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A model for post-appraisal follow-up - An essential link

in the process of improving teacher performance

by

Gerald Dean Trullinger

A Dissertation Submitted to the

Graduate Faculty in Partial Fulfillment of

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CHAPTER I. INTRODUCTION

The word supervision as it is used in education is a rather broad term which has different meanings for different people. Most educators will agree, however, that two of the essential elements of the supervision process are teacher evaluation or appraisal and the follow-up which should be a part of the total system of evaluation. This study will concern itself with the follow-up phase of the supervision process.

Many volumes of educational literature have been written about teacher supervision and much of the literature goes into great detail in regard to the evaluation phase. The majority of the writings, however, stop short of the follow-up phase. Prescribed action or steps to be taken as a result of the evaluation are all too often ignored in the literature or merely alluded to. There are considerable indications that the follow-up phase is also being ignored quite often in current educational practice. Much evaluative follow-up which does exist is haphazard and disorganized (2, 14, 94).

DeVaughn (14) states:

> For decades professionals have given lip service to the notion
> that the educational leader, be he administrator or supervisor
> or coordinator, should give a major portion of his attention to
> working with teachers to improve instruction.

If the primary purpose of supervision is to improve instruction, educators can be assured that they will fall short of their goal if they stop with the evaluation phase. If it is reasonably well done, the evaluation phase should identify certain weaknesses or shortcomings of a

teacher. Provided the teacher accepts this criticism as being accurate
and valid, it could be assumed that some degree of improvement would be
forthcoming. The process of improving instruction, however, is much more
complex than this. Identifying weaknesses is merely the start and not
the end to the process.

Purpose of the Study

Accountability is rapidly becoming one of the highest priorities
at all levels of the education field. Few topics have received as much
written space in recent years as educational accountability.

In his presentation at the Supervision of Instruction Symposium,
McNeil (61) stated:

> When Lucy in Peanuts says, "Accomplish something! I thought we
> were supposed to keep busy," she is reflecting the movement of
> accountability.

Woodington (112) referred to a quote from the late James E.
Allan, Jr., former U.S. Commissioner of Education which appeared in an
article published posthumously in the winter issue of College Board
Review.

> The circumstances of our times - loss of public confidence,
> taxpayer revolt, student unrest, neglect of disadvantaged,
> and demands for social justice - have forced accountability to
> the very top of the list of priorities. Unless we develop the
> capacity to assess the value of one instructional alternative
> over another, real accountability is impossible, and the current
> push for accountability will retain its present public relations
> orientation and be just another fashionable word.

If the major responsibility of the building principal is to improve
instruction then he must do his job and do it well if he is to be con-
sidered accountable. It seems strange that research has provided so

little direction for the accomplishment of this important task.

The purpose of this investigation will be to develop a working model that can be used by the building principal and his teaching staff in the process of improving instruction.

More specifically, the purposes of the study are:

1) To review the literature*on educational activities related to the linkage between appraisal and follow-up.

2) To identify common teacher weaknesses related to instructional practice that would ordinarily come to the attention of the principal in the evaluation process.

3) To explore common timelines of the appraisal.

4) To seek common prescriptions currently in use by practicing principals.

5) To provide for individual differences of both teachers and principals in regard to the improvement of instruction process.

6) To improve the efficiency and effectiveness of evaluation systems based upon the follow-up phase of the process.

7) To provide instructional content for use by training institutions in preparing elementary principals.

The Problem

Teacher evaluation is most often proclaimed to be accomplished for the major purpose of improving instruction. Too often this noble undertaking ends with irregular classroom observations and the completion of an evaluation instrument. Yet improvement in instructional methods,

and design must, in large part, come from a change in teacher behavior.
Therefore, a carefully structured system should be followed that will
accomplish these desired results. A careful search of the literature on
this topic and present practice reveal that such a system is lacking.
That is to say, most principals do not know what to do after the appraisal
step.

The problem of this dissertation is to investigate the appraisal
follow-up linkage of selected elementary schools, identify successful
procedures and activities, and to create a model for an improvement of
instruction system which will be useful for varying types of elementary
school organizations. More specifically, the linkage portion of the
investigation will be designed to answer the following questions.

1) What common elements of the linkage events appear in schools
   with a variety of organizations?

2) What are the most commonly identified weaknesses of teachers?

3) What are the most common prescriptions used for improvement?
   (Individual and building-wide.)

4) What teaching-learning strategies does the principal use in
   helping the teacher fulfill the prescription?

5) What incentives are generally offered for behavioral change?

The "model build" portion of the investigation seeks to meet the
following criteria:

1) The system must be usable by principals with varying skills.

2) The system must maximize the likelihood of productive change.

3) The system must be usable for a variety of school organizations

such as teaming, Individually Guided Education (IGE), Programmed

Learning in Accordance to Need (PLAN), Individually Prescribed

Instruction (IPI), continuous progress learning and the self-

contained classroom.

Definition of Terms

1. <u>Accountability</u> - holding the schools (and professionals) responsible

   for results in terms of student learning rather than solely in the

   use of input resources.

2. <u>Appraisal Follow-up</u> - the selection, implementation and monitoring

   of alternative prescriptions which are designed to improve individual

   teacher effectiveness.

3. <u>Behavioral Objectives</u> - statement of terminal behavior or instruction-

   al outcomes that can be measured and compared to the criterion or

   standard that is stated.

4. <u>Diagnosis</u> - determination of the nature and extent of an identified

   teacher weakness or deficiency.

5. <u>Evaluation</u> - the process of ascertaining the decision areas of

   concern, selecting appropriate information, and collecting and ana-

   lyzing information in order to report summary data useful to deci-

   sion makers in selecting among alternatives.

6. <u>In-service</u> - any individual or group activity which can result in

   an improvement of teacher competency or effectiveness and thereby

   produce an improvement of instruction.

7. <u>Needs Assessment</u> - a process for determining discrepancies between

high priority district goals and the accomplishment of those goals. A high priority district goal that is not presently being met represents a high priority district need.

8. Outcomes of teaching - the results of the teaching act as evidenced by measured pupil gains, or the product of instruction.

9. Prescription - a selected activity designed to overcome a teacher weakness or deficiency (an in-service alternative).

10. Process of teaching - the techniques and procedures or the methodology used in carrying out the act of teaching.

11. Supervision - all efforts of designated school officials toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation and professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.

12. Teacher Performance Objectives - a behavioral objective which meets the following criteria: the identification of the objective, strategies for implementation, means for monitoring and method for measuring the degree of accomplishment are all mutually agreed upon in advance by the teacher and his supervisor.

Basic Assumptions

This study will be undertaken with the following basic assumptions in mind, (that):

1) Douglas McGregor's classic theory Y assumption about management

is correct, <u>i.e.</u>, a natural phenomenon and under the proper

conditions an employee will not only accept greater responsi-

bility, but will seek to earn it, <u>etc</u>.

2) Instruction will not improve without a change in teacher beha-

vior.

3) The building principal must serve as the catalyst in the process

of modifying teacher behavior.

4) The supervision process often ends with the completion of an

evaluation instrument.

5) Acceptable evaluation instruments have been developed and are

being used for teacher appraisal by many school districts.

Delimitations

The scope of this investigation was confined to 46 elementary school

buildings representing seven different school districts in the state of

Iowa. A panel of five specialists in the field of elementary education

were asked to assist in the selection process of exemplary districts

which would identify the best of current practices in the improvement

of instruction.

The attention of the study is centered on the post-appraisal stage

of the evaluation-follow-up cycle.

The model and supporting documents were critiqued by the same panel

of experts who assisted with the selection of schools for the study.

The revised model is presented in Chapter V of this paper but it should

be understood that the model has not been field tested.

While the study was limited to the elementary level, it is felt that the components of the proposed model are general enough in nature that it will be applicable to both elementary and secondary levels of public education.

Sources of Data

The review of literature was not an easy task because the bulk of the material written on the improvement of instruction deals with the evaluation phase and tends to ignore the post-appraisal or follow-up portion of the cycle. However, the Educational Resources Information Center (ERIC) was very helpful in locating education documents and articles in periodicals which were related to the topic.

The elementary level was selected for the study because there is more uniformity in the job descriptions of the building principals at this level as well as more similarity in staff size. A total of 85 elementary principals were identified by the panel of specialists. This population represented seven school districts in the state of Iowa. A questionnaire dealing with prescriptions which the principal could apply in the attempt to overcome teacher weaknesses or problems was mailed to each of the building administrators.

Follow-up interviews were conducted with six of the principals who seemed to have the most to offer. Their selection was made on the basis of the information they supplied on the questionnaire.

The final source of data was from the suggestions offered by the panel of specialists who critiqued the proposed model.

CHAPTER II.   REVIEW OF LITERATURE

Introduction

It was intended at the outset to confine this investigation to the
follow-up phase of the evaluation process and not to become involved with
the evaluation itself. However, as the literature search progressed,
it became more and more obvious that the two entities are so interrelated
that it is neither feasible nor desirable to completely separate the
two.

Herman (38, p. 193) gives a good comprehensive definition of evalua-
tion. He states:

> Evaluation is the process of assessing the degree of performance
> and level of acceptability at a point in time. The most basic
> purpose of evaluation must be the improvement of performance.
> There are two important elements, however, in the improvement of
> performance: 1) evaluation or assessment and 2) in-service or
> job upgrading programs which are tailor made to assist the em-
> ployee being evaluated in improving the areas that were assessed
> as being below the minimal level of acceptance or as being areas
> in need of improvement.

Herman goes on to contend (38):

> Many programs of evaluation make a major error of limiting the
> district's total evaluation scheme to the assessment phase. Any
> program of evaluation is incomplete without the addition of an
> in-service or a job upgrading phase. Further it is grossly
> unfair to the employee being evaluated if areas of weakness are
> identified and no program of assistance is provided which will
> enable the employee to overcome his weaknesses and improve
> his performance.

The above two paragraphs do an excellent job of identifying the
purpose and need for this study. It is the in-service or job upgrading
phase of the evaluation process which will receive special attention.

The proposed "model" created by this dissertation is designed to assist with the accomplishment of this goal.

Numerous definitions of supervision were discovered in the literature and Herman's was typical of those found. One dimension of the process is omitted however in Herman's definition. The recently developed Performance Evaluation System of the West Des Moines School District under the direction of Richard P. Manatt identifies this dimension as "singling out and strengthening the outstanding areas of teacher performance" (89, p. 13). In other words, the improvement of instruction can come about by building upon the strengths of individual staff members as well as overcoming their weaknesses.

Philosophy of Teacher Improvement

Many authors believe that when educators are talking about the improvement of teacher performance, they are, in essence, referring to in-service programs. Wiles, for example, feels that about everything that can be done for teachers to help their growth can be classified as in-service growth. He does have, however, some very definite feelings about which staff members should receive the bulk of the in-service efforts. He states:

> The in-service activities of the school system constitute the dissemination and development phases of change. Viewed from this perspective, the in-service dollar should not be distributed equally throughout the staff. Instead, it should be spent on the ones who want it, the demonstrators, the inquirers and the influentials. It should be spent on the horses who are on the track, not those who are sleeping in the stables.
>
> The money spent on the people who really lead the thought and

the effort in a school is the money that pays the biggest
return. (110, p. 134)

It is difficult to argue with the logic expressed by Wiles in the
paragraphs above. However, building principals should be cautioned not
to go overboard with this philosophy to the point that the less success-
ful teachers are ignored.

A book entitled Improving In-Service Education: Proposals and
Procedures for Change has made a very significant contribution to this
study. The heart of the volume is written by some of the most distin-
guished minds in American education and edited by Rubin. Several of
the following citations have come from this excellent piece of work.

There is an almost universal commitment among educators today to
the theory, (if not the practice) of individualization of education.
Most of the arguments for this movement can also be applied to the need
for individualized in-service programs for teachers. Jackson emphasizes
this when he states:

> The roads to Salvation are many, and there is no universal solu-
> tion. A mounting stockpile of research evidence suggests that
> all teachers cannot use the same techniques with equal success.
> In addition, the assets and liabilities of individual teachers
> vary greatly. It is for this reason, if for no other, that
> teachers must become self-evolving. In teaching, as in other
> human endeavors, understanding, desire, and persistence of effort
> usually are rooted more strongly in the person than in the
> organization. (94, p. 4)

Allen is a strong proponent of differentiated staffing and the use
of performance criteria. Allen supports Jackson's cry for individual-
izing teacher growth with the following statement:

> In the area of behavioral skills, the hope is once again that
> we can devise numerous alternative means for the attainment

of each specified performance criterion. In-class observations, supervised micro-teaching sessions, simulated teaching situations, seminars, lectures, programmed instruction, and even computer-assisted instruction loom as currently existing possibilities. Again our goal should not be the development of one super method which will be applied to all teachers, but rather a wide variety of approaches that can be researched within the in-service program so as to design optimal training for individual teachers. (94, p. 121)

The majority of the authors who have written on the topic of in-service have stressed the importance of staff involvement throughout the process. To be successful, in-service must be done "with" the staff and not "to" the staff.

Tyler, who directed the Evaluation Staff of the Eight-Year Study, had this to say:

We now see that the most significant contribution of the Eight-Year Study was the education it provided in problem-solving, in developing attitudes and skills of educational inquiry. We learned something of great importance to in-service education of teachers: that the constructive involvement of teachers in attacking real educational problems that they face is a powerful instrument of continuing education. (94, p. 13)

Bush (94, p. 57) furthers the argument for teacher involvement with in-service with this statement:

It has been asserted that the teacher may be the most reliable judge of his own technical weaknesses. It follows, therefore, that the teacher should have a fundamental voice in determining his in-service training program. . . . After a long period of attempting to provide in-service education for teachers, I am convinced that the teacher ought to select the kind of help, from a wide array of interesting alternatives, which he wishes to avail himself of, and that in most instances, he needs the help of an impartial outsider to enable him to make a diagnosis and analysis of the situation.

As Bush continues with the above statement, he branches into a very controversial area by discussing the part that a building principal

should or should not play in the process of teacher improvement. He goes on to state:

> . . . For the time being, the program needs to be freed from the formal administrative structure. The evidence is quite conclusive that as now conceived, the administrator is in too strong an authoritative role with his responsibility for rating teachers for dismissal and tenure to also play a role as an impartial, objective, expert who can help with the diagnosis of instructional problems. (94, p. 57)

While this researcher is well aware of the arguments upon which Bush bases his above statement, the pessimism is not shared. If it were felt that Bush's theory were absolutely correct and that the obstacles preventing the building principal from contributing to the teacher growth process are insurmountable, then there would be no point in continuing this study.

Fischler (94, p. 183) agrees that the picture in the past and at the present has been and is rather grim. However, he is optimistic that the situation can be corrected. He describes a system of clinical supervision which he feels will provide a vehicle for the principal to reenter into a dialogue with his teachers in relation to the instructional program. In stressing the need for such a system, Fischler argues:

> If we listen to what the "militant teacher" is telling us, we learn that up to now the administrators have been hiding behind public relations and avoiding their professional responsibilities. They are saying that very rarely does a principal even know what is taking place in the classroom. . . . They contend that the principals have not been forceful enough in taking leadership for quality education. That is, the teachers have had to become militant and go out on strike in order to raise more money for education. In fact they say that the principal has abdicated most of his responsibility for the improvement of instruction.
>
> Most principals (including the present writer) probably feel that

Fischler is talking about someone else and not themselves. There is little doubt that the accusations are correct in many cases; hopefully, however, the guilty parties represent a small percent of the profession.

Continuing for a moment on a note of gloom, there is no question but that the in-service efforts of educational leaders have left a lot to be desired. Davies (94, p. 38) let it all hang out when he gave the following testimony before a congressional subcommittee:

> In-service teacher training is the slum of American education - disadvantaged, poverty-stricken, neglected, psychologically isolated, whittled with exploitation, and broken promises, and conflict.

Perhaps the reader should be reminded that Davies was testifying in support of increased federal funds for in-service projects.

Rubin (94, p. 68) seems to have a more realistic view toward in-service education and he seems to imply that you get about what you pay for. He states:

> We must learn not to expect miracles from in-service education programs. One besetting sin in American education is an expectation of radical changes in teacher behavior and consequently in pupil behavior with only tiny investments of time, energy, and resources. Even if we markedly increase our financial supports, which now appears hopeful with federal funds, we need to realize that changes in professional behavior will take place slowly over a long period of time.

Regardless how disappointing or dismal the results may have been in many previous attempts towards in-service education, it is imperative that efforts toward this goal continue. Rubin (94, p. 257) accurately sketches the argument for the need of a continuing and productive in-service program:

> A teacher prepares to teach by spending four or five years at

a training institution. There, in the present way of things,
he learns a sampling of man's knowledge, something about
the theory of education, and a few prescriptions regarding
the art and science of teaching. Even if his preparation
were adequate, and clearly it is not, his skills would become
old-fashioned in the space of a very short time. Yet after
this brief apprenticeship, the usual teacher will labor at
his craft for the next thirty to forty years. Thus at the
moment he leaves the professional school, the teacher is en-
route to a state of obsolescence.

Process Versus Outcomes

The field of education is notorious for having large discrepancies
between what is espoused as prevalent theory and what is commonly
practiced. One example of such a discrepancy involves the widespread
theoretical commitment to individualization coupled with a limited degree
of implementation. Another example of such a discrepancy involves
teacher evaluation as it relates to processes versus student outcomes.
The majority of the experts who have written on the subject make it clear
that in this age of accountability, the emphasis must be on student out-
comes. However, the practice throughout the state of Iowa, as indicated
by currently used teacher evaluation instruments, continues to place the
emphasis upon the teaching process or procedures.

Popham (81) discusses the cry of the public for accountability and
states that they will no longer accept promises or the assurance that
only we professionals know what we are doing. He refers to the Califor-
nia legislators who in 1971 enacted a teacher evaluation law requiring
each K-12 teacher in the state to be evaluated by locally devised teacher
appraisal systems. One of the required elements in the teacher's role

is promoting learner progress in each area of study toward locally de-

fined standards. Thus a learner-results criterion has been mandated by

California lawmakers for teacher evaluation. Popham (81) continues:

> In brief, I am suggesting that we accept the accountability
> challenge by increasing classroom teachers' skills in produc-
> ing evidence that their instruction yields worthwhile results
> for learners. Not only is this the key ingredient in current
> accountability strategies, it represents a way of helping
> teachers do the best job they can for their students.

Popham outlines two methods for promoting increased results--

producing competence. One method calls for the provision of criterion-

referenced measures and the second involves the use of instructional mini-

lessons for teacher in-service. Not surprisingly, Popham also markets

these mini-lessons. He cautions, however, against the misuse of standard-

ized test results as follows:

> Standardized tests were designed, developed, and refined to permit
> us to distinguish between different learners. . . . But for pur-
> poses of assessing the quality of instruction and for making
> specific judgments about what certain pupils have learned, stand-
> ardized tests will typically yield misleading information. (81)

Several authors have suggested that standardized tests results may

be used in judging teacher effectiveness only when they represent but

one of several criteria considered.

McNeil (60, p. 32) also makes a strong case for basing the evalua-

tion of teachers upon the results instead of techniques or process. He

states:

> The point I would like to make is that in addition to using
> the method of influence, teachers must teach for specific
> behavioral changes in learners and accept accountability for
> their teaching actions in terms of whether or not the desired
> changes occur.

McNeil's philosophy on improvement of teacher efficiency is tied to the concept of supervision by objectives which will be discussed in some detail later in this chapter.

Brodbelt (7) is another of the long list of authors who believe that with the acceptance of accountability procedures the school can move away from emphasis upon the process to a commitment to product. He cites the use of performance contracts with commercial firms as one example of accountability for results. Brodbelt perhaps can be excused for being overly optimistic about performance contractors' results for in an article prepared in 1971--the 1970-71 track-record of such entrepreneurs does not represent a model of accountability! Most performance contracts utilize a higher degree of systems analysis. This is the procedure for determining the relationship between inputs and outputs. Systems analysis is a major way of breaking down the school system into constituent parts which can be categorized, analyzed and evaluated. It points up weaknesses and encourages adaptations towards a higher level of performance.

Manatt (55, p. 12) cites NEA research which has identified ten teacher competencies that have shown consistent correlations with measures of pupil gains. They are as follows:

1) Clarity in presentation

2) Variability in materials, activities, etc.

3) Enthusiasm

4) Businesslike or task-oriented teacher behavior

5) Opportunity for pupils to learn materials on test

6) Use of student ideas

7) Amount of criticism

8) Structuring comments

9) Probing questions

10) Difficulty level of instruction

The ten teacher competencies stated above also represent, for the most part, teaching techniques or the process of teaching. This then begins to cloud the issue on process versus outcomes. If certain teacher competencies which represent elements of the process are significantly associated with pupil gains or outcomes then it would seem that the two are interrelated and that neither the process nor the outcomes should be disregarded.

Perhaps this is an example where the pendulum of change tends to swing too far in one direction. This investigator postulates that educational leaders have finally realized that for years we have disregarded the outcome or end product of teaching. To correct this situation, many are suggesting a path that would overcompensate and result in the disregard of the teaching process. Obviously both are important and both must be considered in the evaluation process and the improvement of instruction.

Medley (64) offers an interesting exercise in logic as he joins the small minority that defend the proposition that teacher evaluation should be based on assessment of the process of teaching rather than on the product. He states:

Teacher competence must ultimately be evaluated according to

how effective the teacher is in helping pupils learn; that is, in terms of measured pupil gains, or the product of his teaching. Why, then, should the evaluation of a teacher be based on observations of how he teaches - on assessing the process of his teaching? Because teacher evaluation is a means to an end, not an end in itself. The purpose is not to find out who is the best teacher and who is the worst; the purpose is to improve instruction in order to make the schools more effective. Unless a program of teacher evaluation improves the instruction in a school, it has no reason for existing. Thus, for the purpose of improving instruction, process evaluation is far superior to product evaluation.

Professor Jack Menne, Director of the Iowa State University Testing Service, is the leading Iowa proponent of the process approach in teacher evaluation. He argues that input-process-output evaluation is too complex to do with the present state of the art (89).

Perhaps Medley's statement above has shed some light on the dilemma of process versus outcomes. First of all it seems to be widely accepted that teacher evaluation is to serve two major purposes: 1) assessment or rating of teachers and 2) improvement of instruction. This investigator suggests that the following interpretation would seem logical: Both process and outcome are important and interrelated and, therefore, both should be considered. If the prime purpose of the evaluation is for "assessment," emphasis should be given to student outcome criteria. However, if the prime purpose is for improvement of instruction, the major emphasis should be given to process criteria. This could be carried one step further and suggest that if the evaluator is equally concerned about the two major purposes for teacher evaluation, he should give an equal emphasis to the process and outcome criteria. Certainly the difficulty cited by Menne viz., a student's gain in any given subject may be

attributed in large part to influences other than the teacher he has

this particular school term, will be a long-term obstacle to effective

outcome evaluation.

Admittedly the process versus outcomes issue deals with the philos-

ophy of teacher improvement and, therefore, could have been included in

the previous section. However, due to the amount of discussion that

this topic has received in the literature, it was given a separate

heading.

Videotaping and Related Techniques of Teacher Improvement

Process versus outcomes as an issue also explains some of the elab-

orate techniques of modifying teacher behavior which have been developed.

Process versus outcomes can be stated in a number of different ways such

as teaching behavior versus pupil growth. Soar (96, p. 508) offers the

following:

> Research relating teacher behavior to pupil growth has in-
> creased sharply in recent years, both in amount of work being
> done and in the reapplication of its findings. As late as
> 1959, Medley and Mitzel reviewed all of the studies they could
> find in which effectiveness of teachers who had been rated by
> supervisors or administrators and compared these ratings to any
> reasonably objective measure of pupil growth. Their summary
> indicated a consistent finding of no relation between these
> ratings of effectiveness and measures of change in pupils.
>
> However, in 1960, Flanders published the first findings from
> his system of interaction analysis, which has continued to grow
> in use, showing relationship with educational outcomes. As the
> recent literature on teacher behavior in relation to pupil
> growth has increased, findings which support each other have
> increased and additional aspects of teacher behavior have been
> identified which appear to be related to pupil growth.

McNeil (62, p. 65) indicates how widespread the use of various

systems for classifying classroom interaction have become. He states:

> There are more than 75 systems for classifying classroom
> interaction, many of which are modifications of Flander's way
> to record and classify verbal statements made in the classroom.
> Such systems give information such as 1) who talks and how
> much, 2) extent of group participation, 3) the emotional
> climate of the classroom, 4) the kind of thinking that is most
> evident, and 5) changes in verbal behavior under different
> circumstances.

McNeil continues the discussion by cautioning against the improper

interpretation or use of such systems. He feels that a real danger in

using these systems is that one begins to believe that the presence or

absence of a statement in certain of the categories called for is auto-

matically good or bad. When one quantifies the amount of teacher talk

to pupil talk in a lesson, he tends to assume that the teacher who talks

most of the time is doing something wrong. Actually the proper ratio of

teacher to pupil talk is relative to a particular objective, mode of

instruction deemed necessary, and to given learners.

Nuthall and Church (72, p. 491) have done some research in regard

to cost and effectiveness of different types of class observation

methods. They say that the cost of obtaining a lasting record of class-

room behavior by audio or video tape and training people to translate

and analyze the record is considerably higher than the cost of training

and using live observers in classrooms. However, they also found that

better and more definite analysis of behavior were possible from video

records than were possible from live observations.

Several investigators have written about their work with and the

value of micro-teaching as a training tool for the teaching or improvement

of teacher competencies. A few of these are Watman (107), Perlberg (77),
Politzer (80), and Borg (6).

Micro-teaching was first developed at Stanford University in 1963
and was designed to overcome many shortcomings of traditional teacher
education programs and increase our understanding of the teacher learning
process.

The Far West Laboratory for Educational Research and Development
has probably been the most active group in advancing this technique. The
Lab has already produced and tested many self-contained packages which
can be used for both in-service and pre-service education.

While there are several variations in techniques, the process
basically involves the teachers preparing a short demonstration lesson
from five to twenty-five minutes in length. It usually has one or two
specific outcomes intended and is usually presented to a small number of
students. The lesson is videotaped and then the teacher and his observer
or supervisor meet to critique the teaching techniques used. The lesson
is then retaught to a different group of students to see how well the
teacher managed to improve his skills. A strong feature of micro-teach-
ing is the immediate and accurate feedback it provides to teachers.

Borg (6) reports that Allen and Fortune at Stanford in 1966 found
through research that interns spending ten hours per week on micro-teach-
ing obtained significantly higher ratings on teacher effectiveness than
did a control group that devoted twenty-five hours per week to regular
instruction and teacher aide experiences.

The Far West Laboratory for Educational Research and Development

team has expanded upon its earlier work with micro-teaching and has developed a more sophisticated model referred to as the minicourse.

Borg (6) conducted a study to determine if there was a long-lasting effect of the improvement gained by minicourse instruction. After thirty-nine months, the performance of the subjects was still significantly superior to their precourse performance on eight of the ten behaviors that were scored. The minicourse includes a micro-teaching activity within it. However, there is extensive training in certain teaching skills prior to the micro-teaching unit and there is a more comprehensive follow-up in the evaluation of the unit taught.

Under the auspices of the Association of Public School Systems (APSS), the Teachers' College of Columbia University has developed a system called Indicators of Quality to evaluate and improve the teaching competencies of their staffs. Vincent (101) one of the developers of the system describes it as follows:

> Indicators of Quality is a new instrument for obtaining
> quantitative measures of school quality by means of obser-
> vation of critical behavior within the classroom. It is
> based upon four characteristics of internal school behavior
> that are judged to be basic to quality: individualization,
> interpersonal regard, creativity, and group activity. The
> term "indicators" is chosen advisedly. There may be other
> indicators of quality; these four are certainly important, no
> one will deny.

The primary purpose of the instrument Indicators of Quality is to serve as a quality criterion in school evaluation. Trained observers go into schools to look for certain specified activities. They look for things that teachers do and things that pupils do which have to do with the process of education as it relates to the four indicators. Vincent

claims that the four indicators of quality cover virtually all that the educational researchers and experts have written about the improvement of teaching and learning. The real question then is to what extent do teachers exhibit these practices in their daily teaching. The results from the application of this instrument should provide school districts with a diagnosis that should indicate what steps are needed for school improvement. Vincent, and his associate Olson, vehemently reject the notion that Indicators as a system can be used to evaluate teachers as individuals; instead the whole building or district produces the four characteristics of quality.

Roberson (91) noted that a search of literature indicated that a systematic observation system for describing teacher verbal and nonverbal behavior from video recordings of classroom teaching was unavailable. With the aid of the Tucson Public Schools of Arizona and Orange County Unified Schools in California, he developed the Teacher Self-Appraisal (TSA) Observation System for use of teachers in improving their instruction. Roberson further states:

> In this age of accountability, almost everyone agrees on the need to improve the quality and determine the effectiveness of classroom instruction. During the past decade, many critics, theorists, and educators have attempted to describe 1) what transpires in the classroom to produce the greatest amount of learning and 2) the model of good teaching. The results of intensive research and observation of the teaching-learning process in the classroom indicate that no particular style of teaching can be declared the model for everyone; rather, the need appears to be for self-appraisal, the opportunity for each teacher to find and develop his own effective style.

To use Roberson's TSA Observation System, the teacher must develop a lesson plan describing the objectives he intends to accomplish and the

methods by which he will attain them. A videotape is then made of the lesson taught. The teacher views the tape and marks on a TSA computer card the methods, objectives, and expressions he used during the lesson. In order to determine teaching effectiveness, he must use the TSA definitions in both planning and coding the lesson.

The Teacher Self-Analysis Observation System is normally introduced to a staff through an in-service workshop where they receive training for its use.

Performance Objectives Approach

The Management By Objectives (MBO) concept of management is not new, having been around in the private sector for over two decades. The ideas behind this approach were first popularized by Peter Drucker (15, 16) in the early 1950s. He was the individual who first introduced the program to industry. The most common name currently associated with MBO in the United States is George Odiorne (73, 74), and the major promoter of MBO in the United Kingdom has been John Humble (43).

Odiorne (73) offers the following definition of MBO:

> The system of management by objectives can be described as a process whereby the superior and subordinate jointly identify goals, define individual major areas of responsibility in terms of results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members.

Numerous books and articles have been written about MBO. However, the majority of this written material and the majority of the application of this concept has been confined to the world of industry. Following

is a list of just a few of the major corporations which have adopted

some form of the system: General Motors, DuPont, General Electric,

Air Force Logistics Command, Radio Corporation of America, Socony Mobil

Oil, and General Foods. It would seem obvious from this impressive list

that MBO is not a fad which will run its course.

It has only been within the last few years that school systems

have begun to adopt the principles of MBO to the field of education. The

recent demand from the various publics of education for accountability

have undoubtedly caused educators to take a closer look at this approach

to management.

As the name implies the MBO system was originally designed for use

with the management level employee. However, within the last three or

four years, educators have begun to extend the concept of MBO to class-

room teachers. The basic principles have remained the same but the name

no longer fits the system.

Knezevich (49, p. 71) has provided a fitting and logical nomencla-

ture for the various parts of the system as it would apply to a school

district. He has named the overall system "Education by Objectives and

Results" or (EBO/R). The management or administrative branch of the sys-

tem is called "Management by Objectives and Results" or MBO/R. The

classroom teacher's place in the system is referred to as "Instruction

by Objectives and Results" or IBO/R. This can be summarized by illus-

trating that EBO/R = MBO/R + IBO/R. Knezevich (49, p. 8) has added the

"R" to the original version to minimize the possibility of stopping

after the objectives were identified and agreed upon. He states that:

The name of the MBO/R game is achievement. Formulating
of objectives, winning commitment to them, clustering re-
sources around them, and managing to obtain desired results
represent the essence of MBO/R.

The concepts of this system have appeared in school districts

throughout the country. The system has revealed itself in many differ-

ent forms and by different names. The two most common names for IBO/R

which have appeared in the literature are "Teacher Performance Objec-

tives," and "Teacher Job Targets."

Herman (38, p. 59) believes that the use of clearly stated behavior-

al objectives that are subject to measurement, coupled with the types

of observational instruments hold the greatest promise for creative and

objective evaluation systems in the immediate future. He describes a

behavioral objective as follows:

> A behavioral objective is a statement of terminal behavior
> that can be measured and compared to the criterion or
> standard that is stated. This allows for absolute measure-
> ment; and thereby, evaluation can be accomplished. Beha-
> vioral objectives can be written for students, teachers, and
> all types of employee groups. Behavioral objectives can be
> written for the cognitive, affective and psychomotor domains.

Behavioral objectives are mentioned here because they represent an

essential factor in the concept of MBO or Performance objectives. Beha-

vioral objectives must be written in measurable terms if they are to

serve their purpose. Mager (53, p. vii) illustrates the importance of

behavioral objectives in the following poem:

> There once was a teacher
> Whose principal feature
> Was hidden in quite an odd way.
> > Students by millions
> > Or possibly zillions
> > Surrounded him all of the day.

> When finally seen
> By his scholarly Dean
> And asked how he managed the deed,
>   He lifted 3 fingers
>   And said, "All you swingers"
>   Need only to follow my lead.
>
> To rise from zero
> To Big Campus Hero,
> To answer these questions you'll strive:
>   Where am I going
>   How shall I get there, and
>   How will I know I've arrived?

The last stanza tells the story of behavioral objectives. They should tell where you are going or identify the objectives you hope to accomplish. Second, they should tell how to get there by indicating the activities that will take place and the procedures that will be followed in the teaching act. Finally, how to tell when you've arrived requires that the criterion upon which you will base the evaluation must be pre-identified and it must be measurable.

Mager has made a significant contribution to education with his book (52) entitled Preparing Instructional Objectives. He provides easily understood directions on how to write behavioral objectives in this widely used manual.

Lindemann (50, p. 208) makes the following recommendations in regard to the evaluation process:

> The focus of the evaluation should be the accomplishment of specific objectives stated in behavioral (operational) terms. The degree of effectiveness would be the measure of the discrepancy (if any) between what is expected (the objective) and what is accomplished (the behavior). And finally, the knowledge of the effectiveness would be the feedback the teacher needs to modify his course of action to align it with the stated objectives. This after all, is the purpose of evaluation.

Poliakoff (79) in writing about recent trends in evaluating school personnel discusses the teacher's role in evaluation. She believes that "partnership" in teacher evaluation, as in the job targets approach, means both evaluation by the principal and self-evaluation by the teacher. The trend to evaluate teachers for the purpose of improving their professional growth has brought in-service education techniques, such as self-evaluation, closer to the schools total evaluation program. She also feels that the individual development program of job targets approach is, after all, an in-service effort.

Redfern, associate executive director of the American Association of School Administrators, in his long associations with the School Management Institute at Worthington, Ohio and the AASA Executive Training Academy has come to be known as the father of the "job targets" approach to teacher performance evaluation in the United States.

Redfern (87) uses eight steps to be followed after the evaluator has established a benchmark with the first year's evaluation report. He states that the evaluator will (with the evalutee):

1) Establish specific job targets

2) Agree on plan of action

3) Clarify roles and responsibilities

4) Commitment of teacher and evaluator to reach targets

5) Self-evaluation by teacher

6) Assessment report by evaluator

7) Conference

8) Systematic follow-up

The above steps become a continuing cycle of the supervision process. The systematic follow-up referred to in step eight results in a redesigning of the job targets. Some of the current job targets will be revised, some may be dropped and new ones may be adopted. The cycle is then repeated, usually on an annual basis.

Madeline Hunter, director of the laboratory school at UCLA, had been instrumental in the development of the Teacher Appraisal Instrument (TAI) which is being used successfully by several school districts throughout the Los Angeles area. The heart of this appraisal system is geared to the use of performance objectives. Dr. Hunter has stated in correspondence with this investigator: "We are finding that the increased refinement of the Teacher Appraisal Instrument (TAI) and skill in its use is really accomplishing diagnoses and prescription in the teaching process."

Hunter (44) made the following comment in a recent article regarding the assessment of teacher performance:

> How to assess the quality of teaching performance is a
> problem that has plagued educational administration and
> supervision since the beginning of time. Hundreds of studies
> have been conducted to determine what makes a "good" teacher.
> Most such studies have lamely concluded with such platitudi-
> nous attributes as "warm accepting personality," "genuinely
> interested in children," "respect for the dignity of the indi-
> vidual," and the like. Those same attributes could be assigned
> to "good" mothers, social workers, pediatricians, or child
> psychologists, all of whom could be disasters if they were
> responsible for the daily teaching of a classroom of active,
> and not always appropriately reactive youngsters.

Several authors such as Kaufman (47), Babel (2), Bell (3), Popham (82), and Whaling (109), have discussed the importance of a needs assessment program which should precede the implementation of any performance

by objectives system. Such a program would identify the most critical educational needs of the school district which should have immediate attention. Most needs assessment programs start by identifying the high priority goals of a school district. The next step is to assess how well those goals are currently being met. The discrepancies which are found between most desirable goals and their accomplishment will represent the current "needs" of the district.

It goes without saying that a needs assessment program should be undertaken in any school district regardless of the type of organizational or managerial setup. However, needs assessment is particularly essential and compatible to the implementation of a performance by objectives system.

This section will be concluded with the following statement from Newton (70) which overrates the accountability attainment to date but pretty well summarizes the performance objectives movement:

> One of the most powerful movements currently influencing American education is the MBO movement. PPBS, performance contracts, behavioral objectives, performance criteria for administrators and teachers are all part of a movement focusing attention on questions of purpose, on what we are trying to accomplish and why. At every level, educators are being held accountable for the effectiveness of their use of resources in accomplishing clearly defined objectives.

Miscellaneous

Medley (63) who reviewed the history of research on teacher behavior reports that since 1960, there has been a dramatic increase of interest in the analysis of the teaching process. A survey of literature in 1963

was barely able to turn up a score of studies using objective procedures
for analyzing teacher's classroom behavior. He states that less than
ten years later, an admittedly incomplete anthology of instruments of
this type runs to sixteen volumes.

The forward by DeLacey (32) gives a rather interesting interpreta-
tion of the purposes for any type of educational evaluation. He states:

> Perhaps one of the more important aims of an evaluation is to
> create an awareness that better things exist. Attention is
> focused upon what prevails and upon what is possible. Atti-
> tudes, methods, materials, organization, and physical facilities,
> may all be improved. Evaluation provides the basis of termina-
> ting that which is useless, maintaining that which is good,
> modifying that which may be improved and adding that which is
> needed.

The need for teacher evaluation is nearly universally accepted and
in some states it has been mandated by the state legislatures. An
example of this would be the "Stull Act" of the state of California
which became effective in September, 1972. Shannon (95) indicates that
the "Stull Act" has been described as a "Teacher Tenure Law" and as a
"Teacher Evaluation Law." He states that both descriptions are accurate.
The "Stull Act" is a teacher tenure law in that it prescribes the legal
grounds upon which a public school teacher in California may be dis-
missed from his employment and establishes the procedures which must be
used to determine if such legal grounds for dismissal actually exist.
The "Stull Act" is a teacher evaluation law in that it sets forth specific
requirements for a teacher evaluation procedure in local public school
districts in the state.

Fortunately, most teachers believe they should be evaluated.

According to a nationwide sample survey of public school classroom teachers, conducted by the N.E.A. research division in the spring of 1969 (69), nine out of ten respondents indicated that they approved of regular evaluation of teachers.

On the same survey, teachers were asked to indicate on a check list the answers why teachers should be evaluated. The response checked most often (92.8%) stated: To assist in improving teacher competence.

Watman (106) feels the students should provide one of the sources of input to the teacher evaluation process. He indicates that a major way of gaining valuable insights into what is actually occurring in a classroom is to ask questions of the students. The results may be disconcerting and uncomfortable, but they will be invaluable in reviewing and appraising one's effectiveness. Previous research has indicated that student evaluations, especially with large numbers involved, are usually more accurate than evaluation by peer teachers or administrators.

<div align="center">Summary</div>

The name of the game is improvement of instruction and the way to accomplish this goal is through a systematic but individualized teacher in-service program. Many authors believe that anything that can possibly be done to improve teacher competency and effectiveness can be classified as teacher in-service.

The reputation of in-service programs of the past and of the present is very poor. The authors who have addressed this subject have been very critical of what they describe as a complete failure on the part of the typical in-service program.

The two major suggestions for improving in-service are to assure a high degree of staff involvement at all stages of the program and to individualize the activities to meet the needs of each teacher.

Some of the more common techniques in use today for the purpose of observing and analyzing teaching procedures (i.e., to determine performance during process) are as follows: Flander's Interaction Analysis, micro-teaching, the use of the minicourse, Indicators of Quality, and Roberson's Teacher Self Analysis system.

A major trend in teacher evaluation programs has been to change the emphasis from the teaching "process" to the "outcomes" or "product." The demand for educational accountability has had a strong influence in bringing about this change. This trend is more evident in "think pieces" in journals than in operating evaluation systems.

Another major trend in the educational supervision field has been a marked movement toward the use of performance objectives or teacher job targets to direct efforts toward improvement. This concept started in industry under the name of Management By Objectives and later was introduced to education at the administrative or management level. More recently it has made serious inroads at the classroom-teacher level.

Some educators look upon the performance objectives approach as a big breakthrough for the field of educational supervision. It has a high level of staff involvement, it is individualized, and it is capable of serving both functions of the supervision process which are teacher assessment and the improvement of teacher performance. Performance objectives may provide the vehicle for the diagnosis/prescription cycle.

CHAPTER III.   METHODS AND PROCEDURES

The major purpose of the investigation was to gather ideas and suggestions of successful prescriptions which are currently being used in the field.   These data were gathered by administering questionnaires to the elementary principals of selected school districts; followed by personal interviews with a few of the respondents.

The Development of the Questionnaire

A part of the questionnaire called for the following specific information: organizational makeup of the school, curriculum design of the school, the number of professional members on the staff, the principal's age and years of experience, and frequency of evaluation of staff members.

The bulk of the questionnaire, however, called for a narrative or essay type of response.   Through the review of literature and help from an Iowa State University graduate class in School Administration, a list of common teacher weaknesses was compiled.   The respondents were asked to describe the prescription they would use with a teacher in the attempt to overcome a specified weakness.   They were also asked to list the prescriptions which they used most often and those which they found to be most effective.

The first draft of the questionnaire was submitted to the following persons for review and suggestions:

Richard Manatt: Professor of Educational Administration,
Iowa State University, Ames, Iowa

Marl Ramsey: Assistant Superintendent, Marshalltown Community
                     School District, Marshalltown, Iowa
Richard Doyle: Director of Elementary Education,
                     Marshalltown Community School District,
                     Marshalltown, Iowa

Their suggestions were incorporated into a refined form of the questionnaire.

The Pilot Study

A pilot test of the instrument and instructions was conducted through the cooperation of four of the elementary principals within the Marshall-town School System. The administrators were:

Harlan Carley: Fisher Elementary School
Martin Swenson: Hoglan Elementary School
Mel Schuchmann: Woodbury Elementary School
William Vana: Albion Elementary School

After the pilot questionnaires were returned, the investigator conducted an interview with each of the participating principals.

Very few changes were made in the questionnaire as a result of the pilot study. Major concerns that were shared by all of the principals were the difficulty in completing the questionnaire and the length of time that was required for its completion due to the essay type of responses requested. Because of these criticisms, a rather small rate of return was anticipated. However, a possible sacrifice in return was justified on the basis that a few good ideas suggested would be more valuable to the study than the statistics derived from a check list of predetermined responses.

Selection of the Sample

Since the investigation was to involve a select group of knowledgeable principals, it was decided that selected specialists in the field of preparation for elementary school administration would be asked to assist with the identification of the sample.

The following individuals were contacted and asked to identify two or three school districts which, in their opinion, had earned the reputation of having strong and successful elementary programs:

James Doud:	Elementary Principal, Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls, Iowa
Marvin Fellers:	Assistant Dean, College of Education, Drake University, Des Moines, Iowa
George Hohl:	Associate Professor, Iowa State University, Ames, Iowa
Jerry Kuhn:	Professor, Department of Education, University of Iowa, Iowa City, Iowa
John Martin:	I.G.E. Facilitator, Department of Public Instruction, Des Moines, Iowa

Through the assistance of the individuals listed above, seven school districts were identified to serve as the population for the study. The districts chosen were as follows: Ames, Cedar Rapids, Des Moines, Iowa City, Mason City, Marshalltown, and Urbandale.

Due to the size of the Des Moines school system, only ten of the most effective elementary principals were selected to participate in this study. Names will not be revealed in this report in the attempt to avoid any possible embarrassment to those involved.

Questionnaires were mailed to all of the elementary principals of the remaining six school districts.

Collection of the Data

A total of 85 questionnaires were mailed and 39 of this initial mailing were returned. At a later date, a follow-up letter with another copy of the questionnaire was mailed to those principals who had not responded. Seven returns were received from the second mailing for a total of 46 or 54 percent of the sample. Marshalltown and Urbandale responded with 100 percent returns while Cedar Rapids r·turned only five out of 28. Through inquiry it was learned the Cedar Rapids School District has a Director of Research. Since this investigator failed to clear the questionnaire through the director's office, the majority of the principals did not respond.

A copy of the questionnaire, the cover letter, and the follow-up letter appear in the Appendix.

Follow-up Interviews

After the questionnaires were received, they were read carefully and on the basis of the responses, six principals were selected for personal interviews. Some of the individuals selected were actively involved with teacher performance objectives and others seemed, from their responses to the questionnaire, to be more "tuned in" to the follow-up phase of evaluation.

Contact was made by telephone for the arrangement of the interviews which were held with the following individuals:

John Christenson: Hoover Elementary, Cedar Rapids, Iowa
Brian Gustafson: Olmstead Elementary, Urbandale, Iowa

Francis Lalor: Roosevelt Elementary, Iowa City, Iowa
Herbert Hatch: Meeker Elementary, Ames, Iowa
Jerome Hogarty: Lincoln Elementary, Iowa City, Iowa
Martin Swenson: Hoglan Elementary, Marshalltown, Iowa

A single questionnaire was not used for the follow-up interviews. Instead, an individual set of questions was prepared for each interview. The responses on the initial questionnaire indicated that different activities were taking place in each of the buildings in regard to improvement of instruction.

Treatment of the Data

Due to the nature of the data, descriptive statistics were used rather than parametric statistics.

The heart of the questionnaire called for suggested prescriptions that had been used successfully by principals as they worked with their teachers to overcome weaknesses or problems. These suggestions have been built into the model developed by this study as alternatives which may be selected for use in the follow-up phase of the evaluation process.

A profile of the building principals is revealed by the questions which ask their age, years of experience in education, years of experience as a principal and the number of professional staff members under their supervision. The measures of central tendency for these variables are illustrated in table form.

A response to several additional variables was called for in the questionnaire. Some of these were as follows: the organizational make-up of the school, curriculum design in operation, frequency of the

evaluation of probationary teachers, and frequency of evaluating experienced teachers. The responses were placed in rank order and charted to illustrate the percent of utilization for each response.

Two sections of the instrument contained check lists of possible responses to 1) incentives offered by school districts to motivate behavioral changes in teachers and 2) strategies employed with groups of teachers to improve effectiveness. The principals were asked to check those items which were appropriate to their situation. Again the responses were tabulated in rank order showing their percent of utilization as revealed by the reporting principals.

Nineteen common teacher weaknesses were identified through review of literature, and personal experience. These were listed in the questionnaire and the respondents were asked to indicate the ones which they had commonly experienced with their own staff. A tabulation of these responses reveals the percent of frequency at which the individual weaknesses were selected as a common problem. For example, ranked number one in common was "Lack of classroom control or poor discipline." This item was checked by 73 percent of the respondents as a common teacher weakness.

Critique of the Working Model

The review of literature and the data gathered from the questionnaires and the personal interviews was used to develop a working model for the improvement of instruction. The model was designed for use by building principals in carrying out the post-appraisal or follow-up

phase of the teacher supervision process.

The first draft of the model was submitted to the same panel of specialists who assisted in the selection of the sample. They were asked to critique the model offering suggestions for ways in which it could be improved.

The revised model appears in Chapter V.

CHAPTER IV. FINDINGS

The purpose in administering the survey instrument was twofold:
1) The first was to identify the present or existing status of various
factors associated with the evaluation process, 2) The second was to
gather ideas for prescriptions to be used in the improvement of teacher
effectiveness.

Profile of the Principals

Only five of the forty-six or 10.9 percent of the responding princi-
pals were female. The principals were asked to indicate their age, years
of experience in education, years of experience as a building principal,
and the number of professional staff members under their jurisdiction.
Table 1 illustrates the measures of central tendency for these variables.

Table 1. Profile of building principals

	Principals' age	Years of experience in education	Years of experience building principal	Number of professional staff members
Mean	45.7	21.3	12.7	21.5
Median	45.5	22.5	11.5	22.0
Mode	44	23	7	25
Range	30-62	9-40	1-26	7-35

Organizational Makeup of the Schools

As shown in Table 2, the most common organizational design in use by the responding schools is "team teaching". Over half or 54.3 percent of the schools employ this method of organization.

However, a number of the principals indicated they are using a combination of the organizational designs listed and therefore checked more than one of the categories. Following are some of the design combinations which are being used by the schools in the sample.

	Grades	Organizational design
1.	K-3	Self-contained
	4-6	Semidepartmentalized
2.	K-2	Self-contained
	3-6	Combination of team taught and semidepartmentalized
3.	K-4	Self-contained
	5-6	Semidepartmentalized
4.	K-2	Self-contained
	3	Team taught
	4-6	Semidepartmentalized

As shown above, all of the schools which indicated they were using a combination of designs, employed the self-contained model in the lower grades. The semidepartmentalized model is quite prevalent in the upper elementary grades. This would seem logical for the preparation for transition into the junior schools which are predominantly departmentalized.

Some form of team teaching is often used in conjunction with the semi-departmentalized design.

Table 2. Organizational makeup of the schools

Percent of schools using design	Rank order	Organizational design
54.3	1st	Team teaching
37.0	2nd	Self-contained classroom
30.4	3rd	Individually Guided Education (IGE)
28.3	4th	Semidepartmentalized

Curriculum Design of the Schools

As illustrated in Table 3, the nongraded or continuous progress model of curriculum is by far the most prevalent. This popular model, used by 65 percent of the schools, is twice as common as its closest competitor, the subject oriented design which is taught to classes of approximately thirty students.

Three out of four of the designs offered for selection, i.e., non-graded-continuous progress, Individually Prescribed Instruction (IPI), and Programmed Learning in Accordance to Need (PLAN), promote the use of an individualized approach in the teaching process. It is encouraging to the proponents of individualization to note that a large majority of the responding schools are committed to one of these models. This does

not imply that individualization cannot exist in the "subject oriented-taught to classes of 30" design, nor is it guaranteed in the models cited. However, the chances of individualization taking place are much better with a model that is specifically designed for its use.

Table 3. Curriculum design of the schools

Percent of schools using design	Rank order	Curriculum design
65.0	1st	Nongraded or continuous progress
32.6	2nd	Subject oriented-taught to classes of 30
6.5	3rd	Individually Prescribed Instruction (IPI)
4.3	4th	Programmed Learning in Accordance to Need (PLAN)

Since a few of the principals indicated, by checking more than one category, that they are using a combination of curriculum designs, the column of percents in Table 3 does not total 100.

Frequency of Formal Teacher Evaluations

All of the responding principals indicated they were required to formally evaluate each of their teachers. However, there is considerable variation in the frequency at which these evaluations are made. The questionnaire divided the teachers into two categories in regard to the evaluation practices, i.e., probationary teachers and experienced teachers.

Table 4 indicates that all of the principals formally evaluate probationary teachers at least once each year. Approximately two-thirds (65.7 percent) evaluate these teachers annually and approximately one-fourth (25.7 percent) evaluate them twice each year. The remaining principals (8.6 percent) evaluate probationary teachers three times each year.

Table 4. How often do you evaluate probationary teachers?

Rank order	Percent	Frequency of evaluation
1st	65.7	Once each year
2nd	25.7	Twice each year
3rd	8.6	Three times each year

Table 5 shows that annual evaluations are the most common practice for evaluating experienced teachers. Approximately one-half (48.8 percent) of the respondents evaluate their experienced teachers at least once each year. The remaining (51.2 percent) of the principals evaluate this group of teachers every two or three years.

Table 5. How often do you evaluate experienced teachers?

Rank order	Percent	Frequency of evaluation
1st	37.2	Annually
2nd	27.9	Every third year
3rd	23.3	Every two years
4th	11.6	Twice each year

Common Teacher Weaknesses

Nineteen common teacher weaknesses, which were identified through the review of literature, were listed in the questionnaire and the respondents were asked to indicate the ones which they had commonly experienced in working with their staff. The results show "Lack of classroom control or poor discipline" to be the most frequently experienced problem. Seventy-three percent of the principals checked this item. On the other hand, "poor grooming or poor personal hygiene habits" proved to be the least common problem with only 11 percent of the principals checking this response.

Table 6 lists the nineteen common teacher weaknesses or problems in rank order and indicates the percent of frequency at which they were selected.

Table 6. Teacher weaknesses commonly encountered

Percent of frequency	Rank order	Teacher weaknesses
73	1	Lack of classroom control or poor discipline
65	2	Inability to change
54	3	Lack of planning or poor preparation
52	4-5	Failure to diagnose student needs
52	4-5	Failure to use a variety of teaching techniques and materials
50	6	Lack of compatibility with staff
46	7-8	Lack of rapport with students
46	7-8	Failure to establish objectives appropriate to the group of learners
41	9-10-11	Failure to ask probing questions
41	9-10-11	Poor public relations - lack of tact in working with parents, etc.
41	9-10-11	Failure to establish goals and objectives for classes
37	12-13	Failure to use constructive criticism of the students
37	12-13	Unrealistic in expectations from students
33	14-15	Lack of enthusiasm or motivation
33	14-15	Lack of dependability - often late, leaves early or excessive absences, etc.
24	16	Lack of cooperation with the administration
20	17	Failure to use student ideas in the classroom

Table 6 (Continued)

Percent of frequency	Rank order	Teacher weaknesses
17	18	Poor measurement techniques
11	19	Poor grooming or poor personal hygiene habits

The principals were asked to expand the list if they thought there were other common teacher weaknesses which had been omitted. Following are the suggested items which were submitted.

1) Lack of professional enthusiasm toward innovative practices due to the extra work involved.

2) Lack of humanistic approach in working with children - needs to become a person to children as well as a teacher.

3) Teachers who want spotlighted or notoriety over other teachers at that grade level.

4) Teachers who will not ask for help from resource people.

5) Criticism of other teachers and/or students while in the lounge, etc.

Prescriptions for Teacher Improvement

Numerous strategies or prescriptions for working with teachers to overcome their weaknesses were offered by the respondents. These suggestions have been incorporated into the lists which appear in Chapter V

as a part of the working model. A few of the most frequently mentioned prescriptions are listed in Table 7.

Table 7. Prescriptions for individual teacher improvement

Frequency percent	Rank order	Prescriptions
85	1	Individual conferences with teacher
48	2	Request visitations to other schools or classrooms
26	3	Team approach to discussing problems and their solutions
20	4	Referral to support person, i.e., educational strategist, media specialist, coordinator, or another teacher
17	5	Utilization of job targets
13	6	Videotaping or some form of microteaching
11	7	Request attendance to workshops

Five out of the seven most frequently listed prescriptions contained in Table 7 were among the six examples given in the questionnaire. This probably indicates a lack of prescription variety or a lack of originality on the part of the practicing principals in the population.

Four of the prescriptions most frequently listed for individual teacher improvement are identical or quite similar to the prescriptions listed in Table 9 for working with groups of teachers to improve their

effectiveness. This points up a very significant finding of this study.
Most of the respondents chose not to differentiate between individual
and group prescriptions for teachers. The prescription responses elicited
by several items on the questionnaire would imply that these principals
have a tendency to apply group strategies or prescriptions to an individ-
ual teacher problem. While most of the principals involved in the survey
claimed to be proponents of individualized instruction, their responses
would indicate that many of them do not practice this approach when work-
ing with their teachers. This finding is even more significant consider-
ing the fact that the population was selected to be representative of
the "strong program" selected schools. Judging from the responses
from this questionnaire, it may be postulated that an individualized
program for teacher improvement has not yet arrived in Iowa!

Incentives for Professional Improvement

The principals were asked if their school districts offered any
incentives beyond local in-service programs which would help to motivate
behavioral changes in their teachers. Six common incentives were listed
with the instructions that a check be placed by those which were appli-
cable to the local school district. The respondents were also asked to
expand the list to include any additional incentives available to their
teachers.

The most common incentive used by the responding schools was the
opportunity for their teachers to visit other school districts. Nine
out of ten schools used this activity as a teacher incentive. Inspection

of Table 8 reveals the rank order of the six common incentives and

the frequency reported.

Table 8. Incentives offered by school districts to motivate behavioral changes in teachers

Percent using activity	Rank order	Incentive activity
89.1	1	Visitations to other school districts
82.6	2	Attendance to state, regional, or national workshops
69.6	3	Extended contracts for curriculum development, etc.
43.5	4	Differentiated staffing
34.8	5	Sabbatical leave
10.9	6	Incentive pay or merit pay

Some of the additional incentives suggested were:

1) District mini-grants for curriculum projects.

2) Salary increment credit for curriculum development or other district educational projects.

3) Substituting by the principal so teachers may attend workshops or visit other classes.

4) District level workshop for teacher groups outside working hours. (Pay is on a daily basis.)

5) Building-level summer workshop.

Strategies for Group Improvement

Respondents were asked what strategies are employed in working with a group of teachers to improve their effectiveness in the classroom. Seven common group strategies gleaned from the review of literature were provided in checklist form. The principals were asked to place a check-mark by any of the strategies or prescriptions which they have used. Ranked number one by their responses was "provision for in-service programs centered around common problems."

The seven common group strategies are listed in rank order by Table 9. The percentage of princpals using each of the strategies is also shown.

Table 9. Strategies employed with groups of teachers to improve effectiveness

Percent using activity	Rank order	Strategy or prescription
85	1	Provide in-service programs centered around common problems
76	2	Request visitations to other schools or classrooms
67	3	Request attendance to specific workshops
63	4	Bring in outside consultants to work with common teacher problems
52	5	Utilization of job targets
37	6-7	Ask for feedback from students
37	6-7	Interaction-analysis

Status of Performance Objectives Approach

It was noted in Chapter III that the literature reveals a marked movement toward the use of performance objectives or teacher job targets in the effort to improve teacher effectiveness. The literature also revealed that some educators and university-based researchers look upon the performance objectives approach as a breakthrough for the field of educational supervision. With this in mind the questionnaire was shaped to determine the status of this trend within the seven schools included in the population of the study.

Management by objectives (MBO) applied to administrators is normally a preliminary step to the use of performance objectives with the teachers. All of the forty-six principals who responded to the questionnaire indicated they are presently using an MBO approach for their own performance targets. The reader is reminded, however, that the schools in the study represent seven comparatively large school districts. It would be erroneous to assume that the use of management by objectives is nearly that widespread throughout the state of Iowa. Probably this approach would be much less common in the smaller school districts.

The questionnaire results indicate that all of the seven school districts are involved in teacher performance objectives to some degree. Two of the reporting districts are presently using them and two additional districts reported that the use of teacher performance objectives will become mandatory during the fall term of the 1974-75 school year. The remaining three school districts report that the practice is in use in

some of their elementary buildings but is optional at present.

Following is a summarization (by school district) of the present status of the teacher performance objectives approach:

School "A" - None of the schools are technically using it this year, however, all agree that it is coming, possibly next year. Some of the principals are presently having teachers write performance objectives but have not requested that they be written in behavioral or measurable terms.

School "B" - All of the elementary schools have used teacher performance objectives for the past two years. Some pilot schools were using them for a year or two prior to that time.

School "C" - Three of the five reporting principals indicated they were using it to some extent. They seemed unsure as to whether or not it would become mandatory in the future.

School "D" - Nine principals indicated they are presently using teacher performance objectives and three are not. However, through the personal interviews it was learned that the practice will become mandatory for the coming school year.

School "E" - Three principals are presently using the approach to some degree and six are not. The consensus was that the process is definitely coming but there is some question as to when it will become mandatory.

School "F" - Three principals are using job targets or performance objectives with teachers at the present time and four are not. They have

all indicated, however, that this will become a mandatory practice

for the next school year.

School "G" - All of the elementary schools are using teacher performance

objectives this year. Some pilot work was carried on with the

process during the preceding year.

The apparent extent of implementation of this process as revealed

by the survey results is remarkable since the technique of job targets

has appeared in the evaluation literature only since 1969. Nonetheless,

the job targets approach has been around in the industrial management

literature for twenty years and may be spreading rapidly in Iowa because

of the demand for more effective performance evaluation subsequent to

enactment of a bargaining law for public employees. Again the reader is

cautioned not to assume that this represents the condition found in schools

throughout the state.

The results from the mailed survey did not provide the depth of in-

formation desired for building the model. Consequently, six in-district,

personal interviews were conducted. The lengthy conferences did produce

some insight regarding the local successes and problems of implementing

evaluation and staff improvement programs.

All of the principals interviewed were involved to varying degrees

with teacher performance objectives. The extent of staff acceptance of

this approach also ranged from excellent to very poor. Respondents

thought that the degree of success was directly related to the amount of

communication and understanding that was provided to all staff levels

prior to implementation.

The names of the principals and schools involved in the personal interviews will be withheld for obvious reasons. Two of the school districts had a very high degree of staff acceptance of the performance objectives approach. Their teachers, according to the testimony of the principals, were enthusiastic and gave full cooperation. It was learned that these schools had provided in-depth in-service to all staff members, that there was an open two-way communication and thorough understanding of purposes and procedures. On the other hand, one of the school districts in the study was experiencing considerable opposition to the approach; antagonism and confusion seemed to be widespread throughout the teaching staff. Some of the administrators also were negative towards the technique. The confusion and lack of understanding could indicate that the district had failed to provide an adequate in-service program to its staff members. Then, too, management by objectives may prove to be a "situation-specific" administrative tool.

The lesson to be learned from the survey and interviews is the principle which applies to the implementation of any school innovation. Any new program is doomed or at best, on shaky ground, unless it is preceded with in-depth training of all staff members to assure a thorough understanding of the philosophy, purposes and procedures associated with it.

Moreover, job targets are typically used in a one-year cycle. District-wide needs assessments must be conducted in 5-year cycles to assure broad-based community direction for the total educational program.

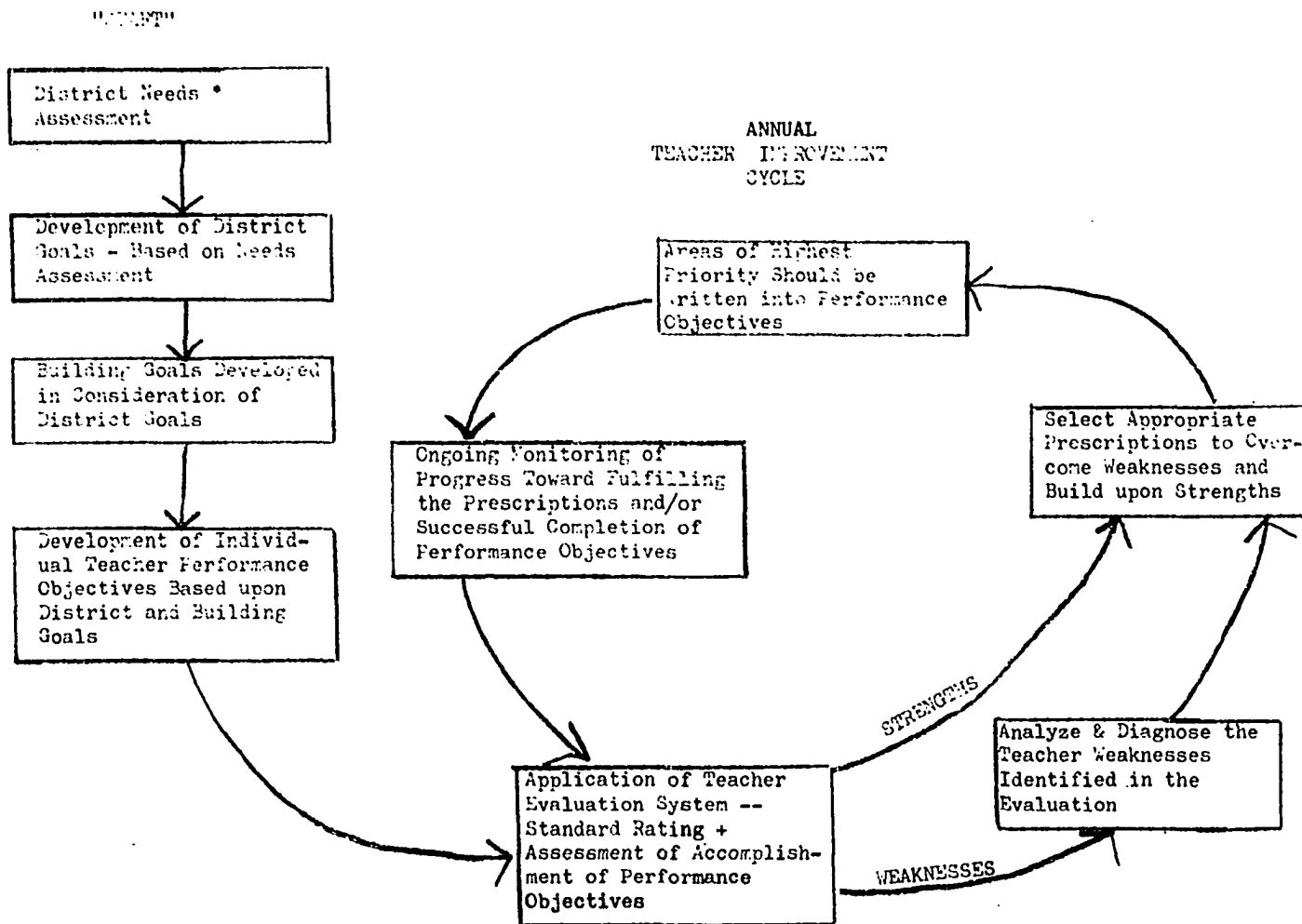CHAPTER V. A MODEL FOR THE IMPROVEMENT OF INSTRUCTION

Introduction

The model which has been pictorially presented in a flowchart,

Figure 1 on page 59, is described in outline form on the subsequent pages

of this chapter. Certain components of the model represent adaptations

of the efforts of noted educators in the field of teacher evaluation.

The sequence of the steps, methodology, and various supplementary mate-

rials are original.

The intended purpose of this model is to provide a building princi-

pal with a systematic procedure for dealing with teacher problems or weak-

nesses. The model begins with goal setting activities and discusses the

elements involved in the teacher evaluation process. Steps are then pro-

vided for the identification, analysis, and diagnosis of teacher problems.

Finally, a checklist of prescriptions are offered for improving

teacher effectiveness. Skillful use of the described procedures accom-

panied by the implementation of appropriate prescriptions should enable

a teacher to overcome specific weaknesses and thus improve teaching effec-

tiveness.

The steps and procedures of the model will now be described in out-

line form. Following the detailed presentation, an array of prescriptions

and a working example will be provided.

"DRAFT"

District Needs *
Assessment

Development of District
Goals - Based on Needs
Assessment

Building Goals Developed
in Consideration of
District Goals

Development of Individ-
ual Teacher Performance
Objectives Based upon
District and Building
Goals

ANNUAL
TEACHER IMPROVEMENT
CYCLE

Areas of Highest
Priority Should be
written into Performance
Objectives

Ongoing Monitoring of
Progress Toward Fulfilling
the Prescriptions and/or
Successful Completion of
Performance Objectives

Select Appropriate
Prescriptions to Over-
come Weaknesses and
Build upon Strengths

STRENGTHS

Application of Teacher
Evaluation System --
Standard Rating +
Assessment of Accomplish-
ment of Performance
Objectives

Analyze & Diagnose the
Teacher Weaknesses
Identified in the
Evaluation

WEAKNESSES

59

* Total district program evaluation cycle will include: program development, implementation
evaluation, ongoing evaluation and summative evaluation, These steps are omitted here to
stress only the teacher-improvement phase.

Figure 1. District-wide model for the improvement of instruction

MODEL FOR THE IMPROVEMENT OF INSTRUCTION

I. Establishing the Base for Goal Setting Activities

    A. Needs Assessment of the School and Community

    B. Establishing District Level Goals

    C. Establishing Building Level Goals

    D. Development of Teacher Performance Objectives

II. Teacher Evaluation

    A. Use of the Conventional Rating Instrument

    B. Classroom Observation

    C. Teacher Self-Evaluation

    D. The Evaluation Conference

III. Common Teacher Problems or Weaknesses

IV. The Analysis and Diagnosis of Teacher Problems or Weaknesses

V. Suggested Prescriptions for Improving Teacher Effectiveness

    A. Prescriptions for Individual Teacher Activities

    B. Prescriptions for Group Activities

    C. Prescriptions for Either Individual or Group Activities

VI. An Example of Using the Model

VII. A System for the Development of Teacher Performance Objectives

VIII. Summary

I. Establishing the Base for Goal Setting Activities

A. Needs Assessment of the School and Community

Four of the more commonly used methods or models for carrying out a school district's needs assessment are as follows:

1. A method developed by the "Center for the Study of Evaluation" at the University of California at Los Angeles. This is referred to as the (CSE) model. (31)

2. A method promulgated by Phi Delta Kappa which was developed at the Program Development Center of Northern California, sometimes referred to as the Chico State (University) Model. (17)

3. The Delphi Technique was developed originally for use by the United States Air Force and was designed as a method of eliciting and refining group judgments. The Delphi Technique has been further developed by the Rand Corporation. Claude Richard Snell has conducted an extensive study of this approach through his doctoral dissertation entitled "Community - Based Goals of Education By Use of the Delphi Technique." His work is dated May 1974 and is on file at Drake University, Des Moines, Iowa.

4. A computerized model developed by the Westinghouse Learning Corporation entitled Educational Needs Assessment. (18)

Needs assessment is a multiple step process regardless of which method or technique is used. While they may arrive at it in different ways, the first step for any system is to determine educational goals

for the school community.

School administrators have been selecting goals for their schools for years. Today, however, with increased demands for accountability and a growing concern over the proper allocation of resources, increased importance has been placed on the selection of appropriate goals. Today school communities, parents, and students are demanding a role in the determination of educational priorities and goals and educators are beginning to recognize the importance of their participation.

Basically, an educational goal is a statement of what a specified learner or group of learners will think, feel, or be able to do as a result of school instruction. Developing such goals and determining their relative priorities are important in facilitating curricular and instructional planning and in providing a basis for a fair and reasonable system of evaluation of student progress, program success and teacher effectiveness.

Once the major goals of a school district have been determined, the next step is to evaluate how well these goals are being met. Here again considerable variations are found in the methods proposed by the different needs assessment models in the approach to this evaluation phase.

The third and final phase is to determine the actual needs of the district. This is accomplished by comparing the major goals which were identified in the initial step to the results of the evaluation data. A major goal which ranked high in importance but rated

low in the evaluation of accomplishment will become one of the district's major needs. On the other hand, a goal might have the number one ranking in importance and also rank very high in regard to accomplishment. In this case it would rank low on the priority of needs. Actually, the needs list then is a discrepancy list between what a district should be teaching and how well it is being taught.

As a preliminary step for this investigation, three of the four needs assessment models referred to above were evaluated by this investigator. (Unpublished monograph, Department of Professional Studies, Iowa State University, Ames, Iowa, August, 1973.) A review of the materials and personal interviews with three Iowa educators who had used the models were used as criteria in making the comparative analysis. On the basis of the findings from this preliminary study, the Phi Delta Kappa Model was judged to be superior to the (CSE) model or the Delphi Technique for use in Iowa schools. Although this model is usually referred to as the Phi Delta Kappa model or the Chico State Model, the program was actually developed and field tested by the Northern California Program Development Center under a grant from the U.S. Office of Education. The commission on Educational Planning was an ad hoc commission created by the Phi Delta Kappa's Board of Directors. The commission's purpose was to come up with a plan for the development of priorities and strategies for educational planning in a changing society. They reviewed the various planning models available and identified for national dissemination the model developed by the Northern California Program

Development Center.

The Phi Delta Kappa Model offers the following strengths:

1. It provides the opportunity for adding additional goals if the participants feel that important areas are lacking.

2. The model includes input from the staff and students as well as citizens from the community.

3. It provides for group interaction which some believe leads to better decisions. The discussion which it promotes can also benefit the area of public relations.

4. The procedure is rather simple, understandable and the people seem to like it.

5. The number of preidentified goals is more manageable to work with than the more extensive lists offered by some models.

6. The process for evaluating the present goal accomplishment is inexpensive and renders quick results.

7. The model provides a definite follow-through for program planning with the development of performance objectives to meet the areas of identified needs. It includes a programmed course to be used as an in-service activity in the training of teachers to write performance objectives.

Weaknesses of the Phi Delta Kappa Model:

1. Some educators feel that the 18 goals provided by the model are too broad and general to be meaningful. Their vagueness creates some confusion due to the overlapping which occurs.

2. The rating scale has been criticized for being inadequate

for some of the goals. For example, how can reading skills
be "too well-done?"

3. The evaluation of the accomplishment phase is entirely sub-
   jective which would lead one to question the validity and re-
   liability of the results.

4. It is difficult to match the exit behavior with the 18 goal
   areas.

An important point to remember is that regardless which needs
assessment model is selected, it is not necessary nor perhaps desirable
to follow all of the steps of the needs assessment model to the letter.
Instead, various adaptations may be made to provide for the unique
needs and make up of an individual school district.

B. Establishing District Level Goals

The administration of a needs assessment model such as the one
just described will provide all of the input necessary to produce a
list of high priority district goals. It should be pointed out, how-
ever, that while this list should include the goals with a high
priority of need, it should not be limited to these goals. For exam-
ple, a goal which has been identified as having a high priority of
desirability should be included even though its present level of
accomplishment has been judged to be quite high.

C. Establishing Building Level Goals

The entire building staff, under the direction of the principal,
should participate in the development of building level goals. Each
building should maintain a certain degree of autonomy due to the

unique makeup of their own personnel, student population, program design, and facility. Therefore, some of the building's goals should be specifically designed to meet its special needs. Some of the goals will deal with curriculum content or desired student outcomes and others may deal with the teaching process or methodology. Nonetheless, several of the building goals should be congruent to the district goals and represent an outgrowth of them.

D. Development of Teacher Performance Objectives

District goals are normally stated in broad or general terms. Building goals and teacher performance objectives are more specific. These objectives should be written in behavioral terms and the following areas should be considered in making their selection: district goals, building goals, department goals (if applicable), and the individual strengths and weaknesses of the teacher.

The act of developing, implementing, and evaluating performance objectives will be discussed in more detail in a later section.

II. Teacher Evaluation

Respondents included in this study revealed that all of the schools evaluate the performance of their probationary teachers at least once each year. However, slightly less than half of schools evaluate the experienced teachers as often as once each year. It is strongly advised for the utilization of this model that all teachers be evaluated on an annual basis. Annual evaluation provides a natural sequence of the events involved in the process. It is optional that

new teachers be evaluated more frequently if so desired.

A. Use of the Conventional Rating Instrument

Most school districts use a teacher rating or evaluation instru-
ment. Classroom teachers should definitely be involved in the devel-
opment of such an instrument and it should be revised periodically.
A few sample forms have been included in the Appendix.

The typical guide for teacher appraisal will include subheadings
similar to the following: instructional skills, learning environment,
interpersonal relationships, professional qualities, and personal
attributes.

This model does not suggest or recommend a specific evaluation
instrument. Each school district must develop their own which is
tailor-made to meet their needs. It is helpful, however, to examine
those used by other school districts to assist in gathering ideas and
suggestions.

One such instrument is that developed by the Naperville Community
School District. Their model for the evaluation of teacher perform-
ance was developed by their staff under the direction of Richard P.
Manatt and Everett Hidlebaugh who served as consultants. Consider-
able effort was expended to develop valid, reliable and legally dis-
criminating items that could be used in judging the effectiveness of
a teacher's performance. A copy of the evaluation instrument and
accompanying materials may be obtained by writing to Naperville Commu-
nity School District 203, Naperville, Illinois.

Since several of the individual items used in the typical

instrument are brief, nondescriptive, and subject to different inter-
pretations, it is advisable to develop a manual to assist in the
clarification of the items. A sample of the one used by the Marshall-
town School District is contained in the Appendix.

Some school districts have abandoned the conventional rating
instrument and are relying entirely upon teacher performance objec-
tives to provide the criteria for staff evaluation. However, the
model proposed by this study insists that teacher performance objec-
tives should be used to supplement the conventional rating instrument
and not as a replacement for it. Arguments for retaining the conven-
tional rating instrument include:

1. Boards of education need a written report on individual staff
   evaluations.

2. The instrument may be used for diagnostic purposes and pro-
   vides input for the selection of individual teacher perform-
   ance objectives.

3. The instrument provides a benchmark for teacher growth over
   a period of time.

4. Teacher performance objectives in themselves are too narrow
   to cover all of the essential elements involved in teacher
   evaluation.

B. Classroom Observation

The evaluating principal must have accurate and documented in-
formation on which to base his ratings of each teacher and to provide
suggestions for improvement. One of the major sources for these data

should be classroom observation.

Madeline Hunter (44, pp. 60-62) believes that, for evaluation purposes, administrators usually consider such things as the amount of noise in the classroom, appearance of bulletin boards, grooming, etc., not one of which has ever been demonstrated to yield substantial correlation with the kind of teaching performance that increases the probability of successful learning.

Hunter has directed and/or conducted significant amounts of research on teacher evaluation while serving as professor of education and principal of the University Elementary Laboratory School at the University of California, Los Angeles. The model which she and her staff have developed requires appraisers of teacher performance to cite evidence from their current classroom observations answering the following five questions:

1. Is there a perceivable objective? Is the teaching focused on a particular learning target or does it include a little bit of everything or anything?

2. Is the objective appropriate for this group of learners? Or has the objective already been achieved by the learners, or is it so difficult that there is little possibility of it being achieved?

3. Was the objective achieved? Is there evidence of progression toward achievement or attainment of the objective? If for valid reasons the teacher abandons the objective, the appraisers observe the progression of learners toward a new

objective.

4. What did the teacher do that facilitated learning? Evidence
in this category comes from the appropriate applications of
principles of learning - such as investing content with mean-
ing that is related to these particular learners, massing
practice on new material, reinforcing appropriate behavior,
giving precise and specific knowledge of results, etc.

5. What did the teacher do that interfered with learning?
Violations of the principles of learning constitute such
interferences. Examples might be unintentional reinforcement
of tattling, inappropriate practice, or failing to evaluate
attainment of one learning step before proceeding to the next.

Additional information regarding Hunter's model of teacher evalu-
ation and classroom observation may be obtained by writing to
Dr. Madeline C. Hunter, Principal, University Elementary School,
Graduate School of Education, Los Angeles, California, 90024.

C. Teacher Self-Evaluation

Teacher self-evaluation should be an important integral part of
any teacher improvement program. Many authorities argue that no one
has a better understanding or a more accurate conception of an in-
dividual's strengths and weaknesses than the teacher himself.

Each teacher should complete the same evaluation instrument which
has been used by the principal and, ideally, submits it to him prior
to the evaluation conference. Psychologically, it will be advanta-
geous for the principal to have an accurate picture of how the

teacher perceives his or her own effectiveness. This prior knowledge will enhance the chances of reaching a consensus on the various issues to be discussed during the conference.

D. The Evaluation Conference

Numerous conferences, some formal and some informal, will be held between the principal and each teacher throughout the supervision process each year. One of these conferences will be for the purpose of discussing the ratings which were assigned by the principal and by the teacher to the items on the evaluation instrument.

Research by the National Center for Educational Communication, sponsored by the U.S. Office of Education offers the following guide-lines for conducting such a conference: (67)

1. Criticism has a negative effect on employees; it tends to build defensiveness.

2. Praise has little effect on future productivity.

3. Mutual goal setting for the future improves performance.

4. Assistance and coaching effect better results when it is done daily rather than once yearly.

5. Teachers accept decisions more readily if the focus is on improving performance and the situation.

6. The number of improvements that can be accomplished at one time is limited; therefore, one should choose a few and focus on them.

It is unrealistic to assume that there will be mutual agreement upon each item of the evaluation. However, it is highly desirable

that the two parties reach a consensus upon the major strengths and weaknesses of the teacher. There is little chance that improvement will take place if a teacher does not agree that a particular weakness or problem exists. Moreover, strengths should be accentuated.

The plan for action to bring about an improvement in teacher effectiveness will involve the selection from alternative prescriptions and the development of teacher performance objectives. The groundwork for these steps will be laid at the conclusion of this conference and further planning will take place in subsequent conferences of the teacher and principal. Alternative prescriptions and a suggested format for developing teacher performance objectives will be described in a later section.

III. Common Teacher Problems or Weaknesses

The first nineteen weaknesses contained in the following list (in rank order) were suggested by the forty-six elementary principals who responded to the questionnaire of this investigation. The additional items on the list were offered by one or more of the respondents as "other" common teacher problems which they have encountered.

1. Lack of classroom control or poor discipline.

2. Inability to change.

3. Lack of planning or poor preparation.

4. Failure to diagnose student needs.

5. Failure to use a variety of teaching techniques and materials.

6. Lack of compatibility with staff.

7. Lack of rapport with students

8. Failure to establish objectives appropriate to the group of learners.

9. Failure to ask probing questions.

10. Poor public relations - lack of tact in working with parents, etc.

11. Failure to establish goals and objectives for classes.

12. Failure to use constructive criticism of the students.

13. Unrealistic in expectations from students.

14. Lack of enthusiasm or motivation.

15. Lack of dependability - often late, leaves early or excessive absences.

16. Lack of cooperation with the administration.

17. Failure to use student ideas in the classroom.

18. Poor measurement techniques.

19. Poor grooming or poor personal hygiene habits.

20. Lack of professional enthusiasm toward innovative practices due to the extra work involved.

21. Lack of humanistic approach in working with children - needs to become a person to children as well as a teacher.

22. Teachers who want spotlighted or notoriety over other teachers at that grade level.

23. Teachers who will not ask for help from resource people.

24. Criticism of other teachers and/or students while in the

lounge, _etc._.

It is not suggested that the above list is all inclusive but hopefully it contains the more common teacher weaknesses which are experienced from day to day in the practice of elementary school administration in Iowa.

IV. The Analysis and Diagnosis of Teacher Problems or Weaknesses

In some cases, what first appears to be a problem may not be a problem at all. On the other hand, a real problem may exist and subsequently it is learned that the initial interpretation of the factors involved have been completely erroneous. Robert Mager and Peter Pipe (54) have developed a model for analyzing and diagnosing performance problems. They offer a step-by-step systematic procedure which should be applied in the examination of each potential problem. An abbreviated form of their model is offered here for the reader's consideration.

<u>Flow Diagram of Mager and Pipe's Model</u>

The steps in the flow diagram, Figure 2 on page 75, provide a sequence for the "quick-reference checklist" presented below.

Quick-reference Checklist

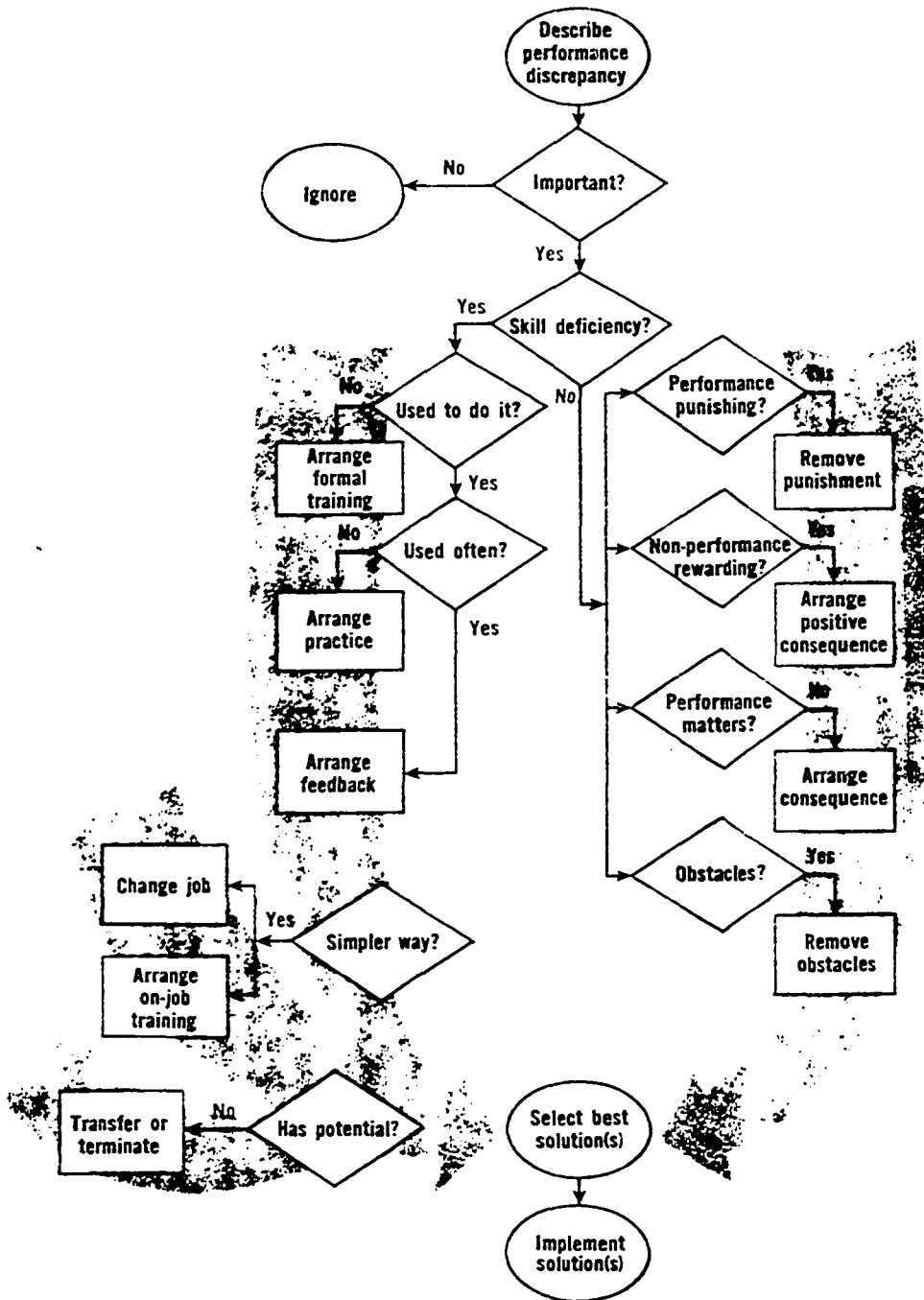| Key Issues	Questions To Ask
I. He isn't doing what he should be doing. <u>I think I've got a training problem</u>.	
1. What is the perform- ance discrepancy?	Why do I think there is a training problem?

Figure 2:   Flow diagram for diagnosing and analyzing performance
            problems (54)

Key Issues	Questions To Ask
	What is the difference between what is being done and what is supposed to be done?
	What is the event that causes me to say that things aren't right?
	Why am I dissatisfied?
2. Is it important?	<u>Why</u> is the discrepancy important?
	What would happen if I left the discrepancy alone?
	Could doing something to resolve the discrepancy have any worthwhile result?
3. Is it a skill deficiency?	Could he do it if he really had to?
	Could he do it if his life depended on it?
	Are his present skills adequate for the desired performance?
II. Yes. It is a skill deficiency. <u>He couldn't do it if his life depended on it.</u>	
4. Could he do it in the past?	Did he once know how to perform as desired?
	Has he forgotten how to do what I want him to do?
5. Is the skill used often?	How often is the skill or performance used?
	Does he get regular feedback about how well he performs?
	Exactly how does he find out how well he is doing?

Key Issues	Questions To Ask
6. Is there a simpler solution?	Can I change the job by providing some kind of job aid?
	Can I store the needed information some way (written instructions, checklists) other than in someone's head?
	Can I show rather than train?
	Would informal (i.e., on-the-job) training be sufficient?
7. Does he have what it takes?	Could he learn the job?
	Does he have the physical and mental potential to perform as desired?
	Is he over-qualified for the job?
III. It is not a skill deficiency. He could do it if he wanted to.	
8. Is desired performance punishing?	What _is_ the consequence of performing as desired.
	Is it punishing to perform as expected?
	Does _he_ perceive desired performance as being geared to penalties?
	Would his world become a little dimmer (to him) if he performed as desired?
9. Is non-performance rewarding?	What is the result of doing it his way instead of my way?
	What does he get out of his present performance in the way of reward, prestige, status, jollies?
	Does he get more attention for mis-behaving than for behaving?

Key Issues	Questions To Ask
	What event in the world <u>supports</u> (rewards) his present way of doing things? (Are you inadvertently rewarding irrelevant behavior while overlooking the crucial behaviors?)
	Is he "mentally inadequate," so that the less he does the less he has to worry about?
	Is he physically inadequate, so that he gets less tired if he does less?
10. Does performing really matter?	Does performing as desired matter to the performer?
	Is there a favorable outcome for performing?
	Is there an undesirable outcome for <u>not</u> performing?
	Is there a source of satisfaction for performing?
	Is he able to take pride in his performance, as an individual or as a member of a group?
	Does he get satisfaction of <u>his</u> needs from the job?
11. Are there obstacles to performing?	What prevents him from preforming?
	Does he know <u>what</u> is expected of him?
	Does he know <u>when</u> to do what is expected of him?
	Are there conflicting demands on his time?
	Does he lack the authority? . . . the time? . . . the tools?

Key Issues	Questions To Ask
	Is he restricted by policies or by a "right way of doing it" or "way we've always done it" that ought to be changed?
	Can I reduce interference by improving lighting? . . . changing colors? . . . increasing comfort? . . . modifying the work position? . . . reducing visual or auditory distractions?
	Can I reduce "competition from the job"--phone calls, "brush fires," demands of less important but more immediate problems?
IV. What should I do now?	
12. Which solution is best?	Are any solutions inappropriate or impossible to implement?
	Are any solutions plainly beyond our resources?
	What would it "cost" to go ahead with the solution?
	What would be the added "value" if I did?
	Is it worth doing?
	Which remedy is likely to give us the most result for the least effort.
	Which are we best equipped to try?
	Which remedy interests us most? (Or, on the other side of the coin, which remedy is most visible to those who must be pleased?)

The preceding system for analyzing performance problems has proven quite productive for principals intent on understanding teachers' instructional problems. However, a building principal who plans to use the procedure is advised to read Mager and Pipe's book, Analyzing Performance Problems or "You Really Oughta Wanna" in its entirety. (Available through Fearon Publishers, Lear Siegler, Inc., Education Division, Belmont, California. Cost $2.75.)

V. Suggested Prescriptions for Improving Teacher Effectiveness

The essence of this model is that a principal's efforts must be directed toward individualizing the approaches and strategies for working with teachers to improve their effectiveness. Allen (94) was quoted in the literature review as saying that our goal should not be the development of one super model which will be applied to all teachers, but rather a wide variety of approaches that can be researched within the in-service program so as to design optimal training for individual teachers.

The purpose of the list presented here is to suggest a variety of alternative prescriptions which might be considered for a particular situation. The principal should select two or three prescriptions which he feels are feasible and have the potential for producing positive results toward the solutions of this teacher's problem. The teacher should then be allowed to select one of the alternatives suggested by the principal. In some cases the teacher himself might have an excellent strategy or alternative to suggest. The important

thing to remember is that the teacher should be involved in this part
of the decision-making and there should b- mutual agreement favoring
the action to be taken. Without these conditions, the undertaking
has little chance for success.

In the early stages of this investigation it was anticipated
that the developed model would suggest specific prescriptions for
specific problems of teachers. This approach was abandoned as the
study progressed since each individual problem involves too many vari-
ables which are unique to that situation. There was also a concern
that the attempt to match teacher problems with automatic prescrip-
tions for their solutions would be in direct conflict to the philosophy
of an individualized approach to teacher improvement.

The prescriptions are placed into three general categories in
this model: 1) Individual Prescriptions, 2) Group Prescriptions,
and 3) Either Individual or Group Prescriptions. However, as is often
the case, there is not a fine dividing line between any selected
categorization for such data. The reader is asked to keep this in
mind as he reviews the list.

A. Prescriptions for Individual Teacher Activities

    1. Principal-teacher conferences - This standard prescription
       will be used in conjunction with almost every activity listed
       on the following pages. For minor teacher problems, the
       conference alone may provide the solution. The intent here
       is to provide feedback to help teachers assess reality.

    2. Flanders System of Interaction Analysis - Trained observers

record, periodically, ten categories of verbal interaction between teacher and students. Designed both for instruction in teacher preservice and in-service education, and research.

The application of this system is described in a manual which was co-authored by Ned Flanders and Edmund Amidon. The manual is entitled "The Role of the Teacher in the Classroom" and is available through Paul S. Amidon & Associates, Inc., Minneapolis, Minnesota.

3. <u>Listening to tapes</u> - of their own and other person's verbal classroom behavior is a useful means for teachers to analyze teaching styles.

4. <u>Developing hypotheses</u> - for new types of behavior often initiates self-directed attempts to make changes in behavior.

5. <u>Experimenting with teacher behavior</u> - is a forerunner of creative teaching and builds an attitude conducive to experimentation. An example of this might be a social studies teacher who decides to use increased student involvement in identifying various options that relate to a given unit of study. Students are then allowed to select the option that interests them most and sign an individual contract which specifies the activities to be completed for the option. This type of teaching methodology is routine for some teachers but would represent a major methodological change for the teacher who has been conditioned to the traditional lecture-discussion methods.

6. <u>Assignment to another teacher</u> - (the buddy system)
Scheduling of a teacher whose weaknesses have been identified
to high frequency contact with a fellow professional who has
unusually high performance abilities in the area of identi-
fied weakness.

7. <u>Visitation to other classrooms</u> - intrabuilding, interbuilding,
or interdistrict. This should be a carefully organized experi-
ence, thus an investigation should be.made prior to the visit
to assure that the activities taking place in the classroom
are worthy of observation.

8. <u>Demonstrations and simulations</u> - could be similar to visita-
tion but preferably a one-to-one situation. A teacher with
the desirable skill demonstrates for the other staff member.
After observing the demonstration, the learner simulates by
performing the task for the demonstrator who provides a
critique of the performance.

9. <u>Videotaping a teacher's performance</u> - The teacher may use
self-analysis of the recording or it can be critiqued by the
supervisor; a combination of the two would be preferable.

10. <u>Assignment to a performance team</u> - provides individualized job
upgrading.

11. <u>Visitation to programs and projects of interest</u> - It may be
within the school or system or to other schools or agencies.

12. <u>Teacher position exchanges</u> - in the district, out of the
district, out of the state, or to schools in other nations.

Allows for individual teacher growth through the interchange of ideas.

13. <u>Development of proposals for outside funding</u>

14. <u>Organizing and implementing different teaching patterns</u> - An example of this in a secondary school using a modular schedule would be the experimentation with different teaching/learning modes. The frequency and sequence of the large group, small group and lab group phases would be varied in the attempt to produce optimum levels of student learning.

15. <u>Attendance at summer sessions</u>

16. <u>Sabbatical leaves for study and/or travel</u>

17. <u>Leadership training and administrative internships</u>

18. <u>Attendance to institutes sponsored by the Education's Profession Development Act (EPD)</u>

19. <u>Attendance to National Science Foundation (NSF) Science and Mathematics Institutes</u>

     NOTE: Institutes formerly provided by (NDEA) are now funded through the (EPD) and (NSF) titles referred to in 18 and 19 above.

20. <u>Job rotation</u> - A change will sometimes add a new spark of enthusiasm.

21. <u>Enrollment in formal evening classes during the year</u> - The principal should be aware of and recommend worthwhile classes being taught in the area; attempt to avoid the taking of classes merely for the purpose of obtaining hours of credit.

22. <u>Individual teacher conference with the curriculum coordinators, department head, or team leader</u>

23. <u>Informal or individual study</u> - Suggested readings from current professional periodicals, books, or bulletins.

24. <u>Change in teaching assignment</u> - If a teacher is working in an area outside of his expertise, training or interest, the principal should consider a change in assignment whenever the opportunity presents itself.

25. <u>Supervised micro-teaching lessons</u> - The teacher prepares a short demonstration lesson from 5-25 minutes in length. The lesson usually has one or two specific outcomes intended and is usually presented to a small number of students. The presentation is videotaped and the teacher and his supervisor meet to critique it. The lesson is then retaught to see how well the teacher managed to improve his techniques.

26. <u>Professional writing</u> - Encourage a teacher who has developed a unique expertise in some area of teaching to write up his procedure or technique and to have it published. Others can then benefit from his experience and the ego trip will benefit the teacher involved.

27. <u>Setting teacher performance objectives</u> - This will be discussed in detail later in the model.

28. <u>Provide criterion-referenced measures</u> - The emphasis is placed on the end results or the product. Objectives to be accomplished must be written in behavioral terms; criteria upon

which success will be measured must be clearly and objectively
stated. James Popham and Eva Baker have produced a "Teacher
Competency Development System" which is based upon criterion-
referenced measures. These materials are available through
Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

29. Provide instructional mini-lessons - sometimes called Teaching
Performance Tests. Develops teacher skill in accomplishing
specified instructional objectives. Similar to micro-teach-
ing but the preparation and follow-up phases are more extensive.

30. Use of Sociogram by teacher in classes - another technique for
analyzing class interaction.

31. Raise a question or problem for the teacher to consider -
avoids the handicaps of the principal projecting his own
thoughts on a problem too soon.

32. Positive reinforcement by the principal - compliment the teach-
er on his strengths or a job well-done. Recognition among
other professionals provided.

33. Modeling - have an exemplary teacher work with the teacher who
is having a problem; learning through example.

34. Provide encouragement to try new ideas - The teacher should
have the complete support of the principal with the promise of
no incrimination if the new idea fails.

35. Additional released time - beyond the normal two days granted
by several districts for professional leave. The time may be
used for work on some future project and may be done at home

or at school. Some principals have indicated that they per-
sonally take over a class occasionally to make this possible.

36. <u>Principal conferences with the unit or team leader</u> - Their
discussion might involve objectives which the team is striving
for and/or the problems one of the team members is experi-
encing.

37. <u>Encourage teacher planning with involvement of students</u> -
increases student interest in the class activities and im-
proves the teacher's rapport with the students.

38. <u>Recommended termination of contract or council the teacher
out of education</u> - A last resort when all other prescriptions
have failed to produce positive results.

B. Prescriptions for Group Activities

1. <u>Building staff meetings</u> - should be planned, developed, and
presented with considerable staff involvement.

2. <u>Lectures</u> - by fellow teachers, administrators, community re-
source persons, experts in selected fields, <u>etc</u>.

3. <u>Encourage teachers to share abilities and talents</u>

4. <u>Planned faculty retreats</u> - can serve a number of obvious
purposes.

5. <u>School year workshops and study groups</u>

6. <u>Professional bulletins</u> - constitute effective communication
media; may include announcements, summaries of research, anal-
ysis of presentations at professional association meetings,
<u>etc</u>.

7. <u>Departmental meetings</u> - responsibility for meetings is shared by curriculum coordinators and principal.

8. <u>Excursions</u> - planned faculty trips to local businesses and industries, normally scheduled during district in-service days.

9. <u>Small study groups within the school</u> - might involve the discussion of an innovation that is being considered for adoption.

10. <u>Brainstorming or rap sessions</u> - should be held by teachers before most building level decisions are made. Work toward group consensus or joint decisions; use a teacher as the discussion leader.

11. <u>Role playing</u> - gives teachers opportunities to produce certain kinds of teaching behavior or to explore a variety of behaviors.

12. <u>Conduct local institutes</u> - involves less participation and discussion than normally found in workshops.

13. <u>Sensitivity training laboratory</u> - Several such centers are in existence and offer information, materials, and training sessions. Examples are as follows: (NTL) National Training Laboratory which is affiliated with the National Education Association. Located at 1201 16th Street, Northwest, Washington, D.C., 20036.

    Human Development Institute, Division of Instructional Dynamics Inc., 166 East Superior Street, Chicago, Illinois, 60611.

14. <u>Consultant services</u> - Available through the state universities

or commercial firms such as the Westinghouse Learning Corporation. For example, a school district desiring professional help in conducting a needs assessment program could obtain able assistance from either of the above two sources.

15. Formal and informal meetings with recognized education experts and specialists - An example would be the evening in which a selected group of Marshalltown staff members had the opportunity to visit informally in a question and answer session with Ralph Tyler, "The Father of Behavioral Objectives."

16. Extended contracts - summer work sessions for curriculum development, the writing of learning packages, etc.

17. Committee work for the development of instructional guides - determining objectives, selecting supplementary materials, textbook selection, etc.

18. Conduct a school and community survey or utilize one of the needs assessment models - Gives an excellent opportunity for the staff to reflect upon what they are teaching and how well they are teaching it.

19. School evaluation by the State Department of Public Instruction or by the North Central Association - self-evaluation by staff members of every facet of the school program precedes the arrival of a visiting team of educators in either of the above activities. NOTE: At the time of this writing, the NCA membership does not extend into the elementary level, however, grades K-6 will be included in the very near future.

20. <u>Item analysis by staff members of the standardized tests used</u>
    <u>by your school</u> - Each test question is discussed regarding the
    ways in which that information is taught in the curriculum.
    To facilitate this activity, some tests such as the "Iowa
    Test of Basic Skills" offer a computerized item analysis show-
    ing the number of students who missed each item.

21. <u>Human relations activities</u> - hold informal social evening
    activities for teaching teams or the building staff.

22. <u>Human relations workshops</u> - for teachers, parents, administra-
    tors, and board members; have representatives from all groups
    at the meetings.

23. <u>Humanizing activities with the help of consultants throughout</u>
    <u>the year</u> - for example, members of Glasser's staff are avail-
    able for this type of activity.

    William Glasser, an internationally known psychiatrist
    and author is the founder and president of the "Institute for
    Reality Therapy." One of his better known books is entitled
    "Schools Without Failure," and is available from Harper & Row,
    Publishers of New York.

24. <u>Team planning and evaluation</u> - insure that each teacher becomes
    involved in the planning and the work of the team. Frequent
    evaluation sessions should be held with the team leader in
    charge; the principal should attend periodically.

25. <u>Team goal ranking</u> - Can lead to philosophical discussions;
    this exercise, however, need not be confined to a teaching

team.

26. <u>Teaching team discussion sessions</u> - with no principal involve-

ment, however, items for discussion might be provided by the

principal.

27. <u>Discussion topics following specified professional reading</u> -

might be used by a staff preparing to adopt a new program.

28. <u>Group work on a mini-grant</u> - planning, developing materials,

<u>etc</u>., for the improvement of instruction.

29. <u>Instrument for the Observation of Teaching Activities (IOTA)</u> -

Classroom observers collect specific, objective information

on several categories of teacher roles including teacher as

counselor, mediator of the culture, and director of learning.

Purpose is to promote professional growth, provide for teacher

self-evaluation, and provide for appraisal by administrators

based on a commonly accepted point of view. Developed by

National IOTA Council, San Jose State College, San Jose,

California.

30. <u>Indicators of quality</u> - Trained observers record teacher be-

havior, student behavior and student-teacher interaction during

30-minute observation periods. Designed to measure effective-

ness of a total staff, building or system-wide. Developed by

William S. Vincent & Associates, Institute of Administrative

Research, Teachers College, Columbia University.

31. <u>Observation Schedule and Record (OSCAR)</u> - Observers record,

quantitatively, data concerning two sets of verbal behaviors

of teachers; monologues and interchanges. Category system is multidimensional. Has affective, cognitive, and procedural dimensions which show the amount of time teacher and students spend on matters other than content. Developed by Donald M. Medley, Professor of University of Virginia and Professor, University of Pittsburg.

32. Teacher Practices Observation Record (TPOR) - Measures the agreement-disagreement of teacher's observed classroom behavior with educational practices advocated by a philosophy of experimentalism. Permits comparable measurements of beliefs and practices in terms of common theory. Developed by Robert Barton Brown, Professor, University of Florida, Gainesville.

33. Verbal Interaction by Category System - Closely related to the Flanders System. Represents an expansion of Flanders to provide more detailed information. It is affectively oriented; observers record verbal communication between teacher and students. Developed by Elizabeth Hunter, Professor, Hunter College, New York City, and Edmund Amidon, Professor, San Francisco State College, California.

34. The Staff Performance Improvement and Appraisal Plan (SPI & A) - A teacher accountability system developed in the Newport-Mesa Unified School District of Southern California.

35. Mirrors of Behavior - An anthology of classroom observation instruments for collecting data about teacher and student behavior. Contains an overview and introduction to both

affective and cognitive systems. Twenty-six different systems are reproduced in the anthology. Edited by Anita Simon and E. Gil Boyer, Research for Better Schools, Inc., Philadelphia, Pennsylvania.

C. Prescriptions for Either Individual or Group Activities

1. Workshops - Designed to serve a specific purpose, determined in advance; relatively short in duration; participants are normally actively involved; sponsored by the local school district, a university, the State Department of Public Instruction, or a commercial firm.

2. Technical workshops - such as media utilization, computer aids to instruction, etc.

3. Conferences-educational - Similar to workshops but usually have less involvement by participants.

4. Seminars - Often sponsored by a university; a high degree of involvement by the participants.

5. Clinic sessions with teachers from other systems - Sponsored jointly by schools with similar innovative programs. Could include the use of a consultant but mainly involves the sharing of ideas and experiences by the participants.

6. Professional association programs - Sponsored by the professional associations of specific disciplines or the Iowa Classroom Teachers Association, etc.

7. Involvement with local, regional, state or national teacher centers

8. <u>Curriculum development committee work</u> - usually conducted on a district wide basis.

9. <u>Specialized committee work</u> - used in such areas as career education, work study skills, revision of discipline policy, <u>etc</u>. May be district or building level.

10. <u>Research and experimental projects</u> - An example might be the testing of a continuous progress math model against a traditional approach through the use of experimental and control groups of students.

11. <u>Professional library</u> - should be maintained at the building level in addition to a more extensive collection contained in a central location for the district.

12. <u>Keeping teachers informed of available materials</u>

13. <u>Utilization of a curriculum materials center</u> - for retrieval of basic research, information on innovations, teaching tools, <u>etc</u>.

14. <u>Use of Teacher Performance Tests</u> - Prepared by several regional educational laboratories. The process includes the use of prepared tests that call for teaching of mini-lessons that allow teachers to display their mastery of certain teaching skills. One example has been developed by James Popham and Eva Baker and is available through Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

15. <u>Teacher Self-Appraisal System</u> - One such system has been developed by Robert Olds. It is available through School

Management Institute, Inc., 6800 High Street, Worthington, Ohio at a cost of $6.00.

16. <u>Use of student evaluation of teachers</u> - Some educators believe that this technique should be optional and used only upon the teacher's request. Most instruments of this kind are in check-list form; several sample instruments are available through Educational Research Service in Washington, D.C.

17. <u>Emphasize the strengths of teachers on your staff</u> - to assist with building in-service, <u>etc</u>.

18. <u>Utilization of educational strategist or member of the resource team</u> - to provide in-service, demonstration teaching, assist with planning, <u>etc</u>.

19. <u>Encourage participation in educational television courses</u> - Several are available for credit; a good example would be the "Glasser Series" on discipline and understanding the child.

20. <u>Use of district mini-grants</u> - Available in some school districts for special projects; requests are made through written proposals by one or more teachers asking for funds to carry out a special interest project.

VI. An Example of Using the Model

"Lack of classroom control or poor discipline" was ranked as the most common teacher problem by the respondents to the questionnaire.

A hypothetical situation will be discussed using this teacher weakness as an example. One of the first steps might be to apply

Mager and Pipe's model for analyzing problems. A follow-through of the flowchart of the model reveals that: the performance discrepancy is important; it is an apparent skill deficiency; assuming this is a beginning teacher, the skill was probably never developed; with the beginning teacher it might also be assumed that the individual has the potential to develop the skill required to maintain an orderly classroom atmosphere. The next step is to select solutions to correct the situation and then implement the solutions.

As mentioned previously, there is never a particular prescription that will guarantee success for a specific teacher problem. Even though five different teachers may have a very similar problem, there will be numerous variables surrounding each situation that will make every problem unique and different from the others. Because of these variables, a different prescription might be called for in each of the cases. With this limitation in mind, the hypothetical situation proposed, the principal (and the teacher) continue with a search for prescriptions that will enable the teacher to overcome the deficiency identified as a lack of classroom control or poor discipline.

The principal will begin with an individual conference with the teacher with the purpose of gathering some very basic information. Several questions need to be answered. Is the teacher aware of the problem? If so, how serious does he consider the problem to be? Does the teacher know or suspect the cause of the problem? Does he have any ideas for correcting the problem?

Following are a few alternative prescriptions which might be

appropriate for this particular problem:

R_x #1. Videotaping the teacher's performance to be critiqued later by the teacher and the principal. Look for teacher idiosyncrasies or teacher/student game-playing that might turn the students off or trigger negative behavior patterns.

R_x #2. Modeling - have an exemplary teacher work with this individual; learning through example. In this case the exemplary teacher should have an excellent rapport with his students. Hopefully, some insight can be gained as to the factors responsible for this positive rapport.

R_x #3. Encourage teacher planning with the involvement of his students. This often increases student interest in the class activities and improves the teacher's rapport with the students.

The above alternatives should be discussed in the second teacher-principal conference. Make certain that any alternatives which might be offered by the teacher involved are also given serious consideration. In this hypothetical situation any one or all three of the alternatives listed above might be selected and implemented. As a general rule, however, a prescription should not be selected unless the teacher is receptive to it.

The parties involved must realize that a particular prescription may not succeed in accomplishing the desired results. If this is the case, other alternatives must be considered. Feasibility and

cost are two of the factors which must be considered when weighing possible alternative prescriptions. For example, R_x #1 listed above will not be possible unless the building has access to videotape equipment. If a substitute must be hired in order to carry out R_x #2, money must be available in the budget to pay this expense. As a general rule, in the interest of economics, no-cost, or low-cost, prescriptions should be tried first.

VII. A System for the Development of Teacher Performance Objectives

The Teacher Performance Objectives approach does not represent an isolated entity within itself; rather it is integral part of a total system approach to the improvement and evaluation of instruction. The reader is reminded of Knezevich's model for "Education by Objectives and Results," (EBO/R). Simply stated, he believes that the broad undertaking of (EBO/R) is accomplished through combining "Management by Objectives and Results" (MBO/R) with "Instruction by Objectives and Results" (IBO/R). Therefore, (EBO/R) = (MBO/R) + (IBO/R). This study has concerned itself with only the IBO/R portion of the model.

For the purpose of clarification it should be noted that the following terms or phrases have been used interchangeably throughout this paper: "Education by Objectives and Results," "Teacher Performance Objectives," "Job Targets," and "Performance Targets."

Several educators have developed different approaches for implementing a performance objectives system. However, the present investigation and model recommends the approach developed by

George B. Redfern through his work with the School Management Institute of Worthington, Ohio.

Redfern describes the need for such a system with the following statement: (87)

> This is the age of accountability. An important aspect is to hold one responsible for this performance through an assessment of the quality of the performance. This cannot be done successfully in education merely by refining traditional rating scales and checklists to make post-performance assessment. A more productive and realistic approach is to establish pertinent performance objectives, to design purposeful actions to achieve them, and to evaluate the results.

Redfern (87, pp. 11-15) has described his evaluation model as having six basic components which he believes are essential to the performance-oriented procedure aimed at the improvement of teaching performance. A brief description of Redfern's six components are provided to clarify his approach.

Component I - Performance Criteria (Standards):

The first step is to determine what duties and responsibilities are required of the teacher in the performance of his job assignment. Most school systems have developed some type of criteria intended for the evaluation of performance. This is usually found in the form of the conventional checklist type of rating instrument. Typically, broad areas of performance are identified (i.e., preparational competence, performance skills, management ability, professional responsibilities, working relationships, personal competencies, et al.).

With these criteria, the evaluatee and the evaluator may diagnose the status of the evaluatee's current performance. The making of

estimates of current strengths and areas of difficulty can be useful in identifying specific points where a special improvement effort is desirable. This lead-in activity is fundamental to the identification of performance objectives or job targets which become the focus of evaluation efforts.

Component II - Performance Objectives or Job Targets:

Once the broad areas of responsibility are defined and performance criteria are specified, it becomes possible to develop appropriate performance objectives. A selection process, however, must limit the number of performance objectives to a few having the highest priority. Those selected should be mutually agreed upon by the teacher and evaluator. The objectives should be written in behavioral terms and this is an art that must be cultivated.

Component III - Performance Activities:

After the objectives have been agreed upon, the teacher and evaluator must plan actions and activities calculated to bring about the desired changes in teacher behavior. In other words, the specific steps and procedures to be followed should be spelled out and written into the behavioral objectives. The teacher and evaluator pursue these actions cooperatively as they both have a vested interest in the outcome.

Component IV - Monitoring Performance:

The evaluator should monitor teaching performance to collect

data and information which relate to the objectives which are being pursued. Monitoring is concerned with performance outputs. It is the evidence gathering part of the total evaluation process. The parties involved must discuss and, hopefully, agree upon certain matters (i.e., data-gathering forms to be used, kinds and frequency of classroom visitations, identity of monitors, use of any mechanical monitors, conferences, and other types of contacts). A substantial volume of appropriate information enhances good evaluation. Information from the monitoring may also result in immediate change for improvement. It should never be stored away when prompt feedback will enhance performance.

Component V - Assessing Monitored Data:

Interpreting the meaning and significance of monitored data is a very important part of the total process of evaluation. This represents the culmination of all that has gone before. Goal-setting, the determination of objectives, performance activities - all point to the evaluation stage. Evaluation of the data is a two-fold process. Self-assessment is one part and the evaluator's assessment comprise the other.

Component VI - Conference and Follow-up:

The evaluation conference is exceedingly important. It is the occasion for the persons most intimately involved in the process to discuss the outcome of their efforts to achieve the objectives. A very important responsibility is placed upon the evaluator to help

the teacher view evaluation as a constructive rather than a negative process.

The evaluation conference will yield ideas for follow-up action. It may develop, during the conference, that the teacher will see the need for certain kinds of follow-up activities to reinforce gains already made. The tentative formulation of objectives for the next round of evaluation often takes place in the conference.

The total model for the improvement of instruction as presented in this chapter has suggested that the evaluation process should consist of a conventional rating instrument which is supplemented by a system for implementing teacher performance objectives.

The evaluation system of most school districts is limited to use of the conventional rating or checklist instruments. A few school districts, on the other hand, have gone entirely to evaluation through the use of performance objectives.

Redfern supports the argument for a combination of the two approaches as he states: (87, p. 24).

> A precaution is necessary. One difficulty with the "job targets" concept of evaluation is that the focus may be on too narrow a range of specific activities. Obvious areas of responsibilities of total teaching performance needing attention may be omitted. This extreme is the exact opposite of the global nature of personality rating.
>
> Obviously there must be a middle ground. While there is much to be said for identifying specific "job targets" or performance objectives, it is important to understand that total performance must also be considered. This is why the nature of the teacher's job must be clearly identified and defined. Evaluation, therefore, is based upon the specific areas of greatest need, at the same time some general evaluation is made of other aspects of the job.

VIII. Summary

The redefining of district goals, through the help of an edu-
cational needs assessment system, should take place approximately
every five years. The remaining components of the presented model
should be followed through a complete cycle on an annual basis.
Some of the subcomponents such as monitoring and conferences will be
repeated much more often. A review of the model can be accomplished
by referring back to pages 59 and 60 which illustrates in diagram
and outline forms, the component parts of the model.

CHAPTER VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Problem, Purpose, Procedure and Model

The purpose of this study was the development of a model that can be used by the building principal and his staff in the process of improving instruction. Most of the emphasis regarding the evaluation process in both the literature and the field of practice has been devoted to the appraisal phase. The follow-up to the appraisal is quite often ignored or given superficial attention.

Input for the development of the model was provided through a review of the literature and a survey of practicing principals. The investigation dealt with the linkage between the appraisal and follow-up phases of teacher evaluation.

Since one of the objectives of the survey was to gather quality ideas and suggestions of strategies that had been used successfully in practice, it was decided that only selected schools would be studied as opposed to a random sample. A panel of five specialists in the field of elementary education were asked to assist in the identification of the population for the study. Each member of the panel was asked to submit the names of two or three school districts in the state of Iowa which had earned a reputation for having a high quality elementary program. As a result of their suggestions, seven school districts were selected to participate in the study.

A questionnaire was designed to gather the following data: a personal profile of the building principals, the organizational and

curriculum design of the schools served, identification of common teacher weaknesses, the common timelines or frequency of formal teacher evaluations, incentives offered for teacher change, and suggested prescriptions to be used in the attempt to improve teacher effectiveness. The questionnaire was pilot-tested and mailed to 86 elementary principals serving the seven school districts. After a follow-up letter was sent, a total of 46 or 54 percent of the principals returned the questionnaire.

After the returns had been analyzed, six of the principals were selected for personal interviews. The selections were made on the basis of the kinds of reported activities that were taking place in the interest of teacher improvement.

All of the inputs from the sources described were examined and an exhaustive literature search conducted preparatory to developing the model for the improvement of instruction. The model was then submitted to the same panel of specialists who assisted in the selection of the population for the study. They were asked to critique the model and offer suggestions for its improvement.

The major components of the developed model are described below in outline form.

A Model for the Improvement of Instruction

I. Identification of broad base goals

    A. School and community needs assessment

    B. Establish district level goals

    C. Establish building level goals

II. Individual teacher improvement program

    A. Develop teacher performance objectives

    B. Conduct teacher evaluation

        1. Conventional appraisal instrument

        2. Teacher self-evaluation

        3. Assess the accomplishment of performance objectives

    C. Identify teacher strengths and weaknesses

    D. Diagnose and analyze the weaknesses

    E. Select alternative prescriptions to build upon the strengths and overcome the weaknesses

    F. Write the high priority prescriptions into new performance objectives

    G. Monitor the activities designed to accomplish the performance objectives

    H. Repeat the cycle for individual improvement on an annual basis

Summary of the Findings

1. The typical principal involved in the study is male, 45.5 years of age, has been in education for 22.5 years, has been a building administrator for 11.5 years, and has 22 professional staff members working under his jurisdiction.

2. Team teaching was the most common organization design of the responding schools, however, most of the schools used a combination of designs. The self-contained classroom design was most prevalent at the lower grades while the semidepartmentalized design was often used

with the upper elementary students.

3. Sixty-five percent of the schools used a nongraded or continuous progress model of curriculum design. A large majority of the schools were committed to a design that provides for individualization of the teaching-learning process.

4. All of the schools in the study evaluated their probationary teachers at least once a year. Approximately half of the schools evaluated their experienced teachers annually while the rest evaluated on a two- to three-year cycle.

5. Seventy-three percent of the respondents indicated that "lack of class-room control or poor discipline" was the most commonly encountered teacher weakness. Eighteen additional common teacher weaknesses were frequency ranked from the survey results.

6. "Visitations to other school districts" is the most frequently used incentive in the attempt to motivate behavioral changes in teachers. "Incentive pay or merit pay" was the least chosen among the incentives suggested by the questionnaire.

7. Eighty-five percent of the principals indicated that "provision for in-service programs centered around common problems" is the most popular prescription employed with teacher groups to improve their effectiveness.

8. All of the responding principals are presently involved in some sort of "Management by Objectives" as building administrators. Six out of the seven schools in the study also were committed to a performance by objectives approach for their teaching staff.

Limitations

This study was directed towards the instructional improvement activities of selected elementary schools in the state of Iowa. The elementary school level was selected because it was thought that the duties, authority and responsibilities of the elementary principalship offers more uniformity than that of the secondary school principalship.

Centering upon the elementary school principalship simplified analysis of diagnosis and prescription of teacher activities but had the inherent weakness of limiting the model's certainty of appropriateness for the secondary schools.

Moreover, the field study was limited to seven, comparatively large school districts. Because the experts suggested study of principals employed by relatively large districts, general representativeness of the sample results for small schools cannot be assured. Large districts normally have more resource staff members, more money for in-service budgets and thus can offer more alternative prescriptions for teacher improvement.

Neither the school districts nor the principals within the districts were randomly selected. The selections were based on leading school programs in the attempt to identify the best of current practices.

Due to the difficulty and the amount of time and effort required to complete the questionnaire, several principals did not respond to every item. These same disadvantages probably limited the rate of return to fifty-four percent. However, it was reasoned that changes to overcome

these disadvantages would seriously weaken the questionnaire for its intended purpose.

This investigation centered on improvement of instruction activities that dealt with teachers as individuals; not media, teams, or shortcomings of curriculum and administrative structure.

While many school districts are currently using various components of the proposed model for the improvement of instruction, the model in its entirety has not been field tested.

Thus the following caveats should be considered when interpreting the findings and conclusions of this investigation and when using the procedures of the model:

1) The conclusions and model are based on elementary school data.

2) The data represent successful, quality programs.

3) The data represent (Iowa) large elementary buildings in relatively large school districts.

4) The total model has not been field tested.

5) To provide a broad spectrum of alternative prescriptions, the model is long, complicated and no doubt quite demanding of a principal's time.

Conclusions

Within the bounds of these limitations and on the basis of the findings of this investigation, the following conclusions appear warranted:

1. The teacher evaluation systems used by public schools have traditionally consisted of assessment or rating scales. Within

recent years, the schools have become much more conscious of the

need to provide in-service programs which allow for teacher

growth and produce an improvement in teacher effectiveness.

Herman (38) has stated:

> Many programs of evaluation make a major error of
> limiting the district's total evaluation scheme to
> the assessment phase. Any program of evaluation is
> incomplete without the addition of an in-service or
> a job upgrading phase.

2. Due to the accountability movement, there is a definite trend,

at least in theory, toward the evaluation of teaching outcomes

instead of the teaching process. Nevertheless, both outcomes and

process are important and both should be considered in the total

evaluation procedure. Teacher assessment may be more closely re-

lated to teaching outcomes while teacher improvement probably

relates more closely to the process of teaching.

3. The accountability movement in education has also influenced a

trend toward the use of a performance objectives approach.

 A. All of the 46 respondents to the survey are presently using

 "management by objectives" as building administrators.

 B. Four of the seven school districts in the study presently use

 performance objectives with their teachers. Two of the three

 remaining districts are committed to the approach but have

 not set a date for the practice to become mandatory.

4. Relatively little has been done in the schools examined to indi-

vidualize the process of teacher improvement. There is a tendency

on the part of practicing principals to provide in-service for

teacher groups instead of individuals.

5. Everything that can possibly be done to improve teacher effectiveness and thus improve the quality of instruction can be used as prescriptions for teacher behavioral change.

6. An effective staff evaluation system must emphasize teacher involvement at all stages of its development and operation.

7. Although many elaborate techniques for observing and modifying teacher behavior have been developed and are available, the schools queried seldom made systematic observation a requisite of teacher performance evaluation.

8. As postulated in the design of this investigation, the linkages between needs assessment/program development and teacher performance evaluation/improvement of instruction were tenuous at best. Nothing seemed "structure-in." Each activity appeared separate, autonomous, almost unrelated.

9. If principals have limited repertoires of improvement prescriptions (and the principals in this study did), they have almost no variety in motivational treatments. Indeed, one improvement prescription, viz., attending out-of-town workshops at district expense, was viewed as a favorite incentive.

Recommendations

The analysis of survey data, interviews, literature search and creation of the model provided several insights which, while not included in the model, may prove useful to those charged with the responsibility of

improving instruction in schools.

1. Teacher evaluations should be conducted on an annual basis. This should not be interpreted as a one-shot activity in the spring. Instead it should consist of several classroom observations and other forms of monitoring the teacher's progress toward pre-identified performance objectives. Numerous conferences should be held throughout the year between the teacher and the principal to discuss the current progress as shown by the monitored results.

2. Teacher evaluations should consist of three major sources of input: the conventional rating instrument, the teacher's self-evaluation, and the assessed degree of accomplishment of the teacher's performance objectives.

3. The teacher improvement program must be individualized. Alternative prescriptions designed to overcome the identified weaknesses should be offered by the principal. The teacher should then be allowed to exercise some choice as to which alternatives are selected.

4. The evaluation system, if it is to be effective, must emphasize the "improvement of instruction" purpose and de-emphasize the "rating" or "assessment" aspect of the process.

5. The evaluation process should be systematic with an overall plan designed and fully understood by all parties involved.

6. Teacher problems or weaknesses should be identified, diagnosed and analyzed before any plan of action is considered.

7. A school and community needs assessment program should be

instituted to provide a base for goal setting activities. This should be followed by the establishment of district level goals, building level goals, and teacher performance objectives in that order. All levels of goals and objectives should tie together but should increase in specificity as the above sequence is followed.

8. An individual teacher's performance objectives should reflect upon his own strengths and weaknesses as well as the district and building goals.

9. An effective evaluation system should call for a great deal of teacher involvement throughout the process. This includes the initial stages of developing the philosophy and mechanics of the system.

10. Teacher performance objectives must be written in behavioral terms which tell precisely what is to be done, how it is to be done, and how the success of accomplishment is to be measured. Herman (38) believes that the use of clearly stated behavioral objectives that are subject to measurement, coupled with the types of observational instruments hold the greatest promise for creative and objective systems in the immediate future.

11. The model developed by this study is designed to be used by the building principal with his teachers. However, past research has indicated that an effective and successful teacher performance evaluation system should provide for a variety of inputs with more than one rater. A team approach which utilizes other

supervisors as well as the principal, peer teachers, and students, should be given serious consideration.

12. The proposed model contains certain component parts which were developed by noted authorities in the field of evaluation. This study recommends that the following sources be examined for further clarification and understanding of the model components.

Component Part of Model	Recommended Authority
School and Community Needs Assessment	Phi Delta Kappa Model
Problem Diagnosis and Analysis	Robert Mager and Peter Pipe
Development of a Performance Objectives System	George Redfern's Model
Preparing Behavioral Objectives	Robert Mager

Finally, the limitations inherent in the design of this investigation and the prototype components of the model suggest the following questions for further research:

1) Does the addition of a job-upgrading phase to teacher performance evaluation actually lead to increased productivity?

2) How can the principal's use of motivation and incentives be sharpened (and broadened)?

3) Will the model proposed herein work equally well for secondary and elementary schools?

4) Will instructional improvement activities proposed by this model be prohibitively time consuming or will job targets (as a self-correctional device) and improved student behavior afford a

"trade-off" economy of administrator time?

5) Will job targets alone suffice, thus allowing the principals to drop the time-consuming conventional teacher rating activities?

6) What is the relative potency of each of the prescriptions identified or proposed by this research? Do any or all have harmful side effects, i.e., are some addictive?

The true professionalization of the principalship and the successful implementation of the model for improvement of classroom instruction await answers to questions like these. In the mean time research centering on changing teachers' behavior in productive ways and the judicious application of the concepts of needs assessment/program development and teacher performance evaluation/improvement of instruction should be given first priority by research agencies, colleges of education and practitioners in public and parochial schools.

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ACKNOWLEDGMENTS

APPENDIX A. CRITIQUE OF THE MODEL BY A PANEL OF SPECIALISTS

Critique Of The Model By a Panel Of Specialists

Following are statements from members of the panel:

I Strengths of the proposed Model:

A. "The list of prescriptions is very comprehensive and of special value to the training and in-service of elementary administrators."

B. "The definite steps and procedures suggested by the model such as needs assessment, goal setting, and performance objectives were well done."

C. "The suggestions and ideas designed to aid in individualizing work with teachers, prescriptions for group activities, and the components of performance oriented procedures were definite strengths of the model."

D. "I think the model would provide an administrator with a tool and perhaps give a beginning administrator guidance in how to help to pursue his problem of helping the individual teacher."

E. "The strength of what you have put together has to be its comprehensiveness. You have included in one way or another almost all of the formalized procedures that various authorities have suggested over the years and you have placed them in a logical flow-through setting."

II Weaknesses of the proposed Model:

A. "There are a variety of systems for taking behavior counts - almost all of which are easier than Flanders. I would emphasize some other more workable system which does not take hours of special training."

B. "The model is not fully developed in the flow diagram and really illustrates only one phase of the total model."

C. "You have failed to include methods of classroom observation - a critical aspect of the entire process."

D. "As I'm sure you realize, any procedure of this magnitude would take considerable time to complete. Moreover, when undertaken as a school-wide or district-wide attempt, there is a very real danger that the process will become more important than the outcome."

III Suggestions for Improving the Model:

A. "The model should include the provision for peer involvement. Down the road, peer involvement in evaluation may be the most significant change."

B. "Build the use of peers into the evaluation process. Be sure that those who are observers are in turn observed by those whom they have observed."

C. "Build the flow chart around the model as developed in the outline. Clarify the vague prescriptions and include more information as you did with some. Include a section on classroom observations."

D. "My recommendation for your model is a simple one. Streamline it! Under each phase pick the single best, at most two or three, procedures. Accompany them by detailed suggestions for implementation. This would take your model out of the 'all possible choices category' and into the 'working category'."

APPENDIX B. LETTER ACCOMPANYING QUESTIONNAIRE
AND QUESTIONNAIRE

IOWA STATE
UNIVERSITY

Dear Fellow Administrator:

A panel of five educators from the three state universities,
Drake University, and the State Department of Instruction has selected
your school district as being one of the best in the state of Iowa.
The panel was asked to help us identify a few school districts which
have earned the reputation of having a strong elementary program and
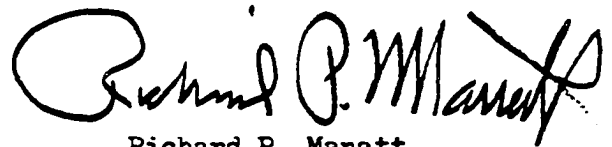yours was one of those selected.

We are conducting an investigation which is concerned with the
principal's task of working with teachers to improve instruction. We
feel that too often the supervisory task ends with the teacher evaluation
and little is done in a systematic way to improve teacher competencies.

With your help, we hope to gather ideas and techniques which you
have found to be successful in working with your teachers. These
techniques will be built into a working model which will offer a variety
of alternatives for improving teacher effectiveness.

Since we are using only a few select schools in this study, your
response is essential to its successful completion.

Thank you for your cooperation.

Gerald D. Trullinger
(Principal Investigator)

Richard P. Manatt
Chairman,
Educational Administration

Name: _____

School: _____ City: _____

1. Organizational make up of your school

   A. ___ Team teaching
   B. ___ Self-contained classroom
   C. ___ Semi-departmentalized
   D. ___ Individually Guided Education (I.G.E.)
   E. ___ Other (Please identify the organization of your school if you checked "other") _____

2. Curriculum Design of your school
   Please check one:

   A. ___ Individually Prescribed Instruction (I.P.I.)
   B. ___ Nongraded or continuous progress
   C. ___ Programmed Learning in Accordance to Need (PLAN)
   D. ___ Subject oriented - taught to classes of 30 (conventional)
   E. ___ Other (Please specify if "other") _____

3. The number of professional staff members under your supervision _____

4. The number of years of experience you have had in education _____

5. The number of years of experience you have had as a building principal _____

6. Your age _____

7. Are you required to formally evaluate each of your teachers? Yes ___ No ___

   If so, how often for probationary teachers _____;

   how often for experienced teachers _____

8. Do you have a document that you use at the follow-up conference on which prescriptions or targets for improvement are written? Yes ___ No ___
   (If you do have, we would certainly appreciate it if you would send us a copy.)

9. Below are a number of common diagnosis of teacher weaknesses:
   (1) Place a check mark beside those you commonly experience with your faculty.
   (2) Add any diagnosis of teacher weaknesses you encounter that we have omitted.
   (3) Write a brief prescription (Rx) for each of the syndromes (cluster of weaknesses) that you might provide for your teachers.

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Here are some common prescriptions...you will have many other ideas that we want you to tell us about. (1) Series of conferences with the teacher. (2) Utilization of job targets. (3) Interaction analysis. (4) Request visitations to other schools or classrooms. (5) Request attendance to workshops. (6) Video-taping of some form of Microteaching.

Place (✓) to the left of those you have commonly encountered.

___ A. Lack of classroom control or poor discipline.
        Your prescription: _____

        _____

        _____

___ B. Lack of planning or poor preparation.
        Your prescription: _____

        _____

        _____

___ C. Lack of enthusiasm or motivation.
        Your prescription: _____

        _____

        _____

___ D. Lack of rapport with students.
        Your prescription: _____

        _____

        _____

___ E. Failure to diagnose student needs - uses only one difficulty level of
        instruction.
        Your prescription: _____

        _____

        _____

___ F. Poor measurement techniques.
        Your prescription: _____

        _____

        _____

___ G. Failure to ask probing questions.
        Your prescription: _____

        _____

        _____

___ H. Lack of compatability with staff.
        Your prescription: _____

        _____

        _____

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___ I. Lack of cooperation with administration.
Your prescription: _____

_____

_____

___ J. Inability to change.
Your prescription: _____

_____

_____

___ K. Failure to use student ideas in the classroom.
Your prescription: _____

_____

_____

___ L. Poor grooming or poor personal hygene habits.
Your prescription: _____

_____

_____

___ M. Lack of dependability...often late, leaves early or excessive absences.
Your prescription: _____

_____

_____

___ N. Failure to use constructive criticism of the students (uses sarcasm, etc.).
Your prescription: _____

_____

_____

___ O. Poor public relations...lack of tact in working with parents, etc.
Your prescription: _____

_____

_____

___ P. Failure to use a variety of teaching techniques and materials.
Your prescription: _____

_____

_____

___ Q. Failure to establish goals and objectives for classes.
Your prescription: _____

_____

_____

___ R. Failure to establish objectives appropriate to the group of learners. (Objectives have already been achieved or are too difficult.) Your prescription: _____

_____

_____

___ S. Unrealistic in expectations from students...teacher does not realize that a large per cent of low grades is more of a reflection of inadequate teaching than student shortcomings. Your prescription: _____

_____

_____

___ T. Other - Please expand the above list of teacher weaknesses if you feel that some common ones have been omitted. _____

_____

_____

1. Name the three prescriptions or strategies that you <u>use most often</u> and place them in rank order.

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

2. Name the three strategies that you have found to be the most effective and place them in rank order.

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

10. Does your school district offer any incentives beyond local in-service programs which would help to motivate desirable behavioral changes of your teachers? (Check those applicable to your district.)

   A. ___ Incentive pay or merit pay
   B. ___ Differentiated Staffing
   C. ___ Sabbatical leave
   D. ___ Visitations to other school districts
   E. ___ Attendance to state, regional or national workshops or conventions

F. ___ Extended contracts for curriculum development, etc.
G. ___ Other (Please identify) _____

11. Are the administrators of your school district using some form of the "Management" By Objectives" or "Job Target" concept? Yes ___ No ___

12. Has the "M.B.O." or "Job Target" concept been extended to your teaching staff? Yes ___ No ___

13. If you answered NO to No. 12 above, do you have plans for the future of extending the "M.B.O." or "Job Target" concept to the teaching staff? Yes ___ No ___

14. What strategies do you employ in working with a group of teachers to improve their effectiveness in the classroom. (Please place a check mark by any of the strategies which you employ and then expand the list by adding any additional methods which you have used successfully.)

___ A. Utilization of job targets
___ B. Request visitations to other schools or classrooms
___ C. Provide in-service programs centered around common problems
___ D. Bring in outside consultants to work with common problems of teachers
___ E. Ask for feedback from students
___ F. Interaction analysis
___ G. Request attendance to specific workshops
___ Other (Please identify other group prescription procedures you have used to modify teacher behavior and improve instruction.) _____

_____

_____

_____

(a) Name the three prescriptions or strategies that you have used most often in working with groups of teachers and place them in rank order.

(1) _____

_____

(2) _____

_____

(3) _____

_____

(b) Name the three prescriptions that you have found to be the most effective in working with groups of teachers and place them in rank order.

(1) _____

_____

(2) _____

_____

(3) _____

_____

Thank you. This was not an easy questionnaire to answer, but we certainly do appreciate your time and efforts.

APPENDIX C. FOLLOW-UP LETTER

IOWA STATE
UNIVERSITY

May 7, 1974

Dear Fellow Administrator:

Several weeks ago a questionnaire regarding the improvement of instruction was mailed to you. You may remember it as another questionnaire to compete for your time. We are very much aware of how you might feel about the time it takes to answer questionnaires which cross your desk. We can only ask your assistance in this research project.

Your cooperation is needed because your school district has been identified as one of a few in the state which has earned the reputation of having an exceptionally strong elementary program.

For your information, the following school districts are included in the survey: Ames, Cedar Rapids, Des Moines, Iowa City, Marshalltown, Mason City, Pleasant Valley and Urbandale. (Since Des Moines is considerably larger than the other districts, only ten of its elementary schools were identified to participate in the study.)

In the event that the first questionnaire was misplaced, we are enclosing another copy. We hope you will not object to our asking your cooperation in completing the copy and returning it at your earliest convenience. Since this study is for the purpose of identifying successful practices being used in the field, your efforts will add considerably to the value of the final report.

We wish to thank you for your cooperation in making this study possible.

Sincerely yours,

Gerald D. Trullinger
(Principal Investigator)

APPENDIX D. THREE SAMPLE EVALUATION INSTRUMENTS

TEACHER EVALUATION INSTRUMENT
Urbandale Community Schools

I. Teaching Skills

    A. Variety of activities
       Satisfactory _____ Improvement Necessary _____
       Comments _____

    B. Communications skills
       Satisfactory _____ Improvement Necessary _____
       Comments _____

    C. Use of appropriate resources
       Satisfactory _____ Improvement Necessary _____
       Comments _____

    D. Individualization
       Satisfactory _____ Improvement Necessary _____
       Comments _____

    E. Preparation and teaching technique
       Satisfactory _____ Improvement Necessary _____
       Comments _____

    F. Means of evaluation
       Satisfactory _____ Improvement Necessary _____
       Comments _____

II. Interpersonal Relationships

    A. Relationships with the student
       Satisfactory _____ Improvement Necessary _____
       Comments _____

    B. Relationships with the parents
       Satisfactory _____ Improvement Necessary _____
       Comments _____

    C. Relationships with the staff
       Satisfactory _____ Improvement Necessary _____
       Comments _____

III. Growth and Development

    A. Progress toward performance objectives
       Satisfactory _____ Improvement Necessary _____
       Comments _____

    B. In-service activities
       Satisfactory _____ Improvement Necessary _____
       Comments _____

Please use reverse side of sheet for additional comments.

(over)

Additional Comments:

_____   _ ____

The teacher's performance, as described in the above checklist of criteria
and comments, has been reviewed by teacher and principal together in a
conference. Both have agreed that it is a fair and accurate evaluation of
the teacher's performance. Any points of disagreement between teacher and
principal on the above are noted below:

_____
Teacher

Date _____   _____
Principal

STAFF EVALUATION FORM

NAME _____ SCHOOL_____

ASSIGNMENT _____

EVALUATOR (S) AND ASSIGNMENTS _____

_____

A. INSTRUCTIONAL SKILLS (Has specific knowledge of and articulates subject matter;
    does effective planning and preparation; uses varied effective teaching strategies,
    student assessments and program assessments; works for positive discipline and
    classroom management; applies knowledge of student growth and development;
    displays and encourages creativity; promotes feelings of self-worth and
    self-reliance.)

    Strengths:

    Goals for Growth:

    Suggested Action:

    Goal Attainment:

B. LEARNING ENVIRONMENT (Creates a classroom atmosphere conducive to learning; provides for individual differences; establishes realistic educational objectives; utilizes instructional media, materials and personnel; prepares and uses student oriented material.)

Strengths:

Goals for Growth:

Suggested Action :

Goal Attainment

C. INTER-PERSONAL RELATIONSHIPS (Student, Staff, Parents, Community--respects and accepts individual differences; is reasonable and impartial, merits respect from others; relates and cooperates as well as communicates effectively with others; is a positive influence.)

Strengths:

Goals for Growth:

Suggested Action:

Goal Attainment

D. PROFESSIONAL CHARACTERISTICS (Demonstrates positive attitudes toward teaching; participates effectively in professional growth activities; is respectful of confidences; continues improvement in performance through research and experimentation.)

Strengths:

Goals for Growth:

Suggested Action:

Goal Attainment

E. PERSONAL ATTRIBUTES (Has adequate physical health and personal appearance; evidences self confidence and emotional maturity as well as enthusiasm and sincerity in relationships with others; demonstrates consistency and reliability as well as flexibility and adaptability.)

Strengths:

Goals for Growth:

Suggested Action:

Goal Attainment

F. PERFORMANCE SUMMARY (A comprehensive statement concerning the effect of the person on students and school.)

Conference Record. Evaluator(s) and Evaluatee should sign and date their records of each official conference, including the year's summary report.

Date	Evaluatee	Evaluator
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments by Evaluatee: (Please date and sign)

If more space is needed, please attach extra sheet

5/14/73

This guide, developed by teachers and administrators, is an instrument to be used in the improvement of instruction to be filed with the Superintendent on or before May 1.

Name of Teacher	School	Grade or Subject

Date of Evaluation_____   _____
                    Month   Day   Year   Principal

KEY: 1. outstanding   2. more than adequate   3. adequate
          4. Less than adequate   5. unsatisfactory

A. Instructional Skills

	1	2	3	4	5
1. Knowledge and articulation of subject matter	___	___	___	___	___
2. Planning and preparation	___	___	___	___	___
3. Teaching strategies and procedures	___	___	___	___	___
4. Measurement techniques	___	___	___	___	___
5. Discipline and classroom control	___	___	___	___	___

COMMENTS:

B. Learning Environment

	1	2	3	4	5
1. Creates a classroom atmosphere conducive to learning	___	___	___	___	___
2. Provides for individual differences	___	___	___	___	___
3. Establishes educational objectives	___	___	___	___	___
4. Maintains proper physical conditions	___	___	___	___	___
5. Utilizes instructional media and materials	___	___	___	___	___

COMMENTS:

C. Inter-Personal Relationships

		1	2	3	4	5
1.	Student	___	___	___	___	___
2.	Staff	___	___	___	___	___
3.	Parents	___	___	___	___	___
4.	Community	___	___	___	___	___

COMMENTS:

D. Professional Qualities

1. Professional attitude toward teaching ___ ___ ___ ___ ___
2. Participation in professional growth activities ___ ___ ___ ___ ___
3. Participation in professional organizational activities ___ ___ ___ ___ ___

COMMENTS:

E. Personal Attributes

1. Personal appearance - grooming ___ ___ ___ ___ ___
2. Reliability ___ ___ ___ ___ ___
3. Physical and emotional health ___ ___ ___ ___ ___
4. Oral communication ___ ___ ___ ___ ___
5. Self-confidence ___ ___ ___ ___ ___

COMMENTS:

_____   _____
Teacher's Signature   Principal's Signature

The two signatures indicate that the teacher and principal together discussed this report.

APPENDIX E. A SAMPLE MANUAL USED FOR CLARIFICATION OF
            AN EVALUATION INSTRUMENT

A. Instructional Skills

1. Knowledge and articulation of subject matter

    a. Consistently demonstrates accurate and current knowledge

    b. Understands the objectives of the unit or course

    c. In developing basic knowledge, understandings and skills, the teacher employs materials and techniques appropriate to varying abilities and backgrounds of the students

    d. Utilizes a variety of materials to enrich the curriculum

2. Planning and preparation

    a. Demonstrates consistent, long-range and daily planning with strong evidence of student involvement

    b. Relates daily plans to long term goals

    c. Prepares for anticipated material needs for lessons

    d. Makes active use of significant aspects of student growth as a guide in planning activities

3. Teaching strategies and procedures

    a. Provides extensive opportunities for critical and analytical thinking

    b. Demonstrates creativity and classroom leadership

    c. Varies method and content to suit individual differences

    d. Uses materials and equipment effectively

    e. Provides opportunities for the students to direct some of their own learning

    f. Creates a positive learning environment --- readiness, motivation

    g. Utilizes a variety of approaches to present new materials

    h. Utilizes student experiences to motivate interest

    i. Utilizes advice and assistance of resource persons to supplement and enrich teaching

    j. Presents clear and adequate explanations

    k. Directs interesting, varied, and stimulating classes

    l. Develops summaries and reinforcement

m. Allows for student participation balanced with teacher direction

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n. Encourages inquiry and exchange of ideas

o. Uses services of specialists --- make referrals

4. Measurement techniques

   a. Demonstrates capacity to diagnose, analyze, assess, and evaluate

   b. Employs participation of students in evaluation of instructional practices and individual growth

   c. Demonstrates ability to assess each student's capacity to learn

   d. Maintains careful, correct records on student's progress

   e. Recognizes and uses many means to assess progress relative to curriculum content, student growth, and professional relationships

5. Discipline and classroom control

   a. Demonstrates ability to control class, including minor behavior problems, through the use of positive techniques

   b. Applies disciplinary measures appropriate to the situation and to the student as an individual, rather than taking group action

   c. Provides for student participation in planning behavior standards

   d. Provides an atmosphere in which students exhibit an attitude of mutual respect and tolerance

   e. Maintains a consistent relationship with students both inside and outside of the classroom

   f. Leads students to govern their own behavior in a constructive, positive manner

   g. Provides for continuous student supervision

B. Learning Environment

1. Creates a classroom atmosphere conducive to learning

   a. Directs interesting, varied and stimulating experiences

   b. Learning experiences and activities are effectively planned, organized and conducted

   c. Encourages and develops good student study habits

   d. Provides freedom for students to move about

   e. Encourages creativity in thinking and activities

   f. Stresses analytical and critical thinking

g. Provides a setting for student planning and innovation

h. Communicates effectively with the minimum amount of teacher-talk

2. Provides for individual differences

    a. Presents evidence of group and individual activities

    b. Provides for varying abilities

    c. Makes necessary plans for program flexibility and adjusting to individual students

    d. Helps each student in setting realistic goals for himself

    e. Assesses each students' learning capabilities and capacities

    f. Differentiates assignments according to needs and interests of students

3. Establishes educational objectives

    a. Prepares plans with short and long range goals

    b. Utilizes students in planning of learning experiences

    c. Directs the individual learning process

    d. Continuous assessment of educational objectives

    e. Encourages democratic participation and sharing of responsibilities

    f. Informs students of course goals and objectives

4. Maintains proper physical conditions

    a. Provides proper ventilation and lighting

    b. Provides cautious and careful use of school equipment property

    c. Arranges furniture to provide good learning areas

    d. Keeps the classroom attractive and functional

    e. Utilizes the bulletin board as learning centers with student and teacher displays

    f. Enforces all safety regulations

5. Utilizes instructional media and materials

    a. Utilizes library, curriculum resources and learning centers

    b. Provides the necessary planning in utilization of audio-visual equipment and utilizes personal instructional aides

    c. Utilizes the services of district and area media centers

    d. Previews instructional materials

C. Inter-Personal Relationships
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1. Student

   a. Demonstrates an awareness of the characteristics of the students at the age for which he has responsibility

   b. Promotes good student-teacher relationships through fairness, impartiality, understanding, cheerfulness and sense of humor

   c. Demonstrates a sensitivity toward social and emotional adjustments of the student

   d. Recognizes individually, as well as in a group, the contributions and efforts of each student

   e. Maintains the confidence of each student

   f. Offers guidance in assisting the student and student behavior in a constructive positive manner

   g. Student and teacher exhibit an attitude of respect and tolerance

   h. Understands and adjusts to cultural background of the students

2. Staff

   a. Carries his fair share of responsibilities

   b. Uses discretion when speaking of colleagues

   c. Uses proper channels when communicating school issues

   d. Shares ideas and techniques

   e. Maintains an open mind toward various points of view

   f. Works harmoniously with other staff members

   g. Reflects professional rapport between teacher and administrator

3. Parents

   a. Establishes cooperative plans for development of student

   b. Reports progress of students clearly and in an understanding manner

   c. Recognizes parental contribution to the development of student

   d. Listens and responds to parents' insight into problems

   e. Attempts to maintain a positive position when approaching negative situations

   f. Treats confidential information in a professional manner

   g. Communicates honestly, accurately, and with understanding and diplomacy

4. Community   151

    a. Uses resources of the community

    b. Interprets the educational program to the community

    c. Informs self about community

D. Professional Qualities

1. Professional attitude toward teaching

    a. Responds objectively to suggestions for improvement

    b. Demonstrates enthusiasm for teaching

    c. Participates in constructive evaluation of the teaching profession

    d. Offers constructive criticism of the total school program

    e. Advances a defensible account of teaching methods

    f. Reviews course content and teaching methods in a larger context of a changing world

    g. Demonstrates loyalty toward the teaching profession

2. Participation in professional growth activities

    a. Participates in professional workshops and educational meetings

    b. Aids in planning in-service education programs

    c. Works on curriculum study and development

    d. Studies professional materials including current research

    e. Advances in training and appropriate graduate work

3. Participation in professional organizational activities

    a. Interest and participation in local, state, and national professional organizations

    b. Adheres to the professional code of ethics

E. Personal Attributes

1. Personal appearance - grooming

    a. Maintains a clean, neat and well groomed personal condition

    b. Displays the refinement, character and objectivity of a professional person

2. Reliability

   a. Accepts and fulfills legitimate responsibilities

   b. Completes assigned tasks within the classroom

   c. Meets requirements of non-classroom tasks

   d. Accomplishes desirable results with a minimum of supervision

   e. Meets the workday time requirement

   f. Completes reports accurately and returns them promptly

   g. Starts classes promptly and demonstrates responsibility in the use of time as an example for students

3. Physical and emotional health

   a. Is physically able to perform duties; is not handicapped by too frequent absences or illnesses

   b. Takes preventive steps to maintain good physical and mental health

   c. Exercises maturity in the approach to a problem

   d. Retains objectivity and self-control under duress

   e. Accepts constructive suggestions gracefully

   f. Refrains from interpreting irritating student behavior in a personal context

   g. Does not permit personal problems to unduly influence teaching effectiveness

   h. Recognizes and accepts humorous situations

   i. Avoids sarcasm and ridicule; is tactful in dealing with others

4. Oral communication

   a. Speaks in a clear, audible voice

   b. Modulates voice according to varying needs

   c. Uses distinct enunciation

   d. Uses correct grammar and encourages the use of correct grammar by others

   e. Adjusts language to the instructional level and occasion

   f. Uses expressive language

   g. Gives undivided attention to the person with whom he is communicating

5. Self-confidence

   a. Accepts visitations from administrators, parents, and others without undue emotional stress

   b. Displays poise and emotional stability

   c. Displays confidence in calm and pleasing way.