3
32	13	41.9	4

Table 44 presents the data for assistant

superintendents. There were seven assistant superintendents in the total sample. Of questions 14-26, the highest number of answers, in rank order, were to questions 14-17-20-22-24 (all ranked 1). Questions 28-32 were ranked, from highest to lowest, in terms of number of responses, as follows: 30-32-28-31-29.

TABLE 44

Assistant Superintendent Responses Strongly Agree + Agree Reported in Rate of Response With Ranking

Responses	Number	%	Ranking of Question
Total Responses	7	100.0	
Question			
14	6	85.7	1
15	5	71.4	
16	4	57.1	
17	6	71.4	
18	4	85.7	1
19	5	57.1	
20	6	85.7	1
21	4	57.1	
22	6	85.7	1
23	5	71.4	
24	6	85.7	1
25	3	42.9	
26	4	57.1	
27a	3	42.9	
b	1	14.3	
c	3	42.9	
d	0	0	
28	4	57.1	3
29	1	14.3	5
30	6	85.7	1
31	3	42.9	4
32	5	71.4	2

Table 45 shows the data for the sample of superintendents. There were 35 superintendents in the total sample. Of questions 14-26, the highest number of answers, in rank order, were to questions 14/18 (both ranked 1)-17-16-15. Questions 28-32 were ranked, from highest to lowest, in terms of number of responses, as follows: 28-30-31-29/32.

TABLE 45

Superintendent Responses Strongly Agree + Agree
Reported in Rate of Response With Ranking

Responses	Number	%	Ranking of Question
Total Responses	35	100.0	
Question			
14	32	91.4	1
15	28	80.0	5
16	29	82.9	4
17	31	88.6	3
18	32	91.4	1
19	27	77.1	
20	27	77.1	
21	19	54.3	
22	26	74.3	
23	27	77.1	
24	20	57.1	
25	24	68.6	
26	28	80.0	
27a	25	71.4	
b	1	2.9	
c	9	25.7	
d	0	0	
28	30	85.7	1
29	16	45.7	4
30	29	82.9	2
31	26	74.3	3
32	16	45.7	4

Table 46 shows the figures for the sample of counselors. There were nine counselors in the total sample. Of questions 14-26, the highest number of answers, in rank order, were to questions 17-23-24 (all ranked 1)-18-25 (both ranked 4). Questions 28-32 were ranked, from highest to lowest, in terms of number of responses, as follows: 28/30-

29-31-32.

TABLE 46

Counselor Responses Strongly Agree + Agree Reported in Rate of Response With Ranking

Responses	Number	%	Ranking of Question
Total Responses	9	100.0	
Question			
14	7	77.8	
15	7	77.8	
16	5	55.6	
17	9	100.0	1
18	8	88.9	4
19	7	77.8	
20	7	77.8	
21	6	66.7	
22	6	66.7	
23	9	100.0	1
24	9	100.0	1
25	8	88.9	4
26	7	77.8	
27a	1	11.1	
b	1	66.7	
c	9	11.1	
d	0	0	
28	8	88.9	1
29	6	66.7	3
30	8	88.9	1
31	4	44.4	4
32	1	11.1	5

Table 47 indicates the figures for curriculum specialists. There were 10 curriculum specialists in the total sample. Of questions 14-26, the highest number of answers, in rank order, were to questions 15-17/22 (both ranked 2)-14-21. Questions 28-32 were ranked, from highest

to lowest, in terms of number of responses, as follows: 28-30-29-31-32.

TABLE 47

Curriculum Specialist Responses Strongly Agree + Agree Reported in Rate of Response With Ranking

Responses	Number	%	Ranking of Question
Total Responses	10	100.0	
Question			
14	8	80.0	4
15	10	100.0	1
16	6	60.0	
17	9	90.0	2
18	6	60.0	
19	6	60.0	
20	6	60.0	
21	7	70.0	5
22	9	90.0	2
23	6	60.0	
24	6	60.0	
25	6	60.0	
26	6	60.0	
27a	6	60.0	
b	2	20.0	
c	2	20.0	
d	0	0	
28	9	90.0	1
29	5	50.0	3
30	6	60.0	2
31	2	20.0	4
32	1	10.0	5

Table 48 shows the figures for all those who classified themselves as "other" in the total sample - there were 37. Of questions 14-26, the highest number of answers, in rank order, were to questions 23-17-14-18-22. Questions

28-32 were ranked, from highest to lowest, in terms of number of responses, as follows: 30-28-31-29-32.

TABLE 48

"Other" Responses Strongly Agree + Agree Reported in Rate of Response With Ranking

Responses	Number	%	Ranking of Question
Total Responses	37	100.0	
Question			
14	33	89.2	3
15	28	75.7	
16	26	70.3	
17	35	94.6	2
18	32	86.5	4
19	29	78.4	
20	28	75.7	
21	25	67.6	
22	30	81.1	5
23	36	97.3	1
24	27	73.0	
25	26	70.3	
26	25	67.6	
27a	18	48.6	
b	10	27.0	
c	8	21.6	
d	1	2.7	
28	31	85.7	1
29	20	45.7	4
30	33	82.9	2
31	24	74.3	3
32	15	40.5	5

Presenting the data from the responses of the various sub-groups within the total sample allows for a thorough and easy examination of the information provided by each sub-group. Much of these data has been presented and discussed

earlier in the study. By way of summarizing the tables just presented, and highlighting some of the data contained in them, the following points emerge from the tables, pertaining to research question 4 of the study. The following questions received very high responses, considering the "strongly agree" and "agree" totals together: 14, 15, 17, 23, and 24. Department chairs, assistant principals, high school principals, assistant superintendents, and superintendents all gave responses in the strongly agree and agree categories in sufficient numbers to rank this question 1 in terms of rate of response. Question 15 ranked 1, in similar terms, for teachers, assistant principals, and curriculum specialists. Question 16 was 1 for department chairs and assistant principals. Question 17 received a high number of responses, as question 14 did. For question 17, a ranking of 1 for rate of response, came from teachers, department chairs, elementary principals, assistant superintendents, and counselors. Based on rate of response tables, the following questions received a ranking of 1 from the sub-groups indicated: question 18 for department chairs and superintendents; question 19 for department chairs; question 20 for department chairs and assistant superintendents; question 22 from department chairs and assistant superintendents; question 23 for department chairs, assistant principals, counselors, and "other"; question 24

for department chairs, assistant superintendents, and counselors. Questions 14 and 17, having to do with developing trust in their own abilities to do evaluation and having to do with increased ability in data-gathering strategies, had the highest rate of response across all sub-groups.

Teachers and counselors, not surprisingly, reported having "little or no" experience in evaluation in question 27. Department chairs reported feeling "ill-at-ease" or having had no experience in evaluation as their highest responses to question 27, and that may be due to the fact that they haven't done much. Perhaps as educational leaders who have had I-LEAD re-write policy and do more in-service with the concepts, more department chairs will get involved in performance evaluation. Assistant principals, principals, assistant superintendents, superintendents, curriculum specialists, and the "others" reported having sufficient skills prior to training (though for high school principals and assistant superintendents, this rate of response tied with the response saying they felt "ill-at-ease" even though they had done some performance evaluation).

Questions 28-32 are easily examined across the various sub-groups. Assigning mean ranks to each question leaves the following hierarchy of questions, based on "yes" responses:

Question	Mean Rank
28	1.5
29	4.0
30	1.3
31	3.4
32	4.4

Question 28 was given the highest rate of response from department chairs, assistant principals, high school principals, superintendents, counselors, and curriculum specialists. Question 30 had the highest rate of response from each sub-group except high school principals, superintendents, and curriculum specialists.

Analysis of Survey Data

Summary Tables 34-37

Mean raw scores and percentiles shown in Tables 34-36 summarize pertinent data for questions 14-26 on the written survey.

Table 34 reveals significant information, since one research area for the study dealt with patterns of positive responses of participants toward questions related to increased understanding of evaluation and increased skill at evaluating. Table 34 summarizes data across all questions (14-26), and across all participants in the written survey. It indicates strong positive responses across all participants (mean raw score of 66.4, or 24.9%, in the "strongly agree" and a mean raw score of 143.6, or 53.8% in the "agree" categories) - a total of 210, or 78.6%. This response suggests that a large number of respondents felt

strongly (as indicated by a "strongly agree" or "agree" response) that their understanding and skills had been increased. Since these survey questions (14-26) targeted specific areas of I-LEAD training aimed at increases in skills and understanding regarding evaluation, Table 34's results demonstrate strong agreement among participants in the written survey that their understanding of evaluation and skills involved in evaluation had been increased as a result of training. Questions 14-26, taken together, aimed at respondents' attitudes, after training, in specific areas related to the purposes of evaluation and skills involved in performance evaluation. The strong response given in this area suggests wide agreement among all participants that the training did, indeed, assist in increasing understanding of purposes and concepts of evaluation, and also sharpened skills needed in evaluation.

Tables 35 and 36 show how the "strongly agree" and "agree" responses indicated in Table 34 relate to the specific survey questions, 14-26. As was indicated earlier, these are critical questions for analysis, since they examine essential skill areas covered in I-LEAD having to do with evaluation. As indicated in Table 35, "strongly agree" responses were highest for questions 17, 14, and 18, in that order. The skill areas targeted by these questions were, respectively, increased knowledge in data-gathering strategies, development of trust in ability to evaluate, and

increased ability to observe job performance. The responses in Table 35 indicate that respondents across all job positions involved in the survey felt strongly that their skills in these specific areas had increased. This high response suggests that that portion of the I-LEAD training dealing with these special skills was particularly effective. As indicated in Table 36, "agree" responses were highest for questions 22, 20, 15, (20 and 15 were tied), and 14 and 16 (also tied). The skill areas targeted by these questions were, respectively, increased ability to develop growth plans, reporting job performance, increased understanding of the impact of interpersonal behaviors on evaluation efforts, increased trust in ability to evaluate (also mentioned in Table 35), and increase in ability to analyze lesson design. The responses in Table 36 indicate that respondents across all job positions involved in the survey felt that their skills in these specific areas had increased. This suggests that the portion of I-LEAD training dealing with these specific skills was effective.

Taken together, the responses noted in Tables 35 and 36 suggest that the I-LEAD training was most effective in helping participants increase understanding and skill in these areas:

- administrator data-gathering strategies
- trust in abilities to do evaluation
- ability to observe job performance
- ability to develop growth plans
- understanding of impact of interpersonal behaviors on evaluation efforts and ability to

report job performance
. ability to analyze lesson design

participants across all job positions included in the written survey noted strong responses of agreement that these particular skill areas were covered very effectively in the I-LEAD training. These indications bode well for the future of teacher evaluation - for evaluators, new or sharpened skills can result in better evaluations; for those evaluated, new understandings of what is involved increase their understanding of what the evaluator does, and could make them better at their craft.

Tables 35 and 36 also serve to indicate areas where training wasn't as successful in increasing participants' understandings and skills. Responses in other key areas of performance evaluation were lower across all participants, suggesting that concepts including increased skill in recording job performance, understanding of the legal aspects of evaluation, and analyzing strengths and weaknesses in effective teaching behaviors were not understood as clearly or perceived to be increased as much.

Table 37 summarizes mean raw score and percentile responses for survey questions 28-32, involving all participants. The mean "yes" response, across <u>all</u> questions 28-32, was 166, or 62.2%, across all respondents. These questions dealt with specific changes participants were asked about in five specific areas: increased confidence in ability to do evaluation, any change in attitude toward

evaluation, any new insights or ideas about performance evaluation, and any policies or procedures (formal) initiated in their school or school district after I-LEAD. The strong "yes" response indicated in this table shows wide agreement among participants that changes, had, indeed, occurred after I-LEAD, in the following order:

- new insights an ideas
- more confidence
- changes in personal style of evaluation
- changes in attitude
- new policies or procedures

Table 37 indicates that the training was quite effective in these five areas overall. Taken individually, questions 30, 28, and 31 received mean individual responses above the total mean (227 - 85.0%, 224 - 83.9%, and 167 - 62.5%), while questions 29 and 32 both received individual mean responses below the total mean (118 - 44.2% and 94 - 35.2%). This data would suggest that I-LEAD training was quite effective in creating some new insights and ideas, increasing participants' confidence, and causing some changes in personal styles of evaluation, but not so effective in causing any changes in attitude or new policies or procedures.

Patterns of Positive Response (Research Questions 1)

The first research question set out in the study analyzes "patterns" of positive responses of participants in the written survey. Some were just noted, in the analysis of summary tables 34-37. As outlined in the early pages of

the study, data from all participants involved in the survey are significant, whether participants are evaluators or not. Point of view is a factor in looking at "patterns" of positive responses - evaluators who indicate positive responses to questions will probably use some of their newly-acquired or enhanced skills; those evaluated come away with a greater understanding of the act of evaluation and of the evaluator's role and function. It is significant, though, that 208 (77.9%) of the respondents to the written survey answered "yes" when asked if they had any responsibilities for evaluation.

Table 38 presents the figures for "strongly agree" and "agree" responses in rank order, according to skill areas targeted by questions 14-26. As indicated in this table, the five highest areas of positive response were in the questions and target areas indicated:

- #17 data-gathering strategies
- #14 trust in ability to do evaluation
- #18 observation skills
- #15 understanding purposes of evaluation
- #16 analyzing lesson design

I-LEAD training has done an effective job of developing increased understanding and skill in these five areas, according to the answers of the respondents. These new understandings are significant, since, as Table 24 shows, a total of 140 (or 53.4%) respondents said they had not done much evaluation or were not confident in their skills to do evaluation. The figures in Table 38 suggest

that respondents have come away from training with some important increases in understanding of evaluation and techniques involved in evaluation.

On the other hand, Table 38 shows areas where the training was apparently not as effective. There were six areas where the individual means for those questions were below the overall mean of 210 (78.7%). These questions and target areas were (ranked from lowest mean response to highest):

- #21 conferencing
- #22 identify effective teaching behaviors, using position descriptions
- #26 analyze strengths and weaknesses of effective teaching behaviors
- #24 understanding legal aspects
- #19 recording skills
- #22 writing growth plans

These areas of the training were apparently not as effective as those mentioned earlier. It seems that I-LEAD could have done a better job in these areas, since they are the areas of weakest responses.

Two factors are noteworthy here, though. First, it is important to remember that even the lowest area of mean response (the area of "conferencing" received a mean raw score response of 164 or 61.4%) still received a positive response from almost 2/3 of the respondents. That perspective is critical, since it could be argued that a 61.4% response is still quite good. The point of presenting this statistic is simply to show where the weakest areas of training were, according to the total mean responses of

participants in the written survey. Second, it is interesting that the subject of "identifying effective teaching behaviors" (question 25) ranked almost lowest in mean responses (190 or 71.2%), but "observation skills" and "analysis of lesson design" ranked among the highest five. Apparently participants made a distinction between "observation" of the overall lesson and "analyzing" lesson design and "identifying effective teaching behaviors."

Formal Policy/Procedure (Research Question 2)

Question 31 asked respondents whether their "personal style" of evaluation had changed as a result of training. Table 28 shows that 167 (62.5%) said "yes" in answer to this question. This figure indicates that almost 2/3 of the sample felt their "personal style" of evaluation had changed after training. Question 31 had a "comment" area for respondents to elaborate in, if they wished. Of the 167 respondents who answered "yes" to this question about personal style of evaluation, 123 offered comments explaining how and why - 97 of the 123 were in the following areas:

- (18) pre-conferencing
- (16) conferencing (other)
- (14) data-gathering strategies
- (13) writing growth plans
- (12) script-taping
- (9) goal setting
- (8) recording
- (4) doing more evaluation now
- (3) will do more evaluation in the future

It is interesting to note that in the elaboration made

possible by the comment area in this question, respondents seemed, in some areas, to contradict earlier answers. For example, "conferencing" received the lowest overall mean response (indicated in Table 38) across all respondents to the written survey. But in comments about changes in "personal style" of evaluation, the subject of "conferencing" received several (34) specific comments, indicating that conferencing skills were perceived here to be part of a "personal style" of evaluation, and that these participants felt changes in their conferencing skills had, indeed, occurred. Comments to question 31 related to data-gathering strategies, writing growth plans, and script-taping were positive in response to this question and in the overall mean responses. These three areas showed more consistency of response. It is clear that respondents, as indicated by both the overall mean response, and the comments offered in response to question 31, felt strongly that in the areas of data-gathering and script-taping, they had come away with significant new understandings. Writing growth plans had an overall mean response of 209 (78.3%), and 13 specific comments in response to question 31. This area, too, was one in which respondents indicated change had occurred.

Question 32 asked participants whether "formal policy" had changed as a result of training. This area is less "personal" and directed more away from the person of the

evaluator and more toward specific "formal" policy changes enacted in schools and school districts. In response to these question, as shown in Table 29, only 94 (35.2%) of the participants indicated "yes." This finding is clearly not as significant an area as that of "personal style" of evaluation, as indicated by this response. In the "comments" section of the question, 75 of the 94 who said "yes" offered comments. Of these, 12 indicated that a new policy was "in process" and a small number indicated some "formal" changes in pre-conferencing procedures, frequency of observations, and writing growth plans.

Clearly, respondents felt that areas of "personal style" had undergone change much more significantly than "formal policy." While responses to question 31 were quite positive, those to question 32 were not. Though the overall mean "yes" response for both questions taken together was 130.5 (48.9%), it was the area of "personal" style that yielded a more positive response.

It is quite possible that areas of "personal" style of evaluation are more easily perceived by respondents, and more clearly or strongly felt. Participants may feel farther away from "formal" policy, and/or less involved in enacting changes in the policy area. Also, formal policy changes take longer to enact than do personal changes in style. It could be that policy changes at the time the survey was given simply had not begun to occur yet. Over

time, changes in formal policy may become more frequent.

New Ideas/Insights (Research Question 3)

The analysis of changes in respondents' "ideas" and "insights" about evaluation, there are three areas considered. First, respondents were asked about their confidence in the ability to do evaluation after training. Second, they were asked whether their "attitude" had changed as a result of training. Third, in the most direct question, they were asked specifically if "ideas" and "insights" had changed. Confidence and attitude are considered part of the analysis of ideas and insights.

Question 27 asked participants to describe their confidence level prior to training. It is interesting that 127 (47.6%) felt they already had sufficient skills, but 140 (53.4%) said they didn't feel confident, had done little evaluation, or were ill-at-ease in doing evaluation. It is noteworthy that more than half of the respondents were not very confident in their ability to do evaluation prior to evaluation. Question 28 asked respondents if their confidence level had increased as a result of training. Here the response was quite strong, with 224 (83.9%) saying "yes." Of these 224, 154 took the time to elaborate on changes in confidence in the "comments" section to this question. Only 27 indicated that training had "reinforced" existing feelings of confidence. The remainder (127) described areas where confidence had increased in these

areas:

- training gave more "specifics" having to do with evaluation
- the practice in the training helped confidence
- overall purpose of evaluation was clearer
- more organized now about script-taping
- more "skills"

Others indicated increased confidence in data-gathering, conferencing, documentation, and developing instruments for evaluation.

What is interesting is that there were a significant number of comments describing a sense of organization, an understanding of purposes of evaluation, and practice (in the training) as sources of increased confidence. I-LEAD was apparently quite effective in helping participants' confidence levels by devoting time to the purposes of evaluation - according to respondents, understanding the reasons for evaluation more helped their confidence levels. Also, time spent on watching the video-taped lessons and the role playing exercises were helpful in increasing confidence levels. Participants placed a high value on becoming more organized about evaluation, and feeling more confident about doing evaluation as a result of becoming more organized. "Specifics" and "skills" are also given as important in helping participants with their confidence level, especially in areas of data-gathering strategy, conferencing, documentation, and developing new instruments for evaluation.

Question 29 asked participants if their "attitude"

toward evaluation had changed. The majority (143, or 53.6%) said "no." This was a high negative response, compared to the positive response indicated for question 28. Respondents clearly do not relate "confidence" with overall attitude. It is also true that I-LEAD did not necessarily set out to change attitudes, only to provide skills. Changes in attitude would only happen, where they did, as a by-product of something learned in the training. These changes are more difficult to perceive. Also, there is no question on the survey which asks if their attitude was positive toward evaluation prior to training. If it were positive already, and if training enhanced other areas (as it apparently did), then attitude could only increase. Respondents apparently felt that their attitude could only increase. Respondents apparently felt that their attitude did not change significantly.

Question 30 specifically asked participants if new "ideas" and "insights" about evaluation had occurred after training. Here, the response was very high (the highest of the three questions analyzed in this section) - 227 (or 85%) said "yes." The comments offered as part of this question were quite numerous also (there were 145), and explained in detail why respondents felt new ideas and insights and what they were. The number of comments is an indication of the strength of the feeling among participants that new ideas and insights had been acquired. It appears that respondents

separated issues of "confidence" and "new ideas and insights" from those of "attitude." I-LEAD training was apparently quite effective in changing confidence levels and providing fresh ideas and insights having to do with evaluation. That is precisely what the training set out to do, so these responses indicate that the training was quite effective in these areas. It did not necessarily set out to change participants' attitudes.

Similarities/Differences in Sub-Groups (Research Question 4)

Tables 39-48 show "strongly agree" and "agree" responses for questions 14-26 broken down by sub-groups within the total sample. In looking at Tables 39-48, for survey questions 14-26, the responses of principals (both elementary and secondary) were highest in the skill areas indicated by questions 14, 17, and 18. Recalling Table 38, for all participants, the highest three skill areas for strongly agree and agree responses were 17, 14, and 18, in that order. Responses of principals matched closely those of the total sample - they were either highest, second highest, or third highest areas of response for principals. This match was not evident with other sub-groups within the total sample. For example, question 14 was highest for high school principals, 17 was second highest, and 18 was third highest. Likewise, question 17 was highest for elementary principals, and 14 and 18 were tied for second highest. So these three skill areas (increased trust in ability to do

evaluation, data-gathering strategies, and increased skills in observation) received the highest concentration of responses from principals.

Question 14, having to do with "trust" in ability to do evaluation, though an area of high response from principals, was not among the highest three areas of response for teachers, counselors, or curriculum specialists. Principals, who evaluate regularly as part of their job, responded strongly in this area. Teachers, counselors, and curriculum specialists, who do little or no evaluation, did not respond strongly in the area of trust. So trust in their ability to do evaluation was an important consideration for principals, while it was not so important for the other sub-groups just mentioned. Since principals evaluate more frequently, the issue of their trust in their ability to do evaluation is more critical than it would be in teachers, counselors, and others.

Question 17, dealing with increases in data-gathering strategies, received the widest response across <u>all</u> participants. For teachers, department chairs, assistant superintendents, elementary principals, and counselors, this question received the strongest response. High school principals' and curriculum specialists' responses made this area second strongest in response, and superintendents' responses were third strongest in this area. So increases in data-gathering strategies were felt quite strongly across

the entire sample. Here, point of view is probably important. Those who do evaluation - principals and superintendents - reacted very positively to this question; those who don't do so much evaluation also reacted positively, so their knowledge of data-gathering strategies was important to them.

Question 18, dealing with increases in observation skills, was important for principals (second strongest response area for elementary principals, and third for high school principals).

Earlier in this analysis, it was noted that the five highest areas of positive responses involved new skills in data-gathering strategies, increased trust in ability to do evaluation, new observation skills, new understandings of the purposes of evaluation, and increased ability to analyze lesson design. It is clear from the analysis of the sub-groups that three of these five are clearly of greater importance for those who do evaluation, those being increased trust in ability to do evaluation, data-gathering strategies, and observation skills. I-LEAD training did an effective job in presenting all five of these skill areas, since they received the highest positive rate of response. But for those with the highest concentration of having primary responsibilities for teacher evaluation (principals), three of the five areas were clearly more important. The job of future I-LEAD training sessions,

then, is to strengthen effectiveness in increasing understanding of the purposes of evaluation and analyzing lesson design for principals. Particularly in the area of analysis of lesson design, which is a primary duty of the principal, this area should be strengthened so principals feel greater ability to analyze lesson design than they reported feeling in this sample. The issue of "trust" in the ability to do evaluation received a strong response from principals. This result is noteworthy, since the notion of confidence raised in question 28 received a very high "yes" response. I-LEAD training was apparently quite effective in building confidence and trust in participants. The fact that those with primary duties for evaluation reacted so strongly to this question is significant because greater trust in their own ability and greater confidence as evaluators could make these participants more open to doing more evaluation and to the ideas that will be presented to them in the next phase of the training.

Department chairs should not be left out of this analysis. Though they do not have primary duties for teacher evaluation, more department chairs may be brought into the evaluation process for teachers, as future policies incorporating elements of I-LEAD become enacted. The sample of department chairs involved in this survey was quite small, so their responses received strong responses (all tied for highest area of response) across 9 and the 13

target areas in questions 14-26. Future I-LEAD training sessions may involve department chairs more, as they become more directly involved in the evaluation process for teachers.

Analysis of Interview Data

Introduction

As mentioned earlier in the study, to accompany the data gathered in the written survey, the researcher interviewed 30 of the principals in the sample, to give this sub-group of the sample the opportunity to expand on their answers in certain specific target areas: observing skills, recording skills, and reporting skills. The purpose of the interview was to give these 30 principals the opportunity to furnish further information and opinion in these areas, to give some depth to the study from people whose primary responsibilities involve teacher evaluation. Of the 99 principals, elementary and secondary, found in the written survey sample, 98 indicated that they had primary obligations for evaluation of personnel. Of these, 30 were selected for interview. As explained earlier, it was felt that this sample size was large enough to yield reliable results, and small enough not to become unwieldy. Principals from both elementary and secondary areas were chosen for interview.

Demographic Information

A complete copy of the "Interview Questionnaire" has

been furnished in Appendix K. Respondents were asked to furnish their name (question 1) and job title (question 2), and highest university degree held (question 3). All gave their names, their job titles were either elementary principal or high school principal, and they held various university degrees. They were asked, in question 4, to describe, briefly, their primary responsibilities, giving particular attention to any responsibilities for performance evaluation. Respondents gave various answers to this question, including staff development, in-service for faculty, budget, and responsibilities for evaluation. Question 5 asked respondents if they recalled when they took I-LEAD training, and all did.

Research Question 5

The fifth research question centered around interview subjects' responses to questions about skills in observation, recording, and reporting. Of particular interest are the answers which were the target of the interview - those relating to improvement in observation skills (question 6, part 1), improvement in data recording (question 6, part 2), and improvement in writing reports based on the gathered data (question 6, part 3).

Data obtained from principals in the comments about these areas are important. This area of study zeroes in on three particular skills that are at the heart of teacher evaluation. Most of the time, the specific context for

observation, recording and reporting is the classroom lesson of the teacher. So observation in this sense becomes the act of observing or watching the lesson being taught, but can also include all the teacher and student activities that go on in this act. Recording primarily refers to the note-taking and script-taping that occurs during the observation of a lesson. Reporting refers to writing the post-observation report in a very narrow sense. In a wider sense, reporting can include any of the various reports involved in evaluation of personnel. In this context, however, it refers to writing reports involving evaluation of teachers.

These three skill areas - observing, recording, and reporting - include most of the essential skills I-LEAD attempted to include in the training sessions. Good evaluation is defined in training as including special skill in these three areas. So principals' comments about how training addressed these areas for them are particularly useful. The interview allowed for more expansive answers in these key areas.

Principals were asked about skills in observation. It should be noted that 89 of the 99 principals involved in the written survey sample (89.9%) indicated "strongly agree" or "agree" to the question about increases in observation skills. Principals in the interview sample reacted quite positively to this question also, and often discussed at

length their skills in observation after training. Some respondents made single statements, but most expanded. The comments offered by principals in the interview suggested that improvement in observation skills resulted from:

- more knowledge of the specifics involved in analyzing lessons
- greater knowledge of the concept of anticipatory set
- knowledge of helping teachers with setting goals
- pre-instructional planning related to success of in-class activities
- importance of the instructional objective
- knowledge of questioning behaviors of the teacher, and verbal flow analysis evaluation during instruction
- ability to use different approaches (wide or narrow lens) in observation

These comments offer some clue about why principals felt their skills in observation had increased, and what principals felt was important in the act of observing lessons. Their primary duty to evaluate teachers helped them glean from training these specific areas having to do with observation, and assisted in the improvement of their skill in the observation of lessons. It is significant that training was apparently quite effective with principals in helping with knowledge of anticipatory set, goal setting, pre-planning, instructional objective(s), questioning behaviors, and different observation "approaches." It is also interesting that principals related these specific skills to being better observers of good lessons. In looking at these comments about observation skills, one can get a good prioritizing of what is important in good

observation skill, according to people who do it all the time. Future sessions of I-LEAD could emphasize these elements more, and expand on them, to increase even further principals' skills in observation. It is also helpful to note the other areas where these specific skills listed might spill over. For example, in noting greater knowledge of the concept of anticipatory set, principals are also saying that their skill in recognizing the review of prior learning, the preview of upcoming learning, and the involvement of students in both (all three elements of anticipatory set emphasized in training) they are also saying that these special skills have been augmented. Likewise, the concept of setting "goals" has application in setting instructional goals for the pre-observation setting, as well as setting future improvement goals as part of the PIC program. The notion of pre-instructional planning, emphasized as part of the pre-observation activities of teacher and evaluator, receives emphasis here in the comments from principals. Most pre-observation activity, at least as outlined by training, includes discussion of teacher and student "activities" during the lesson, how students will be evaluated during the lesson, how the teacher will monitor the lesson, and what instructional objective(s) is operative for the lesson. The positive comments from principals about having new skill in this area of pre-instructional planning impacts all these areas. The

concept of verbal flow analysis also received very positive comments from principals. This skill allows principals greater involvement in analysis of specific verbal behaviors of teachers and students. Verbal flow is an area where teachers can often benefit from special help from the observer.

In the area of recording job performance, interviewees were positive, but not as positive here as in the other two skill areas selected for study. Skill in recording was addressed in question 19 on the written survey, and received an overall "strongly agree" or "agree" response, across all participants, of 206 (77.2%). Within the principal sample, the response was lower (76.8%). Nevertheless, within the interview sample, principals did elaborate about increased skills in recording of job performance involving teachers. Increases in skill in recording job performance of teachers, according to these respondents, was attributable to:

- organizing and structuring the data
- "yellow-pad" approach clear to them
- ability, after training, to consider other components beyond what they already were used to doing
- teacher "decisions" about pacing and variety helped with recording
- format and notation taught in training helped them be better recorders

Responses here are revelatory. Subjects were not as effusive here as in the other two skill areas of the interview. The comments suggest that training did assist in specific areas (outlined above), but fewer respondents

commented in this area, and the spectrum of comments wasn't as wide as in the other two areas. Two conclusions can be drawn. First, training was apparently strong in specific areas: organization and structure, approach and format (for data recording), and teacher "decisions." Training was very helpful in these areas, enhancing participants skills. Second, subjects were quite empathic in this area that not enough time was spent in practice of doing recording. Recording while videotapes of actual lessons are being taught was something participants felt there should have been more of. During I-LEAD training, some time is spent having participants view videotaped lessons, and take notes on the lesson. Some time is spent on discussion, depending on the particular instructor, and also depending on whether the remainder of the content is covered adequately. Principals were quite strong in their comments that not enough time was spent on this activity. While on the one hand they indicated that they were better organized for doing recording, they were clearly not positive about having had enough time to "practice" the skill of recording. Approaches to recording, particularly the "yellow pad" approach using either wide or narrow lens data gathering, received positive comments, but principals wanted more actual practice and sharing with each other.

The third skill area - that of increased skill in reporting job performance, was covered in question 20 on the

written survey. A total of 211 responses (79.0%) across all participants in the "strongly agree" and "agree" categories was noted in that survey. Within the sample of 99 principals, the rate of response was 81, or 81.8%. Comments from principals in the interview sample are helpful in understanding where increases in skills in reporting came from:

- structure and organization of the report
- knowledge of how to design a report format appropriate to their setting
- confidence in formal reporting had increased
- importance of reporting in helping with conferencing and goal-setting

Interview subjects were clear about skill in reporting - they felt training had been helpful. The skills mentioned above were important to subjects in gaining greater skill in reporting job performance. Training seems to have done an effective job in helping subjects gain new skill in organization and structure, design of formats particular to their setting, confidence, and ability to relate reporting to good conferences and goal setting. Subjects in this section of the interview amplified these comments in one particular area: planning and goal setting with the teacher. They offered that good reporting was necessary for future planning (growth plans and PIC's) with teachers. Since growth plans and PIC's are an important part of the TPE cycle, training did an effective job in these areas. Once again, though, subjects spoke of the shortage of time in getting practice in doing reporting - including various

kinds of reports an evaluator could write, such as the observation report, the summative report, and the PIC (Professional Improvement Commitment). Principals' comments spoke generally about "structure" and "organization" of the report, and knowledge of how to design a "format" appropriate to their particular setting. Also, principals noted increased confidence in their ability to do good reporting. It is important, though, that principals did not emphasize greater skill at writing particular kinds of reports. They understood that good reporting was important for planning and goal setting, but their positive responses are more general in nature. The fact that they indicated strongly that they felt the need for more practice may suggest that specific reporting areas (e.g. summative report, post-ob report) may have been mentioned more in the interviews.

It is clear from the interview data that skills in these three areas were addressed in the training. Subjects offered positive comments in all three skill areas, with increased skill in recording receiving the least enthusiastic comments from them. But it is also clear that subjects felt caught short on time in the training. One of the most significant remarks made by subjects had to do with the ability to apply training. In both the area of recording and reporting, subjects discussed the ability to design approaches and formats unique to their setting, using

the skills developed in I-LEAD training. This is significant, because it indicates that training empowered subjects to apply their learning to their own setting. As more sessions are held, and the common language of evaluation shared more widely, the application of trainees to their own job settings could broaden the use of the concepts shared in I-LEAD.

Summary

This chapter discusses the subjects involved in the study, explaining the selection of individuals for both the written survey and interview samples.

It explains the format of the written survey and interview questions, and presents the data resulting from both instruments.

It discusses and analyzes data from both the written survey and interview questionnaire, paying particular emphasis to the five research questions that were introduced earlier in the study, and how the data related to answering the five research questions. Positive response patterns are reviewed and analyzed.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Introduction

This chapter will include: a) a summary of the study; b) conclusions of the study; c) recommendations; and d) suggestions for further research.

Summary

Chapter I introduces the study. It outlines the purpose of the study, and gives the five research questions which guide the study. The written survey and interview questionnaire are explained. Assumptions behind the study are offered, along with the Iowa Department of Education's seven "competencies" mandated for training programs in evaluation skills. Definitions of terminology for the study are offered. The procedure and methodology are given, and the subjects used in the study are explained. The scope and limitations of the study are reviewed, and the chapter ends with a brief overview of the study.

Chapter II reviews the literature on performance evaluation, as it relates to this study. The rationale and role of the study are given. Specific skills in evaluation later involved in the I-LEAD training are outlined in this

chapter, with some discussion. The training model which lies at the heart of this study is explained.

Chapter III begins with a discussion of the subjects of the samples. The written survey is introduced, and the final return rate on written responses is given. The sub-sample of principals is explained, with a rationale offered for the size and make-up of the sub-sample. A thorough discussion and analysis of the data in Tables 1-33 is included in this chapter, centering around the five research questions for the study given in Chapter I. Various patterns of positive responses to survey questions are examined. Reported changes in policy and procedure are analyzed, and sub-groups of the total written survey samples are reviewed, in terms of similarities and differences. Tables 39-48 present the data for these sub-groups. Interview data are given and analyzed. Comparisons are made, when appropriate, to the numerical data from the written survey.

Conclusions of the Study

Demographic data discovered in questions 1-13 on the written survey are summarized for informational purposes.

Conclusions found in the study are centered around the five central research questions outlined at the outset. Conclusions 1-6 were drawn primarily from the survey, though some interview subjects touched on these areas also. Significant results are summarized here:

1. there was a significant positive response to questions 14-26 in the written survey suggesting that there was a broad spectrum of agreement ("strongly agree" and "agree") across all participants that skills in these thirteen question areas had been sharpened or increased;
2. confidence of participants to do performance evaluation was increased - over half indicated little or no confidence prior to training, but a larger number noted that training had increased their confidence;
3. a significant number of participants reported that changes in their personal style of evaluation had occurred as a result of training, and enumerated these in comments;
4. only a small number reported that changes in "formal" policy had occurred;
5. though changes in attitude about evaluation were relatively low, changes in "ideas" and "insights" were more widespread;
6. principals (defined in the study has having primary responsibilities for evaluation of teachers) stated that skills had been sharpened in three specific areas: increased trust in ability to do evaluation, increased data-gathering ability, and increased skills in observation;
7. interview subjects were more positive about new skills in observation and reporting than they were in skills related to recording, but offered many comments in all three skill areas.
8. interview subjects indicated that there had been an increase in the frequency of their classroom observations.
9. interview subjects indicated that more time was being devoted to inservice with faculty on areas covered in the training.

Recommendations

It is evident from the research conducted for this study that the I-LEAD training experience was, on balance, beneficial for the respondents polled in the study, both in the written survey and in the interview. Some recommendations are in order.

First, though the deadline (July 1, 1990) has already

gone for "evaluators" to complete training for their evaluator's license in Iowa, I-LEAD should continue, even if not in its present form.

Second, in the future, planners of other training should consider using two approaches, one for those who have to do evaluation, and one for those who do not. Though the respondents, generally, felt increases in skills having to do with evaluation, two particular points of view emerged. Those with responsibilities for evaluation come at it from their point of view. Those without any responsibilities benefitted, too, and by separating (in two different courses) the two groups, both might benefit more. Special emphasis could be given, where appropriate, depending on whether the audience had evaluation responsibilities or not.

Third, in planning the next component (the same people have to complete this by July 1, 1995), there may be some value in polling these respondents, and others who have completed training since this study was done, to seek input about what elements the second component should contain.

Fourth, the scope of the training should be reviewed. Taking some of the emphasis on certain skills out of the program, if the present 30-clock hour frame is kept, may make respondents experiences more positive in areas where it was not. Extending the time frame, if the same segment of performance evaluation skills are covered, is another option. The point is that where a feeling of confidence

before training is not an issue, and with some respondents it was not, perhaps looking at the time allocation would benefit future trainees.

Fifth, wider applications of this training should be examined. It is clear from the data that this kind of training program was of some benefit, both to evaluators and those being evaluated. There are several educators who are going without benefit of the experience simply because they are not charged to complete this training. Those elements which received very high positive responses from these participants should be reviewed for their potential for inclusion in other kinds of approaches and programs.

Suggestions for Further Research

Some suggestions for further research seem to be in order, given the results of this study.

It would be interesting to examine responses of other states (outside Iowa) in terms of mandates for reform. The program studied here is one: it would be beneficial to look at others, so comparisons could be made.

It would be interesting to poll the same 30 principals some time hence (perhaps a year) to ask the same questions over again. Long-term impact of some increases in evaluation skills would be known then, and the interview sample would have a new chance to describe in detail the impact on evaluation in their school.

Interviewing some of the other sub-groups within this

total sample might also be beneficial. The principal sample came at their responses with their point of view. Interviewing teachers who took training might be interesting, in terms of getting their perspective as non-evaluators. Since, in the written survey, teachers indicated very positive responses, interviewing them, as an example of a sub-group, might shed some light on the effect on non-evaluators.

Formal policies for evaluation of personnel in Iowa should be examined, to see the impact of this state-mandated program on policy and procedure. Though respondents in this study seemed to rate this area low, perhaps over time more policies and procedures will see the effects of this program.

Student achievement is an important factor in this kind of study. Some research should be conducted in schools and school districts where new programs or policies have been initiated with I-LEAD concepts in place. Results on student achievement could be seen, and the effectiveness of the new policies scrutinized.

For the sake of instruction, more research could be conducted on how various elements of a given sample felt about changes in evaluation skills. A thorough study of teachers, superintendents, etc. might be helpful. It might also be helpful to look at more experienced evaluators over less experienced ones, or attitudes of those who had several

college hours in supervision and evaluation over attitudes of those who didn't. This study covered some of this ground. But there is more to do.

Finally, it is difficult to gauge the entire impact of a mandate such as this one in one study. Over the course of the next several years, it would be beneficial to continue to look at all the various aspects of this program and its impact on Iowa schools. The issue needs to be re-visited, from several different angles, to see the effectiveness of the mandate, in concrete ways, in Iowa schools.

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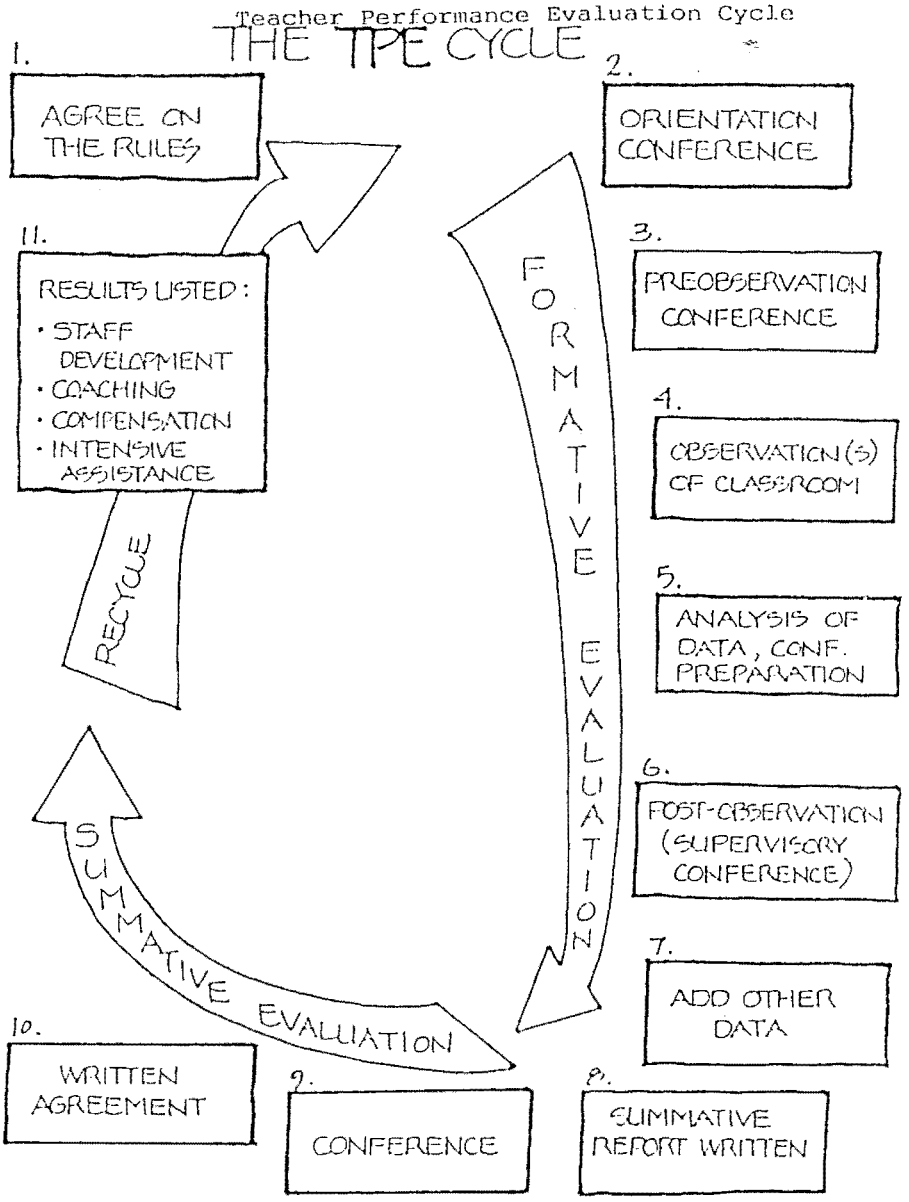
APPENDIX A

Appendix A

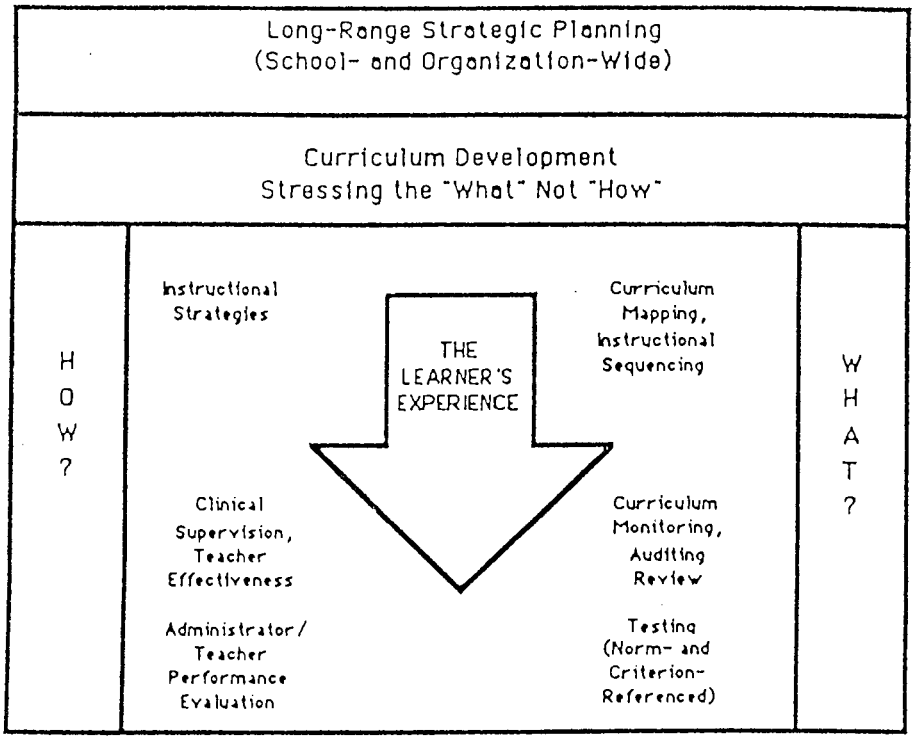
Teacher Performance Evaluation Cycle



APPENDIX B

Appendix B

School Improvement Model (SIM)

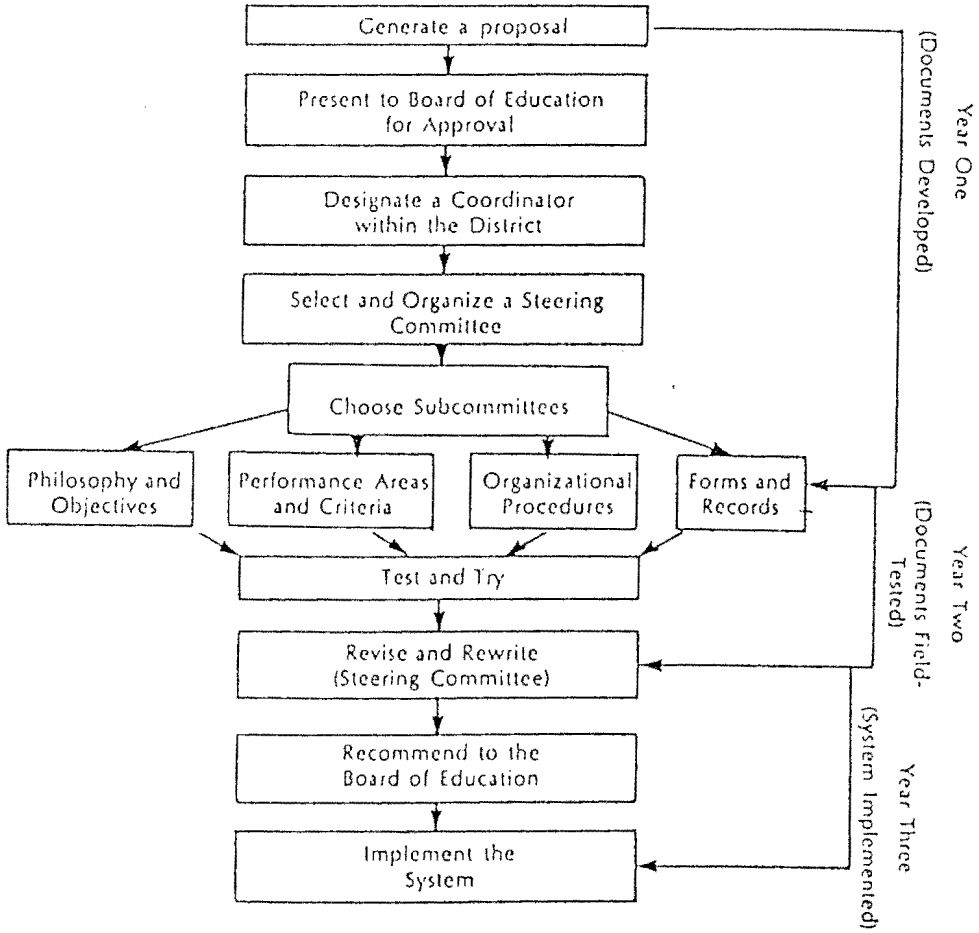


from: Manatt, Richard, "Raising K-12 Student Achievement in a Public System: A Case Study of First and Second Wave School Reform," Occasional Paper 89-1, Iowa City, Iowa, 1989.

APPENDIX C

Appendix C

Time Frame for Developing a Performance Evaluation System

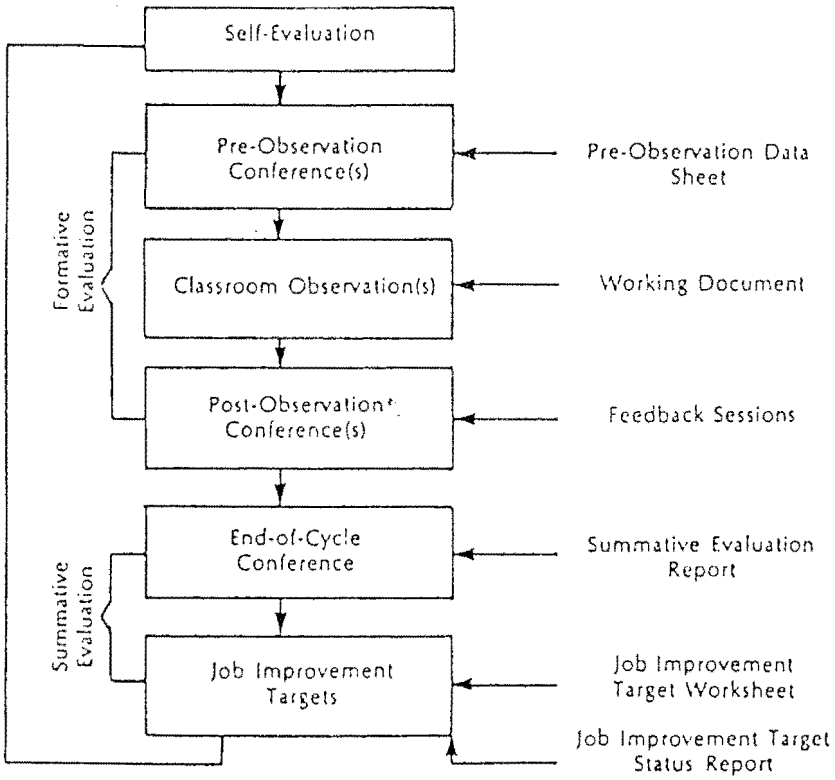


from: Stow, Shirley & Sweeney, Jim, "A Comprehensive Three-Year Process For Planning a system of Accountability Can Insure Discriminating and Valid Results," Educational Leadership, April, 1981, 539-541.

APPENDIX D

Appendix D

Flow Chart of a TPE Cycle

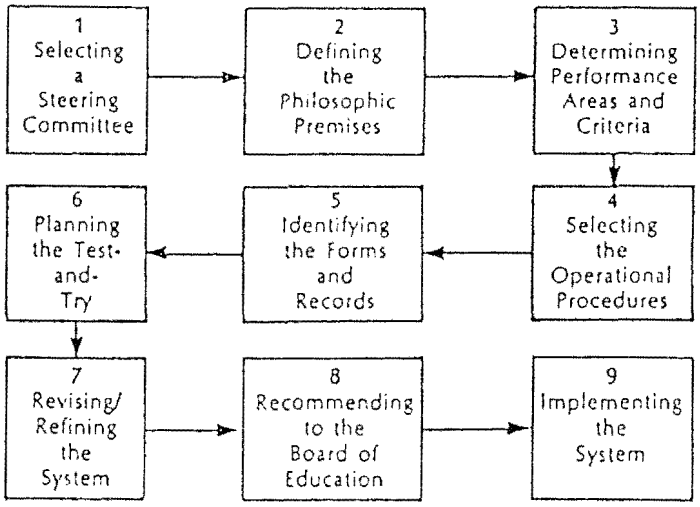


from: Stow, Shirley & Sweeney, Jim, "A Comprehensive Three-Year Process For Planning a system of Accountability Can Insure Discriminating and Valid Results," Educational Leadership, April, 1981, 539-541.

APPENDIX E

Appendix E

Sequential Steps for Developing a TPE System



from: Stow, Shirley & Sweeney, Jim, "A Comprehensive Three-Year Process For Planning a system of Accountability Can Insure Discriminating and Valid Results," Educational Leadership, April, 1981, 539-541.

APPENDIX F

Appendix F

Pre-Observation Data Sheet

Teacher _____

Class _____ Date __/__/__

Period _____ Room _____

FORMATIVE REPORT: PRE-OBSERVATION

1. What topic will be taught? Is this new learning, review learning, or diagnostic?

2. What are the instructional objectives for this lesson? What curriculum guide reference is appropriate?

3. What teaching methods and procedures do you plan to use to accomplish the instructional objectives?

4. What student activities are planned?

5. What techniques will be used to evaluate student accomplishment of the objective(s)? What data, if any, will be collected for analysis?

6. Tell me about the students in the class.

7. Are there any particular teaching behaviors that you especially want monitored?

APPENDIX G

Appendix G

Professional Improvement Commitment

Name of School:

(Teacher Name) Department Date / /

Performance Area: (check one)	Criterion from Evaluation policy on which PIC is based:
___ productive teaching technique ___ organized, structured class ___ positive interperson ___ professional responsibilities	(this space is used to cite specific criteria from evaluation policy)

I. GOAL (GENERAL INTENT)

II. SPECIFIC MEASURABLE BEHAVIOR (WHAT WILL BE DONE?)

III. PROCEDURES (How will it be done?)	
Steps:	Time Line:

IV. PROGRESS CHECK (How is it going?)

Evaluator's Comments:

Appendix G

V. FINAL ACCOMPLISHMENT (How will you know it has been accomplished?)

EVALUATOR'S COMMENTS:	EVALUATEE'S COMMENTS:
___ fully accomplished ___ partially accomplished ___ not accomplished	

(Signature) (Date) (Signature) (Date)

APPENDIX H

Appendix H

SEVEN GOALS

1. Developing trust and credibility as an evaluator, to include an understanding of interpersonal behaviors and their impact on success or failure of evaluation efforts.

2. Identifying and analyzing effective teaching and performance behaviors utilizing position descriptions (to include establishing a direct relationship between position descriptions and the evaluation of performance).

3. Analyzing lesson design (to include attention to artifact collection and relevant student data).

4. Observing, recording, and reporting job performance (to include monitoring student achievement, classroom management, the effective use of time, and developing facility with evaluation models/processes).

5. Conducting effective evaluation conferences (to include oral and written communication skills).

6. Developing growth or improvement plans (to include goal setting and motivation strategies).

7. Developing an understanding of the purposes and legal aspects of evaluation.

(from the Iowa Department of Education)

APPENDIX I

Appendix I

PARTICIPANT FOLLOW-UP SURVEY
I-LEAD EVALUATOR APPROVAL TRAINING

Directions: Please answer each question as it applies to you. Answer questions right on these pages.

1. Name: (Optional) _____

2. Sex: (Circle: M F)

3. Age: ___ 20-25 ___ 26-30 ___ 31-35
___ 36-40 ___ 41-45 ___ 46-50
___ 51-55 ___ 56-60 ___ 61-65
___ Over 65

4. What is the highest university degree you hold?
___ Bachelor's ___ Master's
___ Doctorate ___ Other (Describe)
_____
_____

5. Specify the name of your degree, and your major:
_____

6. How many hours of undergraduate education courses do you have? (_____) Of these, approximately how many hours are in supervision? (_____)

7. How many hours of graduate education courses do you have? (_____) Of these, approximately how many hours are in supervision? (_____)

8. What is your position (job title): _____

9. What is your work setting: (Circle) a) elementary school, K-5; b) middle school or junior high 6-8; c) secondary school 9-12; d) other _____

10. Were you in your present position at the time you took the I-LEAD evaluator training? ___ Yes ___ No

I-LEAD Survey - Page 2

11. If your answer to #10 was "no," please give your position title at the time you took evaluator training; if your answer to #10 was yes, proceed to #12.

_____

12. Do you have supervisory responsibilities, involving performance evaluation of others, as part of your job?
___ Yes ___ No

13. If the answer to #12 was yes, are the people you evaluate primarily: a) teachers b) administrators c) other(s)

_____

For questions #14 thru #21, please CIRCLE the letter that represents your best response to the statement, as follows:

SA = if you strongly agree with the statement
A = if you generally agree with the statement, but have some reservations
U = if you are undecided
D = if you generally disagree with the statement
SD = if you strongly disagree with the statement

14.	The I-LEAD evaluator training program helped me develop trust in my abilities as an evaluator.	SA	A	U	D	SD
15.	I-LEAD training helped my understanding of the impact of interpersonal behaviors on the success or failure of evaluation efforts.	SA	A	U	D	SD
16.	The I-LEAD training increased my ability to analyze lesson design (to include artifact collection and relevant student data.)	SA	A	U	D	SD
17.	I-LEAD training increased my knowledge of administrator data-gathering strategies for evaluation.	SA	A	U	D	SD
18.	I-LEAD training sharpened my ability to observe job performance (including the monitoring of student achievement, classroom management, and effective use of time.	SA	A	U	D	SD

I-LEAD Survey - Page 3

19.	I-LEAD training sharpened my ability to record job performance during classroom observations of teachers.	SA	A	U	D	SD
20.	I-LEAD training sharpened my ability to report job performance following classroom observations.	SA	A	U	D	SD
21.	My conferencing skills (including oral and written communication skills) have become more effective, in conducting better evaluation conferences.	SA	A	U	D	SD
22.	I-LEAD increased my ability to develop growth or improvement plans (including goal setting and motivation strategies).	SA	A	U	D	SD
23.	I have an increased understanding of the purposes of evaluation, after I-LEAD.	SA	A	U	D	SD
24.	I have an increased understanding of the legal aspects of evaluation, after I-LEAD.	SA	A	U	D	SD
25.	I-LEAD has increased my ability to identify effective teaching behaviors, utilizing position descriptions.	SA	A	U	D	SD
26.	I-LEAD has increased my ability to analyze strengths and weaknesses in effective teaching behaviors, utilizing position descriptions.	SA	A	U	D	SD

Please answer the following questions by circling the answer that best describes your feeling:

27. How would you describe your confidence level in doing performance evaluation, prior to I-LEAD training:

    a) I felt I had sufficient skills and/or experience to do a good job with evaluating performance
    b) I had done little or no performance evaluation
    c) ThoughI had done some evaluation, I felt somewhat ill at ease in some situations where I had to evaluate
    d) I feally didn't feel confident at all

I-LEAD Survey - Page 4

28. Did I-LEAD training make you more confident in your ability to evaluate performance evaluation? Please explain.

a) ___ Yes b) ___ No

_____

_____

_____

29. Did I-LEAD training change your attitude toward performance evaluation? Please explain.

a) ___ Yes b) ___ No

_____

_____

_____

30. Did this training give you any new insights or ideas into performance evaluation? Please explain:

a) ___ Yes b) ___ No

_____

_____

_____

31. As a result of evaluator training, have you implemented any changes in your personal style of evaluation?

a) ___ Yes b) ___ No

Please explain: _____

_____

_____

I-LEAD Survey - Page 5

32. Have you initiated any new evaluation procedures in your school/school district as a result of your training in I-LEAD?

a) ___ Yes b) ___ No

Please explain: _____

_____

_____

If you evaluate teachers, please answer #33.

33. How many teachers have you evaluated since you finished evaluator training?

Approximately: a) 0-5 b) 6-10 c) 11-15 d) 16-20

e) 21-25 f) over 25

If you evaluate administrators, please answer #34.

34. How many administrators have you evaluated since you finished I-LEAD evaluator training?

Approximately: a) 0-5 b) 6-10 c) 11-15 d) 16-20

e) 21-25 f) over 25

If you evaluate other personnel, (not teachers or administrators) please answer #35.

35. How many other personnel have you evaluated since you finished evaluator training?

Approximately: a) 0-5 b) 6-10 c) 11-15 d) 16-20

e) 21-25 f) over 25

APPENDIX J

Appendix J

September 11, 1989

Dear I-LEAD Participant:

You are a former participant in I-LEAD evaluator approval training, and I am asking your help.

The enclosed survey is part of my doctoral dissertation, and I'd appreciate it if you would take the time to complete it and return it for me.

I am studying the effects I-LEAD training has had on school personnel who took the course. In the questions within the survey, I am attempting to find out whether the training resulted in specific changes in either your personal style of evaluation of personnel or in a policy or policies on evaluation within your school or district. The resulting study will attempt to outline those changes, and, in a special way, focus on changes in observation, recording, and reporting of data.

Your participation in this survey is a vital part of the study, and I hope you can find the time to help by completing the survey as quickly as possible. Your identity will remain confidential throughout the process. If you wish to receive a copy of my findings, please just let me know.

Thank you in advance for your assistance in this research project.

Yours,

James M. Dowdle
Principal

APPENDIX K

Appendix K

INTERVIEW QUESTIONNAIRE
FOR DOCTORAL DISSERTATION

Legend: Q = questioner
R = respondent

1. Q: Would you state your name, for the record?

   R: _____

2. Q: Please give me your job title.

   R: _____

3. Q: What is the highest degree you hold?

   R: _____

4. Q: Could you describe, briefly, your primary responsibilities, and be careful to give particular attention to any responsibilities for evaluation of personnel, if you have them.

   R: _____

   _____

   _____

5. Q: Do you recall when you took I-LEAD training?

   R: _____ No _____ Yes (When _____)

Q: THREE PARTICULAR AREAS OF INTEREST FOR MY STUDY ARE IMPROVEMENT IN CLASSROOM OBSERVATION SKILLS, DATA GATHERING AND RECORDING, AND REPORTING OF JOB PERFORMANCE. AS I NAME EACH ONE, PLEASE COMMENT ON IF YOU FEEL I-LEAD ENHANCED YOUR SKILLS IN THOSE AREAS AND, IF SO, HOW

1. OBSERVATION SKILLS

Interview Questions -- 2

2. RECORDING DATA

3. REPORTING (WRITTEN)

---

7. Q: How has I-LEAD had an impact on your conferencing skills, if it has.

R:

---

8. Q: Please comment on the strengths of the I-LEAD program as you look at how it has helped you in the job duties you presently hold.

9. Q: Has I-LEAD had any impact on evaluation within your school or district, in terms of changes in policy.

10. Q: Comment on any weaknesses you feel exist in the I-LEAD training.

APPROVAL SHEET

The dissertation submitted by James Michael Dowdle has been read and approved by the following committee:

Dr. Melvin P. Heller, Director
Professor, Educational Leadership and Policy Studies, Loyola University of Chicago

Dr. Max A. Bailey
Associate Professor, Educational Leadership and Policy Studies, Loyola University of Chicago

Dr. Edward T. Rancic
Assistant Professor, Educational Leadership and Policy Studies, Loyola University of Chicago

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

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

November 21, 1990
Date

Director's Signature