

A STUDY OF TEACHER EVALUATION  
IN THE  
BLOOMINGTON ELEMENTARY SCHOOLS

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by  
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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

In many school systems throughout the country increased efforts are being made to develop improved methods for appraising the effectiveness of classroom teachers and other school personnel. Much progress has been made toward this goal of establishing valid criteria for teacher evaluation in the past decade. The views on this topic do not always coincide, but there is agreement that evaluation should primarily be a means of improving the quality of education and that it is the responsibility of the profession to maintain high standards. As a result of conflicting points of view and differences of opinion among professional educators, we find the process of evaluation a very complex procedure which often is the basis for serious misunderstandings and dissenting attitudes.

#### I. THE PROBLEM

Statement of the problem. Many educators tend to be disturbed by their inability to agree upon the characteristics of effective teaching and the methods used in determining this effectiveness. It is this disagreement which creates a problem. This problem is composed of four all-important questions which are: (1) Can a teacher be evaluated objectively? (2) Are there adequate criteria available for measuring a teacher's effectiveness? (3) Are the methods and techniques used in teacher evaluation reliable? (4) Are the results

of an evaluation applied meaningfully?

It is the purpose of this study, therefore, to try to clarify any misconceptions and to make an effort to improve the understanding of teacher evaluation.

Importance of the study. Many educators in both elementary and secondary education are uncertain as to whether or not there is a value and a need for teacher evaluation in a school system. One of the concerns in Bloomington, Minnesota, where the author is presently teaching, is reflected in that many elementary teachers have asked questions such as the following:

1. Why must it be required that a teacher be evaluated?
2. Why should a first year teacher in the Bloomington Elementary School System not be rated high simply because she is a first year teacher?
3. Why should teacher ratings change when transferred from one building to another?
4. Why is an evaluation considered adequate when an administrator observes a teacher only four to six times a year or even less?
5. Why is an evaluation necessary when a teacher usually knows, after she has been in the building for a number of years, that her rating will be almost the same as in previous years?
6. Why must there be a conference with the administrator

after being observed and evaluated when there are very few or no constructive suggestions given to the teacher for improvement?

The importance of this study will be to investigate, observe, and draw conclusions relative to questions such as these asked by teachers in the Bloomington Elementary Schools.

## II. DEFINITIONS OF TERMS USED

Evaluation. Throughout this study the term "evaluation" will represent the cooperative and continuing process between the teacher and the evaluator for improving the quality of instruction found in the classroom. In this process the individual in the evaluative capacity will review the teacher's responsibilities and carefully observe the teacher's work and the conditions under which it is being done. The evaluator will then meet with the teacher to discuss the teacher's strengths and weaknesses and to decide upon changes, if any, that should be made in the responsibilities, conditions, or methods of instruction.

Rating. The term "rating" will be included in this study under the broader term "evaluation." Rating will refer to a judgment passed on a teacher by a person in an evaluative position. This judgment will be implied as a classification on a scale, for example; inadequate, fair, good, or superior. Through this method a teacher may be rated on his overall performance or on various categories of

his work.

Effectiveness. This is a broad and sometimes difficult term to define adequately in the interpretation of teacher evaluation. A teacher's effectiveness is usually thought of being the extent to which desirable or undesirable changes have been brought about in student behavior. In most cases throughout this study, the term "effectiveness" will relate to the results which are obtained from the interaction between the teacher's efforts and the situation in which he worked. The rating of this effectiveness is brought about by a set of criteria determined by the school system in evaluating teachers.

### III. ORGANIZATION OF THE STUDY

The organization of this study will begin by making a review of general literature, research, studies, and discussions which have been written on the topic of teacher evaluation.

Following the review of pertinent information on teacher evaluation a survey was conducted in the Bloomington Elementary Schools. This survey involved such individuals as experienced elementary principals and elementary classroom teachers who have been directly involved with teacher evaluation. The aim of this survey was to highlight the strengths and weaknesses of Bloomington's present method of evaluating personnel.

The culmination of the total study will be an appraisal of

Bloomington's current rating and evaluating methods. Conclusions will be drawn and recommendations will be made to the major administration.

It is the sincere desire of the author to bring about an improved program of teacher evaluation in the Bloomington Elementary Schools which will meet the approval of the administration and the classroom teachers.

## CHAPTER II

### REVIEW OF THE LITERATURE

Teaching is a very complex and controversial subject when referred to as an activity which must be evaluated. It involves administrators, teachers, pupils, the goals and activities of teaching, and the results of pupil growth. A teacher's effectiveness is influenced in many ways by the forces which lie in the school system and the community. For more than sixty years research has been trying to find out what it is that makes a teacher effective, how to predict teaching success, and how to determine when a teacher actually is successful.

To evaluate a teacher means that we must differentiate between various forms of human behavior, which is very difficult to do. Even though there are no definite answers to the many questions asked on teacher evaluation, it must be realized that evaluation may be important due to the positive effects that it may have upon one for improving instruction. As Mary Dawson, editor of The National Elementary Principal stated, "To ignore the subject simply because it is complex and controversial is unintelligent."<sup>1</sup>

The evaluation of classroom teachers is one of the most

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<sup>1</sup>  
Dawson, Mary, "Editorial", The National Elementary Principal, XLIII (November, 1963), p. 3.

important responsibilities of any school administration. It can be used as a means of obtaining valuable information for making administrative decisions in the employment, tenure, and supervision of teachers. Furthermore, as previously stated, it may help teachers improve their quality of instruction.

Although research on evaluation dates back to the early 1900's, it is very possible that many teachers still find themselves under unsatisfactory systems of evaluation today. Perhaps this is because there is no consensus on the criteria to be used in evaluation. It could also be that much of what has been discovered in research has not been put into practice. Teachers should nevertheless welcome evaluation, if it is done in a fair and acceptable way, so as to determine how well they measure up to the school's standards.

#### TEACHER EVALUATION IN THE SCHOOL

Trends of evaluation. To state when teacher evaluation definitely began would be most difficult. However, it is safe to say that efforts to appraise teaching effectiveness are perhaps as old as teaching itself. It appears that first forms of evaluation were in existence as early as in the late 1600's and early 1700's. It was during this period of time when town selectmen (usually ministers and men of learning) were directed to secure teachers of high religious and moral qualities and to serve on committees which

inspected the schools.<sup>2</sup> Studies tend to state that research on teacher effectiveness began about 1891. At this time, most of the appraisals of teachers were subjective in nature. That is, they had been a type of impression rather than a scientific measurement. No carefully devised scheme for evaluating teachers appeared before 1912. Up to that time, whatever studies which were conducted tried to find out why teachers fail. The data collected by these studies tended to confirm previous impressions as to what the weak points in the teaching process were. The factors which drew attention to this failure were the limited amount of training, poor salaries, and inadequate certification standards. From these studies suggestions were offered to those people engaged in teacher preparation.

In the 1920's interest in teacher appraisal increased very rapidly. As expressed by Jerry Mitchell, "This decade was marked by great faith in the notion that practically everything can be scientifically measured."<sup>3</sup> Thus, much of the research and study completed during this period of time had to do with the establishing

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<sup>2</sup>Burton, William H. and Leo J. Brueckner, Supervision: A Social Process, (New York: Appleton-Century-Crofts, Inc., 1955), p. 5-6.

<sup>3</sup>Mitchell, Jerry B., "Merit Rating: Past, Present, and Perhaps", Phi Delta Kappan, XLII (January, 1961), p. 139.

of criteria for differentiating between good and poor teachers. These criteria, which were basically used for determining a teacher's salary, were very controversial due to the lack of agreement concerning the characteristics of good or effective teaching.

During the 1930's, economic as well as other factors, caused the abandonment of many of the merit rating plans.<sup>4</sup> The research which was conducted during this decade was directed mainly on pupil's ratings of teachers.

With the coming of the 1940's research focussed on teacher-pupil interaction as a basis for determining teacher effectiveness. Most of the research up to this time neglected this all-important factor of "pupil-teacher relationship." Also, in the 1930 and 1940 decades, many of the rating instruments and devices came into being.<sup>5</sup> During this time the reliability and validity of the rating instruments were found to be very low. As a result, the rating instruments were continually being changed and still are today.

The years since 1950 to the present have brought about many significant studies and changes in the area of determining teacher competence. Because of their importance the author will summarize these findings in a later segment of this chapter entitled, "Recent

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<sup>4</sup>Ibid.

<sup>5</sup>Moffitt, J. C., "Differences in Teaching: Can They Be Recognized and Compensated?", The National Elementary Principal, XLIII (November, 1963), p. 54.

Research and Studies."

Purpose of evaluation. The purposes of an evaluation program in any school system should be carefully determined and stated in detail. If any conflicts of purpose should arise among the administration and the teaching personnel they should be settled or a compromise reached so as to avoid future dissention and misunderstanding. It should also be remembered that if an evaluation program serves too many purposes it is not likely that any one purpose will be served extremely well. As the National Education Association Discussion Draft states, "The over-riding and inclusive purpose of teacher evaluation is to safeguard and improve the quality of instruction received by the students."<sup>6</sup> Although there may be many reasons for evaluating teaching, the following purposes should probably be included in an evaluative program as being very basic.

1. To determine the effectiveness of the instructional program and the achievement of the objectives held by the school.
2. To provide the basis for self-improvement and assist the teacher in achieving success.
3. To give recognition or reward for superior and effective service.

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<sup>6</sup> National Education Association, Research Division, Discussion Draft: Guidelines for the Evaluation of Classroom Teachers, (Washington, D. C.: the Association, September, 1962), p. 6.

4. To motivate the teacher to strive for a higher level of performance.
5. To provide the basis for making sound administrative decisions regarding the teacher. Among these being:
  - (1) reemployment, (2) dismissal, (3) promotion,
  - (4) appointment to special tasks, (5) placement,
  - (6) transfer, and (7) advancement on salary schedule.
6. To provide the basis for in-service or supervisory developmental programs and activities.
7. To make it possible for the teacher to recognize his weaknesses and capitalize on his strengths.
8. To provide the basis for making the teacher a more effective member of his profession.

It may be well to remind ourselves that the purposes may affect the reactions of those involved in the evaluation or may affect the manner in which the evaluation is carried out. As Howsam states, "Indeed, the reason may be more important than the actual process."<sup>7</sup>

Effects of evaluation. Even though the purposes of teacher evaluation may be stated explicitly the consequences or effects of it may be unintended. The evaluation itself may bring about more

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<sup>7</sup>Howsam, Robert B., Who's a Good Teacher?, (Burlingame: California Teacher's Association and California School Board's Association, 1960), p. 9.

or less effective teaching. The results of evaluation usually relate quite closely to the attitudes of those participating in it. One particular climate may threaten the teacher or force him into conformist behavior while another climate may tend to keep the channels of communication open between the participants. The author believes that it is this latter type of climate which is more conducive for the bringing about of the mutual respect and the maximum efforts of those involved in evaluation.

Gale Rose, Associate Professor of Education at Western Reserve University in Cleveland, Ohio, reported that:

When one considers the effects of administrative evaluation of teachers, at least four possible types of effect are of interest: (1) Effects on the teaching and learning process; (2) Effects on the teacher personally; (3) Effects on the administration and the organization of the school; and (4) Effects on the administrator personally.

Recently Gale Rose conducted a survey in which comments were solicited from forty-five principals in five different school systems on their present teacher evaluation programs. Nearly every principal stated or implied that teachers in general are not accustomed to evaluation when it involves extensive criteria and a certain amount of classroom observation. They found that the teachers were quite tense and nervous when the evaluation program was first initiated, but after continuous exposure with the procedure it was accepted by

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<sup>8</sup>  
Rose, Gale W., "The Effects of Administrative Evaluation," The National Elementary Principal, XLIII (November, 1963), p. 50.

most teachers. In fact, it was found that some teachers even welcomed evaluation if the experience was meaningful, focussed on improving teaching, and the administrator took adequate time to collect information and discuss it with the teacher.

In some cases differing goals of the teacher and the administrator may affect those who are involved in the evaluative process. If the goal of the evaluation program is for self and group improvement, teachers are very likely to help and assist each other in every possible way. However, if the goal is for reward many may hesitate to do anything which would improve the other teacher's position. As Howsam states, ". . . the use of external rewards and punishments could only result in teachers becoming self-seeking and uncooperative."<sup>9</sup>

Usually most teachers are interested in knowing what has been recorded about their teaching. But, possibly there are some who are not because they may be insecure about their teaching status. Rose found that these were usually the less able teachers.<sup>10</sup> If the evaluative program emphasizes improving instruction, rather than finding fault with it, perhaps the less competent teacher can be expected to be more cooperative. It must also be realized that if the evaluator is not a competent or adequately trained person,

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<sup>9</sup> Howsam, op. cit., p. 11.

<sup>10</sup> Rose, op. cit., p. 51.

the whole structure may come tumbling down. He must be a well-trained and skilled person who takes the necessary time to do an effective job of evaluating.

People usually seem to be influenced to a certain degree by everyday tensions, anxieties, and pressures. Up to a certain point they may work very productively under this pressure, but beyond this point they may work less effectively or break down altogether. Due to teachers working with large groups of children each day they are under extreme tension and possibly should not be exposed to any additional pressure. Howsam aptly expressed this when he said, "Evaluation systems can be tension producing."<sup>11</sup> Therefore, the possible pressures and tensions that may result from an evaluation program should carefully be considered before such a program is initiated.

#### PRINCIPLES OF EVALUATION

When developing a system of evaluation certain principles or desirable characteristics of a good evaluative program should carefully be taken into consideration. Elsbree and McNally point them out as being:<sup>12</sup>

Evaluation should be comprehensive. That is, all factors

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<sup>11</sup> Howsam, loc. cit.

<sup>12</sup> Elsbree, Willard S. and Harold J. McNally, Elementary School Administration and Supervision, (New York: American Book Co., 1954), pp. 435-436.

affecting the teaching-learning process should be included in the evaluation of the teacher.

Evaluation should be cooperative. It should involve all individuals who are going to participate in the evaluative process. Such a cooperative evaluation develops much more insight and understanding in the process of evaluation than does the authoritative type.

Evaluation should be based on valid criteria. In other words, the criteria should be consistent with the objectives of the staff and the philosophy of the school system. This in turn would imply that the evaluative criteria should be developed by common agreement between those who are doing the evaluating and those who are being evaluated.

Evaluation should be diagnostic. Attempts should be made to determine the reasons or causes which are affecting the teaching-learning situation. Without diagnosis the evaluation will be of little help to the teacher.

Evaluation should be continuous. The evaluation of the staff or teacher should not be completed after a single classroom visitation. Rather, it should continue throughout the year as a means of improving classroom instruction and the educational program. These gradual improvements and changes are recognized as being desirable and characteristic of a modern educational program.

Evaluation should be functional. This one principle of an

evaluative program is probably the most important of all the others mentioned. If the results of an evaluation are not going to be applied in a meaningful way, then there is no reason to have an evaluative program. Teachers should know the results of an evaluation, what changes are to be made and why. Eliminating the results of an evaluation eliminates the need for improving the existing instructional situation.

#### TYPES OF TEACHER EVALUATION

In some school systems where a teacher evaluation program is being introduced or revised the personnel are confronted with a serious problem. This problem is; "Who will make the most accurate judgment of a teacher's effectiveness?" Actually, all who come in contact with the teacher and his work will evaluate and draw opinions from it. This includes those out of the school who have very little exposure to the teacher to those in the school who have a great deal of contact with the teacher and his work. This has always been so and probably will continue as such as long as there are teachers. Very few teachers are naive enough to believe that their work is not appraised.<sup>13</sup>

There is much concern by the public with having good schools and we as teachers should be happy that there is such concern.

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<sup>13</sup> Burton, William H. and Leo J. Brueckner, Supervision: A Social Process, (New York: Appleton-Century-Crofts, Inc., 1955), p. 360.

According to Burton and Brusckner, "In a democratic society it is only natural that many persons are going to be concerned with teaching efficiency."<sup>14</sup> Even though this is true, we are still confronted with the problem of, "Who is the best person to determine this efficiency?" Probably the most logical answer to this question would be "those who are in direct contact with the teacher and his work." Among these individuals would be the teacher himself, fellow teachers, pupils, and administrators or supervisors.

Self evaluation. No person should be more alert to what constitutes good or poor teaching than the teacher himself. In evaluating one's own efficiency, a teacher should carefully study his performance in relation to the pupil's growth and achievement and then plan improvement where it is most needed. It would be most unrealistic to suggest any one method of self-evaluation for teachers. However, the chief objective would be to develop an attitude of self-evaluation, for without the teacher's own disposition to evaluate himself, no self-evaluation is possible.<sup>15</sup>

Self-evaluation may be an informal or a systematic formal process. With most teachers the informal process of self-evaluation is going on all the time.<sup>16</sup> Whether the teacher evaluates himself

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<sup>14</sup>Ibid.

<sup>15</sup>Elsbree and McNally, op. cit., p. 433.

<sup>16</sup>Ibid.

in an informal or formal method there tends to be considerable disagreement over the value of self-evaluation. If the goal is for self-improvement, it may have some merit. As Kinney stated, "Self-directed growth depends on frequent self-evaluation of his own effectiveness. . ." <sup>17</sup> On the other hand, if the goal is for basing administrative judgments and actions, it is doubtful whether the teacher will present a true and accurate evaluation of himself. In Howsam's project "Who's a Good Teacher?" he pointed out that teachers tend to over-rate themselves and that these ratings usually do not agree with other evidence of effectiveness. He also emphasized that "There is substantial agreement that seldom, if ever, can a person evaluate his work objectively." <sup>18</sup>

If a program of self-evaluation is going to be initiated into a school system careful consideration should be given to the method of evaluation to be used (informal or formal) and how the results of an evaluation are going to be applied (for self-improvement or for administrative judgments).

Peer evaluation. Evaluation of teachers by fellow teachers is not as widely used in the total evaluative program as are the other types of evaluation. Though an evaluation by a peer may appear to be sound in theory, it does have its limitations. Teachers, in

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<sup>17</sup>Kinney, Lucien B., "Self-Evaluation: The Mark of a Profession," Educational Leadership, XV (January, 1958), p. 229.

<sup>18</sup>Ibid.

general, have misgivings about passing judgments on other teachers. This may be due to the fact that an evaluation as such tends to be based on marginal evidence. Fellow teachers are exposed and have access to only a limited amount of another teacher's work. "Before such ratings could really be successful, teachers would have to have opportunity for inter-class visitation," stated Howsam.<sup>19</sup> He also reported that teachers would be reluctant to rate other teachers except for research purposes and found that peer ratings compare quite favorably with administrative or supervisory ratings, but not as well with other measures such as pupil gain.

Pupil evaluation. According to Howsam, ". . . the findings have shown that pupils are able to make more valid and reliable ratings of teachers than any other group, including administrators, supervisors, and experts."<sup>20</sup> He also found in his studies that pupil ratings tended to be both fair and accurate. There has been some research on whether or not the marks or grades a student received from a teacher affected his rating of that teacher; this was found not to be so, nor did the student favor or rate high the easiest teacher. Other research points out that there is little correlation between the pupil's rating of teachers and the ratings of others.

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<sup>19</sup> Ibid.

<sup>20</sup> Howsam, Robert B., "Teacher Evaluation: Facts and Folklore", The National Elementary Principal, XLIII (November, 1963), p. 16.

This has led researchers to conclude that students probably use different standards of evaluating than do adults. Burton and Brueckner pointed out that students will have many excellent ideas on how to improve the teaching-learning process due to the fact that they are directly involved in it.<sup>21</sup> But still, as Howsam stated, "Despite the favorable evidence, there is widespread resistance to the use of pupil ratings, probably arising out of the respective roles of student and teacher in our culture."<sup>22</sup>

Administrative evaluation. Should a teacher be evaluated by an administrator or supervisor? This is the most widely used single measure of determining teacher effectiveness at the present time. The findings in this area, however, give very little support to this method of evaluating teachers. In fact, Howsam said:

It should be sobering, indeed, for principals to know, for example, that there are strong tendencies for superiors not to agree in their ratings of teachers. Further, ratings tend to have a low correlation with student gains.<sup>23</sup>

Howsam also pointed out that if the administrator tends to be institutionally oriented he may emphasize such things as house-keeping, discipline, and public relations in the evaluation of the teacher rather than the all-important instructional aspects.

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<sup>21</sup>Burton and Brueckner, op. cit., p. 361.

<sup>22</sup>Howsam, loc. cit.

<sup>23</sup>Howsam, loc. cit.

Other findings and studies in this area reported that teachers could be evaluated effectively by administrators or supervisors. According to Nicholas A. Fattu, "Available studies have shown in general that teachers can be reliably rated by administrative and supervisory personnel (usually with correlations of .70 or above."<sup>24</sup> However, the administrative evaluation is apt to be contaminated by the "halo" effect (letting one judgment on an item of the evaluation influence others).

In spite of all the attempts to improve administrative evaluation of the teacher, they are still found to be biased, subjective, and uninterpretable by anyone except the rater himself.<sup>25</sup>

As one can clearly see, there is at the present time no one way of evaluating teachers that has been found to be free from error. As stated previously, the administrative evaluation is the most widely used type of evaluation in present day school systems. Possibly the reason for this, if for none other, stems from the fact that it has been traditional for those in a superior position in a school system to evaluate personnel under him. Thus, we find administrators evaluating teachers.

It must be remembered that only the teacher can make changes

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<sup>24</sup>Fattu, Nicholas A., "Research on Teacher Evaluation", The National Elementary Principal, XLIII (November, 1963), p. 24.

<sup>25</sup>Howsam, Robert B., Who's a Good Teacher?, (Burlingame: California Teacher's Association and California School Board's Association, 1960), p. 34.

in his classroom behavior. Others may help to bring about change, but it will not have any effect unless the teacher desires a change. As Amidon and Flanders stated, "Not only must the teacher have the desire to change, but he must be willing to put forth time and effort required, to look at himself objectively, and to accept professional guidance."<sup>26</sup>

Whoever it may be that will attempt to evaluate the teacher and his effectiveness in classroom instruction, it is hoped that their judgments be sound, fair, and worthy of the teaching profession.

#### METHODS OF TEACHER EVALUATION

Methods used in the evaluation of teachers seem to fall into two major categories: (1) the informal or general impression method which is seldom thought of as evaluation and (2) the formal or analytical method which is highly structured and systematized.

Informal evaluation. The informal method of evaluation was the first method of evaluation to be used in school systems. Though this method was predominantly characteristic of the past we still find it being used today, particularly in the smaller school systems. This method of evaluation consists of the casual and informal contacts

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<sup>26</sup>Amidon, Edmond J. and Ned A. Flanders, The Role of the Teacher in the Classroom, (Minneapolis: Paul S. Amidon and Associates, Inc., 1963), p. 2.

of the teacher and the principal; the exchanging of ideas, questions, suggestions, and comments; and brief visits to the classroom. The definite way to carry on such an evaluation is not clearly stated, as there are no factors, guidelines, or rules established. Whatever judgments that are made relative to the teacher's effectiveness are based on impressions rather than on facts. If the teacher is to be given a rating for the year, such a rating would be very difficult to validate, should the teacher disagree with it, for there is very little or no written evidence to support this rating. Informal methods of evaluation may also display favoritism or partiality. This was clearly stated when Boyce said, "The way to get promoted is to know your principal rather than your principles."<sup>27</sup>

In evaluating the effectiveness of a teacher, general impressions by themselves are not enough. If a teacher is to be helped in improving his classroom instruction, certain particulars or specifics of his teaching must be brought to focus. Without mentioning such specifics, it would be very difficult indeed for the teacher to improve upon his weaknesses or capitalize on his strengths. This is not characteristic of the informal method of evaluation.

Formal evaluation. Formal methods of evaluation are found to

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<sup>27</sup> Boyce, Arthur Clifton, The Fourteenth Yearbook of the National Society for the Study of Education, (Chicago: University of Chicago Press, 1915), p. 15.

be in widespread practice today. In fact, in a study conducted by the National Education Association in 1962 it was revealed that teachers were being evaluated formally in fifty-eight per cent of all urban school systems.<sup>28</sup>

Formal programs of evaluation are usually carried out in a very systematic and well-organized manner with every step and detail of the process clearly spelled out. The criteria which are used on the evaluative forms may or may not be extensive. Included in a formal evaluation are such practices as the use of definite statements of criteria, planned and recorded observations of teaching, scheduled follow-up conferences with the teacher, and the completion and signing of the evaluative forms by those involved in the process. Formal methods of evaluation also emphasize objectivity in determining teacher effectiveness rather than subjectivity. That is, the evaluative instruments used in formal evaluation should measure on a quantitative or "how much" basis rather than on a qualitative basis which would involve value judgments. Although objectivity is stressed, we still find that many of the ratings recorded on the evaluative forms are based on subjective judgments. As a result, the National Education Association has gone on record as being opposed to subjective methods in evaluating the performance of teachers and has supported

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<sup>28</sup> Davis, Hazel, "What Teachers Say About Evaluation of Teachers," NEA Journal, LIV No. 2 (February, 1965), p. 37.

the development of a better means of objective evaluation.<sup>29</sup> "But to evaluate, one must deal with elements of both quantity and quality—and quality, by its very nature, does not readily lend itself to objective measurement," stated Karl Openshaw.<sup>30</sup>

Whether an informal or formal program of evaluation is found to be present in a school system or not, it still should not alter the teacher's responsibility to continually strive for self-improvement.

#### TECHNIQUES USED IN DETERMINING TEACHER EFFECTIVENESS

One of the major responsibilities of many school officials throughout the country is that of determining teacher effectiveness. To make an estimate of a teacher's effectiveness involves obtaining pertinent information regarding classroom instruction. How this information is acquired may vary from one school system to another. However, the most commonly used techniques for gathering this data are by means of: (1) observation (2) rating scales and (3) measurement of student gains.

Observation. Generally speaking, as Herman points out,

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<sup>29</sup>Openshaw, Karl, "Teacher Evaluation: A Point of View," The National Elementary Principal, XLIII (November, 1963), P. 29.

<sup>30</sup>Ibid.

teacher observations can be classified into two distinct types: that of being informal or formal.<sup>31</sup> The informal type of teacher observation is that which is continuous throughout the year. Herman states that in this type of observation the principal will visit the classroom every three or four weeks for approximately a half an hour to an hour and a half. During this observational period the principal will walk freely about the classroom, if the children are working in small groups or committees, or will sit with the class if the teacher is teaching directly. At appropriate times, when it will not interfere with classroom activities or the teacher, the principal will make comments to the teacher on the activities presently taking place in the classroom. In other words, he tries to work with the teacher while he is in the classroom. Through this method the teacher may obtain a clearer recognition of his strengths and the weaknesses which he must improve upon. After such an observation the principal returns to his office where he prepares an anecdotal record. He then places this record in the teacher's confidential file. On his next visit to the same classroom the principal will particularly observe to see what progress has been made and decide as to whether or not his suggestions and recommendations have been put into practice.

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<sup>31</sup> Herman, Wayne L. Jr., "Teacher Observation," The National Elementary Principal, XLIII (April, 1964), p. 63.

In formal observations, states Herman, the principal will usually visit the classroom two or more times during the school year in addition to the so-called informal visits.<sup>32</sup> Usually the first of these two formal observations is planned by advance appointment.

With the inception of the school year the principal will explain to the teachers that the reason for formal observation is mainly to promote teacher growth and to improve the quality of instruction--not to provide a basis so as to dismiss a teacher. It is very important that teachers understand this clearly. As Herman emphasizes, "The success of the formal observations is dependent on the teacher's confidence in the stated purpose."<sup>33</sup>

In formal observation an evaluation sheet containing comprehensive criteria is given to each teacher approximately one month prior to his observation. The amount of time spent in the classroom in a formal observation may vary from an hour or so to possibly a full day. However, due to other daily responsibilities which make demands on the principal's time, it is doubtful whether the principal can devote nearly a full day to the observing of one teacher. Possibly shorter and more frequent observations would suffice.

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<sup>32</sup>Ibid.

<sup>33</sup>Ibid., p. 64.

Once again the principal will walk around the classroom observing the children, the teacher, and the instructional environment and climate. He may even make casual comments to the teacher during this visit. After the observation the principal will return to his office to complete an evaluation form on the teacher's performance. On this report are included both positive and negative comments. Soon thereafter, a conference is scheduled with the teacher. During the conference the teacher and the principal discuss freely the criteria on the evaluative form and the judgments which have been made on the classroom teacher's instruction. Such conferences will usually last approximately one hour in length.

A few days later, the teacher will then receive a typewritten copy of the evaluation form. In another week or so the principal will then follow up the formal observation with an informal visit to the classroom to see if the recommendations for improvement are being carried out.

Such systematic observational techniques to determine differences in performance of effective and ineffective teachers were neglected until rather recently, mentioned Fattu.<sup>34</sup> He also stated that most formal observations seem to depend largely upon the subjective judgment of the observer. Fattu supports his viewpoint on

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<sup>34</sup>Fattu, N. A., "Research on Teacher Evaluation," The National Elementary Principal, XLIII (November, 1963), p. 24.

formal observation by saying, ". . . in practice, this technique is seldom the only one used for judgments of teacher effectiveness, and it is rarely used in an objective, scientific fashion."<sup>35</sup>

As a result, the author believes that only through the thorough training of observers can there be a reduction in the amount of subjective judgments. As quoted from the NEA Research Memo, "Effective employment of direct observation and assessment requires the thorough training of observers—training directed at the understanding of, and the development of skill in identifying, the behaviors under consideration."<sup>36</sup> But, even though the observer may be well trained, it is necessary that he devote adequate time to the observation and evaluation of the teacher so as to arrive at a sound judgment of the teacher's effectiveness. Herman states that, "A cursory inspection of the literature reveals that most authorities recommend that between twenty-five and fifty per cent of the elementary school principal's work day be devoted to supervision in some form or another."<sup>37</sup> The NEA Discussion Draft recommends a range from three to ten hours as the minimum amount of time for classroom observation.<sup>38</sup> Whereas,

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<sup>35</sup> Ibid., p. 26.

<sup>36</sup> National Education Association, Research Division, NEA Research Memo, (Washington, D.C.: The Association, September, 1962), p. 2.

<sup>37</sup> Herman, op. cit..

<sup>38</sup> National Education Association, Research Division, Discussion Draft: Guidelines for the Evaluation of Classroom Teachers, (Washington, D.C.: The Association, September, 1962), p. 10.

Gale Rose reports that, ". . . in about six twenty-minute periods of observation, properly spread out over different days and weeks, a rather complete picture of a teacher's classroom behavior can be obtained."<sup>39</sup> Furthermore, Beecher recommends, ". . . two full half days early in the school year and an additional two full half days in the spring. . ."<sup>40</sup> But, as Herman emphasizes, ". . . many school administrators devote nowhere near this amount of time to supervision and think they are doing well, indeed, if they get into each classroom to observe two or three times a year."<sup>41</sup>

Yet, one must remember that even though classroom observations do have their pitfalls, they may contribute substantially to the improvement of classroom instruction. As Fattu states, "In the case of planned observational recording, the reliability compares favorably with other methods of teacher evaluation."<sup>42</sup>

Rating scales. "The most common, and most researched, method of rating teachers has been by supervisors and principals," stated Howsam.<sup>43</sup>

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<sup>39</sup>Rose, Gale W., "Performance Evaluation and Growth in Teaching," Phi Delta Kappan, XLV (October, 1963), p. 49.

<sup>40</sup>Beecher, Dwight E., The Teaching Evaluation Record, (New York: Educators Publishing Company, 1956), p. 3.

<sup>41</sup>Herman, op. cit..

<sup>42</sup>Fattu, op. cit., p. 25.

<sup>43</sup>Howsam, Robert B., Who's a Good Teacher?, (Burlingame: California Teacher's Association and California School Board's Association, 1960), p. 34.

Although many educators may have the opinion that the process of rating teachers on their performance in the classroom is relatively new, it has been found that such a process was in existence in the early 1900's. The NEA Journal brought this to light when it stated that the NEA Research Division found ratings to be in existence in 1922. At that time 55 per cent of the urban school systems used teacher ratings. In comparison, it also stated that in 1962 approximately 58 per cent of urban school systems were using teacher ratings.<sup>44</sup>

Though there may be other techniques and methods used in judging teacher effectiveness, rating scales have been found to be the most frequently used devices for assessing teacher behavior.<sup>45</sup> In addition to this, the NEA Research Memo found formal rating scales to be present more often in school districts having a population of 30,000 or more than those with less than this population.<sup>46</sup>

Through the use of rating scales an attempt has been made to reduce the amount of subjectivity in determining teacher effectiveness. To completely eliminate subjectivity in the use of rating scales would be very difficult, indeed. As Fattu expressed, "In a

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<sup>44</sup>Davis, Hazel, "What Teachers Say About Evaluation of Teachers," NEA Journal, LIV No. 2 (February, 1965), p. 37.

<sup>45</sup>Who's a Good Teacher?, (American Association of School Administrators, Department of Classroom Teachers of the NEA, and National School Board's Association, 1961), p. 29.

<sup>46</sup>National Education Association, Research Division, NEA Research Memo, (Washington, D.C.: the Association, May, 1962), p. 7.

sense, the use of rating scales to measure behavioral features tends to emphasize the subjectivity. . .<sup>47</sup> Fattu also states that, ". . . items on rating scales tend to be subjective, undefined, and varied; there is little consistency as to what traits a supervisor might be expected to observe and evaluate."<sup>48</sup>

When engaged in developing a rating scale to be used in determining teacher effectiveness an individual will find that there are a number of different types which may be used. Howsam states the types of rating scales as being: (1) such as to yield a profile of the teacher's strengths and weaknesses, (2) such as to provide a check list on which the appropriate descriptive items are checked, (3) such that ask that the teacher be placed in rank order on selected characteristics, and (4) that which forces the rater to make comparisons or choices among alternatives in such a way that a pattern is yielded.<sup>49</sup> Whatever type of rating scale one may employ, it must be realized that no rating scale presently in existence has been found to be free from error and that each rating scale has its strengths and weaknesses.

When putting rating scales into practice a number of problems

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<sup>47</sup>Fattu, loc. cit.

<sup>48</sup>Fattu, loc. cit.

<sup>49</sup>Howsam, Robert B., Who's a Good Teacher?, (Burlingame: California Teacher's Association and California School Board's Association, 1960), p. 36.

may be encountered. Howsam states some of these problems as being:<sup>50</sup>

1. Definition of terms. Words mean different things to different people and as a result one rater may not report the same as another rater may on identical criteria used in rating scales.
2. Halo effect. This tendency is usually called the "general estimate." In such a case the rater tends to mark all items much the same.
3. Over-rating or leniency tendencies. Through such a tendency raters will usually place most teachers relatively high on rating scales.
4. Weighting of items. Whenever there is a number of items on a rating device there arises the problem of which item or items should have more or less weight, and if so, how much.
5. Reliability. Will the rating device consistently yield similar scores when the device is used on the same teacher by other raters or by the same rater at different times? One of the arguments used by teachers against rating scales is that they have demonstrated low reliability.
6. Validity. To what extent will the rating device or instrument measure what it presumes to measure? Comparisons

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<sup>50</sup>Ibid.

of administrative ratings to those ratings made by teachers, pupils, peers, or pupil gain will usually give low correlations. As a result, rating devices used are often of undemonstrated validity. Thus, we find educators operating to a considerable extent on face validity. (It seems to be right; it makes sense).

Another major problem of using rating scales or devices, as Rose points out, is that of ". . . the skewed distribution (tendency of individual raters to judge generally high or generally low). . ." <sup>51</sup>

To solve many of the problems involved in the use of rating instruments would be a tremendous undertaking. This can only be accomplished with continued research and revision of rating devices. Some progress has been made recently in this area. As Howsam states, "The consensus of opinion at this time, however, is that ratings can be reliable when based on a carefully prepared instrument, when administered by trained raters, and when careful observation techniques are used." <sup>52</sup> It must be realized, as Boyce states, "A measuring scheme is necessary for the improvement of teachers in service." <sup>53</sup>

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<sup>51</sup>Rose, Gale, "Toward the Evaluation of Teaching", Educational Leadership, XV (January, 1958), p. 233.

<sup>52</sup>Howsam, op. cit., p. 37.

<sup>53</sup>Boyce, Clifton Arthur, The Fourteenth Yearbook of the National Society for the Study of Education, (Chicago: University of Chicago Press, 1915), p. 9.

Measurement of student gains. Another technique which may be used in determining teacher effectiveness is that of measuring pupil achievement. The Encyclopedia of Educational Research states that, "Considering the theoretical importance of product criteria in the assessment of teacher effectiveness, it is surprising that so few studies have used some measure of student growth as the operational definition of teacher competence."<sup>54</sup>

In the student gain technique the skill or knowledge of each pupil is usually measured before and after the student has been under the guidance of a given teacher over a certain period of time. The difference between these two measures is known as the student gain or achievement. Fattu has stated that this student gain is usually measured by the use of standardized tests.<sup>55</sup> Burton and Brueckner state that, "Measurement as such does not involve value-judgments."<sup>56</sup> "This is certainly the most direct, and is often asserted to be the only valid approach," replied Ross and Stanley.<sup>57</sup> Whereas Brain contradicts this viewpoint by

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<sup>54</sup>Encyclopedia of Educational Research, A Project of The American Educational Research Association, (New York: The MacMillan Company, 1960), p. 1483.

<sup>55</sup>Fattu, Nicholas A., "Teacher Effectiveness", NEA Journal, L No. 7 (October, 1961), p. 55.

<sup>56</sup>Burton, William H. and Leo J. Brueckner, Supervision: A Social Process, (New York: Appleton-Century-Crofts, Inc., 1955), p. 212.

<sup>57</sup>Ross, C. C. and Julian G. Stanley, Measurement in Today's Schools, (New York: Prentice-Hall, Inc., 1954), p. 378.

stating that many researchers do not recognize student gains as being a valid overall measure of Teacher effectiveness.<sup>58</sup> Howsam emphasized the fact that there usually is temptation to compare class results as a measure of teacher competence and that research does not support the use of pupil gain in this way.<sup>59</sup>

With such an approach to the measuring of teacher effectiveness comes many and varied problems. As "Who's a Good Teacher?" pointed out, ". . . it is difficult to determine precisely how much of the change can be directly attributed to the teacher."<sup>60</sup> "Since no account is taken of factors other than the teacher which influence achievement, such as pupil ability, the method is of little use," stated Howsam.<sup>61</sup> Fattu mentioned some of the influences which may affect pupil growth as being the home, community, clubs and organizations, communication media, books, magazines, and teachers of the past.<sup>62</sup> Growths or outcomes of learning which would be

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<sup>58</sup>Brain, George, "Evaluating Teacher Effectiveness", NEA Journal, LIV No. 2 (February, 1965), p. 36.

<sup>59</sup>Howsam, Robert B., "Teacher Evaluation: Facts and Folklore", The National Elementary Principal, XLIII (November, 1963), p. 15.

<sup>60</sup>Who's a Good Teacher?, (American Association of School Administrators, Department of Classroom teachers of the NEA, and National School Board's Association, 1961), p. 15.

<sup>61</sup>Howsam, Robert B., Who's a Good Teacher?, (Burlingame: California Teacher's Association and California School Board's Association, 1960), p. 27.

<sup>62</sup>Fattu, loc. cit., p. 56.

difficult to measure by the paper and pencil procedures would be those such as interests, attitudes, appreciations, ability to deal with problems of daily life, and social sensitivity, stated Burton and Brueckner.<sup>63</sup> As one can plainly see, besides the influence of the teacher, there may be many other influences such as those previously mentioned which may affect a pupil's gain or achievement.

In addition to the various influences, there have also been found to be certain limitations which make it extremely difficult to evaluate a teacher by the pupil gain technique. Howsam mentioned some of the numerous limitations of the pupil gain method as being:<sup>64</sup>

1. It is limited to the small segments of the educational program which can be adequately measured and so is never a comprehensive measure of the teacher.
2. Those aspects of the school program to which it can be applied may not be the most significant aspects.
3. Its use is largely restricted to research since to use pupil gain measures in school systems would tend to place undue emphasis on the measured areas of the program.
4. It is never possible to isolate the influence which can be attributed to a given teacher over a given

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<sup>63</sup>Burton, William H. and Leo J. Brueckner, loc. cit.

<sup>64</sup>Howsam, loc. cit., p. 28.

period of time.

5. The imperfections in tests used make it difficult for some pupils and classes to demonstrate satisfactorily gains no matter how effective the teaching.
6. Pupil gain measures tend to have low reliability (to be inconsistent) and so to be of doubtful validity.
7. Researchers, with a few exceptions, have not been too successful in demonstrating that the method differentiates between more and less competent teachers.
8. The method takes more immediate gains into account, but fails to consider the long-term influence on the child (success in later schoolwork or behavior in adult life).

"Though elaborate statistical and experimental methods have been developed, no one has yet demonstrated a practical way of making effective use of a pupil-gain criterion in measuring teacher effectiveness," expressed Fattu.<sup>65</sup>

In summarizing, one may possibly conclude that each of the various techniques which may be used for evaluating a teacher's effectiveness, as of yet, has not been found to be free from error. However, through the use of a combination of the previously mentioned techniques and the thorough training of the evaluator, one may arrive

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<sup>65</sup>Fattu, Nicholas A., "Teacher Effectiveness", NEA Journal, L No. 7 (October, 1961), p. 56.

at a reasonable judgment of a teacher's effectiveness. As Howsam states, "In the final analysis, the validity, reliability, and consistency of the evaluation depend not so much on the instruments used as on the expertness of the evaluator who uses them."<sup>66</sup>

#### RECENT RESEARCH AND STUDIES

Researchers over the past years have been attempting to discover an effective method of assessing teacher competence. In the early 1900's the amount of research and the number of studies conducted in this area were very limited. With the coming of the years 1913-1917 research started to gain momentum and more recently has begun to show evidence of progress. Howsam states that within the past fifty years more than two thousand studies of some significance have been reported.<sup>67</sup> He points out the fact that even though the number of studies has increased they have very little to offer the evaluator with respect to what he should do in a program of evaluation. However, he does mention that they do offer a great deal by the way of the problems involved in effective evaluation and the limitations of its use. He goes on to state that research studies by the hundreds have failed to turn up any criterion, or

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<sup>66</sup>Howsam, loc. cit.

<sup>67</sup>Howsam, Robert B., "Teacher Evaluation: Facts and Folklore", The National Elementary Principal, XLIII (November, 1963), p. 14.

sets of criteria, or constellations of criteria which can be used to evaluate teachers and that there can be no meaningful study or evaluation of teaching until there is a clear definition of the nature of the teaching act, per se. As one can conclude, research has made us aware of the problems and limitations of evaluation, but has failed to come up with any concrete evidence to support and recommend to evaluators a "one best method" of evaluation.

One of the most significant studies conducted on teacher evaluation in recent years was that which was done by the Research Division of the National Education Association in 1963. In this study questionnaires were sent to classroom teachers, principals, and superintendents throughout the nation. Through the use of this questionnaire the study revealed: (1) current general administrative practices in evaluating teachers, (2) methods presently being used to evaluate teachers, and (3) the opinions of teachers, principals, and superintendents concerning the soundness of existing evaluative programs. The number of replies to this questionnaire amounted to 638 superintendents (91.3 per cent), 826 principals (88.7 per cent), and 1,134 teachers (82.7 per cent).

For practical purposes, the results of this study will be divided into three categories: (1) programs for evaluating classroom teachers, (2) methods of evaluating teachers, and (3) what teachers and administrators think about evaluation. Also, for purposes of this study, teachers have been divided into those who

are probationary teachers (those who are new to a school system and are on a trial basis) and those who are continuing teachers (those who are not on trial, but have a continuing contract).

Programs for evaluating teachers. The information relating to this topic is from the first of three articles written by the Research Division of the National Education Association.<sup>68</sup>

When classroom teachers participating in this survey were asked whether or not they had received an official written evaluation of their teaching only 44.2 per cent could give a definite "yes", 20.6 per cent were uncertain, and 35.2 per cent stated that they had not received a written evaluation.

In comparison, principals were asked whether or not they had conducted formal evaluations of the teachers in their school systems. Table I, page 43, indicates their responses. From such findings it was concluded that: (1) probationary teachers were more likely to be formally evaluated than continuing teachers, (2) large school systems were more likely to have formal evaluation procedures than were small school systems, and (3) elementary teachers were more likely to be evaluated formally than were secondary teachers.

Principals were also asked what methods they used for reporting

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<sup>68</sup> National Education Association, Research Division, "Programs for Evaluating Teachers", NEA Research Bulletin, XLII No. 3 (October, 1964), pp. 83-88.

their findings to the superintendent. Table II, page 44, shows in detail their responses. Conclusions reached on these findings were: (1) an overwhelming percentage of the principals reported their evaluation findings to the superintendent or other central office administrator, (2) a written analysis or rating form was the most usual method of reporting evaluation, and (3) oral reports were more commonly used in the smaller school systems (300 to 2,499) and were scarcely ever used in the larger school systems. Other pertinent information regarding this topic was that in smaller school systems 88.4 per cent of the principals sent their findings directly to the superintendent, whereas in larger school systems only 12.5 per cent of the principals stated that their findings went to the assistant superintendent, director of personnel, department head, or others).

In over 90 per cent of the school systems which reported they had written evaluations, it was noted that the principal was responsible for the evaluation due to the fact that he had signed the evaluation report. However, all but 32.7 per cent of the elementary principals and 16.5 per cent of the secondary principals reported that they had shared the responsibility of

TABLE I  
 PERCENTAGE OF PRINCIPALS CONDUCTING FORMAL  
 EVALUATIONS OF TEACHERS<sup>69</sup>

School enrollment and level	For probationary teachers	For continuing teachers
<b>Enrollment</b>		
Group A (25,000 or more)	78.0	55.3
Group B (3,000 to 24,999)	54.0	42.5
Group C (300 to 2,999)	31.9	30.5
<b>Level</b>		
Elementary	65.8	51.6
Secondary	46.8	38.9
All Schools	53.6	42.2

<sup>69</sup> Ibid., p. 84.

TABLE II  
METHODS USED BY PRINCIPALS FOR REPORTING EVALUATION  
FINDINGS TO THE SUPERINTENDENT<sup>70</sup>

Type of report	For probationary teachers	For continuing teachers
Written analysis or rating form for each teacher	64.9%	52.3%
Written list of satisfactory and unsatisfactory teachers	10.8%	13.4%
Total with written reports	75.7%	65.7%
Oral report, nothing in writing	13.1%	13.9%
Not stated	0.3%	0.6%
Total principals reporting evalua- tions to superintendent	89.1%	80.2%

<sup>70</sup>Ibid., p. 84.

evaluation with other school officials. Figure 1, page 46, shows other school personnel who shared with the school principal the responsibility of evaluating probationary teachers.

When replying to the questionnaire, more than half of the superintendents and principals had sent in samples of the evaluation forms used in their school systems. After these forms had been analyzed it was found that 80.4 per cent of them featured a list of criteria on which the teacher was to be rated item by item (they usually were to be rated at one of five levels). The evaluative forms, in most cases, also had an area in which the evaluator could make his own comments. About one-third of the forms required that the teacher be given a general rating other than satisfactory or unsatisfactory.

Of those school systems which had written evaluations, teachers were informed of their evaluation by the methods as indicated in Figure 2, page 47.

If a teacher was not satisfied with his evaluation report, only 7 per cent of the superintendents stated that the teacher's right to appeal the evaluation was denied. Over 60 per cent of the

Per cent  
of  
Principals

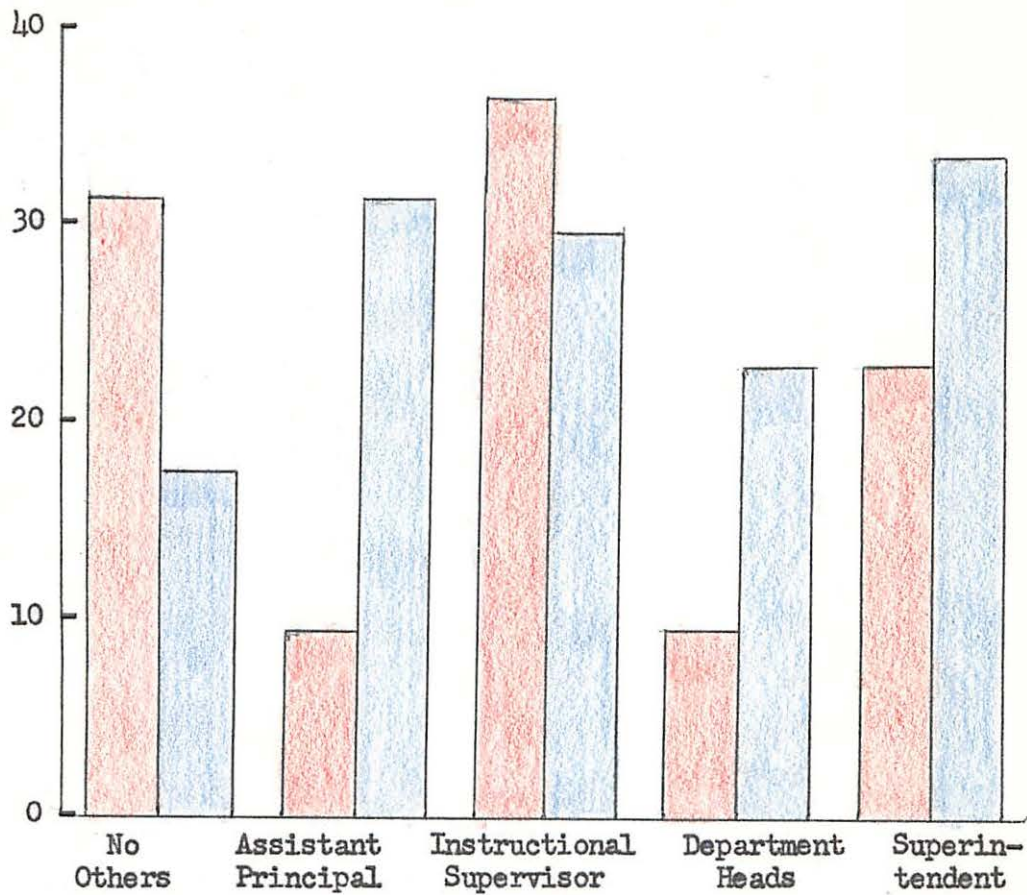



FIGURE 1

WHO SHARES RESPONSIBILITY FOR EVALUATING PROBATIONARY  
TEACHERS WITH THE SCHOOL PRINCIPAL

 Elementary

 Secondary

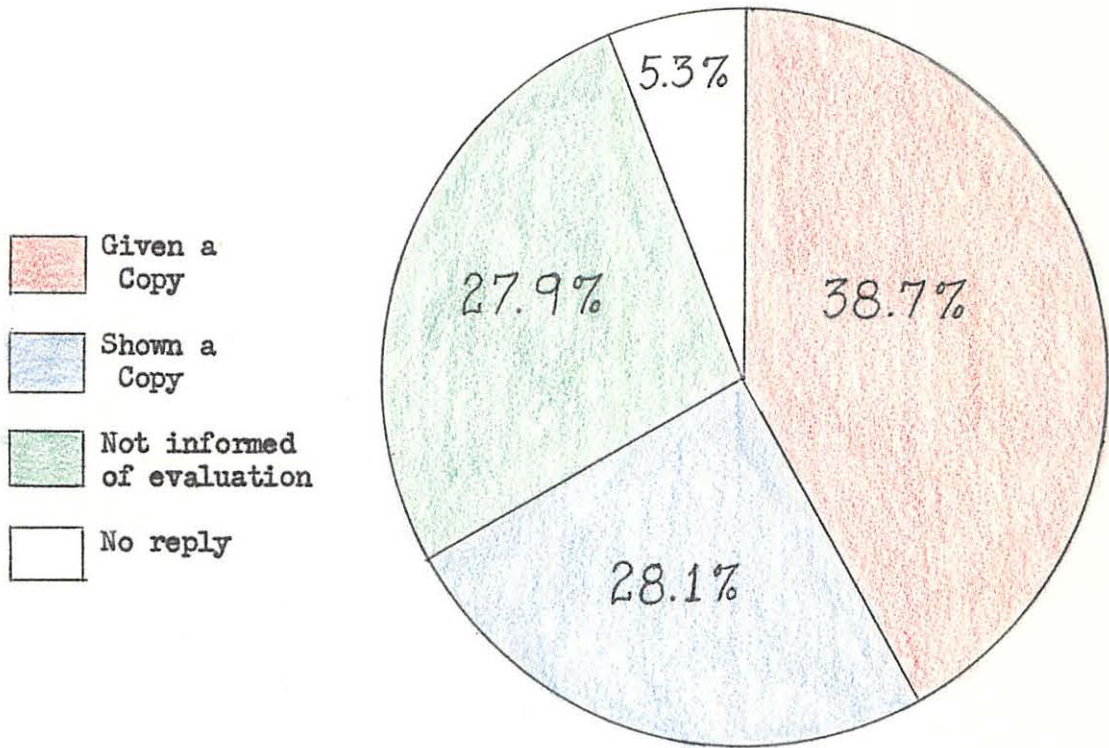


FIGURE 2

HOW TEACHERS ARE INFORMED OF THEIR EVALUATIONS

superintendents also mentioned the fact that their evaluation programs had been revised since 1960. Slightly more than 50 per cent reported that at the time of the survey their evaluative programs were presently being studied for possible revision.

When principals were asked if they had been involved with the initiation and planning of the evaluation program it was noted that: (1) only 53.9 per cent of the principals had participated, (2) only 13.6 per cent stated definitely that they did not participate, (3) 23.9 per cent were not certain, and (4) 8.6 per cent had no reply. When teachers were asked if they had participated in the planning of the evaluation program only 16.7 per cent reported they had. Thus, it appears that in many school systems an evaluation program was imposed on teachers and principals without consulting them on the make-up and the workability of the program.

In this survey it appeared that many school systems seemed to lack a set of criteria in which to guide the evaluator of teachers. Of the 75.7 per cent of the principals who reported they had written evaluations in their school systems, only 61.4 per cent stated that they had officially defined criteria by which they were to evaluate teachers. These criteria were more likely to appear in larger school systems than in smaller school systems.

Methods of evaluating teachers. The information regarding this particular aspect of teacher evaluation was taken from the third of three articles written by the Research Division of the National Education Association.<sup>71</sup>

In this study, the Research Division assumed that all teachers were being evaluated, whether or not they had received a written evaluation, because certain judgments must be made of teachers in every school system regarding re-employment, transfer, and recognition.

It was found that the number of evaluations a probationary teacher had was usually one or two times a year and sometimes three, whereas continuing teachers were usually evaluated once a year.

When principals were asked in the survey what steps they took before making an evaluation of a teacher the following results were noted: (1) more than 90 per cent of the principals stated that they had observed the teacher in the classroom, and (2) about 75 per cent of the principals reported that they held conferences with the teacher as a preliminary step. Table III, page 50, expresses the frequency in which principals observed teachers in their classrooms. One of the most important conclusions which may be

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<sup>71</sup>National Education Association, Research Division, "Methods of Evaluating Teachers", NEA Research Bulletin, XLIII No. 1 (February, 1965), pp. 12-18.

TABLE III  
 FREQUENCY WITH WHICH PRINCIPALS OBSERVED TEACHERS  
 TEACHING IN THEIR CLASSROOMS

Frequency of observation	For probationary teachers	For continuing teachers
Regular schedule	27.1%	18.3%
Occasionally	63.0%	67.4%
On request	0.7%	1.8%
Almost never	2.6%	4.0%
No probationary teachers	4.7%	.....
No reply	1.9%	8.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>

arrived at from the information presented on the frequency of observations by the principals is that a large majority of the principals do not observe teachers on a regular schedule. This may be due, perhaps, to the unforeseen responsibilities which may arise and require the principal's time and thus upset such a schedule.

In comparison, teachers were asked how many times they were observed in their classrooms during the first term of the 1962-63 school year. Figure 3, page 52, indicates the number of times teachers were observed in their classrooms for a period of five minutes or more. Information reported by teachers on the number of times they were observed showed that: (1) secondary teachers received fewer observations, (2) 33.9 per cent of the secondary teachers were not observed at all and only 17.0 per cent were observed four or more times, and (3) 20.8 per cent of the elementary teachers received no observations while 33.7 per cent received four or more which is almost the reverse of the secondary teacher's observations. The median number of observations received by elementary teachers was two, whereas for the secondary teachers the median number was one. The median length of the most recent observation was twenty-two minutes and of these 10.8 per cent of the teachers had requested the observation, which shows that they were aware that they needed help in some aspect of their teaching. Approximately one-fourth of the teachers were notified of their

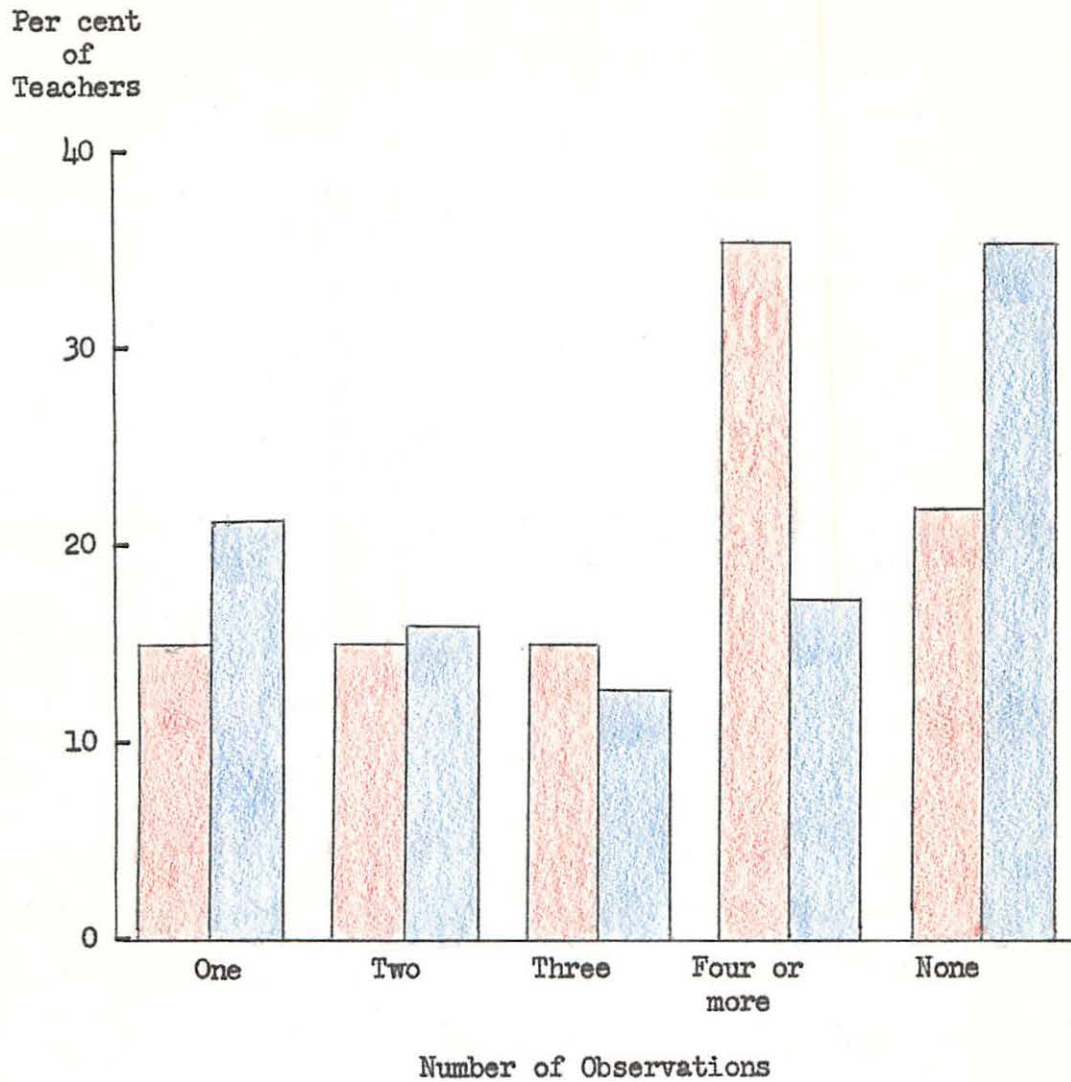



FIGURE 3

NUMBER OF TIMES TEACHERS WERE OBSERVED TEACHING IN THEIR  
CLASSROOM FOR 5 MINUTES OR MORE, AS  
REPORTED BY TEACHERS

 Elementary

 Secondary

observation one day in advance. Only 9.7 per cent of the probationary teachers and 5.4 per cent of the continuing teachers stated that classroom observation had an adverse effect on their teaching. However, 14.2 per cent of the probationary teachers and 7.8 per cent of the continuing teachers reported an adverse effect on student behavior.

Nearly one-half of the teachers stated that their most recent observation was followed by a conference with the observer and approximately one-half of the teachers reported that the most recent observation had been helpful to them.

When principals were asked how often they held conferences with teachers after classroom observations it was noted that: (1) approximately 25 per cent of the principals held a conference after each observation, (2) approximately 56 per cent held frequent conferences, but not after every observation, and (3) only 2 per cent reported that they did not hold a conference after an observation.

Teachers were also asked to report on the number of conferences they had with the observer which amounted to ten minutes or more in length. Their responses are shown in Figure 4, page 54. Conclusions drawn from the responses to this question were: (1) the median number of conferences was two for probationary and elementary teachers and one for continuing and secondary teachers, (2) only 21.5 per cent of the teachers reported having four or more conferences, and (3) approximately one-third (35 per cent) reported not

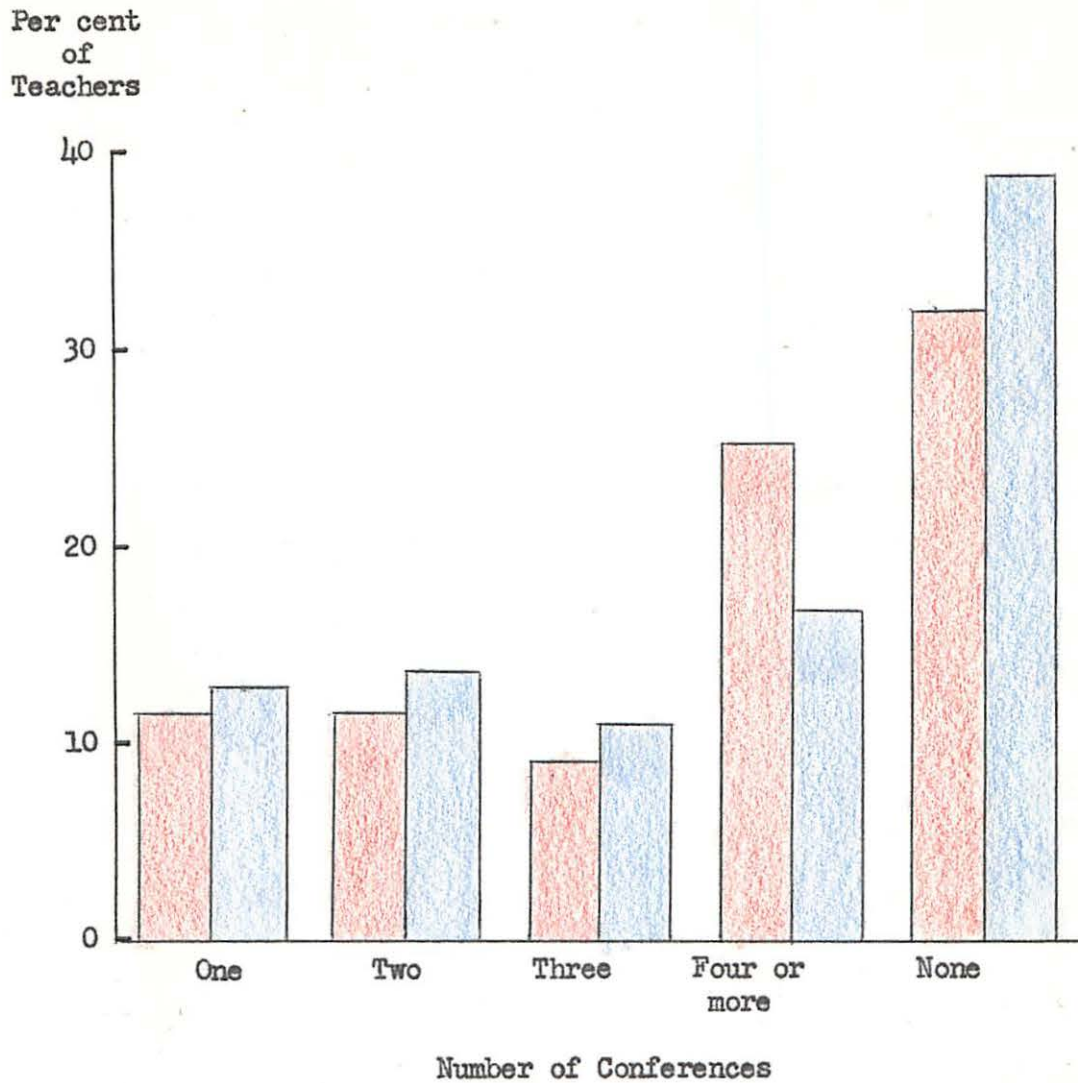



FIGURE 4

NUMBER OF INDIVIDUAL CONFERENCES OF 10 MINUTES OR MORE  
THAT TEACHERS HAD WITH OBSERVER

 Elementary

 Secondary

having any conferences at all.

Another question asked of the principals in the survey was what methods they used to judge a teacher's performance if they did not observe the teacher in the classroom. The responses included such methods as: (1) contacts with the teacher outside of the classroom, (2) pupil achievement records, (3) parents' comments about the teacher, (4) reports from other supervisory personnel, (5) the teacher's professional activities and graduate work, (6) appearance of the classroom, (7) participation in extracurricular activities, and (8) listening on the intercom. As a result, it was concluded that teachers may question such methods as to whether or not they will provide a sufficient basis for evaluation and that teachers are likely to feel that such methods of evaluation are unfair or incomplete unless they supplement objective procedures of evaluation.

Information regarding required written self-evaluations was sought from those teachers who had received written evaluations. Of those teachers who reported they had received written evaluations, 19.2 per cent stated that they also were required to submit a written self-evaluation. This practice was found to be more common in large school systems than in small school systems and more common in elementary schools than in secondary schools.

When teachers were asked if they were given the professional help and guidance when it was needed most teachers stated that they did receive enough help, but 21.2 per cent said that they did not.

It was also noted that teachers who had received written evaluations were more likely to receive help than teachers as a group and that secondary teachers were least likely to receive the necessary help and guidance. Teachers also made it evident that often help was given only after it was requested and 12.4 per cent of the teachers stated that the assistance they were given was either too little or too late.

What teachers and administrators think about evaluation.

Information regarding this topic of teacher evaluation was taken from the second of three articles written by the Research Division of the National Education Association.<sup>72</sup>

In this survey a question put to all superintendents, principals, and teachers was: "Does your present system of evaluation enable administrators to make a sound evaluation of a teacher's work?" Conclusions drawn from the replies to this question were: (1) superintendents had more confidence in their school system's program of evaluation than did principals, (2) teachers had less confidence in the evaluation program than did superintendents or principals, (3) personnel in small school systems were less satisfied with evaluative programs than personnel in large school systems,

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<sup>72</sup>National Education Association, Research Division, "What Teachers and Administrators Think About Evaluation", NEA Research Bulletin, XLII No. 4 (December, 1964), pp. 108-111.

and (4) elementary teachers had more confidence in the evaluation program than did secondary teachers.

When negative responses on the soundness of the evaluation program were compared it was found that 16.8 per cent of the principals gave a negative response, whereas 24.9 per cent of the teachers gave a negative response. Other important conclusions drawn regarding the soundness of evaluation programs were: (1) more elementary principals (29 per cent) expressed doubt in teacher evaluation than secondary principals (22.2 per cent), (2) more secondary teachers (54.7 per cent) expressed doubt in teacher evaluation than elementary teachers (38.3 per cent), and (3) those school systems without written evaluations expressed more doubt in teacher evaluation programs than those school systems with written evaluations.

Another question asked of superintendent, principals, and teachers was: "What desirable outcomes from the program of teacher evaluation have you observed in your school system?" The most frequent response for all three groups was that evaluation stimulated efforts to improve instruction. Teachers believed that they had improved in classroom instruction, because if they knew they were going to be evaluated they were more alert. Teachers also stated they had improved due to the fact that their weaknesses were pointed out and they were shown ways in which they could improve. Other desirable outcomes noted were: (1) good rapport between teachers and administration, (2) recognition of good teaching

which improved the morale of the staff, and (3) use of evaluation to rid the school system of incompetent teachers.

However, not all comments on the desirable outcome of evaluation were found to be favorable. In fact, one-fourth of the teachers stated that there weren't any desirable outcomes of evaluation. Major criticisms were that the evaluation was not accurate and that the administration was too busy to do an effective job of evaluating. Principals also criticized the program of evaluation. Their main criticisms were the lack of time to make sound evaluations and the lack of communication between the teacher and the administrator.

The complete survey did show, however, that good evaluation programs can be carried on in school systems, but they must be given high priority by the administration. Adequate time must be spent in planning such a program and setting up realistic criteria. Additional time must be given to the training of evaluators and to the explanation of the program to the professional staff. Finally, sufficient time must be spent in the administering of the evaluation program.

Most persons working under such a program of evaluation seemed to agree that it was well worth the effort involved because of the improvements which were brought about in classroom teaching.

## CHAPTER III

### HISTORY OF BLOOMINGTON AND ITS ELEMENTARY SCHOOLS

The City of Bloomington, in Hennepin County, is located in the southeastern part of Minnesota. The city proper encompasses an area of 42.9 square miles. The Minnesota River provides Bloomington's irregular boundary on the south and east, County Road 18 bounds it on the west, and 78th Street South bounds it on the north. It is approximately the same distance (15 miles) from the main business districts of both Minneapolis and St. Paul. Figure 5, page 60, shows a detailed map of the City of Bloomington along with its school boundaries.

Bloomington became a city on December 9, 1960, with a population of 50,498. By 1965 Bloomington's population had grown to 66,542 individuals. Figure 6, page 61, shows Bloomington's rapid population growth. Two important characteristics of the present population are that over 50 per cent are under twenty-one years of age and that nearly one-half of these individuals are found to be under six years of age. Figure 7, page 62, indicates Bloomington's distribution of population according to age groups.

It appears that the residents of this area have always wanted the best educational facilities available for their children. As early as 1843 a school was established by the missionary, Gideon Pond. This school was intended primarily for the Dakota Indians

# BLOOMINGTON ELEMENTARY SCHOOL BOUNDARIES 1965-1966

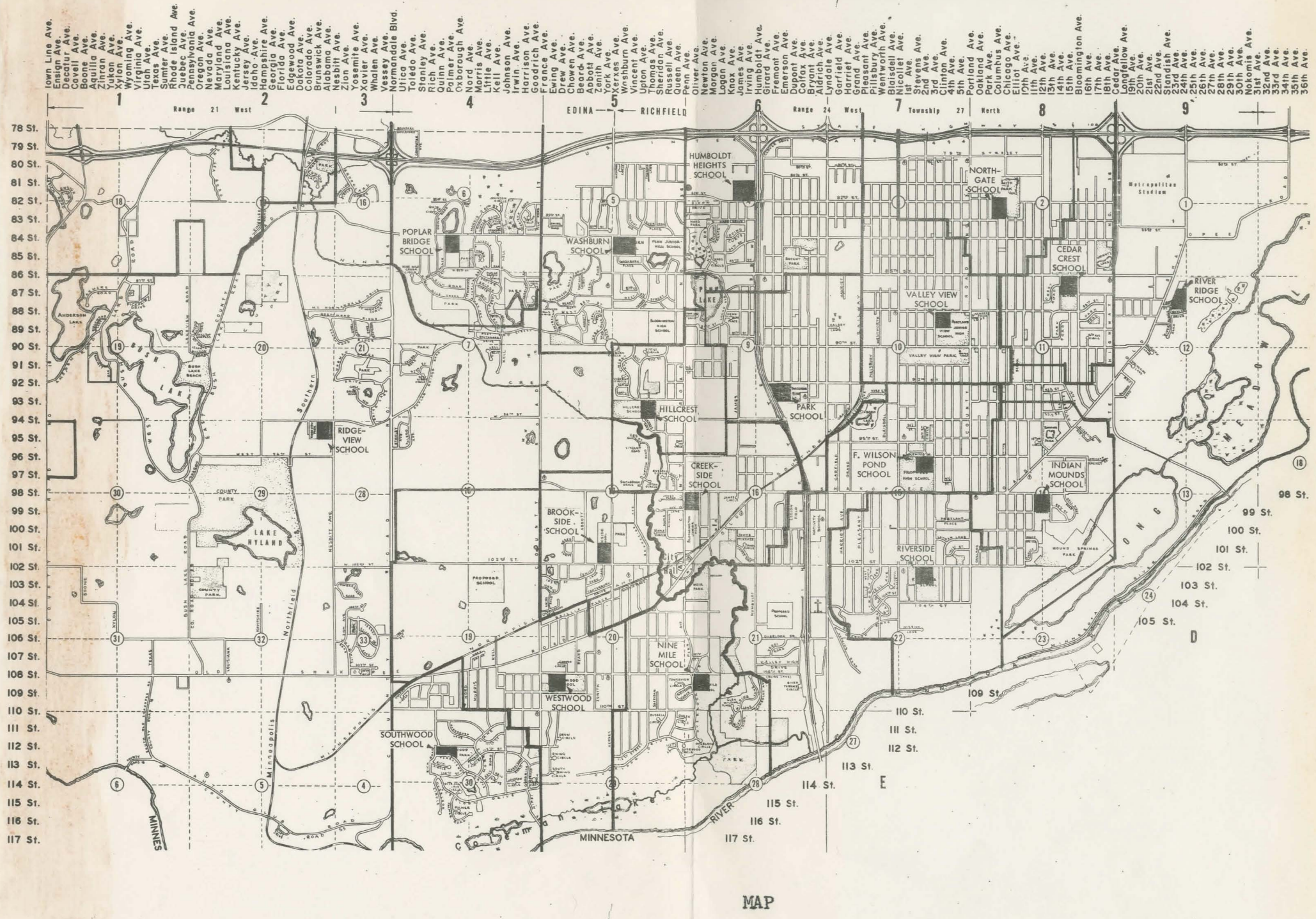


FIGURE 5

MAP OF THE CITY OF BLOOMINGTON WITH SCHOOL BOUNDARIES

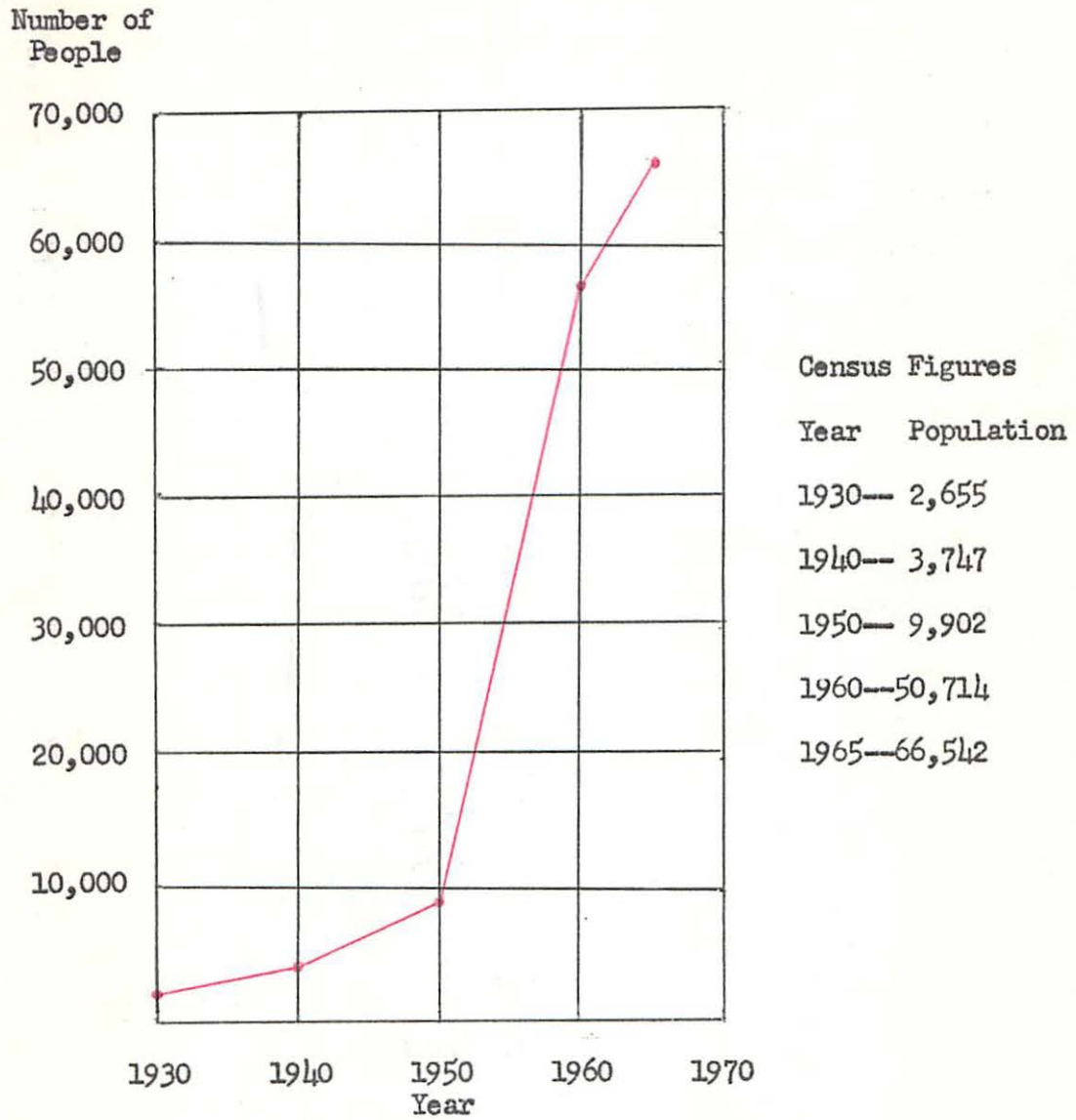
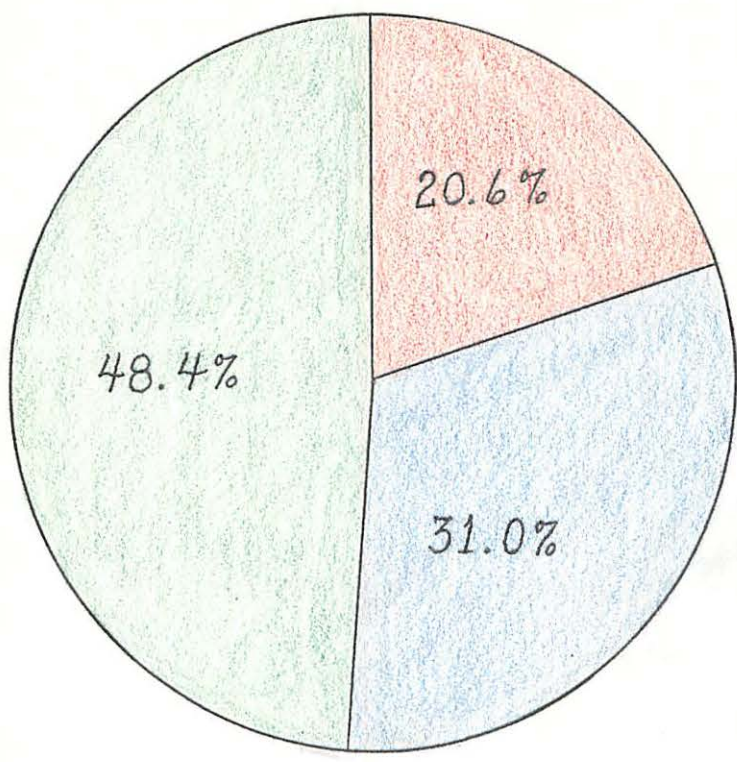


FIGURE 6

BLOOMINGTON'S POPULATION GROWTH






 Under 6 years of age       Under 21 years of age       Over 21 years of age

FIGURE 7

DISTRIBUTION OF BLOOMINGTON'S POPULATION IN 1960  
ACCORDING TO AGE GROUPS

in the region, but children of the early settlers were taught there also. Since 1855, when the first public school was opened by Miss Harrison in her home, public schools have been regularly maintained in Bloomington.

Prior to 1900, there were six one-room schools serving the rural community of Bloomington. These six schools provided an education for children through the eighth grade. Students who wished to continue with a high school education enrolled in the Minneapolis Public Schools. Travel to Minneapolis at this period of time was usually by horse and buggy or sleigh, but later the Dan Patch Line served as transportation.

In 1918, five rural Bloomington school districts were combined into one and a building which would house grades one through twelve was constructed. This marked the beginning of secondary education in Bloomington. The school enrollment of Bloomington grew slowly between the years of 1918 and 1925 reaching a population of only three hundred students. By 1935 the school enrollment had almost doubled and so had the teaching staff. In 1945, there were nearly seven hundred students and twenty-three teachers. Figure 8, page 64, shows Bloomington's elementary student population growth and Figure 9, page 65, shows Bloomington's elementary teaching personnel growth.

Within the next five years (1945-1950) the Bloomington School District absorbed two more smaller districts. The need for

Number of  
Students

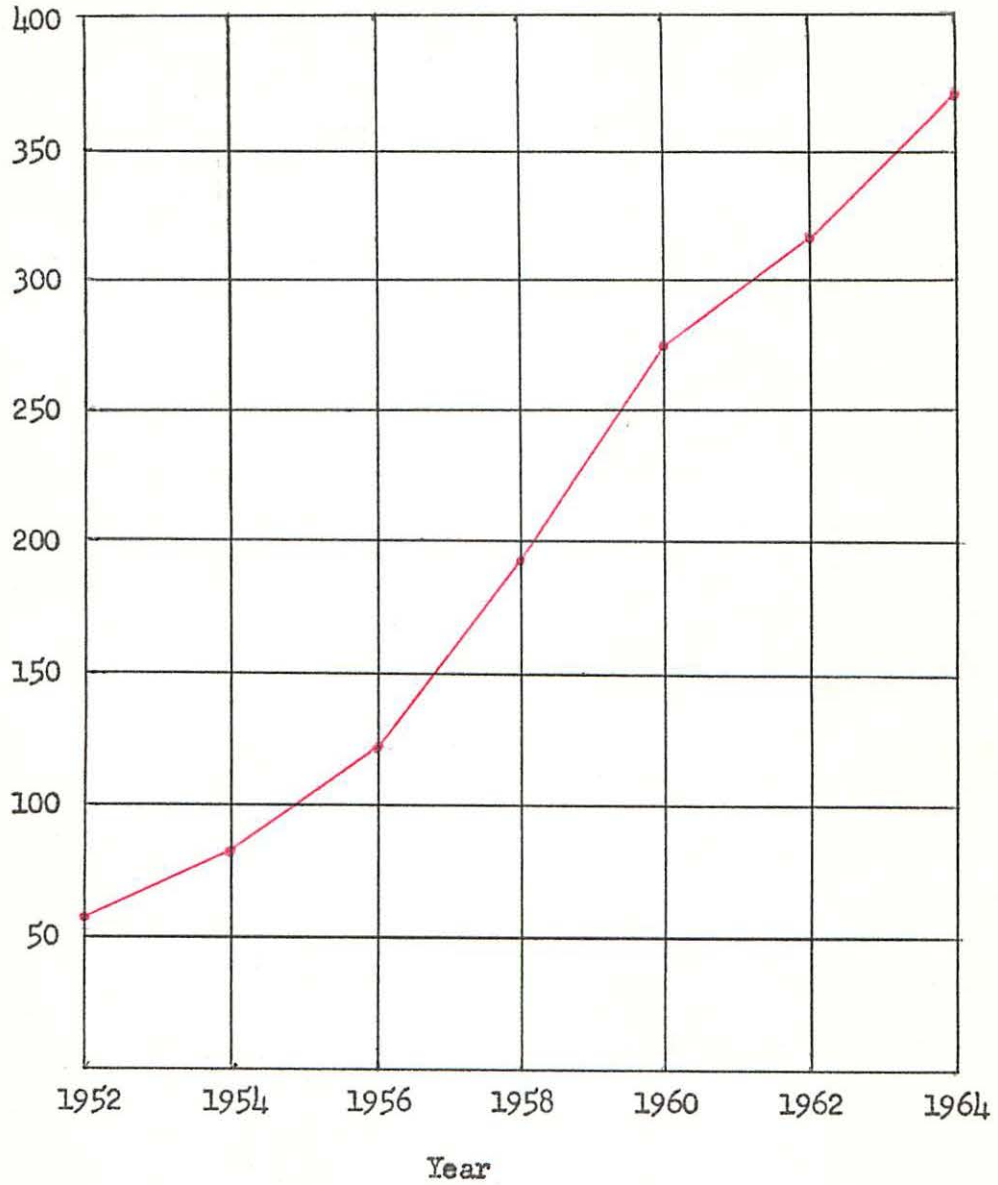


1952-53	1,829	1960-61	7,896
1954-55	3,122	1962-63	9,550
1956-57	4,781	1964-65	11,141
1958-59	6,095		

FIGURE 8

BLOOMINGTON'S ELEMENTARY STUDENT POPULATION GROWTH

Number of  
Teachers



1952-53	56	1960-61	273
1954-55	82	1962-63	322
1956-57	116	1964-65	367
1958-59	194		

FIGURE 9

BLOOMINGTON'S ELEMENTARY TEACHING PERSONNEL GROWTH

additional classrooms was met with the construction of the first separate elementary school. However, this still did not provide an ample number of classrooms for the enormous enrollment of elementary students. As a result, the Bloomington Elementary Schools were forced to go on "split shifts" with grades one through four. Almost every successive year for the next ten years bond issues were approved by the citizens and more large elementary schools appeared. In 1960, four elementary schools were opened and in 1962 another five elementary schools were completed. With the inception of the 1962-63 school year Bloomington eliminated the "split shift" schedule. Three additional elementary buildings were completed in 1962.<sup>73</sup> The John F. Kennedy Senior High School was completed in 1965 and became the second high school in the district. During this period of time additional rooms were also built on three existing elementary schools. The student enrollment in the fall of 1965 was near 19,000 of which 11,141 were elementary school students.<sup>74</sup>

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<sup>73</sup> \_\_\_\_\_, "The Social Studies for Grade VI", Unpublished Curriculum Guide of the Bloomington Public Schools, Bloomington, Minnesota, 1964, p. 16.

<sup>74</sup> \_\_\_\_\_, "Enrollments-Bloomington Public Schools", Unpublished Census and Enrollment Tabulation of the Bloomington Public Schools, Bloomington, Minnesota, 1964, p. 1.

DEVELOPMENT OF TEACHER EVALUATION IN THE BLOOMINGTON  
ELEMENTARY SCHOOLS

From the conception of the Bloomington Elementary Schools until the 1950-51 school year teacher evaluation within the school system had been basically informal and subjective in nature. Any judgments which were made on a teacher's effectiveness were based on impressions rather than measurements. With the coming of the 1951-52 school year came the first attempt to formally evaluate teaching personnel in the Bloomington Elementary Schools. However, teachers were not aware or informed that such year-end evaluations were being conducted by the administration. The results of these first evaluations were kept solely in each principal's office, but were later requested be sent to the superintendent's office. During this period of time formal observation forms also came into existence. Such observation forms, likewise, were not made known to the teachers.

Observations and evaluations of teachers were conducted in such a manner without the teacher's knowledge until approximately 1958. The Bloomington teachers then requested that they be allowed to see such forms and the judgments which were made on their teaching. This desire of the Bloomington teachers was presented to the Superintendent of Schools by the salary committee of the Bloomington Education Association. Shortly thereafter, the Bloomington Administrative Council took this wish of the teachers into consideration and discussed it at length. The Administrative Council soon reached

the decision that if the results of the administrator's evaluation of the teacher were to be shown, then the teacher must conduct a self-evaluation using the same form and the results of both evaluations (the administrator's and the teacher's) would be compared and discussed freely. If there was agreement and satisfaction of both parties regarding the evaluation each form was to be signed by the teacher and the administrator.

As observations and evaluations continued it was required that some of the criteria used on the forms had to be revised and additional criteria included so as to make the forms more comprehensive. It may be well to point out at this time that the criteria used on all observation and evaluation forms had been prepared by administrative personnel. Teachers were not involved in the preparation of any observation or evaluative forms.

Soon procedures and guidelines for the completion of the evaluative forms were handed down from the superintendent's office. Figure 10, page 69, shows the guidelines used for completing evaluation forms. The Personnel Policies Handbook of the Bloomington Schools shortly thereafter included a section on teacher evaluation which stated, "An annual evaluation of the professional staff will be made throughout the Bloomington Schools."<sup>75</sup>

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<sup>75</sup> \_\_\_\_\_, "Personnel Policies", Unpublished Handbook of the Bloomington Public Schools, Bloomington, Minnesota, 1963, p. 28.

It will be necessary to check a five point scale which describes the teacher rating.

The terms used in this five point scale and their meanings are as follows:

1. SUPERIOR = Has those personal and professional qualities and abilities which have been observed in the most successful teachers you have known.
2. STRONG = Compares favorably in personal and professional attributes to those teachers whom you have observed and feel to be considerably stronger than the average teachers you have known.
3. AVERAGE = Compares favorably in personal and professional qualities with the great body of teachers who could be rated as genuinely satisfactory, average teachers, many of whom have high growth potential.
4. FAIR = Compares somewhat unfavorably to the average satisfactory teacher, but has potential for growth with proper assistance.
5. INADEQUATE = Compares unfavorably personally and/or professionally to the satisfactory teacher and seems to lack adequate potential for growth with the assistance available.

#### Procedure in Carrying Out the Evaluation

1. The principal is to set the time of the evaluation conference. The teacher is to be notified at least one week in advance.
2. The principal shall fill in in ink that is reproducible on dry process copy machines his part of the evaluation form using "✓" on two copies (a pink and a yellow sheet) before the conference.
3. The teacher shall fill in in reproducible ink his part of the evaluation form using "X" on his copy (a white sheet) before the conference.
4. At the conference the ratings of the traits shall be mutually discussed in the order as listed. The principal shall record the written ratings of the teacher at this time on the yellow sheet. (The teacher may want to record the principal's evaluation on his white sheet. The pink sheet may be completed later.)
5. The teacher shall sign the appropriate place on the yellow sheet of the evaluation form indicating that he has seen and has had the opportunity to discuss the evaluation with the principal.
6. The yellow sheet with the principal's signature should be in the office of the Superintendent of Schools no later than February 15. The white sheet may be retained by the teacher. The pink sheet should be completed and filed in the principal's office.

Note: In the event that a teacher has resigned, an evaluation by the principal only is required.

BLOOMINGTON PUBLIC SCHOOLS

GUIDE FOR PRINCIPALS AND TEACHERS  
TEACHER EVALUATION FORM

Type of Form

Only one form will be used district wide for evaluation of elementary teachers.

Purpose of Evaluation Form

It is the purpose of this evaluation to:

1. Help each teacher improve and grow professionally by:
  - (a) Providing the teacher with an opportunity to express how well he is doing his work.
  - (b) Assisting principals in determining the areas in which supervisory leadership can become more effective.
2. Assist the administration in determining continued employment.
3. Begin to identify individuals who might be considered for later promotion or positions of leadership.

Who Prepares Evaluations?

1. The principal shall be responsible for evaluating all teachers who are employed in his school. This will include the teachers of physical education, music, speech correction, remedial reading, as well as visiting teachers, special service teachers and librarians.
2. Each teacher shall be responsible for self evaluation before the annual evaluation conference with the principal.
3. Such special personnel as principals, assistant principals, psychologists and counselors are to be evaluated by the major administrator under whom they work.

How to Evaluate

All evaluations should be based primarily on frequent class observations followed by teacher conferences. All evaluation should be based on the principal's knowledge of the teaching traits of all the teachers he has known. All evaluation should take into account growth, or growth potential. Extra curricular, as well as curricular work, should be considered.

How the traits relate to the teacher's ability to change student behavior as the teacher assumes the roles of instructional leader, group strategist, and individual understander should be the prime consideration during evaluation.

In no case should a principal feel it necessary to rate in any area in which he lacks knowledge. First hand observation as a basis for evaluation is extremely important. Teachers are expected to be completely analytical.

The Bloomington principals were then instructed to observe each teacher in the classroom at least once a year. This observation was to last approximately one hour in length. Shortly after the observation the principal was to complete an observation form which would give an indication of the teacher's effectiveness. On this form was also found an area in which the principal could make comments on the teacher's strengths and weaknesses. Figure 11, page 71, shows this observation form in detail. At the end of the school day or soon thereafter the teacher and the principal would conduct a follow-up conference at which time the teacher's performance in the classroom would be discussed.

Shortly before the end of the school year the principal would review the teacher observation reports and proceed to complete a year-end evaluation on each teacher. A conference would then be held with the teacher where both the teacher's and the principal's evaluations would be compared and discussed. After such a conference the teacher and the principal would sign each other's evaluation form. Figure 12, page 72, shows the evaluation form presently being used by the Bloomington Public Schools.

In the fall of 1963 a survey, which was conducted by the Bloomington Teacher's Association, was taken of the teachers. The reason for such a survey was to find if whether or not the Bloomington teachers were satisfied with the present method of evaluation. Less than one-half of the Bloomington faculty responded to this

Teacher's Name

Grade

School

Date

Time

Observer

## REPORT ON CLASSROOM OBSERVATION

CLASSES OBSERVED:	Arithmetic	Art	Health	Language	Music	Phy.Ed.	Reading	Science	Social Studies	Spelling	Writing
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## TOPICS OF LESSONS:

		Use ✓ for this observation			Use X for estimate		No opportunity to observe
		1 Undesirable	2	3	4	5 Desirable	
SCHOOL MANAGEMENT	Heat, ventilation . . . . .						( )
	Lights, shades . . . . .						( )
	Seating (arrangement and fitting) . . . . .						( )
	Lockers or wardrobes . . . . .						( )
	Floor . . . . .						( )
	Sink . . . . .						( )
	System in passing papers, etc. . . . .						( )
	Organizing pupil movements . . . . .						( )
	Orderly storage of materials . . . . .						( )
Interruptions and how handled . . . . .						( )	
INSTRUCTIONAL	Selection of subject matter . . . . .						( )
	Organization of subject matter . . . . .						( )
	Definiteness of aim . . . . .						( )
	Skill - Presentation . . . . .						( )
	Skill - Questioning, leading discussion . . . . .						( )
	Skill in assignment . . . . .						( )
	Children's response . . . . .						( )
	Attention to curriculum suggestions . . . . .						( )
	Evidence of new ideas . . . . .						( )
	Correction of papers . . . . .						( )
	Writing - spelling . . . . .						( )
	Bulletin boards . . . . .						( )
Use of chalk boards, audio-visual, etc. . . . .						( )	
Attention to individual needs-grouping . . . . .						( )	
PERSONAL	Voice . . . . .						( )
	Dress . . . . .						( )
	Mannerisms . . . . .						( )
	Grammar . . . . .						( )
	Personality with children . . . . .						( )
Energy, vitality, health . . . . .						( )	

FIGURE 11

REPORT ON CLASSROOM OBSERVATION

CHECK ALONG THE LINE THE POINT YOU BELIEVE:

1. The type of PUPIL INDEPENDENCE of action reflected by the pupils was:

Operated only on detailed teacher instruction.	Teacher needed to be present. Only a few operated independently.	Class ranged from the very self-sufficient to very dependent.	Most pupils went along independently.	Class was self-sufficient and self-governing.
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2. The type of ROOM ATMOSPHERE reflected in the pupils attitudes was:

Class was restricted and repressive.	Most indicated that they didn't enjoy school.	Class was spread from a few very unhappy to a few very happy and enthusiastic children.	Only some individuals seemed unhappy but were included in all activities.	Class was pleasant, friendly, and helpful to one another. It was a relaxed situation.
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3. The type of ROOM DISCIPLINE most needed was:

Firm and strict.	Some relaxing periods.	Class incidents infrequently happened.	Had to speak to only a couple individuals.	Class needed no censure.
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4. The type of STUDY HABITS exhibited by pupils was:

Pupils were disinterested.	Pupils weren't especially interested.	Pupils were interested but alert to other activities as well.	Some individuals teetered between work and other activities.	Pupils were highly interested in work.
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5. OUTSTANDING POINTS OBSERVED:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

AREA NEEDING ATTENTION:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

FIGURE 11

FIGURE 12

TEACHER: Last Name                      First                      School                      Grade or Subject

TEACHER EVALUATION FORM - BLOOMINGTON ELEMENTARY SCHOOLS - 1964-65

Copies: Yellow - for Superintendent  
 Pink - for Principal  
 White - for Teacher

TRAITS

		Super-ior	Strong	Aver-age	Fair	Inade-quate
SCHOOL MANAGEMENT	1. RESOURCEFULNESS IN USING THE PHYSICAL PLANT . . . . .					
	2. DISCIPLINE IN ALL EDUCATIONAL SITUATIONS . . . . .					
	3. ADEQUACY AND PROMPTNESS OF RECORDS AND REPORTS . . . . .					
	4. STIMULATION OF STUDENTS BY ROOM ENVIRONMENT . . . . .					
INSTRUCTIONAL SKILL	5. UNDERSTANDING AND EFFECTIVE GUIDANCE OF STUDENTS PROBLEMS					
	6. ORGANIZING CHILDREN INSTRUCTIONALLY . . . . .					
	7. SELECTION OF CONTENT . . . . .					
	8. ORGANIZATION OF CONTENT . . . . .					
	9. DEFINITENESS OF AIM . . . . .					
	10. PREPARATION OF DAILY LESSON . . . . .					
	11. KNOWLEDGE AND UTILIZATION OF RESOURCE MATERIALS . . . . .					
	12. EFFECTIVE USE OF SUPPLIES AND MATERIALS . . . . .					
	13. UTILIZATION OF TECHNIQUES OF MOTIVATION AND STIMULATION .					
	14. EVIDENCE OF NEW IDEAS . . . . .					
	15. SKILL IN EVALUATING, TESTING, AND DIAGNOSING . . . . .					
PERSONAL FITNESS FOR TEACHING	16. TACT AND COOPERATION WITH STUDENTS, PARENTS, FACULTY . .					
	17. RESPONSE TO ADMINISTRATIVE SUGGESTIONS . . . . .					
	18. LEADERSHIP: WILLINGNESS AND PERFORMANCE . . . . .					
	19. GROWTH AS A STUDENT, TEACHER, AND EDUCATIONAL PARTICIPANT					
	20. WRITING, SPELLING AND LANGUAGE USAGE . . . . .					
	21. ATTITUDE AND ETHICS . . . . .					
	22. EFFORT AND DEVOTION TO WORK EXCEEDING MINIMUM REQUIREMENTS					
	23. NEATNESS AND APPROPRIATENESS OF APPEARANCE . . . . .					
	24. PROMPTNESS AND ATTENDANCE . . . . .					
	25. PERSONALITY TO GIVE STUDENTS WORTHWHILE INSPIRATION . . .					

\_\_\_\_\_ Date

\_\_\_\_\_ Signature of Teacher X

\_\_\_\_\_ Signature of Principal ✓

survey. The results are as follows:

1. 151 favored the present system of evaluation  
98 desired a change
2. 145 felt the evaluation was helpful for self-evaluation  
119 felt the evaluation was of no significant value
3. 215 wanted to go over the evaluation with the principal  
35 did not want to go over the evaluation with the principal
4. 116 favored having teachers with over two years of experience in Bloomington not participate in evaluation  
135 opposed such a proposal unless an evaluation could be requested by the teacher or principal

The survey was accepted as indicating that the Bloomington teachers were satisfied with the present program of evaluation.

With the coming of a new superintendent in January, 1965, also came a change in Bloomington's method of evaluating teachers. Only teachers with less than two years of experience in Bloomington now had to participate in the year-end evaluation. Teachers with two or more years of experience had only to sign a form which stated that the teacher had satisfactorily completed the current teaching assignment. Figure 13, page 74, shows the principal's report for teachers having two or more years of experience. However, all teachers were still observed in the classroom and participated in follow-up conferences. Also, if teachers with two or more years of experience wished to have a year-end evaluation they could request such and the regular procedure would be followed.

PRINCIPAL'S REPORT ON TEACHERS WHO HAVE TAUGHT IN THE  
BLOOMINGTON SCHOOLS TWO OR MORE YEARS

FIGURE 13

BLOOMINGTON PUBLIC SCHOOLS

8900 Queen Avenue South  
Bloomington, Minnesota 55431

(MAKE IN DUPLICATE )  
(Principal retains one copy )  
(One copy for Superintendent )  
( via Assistant Superintendent )

FRED M. ATKINSON  
Superintendent

Principals' Report on Teachers Who Have  
Taught in the Bloomington Schools  
Two or More Years

Date \_\_\_\_\_

School \_\_\_\_\_

Teacher \_\_\_\_\_

This certifies there has been no significant  
change in the evaluation made of the above  
teacher on \_\_\_\_\_  
(Date)

(Signed) \_\_\_\_\_  
(Principal)

(Signed) \_\_\_\_\_  
(Teacher)

NOTE: Each teacher may request a reevaluation if he/she feels  
there has been a significant change in his/her teaching  
effectiveness.

52465Agl300gl700r

## CHAPTER IV

### RESULTS OF THE STUDY

It was the opinion of the author that the most appropriate method for obtaining information for purposes of this study would be by a questionnaire. Therefore, it was necessary to adopt the following procedure for collecting data which was needed for the completion of this study.

The technique used to gather data. Through the use of a questionnaire information regarding teacher evaluation was sought from teachers and principals who were presently employed by the Bloomington Elementary Schools. From this information it was to be determined whether or not the questions raised by teachers who had misgivings about evaluation were characteristic of the majority of the Bloomington elementary teachers.

The questionnaires which were used in this survey were reproduced on a duplicating machine for a matter of convenience and to conserve time and expense. One form of the questionnaire which contained fifteen questions was sent to the Bloomington Elementary School Principals and another form which contained fourteen questions was sent to the Bloomington Elementary School Teachers. Teacher respondents to the questionnaire were limited to the "Senior Teacher" in each grade area of the buildings.

All questions used in the survey instrument were of the

selection, completion, or rank order type. In most instances, however, the respondent had only to check the appropriate answer. At the conclusion of the questionnaire additional space was provided for the respondent to make comments if he wished to do so. A copy of each questionnaire is found in the Appendix.

Accompanying each questionnaire was a cover letter which stated the purpose of the study, the sponsor, and the date by which it was to be returned in a self-addressed envelope.

Per cent of returns. Questionnaires were sent through the Bloomington school mail to the six senior teachers in each elementary school and to their building principal. In the first mailing 100 of the 108 senior teachers responded for a 92.5 per cent return. Of the 16 elementary principals surveyed, only 12 responded with the first mailing. This was due to the fact, as the author later found out, that four principals were not notified that the Assistant Superintendent of the Bloomington Elementary Schools had given his approval for conduction such a survey. It was shortly thereafter that all 16 elementary principals responded to the questionnaire for a 100 per cent return. The author was extremely satisfied with the total number of returns from both the Bloomington Elementary School teachers and principals.

The questionnaire findings. When teachers were asked to state the extent of their educational training it was noted that:

(1) only 1 per cent of the Bloomington elementary teachers had two years of education, (2) the largest percentage (70 per cent) had from a Bachelor's Degree to a Bachelor's Degree plus 26 quarter hours of credit, and (3) 4 per cent had a Master's Degree or its equivalent. When the principals responded to the item pertaining to the extent of their training it was found that: (1) 18.75 per cent had only a Master's Degree or its equivalent, (2) 56.25 per cent of the principals had from a Master's Degree to a Master's Degree plus 29 quarter hours of credit, and (3) 6.25 per cent had a Master's Degree plus 45 quarter hours of credit or more.

The average number of years of classroom teaching experience amounted to 10.2 years for the Bloomington Elementary School teachers and 8.6 years for the elementary principals. Figure 14, page 78, indicates the classroom teaching experience of teachers and principals in the Bloomington Elementary Schools. It was also found that the elementary principals had an average of 7.3 years of administrative experience of which 6 years were as a principal in the Bloomington Elementary Schools.

When the teachers and principals were asked what the most important outcomes of an evaluation should be it was noted that: (1) 89 per cent of the teachers and 93.75 per cent of the principals stated that the most important outcome of evaluation should be the improvement of instruction, (2) only 2 per cent of the teachers and none of the principals thought that the outcome should be for rating

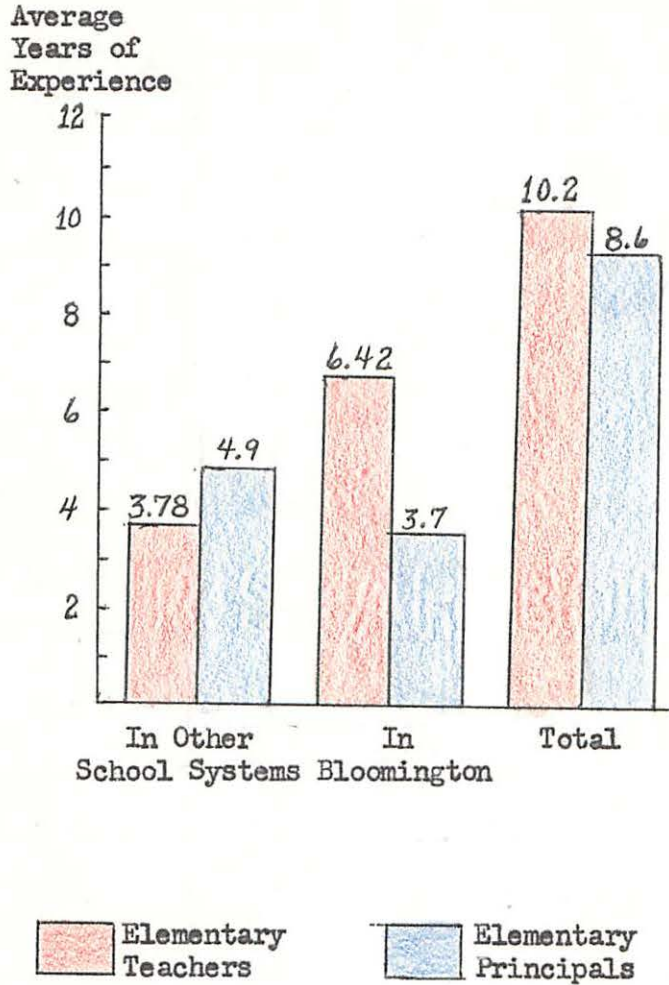


FIGURE 14

AN ASSESSMENT OF THE AVERAGE NUMBER OF YEARS OF  
 CLASSROOM TEACHING EXPERIENCE AS REPORTED  
 BY TEACHERS AND PRINCIPALS OF THE  
 BLOOMINGTON ELEMENTARY SCHOOLS

or comparing teachers, and (3) 9 per cent of the teachers and 6.25 per cent of the principals thought that the outcome of evaluation should be for both. Figure 15, page 80, shows the per cent of teachers and principals and the outcomes of evaluation. Such results show that an overwhelming majority of teachers and principals believe that the most important outcome of evaluation should be the improvement of instruction.

Teachers and principals were also asked how often they thought an evaluation should be conducted during the school year. Figure 16, page 81, indicates their responses to such a question. The results show that 53 per cent of the elementary teachers and 81.25 per cent of the elementary principals favor conducting evaluations as often as they are needed. This in turn would imply that those teachers needing the most assistance and guidance in classroom instruction would possibly be evaluated more often than those teachers not needing as much assistance.

When responses were tabulated on the use of objective devices, subjective procedures, or the use of both in evaluation it was found that a large percentage of the teachers (68 per cent) and the principals (68.75 per cent) favored using both in evaluation. Figure 17, page 82, indicates the percentages of teachers and principals favoring objective, subjective, or both procedures in evaluation.

In response to the question of how often a teacher should

Per cent  
of  
Response

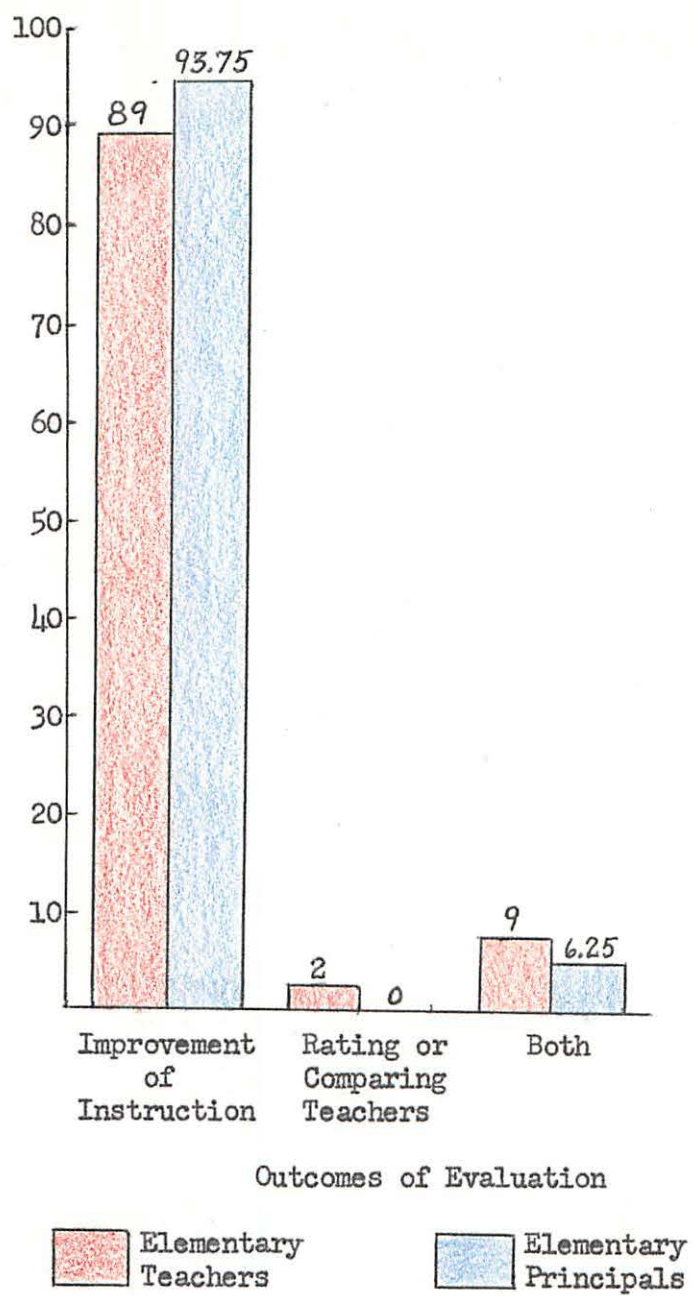


FIGURE 15

AN ASSESSMENT OF THE MOST IMPORTANT OUTCOMES OF EVALUATION AS REPORTED BY TEACHERS AND PRINCIPALS OF THE BLOOMINGTON ELEMENTARY SCHOOLS

Per cent  
of  
Responses

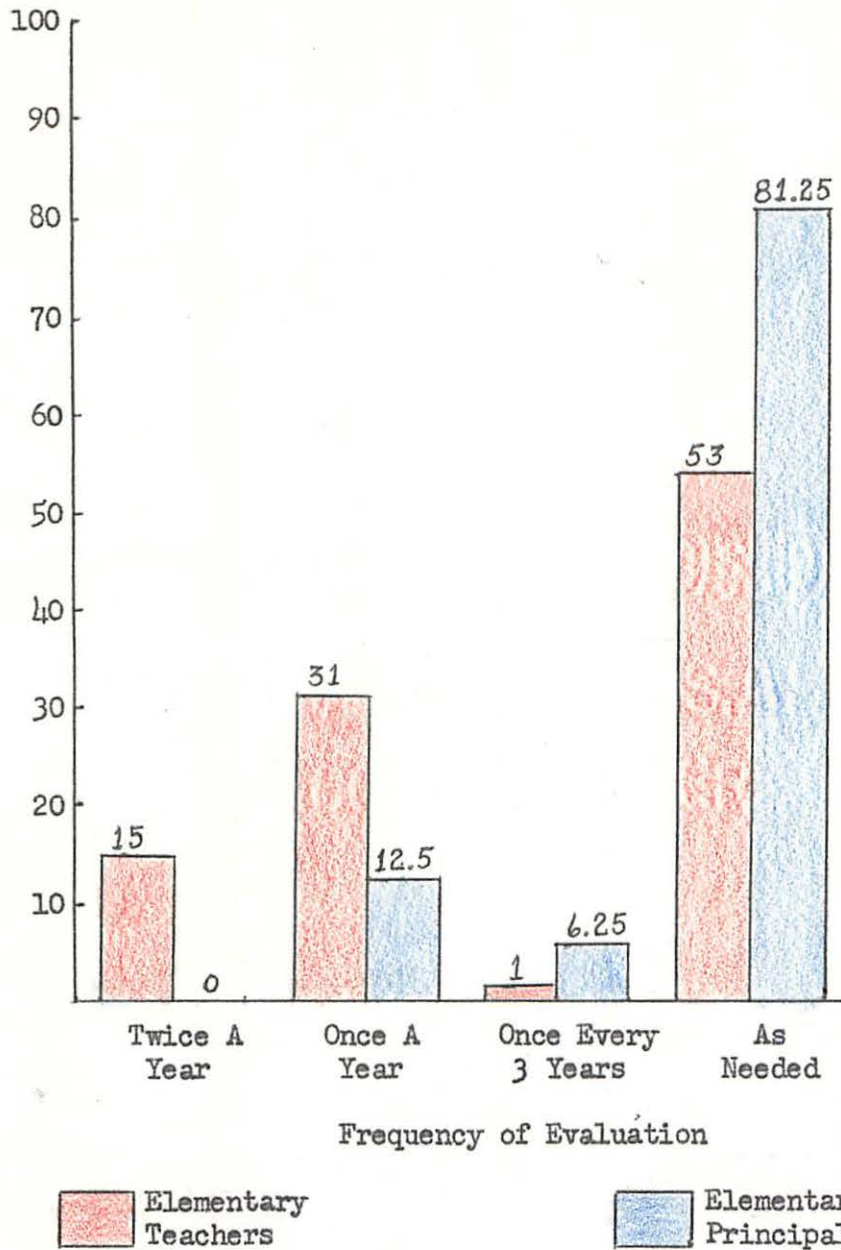


FIGURE 16

AN ASSESSMENT OF HOW OFTEN AN EVALUATION SHOULD  
BE CONDUCTED AS REPORTED BY TEACHERS AND  
PRINCIPALS OF THE BLOOMINGTON  
ELEMENTARY SCHOOLS

Per cent  
of  
Response

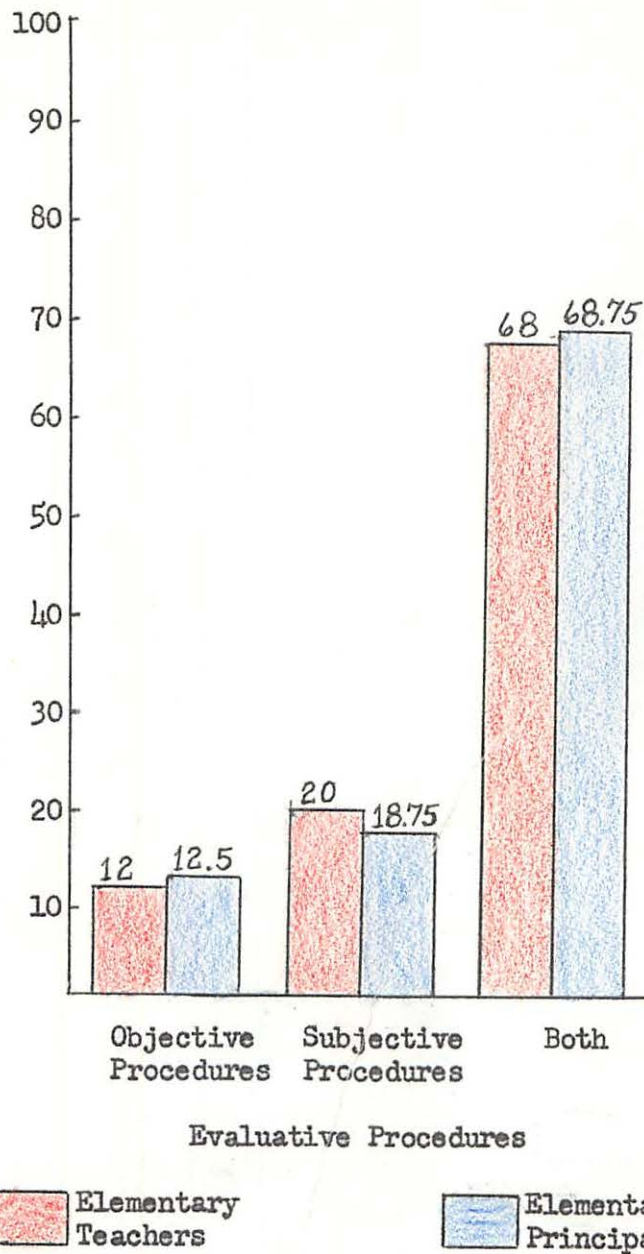


FIGURE 17

AN ASSESSMENT OF SHOULD AN EVALUATION INVOLVE OBJECTIVE PROCEDURES, SUBJECTIVE PROCEDURES, OR BOTH AS REPORTED BY TEACHERS AND PRINCIPALS OF THE BLOOMINGTON ELEMENTARY SCHOOLS

be observed during the school year it was found that over half of the Bloomington Elementary School teachers and principals answered with 3-4 times during the year. However, it must also be pointed out that more than one-fourth of the teachers stated observations should be conducted 1-2 times a year and one-fourth of the principals replied with 5-6 times a year. Table IV, page 84, gives the per cent of teachers and principals with the number of observations per year which they recommended. Table IV also reveals that the actual number of observations conducted by 75 per cent of the elementary principals was 3-4 a year which is exactly what the majority of teachers and principals had recommended.

The Bloomington Elementary School teachers and principals were asked to rank in order criteria which could possibly be used in an evaluation. Replies to this item resulted in teachers placing the criteria in their order of importance as follows (number 1 the most important): (1) classroom teaching procedures and methods, (2) pupil growth, (3) professional attitudes and responsibilities, (4) use of the physical plant and equipment, (5) personal interaction with the staff and the administrator, (6) adhering to school policy, (7) personal appearance, and (8) participation in extra-curricular activities. Table V, page 85, gives an indication of the importance of the criteria which may be used in evaluation as stated by teachers. When the elementary principal's answers to the question on the importance of criteria were recorded it was

TABLE IV  
 AN ASSESSMENT OF THE RECOMMENDED NUMBER OF CLASSROOM  
 OBSERVATIONS PER YEAR AS REPORTED BY TEACHERS  
 AND PRINCIPALS OF THE BLOOMINGTON  
 ELEMENTARY SCHOOLS

Number of Observations	Teacher's Recommendation		Principal's Recommendation		Actual Number By Principals	
	Number	Per cent	Number	Per cent	Number	Per cent
1-2	28	28	0	0	0	0
3-4	51	51	9	56	12	75
5-6	11	11	4	25	3	19
7-8	5	5	0	0	0	0
9 or more	5	5	2	13	0	0
No reply	0	0	1	6	1	6
<b>Total</b>	<b>100</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>16</b>	<b>100</b>

TABLE V

AN ASSESSMENT OF THE IMPORTANCE OF CRITERIA USED IN EVALUATION AS  
 REPORTED BY TEACHERS OF THE BLOOMINGTON ELEMENTARY SCHOOLS

Criteria	Order of Importance								Total	Rank
	1	2	3	4	5	6	7	8		
Personal Appearance	0	1	6	10	19	16	28	20	625	7
Personal Interaction	1	3	17	30	22	18	8	1	460	5
Classroom Procedures	55	39	4	0	2	0	0	0	115	1
Use of Physical Plant	0	4	20	21	15	27	11	2	422	4
Professional Attitude	3	11	36	22	17	7	4	0	376	3
Adhering to Policy	0	1	8	16	20	20	28	7	492	6
Participation in Extra- curricular Activities	0	0	0	1	3	12	19	65	744	8
Pupil Growth	41	41	9	0	2	4	2	1	206	2

noted that they placed the importance of the criteria as being (number 1 the most important): (1) classroom teaching procedures and methods, (2) professional attitudes and responsibilities, (3) personal interaction with the staff and the administrator, (4) pupil growth, (5) adhering to school policies, (6) use of the physical plant and equipment, (7) personal appearance, and (8) participation in extra-curricular activities. Table VI, page 87, shows the principal's responses in placing evaluative criteria in their order of importance. Conclusions reached on the preceding results are that both teachers and principals of the Bloomington Elementary Schools agree that the most important criterion in evaluation is classroom teaching procedures and methods, whereas the least important criterion is that of participation in extra-curricular activities. It was surprising, indeed, to find that the elementary principals had placed professional attitudes and responsibilities as second in importance, whereas the teachers placed pupil growth as their second choice.

When asked who should be involved in evaluation, approximately 94 per cent of the teachers and principals responded with "both the teacher and the principal." Figure 18, page 88, shows the per cent of teachers and principals regarding their replies to who should be involved in an evaluation.

In response to the question which asked the basis of comparison upon which a teacher be evaluated it was noted that 82 per

TABLE VI

AN ASSESSMENT OF THE IMPORTANCE OF CRITERIA USED IN EVALUATION AS REPORTED BY PRINCIPALS OF THE BLOOMINGTON ELEMENTARY SCHOOLS

Criteria	Order of Importance								Total	Rank
	1	2	3	4	5	6	7	8		
Personal Appearance	0	0	1	2	1	4	2	6	102	7
Personal Interaction	0	3	5	4	3	1	0	0	58	3
Classroom Procedures	14	0	0	1	1	0	0	0	23	1
Use of Physical Plant	0	1	1	3	0	4	6	1	91	6
Professional Attitude	0	9	4	2	0	0	1	0	45	2
Adhering to Policy	0	1	0	3	7	4	0	1	81	5
Participation in Extra-curricular Activities	0	0	0	0	1	3	6	6	113	8
Pupil Growth	2	2	5	1	3	0	1	2	63	4

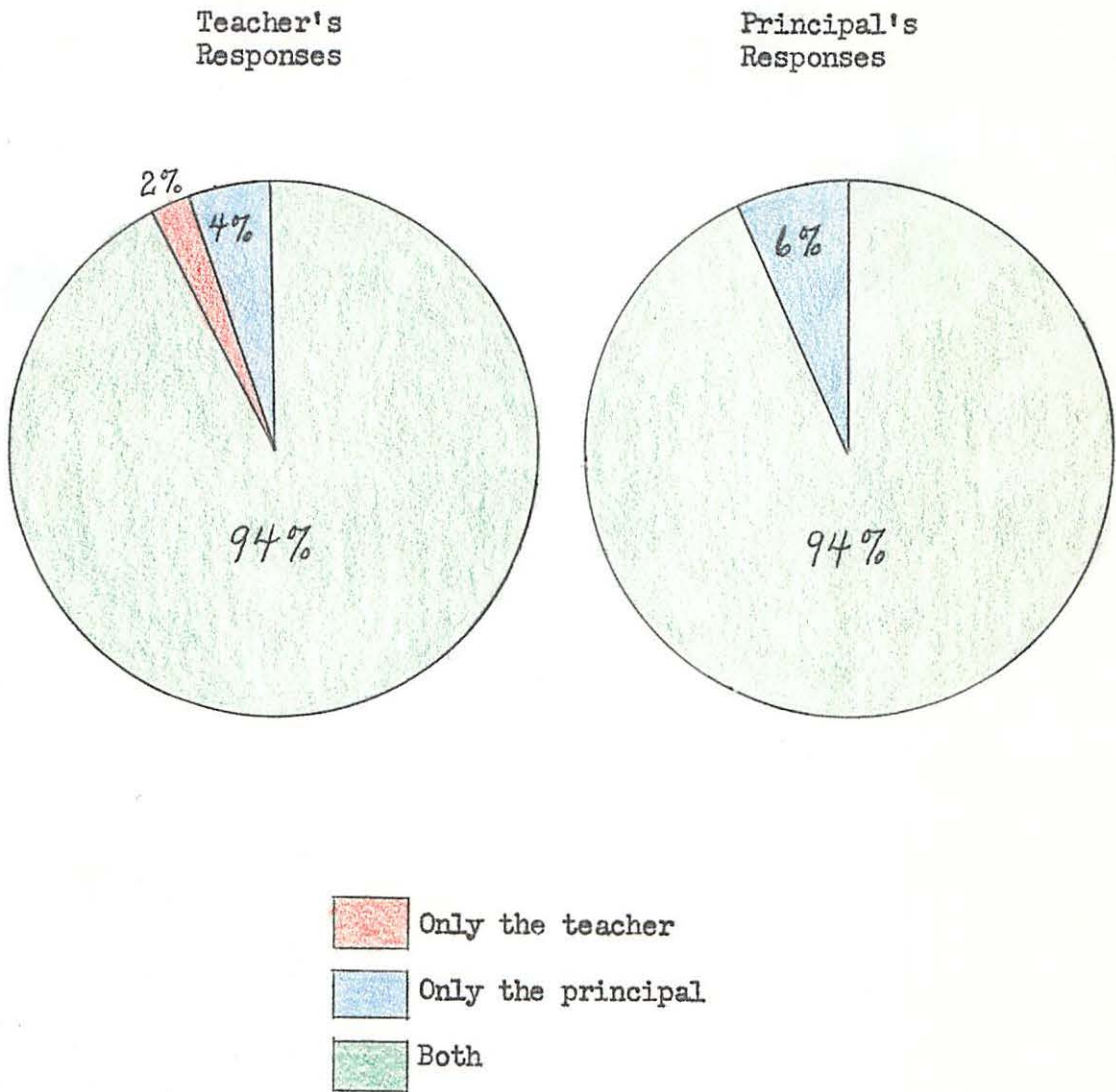


FIGURE 18

AN ASSESSMENT OF WHO SHOULD BE INVOLVED IN AN EVALUATION  
AS REPORTED BY TEACHERS AND PRINCIPALS OF THE  
BLOOMINGTON ELEMENTARY SCHOOLS

cent of the teachers replied with "a teacher's own abilities, capabilities, and self-improvement," whereas 66.67 per cent of the principals replied with "past teachers which the principal has evaluated and known to be effective teachers." The teacher's responses to this question may stem from the fact that they, as individuals, usually prefer to be compared to themselves and not to others. Table VII, page 90, indicates the per cent of elementary teachers and principals with their replies to the basis of comparison for evaluating teachers.

To determine whether or not the principals of the Bloomington Elementary Schools had any educational background in judging teacher competence it was asked if they had had any college courses during their post graduate work which dealt with the subject of measuring teacher effectiveness. It was found that 43.75 per cent of the principals had taken some form of course work on measuring teacher effectiveness while 56.25 per cent had not.

The principals of the Bloomington Elementary Schools were then asked to number in their order of importance only those ways in which they used the results of teacher evaluation (number one was the most important). Responses to this item indicated that principals in the Bloomington Elementary Schools use the results of an evaluation mainly for the improvement of classroom instruction and least of all for re-employment or dismissal. Table VIII, page 91, shows the principal's replies pertaining to the use of

TABLE VII

THE BASIS FOR COMPARISON OF AN ASSESSMENT  
OF A TEACHER'S EVALUATION AS REPORTED  
BY TEACHERS AND PRINCIPALS OF THE  
BLOOMINGTON ELEMENTARY SCHOOLS

Evaluation Based on Comparison of	Per cent of Teachers	Per cent of Principals
Teachers in the grade area and building	0	0
All teachers in the building	3	0
All teachers in the school system	1	0
Past teachers which the principal has evaluated and are known to be effective teachers	14	67
A teacher's own abilities, capabilities, and self-improvement	82	33
Total	100%	100%

TABLE VIII

AN ASSESSMENT OF HOW ELEMENTARY PRINCIPALS USE THE RESULTS OF EVALUATION  
AS REPORTED BY PRINCIPALS OF THE BLOOMINGTON ELEMENTARY SCHOOLS  
(n = 16)

Results Used For	Order of Importance						Total	Rank	No Reply
	1	2	3	4	5	6			
Re-employment or Dismissal	0	8	1	3	1	0	36	6	3
Rating or Comparing Teachers	0	0	2	0	0	3	24	4	11
Promotion or Demotion	0	1	2	0	1	1	19	2	11
Improvement of Instruction	16	0	0	0	0	0	16	1	0
Transfer or Change of Assignment	0	2	4	0	1	0	21	3	9
Appointment to Special Tasks	0	3	1	3	1	0	26	5	8

the results of teacher evaluation.

The concluding question on the questionnaire asked both the teachers and the principals to what extent they believed teacher evaluation in the Bloomington Elementary Schools had improved a teacher's effectiveness. Approximately one-fourth of the teachers and one-third of the principals stated that the teacher's effectiveness had "definitely" improved; more than one-half of the teachers and two-thirds of the principals stated "to some degree"; and teachers only (20 per cent) stated that a teacher's effectiveness had not improved at all. Figure 19, page 93, gives the percentage of teacher's and principal's responses in relation to how evaluations have improved a teacher's effectiveness.

When comments were solicited from the Bloomington elementary teachers and principals at the end of the questionnaire it surprised the author to find that most comments were made by the principals. Some of the most pertinent comments on teacher evaluation are listed as follows:

1. Time is a factor in observing classroom teachers.
2. Whether principals say it or not, all of a principal's past observations of teachers affect his present evaluations.
3. Without evaluation I have seen teachers remain at the same level simply because they had no idea how good or poor they were.

Per cent  
of  
Response

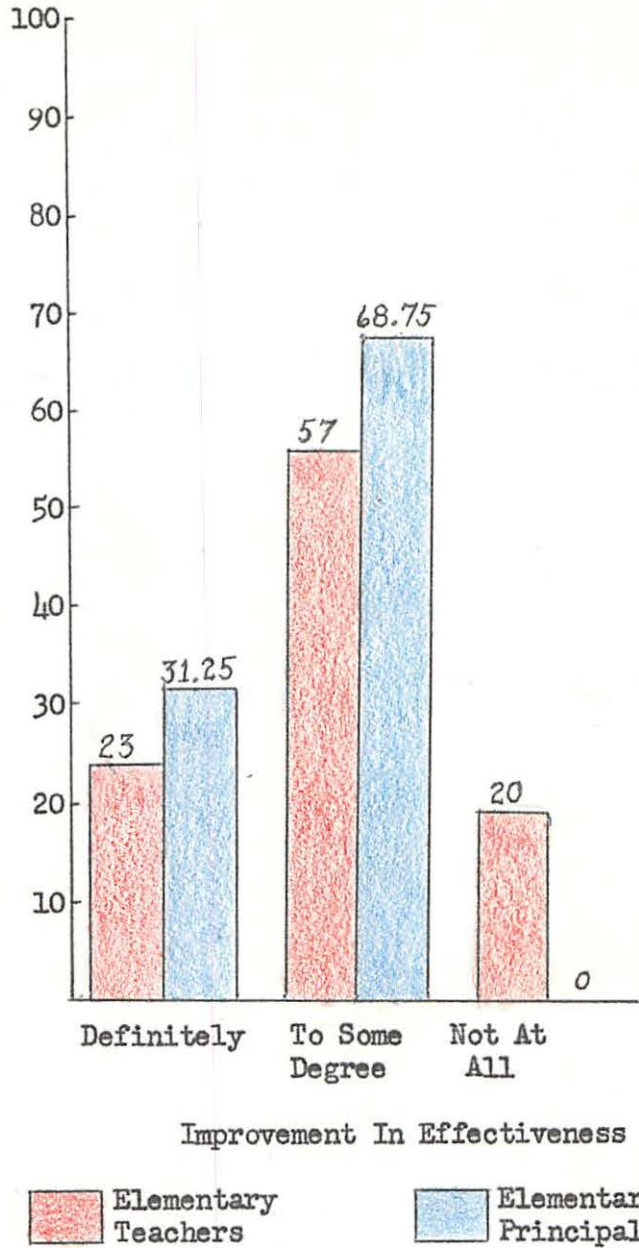


FIGURE 19

AN ASSESSMENT OF WHETHER OR NOT EVALUATIONS HAVE IMPROVED  
A TEACHER'S EFFECTIVENESS AS REPORTED BY TEACHERS  
AND PRINCIPALS OF THE BLOOMINGTON  
ELEMENTARY SCHOOLS

4. The most effective teacher evaluation should follow classroom observation. If this is done effectively, then no further evaluation is necessary.
5. Teachers need assurance that they are doing a good job.
6. An evaluation should be the culmination of all the experiences a teacher has had for the school year. It should not be the first attempt to improve situations, nor the end result of a poor year in the field of educational experiences.
7. The observation follow-up is the most important aspect of teacher evaluation.
8. The evaluative process needs refining as do most things in education. It has to be done not only to improve teaching, which is the main goal, but also act as a screening device for those who should continue in the teaching profession.
9. Attitude and mutual respect of both parties play a great part in a teacher's evaluation.
10. In order to change a teacher's methods, a teacher must be willing to try new ideas suggested by the supervisor.
11. Evaluation by a checklist or rating scale is not

good as it tends to demoralize a teacher if he is not rated highly.

12. Each teacher wants to feel that he is a very good teacher and that feeling for the most part should be protected.
13. Supervisors and teachers should talk informally about the classroom, the children, and the program. A detailed list is not necessary either in observations or evaluations.
14. Perhaps in the first year or two there is a value in pointing out to the teacher his weaknesses, but not past that point. There should be the one exception of course—that of sufficient knowledge on all sides before a dismissal.

Finally, teachers were asked if there had been any change in their evaluations as they transferred from one school to another within the Bloomington Elementary School System. Replies to this question found that: (1) 60 per cent of the teachers stated no change in their evaluations, (2) 9 per cent said that their evaluations were lower, and (3) 31 per cent of the teachers stated that their evaluations were higher. One major conclusion which can be arrived at from the preceding results is that approximately one-third of the teachers noticed a significant positive change in their evaluations as they transferred from one school to another.

This may be due, perhaps, to the fact that teachers usually become better and more effective teachers with additional experience.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the author's major purpose throughout this study to present information which might assist in clarifying any misconceptions or misunderstandings of teacher evaluation. Even though the information presented in this study did not encompass all facets of teacher evaluation, it is the author's belief that sufficient information has been possibly presented to cause a positive change of attitudes regarding the topic of teacher evaluation.

### SUMMARY OF THE FINDINGS

In this study a questionnaire was sent to 108 teachers and 16 principals of the Bloomington Elementary Schools. These teachers and principals were presently engaged in the 1964-65 school year when they were asked to complete the questionnaire. On the teacher's and principal's questionnaires were found questions regarding: (1) the outcomes of evaluation, (2) the frequency of observations and evaluations, (3) the importance of criteria in evaluation, (4) objective and subjective procedures in evaluation, (5) the basis for comparison in evaluation, and (6) teacher improvement as a result of an evaluative program. From the results of such questions the major findings of the previous chapter are listed below.

1. Outcomes of Evaluation. Approximately 90 per cent of the teachers and principals of the Bloomington Elementary Schools stated that the most important outcome of teacher evaluation should be the improvement of instruction.

2. Frequency of Evaluations. Over one-half of the teachers and over three-fourths of the principals reported that teacher evaluations should be conducted as often as they are needed.

3. Frequency of Observations. Three to four observations a year was preferred by over one-half of the Bloomington teachers and principals.

4. Use of Objective and Subjective Procedures in Evaluation. A little more than two-thirds of the elementary teachers and principals favored using both objective and subjective procedures in an evaluation program.

5. Importance of Criteria. Classroom teaching procedures and methods were found to be the most important criteria in evaluation. Participation in extra-curricular activities was reported to be the least important criterion.

6. Participants in Evaluation. Approximately 94 per cent of the teachers and principals stated that both the teacher and the principal should participate in an evaluation.

7. Comparison for Evaluation. Over three-fourths of the teachers stated that a teacher should be evaluated in relation to his own abilities and self-improvement, whereas two-thirds of the

principals thought that a teacher's performance should be compared to past teachers whom the principal had evaluated.

8. How Principals Use the Results of Evaluation. Responses indicated that all principals in the Bloomington Elementary Schools use the results of an evaluation for the improvement of classroom instruction. Principals used the results least of all for re-employment or dismissal.

9. Improvement of Teaching. Over three-fourths of the teachers and all of the principals reported that a teacher's effectiveness had improved as a result of the teacher evaluation program.

#### CONCLUSIONS

There are many conclusions which may be arrived at concerning teacher evaluation. Some of the more significant conclusions follow.

It must be realized that a teacher's effectiveness is a very complex phenomenon which is extremely difficult to measure. Many have attempted to measure this effectiveness by various means, but as of now, there has yet to be found a truly accurate instrument which can measure this effectiveness. However, in recent years there has been substantial progress in the development of evaluative instruments. We well know that teachers, like everyone else, must be evaluated on their performance to see how well they

measure up to expectations. Just how this measurement of effectiveness is done is determined by each individual school system.

A program of evaluation should be developed according to the educational objectives of the school system. Its major accomplishment should be improvement in the quality of education which is given to the students. Representatives of both the faculty and the administration should plan an important role in the preparation and development of such a program. The cooperation and mutual respect of both parties is necessary in order to develop an evaluative program which is acceptable to both. Criteria which are used in evaluative programs must be realistic and related directly to the teaching-learning process.

Informal methods of evaluation should be discouraged and formal methods of evaluation adopted so as to eliminate as much as possible subjective judgments. Possibly more important than the method of evaluation or its instruments is the skill of the evaluator. He must be an individual who is thoroughly trained in evaluative techniques and procedures. Not only must there be periodic administrative evaluations, but continuous self-evaluations by the teacher if improvement in teaching is to be brought about.

At the present time there are no definite solutions to many of the problems confronted with in teacher evaluation. The only hope lies in continued research and study with expectation that many of the current problems relating to teacher evaluation will be solved.

## RECOMMENDATIONS

It is the recommendation of the author that the Bloomington Elementary Schools continue with their present program of evaluation. It appears, as evidenced by the survey results on page 73 of this paper, that the majority of the teachers favor the present method of evaluation which is characteristic of the school system. However, from the research and findings presented in this study, suggestions for the improvement of the evaluative program found in the Bloomington Elementary Schools are hereby submitted by the author.

It is the author's wish that a committee comprised of Bloomington teachers and administrators be formed to review the findings of this paper and the recommendations which are listed below.

1. A review of the purposes of teacher evaluation should be conducted to determine whether or not they meet the educational objectives of the school system.
2. There should be a thorough explanation of the evaluation program to the instructional staff in order to avoid serious misunderstandings.
3. Teachers should be involved in the revision of the evaluative program.
4. There should be a periodic review and revision of the evaluation program.

5. Teacher evaluation should be given high priority on the list of administrative responsibilities.
6. Evaluators should be as objective as possible in conducting evaluations.
7. Evaluators should be thoroughly trained in observational and evaluative techniques and methods.
8. Teacher evaluations should be conducted ethically, openly, and in good taste.
9. Realistic criteria relating to the teaching-learning process should be used on the evaluative instruments.
10. The right of the teacher to be informed of evaluative reports should be respected.
11. The results of teacher evaluation should be used primarily for the improvement of classroom instruction.
12. Whenever possible more than one person should evaluate each teacher.
13. Some form of appeal procedure should be made available if the teacher is not satisfied with his evaluation.

It is the sincere desire of the author that through the information presented in this study an improved program of teacher evaluation will be developed in the Bloomington Elementary Schools.

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**APPENDIX**

## APPENDIX A

BLOOMINGTON ELEMENTARY TEACHER'S SURVEY  
ON TEACHER EVALUATION

1. What is the extent of your college training?

- |  |  |
|--|--|
| <input type="checkbox"/> 2 years                             | <input type="checkbox"/> M.A. + less than 29 quarter credits |
| <input type="checkbox"/> 3 years                             | <input type="checkbox"/> M.A. + 30-44 quarter credits        |
| <input type="checkbox"/> B.S. + less than 27 quarter credits | <input type="checkbox"/> M.A. + 45 and above quarter credits |
| <input type="checkbox"/> B.S. + 27-44 quarter credits        | <input type="checkbox"/> Other                               |
| <input type="checkbox"/> M.A. or equivalent                  |  |

2. Number of years of classroom teaching experience

- Outside of Bloomington                       In Bloomington

3. How many years have you been teaching in your present building?

4. Which do you believe is or are the most important outcomes of evaluation?

- Suggestions or constructive criticism for improving your teaching
- For rating and comparing teachers
- Both

5. How often should an evaluation be conducted?

- Twice a year
- Once a year
- Once every three years
- As needed (as requested by principal and/or teacher)

6. Should the evaluation be

- Objective
- Subjective
- Both

7. How often do you think a teacher should be observed each year so as to make an effective evaluation?

- |                              |                              |                                    |
|------------------------------|------------------------------|------------------------------------|
| <input type="checkbox"/> 1-2 | <input type="checkbox"/> 5-6 | <input type="checkbox"/> 9 or more |
| <input type="checkbox"/> 3-4 | <input type="checkbox"/> 7-8 |                                    |

8. Put in numerical order the importance of the following criteria which may be used in teacher evaluation (Number from 1 to 8, with number 1 your most important)

- Personal appearance
- Personal interaction with staff and administrator
- Classroom teaching procedures and methods

- Use of physical plant and equipment  
 Professional attitudes and responsibilities  
 Adhering to school policy  
 Participation in extra-curricular activities  
 Pupil growth

9. Should an evaluation involve

- Only the principal  
 Only the teacher  
 Both

10. On the average, how often have you been observed each year?

- 1-2                       5-6                       9 or more  
 3-4                       7-8

11. If you have been transferred from one building to another, how has your rating changed, if any? (Refer to the most recent transfer)

- No change                       Lower                       Higher

12. Should a teacher's evaluation be based on the past performance of

- Teachers in the grade area and building  
 All teachers in the building  
 All teachers in the system  
 Past teachers which the principal has evaluated and known to be effective teachers  
 A teacher's own abilities, capabilities, and self-improvement

13. When you were a first year teacher in the system, how do you feel the principal considered this in your evaluation?

- Positively                       Adversely                       No effect

14. Do you believe that teacher evaluations have improved your effectiveness?

- Definitely                       To some degree                       Not at all

Comments:

Please feel free to make any comments or statements you may have regarding teacher evaluation.





15. Do you believe that through the use of an evaluation the teacher's effectiveness has improved?

\_\_\_\_\_ Definitely                      \_\_\_\_\_ To some degree                      \_\_\_\_\_ Not at all

Comments:

Please feel free to make any comments or statements you may have regarding teacher evaluation.