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Teacher Observation in Selected Secondary Schools of the Archdiocese of Chicago

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TEACHER OBSERVATION IN SELECTED SECONDARY SCHOOLS OF THE ARCHDIOCESE OF CHICAGO

by

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VITA

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CHAPTER I

INTRODUCTION

Purpose

The purpose of this study is to document, assess, and examine teacher observation methodologies that are currently used in the Archdiocese of Chicago secondary schools. There are 52 high schools in the Archdiocese organized into four Councils.

None of the schools is owned by the archdiocese, and the affiliation with the archdiocese is formal only insofar as the schools teach religion, are Catholic by affiliation, and as such come under the authority of the Cardinal in matters of faith and morals. There is an Office of Catholic Education with a staff that coordinates activities within and among the schools. The office provides services to the schools. This office is supportive, not authoritative in nature.

The four councils are affiliations of schools designed to be supportive to their administrations in matters of policy and procedure and to assist the administrators in coordinating calendars, activities, and some areas of staff development.

The high schools have several governance models. Some

function as parish schools, some as interparish or combined schools, some as run by specific religious orders. Depending on the model, the ultimate decision-making power rests with the pastor or the religious congregation.

This study investigates the observation process in the Council II schools. It documents the extent to which observation is done and by whom in each of the schools; it assesses the reported effectiveness of the procedure by the people who either observe or who are observed; and it examines the various methodologies used in the observation process.

The purpose of the study is to consider the variables involved in teacher observation, to determine and describe their impact, and to make recommendations concerning future programs of teacher observation.

The research questions are:

1. Are teachers who are observed in a clinical context more satisfied with the observation process than those who are not?

2. Will those responsible for teacher observation evaluate the program as more successful when they perceive it to be part of a comprehensive staff development program in that school?

3. Will observers evaluate the teacher observation process more favorably than those being observed?

4. Can the same observer perform both evaluative and

supervisory roles?

5. Are there ways to improve the teacher observation process within and among the schools?

Justification

Because Catholic schools have different governance models from public and since the rights of Catholic school teachers differ from those of public school teachers, the purpose, methodology, frequency, and people participating could differ. Since there is not policy about evaluation and supervision of teachers in the archdiocesan secondary schools, these could easily vary from school to school.

Although Catholic schools are in a different legal situation than public,[1] principles of good pedagogy, supervision, and evaluation still apply and need to be understood and investigated. The legal situation of Catholic schools will be discussed in detail in the Review of the Related Literature, but it should be understood here that Catholic school teachers do not have the same Constitutional freedoms that public school teachers do except in the areas concerning discrimination. The application to these schools of the principles of pedagogy, supervision, and evaluation grows out of the understanding by administrators and teachers that these are necessary for

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[1]Sister M. Angela Shaughnessy, SCN, Ph.D., Teacher Supervision, Evaluation, and Contract Renewal: Legal and Pastoral Concerns. Presentation to NCEA Convention, Annaheim, California, April 3, 1986, ERIC ED 270 892.

the operation of quality schools, not for the satisfaction of legal rights. Thus, teacher observation needs to be done within a context of overall staff development within each school in order to be effective. By placing observation in this context, observers and teachers look at the quality of instruction and how to improve it. The teacher theoretically feels less isolated in his teaching, and experiences the support necessary to improve.

Current trends in education including teacher empowerment, peer coaching, and the professionalization of teaching may look different in the Catholic sector because of its different organizational and governance models. It should also be true, however, that teachers and observers alike, because they are human, will experience some of the same difficulty that their public school counterparts experience, e.g. different expectations of the person being observed and the observer of the outcome of the process, possible mixing of messages when the same person is the supervisor whose job it is to provide support but also to evaluate.

Legally in Catholic schools, or in any private schools, tenure does not exist by law; however, it can exist by the policy of individual institutions. Given this legal difference between private and public schools, it seems to follow that, without formal tenure, the process of observation could potentially be more threatening than if

tenure existed.

Procedure

Once the research questions were identified, a sample was selected. The Council II high schools were selected for several reasons. Council II is the largest of the four councils, is the most diverse, and would thus provide the most adequate sample. It includes schools from the far southwestern suburbs to the northeast portion of Chicago itself. School size in the Council ranges from 200 to 2,000. The Council consists of fifteen schools. One school was chosen to field test the instruments before they were administered and one school's principal did not approve his school's participation in the study. Thirteen schools participated.

A letter (Appendix B) describing the study and asking for permission to conduct it in each school was sent to each principal. The principal was asked to approve, to approve with reservations, or to disapprove of the study being done. The principals were also asked to name the assistant principals who did observations, to provide a list of department chairs who did observations, and to provide a faculty list.

Twelve of the principals approved of the study, one approved with reservations, and one did not reply.

Two parallel surveys (Appendix B) consisting of demographic data and 25 question questionnaires were

designed and field tested. People who did observing and people who were observed were asked to respond to their respective questionnaires on a four point Likert-type scale. Based on feedback from the field testing, alterations and clarifications were made on the instrument.

From the lists provided by the principals in response to the letter described above, two department chairs and four teachers were selected at random to receive the questionnaires. One school, the one whose principal approved with reservations, does not have department chairs do observing, thus that school received questionnaires for only the principal, assistant principal, and four teachers. Another school has two assistant principals who do observing, so that school received five questionnaires for observers and four for teachers who are observed.

A letter was written to each principal, assistant principal, department chair, and teacher who was asked to complete the survey. A code was established to assist with data analysis by school and by title of person completing the questionnaire. Schools were designated by letters A through N. Principals were designated "1," assistant principals "2," department chairs "3" and "4," and teachers "11" through "14." Thus, the questionnaire for the principal for school A would be labeled "A1."

The letters, stamped envelopes for returning the questionnaires, and the coded questionnaires were enclosed

in individual envelopes for each respondent with the respondent's name on the envelope. Each school's envelopes were sent in one package to the principal for distribution.

Based on the answers to the survey, the two schools reporting the most positive responses to their experience of teacher observation and the two reporting the most negative were selected for interviews. "Positive" and "negative" responses were determined by the following analyses:

1. The means of scores for each question for the observers in each school were compared to the means of scores for the teachers in each school.

2. The total means of scores for all questions for observers in each school were compared to the total means of scores for all questions for teachers in each school.

3. Means of scores of total responses for all schools' observers were compared to means of scores of total responses for all schools' teachers. This was done for each question and for the total number of questions.

4. Written analysis of the survey data was used to supplement and illuminate discrepancies for use in the interview analyses.

Thus, "positive" would indicate high correlation within a school of positive assessment of the process on the majority of questions answered by observers and observed. "Negative" was determined in one of two ways:

lack of positive correlation on the majority of responses between observers and observed within the school, or positive correlation of negative responses within the school.

Appointments were made with the principals and the respondents in each of the four schools. Six to eight personal interviews were conducted at each of these schools. A total of twenty-seven interviews occurred. During the interviews respondents were asked if they had any specific comments on the observation process within the school. They were also asked the following questions:

1. What staff development activities occur in this school?

2. How is the teacher supervision process in this school planned, explained, understood, and executed?

3. What could be done to improve teacher observation and supervision in this school?

4. What are the strengths of the teacher observation process in this school?

5. What are the weaknesses?

Information gathered in the interviews was used to clarify and supplement data gathered in the surveys. Information gathered from the interviews and from the surveys is of equal importance in the study.

In all parts of the procedure, care was taken by preserve confidentiality of responses. Schools were not

designated by name anywhere in the questioning or in the reporting of results. Similarly, respondents are not identified by name. During the interviews no respondent was given information as to how or why he/she was selected for interview or how others in the same school answered either on the questionnaires or in the interviews.

Definition of Terms

There are several terms used throughout this study that need to be clearly understood.

Catholic Archdiocese of Chicago is the official Roman Catholic Church in Chicago as recognized by Pope John Paul II in the Vatican and headed by Joseph Cardinal Bernardine, the official delegate of the Pope.

Council II is one of the four councils, or nominal affiliations, of Catholic high schools within the geographical boundaries of the archdiocese.

Catholic high school is any school calling itself Catholic and which educates students in grades nine through twelve.

Governance model is the definition of decision-making power used by individual schools.

Teacher observation is any act for whatever purpose, one adult in a school observes another's teaching.

Teacher supervision is considered here to be "a staff-

development activity geared to a formative approach."[2]

Teacher evaluation is any activity that results in a formal appraisal of teacher performance that could influence decisions about retaining the teacher in a school or in a system.

Formative supervision is any activity, including teacher observation whose purpose is the improvement of instruction and the professional development of the teacher.

Summative supervision is any activity between supervisor and teacher whose purpose is evaluation of the teacher for the possible purpose of non-renewal of contract or, in extreme cases, of dismissal within the terms of an existing contract.

Limitations

The limitations of this study, further explained in the final chapter in "Suggestions for Further Study", are that the study looks at the correlations within the schools and among the schools, but does not attempt to correlate the answers of specific individuals who observe to specific individuals whom they observe. This is a topic for another study and involves many more human variables than are discussed here.

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[2]Thomas Sergiovanni and Robert J. Starratt, Supervision: Human Perspectives (New York: McGraw-Hill, 1983), p. xiii.

CHAPTER II

A REVIEW OF THE RELATED LITERATURE

This study is concerned with classroom observation in the secondary schools of the Archdiocese of Chicago. It reveals who does the observing for what purpose, and how effective it is. It acknowledges, with Thomas Good and Jere Brophy that "classrooms are busy places" and that there is much room for misinterpreting what is happening there, that the biases of the teacher and/or the observer can cloud the interpretation.[1]

A review of the literature about teacher observation in the Catholic schools indicates that observation must be understood within the context of teacher evaluation and supervision. It further indicates that observation, supervision, and evaluation have meanings which are not mutually exclusive and, although clearly defined in some documents, policies, and literature, can frequently be confused in others. Thus, some of the literature interprets it as a part of evaluation, and some will use supervision and evaluation as separate activities, with supervision being formative and evaluation being summative.

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[1]Thomas L. Good and Jere E. Brophy, Looking in Classrooms, second edition (New York: Harper and Row, 1978), p. 33.

A search was done to determine whether a similar study had already been done on this topic and to identify major issues and writers connected to the topic. The following resources were checked: Resources in Education (ERIC), Dissertation Abstacts International, Reader's Guide to Periodical Literature, Current Index to Journals in Education, and the Educational Index. Investigation of these sources revealed that this study has not been done and that there was one dissertation, discussed later in this review section that has dealt with comparison of observers' and observeds' analyses of the observation process.

The review is divided into five sections: brief history of observation, observation and its purposes, observers and their roles, methods and structure of observation, and related issues unique to Catholic schools.

A Brief History of Observation and Supervision

Observation of teachers in schools has evolved in purpose and procedure in recent years. During the nineteenth century it was part of the supervisory duties that were "the total responsibility of the superintendent of schools." As such, evaluation was actually a supervisory function of the superintendent, according to Brother John D. Olsen.[2] Formal evaluation of teacher

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[2]Brother John D. Olsen, Evaluation. Guidelines for Selected Personnel Policies in Catholic Schools (Washington, D.C.: National Catholic Education Association, 1975).

effectiveness began in the late nineteenth century and was influenced during the early twentieth century by the efficiency movement. Standards that applied to business and industry were thus applied to schools. Thus, surveys, rating sheets, and standardized tests were used for teacher and school evaluation after about 1915. Thomas Sergiovanni says that his "traditional scientific management" model "represents the classical autocratic philosophy of supervision in which teachers are viewed as appendages of management and as such are hired to carry out prespecified duties in accordance with the wishes of management."[3]

The next phase of supervision was "human relations supervision" in which supervisors "worked to create a feeling of satisfaction among teachers by showing interest in them as people." Sergiovanni states that this method "promised much but delivered ltitle."[4] The current phase of supervision is "human resources supervision" which combines the understanding of the importance of teacher satisfaction, but with a clear sense of the organization.[5] Unlike the neoscientific approaches which are more job-centered and task oriented, human relations supervision is based on "needed integration between person and

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[3]Thomas Sergiovanni and Robert J. Starratt, Supervision: Human Perspectives (New York: McGraw-Hill, 1979), p. 3.

[4]Ibid., p. 3.

[5]Ibid., p. 5.

organization, and personality and accomplishment, as applied to teachers and schools as well as to students and classrooms."[6]

Olsen[7] says that current practices have evolved because of "certain movements in government, industry, and psychological research." Thus, instead of rating with rating forms or evaluation with evaluation forms, supervisors use appraisal with appraisal forms. In appraisal, the teacher is a participant in rather than the object of the observation process.

The literature indicates that classroom observation is an activity that has many purposes, methods, advantages and pitfalls. It also has many potential participants: peers, department chairs, assistant principals, principals. The seemingly simple activity can suddenly become very complex.

Observation and Its Purposes

Observation is most effective when its purpose is clear and when it is set within the larger context of professional development and supervision. Thomas McGreal states

> ... all we are trying to do is put in place a process that allows and encourages two adults to get together and talk about teaching. Recent staff development research seems to clearly support the notion that the more people talk about teaching, the better they get at it (Griffin and Barnes, 1986; Sparks, 1986).... The only two places where it (teaching talk) can

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[6]Ibid., p. 6.

[7]Olsen, p. 74.

> happen to any great extent are through staff development activities and through the conversation that is generated by teacher evaluation.[8]

The "teaching talk" lends a context to classroom observations. In order to be meaningful, observations should relate to specific procedures that are developed in the staff development program. Madeline Hunter explains,

> At the beginning of the school year, a general district of local school staff meeting should be held to explain coaching, supervision, and evaluation procedures and the staff development program that will make these procedures successful. Teachers will hear that all observations during the year, whether by peer coaches, supervisors, or principals, are for the purpose of continual enhancement of their own teaching effectiveness.[9]

Conversely, observation of teachers can also enhance the school's staff development program. Richard Bents and Kenneth Howey report the result of a 1981 study report that the typical staff development "generally took place in a group setting with minimal accommodation to individual differences.... Analysis and documentation on classroom practices were also exceedingly rare."[10] They go on to say

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[8]Thomas McGreal, "Linking Teacher Evaluation and Staff Development," Teacher Evaluation: Six Prescriptions for Success, Sarah J. Stanley and W. James Popham, eds., Alexandria, VA, ASCD, 1988, p. 4.

[9]Madeline Hunter, "Create Rather Than Await Your Fate in Teacher Evaluation," Teacher Education: Six Prescriptions for Success, Sarah J. Stanley and W. James Popham, eds., Alexandria, VA, ASCD, 1988, p. 44.

[10]Richard H. Bents and Kenneth R. Howey, "Staff Development--Change in the Individual," Staff Development/Organization Development, Alexandria, VA, ASCD, 1981, ASCD.

that effective staff development must be grounded in answering the needs of the teachers as they perceive themselves and their work.

Observation is also necessarily part of the evaluative or summative process. Because human interaction between the observer and the observed is so intrinsic to the observation, the observation act itself is very complex. Some of the complexity arises because, by definition, the perspectives of the teacher and the observer are different. Arthur Blumberg has written extensively on the topic and has noted that teachers tend to see supervisors in roles different from how supervisors see themselves. Indeed,

> ... as we talk about the helping focus of supervision in classes or workshops, the same questions come up: "Yes, but how about evaluation of the teacher? How can a supervisor be expected to develop an open, supportive, and trusting interpersonal climate when he is also expected to evaluate the teacher."[11]

Bruce Joyce and Beverly Showers have said that, "Where there has been a failure to separate evaluation and the status and power differences from supervision, it is improbable that the process will create a climate conducive to learning and growing on the part of teachers."[12] They

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[11]Arthur Blumberg, Supervisors and Teachers: A Private Cold War (Berkeley: McCutchan Publishing Corporation, 1980), p. 163.

[12]Bruce Joyce and Beverly Showers, Student Achievement Through Staff Development (New York: Longman, Inc., 1988), p. 92.

conclude that when supervision is tied to evaluation, it militates against innovation and can therefore be counterproductive. They suggest the use of peer coaching as a viable solution to this dilemma.

Robert Evans implies that, although the purposes of classroom observation are the same for teachers in all stages of their careers, the effect of the observation on the teacher can vary depending on the stage. Thus, he identifies another issue related to classroom observation.

> Supervision and evaluation offer little stimulus to veteran teachers' performance. They often suffer from perceived arbitrariness, and they lapse into ritualized routine over a long career. Moreover, as Herzberg (1987) notes, they play at best a secondary role in motivating employees, because they are intrinsic to the job itself.[13]

The observation should thus be more motivating for the beginning teacher and more "hygienic" for the veteran.

John Lovell and Kimball Wiles say that "The work of the supervisor is to influence teaching behavior in such a way as to improve the quality of learning for the students."[14] Thus, the observation should determine by objective feedback, what the students are doing in a classroom at the time in response to what the teacher is doing. Observation should be systematic, designed to give

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[13]Robert Evans, "The Faculty in Midcareer: Implications for School Improvement," Educational Leadership, 46 (May 1989):15.

[14]John Lovell and Kimball Wiles, Supervision for Better Schools, fifth edition (Englewood Cliffs: Prentice-Hall, 1983), p. 89.

feedback and to improve effectiveness.

Alan Glatthorn and Sister Carmel Regina Shields cite Goodlad (1976) and Blumberg (1974) who say that more often than not, teachers have little meaningful interaction with their supervisors and when they do have interaction, it is construed as negative and the supervisor can become a threat.[15] The threatening part of the observation process can be because of the structure of the observation, because of the personalities and style of the people involved, or because of the purpose of the observation. When the teacher perceives the observation as a threat because it is an "inspection," he will be less likely to report positive results from the experience.

Christopher Day summarizes the observation procedures which can hinder professional development. Such development can be hindered if observation systems are imposed, not negotiated; address

> agencies, issues, and concerns of administration without accounting for needs of the teacher; do not arise from and encourage trust, commitment, and confidentiality; involve one group of people using technology and knowledge to do things to another group of people in a systematic and manipulative way; fail to take into account the need for time for reflection during the school day, and fail to provide tangible support for learning after appraisal, i.e. having in-

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[15]Alan Glatthorn and Sister Carmel Regina Shields, Differentiated Supervision of Catholic Schools (Washington, D.C.: National Catholic Education Association, 1983).

service as a built-in part of the "scheme."[16]

Ironically, literature about teacher empowerment addresses the issue of teacher isolation as indicated by Gene Maeroff: "More than many other occupations, teaching is practiced in isolation that is crushing at times."[17] It would seem that observation in classrooms could help to overcome this feeling of isolation if it occurs properly.

The issue of teacher empowerment addresses an issue certainly connected to classroom observation. Largely an outgrowth of reform literature and as commissioned by the Carnegie Task Force[18] and the Holmes Group,[19] teacher empowerment addresses the teacher as professional and part of a professional team responsible for curriculum development, strategies, and long-range planning. Observation in school districts aspiring to greater teacher empowerment is much more likely to use mentor teachers, peer coaching, and differentiated supervision. Observation

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[16]Christopher Day, The Relevance of Classroom Research Literature to the Present Concerns Being Expressed About the Observation of Teachers in Classroom for Appraisal Purposes. Paper presented at the British Educational Association Conference, Manchester, England (ERIC Document Reproduction Service No. ED 295 942), 1983, p. 19.

[17]Gene I. Maeroff, "A Blueprint for Empowering Teachers," Phi Delta Kappan 69 (March 1988):474.

[18]Carnegie Task Force on Teaching as a Profession, A Nation Prepared: Teachers From the 21st Century (New York: Carnegie Forum on Education and the Economy), 1986.

[19]The Holmes Group, Tomorrow's Teachers (Lansing: The Holmes Group), 1986.

in such schools is much more likely to be part of a formative process than a summative process and is viewed positively by the two major teachers unions. The issue of teacher empowerment brings with it its own issues that affect teacher observation and supervision. These are discussed in the next section of this review.

Current research considers the teacher and the observer to be professionals. Like other professionals, a teacher is, as John Goodlad says, "... a person who not only does not need reminders of responsibilities, but also has some degrees of freedom in the exercise of those responsibilities."[20] Day says that the teacher should be a "reflective practioner" and that the observer's purpose is to improve management and support of the learning process and improve the "tone" or hidden curriculum which influences all work in the school." For the teacher, the observation should "recognize and support effective practice, ... identify areas of development and improvement, ... and identify and develop potential."[21]

In most instances, classroom observation has as its purpose to improve instruction in the school by providing dialogue about what is happening within the classroom. Its place in the summative or evaluative process comes as a

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[20]John Goodlad, "Studying the Education of Educators: Values Driven Inquiry," Phi Delta Kappan 70 (October 1988):106.

[21]Day, p. 11.

culmination of steady normative work usually throughout the course of the year. Although evaluation in its summative sense is necessary for the health of the institution, in most cases it is not expected that termination or non-renewal will result. Sister Muriel Young notes that "Evaluation and supervision, although differentiated in purpose, are related in process and should not be regarded as distinct activities."[22]

In summary, the purposes of teacher observation vary from being part of teacher empowerment activities, to being part of a supervisory process connected to staff development. The purpose of the observation determines who will do the observing and what his role will be.

Observers and Their Roles

One of the criticisms of the reform literature is that, although it legitimately recognizes the central role of the teacher and classroom behavior to the process of education, it goes overboard in the relinquishing power and responsibility from the administrative to the instructional level of the school. The weakness comes in "bottom line" decisions and some ambiguity about the role of the principal. In fact, Sam P. Wiggins in his analysis of the Carnegie Task Force Report and Tomorrow's Teachers by the

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[22]Sister Muriel Young, C.D.P., "New Wine in Old Wineskins: Challenge to Administrators," Personnel Issues and Catholic School Administration, J. Stephen O'Brien and Margaret McBrien, eds. (ERIC Document Reproduction Service, ED 269 864), 1986.

Holmes Group critiques the Task Force:

> The Task Force describes a scenario in which teachers effectively assume control of the management and instructional programs of schools. In one version of this development, a teacher committee would replace the principal in running the school.... Another prospect would be for teachers to hire their principals rather than the other way around.[23]

While some of the literature addresses teacher empowerment and the need for coaching, empowerment, etc., other literature addresses the role of the school principal as instructional leader developing curriculum, being in the classrooms observing, conferencing, coordinating staff development within the school. Although the principal can delegate some of this responsibility to assistants and department chairs, it is primarily his responsibility. Wilma F. Smith and Richard L. Andrews discuss the importance of the principal as instructional resource manager. As such, the duties include documenting teacher performance, conducting post-conferences, and providing continuity between observations.[24] Again, the principal is responsible to see that the above tasks are completed, if not by himself, by capable delegates.

This study of teacher observation takes into account

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

[24]Wilma F. Smith and Richard L. Andrews, Instructional Leadership, How Leaders Make a Difference (Alexandria: Association for Supervision and Curriculum Development, 1989), p. 14.

the different people that can be involved in classroom observation and assesses whether any of the above literature comes to bear on the perceived effectiveness of classroom observation within the schools and among them.

One of the obvious concerns in any discussion of classroom observation and who does it is whether, in fact, it is done at all. Perceptions of the frequency of observation can vary depending on who is answering. In a 1976 survey, 80% of teachers surveyed reported that they had not been observed during the year in question; the other 20% reported few pre- or post-conferences in Tennessee.[25]

Another study, "The Relationship Between Principal Perception of Classroom Observation in the City School District of Niagara Falls, New York," by Rita Natale Moretti in 1976 used "t" and "z" score distributions to analyze data gathered from interviews of twenty elementary principals and from one hundred teacher questionnaires.[26]

The study found that teachers disagreed with principals in method and effectiveness of classroom observations. Principals reported that observations were

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[25]Medard Shea, "Personnel Selection," Personnel Issues and the Catholic School Administrator, J. Stephen O'Brien and Margaret McBrien, eds. (ERIC Document Reproduction Service, ED 269 864), 1986, p. 18.

[26]Rita Natale Moretti, "The Relationship Between the Principal Perception of Classroom Observation in the City School District of Niagara Falls, New York," Dissertation Abstracts International 37 (1976), 5500A.

frequent and effective; teachers did not. Teachers desired fewer observations, principals more. The questionnaire in this study addresses some of the same issues as Moretti's study, but is looking at a different population, different methods of analysis, and the potential impact of fifteen years of development in the area of supervision in general and observation in particular.

Observers can vary according to title, experience, education, and certification. Summary data look at each of these variables to determine trends. These variables can be more significant in the Catholic sector because administrative and supervisory certification are not automatically required, just as teaching certification is not automatically required of teachers. Actual formal training of observers can be less than that of those who observe in public high schools.

Some observers in classrooms could be peers who are "coaches." Joyce and Showers say, "The major purpose of peer coaching programs in implementation of innovations to the extent that determination of effects on students is possible."[27] People who coach understand that coaching is attached to training programs, provides continuous study, is experimental in nature, and is separate from the supervision and evaluation cycle.[28]

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[27]Joyce and Showers, p. 83.

[28]Ibid., p. 84.

Certain skills are necessary for good supervision and for correctly observing classroom teachers in action. The first skill is accurate perception of human behavior. Louise Berman says that "The person (observer) indicates through what he says or in his actions toward others that he perceives their peculiarly human behavior, such as their ability to create, to value, to communicate, and to pattern, in relatively accurate ways."[29] As an accurate perceiver of human behavior, the observer is currently described as a collaborator with the teacher being observed. Thus, in addition to merely having a good sense of perception about the human interactions in the classroom that Berman discussed in 1971, the observer in more recent literature is encouraged to be aware of his own biases and their influence on the observation. The observer and the teacher must be aware that "what is actually seen is influenced by the personal and professional beliefs, experiences, and values of the observer."[30]

Observation should be completed as part of overall good personnel practices ensuring consistency, clarity, precedents, equality when possible, and fairness. When used as part of the evaluative, or summative, process it is

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[29]Louise M. Berman, Supervision, Staff Development and Leadership (Columbus, Ohio: Charles E. Merrill Publishing Company, 1971), p. 13.

[30]Karen Kepler Zumwalt, "Working Together to Improve Teaching," Improving Teaching (Alexandria: Association for Supervision and Curriculum Development, 1986), p. 175.

important that feedback be accurate and in writing. "Being kind" in difficult situations can undermine the morale of the rest of the faculty and is not good for the school as a whole. The supervisor must keep the total good in mind, particularly when dealing with marginal teachers.[31]

Methods and Structure of Observation

Currently there is some controversy over the best structure for the observation. While much of the literature accepts the advantages of the clinical supervision structure with pre-conference, observation, and post-conference (Hunter, Goldhammer, Showers, Joyce), the reality of the daily demands on the principal in schools points to the fact that this clinical supervision model is too time consuming to be used for all teachers. In fact, experienced and competent teachers do not need the entire clinical supervision cycle unless they choose it as an occasional option, perhaps every couple of years. The principal or the observer could then devote time to inexperienced or weaker teachers to improve instruction. This method of managing school supervision is called "Differentiated Supervision."[32] With Differentiated Supervision teachers could choose from several options: clinical, collaborative professional development where they work in teams, self-directed professional development, or

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[31]Berman, p. 11.

[32]Glatthorn and Shields, p. 9.

administrative monitoring "...a process in which the principal makes brief yet systematic visits to classrooms, in order to monitor performance and gather tentative impressions about teaching and learning."[33]

While all observation needs to be set within the context of professional development and goal setting, the more competent teacher will need less direction from an administrator than the struggling teacher. The supervisor needs to, according to McGreal "assist the teacher in making defensible objectives" and "in achieving these objectives."[34] Olsen cites Redfern (1963) and advocates his "open" approach in which the appraisee knows the rating basis in advance and in which the appraiser and appraisee agree on "what the objectives of the appraisee should be in relation to his needs, standards and goals, and the goals of the organization."[35]

Day identifies major appraisal issues: 1) ethics and morality (Who does it? Who owns the data? How will they be used? Who designs? Who controls? Will it be part of a process of professional development or a tool of the administration?) and 2) standards (Are they universally or

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[33]Ibid., p. 11.

[34]Thomas McGreal, Evaluation for Enhancing Instruction: Linking Teacher Evaluation and Staff Development (Alexandria, VA: Association for Supervision and Curriculum Development, 1988), p. 17.

[35]Olsen, p. 28.

contextually derived? How do we know what 'good teaching,' 'effective' teachers and 'efficient' learning look like?) and 3) practicality (How long will it take? Do we have the time? Will there be a follow-up observation? Will it be helpful to teachers and pupils?).[36] Once again, it is clear that the teacher being observed needs to be part of the interpretation and analysis.

Essential to any growth producing activity between supervisor and the person being supervised is trust. McGreal says that effective goal setting is necessary for effective supervision and that the entire process of evaluation should begin with a conference either at the end of the previous year or at the beginning of the current year, that it be a cooperative process, and that continued collaboration between teacher and supervisor occur. He agrees with Glatthorn and Shields that the more competent the teacher, the less direction from the administration is necessary.[37]

There is some disagreement about the necessity of the preconference even when clinical supervision is the method of choice. Lovell and Wiles says that is necessary to establish trust if that is not already present. "Supervisors and teachers must also respect each other as

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[36]Day, p. 2.

[37]McGreal, "Evaluation for Enhancing Instruction: Linking Teacher Evaluation and Staff Development," p. 17.

competent professionals who are not only eager to improve their professional behavior, but are also eager and able to help and be helped by each other."[38] Shaughnessy believes that unannounced supervision should be used sparingly and that preconferences are definitely part of the best observation format. She maintains that if the teacher knows and explains ahead of time what will happen, the supervisor will see the best that can happen and can use his own imagination about the worst (p. 10).[39]

Hunter most recently states that the preconference is not necessary and that it can bring problems: it can cause the observer to come with bias about what will occur; it can cause the teacher to ensure that something happens because the principal is looking for it even if it really shouldn't as the class progresses; and it uses too much valuable time and energy for both teacher and observer.[40]

McGreal says that "The reliability and usefulness of classroom observation is directly related to the amount and type of information administrators have before the

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[38]John T. Lovell and Kimball Wiles, Supervision for Better Schools, fifth edition (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983), p. 173.

[39]Sister M. Angela Shaughnessy, SCN, Ph.D., Teacher Supervision, Evaluation and Contract Renewal: Legal and Pastoral Concerns. Presentation to NCEA Convention, Anaheim, California, April 3, 1986, p. 10.

[40]Hunter, p. 45.

observation."[41] He continues to point out that the preconference allows for a narrower, therefore more accurate, focus of the observation. Even though, in most cases, the same person performs normative and summative activities in schools, there is question as to the validity of mixing the two purposes of observation precisely because of the trust factor. According to Popham[42] teachers report that normative and summative tasks cannot be effectively performed by the same person, but administrators report that it is possible. Popham concludes that "Even though many principals believe that they can, via trust-inducing behavior, be both the helper-person and the hatchet person, such beliefs are mistaken."[43]

The type of conferencing done before and after the observation could be a factor in establishing trust between the observer and the person being observed. It could also be a direct result of the purpose of the observation.

Related Issues Unique to Catholic Schools

Although teacher observation is carried on in Catholic secondary schools, its potential role in teacher evaluation is slightly different from its role in the public sector.

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[41]McGreal, "Linking Teacher Evaluation and Staff Development," p. 21.

[42]W. James Popham, "Judgment Based Teacher Evaluation," Teacher Evaluation: Six Prescriptions for Success (Association for Supervision and Curriculum Development, 1988), p. 59.

[43]Ibid., p. 59.

The Catholic system has different lines of authority from the public system. Although the bishop has ultimate responsibility for Catholic education in the diocese, teachers are trained, supervised, hired, and fired without direct contact with the bishop. The Catholic School Office of the Archdiocese of Chicago provides a system for high schools to coordinate their efforts, for example through the Council system discussed above. Each high school is, however, a separate entity needing the permission of the archbishop only in such cases involving opening and closing or faith and morals.

Thus, teacher supervision and observation are, for the most part, local matters. Individual high schools do not answer to a district in such matters.

Mary Ann Corr provides guidelines for teacher termination in Catholic schools. This is one possible result of summative evaluation which is an area directly related to teacher observation. When teacher termination does become necessary in the Catholic schools, it should occur after certain steps have been followed:

1. The teacher must be aware of the expected performance standards.

2. The teacher should participate in formative and summative evaluations and receive feedback on strengths and weaknesses.

3. Sufficient help must have been given to the

teacher in order to correct an unacceptable performance.

4. A reasonable time for the teacher's improvement should have been designated.[44]

Corr continues to specify that the criteria for termination should be persistent nature of difficulties, repeated warnings, frequent assistance, close supervision, and normal and ordinary working conditions.[45]

Although the above criteria apply also to the public sector, the type of governance of the typical high school in the Catholic archdiocesan schools determines who is actually responsible for supervision and evaluation in the schools. Sheehan explains that types of governance vary with organizational structure: parish, interparish, diocesan, or private. In parish schools, the ultimate responsibility lies with the pastor. In private schools, those owned and operated by religious congregations and comprising the largest percentage of Catholic secondary schools (38.5%), the head of the congregation is technically ultimately responsible. For all Catholic schools, "authority of the bishop in religious education and Catholicity of the schools is recognized, but for all

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[44]Mary Ann Corr, S.C., Ed.D., "Justice in Teacher Termination," Personnel Issues and the Catholic School Administrator (ERIC Document Reproduction Service, ED 269 864, 1987), p. 129.

[45]Ibid., p. 130.

practical purposes never exercised."[46]

Some dioceses have policies for the evaluation of instructional personnel, e.g. the Dioceses of Pittsburgh and Lansing. Both of these policies have formative and summa- tive elements in them. Both suppose that the same person will operate in both formative and summative capacities[47] (see Appendix A). The Archdiocese of Chicago does not currently have such a policy. This study takes that fact into consideration by looking at individual schools as well as groupings of observers and people who are observed.

Summary

The act of observing in classrooms in the secondary schools of the archdiocese of Chicago has many facets: its purposes, its participants, its methods and structures, and its unique characteristics due to their Catholicity. Its purposes can be formative, summative, or both; its participants are administrators, department chairs, and teachers, each with a potentially different viewpoint and analysis of what is happening; its methods can vary from a full range of conferencing and staff development to an occasional drop-in visit to not occurring at all; and its

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[46]M. Lourdes Sheehan, "Policies and Practices of Governance and Accountability," Personnel Issues and the Catholic School Administrator, J. Stephen O'Brien and Margaret McBrien, eds. (ERIC Document Reproduction Service No. ED 269 864, 1986), p. 95.

[47]Young, pp. 92-93.

place in the Catholic schools is more likely to be defined by the individual school than by the archdiocese or, as in the public sector, by a district-wide program.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

As indicated in the Review of Related Literature, the act of observing teachers is a complex one involving many participants on several different levels: principals, assistant principals, department chairs, other teachers, and the classroom teacher himself. Chapter III reports on the roles of these various participants, their own perceptions of the effectiveness of their roles, the perception of teacher observation within each school, and the perceptions of teacher observation among all of the schools' supervisors and teachers.

In order to document, assess, and examine teacher observation methodologies that are currently used in the Archdiocese of Chicago secondary schools, two methods were used: questionnaire and interview. Parallel questionnaires consisting of demographic data and 25 question questionnaires were sent to each of thirteen schools in Council II. One survey was administered to those who were identified as observers, and another to those who are observed in each school. A total of 103 surveys were sent: four to observers and four to observed in each of eleven schools, five to observers and four to

observed in one school, and two to observers and four to observed in another. A total of 82 (78%) were returned.

An analysis of survey answers was conducted for each question, and means of answers for observers and those observed were compared within each school and among all schools. Means of total answers for observers and observed were also compared within each school and among schools. Demographic data is presented to supplement the data collected on the surveys.

Based on the survey results, four schools were chosen for interviews. Two schools with the highest agreement of the highest means between the observers and those observed, and two with the greatest difference between means of observer and teacher responses were selected. All schools chosen had a high rate of return (at least 75%) of the surveys. Schools with greater agreement or disagreement but with lower return were not selected because the lower number of responses could unfairly weight the bias of a single person. Twenty-seven interviews, representing from six to eight people in each of these four schools, were conducted within a one week period. Confining the interviews to the same time period allowed for comparison of observation and supervision processes at the same point in the yearly cycle.

Data are then presented in answer to each of the reseearch questions. Findings are presented in each

section from both survey and interview, and analysis of the findings is used to answer each research question.

Presentation and Explanation of Tables

Table I presents the summary of responses to the survey questions. It presents each question in the format presented to the observers in the study. For each question, the mean of the supervisors' or observers' answers is presented, followed by the mean of the teachers' answers to the question. Lastly, the difference between the two means is presented. The difference is derived by subtracting the teachers' mean from the supervisors' mean. Thus, when the number is positive, the supervisors' mean is higher; when the mean of difference is negative, the teachers' mean is higher.

The third, or "difference," column is used for two reasons. First, it provides information about areas where there is more disagreement between the observers and the teachers in their perceptions; and, secondly, the positive or negative sign of the number indicates whether the supervisors or the teachers answer each item more favorably. These data provide bases for analysis in response to the individual research questions that follows the tables.

TABLE I

SUMMARY OF RESPONSES TO SURVEY QUESTIONS:
MEANS OF SUPERVISORS AND MEANS OF TEACHERS

QUESTION	MEAN RESPONSES		DIFFERENCES
	Supervisors	Teachers	Difference
1. I talk to and listen to the teacher about what will happen in the class before I observe.	2.79	2.47	.32
2. I ask teachers for their analyses of the class following the observation.	3.160	2.486	.674
3. I give each teacher a written analysis of the observation.	3.622	3.424	.198
4. I let teachers know ahead of time when I will observe.	3.378	3.090	.288
5. I tell teachers clearly when I am critical of their work.	3.333	3.271	.062
6. I give recognition to teachers when they do something particularly well.	3.596	3.361	.235
7. I treat teachers as professional educators.	3.76	3.38	.38
8. I encourage teachers to pursue their own professional growth by attending workshops, seminars, and professional meetings.	3.558	3.375	.183
9. I give a formal evaluation each year for each person for whom I am responsible.	2.917	3.514	-.59

TABLE I (continued)

QUESTION	MEAN RESPONSES		DIFFERENCES
	Supervisors	Teachers	Difference
10. Teachers do observe others' classes.	2.25	1.7778	.4722
11. I consult frequently with teachers about matters that affect them and their work.	3.224	2.465	.759
12. Teachers look forward to my observing them in their classrooms.	2.5641	3.1528	-.588
13. My observation of their classes is professionally helpful to teachers.	3.1346	3.125	.0096
14. I am qualified to give helpful feedback to teachers about their work.	3.4679	3.0278	.4401
15. In-service days at this school contribute to the professional growth of teachers.	2.9167	2.3125	.6041
16. I clearly state what is expected of teachers.	3.1987	3.2847	-.086
17. Formative (developmental) and summative (evaluative) supervision can be done by the same person.	2.9615	3.125	-.163
18. Teachers would like to be observed more frequently.	2.5128	2.3819	.1308
19. Teachers like to try new methods.	2.6987	3.2153	-.516
20. Teachers often have ideas that are worth sharing as part of our in-service program.	3.25	2.611	.6388

TABLE I (continued)

QUESTION	MEAN RESPONSES		DIFFERENCES
	Supervisors	Teachers	Difference
21. We follow up on what we learn and do at our in-service meetings.	2.8269	2.2569	.5699
22. Teachers have some say in the type of input that we have as part of our in-service program.	2.9359	2.2569	.6789
23. Teachers are encouraged to visit each others' classes.	3	2.5556	.4444
24. Teachers in this school are good teachers.	3.6346	3.5417	.0929
25. Teachers in this school are satisfied with their jobs.	3.1859	3	.1858

Table II shows the summary of means of responses for each school for supervisors and teachers. Thirteen schools, coded A-N are listed. The mean of supervisor's answers to the twenty-five question survey is followed by the mean of the teachers' answer to the twenty-five question survey. Lastly, the teachers' mean is subtracted from the observers' mean. The difference between the two is used to identify schools scheduled for interviews.

Only one school (School B) shows a difference that is represented by a negative number. Thus, this school is the only school whose teachers have more positive answers to the survey than the supervisors. In addition, the mean of

the teachers' responses for this school are higher than those of the majority of the other schools' teachers, and the mean of the supervisors' responses are lower than those of the majority of supervisors from other schools. For these reasons, School B was chosen for interview.

School N has the least difference between the means of supervisors and teachers with the exception of School E. School E was not selected for interview because only one teacher responded to the survey, so the actual "mean" was the mean of only one person, and those results would not be reliable. Thus, School N was chosen for interview.

Schools G and K were chosen for interview because, of the schools who had high return on the surveys, the means of differences were the highest, indicating not only greater disagreement between the assessments by the teachers and those of the observers in those schools, but also that the observers rated the process more favorably than did the teachers.

Lastly, Table II shows the summary (mean) of means of all the supervisors, of all the teachers, and of all the differences. These data are used in the discussion of the research that follows.

TABLE II

SUMMARY OF MEANS OF RESPONSES FOR SUPERVISORS AND TEACHERS

SCHOOL	SUPERVISOR MEAN (NUMBER)		TEACHER MEAN (NUMBER)		DIFFERENCE
A	3.2424	(4)	3.03	(4)	.2124
B	2.92	(3)	3.02	(3)	-.0999
C	3.28	(3)	2.93	(4)	.35
D	3.14	(2)	2.7866	(4)	.3533
E	3.11	(4)	3.08	(1)	.03
F	3.36	(3)	3.05	(4)	.31
G	3.081	(4)	2.25	(4)	.83
H	2.88	(4)	2.76	(3)	.12
I	3.11	(3)	2.93	(3)	.174
J	3.0625	(2)	2.96	(2)	.1025
K	3.01587	(2)	2.53	(4)	.48587
M	3.211	(3)	2.56	(1)	.65126
N	3.02666	(3)	2.9789	(4)	.0477
TOTAL	3.11047	(40)	2.836	(41)	.27447

(One survey was returned uncoded and could not be used.)

Research Question One: Use of Clinical Supervision

Are teachers who are observed in a clinical context more satisfied with the observation process than those who are not?

Clinical supervision implies the use of preconference, observation, post-conference, and written analysis of the procedure. It is supervisory rather than evaluative in emphasis, and has as its goal teacher improvement rather than inspection. The following survey questions deal directly with the issue of clinical supervision and/or its components. The total means of answers for both observers and those observed are presented for each question. Statements from the supervisors' surveys are presented first, and the corresponding item from the teachers' surveys are in parentheses. Analysis of these total means provides information about the attitudes of the sample, while specific interview responses provide more detail in response to this research question.

QUESTION 1: I talk to and listen to the teacher about what will happen in the class before I observe. (People who observe me talk to me and listen to me about what will happen in the class before they actually observe.)

Supervisor mean: 2.79

Teacher mean: 2.47

Difference: .32

QUESTION 2: I ask teachers for their analyses of the class following the observation. (People who observe me ask for my analysis of the class following the observation.)

Supervisor mean: 3.16

Teacher mean: 2.786

Difference: .674

QUESTION 3: I give each teacher a written analysis of the observation. (I receive a written analysis of the observation from the observer.)

Supervisor mean: 3.622

Teacher mean: 3.424

Difference: .198

QUESTION 4: I let teachers know ahead of time when I will observe. (I prefer to know ahead of time when I will be observed.)

Supervisor mean: 3.378

Teacher mean: 3.090

Difference: .288

According to the data above, the schools in the sample reported the widest divergence in the responses concerning the post conference. More schools reported the use of the post-conference than use the pre-conference, but there is

greater disparity between the responses of the observers and the teachers about the existence of the post-conference. The perception of the observers that post-conferences occur on a regular basis, and that post-conferences consist in part of input and analysis from the teacher, is significantly greater than the perceptions of the teachers being observed in the same schools.

Among the highest means for answers to any of the survey questions occurred in answer to question 3 concerning the written analysis. The vast majority of teachers and observers reported that the written analysis was done for each observation, though the people from the schools selected for interview reported a variety of methods, purposes, and degree of effectiveness of these analyses. Interviews revealed that, although all schools use written reports, the types of report vary widely, sometimes even within the same school. Checklists, narratives, and some forms combining both are used.

The interview results revealed further information on this issue and suggest an issue even more basic than this particular research question, that is, whether teacher observation is conducted at all whether it is in the clinical context or not. The two schools with the highest discrepancy between observer and teacher means on the surveys do not, according to those interviewed, have a clearly planned and executed teacher observation process.

Both schools are, and have been for the past two years, in a period of administrative restructuring.

School G had an administrator whose primary responsibility was supervision of teachers. This person observed all teachers and used extensive conferencing both before and after the observation. The written report of the observation was completed after the post-conference. While this person was on the staff, observation was done for every teacher in the school. At the end of last year this position was eliminated as a cost-cutting measure, and the responsibility for teacher observation was dispersed among the other administrators and department chairpersons. A lack of clarity about whose responsibiity the observation is exists, and teachers and observers report that many teachers have not, and probably will not be, observed at all this year.

The principal of School G would like to spend more time in the classrooms, but has found that her other responsibilities such as budget and organizing a new school board take too much of her time to allow for classroom visitation to any significant extent. The assistant principal uses an extensive observation process with new teachers only. The process is clinical. New teachers have a session with the assistant principal at the beginning of the year to set goals for the year. There follows an actual preconference for the observation, a two-day

observation, a post-conference, and a written report agreed upon and signed by both the teacher and the assistant principal. The teacher can select difference areas as the focus for the observation, and the assistant principal abides by those choices. The assistant principal reports that there is no time for her to observe any of the other teachers in the school and that that duty has been delegated to the department chairs.

The department chairs of School G report that they have observed some, but not all, of their teachers. They do not have pre-conferences with the teachers other than to set up the time for the observation. They do the written report before the post-conference and discuss the report with the teacher. Forms for this written report vary from department to department. Department chairs report frustration in their own lack of time to do this properly. They would like to do more, but indicate that their teaching loads and schedule of free periods preclude doing more than they do. They also indicate greater security with observing for content of the course and curricular issues rather than for methodology. They think that that type of observation should be done by the administration.

Teachers in the school report dissatisfaction with the structural shift that removed the administrator who worked with teachers. They are not critical of the current administrators' use of time, but they are aware that

observation cannot occur unless there is some other prioritizing which will allow the administrators to do the observing.

School K, the other school with the lowest total means and the greatest discrepancy between observers' and teachers' means, shares some of the same dilemmas of School G. In School K, the principal does not observe classes at all. This decision is by design, not by default, as in some of the other schools in the sample. The observation task is delegated to the assistant principal who also moderates the yearbook and teaches a class. Teachers in School K indicate that they have never been observed or have been observed only occasionally over the past ten years. Department chairs say that the responsibility for observation does fall to them, but that their teaching schedules do not allow time for them to do the observing without missing their own classes, and they resent having to do that.

School K's teachers are more resentful of their administrators than School G's. The teachers in School K express resentment that teachers who teach less able students are left to their own devices, and are concerned that mediocrity is widely accepted. They say that they would like to be observed much more than they are, whether the observations are clinical in approach or not.

The schools with the highest agreement of the highest

total means were also scheduled for interview. In both schools the principal does observation, but the responsibility is shared among the other administrators and department chairs.

The principal of School N does a pre-conference with new teachers only; however, he informs the other teachers when the observation will occur. He does use a post-conference during which the written report is discussed with the teacher. The assistant principal does little observation except for new teachers. The other observation responsibilities fall to the department chairs. School policy indicates that each teacher is observed once a semester, and observers and teachers agree that the observation does occur. Teachers and department chairs would like to use the pre-conference more extensively, but do not see the lack of the pre-conference to be a major liability either.

The last school selected for interview, School B, had high total means for both observers and teachers, and it was the only school from which the means were actually higher for the teachers than for the observers. Observation is done by the principal, assistant principal, and department chairs. Those interviewed indicated frustration with lack of time to do a better job with the observation process, and with their own tendency to let other responsibilities take precedence. Pre-conferences

are not used except sporadically with new teachers.

The teachers in School B report that they are observed, and particularly praise the assistant principal for thoroughness and timely execution of the process. One teacher reported that the post-conference and written report were completed on the same day as the observation. The teacher thought that this fact indicated real administrative support for the teachers. The teachers interviewed were less enthusiastic about the work of the department chairs and the principal in this area, but they agreed that the process was being done. They also agreed that they would like to have pre-conferences more often and that the pre-conference would promote more growth through the process. Three of the four said that they would like to be observed more often. One teacher in the school thought that observation, staff development, or in-service activities were largely unnecessary and useless. He was the only one of all those interviewed who had this opinion.

The interview results and the survey results yield a good deal of information on the research question on the connection between satisfaction with the observation process and the context being clinical or not. In most schools, some aspects of clinical supervision are used, particularly with new teachers, but in no school is clinical supervision used completely.

Satisfaction of teachers with the observation process

seems to rest much more with whether it is done or not. Teachers in Schools G and K show great dissatisfaction not only on the surveys, but also in the interviews, while teachers in School B and School N show positive attitudes toward teacher observation. Schools G and K have no specific process for observing teachers and teachers are consequently not regularly observed. Frequently teachers who are experienced report that they are never observed. Schools B and N have specific expectations that the observations occur and have clear indications as to who will do them. The teachers and the observers in these schools know the policy. Also, in both schools, teachers report one person who is particularly good at observing; in one school this person is the principal and in the other, the assistant principal.

Thus, the answer to this particular research would have to be a qualified "yes." The major qualification is that no school has a total clinical supervision program in place for the observation of teachers, so the answer cannot be absolute. What they study does reveal, however, is that schools with a clear system of expectations on the part of observers and teachers, with a process for teacher observation in place, in which teacher observation is done on a regular basis, and in which at least one person is very good at observing and conferencing report more satisfaction with the observation process than those

without those characteristics. It is not as necessary to have all of the characteristics of clinical supervision in place as it is to be sure that the supervision is actually done. Pre-conferences, although desirable to many, are not essential, but the observation, the post-conference, and the written analysis are essential to the process, for both teachers and observers.

The emphasis of this research question on the teachers focuses this analysis on their attitudes. Contrary to the answer on survey questions 18 (I would like to be observed more frequently) answers of teachers interviewed indicated that, upon further consideration, they really would prefer to be observed. They did, however, discuss the context of the observation. Over half (11) of the teachers interviewed stated in some way that, even though they are in the minority, they would like to be observed more often and that they wanted feedback on their performance, interaction with other teachers about their work, and a sense of what to do to improve their teaching. They expressed frustration with not being able to deal with the particular students that they were teaching, that the students were not achieving to the extent that they would like. They also reported a sense of failure when the students did not achieve.

The role of clinical supervision as a way to respond to some of these concerns of teachers is yet to be totally

explored in any of the schools. Being satisfied with the observation process has to involve room for growth and direction toward and support of that growth. If the observation process is to be more than inspection, it must address the needs of the teacher. The conferences, the observation, and the written report of the observation can all help in this process. This process can also address the needs of the experienced teacher who is usually not observed as frequently as the newer teacher. The complaints of these teachers that no one knows what they do can be addressed. Likewise, reluctance on the part of younger department chairs who are supposed to observe more senior members of the department could be assuaged by the use of the conference and a directed observation in which the teacher being observed has had some say as to the method and the purpose of the observation.

Use of clinical supervision in these schools would, it seems, have to be used on a cyclic basis. Supervisors who already report lack of time to do the supervision might recoil at adding more conferences to the process. If, however, as the literature indicates, the major aspects of clinical supervision were used on an alternate basis, they would meet the needs of the experienced teacher, the newer teacher, and the supervisor to have a positive process.

Implied in this process is training in supervision, most likely several methods, so that the proper method can

be used and so that the teacher also has some choice in which method will be used. Also implied in this discussion is a specific program of observation within each school to be certain that the observations occur.

Research Question Two: Teacher Observation and Staff Development

Will those responsible for teacher observation evaluate the program as more successful when they perceive it to be a part of a comprehensive staff development program in that school?

Several survey questions and the personal interviews answer this question. Questions concerning the nature of staff development activities and programs within each school were asked in both surveys and interviews. Survey questions dealing with this issue and the answers among schools are listed.

ITEM 8: I encourage teachers to pursue their own professional growth by attending workshops, seminars, and professional meetings. (I am encouraged to pursue my own professional growth by attending seminars, workshops, and professional meetings.)

Supervisor mean: 3.558

Teacher mean: 3.375

Difference: .183

ITEM 15: In-service days at this school contribute to the professional growth of teachers. (In-service days have contributed to my professional growth as a teacher.)

Supervisor mean: 2.9167

Teacher mean: 2.3125

Difference: .6043

ITEM 20: Teachers often have ideas that are worth sharing as part of our in-service program. (I have some ideas that I would like to share at an in-service meeting.)

Supervisor mean: 3.25

Teacher mean: 2.611

Difference: .6388

ITEM 21: We follow up on what we learn and do at our in-service meetings. (We experience follow-up on the things that we learn and do at our in-service meetings.)

Supervisor mean: 2.8269

Teacher mean: 2.2569

Difference: .5699

ITEM 22: Teachers have some say in the type of input that we have as part of our in-service program. (I have some say in the type of input that we have as part of our in-service program.)

Supervisor mean: 2.9359

Teacher mean: 2.2569

Difference: .6789

It is important to note that the responses dealing with in-service yielded the lowest means of any of the groupings. This indicates that there is room for growth in faculty participation and planning of staff-development activities, critical but not exclusive components of staff development. The largest discrepancy between supervisors' perceptions and teachers' perceptions occurred in the area of staff development.

Interviews revealed some reasons for this discrepancy, but first, the relationship of the above questions to the concept of staff development should be reviewed.

The idea of comprehensive staff development is, as stated in the previous chapter, more than in-service days and workshops. It rather deals with the totality of the teacher's professional life including meeting expectations, innovating when appropriate, and being satisfied with the quality of their work. Attitudes as well as activities reveal a great deal about a school's approach to staff development. The presumption in this discussion is that if teachers are considered to be professionals and if they consider themselves to be so, that staff development must be a totality in which they participate rather than an application that is received. The following questions

address these issues. They deal with the attitudes of the supervisors and the teachers about the professional roles and expertise of the teachers.

ITEM 16: I clearly stated what is expected of teachers. (I am clear about what is expected of me.)

Supervisor mean: 3.1987

Teacher mean: 3.2847

Difference: -.086

ITEM 19: Teachers like to try new methods. (I like to try new methods.)

Supervisor mean: 2.6987

Teacher mean: 3.2153

Difference: -.516

ITEM 24: Teachers in this school are good teachers. (I am a good teacher.)

Supervisor mean: 3.6346

Teacher mean: 3.5417

Difference: .0929

ITEM 25: Teachers in this school are satisfied with their jobs. (I am satisfied with my job as it is.)

Supervisor mean: 3.1859

Teacher mean: 3

Difference: .1858

In all of the above areas there is agreement with the possible exception of the perception on the part of supervisors that teachers are tentative about trying new methods. The teachers themselves say that they would like to try them, yet the supervisors sense a reluctance on the part of the teachers to try these methods. This answer would indicate a greater need for more staff development on teaching methods in these schools than the supervisors currently perceive.

Trying new methods implies learning them and/or developing them. Also involved is an allocation of resources (time, money, and personnel) to assist in the learning and developing. The interesting discrepancy between the supervisors' opinions on this matter and the teachers' opinions came to light in the interviews. The supervisors reported that they knew that the teachers were over-extended and underpaid already, so they were reluctant to ask them to do more. The teachers' responses that they would like to do more supports the fact that teachers are professionals and would like to be treated as such. A certain benign neglect occurs when supervisors choose to protect the teachers rather than challenge them as professional colleagues. The people in this sample indicate that there is a great deal of room for growth in

this area.

Agreement on the quality of the teaching staff, reflected in the high responses to item 24, and on reasonably high levels of teacher satisfaction, reflected in item 25, would indicate that trust on the part of the supervisors and perceived expertise on the part of the teachers could allow for more teacher participation in in-service activities. Teachers in all four schools selected for interview reported that they would like to have more say in in-service activities and programs, but that they are seldom, if ever, asked. Over half of the supervisors interviewed and over half of the teachers interviewed and over half of the teachers interviewed report that in-service days are ill-conceived, troublesome, yet somehow necessary. Teachers who say that they would like to have more say in the topics covered say that they are not sure what topics that they would like to have covered. Supervisors say that in-service is necessary, but they are ill-equiped because of lack of either time and expertise to handle it.

Given the above survey data and interview results, it is apparent that the status of in-service programs in the schools is at best tolerated and at worst ineffectual and/or non-existent. In-service consists primarily of one-shot presentations by speakers with little or no follow-up. If teachers are bored or uninvolved with the

presentations, and supervisors unhappy with them, it is because either they do not directly apply to what and whom the teacher encounters daily in the classroom, or that they are considered an insult to the teachers' intelligence, repetitions of what they have already learned and used.

The connection between other staff development activities and teacher observation was further explored in the interviews. All four schools chosen for interviews make some provision for professional development of teachers. In all four schools, administrators are frustrated by lack of time and resources to do more with staff development, and in all four schools teachers have strong opinions about the nature of and quality of certain aspects of staff development.

Staff development in this discussion is considered to be any activity, policy, or procedure that directly contributes to the professional growth of teachers. All of those interviewed in each of the schools were asked to describe the staff development program of the school. They were also asked to comment on the connection, if any, that they see between teacher observation and staff development.

School G has had an outside company come in over the past two years to address the need of that school to clarify its identity and mission. Faculty are encouraged to take courses and attend workshops on their own, but there is not actual reimbursement. An accumulation of

hours can result in a modest reward on the pay scale. The weekly bulletin from the principal to the faculty recognizes those who take classes and attend workshops. Forms are provided for faculty to submit to the principal for this bulletin. Faculty and administration recognize that more can be done to improve staff development and that matters of immediate instructional concern are not being addressed at an institutional level. Teachers indicate that once the outside company completes its input that the in-service program can become more "practical."

School K has several staff development policies and procedures. Teachers are reimbursed for 60% of their tuition of graduate work in their subject area provided that they remain at the school for at least a year after the course work is completed. Fees for professional memberships are available through departmental budgets. Amounts paid per person may vary according to the budget requests of the specific department chair. Teachers in School K say that the in-service has not been helpful to them with the exception of occasionally good speakers on topics that would increase their awareness about the lives of the students, e.g. drug and alcohol programs, gang awareness, cultism, etc. The teachers also say that the occasional speaker on teaching or curricular issues is usually insulting in that what is presented is what they already know. The assistant principal in charge of staff

development says that programs that deal with classroom teaching are more beneficial to the faculty. Clearly there is a discrepancy of views about staff development here.

Both Schools G and K, those with the great discrepancy between the means of observers and teachers, register some discrepancy in the evaluation of the staff development program also.

The administrators of Schools B and N say that they would like to do more with the entirety of staff development. School B pays 50% tuition for course work including workshops that faculty attend. Not many in-service activities have occurred over the last year because faculty time has been devoted to preparing for the North Central visitation. The assistant principal is planning a program of four in-service days for next year that will deal with learning styles and strategies for low-ability students. It is his hope that this program will connect more closely to the classroom observation process. Teachers in School B would like more opportunity for dialogue among teachers of different departments. They would also like more say in what will happen during in-service meetings.

The principal of School N readily admits weaknesses in the staff development program in the school. He would like to have a program of reimbursement for further education, but the school cannot afford it at this time. Other

observers and teachers at School N say that they are encouraged to attend workshops and seminars. Teachers say that in-service on areas not related specifically to classroom work are more interesting than those that deal with classroom work. Like the teachers in School K, these teachers say that some input seems redundant and does not give them any new ideas.

In both survey answers and interview comments, observers indicate that they would like to do more in the area of staff development, that there are many components of it already in place, and that teacher observation is a necessary part of the professional development of a faculty. All four schools chosen for interview indicate a need for growth in staff development, and those interviewed say that teacher observation and professional feedback are important components of staff development.

Analysis of the information gathered in the exploration of this research question provides some interesting nuances to this discussion. Although it seems that those responsible for teacher observation do in fact evaluate it as more successful when it is part of a comprehensive staff development program, it is significant that there is a difference of opinion between the teachers and the observers about the quality of the staff development programs in the school and about the existence of a teacher observation program.

Since both schools with the least agreement on the total survey have fairly well developed staff development procedures and policies in place, it is evident that staff development by itself does not prove beneficial to faculty. The schools with least agreement are the schools with little or no teacher observation occurring because of lack of time or planning by the administration to do it. Conversely, Schools B and N, those with the most agreement on the survey, report that staff development needs improvement and that they (supervisors and teachers) are not currently satisfied with the program. Of note, however, is that in both of these schools teacher observation is planned and carried out on a regular basis and with set procedures.

Although teacher observation is considered to be more beneficial when it is part of total staff development, it is apparent that total staff development cannot occur without teacher observation no matter how "comprehensive" or expensive it is. In the daily running of the schools, it would seem that those whose responsibility it is to carry out staff development and observation, although aware of the literature on the importance of this area, have placed it lower on the list of priorities for use of personnel and resources than perhaps it should be for the overall health of the schools.

It is also apparent that these schools have not yet

explored some alternatives to the traditional methods of classroom observation and staff development. In keeping with the consideration of the teacher as professional, and with the understanding that most of the teachers interviewed had little or no input to staff development plans and procedures in the schools, it seems that teachers are untapped resources. If they were included in the staff development planning and if they were involved in peer observation and coaching, they might help the thinly stretched administrations while becoming more professionally involved themselves.

Research Question Three: Evaluation of Observation Process

Will observers evaluate the teacher observation process more favorably than those being observed?

Survey data were used to answer this question. The average supervisor mean from all schools (3.11048) for all questions was significantly higher than the average teacher mean from all schools for all questions (2.836). In all schools except one the average mean for supervisors was higher than the average mean for teachers. The one school that was the exception was chosen for interview. Positive responses to questionnaire items indicate a positive attitude about the teacher observation process in the schools.

Items 11-14 specifically address this issue.

ITEM 11: I consult frequently with teachers about matters that affect them and their work. (I am consulted frequently about matters that affect me and my work.)

Supervisor mean: 3.224

Teacher mean: 2.465

Difference: .759

ITEM 12: Teachers look forward to my observing them in their classrooms. (I do not fear observers in my classroom.)

Supervisor mean: 2.5641

Teacher mean: 3.1528

Difference: -.588

ITEM 13: My observation of their classes is professionally helpful to teachers. (I perceive observation of my classes to be professionally helpful to me.)

Supervisor mean: 3.1346

Teacher mean: 3.125

Difference: .0096

ITEM 14: I am qualified to give helpful feedback to teachers about their work. (I think that the persons who observe me are qualified to give helpful feedback.)

Supervisor mean: 3.4679

Teacher mean: 3.0278

Difference: .4401

Answers to question 11 indicate the perception among supervisors that teachers are consulted frequently about matters that affect them and their work, but that teachers do not report the same perception that they are consulted.

Answers to question 12 indicate that teachers actually anticipate observations more than the supervisors think that they do. Interviews further revealed that teachers who are considered good and who have received no complaints about themselves tend to feel left out of the observation process. Some report that they are the lowest priority in a school and that they feel slighted because their good work is not recognized and they feel stagnant and taken for granted.

Supervisors in the schools selected for interview reported that they thought that the average teacher experienced a good deal of fear and apprehension about being observed. These supervisors were sensitive to this issue and tried to make the observation as routine and non-threatening as possible. Ironically, the teachers in those same schools indicated that they would like to be observed more often.

Teachers and observers agree that observation is professionally helpful to teachers, according to answers to

question 13, yet the mean of answers to question 18 ("Teachers would like to be observed more frequently") for both supervisors and teachers was the lowest of the means for any other question dealing with this process (2.5128 for supervisors, 2.3819 teachers). This seeming discrepancy was addressed in interviews. Of fourteen teachers (non-department chairs) interviewed, eleven state that they would like to be observed more often, but that they are always slightly apprehensive when someone is observing them, particularly if the purpose is not clear. It would seem that slight fear of observation does not mean that teachers would rather not be observed.

Both teachers and supervisors agree that the supervisors are qualified to give feedback about the work of the teacher, but the observers indicate their perception as being more qualified than the teachers think that they are.

Preliminary data from the surveys provide more information about perceptions of the process.

Although the total mean of supervisor answers was greater than the total mean of teacher answers for the survey questions (3.11 for supervisors, 2.836 for teachers), there were five survey items on which the teachers' means were higher than the supervisors' means. These five items bear some attention. The items are

ITEM 9: I give a formal evaluation each year for each person for whom I am responsible. (I receive a formal evaluation once a year.)

Supervisor mean: 2.917

Teacher mean: 3.514

Difference: -.59

ITEM 12: Teachers look forward to my observing them in their classrooms. (I do not fear observers in my classroom.)

Supervisor mean: 2.5641

Teacher mean: 3.1528

Difference: -.59

ITEM 16: I clearly state what is expected of teachers. (I am clear about what is expected of me.)

Supervisor mean: 3.1987

Teacher mean: 3.2847

Difference: -.086

ITEM 17: Formative (developmental) and summative (evaluative) supervision can be done by the same person. (I believe that formative and summative supervision can be done by the same person.)

Supervisor mean: 2.9615

Teacher mean: 3.125

Difference: -.163

ITEM 19: Teachers like to try new methods. (I like to try new methods.)

Supervisor mean: 2.6987

Teacher mean: 3.2153

Difference: -.516

With the possible exception of item 9, these items deal with interaction and attitude between observers and teachers. Teachers seem to indicate greater willingness to have a role in the process not only of observation, but of overall staff development. They also indicate that they are more willing to receive feedback than the supervisors think they are. This should be reassuring to the supervisors.

Supplementary information was also gathered when the surveys were administered. This information includes age, degree, years of experience and the extent to which each supervisor is perceived to be responsible for observation both by supervisors and by teachers in the same school.

The average age of those doing the observing (principals, assistant principals, and department chairs) is 46; the average age for teachers surveyed is 35.4.

Supervisors reported that the teachers in the school were observed 2.6389 times during the past two years, and

teachers reported having been observed 3.01 times during the past two years.

Although all responses indicated that the responsibility to be certain that observation does occur rests with the principal, the greatest degree of responsibility for implementing the observations belongs to the assistant principals. Some schools in the sample have lay principals, some religious. This fact is not significant in this study. Means of supervisors' assessments of responsibility for observation are compared to means of teachers' responses.

POSITION	SUPERVISORS' PERCEPTIONS	TEACHERS' PERCEPTIONS OF RESPONSIBILITY
Principal	2.965	2.716
Assistant Principal	3.215	3.083
Department Chair	2.673	2.69
Other Teachers	1.277	2.51

In one school, the principal does no observing, and in another school the department chairs do not observe. With these exceptions, the schools in Council II report that principals and assistant principals divide the task in some manner, and that the department chairs also observe. Both supervisors and teachers identify the assistant principal as the person most responsible for teacher observation. Thus the success that a school might be having with teacher observation and staff development could

rest in the skills, or lack thereof, of the assistant principal or of the clear delegation and prioritizing of the principal's duties to the assistant when necessary and desirable.

The majority of principals and assistant principals have Illinois Type 75 certificates. Those who do not have them have Illinois Type 09 Secondary Teaching certificates. Department chairs report having Type 09 certification with several commenting that they are working on their Type 75 certificates.

Although observers as a group evaluate the teacher observation more favorably than teachers, individual differences according to age, qualifications, or certification do not seem to be connected to perceptions by either teachers or observers.

Answers to both survey and interview items suggest that the observers in specific areas indicated by the means of the answers to items 9, 12, 16, 17, and 19 are perhaps harder on themselves in their roles than they need to be. Teachers' perceptions that they are evaluated, that they do not fear being observed, that the supervisors do state clear expectations, that formative and summative supervision can be done by the same person in most cases, and that they do like to try new methods should be revealing to the supervisors. The fact that in all of these areas the teachers' means were higher than the

observers' means and that the other means were not suggests that supervisors, although aware of the research on the importance of observation, seem to be imposing perceptions on teachers which do not exist.

Research Question Four: Evaluative and Supervisory Roles

Can the same observer perform both evaluative and supervisory roles?

Question 17 ("Formative and summative supervision can be done by the same person.") asks precisely this question of both observers and teachers who are observed. Both groups agree that these functions can be performed by the same person (supervisors 2.96, teachers 3.125), but the supervisors are more conservative in their agreement. This question was addressed extensively in the interviews.

In all schools interviewed the majority of teachers say that they would like to be observed more frequently. When asked again specifically whether they think that the same person can conduct an observation for both formative and summative purposes, the majority reply that it would be possible. Teachers also suggest that time for teachers to observe each others' classes would be appreciated because their perception is that there are many good teachers in their school that could give them good ideas. They say that this peer observation would benefit the observer more than the teacher being observed.

As stated above, teachers are more concerned that the observation be done than in the way that it is done. They, particularly the teachers in School K, do say that the purpose of the observation sometimes is not clear and that they would like that clarification. Most say that they see observation as helpful, as letting them know "where they stand," as giving them praise when they are doing well, and as necessary for the life of the school. They also understand that if there is a problem with the teacher that cannot be remediated, that the observation can be part of a process that leads to non-renewal or, in extreme circumstances, termination. This fact does not pose a threat to those interviewed.

Those who observe in the four schools chosen for interview express concern that they be understood as helpers and as professionals in dialogue with the teachers rather than inspectors. Interviews and surveys indicate that teachers are less threatened by observation than the observers think.

An interesting comment that was repeated in many of the interviews of the teachers was that the teacher being interviewed thought that he or she was in the minority for wanting to be observed more often. Exactly the opposite proved true.

Thus, by practice and by necessity, the schools in this sample indicate that evaluative and supervisory roles

can be performed by the same person, but that others such as peers could also do observing and provide non-evaluative feedback.

Research Question Five: Ways to Improve The Observation Process

Are there ways to improve the teacher observation process within and among the schools?

A summary of survey data and answers to this question asked directly during the interviews answer this last question. The overwhelming majority of interviews and surveys indicate that the main way to improve teacher observation is to do it, and to be sure that every teacher is observed. Further, those who participated in this study say that specific people should be responsible for doing the observing and that the purpose of the observation should be clear. Those who observe say that they need to plan with observing teachers as a priority or it will not be done since other tasks may seem to be more immediately important.

Teacher observation can be more connected to staff development programs than is currently the practice, and staff development programs themselves can be better planned. Again, someone in the school needs to be primarily rsponsible for coordinating staff development activities. If the principal delegates these responsibilities, he should be certain that the person to

whom they are delegated is capable of coordinating and committed to all areas of staff development, teacher observation, and the total professional growth of the faculty.

Specific ways to improve the teacher observation process were revealed in the interviews. These ways are

1. to provide a schedule that would permit people with a free period to observe each other (this might include occasionally providing substitution);
2. to have a plan for doing the observation and a schedule for carrying it out;
3. to ask for input from teachers about staff development and teacher observation;
4. to provide assistance in particular areas that might be problematic to a teacher but not necessarily to the entire faculty.

Summary Analysis of Findings

This study shows that teacher observation and staff development programs do exist in all of the schools of Council II of the Archdiocese of Chicago, but that the methods, people involved, and reported effectiveness vary widely among schools. The facts that there is no set policy for teacher evaluation at the archdiocesan level, that there are many different governance models represented in the schools, and that there are different people

handling and responsible for the teacher observation program in different schools account at least for this diversity.

Every school has some type of procedure in place for the identification and dismissal of incompetent teachers, thus preserving the summative purpose of observation. This is not surprising, considering the need for any organization to remove those who do not perform according to minimum standards, and also considering the very obvious responsibility of the administration to carry on this basic "maintenance" activity.

The diversity in the observation process among these schools occurs in the areas of observation and supervision which could be described as formative rather than summative. Summative tasks are immediately and obviously necessary to the institution, but formative tasks are not as obviously so. The lack of daily immediacy makes these formative aspects of observation and of staff development as a whole secondary to the other immediate survival tasks that can occupy the time of supervisors and teachers alike. When the formative aspects of supervision are not addressed, however, there can be repurcussions in a school that can be just as serious and potentially more widespread than when the summative aspects are not attended to properly. Personnel difficulties with one person can be attributed to that person's performance alone; however,

when the formative duties are not executed properly, the damage can be experienced by an entire faculty.

Teachers in the schools studied here agree with the literature that professional development and supervision should enable them to actually talk about teaching. The supervisors, in trying at times to protect teachers through the "benign neglect" mentioned above, appear unaware of an untapped resource in the schools and that they could be part of a program to increase teacher effectiveness. Although the teachers understand, to some extent, the time constraints on supervisors which keep them from doing the observations regularly, there is some resentment when the observations do not occur.

When teachers describe themselves as ready and able to at least give input if not plan in-service and other staff development activities in a school, many administrators are not aware that they could do that. To increase teacher participation in observation or any other staff development activity has implications for time management and planning on the part of supervisors and of principals. Perhaps more time spent planning teacher involvement could result in more efficient use of the principal's time in the long run.

Not surprisingly, the perceptions of teachers and observers were different, but the observers did not answer more positively in all areas as is indicated above. Of note is the fact that the widest divergence of answers came

from schools which had no program in place. Teachers in those schools reported that they did not know what was going on behind the scenes and that they did not know where they stood with regards to their own performance. This situation could result purely from lack of communication. The alienation that can occur can be potentially more difficult for administrators to handle than the observations themselves.

The temptation to leave veteran teachers alone as the result of beliefs that they cannot change at this later point in their careers or that they are doing fine and do not need to be observed is present in most of the schools either by design or default. As the research has said, observation of all teachers, regardless of age or career stage, can help break the isolation that teachers can feel in their work. When the veteran teachers are not observed they do feel that they are not being called upon to be "reflective practitioners." This group has said that they are observed less frequently than the younger newer teachers, and the observers concur. The differing purpose for this group's observation poses difficulty for all those involved.

These schools experience some of the conflicts reflected in the literature between "teacher empowerment" and principal as instructional leader, although an interesting nuance does appear in the results of this

study. That is, when the principal does not actually function as the instructional leader, teacher empowerment does not occur either. The seeming contradiction between the two ideas is not, in fact, a contradiction at all. When the principal delegates the responsibility for staff development and/or teacher observation, the principals in this sample think that there is more observation occurring than do the teachers in the school. The teachers in the school identify the assistant principal as primarily responsible for the carrying out of these responsibilities. This discrepancy in perceptions could indicate a lack of awareness on the part of the principal who delegates that portion of the educational leadership responsibility. It could also indicate a lack of direction from the principal to the assistant principal about responsibility and priority of these duties.

The aspects of teacher supervision and observation peculiar to the Catholic sector also appear in this study. The most profound aspect appears in the role of the principal in the tasks described throughout the study. Principals report that, particularly in governance models without presidents (whose jobs include finance development, and physical plant), they are responsible for tasks that in the public sector would be assigned to a superintendent and/or central office personnel. Since many of these tasks are more immediate, they frequently take precedence over

the long range staff development activities.

The methodologies of teacher observation are not as important to the people in these schools, as the fact that teacher observation is done at all. The lack of concern about a pre-conference and the lack of concern on the part of the teachers that summative and formative aspects of supervision be carried out by the same person demonstrate this fact. The supervisors seem to be more concerned about these potential issues, perhaps unnecessarily so. The finding that teachers themselves are not fearful of being observed and, as a matter of fact, feel that their good work is not known, appreciated, or rewarded indicates a lack of perception on the part of the supervisors who answer that they think that people are fearful and apprehensive about being observed.

It is apparent that, for this sample, if teacher observation can be successful without a totally developed staff development program, a totally developed staff development program, no matter how extensive or expensive, cannot be successful without teacher observation. This suggests that overall staff development in a school considers teachers as professionals. What teachers do professionally is teach, and to have a professional development program be successful, it should help the teacher do some analysis about what actually happens with his/her teaching. This simple connection is not made in

several of the schools.

In the final analysis, it is apparent that supervisory tasks vary widely within and among the secondary schools of the Archdiocese of Chicago. The lack of an archdiocesan policy makes room for such diversity. On the one hand, this allows each school to make its own decisions to fit its own needs, but on the other it allows schools caught up in the day to day routine to neglect some areas which could inspire growth, namely observation of teachers no matter where they are in their careers, and staff development.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER STUDY

The major purpose of this study was to document, assess, and examine teacher observation methodologies in the secondary schools of the Archdiocese of Chicago. This purpose was accomplished by administering surveys to people who do teacher observation and people who are observed in thirteen schools in Council II of the Archdiocese and by analyzing the results of the survey. Next, based on the survey results, four schools were chosen for interview and the same people who answered the surveys were interviewed within a one week period.

The data accumulated and analyzed in the previous chapter yields conclusions, recommendations, and finally, suggestions for further study.

Conclusions

Five conclusions are apparent from the analysis of the data.

1. Although teacher observation is done in the high schools, it is not done consistently among the high schools or, in many instances, even by different people within the same school. In some cases the observation is done regularly and systematically while in others it is done

only of new teachers or when there is suspicion that a teacher is not doing well. It is not uncommon for veteran teachers not to have been observed for several years in a row either because "everything is all right," or because "it's too late to change anyway."

This unevenness can contribute to feelings of isolation on the part of the older teacher and can be partially responsible for some negativity on the part of that group. This topic is also reflected in the third conclusion.

2. Although teacher observation is done in the schools, it is done largely in an unplanned way and it is not connected with the other staff development activities of the school. This could be largely due to the fact that the Catholic high school principal is not only supposed to be the instructional leader of the school, but also the business manager and superintendent as well. The principals, stretched too far already with their other responsibilities, delegate a good portion of the responsibility for teacher observation to assistant principals or department chairs who sometimes do not fulfill the responsibility and at other times cannot because of schedule and time constraints.

3. Although clinical supervision is not used in its entirety, certain components of it are used, particularly with new teachers. Differentiated supervision according to

the needs and experience of the teachers being observed is being used. Although needs of teachers at different stages of their careers are widely acknowledged, teachers who have been in the system for a long time report a lack of supervision of any kind, including observation. Beginning teachers receive much more attention than the veterans. There is a danger that the veteran teachers could become isolated and resentful.

4. In-service and other staff development activities and policies are not directly and specifically related to classroom observation. The context for classroom observation is the overall professional development of the teacher. If a teacher is experiencing difficulty, remediation must be suggested, and individualized staff development would be necessary. This does not appear to be the case in the schools chosen for this study.

5. Although the observers in these schools tend to agree with the literature by Blumberg, Joyce, and Showers that formative and summative supervision should not be done by the same person because trust is an essential component of a good supervisory relationship, the teachers, particularly those interviewed, failed to see any profound difficulty with the two approaches of supervision being done by the same person.

Recommendations

There are three recommendations arising from this

study.

1. The most important recommendation to arise from this study is that the principal be certain that teacher observation occurs, and that policy, procedure, and resources including personnel are available to do this. Although in theory the principal would not necessarily have to do observations himself, in practice when the principal does not do at least some of the observations in the school, the observation process does not occur at all or it is very unclear and uneven.

The governance models of the Catholic secondary schools and the resulting job description of the typical Catholic secondary school principal described above with responsibility for finance, maintenance, transportation, and board matters limit the potential effectiveness of the principal in supervisory and instructional matters, including, perhaps supervision of assistant principals and department chairpersons to whom teacher observation and other supervisory duties can be delegated.

2. It is further recommended that observation of teachers should occur in the context of staff development and that resources be allocated to assure that this can happen. Resources need not be financial, but they should encourage professional development of teachers. Examples of such resources are

a. a daily schedule which allows for teachers to

meet in departments, to observe each others' classes, and to have conferences about teaching.

b. a way of recognizing academic and/or professional achievement of faculty, e.g. a bulletin from the principal, etc.

c. in-service if necessary for assistant principals and department chairpersons about how to observe, give feedback, and offer assistance.

d. some modest allocation of money per teacher for professional development, i.e. memberships, workshops, etc.

e. in-service for teachers about teaching styles and techniques that can be used and observed in classrooms.

The suggestions above do not demand a great deal of money for financially struggling institutions, but they would be helpful to the teachers and administrators of those schools.

3. Lastly, teachers should be included in planning in-service and other staff development activities. Principals can be part of a group that deals with this, but the busy principals should be sure to delegate properly and effectively. It is possible to include people in planning processes without "giving away the store." Teachers have reported that they want more input as to topics and activities for in-service days. They also state that they

feel left out of what is "really" happening in the school. Including teachers in planning could alleviate some of these feelings and could develop a greater sense of ownership among the faculty of the task at hand. If teachers are expected to act as professionals, they should be treated as professionals. The survey results and the interviews indicate that the teachers think of themselves as professionals and that the observers think of them the same. Including teachers more in the planning would, it would seem, capitalize on these opinions.

Suggestions for Further Study

Although many topics are related to this study, two stand out as most important.

1. A further study could correlate the answers of particular individuals who are involved in the observation process in the schools. This study investigated trends within and among schools, but did not deal with pairs of people. A study of this nature could provide information about the effectiveness of specific observers.

2. More importantly, a further study should explore the effects of the governance models of schools and the job descriptions of the principals on school climate, organizational effectiveness, and quality of instruction. The study would collect data on the models and job descriptions, interview principals and assorted other people involved at different levels of the school

community, and use data provided by the schools to describe quality of instruction. This study could result in recommendations about job descriptions and effective governance models.

The above recommendations for further research would help focus even further the supervisory tasks and procedures of the secondary schools in the Catholic Archdiocese of Chicago.

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APPENDIX A

DIOCESE OF PITTSBURGH

TEACHER OBSERVATION AND RATINGS

7.1 All observations of teachers shall be conducted openly and with the full knowledge of the teacher being observed.

7.2 A copy of any observation report shall be given to the teacher observed within three (3) days of the observation.

7.3 If a teacher questions the observation report or disagrees with comments made, that teacher shall have the opportunity to present his/her reasons for disagreement with the observer.

7.4 Any observation report that is placed in the personnel files by the administrator shall be considered as an evaluation.

7.5 Any unsatisfactory evaluation must contain an explanation or anecdotal report.

7.6 A teacher must be notified in writing of any unsatisfactory evaluation.

7.7 A teacher who wishes to contest that teacher's rating must indicate to the evaluator his/her dissatisfaction or question within five (5) days of being informed of the evaluation. The teacher may request a conference with the evaluator.

7.8 If the rating remains unchanged after the conference, and if the teacher is still in disagreement, that teacher may file a grievance.

7.9 No rating shall become effective until all steps of the above procedure, if invoked, are exhausted.

7.10 Educational Consultants are to receive a copy of the professional evaluation of each teacher by June 1.

OFFICE OF EDUCATION, DIOCESE OF LANSING

PLAN FOR EVALUATION OF SCHOOL PERSONNEL

PROCEDURES FOR EVALUATION

1. The principal shall have the prime responsibility for evaluating the staff members directly responsible to him.

2. The faculty at the local level should be involved in the development of specific evaluation procedures (how criteria would be applied and measured, frequency of classroom observations, etc.). These procedures will provide the basic data for uniform evaluation report to be submitted to the Diocesan and Deputy's offices.

3. Prior to any official evaluation, preferably at the beginning of the school year, a pre-appraisal conference should identify:

   a. The nature of the teacher's total professional responsibility.

   b. The establishment of performance improvement targets.

   c. The nature of the appraisal process itself.

4. Projected target areas for improvement when determined by the evaluatee shall be summarized in writing.

5. All probationary teachers, those with less than three years of experience in diocesan schools and who do not hold Michigan Permanent Certification, shall be evaluated at least twice a year. These evaluations will be intensive,

covering in detail the suggested criteria for evaluation. The first evaluation shall be made prior to December 1 and the second evaluation should be completed before March 31. During the second evaluation, the principal and the staff members will determine target areas for concentration during the next period of evaluation.

6. Every three years a written evaluation report shall be recorded for a career teacher, one with at least three years of teaching experience in diocesan schools and one who holds Michigan Permanent Certification. Additional major changes in assignment or changes in teacher effectiveness should be noted. The evaluator has the right to evaluate as often as he sees the need and may schedule intensive evaluations during the three year span. The evaluation shall be completed by March 31.

7. A conference should be held to discuss the evaluation. Both parties shall sign the formal evaluation report. The evaluatee's signature shall indicate he has read and is familiar with the evaluator's report but his signature does not necessarily imply agreement with the evaluation.

8. A copy of the evaluation report shall become a part of the evaluatee's personal(sic) folder.

9. When disagreement is present between the evaluator and the evaluatee, the evaluatee has the option of attaching his personal reaction in writing to the evaluator's report provided this is done within one week of the conference.

10. The evaluation report authorized by the Diocesan Evaluation Committee and approved by the superintendent and his staff will be used by principals in submitting reports to the Diocesan and Deputy Offices. These reports will be due by April 15.

11. The evaluation policies, procedures, and regulations will be reviewed periodically by a representative Diocesan Committee.

APPENDIX B

October, 1989

Dear Council II Principal,

I am the Academic Associate Principal at Immaculate Heart of Mary High School, and I am currently completing a Ph.D. in Educational Leadership and Policy Studies at Loyola University under the direction of Drs. Melvin Heller, Edward Rancic, and Arthur Safer.

My dissertation topic is "A Study of Teacher Supervision in the Secondary Schools of the Archdiocese of Chicago." I have proposed, and have been given approval for, using Council II as an appropriate sample of those high schools. Council II is the largest and most diverse of the councils in terms of location, size, and student population.

I am asking for your assistance in this study. I would like to survey by written instrument, four teacher supervisors (principal, assistant principal, and two department heads who do teacher observations) and four teachers, chosen at random, from each Council II school. Following analysis of these written surveys, I would like to interview the same people in four of the schools about staff development and in-service programs.

Since answers, respondents, and schools will be coded, confidentiality is assured. I will share the aggregated results with you when the study is completed.

I will hand deliver the surveys to your schools within the next two weeks if you permit your school to participate in the study. In order to facilitate the process will you take a minute to fill out the enclosed form and include with it a faculty listing so that I may randomly choose respondents? If you have a combined faculty and staff listing, please indicate department heads on the list and cross off the staff members so that I can clearly identify faculty members.

I thank you in advance for your cooperation. Do let me know at (708) 562-3115 if you have any questions or reservations.

Sincerely,

Catherine A. Karl
Associate Principal
Academic Services

NAME OF HIGH SCHOOL:_____

NAME OF PRINCIPAL:_____

NAME OF ASSISTANT PRINCIPAL:_____

_____ I give permission for you to conduct a portion of the study in this school

_____ I do not give permission

_____ I give permission but I have the following reservations:

SIGNED:_____
(Principal)

*PLEASE ATTACH A LIST OF FACULTY WITH DEPARTMENT HEADS AND THEIR DEPARTMENTS CLEARLY INDICATED.

PLEASE RETURN TO:

CATHERINE A. KARL
IMMACULATE HEART OF MARY HIGH SCHOOL
10900 W. CERMAK
WESTCHESTER, IL 60154
(708) 562-3115

THANK YOU!

Dear Principal,

Thank you for allowing me to contact people in your administration and faculty as part of study in the teacher observation process that I will use for my dissertation at Loyola University.

Enclosed is a questionnaire for you to fill out and return in the self-addressed stamped envelope provided.

I have sent the same questionnaire to your assistant principal and two department chairpersons in your school unless you have already indicated that the chairpersons do not do observations. Parallel questionnaires are being distributed to four members of your faculty, chosen at random.

As I have assured you before, the results of this study by school will remain confidential as will, of course, your individual responses. I will provide a summary report including the combined answers of all Council II high schools after the project is complete.

My sincere thanks and best wishes to you.

Yours truly,

Catherine A. Karl
Associate Principal,
Academic Services

Dear Colleague,

Your principal has graciously approved your school's participation in a study of the teacher observation process that will be part of my dissertation for a Ph.D. in Educational Leadership and Policy Studies at Loyola University.

You have been identified as one of the people in your school who observes teachers. Enclosed is a questionnaire concerning your role in and opinions about parts of this observation process. I ask that you answer frankly, and I assure you that your identity will remain confidential, as will the rest of the responses from your school. (The other observers are also being asked to fill out this questionnaire, and four teachers a parallel questionnaire for those being observed.) Your school will not be identified by name in any part of the study or the final report.

A report in which the findings for the Council II sample will be analyzed will be available upon the completion of the study.

I thank you in advance for your cooperation. Please don't hesitate to contact me if you have any questions.

Best wishes.

Sincerely,

Catherine A. Karl
Associate Principal,
Academic Services

A STUDY OF TEACHER OBSERVATION IN THE SECONDARY SCHOOLS OF THE ARCHDIOCESE OF CHICAGO

TEACHER OBSERVATION OPINIONNAIRE

Male_____ Female_____

Age_____

Title: _____teacher_____department

_____department chair

_____assistant principal

_____principal

_____other (please specify)

Years of teaching experience:_____

Years of professional non-teaching experience (e.g. administrative, counseling, etc.) in educational institutions:_____

Educational Background (check highest level only):

_____B.A. _____B.S.

_____M.A. _____M.S. _____M.Ed.

_____Ed.D. _____Ph.D.

Number of undergraduate semester hours in education_____

Number of graduate semester hours in education_____

Type(s) of certification

_____none

_____09 (Secondary Teaching)

_____10 (Special Education)

_____75 (Administrative/Supervisory)

If you are a teacher, please answer the next questions:

How many times have you been observed by another professional from your school within the past two years?

0_____ 1_____ 2_____ 3_____ 4_____ more than 4_____

Who is primarily responsible for teacher observation in your school? Please rank your responses: 4=most responsible to 1=least responsible.

_____principal

_____assistant principal

_____department chairs

_____other teachers

_____other (please specify)

_____no one

Following is a series of statements about how teacher observation and supervision is done in your school. Please answer how it is done and not how you think it ought to be done.

4=always 3=usually 2=seldom 1=never

1. People who observe me talk to me and listen to me about what will happen in the class before they actually observe.
   1( ) 2( ) 3( ) 4( )

2. People who observe me ask for my analysis of the class following the observation.
   1( ) 2( ) 3( ) 4( )

3. I receive written analysis of the observation from the observer.
   1( ) 2( ) 3( ) 4( )

4. I prefer to know ahead of time that my class will be observed.
   1( ) 2( ) 3( ) 4( )

5. I am told clearly if and when there is criticism of my work.
   1( ) 2( ) 3( ) 4( )

4=always 3=usually 2=seldom 1=never

6. I am complimented when I do specific things well.
   1( ) 2( ) 3( ) 4( )

7. I am treated as a professional educator.
   1( ) 2( ) 3( ) 4( )

8. I am encouraged to pursue my own professional growth by attending seminars, workshops, and professional meetings.
   1( ) 2( ) 3( ) 4( )

9. I receive a formal evaluation once a year.
   1( ) 2( ) 3( ) 4( )

10. Other teachers (non-supervisors) have visited my classes and given me feedback.
    1( ) 2( ) 3( ) 4( )

Following is a series of statements about your experience of teacher observation and supervision and about staff development in your school. Please answer how you actually feel and not how you think you ought to feel.

4=always 3=usually 2=seldom 1=never

11. I am consulted frequently about matters that affect me and my work.
    1( ) 2( ) 3( ) 4( )

12. I do not fear observers in my classroom.
    1( ) 2( ) 3( ) 4( )

13. I perceive observation of my classes to be professionally helpful to me.
    1( ) 2( ) 3( ) 4( )

14. I think that the person(s) who observe me are qualified to give helpful feedback.
    1( ) 2( ) 3( ) 4( )

15. In-service days have contributed to my professional growth as a teacher.
    1( ) 2( ) 3( ) 4( )

16. I am clear about what is expected of me.
    1( ) 2( ) 3( ) 4( )

4=always 3=usually 2=seldom 1=never

17. I believe that formative (developmental) and summative (evaluative) supervision can be done by the same person.
1( ) 2( ) 3( ) 4( )

18. I would like to be observed more frequently.
1( ) 2( ) 3( ) 4( )

19. I like to try new methods.
1( ) 2( ) 3( ) 4( )

20. I have some ideas that I would like to share at an in-service meeting.
1( ) 2( ) 3( ) 4( )

21. We experience follow-up on the things that we learn and do at our in-service meetings.
1( ) 2( ) 3( ) 4( )

22. I have some say in the type of input that we have as part of our in-service program.
1( ) 2( ) 3( ) 4( )

23. I have observed other teachers' classes.
1( ) 2( ) 3( ) 4( )

24. I am a good teacher.
1( ) 2( ) 3( ) 4( )

25. I am satisfied with my job as it is.
1( ) 2( ) 3( ) 4( )

If you observe teachers, please answer the following questions:

How many times on the average has each teacher in your school been observed during the past two years?

0_____ 1_____ 2_____ 3_____ 4_____ more than 4_____

Who is primarily responsible for teacher observation in your school? Please rank your responses: 4=most responsible to 1=least responsible.

_____principal

_____assistant principal

_____department chairs

_____other teachers

_____other (please specify)

_____no one

Following is a series of statements about how teacher observation and supervision is done in your school. Please answer how it is done and not how you think it ought to be done.

4=always 3=usually 2=seldom 1=never

1. I talk to and listen to the teacher about what will happen in the class before I observe.
   1( ) 2( ) 3( ) 4( )

2. I ask teachers for their analyses of the class following the observation.
   1( ) 2( ) 3( ) 4( )

3. I give each teacher a written analysis of the observation.
   1( ) 2( ) 3( ) 4( )

4. I let teachers know ahead of time when I will observe.
   1( ) 2( ) 3( ) 4( )

5. I tell teachers clearly when I am critical of their work.
   1( ) 2( ) 3( ) 4( )

4=always 3=usually 2=seldom 1=never

6. I give recognition to teachers when they do something particularly well.
   1( ) 2( ) 3( ) 4( )

7. I treat teachers as professional educators.
   1( ) 2( ) 3( ) 4( )

8. I encourage teachers to pursue their own professional growth by attending workshops, seminars, and professional meetings.
   1( ) 2( ) 3( ) 4( )

9. I give a formal evaluation each year for each person for whom I am responsible.
   1( ) 2( ) 3( ) 4( )

10. Teachers do observe others' classes.
    1( ) 2( ) 3( ) 4( )

Following is a series of statements about your experience of teacher observation in your school. Please answer how you actually feel and not how you think you ought to feel.

4=always 3=usually 2=seldom 1=never

11. I consult frequently with teachers about matters that affect them and their work.
    1( ) 2( ) 3( ) 4( )

12. Teachers look forward to my observing them in their classrooms.
    1( ) 2( ) 3( ) 4( )

13. My observation of their classes is professionally helpful to teachers.
    1( ) 2( ) 3( ) 4( )

14. I am qualified to give helpful feedback to teachers about their work.
    1( ) 2( ) 3( ) 4( )

15. In-service days at this school contribute to the professional growth of the teachers.
    1( ) 2( ) 3( ) 4( )

16. I clearly state what is expected of teachers.
    1( ) 2( ) 3( ) 4( )

4=always 3=usually 2=seldom 1=never

17. Formative (developmental) and summative (evaluative) supervision can be done by the same person.
1( ) 2( ) 3( ) 4( )

18. Teachers would like to be observed more frequently.
1( ) 2( ) 3( ) 4( )

19. Teachers like to try new methods.
1( ) 2( ) 3( ) 4( )

20. Teachers often have ideas that are worth sharing as part of our in-service program.
1( ) 2( ) 3( ) 4( )

21. We follow up on what we learn and do at our in-service meetings.
1( ) 2( ) 3( ) 4( )

22. Teachers have some say in the type of input that we have as part of our in-service program.
1( ) 2( ) 3( ) 4( )

23. Teachers are encouraged to observe each others' classes.
1( ) 2( ) 3( ) 4( )

24. Teachers in this school are good teachers.
1( ) 2( ) 3( ) 4( )

25. Teachers in this school are satisfied with their jobs.
1( ) 2( ) 3( ) 4( )

Catherine A. Karl

Loyola University of Chicago

TEACHER OBSERVATION IN SELECTED SECONDARY SCHOOLS OF THE ARCHDIOCESE OF CHICAGO

The purpose of this study was to document, assess, and examine teacher observation methodologies currently used in the secondary schools of the Catholic Archdiocese of Chicago.

There were five research questions: 1) Are teachers who are observed in a clinical context more satisfied with the observation process than those who are not? 2) Will those responsible for teacher observation evaluate the program as more successful when they perceive it to be part of a comprehensive staff development program in that school? 3) Will observers evaluate the teacher observation process more favorably than those being observed? 4) Can the same observer perform both evaluative and supervisory roles? 5) Are there ways to improve the teacher observation process within and among schools?

Two parallel surveys consisting of demographic data and twenty-five item questionnaires were sent to four observers and four teachers randomly selected from a sample of thirteen schools. Means of scores for each question for observers and teachers were compared within each school and among the schools; means of scores of total responses were compared for observers and teachers within and among the schools. In addition, twenty-seven respondents from four

schools were interviewed.

It was concluded that: 1) although teacher observation is done in the high schools, it is not done consistently among and within the schools; 2) teacher observation is not connected to other staff development activities; 3) supervision is differentiated according to the needs and experience of the teachers being observed; 4) staff development activities and policies are not directly related to classroom observation; and 5) teachers think that supervisory and evaluative tasks can be performed by the same person.

These recommendations were made: 1) the principal needs to ensure that observation occurs; 2) resources should be allocated to ensure that observation occurs within the context of staff development; 3) involving teachers in the observation and staff development processes would benefit the professional life of the school.

APPROVAL SHEET

The dissertation submitted by Catherine A. Karl has been read and approved by the following committee:

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

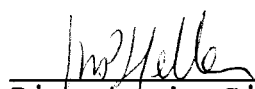
Dr. Edward Rancic
Assistant Professor, Educational Leadership and Policy Studies, Loyola University of Chicago

Dr. Arthur Safer
Associate 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.

April 17, 1990
Date


Director's Signature