

1983

# An analysis of the quality and effectiveness of teachers' job improvement targets

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AN ANALYSIS OF THE QUALITY AND EFFECTIVENESS OF TEACHERS' JOB  
IMPROVEMENT TARGETS

*Iowa State University*

PH.D. 1983

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An analysis of the quality and effectiveness of  
teachers' job improvement targets

by

William D. Rauhauser

A Dissertation Submitted to the  
Graduate Faculty in Partial Fulfillment of the  
Requirements for the Degree of  
DOCTOR OF PHILOSOPHY

Department: Professional Studies in Education  
Major: Education (Educational Administration)

Approved:

Signature was redacted for privacy.

In Charge of Major Work

Signature was redacted for privacy.

For the Major Department

Signature was redacted for privacy.

For the Graduate College

Iowa State University  
Ames, Iowa

1983



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## CHAPTER I. INTRODUCTION

"Since the primary function of educational organizations is to educate, the effectiveness with which the organization provides this service is the basis for public judgment and confidence in the schools" (13). Because of falling test scores and rising taxes, the public has demanded that the schools offer proof of their effectiveness and has created what Nicholson (49) calls the "accountability syndrome." Perhaps the greatest concern for accountability centers on the basic skills. Low test scores in elementary school achievement and high school graduates with poor mathematics and reading skills have caused many Americans to lack confidence in their schools. Therefore, countless research studies in reading and mathematics have been undertaken to attempt to find answers for these concerns.

Out of these studies has come the plea to make the good systems better, that "educators must begin to make necessary changes, stop talking, and start doing" (51). Focusing on techniques used to improve instruction, researchers have established that classroom teachers directly control variables that affect student achievement. It is the classroom teacher, then, who is held accountable. However, other researchers insist that the building principals are responsible for the improvement of instruction and ultimately student learner outcomes. In 1982, a summary of the eight most important research studies of positive leadership behaviors was published in *Educational Leadership*. The positive behaviors of building administrators discussed in the summary included: coordinates instructional programs, emphasizes

achievement, frequently evaluates pupil progress, provides orderly atmosphere, sets instructional strategies, and supports teachers (75). It seems obvious from these studies that the building administrator must exhibit these behaviors for quality education within a building so that teachers can be effective in their classrooms.

One of the most direct ways a principal can improve instruction (and one that is an integral part of most of the effective principal behaviors) is to observe a teacher teaching and then make recommendations for improvement. Sometimes these recommendations are oral; more formally, the recommendations are written in the form of prescriptions which are commonly called job improvement targets, professional growth targets, or professional improvement commitments. The present investigation intends to focus upon this formal recommending function of the principal.

The present study will examine the quality and the effectiveness of teacher job improvement targets which were written after the teacher's summative evaluation conference. The study will address the following questions:

1. Are high quality teacher job improvement targets written in today's schools?
2. Does the quality of teacher job improvement targets vary according to grade level or the subject area of the teacher?
3. Is the quality of the job improvement target affected by the administrator's and teacher's involvement in its development?

4. Are job improvement targets written to the areas marked lowest on the summative evaluation reports?

5. Does the administrator and teacher involvement in the development of a job improvement target affect the teacher's perception of its usefulness?

6. Does the process and factors involved in developing job improvement targets affect the teacher's commitment towards accomplishing the job improvement target?

#### Statement of 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" (79). This process is likened to going to the doctor to find out what is wrong and not asking for the cure. Medical doctors obtain subjective information via patient interviews, run tests (for objective data), study the results, analyze the information, and prescribe something to improve one's health. Administrators collect subjective and objective information about teachers and possibly analyze this information but, according to the literature, do little to formally prescribe something to improve the teacher's performance.

McGreal (45) asserts that, "In systems that function effectively, a recurring commonality is some form of goal setting between the teacher and the supervisor." Industry utilizes a process called management by objectives (MBO) to improve performance that includes objectives and tasks to be completed by the employees, and Thomas (78) feels "MBO is

the most effective way to improve schools. First you set the standards, monitor and remediate where necessary, and then validate the achievement."

MBO is used by some managers in industry as a "Gotcha," a means of dictating a task, then holding it over the employee's head if it is not accomplished. This is thought of by some employees as "My Boss's Orders." In contrast, "the job improvement target approach," according to Pharis, "focuses basically on the improvement of a person's job performance in a non-defensive manner" (53). The job improvement target becomes the core of the evaluation-supervision process. The ability to individualize criteria and the close cooperative supervisor-teacher relations fostered by job improvement targets ensures effective evaluation-supervision systems. Job improvement targets are part of the teacher's MBOs with a diagnosis behind them.

Because of the tremendous public dissatisfaction with schools and the resulting demand for accountability, it is essential that educators become more goal oriented. As principals are increasingly held accountable for improving student learner outcomes, it follows that they must become skillful in working with teachers to write, monitor, and evaluate quality job improvement targets that teachers will be committed to completing. Redfern (59) and others have defined quality job improvement targets as those that are specific, measurable, consistent with areas of need indicated on summative evaluations and directly related to a stated criterion, with a procedure and timeline for accomplishment as well as an appraisal method that includes

documentation and a target date. The need now exists to know what an administrator can do that will insure a commitment on the part of teachers to accomplish their job improvement targets.

#### Need for the Study

Public opinion polls consistently indicate that Americans place a very high priority on education. The annual cost to educate a student continues to increase while at the same time many Americans express less confidence in the quality of the schools. In this context, the school administrator needs to be able to perform his/her duties competently in improving instruction and student learner outcomes.

Research has provided new knowledge on many aspects of teaching that "makes a difference" in student learner outcomes. Materials and inservice programs are available that emphasize classroom management skills, assertive discipline strategies, productive teaching behaviors, motivational practices that deal with teachers' expectations and their students' achievement, and other facets of the teacher learning situation. Programs are also available to provide training of supervisors to improve their data collection, conferencing skills, communication skills, and other skills needed to be an effective principal (16, 10, 74, 29).

This information and training will prepare an administrator to be knowledgeable in the areas of productive teaching techniques, evaluation of teacher performance, and sharing the evaluative information with the teacher. There is a need to go beyond this report card type of procedure, where performance is only evaluated, to a system that includes

a follow-up prescription for improvement. George Redfern asserts a follow-up prescription method that has been successful in improving instruction is the establishment of teacher job improvement targets based on areas of need.

Since the early 1950s, George Redfern and others have worked on what goes into job targets (the who, what, how, etc.). However, a vigorous search of the literature found no study on the current state of the art or on what improves or assures commitment on the part of teachers to complete job targets. In fact, current practice in most schools does not include the writing of teacher job improvement targets.

Now that research has provided the prescription (methods and tools for quality instruction) and the ingredients of quality improvement targets (the who, what, how, etc.), in order to make the final link, this study needs to discover the "state of the art" and find ways to insure teachers' commitments to accomplishing their targets. At its completion, this study will provide information for principals to go beyond oral feedback in coaching and counseling sessions with teachers to providing a focus and direction for improving each teacher's performance. It will be useful for administrators wishing to increase or assure a teacher's commitment to the direction and focus set for the improvement of instruction and ultimately increased student learning to find a new approach to the problem.

#### Operational Hypotheses

The questions which define this study suggest the following possible operational hypotheses.



Are high quality teacher job improvement targets written in today's schools?

1. Hypothesis -- The quality of teacher job improvement targets written today is low and does not vary by school size.

Does the quality of teacher job improvement targets vary according to teacher grade levels, or the subject areas taught?

2. Hypothesis -- The quality of the teacher job improvement targets which are written does not vary by grade levels or subject areas taught.

Is the quality of the job improvement target affected by the administrator and teacher involvement in its development?

3. Hypothesis -- The quality of the job improvement targets does not vary by the degree of participation by the administrator and teacher in the development of the targets.

Are job improvement targets written to the areas marked lowest on the summative evaluations?

4. Hypothesis -- There is no relationship between areas marked lowest on the summative evaluation report (SER) and the criteria to which the job improvement targets are written.

Does the administrator and teacher involvement in the development of a job improvement target affect the teachers' perception of its ability to help them become more effective teachers?

5. Hypothesis -- There is no association between the degree of participation of the teacher and administrator in the development of the job improvement target and the teachers' perception of its ability to help them become more effective teachers.

Does the process involved in target development affect the teacher's commitment towards accomplishing the job improvement target?

6. Hypothesis -- There is no association between the procedures and basic job improvement target elements involved in developing the job improvement targets and the perception of the teachers' commitment to accomplishing the job improvement targets.

#### Definition of Terms

1. Commitment: Dedication to fulfill an earlier pledge. A feeling of responsibility towards a prescribed duty.
2. Job improvement target: A supervisory tool used to turn generalizations about a teacher's performance into specific measurable objectives. These are usually developed following summative evaluations and are set for accomplishment during the following school year.
3. Job improvement target quality: The degree of specificity, measurability, and consistency with areas of need indicated on summative evaluations, and the inclusion of a stated criterion, procedure, and timeline for accomplishments, and an appraisal method that includes written documentation and a target date.
4. Management by objectives (MBO): A process by which employees are judged with regard to the accomplishment of clearly specified objectives that are developed out of more broadly stated system-level goals.
5. Participative: A management style characterized by supportive leadership and highly motivated employees who share in the decision-making process. Forces generally reinforce one another and personal

relationships are close, warm, and friendly. High expectation, trust, and confidence characterize the inner workings of the system.

6. Summative evaluation report: An end-of-the-year instrument, completed by a supervisor, appraising a teacher's performance for the year. It usually consists of a Likert-type scale covering the teacher's general performance areas.

7. School Improvement Model (SIM): A project developing a model for the improvement of student achievement in public and independent K-12 schools. This five-year project to link administrator performance, teacher performance, student achievement, and staff development is a consortium endeavor of the Minneapolis Public Schools, Northfield Public Schools, Edina Public Schools, and Breck Schools (all in Minnesota), Spirit Lake (Iowa) Community Schools, and Iowa State University. The investigation is supported by the Northwest Area Foundation and the consortium members.

8. Teacher performance evaluation: An appraisal based upon an analysis or measurement of progress made toward accomplishment of predetermined objectives with the major purpose being the improvement of instruction. It is comprised of the following:

1. rating scales with refined criteria
2. improved observations and conferences
3. job improvement targets for change
4. due process assured for appraisee and appraiser
5. coaching and counseling (clinical supervision).

### Sources of the Data

Five school organizations including Breck, Edina Public Schools, Minneapolis Public Schools, Northfield Public Schools, all in Minnesota, and Spirit Lake Public Schools in Iowa, and Iowa State University have formed a consortium and are involved in a major current study, the School Improvement Model Project (SIM). This project has been described as follows:

The most ambitious attempt to date designed to create a total systems approach from all of the new teacher evaluation technology. SIM endeavors to make four linkages: teacher evaluation, student achievement, and interventions in the form of staff development, instructional strategies and the improvement of leadership (40).

The population for the present study was teachers who were employed in one of the SIM school organizations during the 1981-82 school year and who have a complete set of data submitted to the SIM office.

There were many advantages to using SIM. The large number of subjects with data available and the fact that these data included forced job improvement targets provided a broad spectrum of school size, staff teaching assignments, and abilities in developing job improvement targets. Also, the present writer was a member of the SIM research team from its beginning.

The broad spectrum in school size and the population of this study is illustrated in Table 1.

The shrinkage from number of teachers evaluated (319) to number of teachers surveyed (the 246 teachers with SERs and JITs given to SIM) occurred because of two reasons: all teachers evaluated did not

Table 1. Sample population

	Student enrollment	Teaching staff	District buildings	Buildings in SIM	SERs given to SIM	SERs with JITS	Surveys returned
Breck	800	94	3	3	41	36	30
Edina	6,355	324	7	7	79	55	22
Northfield	2,900	176	4	4	26	26	20
Minneapolis	39,403	2,400	55	15	129	85	33
Spirit Lake	1,283	72	3	3	44	44	43
Total	50,741	3,066	72	32	319	246	148

have job improvement targets submitted to SIM and, because the fourth and eighth grade teachers were quite involved with other research aspects of the project, they were eliminated from the teachers asked to complete the commitment survey.

#### Delimitations of the Study

The School Improvement Model Project was used to define the population of teachers studied. By specifying school organizations in SIM, this investigation will include non-public as well as public school staffs.

The table in the previous section illustrates a delimitation that occurs in research studies from a population shrinkage. Another related delimitation is that the evaluation systems used were developed by a steering committee consisting of representatives of various publics in each school organization. These will differ not only in the forms used but also in the procedures and philosophy relating to evaluation of teachers.

No attempt was made to assess the general classroom climate or the student achievement as a measure of teacher effectiveness. Also, since the linkage between diagnosis and prescription was being studied, only a follow-up mail survey was used wherein teachers were asked to estimate their data. This follow-up mail survey asked only for the teachers' perceptions. There were no interviews.

## CHAPTER II. REVIEW OF LITERATURE

## Introduction

The November, 1979 issue of Family Circle carried an article raising the old charge that "Johnny Can't Read!" and went on to blame his lack of reading skills on the educational practices of today. That same summer, Time Magazine published findings that "Math Skills are Down Again!" blaming current practices and oversimplified textbooks for this lack of skills. Both articles pointed to declining test scores as support for their accusations. Warner, Cooper, and Houston coyly suggested "American education is increasingly caught between uncritical lovers and unloving critics" (81). The 1978 National School Public Relations Association source book, Building Public Confidence for Your Schools, summarizes by stating, "In short, America has lost its confidence in public education" (50). The association asserts that the decline began in October, 1957 when Russia launched Sputnik, beating the USA into space and putting doubt to the fact that the American education system was the best in the world.

From that point on, public education in this country was no longer a closed society, answerable only to itself. According to the 1981 Gallup Poll report,

Since 1974, when this rating series was first introduced, there has been a decline in the ratings given by the public schools. The decline came to a halt in 1980 and the 1981 survey provides further evidence that the downward trend has ended at least for the present (21).

To regain the public confidence, even with the slight upturn in national scores in 1982, school personnel must continue to improve achievement of students in the academic areas.

#### Attempts to Improve Public K-12 Education

Presently, a number of approaches are being tried to overcome this low student achievement. They include better instructional materials, the use of more technology, improving the skills of teachers via staff development, better preservice training or more indepth screening of beginning teachers by competency tests, and attempts to improve the entire school organization. The latter approach is called the "effective schools" movement (8).

Although the "effective schools" movement is a relatively recent phenomenon, 22 states have developed school improvement strategies that are consistent with elements of that research (Education Week, September 22, 1982). The efforts range from comprehensive multi-faceted approaches to narrower, highly specific programs. Colorado, for example, has programs in seven different areas. New Mexico tests both students and teachers. Iowa has no plan state-wide but has districts and independent schools which individually serve as outstanding models. Three general characteristics that apply to most states' effort are consonant with the "effective schools/effective teachers" research carried out in the seventies. First, schools rather than individual classrooms or entire districts are the unit of educational improvement. Second, a total-systems approach to management and curriculum delivery is used focusing on basic skills



and carefully planned from goals to evaluation. Third, many of the programs center on collecting data about the performance of all parties involved: board members, administrators, teachers, and students. These longitudinal data are used for feedback and planning purposes to identify teachers' needs and improve the delivery system used in staff development and curriculum planning. The present investigator will focus specifically on improving the teacher's performance within the classroom (Good and Brophy, 23; and Hunter, 32). A number of researchers have used either a clinical approach (71) (Clinical PDP--Erline Minton; Essential Elements of Instruction--Ernest Stakowski) or a press for accountability in the form of more stringent teacher performance evaluations. This study is intended to improve the latter while using some of the strategies of the former. That is, teacher performance evaluation wherein the teacher's performance is measured will be enhanced by adding a clinical flavor at the end of the cycle. This flavor is the written agreement for change, written by the teacher and the evaluator.

It is the opinion of this writer that teacher performance evaluation is not well done and is a burdensome chore for most school principals or headmasters.

#### Teacher Performance Evaluation -- As it is Today

In a particularly useful study for this review, McLaughlin (44) and a research team employed by The Rand Corporation studied 32 school organizations with well-developed teacher evaluation programs. These local educational agencies (LEAs) were located in 24 states. At each

location, the Rand team interviewed the individual having primary responsibility for teacher evaluation and collected relevant source data.

In summary, they found:

Differences in the teacher evaluation practices we examined are substantial. Although in broad outline LEA practices look the same, they diverge as local implementation choices are made. Our preliminary assessment of local teacher evaluation activities leads us to conclude that there is in fact little consensus about 'best practice,' viz., there is scant agreement about instrumentation, frequency of evaluation, the role of the teacher in the process, or how the information could or should influence other district activities. In our view, this lack of consensus signals more than differences in notions of practices appropriate to a particular setting. It points, we believe, to the fact that teacher evaluation presently is an under-conceptualized and underdeveloped activity. To this point, although almost all districts we investigated had one or more particularly strong features, only a few districts had teacher evaluation practices that appeared to represent a well-developed system in which relationships among various evaluation activities were thought through, and relationships between teacher evaluation and other district practices were established.

The shortcomings of almost all of the evaluation systems were:

1. role conflict for the principals asked to evaluate the teacher and yet be a colleague
2. too time consuming
3. teacher resistance or apathy
4. lack of uniformity or consistency across school buildings
5. inadequate training for evaluators
6. the difficulty of evaluating secondary school staff and specialists.

Teacher performance evaluation did have a pay-off, viz., improved teacher/administrator communication and increased teacher awareness of instructional goals and present classroom practices. Even in the less-developed teacher evaluation systems, the process of evaluation -- pre-observation conferences, observation, and post-evaluation meetings -- contributed substantially to improved teacher/principal relationships and a sharpened awareness about the goals and process of instruction.

McLaughlin also saw two advantages of teacher performance evaluation that are specifically based on "written agreement" activities. They were: "...teacher evaluation, in short, appears to have enormous potential as a tool for improving communication, clarity, and a sense of task in the 'loosely-coupled' arena of districts, school buildings, and classrooms. Secondly, the traditional isolation of the classroom teacher and infrequent opportunities for feedback are somewhat overcome by the discussions about standards of good practice" (Rand, p. 14).

The Rand sample had a majority of LEAs (28 of 32) concluding the post evaluation conference with a written agreement between the teacher and the evaluator about a plan of action based on the observation results. Such a written agreement is called a Professional Improvement Commitment by Redfern (60), a Job Improvement Target by Stow (72) and Manatt at Iowa State University, and Professional Growth Targets by school organizations influenced by Hunter.

Whatever the written agreement is called, improved teaching effectiveness and increased student learner outcomes is its goal.

This challenge of better teaching for better learning has stimulated many research studies. Medley (46), Ryans (69), Hunter (33), and Manatt, Palmer, and Hidlebaugh (42), to name a few, have identified certain teacher behaviors which correlate positively with teacher effectiveness and student learner outcomes. According to Cruickshank and Applegate (11),

If we hope to improve teaching we must encourage practitioners to practice their art with an eye toward improvement. What seems to be needed is a strategy by which teachers can engage in teaching and then, with the help of others (teacher evaluators), gain insights that will lead to improvement.

As mentioned before, the research is available on productive teaching behaviors that can help teachers with this needed improvement (52). Productive administrative leadership has been part of the problem. Leese (37) feels that "few schools provide teachers with adequate descriptions and discussion of what is expected, what is satisfactory, and what is disapproved in areas like these (teaching behaviors)." In the past, according to Goode and Brophy (23), this has been the case because "teachers seldom receive direct, useful feedback about their teaching." DeVaughn (13) reiterates, "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." Edmonds concluded that the first of five characteristics of an effective school is "the principal's leadership and attention to the quality of instruction" (14). Principals have

been urged to exhibit stronger leadership, undertake bolder initiatives, and demonstrate greater imagination in running their schools (63, 31).

Walker (80) found that structured, principal-delivered inservice training programs on teacher classroom motivational behaviors and student academic motivation were effective at increasing locus of control and intrinsic motivation attitudes of students.

Other recent research at Iowa State University has looked at factors that are associated with the way school administrators rate and affect teaching performance. Frudden (20) found that a study of preinstructional materials by teacher appraisers did not associate with better teacher performance evaluation. Faast (15) found that training teacher appraisers increased their effectiveness at appraising and conferencing. Pinckney (54) found that principals who are effective at human resource management have staffs that are goal oriented, work better together, and are more satisfied with their jobs. Rucker (68) tried to ascertain the relationship between the teaching style of principals and the teaching style of teachers as a source of bias in teacher evaluation. Rucker found no support for this concept. Schycker (70) found that philosophy of education, sex, experience, or attained education did not affect entry knowledge of inservice programs devoted to effective teaching and motivational strategies.

A stable teaching population, teacher surplus, the drive for accountability, rapid changes in educational and classroom technologies, and the amount of research available make improvement of instruction a

necessity (2, 67). The literature of the 1980s insists it is time for administrators to become leaders and put teacher improvement of instruction as their number one priority.

Bolt and Rummel (6) reported in Management Review that 85 percent of today's poor productivity in American industry, as W. Edward Deming believes, can be traced to faults in the company's management system. That leaves only 15 percent caused by the labor force!

Leadership has been defined as "the ability which enables an individual to get other people to do willingly what they have the ability to do, but might not spontaneously do, on their own (35). The teacher evaluation system, a vehicle already in place in most schools, conducted properly will enable administrators to carry out this vital function. Redfern believes that evaluation and supervision can be compatible functions of an administrator (59). The problem with using this principal function is that for years, supervision and evaluation have held negative connotations for both evaluators and evaluatees (22, 66, 60, 34, 36). Most current personnel evaluation programs don't work because they are not designed, developed, or implemented to improve performance (61). The problem according to DeRoche (12) is that "Most school districts have a method of teacher evaluation that is a result of negotiations between the teachers' union and the board of education. In most cases, the plan includes an agreement of the assessment form to be used, the number of scheduled and unscheduled classroom visitations, the use of the results, procedures for appeal of a decision, and the like. Frank agrees that "Conventional

programs fail to meet with the approval of staff to provide a satisfactory method for administration to bring about positive instructional change" (19).

Teacher evaluation has taken different forms over the years from rating of personal traits to lists of characteristics of descriptive statements of behaviors deemed essential by supervisors as manifestations of successful achievement to job descriptions and evaluation based on job content (64). Sweeney and Manatt have researched the teacher evaluation state of the art and remarked, "While an optimist might describe teacher evaluation as chaotic, our cynical inclination forces us to be less charitable." They go on to say, "The challenge to educators is to wed theory and practice and enrich both to the extent that they improve and guarantee teacher competence" (77).

"A new orientation toward teaching personnel evaluation is essential. It has to become a positive process. It must serve able and effective teachers as well as meet the needs of the less successful" (31). It must be done with "the adversary role that so often exists changed to one of understanding and cooperation" (19). Administrators must go beyond the standard practice and realize that "identifying weaknesses is merely the start and not the end to the process" (12).

Baldwin reasons, "The school administrator must use systematic planning, execution, and evaluation of programs, ideas, and personnel to insure the best product possible" (4). Pharis claims evaluation

should be "a matching of intent to results, a comparison of what is expected to happen and what did happen" (53). Stow found that "Performance appraisal centering on teacher effectiveness criteria coincided with extraordinary results in standardized test scores" (73). An effective approach to teacher evaluation now seems to be the development of job standards, position expectancies, and the description of exemplary accomplishments. This has come about because the accountability movement in the late 60s and early 70s introduced a different set of criteria, shifting the emphasis to results or outcomes of the educational process. A diagnosis of teacher performance based on the job standards followed by agreement on areas for job improvement and the development of a plan for improvement seem to provide many missing ingredients in evaluation procedures of the past. This approach, called the "Redfern Approach," the Job Target, PICs, or JIT approach, has borrowed many concepts from industry's MBO and, when tied with clinical supervision, has made teacher evaluation a more "open, helpful, and humane process" (9). Redfern (58) believes,

Evaluation actually should be regarded as a diagnostic process, enabling individuals and their evaluators to focus on appropriate objectives, objectives that, if accomplished, will produce better and more effective services. Evaluation is a means, not an end. It can and should produce feedback that can be used to alter performance techniques and strategies.

Building level administrators are concerned with integrating teacher evaluation activities and outcomes into program operations and an established organizational climate. Principals are looking for results-oriented evaluation systems that are objective, not



overly time consuming and feasible in the organizational context (28).

#### The Written Agreement

The job target approach provides for a clearer understanding of performance expectations, establishes a positive working relationship between evaluator and evaluatee, and causes teachers to make evaluation a more serious part of their lives. It also helps the "development of trust, creates higher levels of confidence, and puts a stronger emphasis on improvement of instruction" (62, 65).

Many school districts have tried to implement this process to varying degrees of success (25, 34, 55). A major contributor to the success of the program appears to be the attitude and abilities of the principal (1). Knowledge of effective teaching skills is essential on the part of the principal because as Berliner states, "What's important is somebody who knows the skill in question is in the classroom and provides feedback" (7). The principal's ability to bring a needed change to the awareness of the teacher in a clear motivational way affects the teacher's desire to change (24).

When a staff member perceives that others expect them (sic) to succeed and when the climate, social relations, and rewards promote this expectation the staff member is more likely to believe that they (sic) can and will succeed and will behave accordingly" (56).

As Fournies has stated, "The manager's job is not to manage results but to manage those aspects of performance (behavior) that will cause the result" (17).

### Elements of a job improvement target

In establishing the target, the elements and determiners of a quality job improvement target must be considered. According to Redfern (61), the elements of a quality job target are:

1. the person responsible
2. a plan of action with a time frame
3. the desired outcome
4. a method of documentation of achievement
5. a monitoring system
6. a commitment on the part of the evaluator
7. the allocation of resources needed.

According to Stow (72),

A quality job target is: written clearly and concisely; should state the results which are expected to occur, along with a statement of how the target will be measured; monitored for the specific purpose of documentation; includes a starting date and completion date as well as planned status reports; and should be assigned priority of importance as compared with others in the overall plan.

### The process currently used in establishing job improvement targets

Improving instruction is strongly dependent on the principal's ability to communicate effectively with teachers in conferences (76). The job target approach calls for more conferencing than most other evaluation techniques. Conferences are held throughout the process. From the beginning of diagnosis to the end of assessment of achievement, frequent communication between evaluator and evaluatee is essential.

The setting of the job improvement target has been done by the teacher, the administrator, and in some cases mutually developed by both. Some researchers (27, 38, 59) feel the evaluator and teacher should jointly establish individual targets, an action plan, and measurable progress indicators.

Many articles have been written on the process of evaluation by use of job targets (3, 5, 18, 22, 26, 43, 47) using different terminology. The following diagram is an attempt to combine and simplify the terminologies used by the various authors. The process begins with describing the teaching task and setting standards. This cyclical approach can be developed over any time frame mutually agreed upon by evaluator and evaluatee.

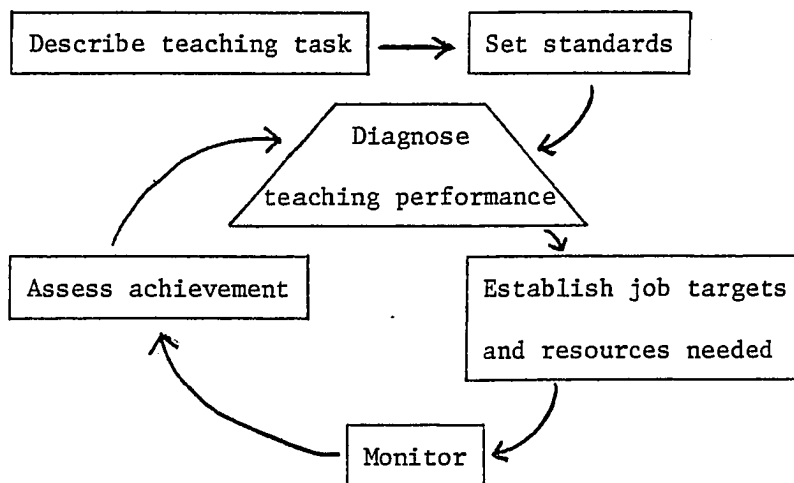


Figure 1. Teacher evaluation via job improvement targets

The job improvement target should be written following the end of the cycle conference and should be implemented at the beginning of the next evaluation cycle. It should be based on an area in need of improvement as shown on the summative evaluation report. It should be a target that both the teacher and evaluator feel will improve the teacher's effectiveness.

A plan of action for completing the job improvement target should be agreed upon. The administrator's responsibility becomes one of monitoring and providing the resources necessary for its completion.

Monitoring can be done by scheduling and holding periodic conferences with the teacher to appraise the progress, offering suggestions, and determining if additional resources are needed. These conferences should be conducted in a positive atmosphere, one that communicates to the teachers that any possible help will be given to enable them to complete the target. It should be remembered that the plan of action is just that, a plan, and flexibility should be a major part of the monitoring of the target. If unavoidable circumstances arise that throw off the plan, it should be remembered that the end result is what is most important.

At the end of the cycle, the performance of the teacher is assessed. This evaluation is based on the completion of the job target. Data collected during the monitoring phase will be used, with the final results being the most important consideration. At this conference, plans are made for the following cycle. "What is

done in this conference is important but how it is done is crucial" (61). Here the evaluator must capitalize on the concept of partnership.

The elements and determiners of quality job targets help to develop a mutual understanding of what is expected from the evaluatee. Processes have been discussed on how to develop the job targets. However, a search of the literature does not shed any light on the most effective method as far as developing commitment on the part of the teacher.

Redfern, recognized as the father of the job target approach, has written extensively on how to establish a job target. Redfern seems to feel, once written, job targets will automatically lead to commitment:

With improvement of teaching effectiveness as the primary focus, performance improvement commitments should (a) be limited in number -- usually 3-5; (b) contain a description of the evaluatee's intentions; (c) describe how evaluatee plans to achieve each objective; and (d) indicate how and when the evaluatee and evaluator will know that objectives have been fulfilled.

Every time an improvement objective is written, three simple questions must be answered: What am I to do?; How am I to do it?; How will I know when I've achieved the objective? (60).

#### Summary

Obviously, well-written objectives should be challenging, realistic, measurable, and commensurate with the resources available. In addition, with today's emphasis on educational accountability, both evaluatee and evaluator should carefully consider the type of objectives

established. Will the commitment emphasize measurable outcomes (product type) or will it stress activities or actions which, if successful, will promote a desired result (process type)? Individuals who choose to develop and carry out product objectives are willing to be evaluated on measurable outcomes. The "bottom line" in this approach is a measurable result that can, if required, be described to a variety of school publics.

The writing of sound objectives can be difficult. James Boren (60), president of the International Association of Professional Bureaucrats (INATAPROBU), identifies some typical concerns when he chides administrators for "fuzzifying" objectives -- making them too broad, too trivial, too ambitious, too unrealistic, or too numerous. With tongue in cheek, Boren says: "I do not object to setting objectives so long as the objectives are fuzzified. If one fuzzifies the objectives, then it's possible to have them adopted much more rapidly than if they were not fuzzified, because everyone can then interpret them to mean whatever they wish."

In writing precise, sound objectives, the emphasis must be upon priority needs that are appropriate to the evaluatee's job responsibilities. Their development should involve the evaluatee and evaluator (and perhaps others) and should be realistic in terms of available time. In addition, the "Redfern plan" emphasizes information and support of the evaluatee, follow-up and reinforcement for each objective, and a clear understanding of what all persons affected by the objective can expect to gain.

To achieve its objectives, a plan of action should include assistance from other professionals and colleagues. A number of questions should be asked to make the plan effective (60).

What is the evaluator's role in assuring that objectives will be accomplished?

Who will act as a monitor during the evaluation process, and how often will special feedback be given to the evaluatee?

How often will observations occur, and by whom?

How will other feedback about the evaluatee's activities and objectives be obtained from colleagues and students?

Can enough supporting information be obtained by the evaluatee and others so that an adequate progress check can be completed at midpoint in the total process?

Who will be responsible for securing these resources and materials?

Figure 2 is Redfern's model in which he attempts to graphically illustrate the preceding questions in the cycle.

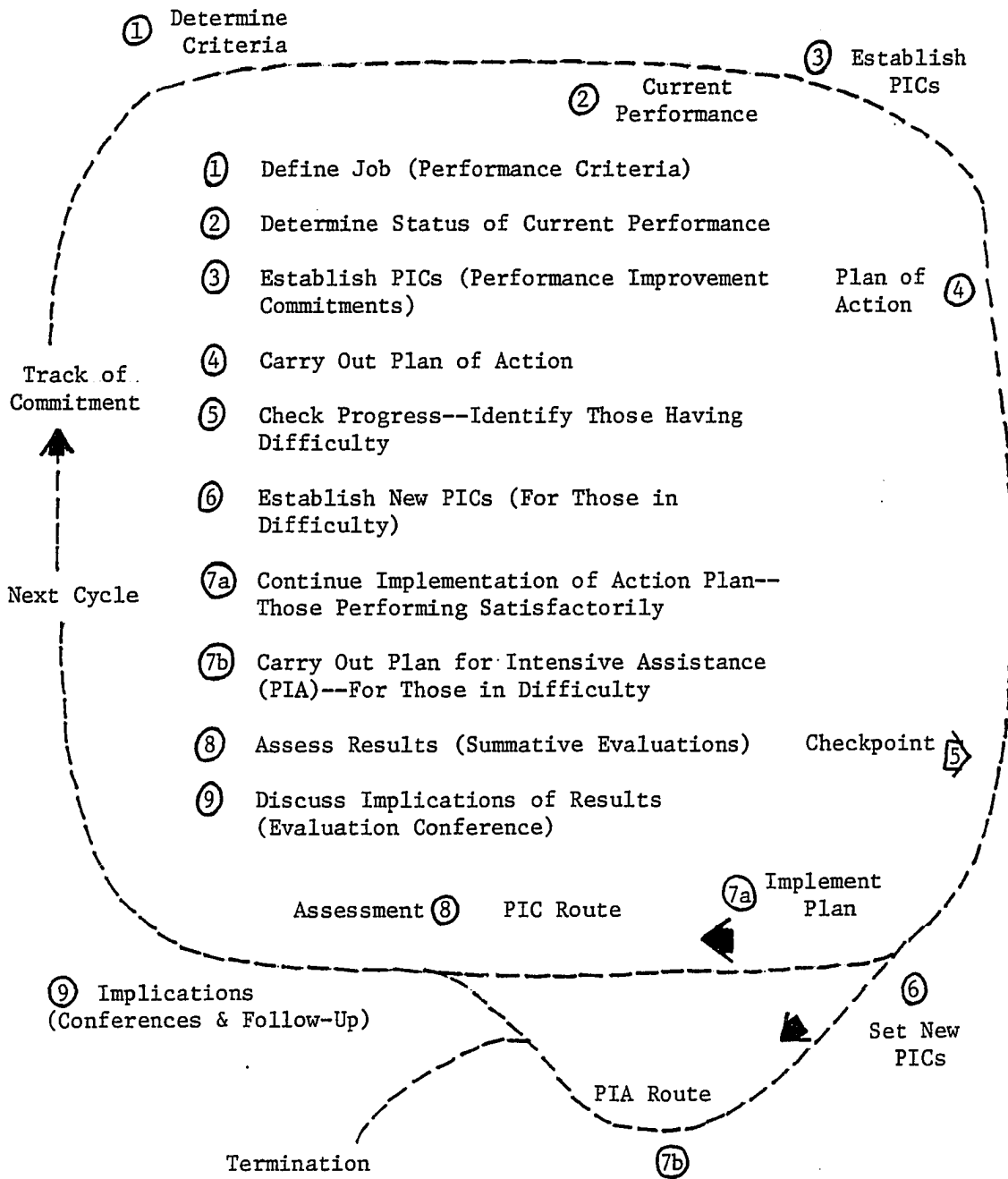


Figure 2. The Redfern model for job improvement (60)



## CHAPTER III. METHODOLOGY

The purpose of this study was to analyze the job targets written for, by, or with teachers and the elements of the target and/or process of its development that affect a teacher's commitment to accomplish the target. Attention was focused on 1) the teacher summative evaluation report, 2) the quality of the target, 3) the teachers' perceptions of the target, and 4) the teachers' commitment to accomplishing the target.

This chapter describes the methods and procedures that were used to gather and analyze the data required for the study. It has been divided into two major sections. The first section, "Collection of Data," describes the sample, the instrumentation used to collect data for the study, and collection of data procedures. The second section, "Analysis of Data," reviews the analysis of data procedures and the statistical methods in the treatment of the data.

The rationale for the study, simply put, is that principals need all the assistance possible to be the instructional leaders teachers, parents, and school boards expect them to be. The development of teacher job improvement targets is a powerful tool to use in providing that instructional leadership. The quality of job improvement targets written today and the elements that affect teacher commitment to completing these targets have led this investigation to the following six purposes and hypotheses:

1. To determine the quality of teacher job improvement targets written in today's schools; the quality of job improvement targets written is low and does not vary by school size.

2. To determine if the quality of job improvement targets varies according to teachers' subject areas or grade levels; the quality of teacher job improvement targets which are written does not vary by subject areas or grade levels taught.

3. To determine if the quality of the job improvement target is affected by the teachers' perception of the administrators' or teachers' involvement in its development; the quality of the teacher job improvement target does not vary by the teachers' perception of the degree of participation of the administrator or teacher in the development of the target.

4. To determine if job improvement targets are written to the areas marked lowest on the summative evaluation report; there is no significant relationship between areas marked lowest on the summative evaluation report (SER) and the criteria to which the job improvement targets are written.

5. To determine if the teachers' perception of the degree of administrator and teacher involvement in the development of job improvement targets affects the teachers' perception of the ability to make them more effective teachers; there is no association between the teachers' perception of the degree of participation of the teacher and administrator in the development of the job improvement target and

the teachers' perception of its ability to make them more effective teachers.

6. To determine if the factors and process involved in developing job improvement targets affects the teachers' commitment towards accomplishing the job improvement target; there is no significant relationship between the factors and process involved in developing the job improvement targets and the perception of the teachers' commitment to accomplishing the job improvement targets.

The present investigation materials and methods were generated by the School Improvement Model consortium (41). The school organizations' head administrators were contacted and each agreed to have principals provide complete summative evaluation reports and job improvement targets for teachers evaluated during the 1981-1982 school year. They were also asked to assign six digit identification numbers to all staff members. The first digit represented the school district, the second digit represented the school building, the third was for the administrator, and the last three were for the specific teacher.

In order to measure the effectiveness of the teacher job improvement targets, it was necessary to take the following steps: Step 1 -- compilation of all summative evaluation reports, (all five SIM organizations submitted their teacher summative evaluation reports to this investigator during the summer of 1982; Step 2 -- accumulation and rating for quality of the job improvement target for each teacher during the summer of 1982 by eight trained raters; Step 3 -- survey of all teachers on their perceptions of the job improvement target during

the fall and winter of 1982; and Step 4 -- statistical analysis of the data during the spring of 1983.

#### Subjects

The sample for this study consisted of 246 teachers, all employed during the 1981-1982 school year in five school organizations that, together with Iowa State University, form the SIM consortium. Thirty-two school buildings supplied the data for this investigation. They represented three categories determined by size: 15 from a large school district (Minneapolis), 11 from medium school districts (Edina and Northfield), and six from small school districts (Breck and Spirit Lake).

#### Instrumentation

During the 1982-1983 school year, with the aid of an expert panel of SIM staff members, a quality-rating form for job improvement targets was developed at Iowa State. The first draft of the rating form was presented to selected staff members of SIM for review and suggestions. Their suggestions were incorporated into a refined copy of the rating form and it was field tested by seven raters for interrater reliability. Four sessions were held to refine and revise the instrument before the final form was decided upon. This form was designed to determine: 1) if the job target was written specifically (stated in exact terms), and measurably (able to determine degree of accomplishment), 2) if it was consistent with the summative evaluation report, and 3) if it included the following -- the criterion it was based on, a plan

of action with a timeline, the method of appraisal, completion date, and method of documentation of completion (see Appendix).

A survey instrument was developed to examine factors related to the commitment of teachers to complete the job improvement target. The first draft of this instrument was submitted to an expert panel comprised of professors of education at ISU for review and suggestions. Their suggestions were incorporated into a refined form of the questionnaire. The questionnaire asked teachers for their following perceptions: 1) the participation of the administrator and teacher in the development of the job improvement target, 2) the usefulness of the job improvement target, 3) the probability of being evaluated on the accomplishment of the job improvement target and the teacher's commitment to completing the job improvement target (see Appendix).

#### Data Collection Methods and Procedures

All teachers were assigned computer numbers at the beginning of the SIM project. This allowed for anonymity as only their numbers were used on all forms for this investigation. During the 1980-81 school year, year one of the four-year project, each of the five school organizations developed district philosophies, procedures, and instruments for teacher evaluation. The 1981-82 school year was the implementation year for these procedures and instruments.

Following the 1981-82 school year, summative evaluation report (SER) forms were completed by the teacher evaluators and job improvement targets (JITs) for each teacher evaluated were written in all five school organizations. These were submitted to the SIM office

and, in Phase I of this study, the SERs were compiled and the teacher job improvement targets were rated on the technical quality of their content.

The JIT quality rating procedure consisted of eight trained people, working in pairs, rating the targets on a weighted 20 point scale (see Appendix). Dr. Shirley Stow of Iowa State University, an experienced trainer of administrators in the use of job improvement targets, worked for three sessions training the raters (a team of researchers, graduate students, and other SIM personnel) to identify each of the criteria involved in determining the quality of the target. The quality of the job improvement target was determined by evaluating its elements and assigning points to each element. From one to three points were assigned based on the first element (degree of specificity and measurability). A vaguely-written job improvement target would receive one point, while a specific and measurable one would receive three points. If the job improvement target included a procedure for achievement, it would receive one point. If this procedure was complete and clear, two points were awarded. Including a timeline for completing this procedure gained another quality point for the target. An appraisal method included was worth one point, while if this appraisal was complete and clear, it was worth two points. A target date for completion was worth one additional point.

These individual item ratings were weighted and an overall quality rating (possible 20 points) was computed for each job improvement target. For this computation, weighting was determined by the

relative importance of each of the items in the overall quality of the job improvement target. Weightings were assigned as listed in Table 2.

Table 2. JIT quality point scale

Item	Possible points	Weighting	Total points possible
Specificity and measurability	3	4	12
Procedure	2	1½	3
Timeline	1	1	1
Appraisal method	2	1½	3
Target date	<u>1</u>	1	<u>1</u>
Total	9		20

Agreement between the pair of raters was reached for each target before the point total was final. Each of the pairs of raters was given an identical job target and a rating form and required to assign a point total using the criteria provided. The two raters then compared point totals. Where the difference was two or less, the scores were totalled and a quality rating was assigned to each job target. For any job target where the difference was more than two, a third rater was asked to assign a quality rating based on the same criteria. The third rater's score was then totalled with the score from the first pair that most closely agreed and a quality rating was assigned to the job target. In the rating of the 246 job improvements, this was necessary only 11 times.

In Phase II of the study, teachers were asked to rate their commitment to completing job improvement targets, their perceptions of the effectiveness, and the developmental process involved in establishing the job improvement target. (The instrument designed to capture these data is also in the Appendix.) Approximately nine weeks into the 1982-83 school year, a designated staff member (the SIM field coordinator) received copies of the instruments with the identification number for each selected participant. They were responsible for the following: 1) disseminating an informational letter and teacher survey instrument, 2) fielding teacher questions regarding the questionnaires, and 3) collecting all completed teacher instruments and returning them to this investigator in the prepaid envelope provided.

Teachers were asked to complete the instrument within two weeks. After a period of three weeks, a telephone call was made to the SIM field coordinators who had not returned the completed instruments, as a reminder that the instruments had not been received. Data collection was terminated two weeks after that telephone call. These procedures obtained results from 146 (59.7 percent) of the 246 participants in the study. All of the 146 teachers who returned survey instruments had summative evaluation reports and job improvement targets on file at Iowa State University. Therefore, the study included 146 usable questionnaires. Table 3 in Chapter IV shows the breakdown of questionnaires mailed and returned by district.



## Analysis of Data

After the completed survey instruments were received, the data were coded and prepared for transfer to key punch cards for computer analysis at the Iowa State University Computer Center. Statistical treatment of data was performed by the Iowa State University Computer Center using the Statistical Package for the Social Sciences (SPSS) (48). Descriptive statistics (means and standard deviations) were computed to examine the relative value of study variables. Three statistical techniques were used to determine significant statistical differences: one-way ANOVA, chi-square, and multiple regression.

One-way ANOVA ( $X_{ij} = \mu + \alpha_j + e_{ij}$ ) (30) was used to determine if the quality of teacher job improvement targets written varied by teacher subject areas or grade levels. In this equation,

$X_{ij}$  = the  $i$ th score in the  $j$ th group

$\mu$  = the grand mean of the population

$\alpha_j = \mu_j - \mu$  = the effect of belonging to group  $j$

$e_{ij}$  = "random error" associated with this score.

The following was developed after administering this statistical treatment:

Source of variation	Sum of squares	Degrees of freedom	Variance estimate or mean square	F-ratio
Between	$\sum_{j=1}^k n_j (\bar{X}_j - \bar{X})^2$	$k-1$	$MS_B = \frac{SS_B}{k-1}$	$\frac{MS_B}{MS_W}$
Within	$\sum_{j=1}^k \sum_{i=1}^{n_j} (X_{ij} - \bar{X}_j)^2$	$N-k$	$MS_W = \frac{SS_W}{N-k}$	
Total	$\sum_{j=1}^k \sum_{i=1}^{n_j} (X_{ij} - \bar{X})^2$	$N-1$		

A Scheffé was used to determine which groups (teachers, administrators, or a combination of the two) were significantly different in association with a teacher's perception of the JIT's ability to increase effectiveness. A Scheffé was also used to determine which size of school organization (large, medium, or small) was significantly different in the quality of teacher job improvement targets.

The test statistic for the Scheffé method is (30):

$$F = \frac{(\sum_j \bar{X}_j)^2}{(MS_w) [\sum_j (C_j^2/n_j)]} .$$

A chi-square was used to determine if JITs were written to areas marked lowest on the summative evaluation reports. Chi-square is a test of statistical significance. It helps us to determine whether a systematic relationship exists between two variables. This is done by computing the cell frequencies which would be expected if no relationship is present between the variables given the existing row and column totals (marginals). The expected cell frequencies are then compared to the actual values found in the table according to the following formula:

$$\chi^2 = \sum_i \frac{(f_o^i - f_e^i)^2}{f_e^i}$$

where  $f_o^i$  equals the observed frequency in each cell, and  $f_e^i$  equals the expected frequency calculated as

$$f_e^i = \left( \frac{c_i r_i}{N} \right)$$

where  $c_i$  is the frequency in a respective column marginal,  $r_i$  is the frequency in a respective row marginal, and  $N$  stands for total number of valid cases (48).

A multiple regression was used to determine which of the factors involved in the development of teacher JITs affected the teachers' perception of their commitment towards accomplishing the JIT. Commitment was used as the dependent variable and the other eight items on the teacher survey were used as the independent variables. The test statistic for the multiple regression is (30):

$$y = b_{yx} + a_{yx}$$

where  $b_{yx}$  is referred to as the regression coefficient, and  $a_{yx}$  is referred to as the regression constant. In this equation,  $y$  = the predicted score,  $b$  = the slope, and  $a$  = the  $y$  intercept.

## CHAPTER IV. FINDINGS OF THE STUDY

## Introduction

The purpose of this chapter is to report the results of an analysis of the quality and effectiveness of teacher job improvement targets written by teacher evaluators in the SIM project during the school year 1981-82. This chapter is divided into two sections: 1) Descriptive Data -- frequencies and means, and 2) Findings - Hypothesis Testing -- using the following statistical tools to analyze the data: one-way analysis of variance to test the factors that affect the quality of job improvement targets (JITs) and the teachers' perception of its helping to improve teacher effectiveness; chi-square to determine if job improvement targets are written to identified teacher needs; and stepwise, multiple-regression to test the factors in establishing JITs that affect teachers' perceptions of their commitment toward completing the JITs.

The data were collected from a sample of 246 teachers in five school organizations located in Minnesota and Iowa. Four instruments were used to collect the data: 1) completed summative evaluation forms were used to determine teachers' areas of strengths and weaknesses; 2) 246 job improvement targets were collected to determine the area of focus for improvement; 3) an instrument used to determine the quality rating of the job improvement targets was developed by a research team at Iowa State University (ISU); and 4) an instrument used to determine the factors that affected the teachers' perceptions

of their commitment to completing the job improvement target was also developed.

#### Descriptive Data

Table 3 presents the distribution of teachers (by school organization size) who submitted SERs and JITs. Also included in Table 3 are the mean quality ratings of the JITs classified by school organization size, based on a range of 1 (low) to 20 (high).

Table 3. Job improvement target quality means by school size

School size	Number	Mean quality rating of JIT
	N=148	Range = 1 (low) to 20 (high)
Small	73	8.13
Medium	42	12.67
Large	33	9.80
Total	148	9.79

The variables selected about the teachers for analysis were grade level(s) and subject(s) taught. Table 4 shows the distribution of 77 teachers by grade level(s) taught and the mean quality rating of their job improvement targets. While the largest group (31) consisted of teachers of grades 10-12 and the smallest group (12) included the K-3 and 4-6 levels, there was little variation in the quality means of the job improvement targets. The reason for the smaller number of subjects

was that some teachers did not complete that section of the commitment perception instrument.

Table 4. Mean quality rating of teacher JITs by grade level

Grade level	Number	Percent	Mean quality rating of JIT
	N=77 <sup>a</sup>		Range = 1 (low) to 20 (high)
K-3	12	15.6	9.25
4-6	12	15.6	9.71
7-9	22	28.5	10.91
10-12	31	40.3	9.85
Total	77	100.0	10.04

<sup>a</sup>The shrink from 246 to 77 was due to the failure of some subjects to respond to this questionnaire and failure of some respondents to complete this portion of the questionnaire.

Table 5 contains a distribution of teachers classified by subjects taught. Nearly all secondary school subjects were represented in the study. However, with a sample reduced to only 79, some subjects were combined in like groups to increase the size of the cells. The combined subject groups were: 1) humanities (art, foreign language, music, religion, and fine arts); 2) science (biology, general science, and physical science); 3) English; 4) fitness (health and physical education); 5) vocational (home economics, industrial arts, and business education); 6) social studies (social science and history); 7) general (general elementary education and language); 8) special (reading, resource room, gifted and talented, preschool handicapped, and special education); and 9) math (mathematics). The range of mean

Table 5. Mean quality rating of JITs by subject area

Subject	Number	Mean quality rating
	N=79	Range = 1 (low) to 20 (high)
Humanities	11	8.77
Science	4	8.25
English	9	13.06
Fitness	5	10.50
Vocational	6	11.83
Social studies	10	12.10
General	14	9.14
Special	13	9.46
Math	7	10.36
Total	79	10.32

quality rating scores went from a high of 13.06 (English) to a low of 8.25 (sciences). The overall mean for all teachers was 10.32.

#### Commitment perception survey

The teachers were asked to complete a commitment perception instrument. The purpose was to determine the effect different elements and factors involved in the development of JITs had on the teachers' perception of their commitment towards completing that JIT and their perception of its ability to make them more effective teachers.

Table 6 outlines the distribution of 148 teachers and the mean quality rating of the JITs of each group. The groups were divided by the teachers' perception of the administrators' involvement and their own involvement in the development of the JIT. The largest

Table 6. Mean quality rating of teacher JITs by participation of the teacher and administrator in the JITs' development

Teacher perception of participation	Number	Percent	Mean quality rating of JIT
	N=148 <sup>a</sup>		Range = 1 (low) to 20 (high)
Teacher developed	42	28.4	10.18
Teacher dominated, administrator influenced	13	8.8	10.23
Equal participation	62	41.9	10.00
Administrator dominated, teacher influenced	14	9.5	9.64
Administrator developed	17	11.4	7.85
Total	148	100.0	9.79

<sup>a</sup>The shrink from 246 to 148 is due to the failure of some subjects to respond to this questionnaire.

group (62) was comprised of teachers who felt there was an equal participation between themselves and their administrator in the development of the JIT. Over two-thirds of the teachers responded either there was "equal participation to total teacher developed" in the development of the JIT.

Summative evaluation forms reporting teacher performance on a 1 (low) to 4 (high) Likert-type scale were collected and compared to the JITs to see if the JITs were written to areas that were marked lowest on the SER. Table 7 presents the distribution of JITs by school size and performance areas marked on the SER. While 50 percent of the JITs (78) were written to areas that were one of four or more of the lowest marked of the SER, the smallest total (17) was in the



Table 7. Performance areas to which JITs are written compared to performance areas marked lowest of SER

School size	Not one of the lowest	One of 4 or more lowest	One of 3 or less lowest	Weighted mean
	N=146			Range = 1 (low) to 5 (high)
Large	4	25	2	2.87
Medium	17	21	4	2.38
Small	30	32	11	2.48
Total	51	78	17	2.53

category of one of three or less of the lowest marked areas on the SER. These markings were given weighting points of one (for not writing the target to one of the lowest marked performance areas on the SER) to five (if the JIT was written to one of three or less of the performance areas marked on the SER). The overall mean, after applying this weighting for the 146 job targets, was 2.53.

A question on the commitment perception instrument asked respondents to rank (on a Likert-type scale from one (low) to five (high)) if the teachers felt, as they worked on the JIT, it would help them become more effective teachers. Table 8 outlines the data derived from comparing the responses to this question to the teachers' perception of who developed the job improvement target. The highest mean rating (4.35) occurred when the teacher perceived the involvement in developing the JIT was equal. The lowest mean rating occurred when the teacher perceived the JIT to have been developed by the administrator (3.06).

Table 8. Teacher perception of who developed the JIT compared to their perception of the JIT's ability to help them be more effective

Teacher perception of participation	Number	Teacher effectiveness mean rating
	N=146	Range = 1 (low) to 5 (high)
Teacher developed	40	4.15
Teacher dominated, administrator influenced	13	4.31
Equal involvement	62	4.35
Administrator dominated, teacher influenced	14	3.43
Administrator developed	17	3.06
Total	146	4.05

Teachers used a Likert-type rating scale of one (low) to five (high) when completing the nine items of the commitment perception instrument. Degree of commitment was used as the dependent variable and the other eight items: 1) who developed, 2) based on needs, 3) able to complete, 4) determined at summative conference, 5) well-defined procedures, 6) increase effectiveness, 7) adequate time to complete, and 8) assessed on accomplishment, were used as the independent variables. A stepwise multiple regression was used to determine the effect of the independent variables on the teachers' perceived commitment to completing the JIT. Table 9 shows the full and reduced models of this statistical treatment.

Table 9. Elements and factors involved in the development of teacher JITs and their related effect on teachers' perception of their commitment to accomplishing the JIT

JIT development factors	Full model (beta)	Reduced model (beta)
	N=146	
Able to complete	.48	.57** <sup>a</sup>
Increased effectiveness	.28	.36**
Who developed	.38	.13*
Determined at SER conference	.56	
Assessed on accomplishment	.11	
Well-defined procedures	.64	
Adequate time to complete	.47	
Based on low SER ratings	.12	
Multiple R	.71	.67
R "square"	.50	.45
MS regression	10.95	32.84
MS residual	.85	.89

<sup>a</sup>Coefficients in table are standardized regression coefficients.

\*Coefficients are significant at the .05 level.

\*\*Coefficients are significant at the .01 level.

#### Findings and Hypotheses Testing

Next, the means and standard deviations of the data for each area were examined and the results of the statistical analysis were tabled. These are presented as each of the six hypothesis was tested. Hypotheses were tested in the null form.

H<sub>1</sub>. The quality of teacher job improvement targets written today is low and does not vary significantly by school organization size.

This hypothesis was formulated to determine the quality of teacher job improvement targets and variance by school size written during the

1981-82 school year: small (1-2,000 enrollment), medium (2,001-15,000), and large (over 15,000 enrollment).

A quality rating form was designed to evaluate the job improvement targets and establish a quality point for each job improvement target on a scale of 1 (low) to 20 (high). The total quality rating was determined by totaling the points allocated for each of the following elements: specific and measurable, clarity of procedures, timeline for completion, appropriateness of evaluation methods, completion date. Table 10 presents the quality point ranges and the mean ratings of each of the JIT elements as they were written across the five school organizations.

Table 10. Quality point ranges and overall quality means by JIT element

JIT element	Quality point range	Overall mean
		N=146
Specific and measurable	0-12	6.41
Clarity of procedures	0-3	1.27
Timeline for completion	0-1	.22
Appropriateness of evaluation method	0-3	1.10
Completion date	0-1	.80
Total	0-20	9.80

Job improvement targets from 148 teachers were rated; Table 11 outlines a summary of those data. Medium-sized schools have higher quality JITs (12.67) and teachers in small schools have the lowest quality JITs (8.13). A one-way analysis of variance was administered

Table 11. Mean quality rating of JITs by size of schools

Source	Degrees of freedom	Mean squares	F
		N=148	Range = 1 (low) to 20 (high)
Between groups	2	274.35	23.38
Within groups	145	11.73	
Total	147		

School size	Number	Mean quality rating	Standard deviation
Small	73	8.13	3.26
Medium	42	12.67	3.84
Large	33	9.80	3.21
Total	148	9.79	3.91

to the data to determine if the difference was significant. The difference in mean quality ratings was significant at the .01 level. However, on a scale of 1 to 20, the quality of job improvement targets for even the schools with the highest quality rating was low. Therefore, the null hypothesis was rejected. A Scheffé was administered to determine which groups were significantly different.

H<sub>2</sub>. The quality of teacher job improvement targets which are written does not vary significantly by grade levels or subject area taught.

This hypothesis was formulated to determine if the quality of JITs varies according to the teachers' subject area or the grade level they teach. Table 12 presents the data derived by using a

one-way analysis of variance to analyze the quality of JITs in different subject areas. Table 13 reveals analysis of the data derived by using a one-way analysis of variance to analyze the quality of JITs in different grade levels. The subject areas were divided into nine groups: 1) humanities (art, foreign language, music, religion, and fine arts); 2) science (biology, general science, and physical science); 3) English (English); 4) fitness (health and physical education); 5) vocational (home economics, industrial arts, and business education); 6) social studies (social science and history); 7) general (general, elementary education, and language); 8) special (reading, resource room, gifted and talented, preschool handicapped, and special education); and 9) math (mathematics).

Although the range of means was from a high of 13.06 (English) to a low of 8.25 (humanities) on a 0 (low) to 20 (high) point scale, the statistical treatment shows no significant difference ( $F=1.23$ ) at the .05 level.

Grade levels were divided into four groups: 1) K-3, 2) 4-6, 3) 7-9, and 4) 10-12. JITs for grades 7-9 had the highest quality rating mean (10.91), while JITs for grades K-3 received the lowest (9.25). This narrow range of means (1.66) and the statistical treatment shows no significant difference ( $F=.507$ ) at the .05 level. Therefore, the null hypothesis could not be rejected.

Table 12. Quality of JIT by subject area of teacher

Source	Degrees of freedom	Mean squares	F
	N=79		Range = 1 (low) to 20 (high)
Between groups	8	23.17	1.23
Within groups	70	18.80	
Total	78		

Group	Number	Mean	Standard deviation
Humanities	11	8.77	5.12
Science	4	8.25	1.66
English	9	13.06	5.10
Fitness	5	10.50	5.45
Vocational	6	11.83	3.14
Social studies	10	12.10	5.88
General	14	9.14	3.36
Special	13	9.46	3.02
Math	7	10.36	4.14
Total	79	10.32	4.39

Table 13. Quality rating of teacher JITs by grade level

Source	Degrees of freedom	Mean squares	F
		N=246	Range = 1 (low) to 20 (high)
Between groups	3	8.83	0.51
Within groups	73	17.42	
Total	76		

Grade level	Number	Mean	Standard deviation
K-3	12	9.25	2.80
4-6	12	9.71	4.22
7-9	22	10.91	3.78
10-12	31	9.85	4.80
Total	77	10.04	4.13

H<sub>3</sub>. The quality of teacher job improvement targets does not vary significantly by the degree of participation by the administrator and teacher in the development of the targets.

This hypothesis was formulated to determine the association, if any, the participation of the administrator and the teachers' involvement in the development of the JIT had with the quality of the JIT.

To determine this, a one-way analysis of variance was administered to these data. The development involvement was divided into five groups, from a JIT that was totally developed by the teacher (Group 1), to a JIT that was totally developed by the administrator (Group 5). An F-ratio of 1.245 showed that there were no two groups that were



significantly different at the .05 level. In studying these data, it appeared that collapsing the data into three groups might be beneficial. Having completed this, Tables 14 and 15 show quite evidently that, even though a teacher-dominated, administrator-influenced target appears to be of higher quality based on the means, there is still no significant difference in the quality.

Table 14. Distribution of mean quality ratings of teacher JITs by teachers' perception of who was involved in its development (5 groups)

Source	Degrees of freedom	Mean squares	F-ratio
		N=148	Range = 1 (low) to 20 (high)
Between groups	4	18.92	1.245
Within groups	143	15.20	
Total	147		

JIT development group	Number	Mean	Standard deviation
Teacher developed	42	10.18	3.21
Teacher dominated, administrator influenced	13	10.23	3.57
Equal participation	62	10.00	4.51
Administrator dominated, teacher influenced	14	9.64	3.92
Administrator developed	17	7.85	3.15
Total	148	9.79	3.91

Table 15 shows these same data collapsed into three groups to see if this would show a significant difference in quality between groups. Combining the top and bottom cells with the adjacent cells increased the size of each group to include a range of 31 to 62 participants per group.

Table 15. Distribution of mean quality ratings of teacher JITs by teachers' perception of who was involved in its development (3 groups)

Source	Degrees of freedom	Mean squares	F-ratio
		N=148	Range = 1 (low) to 20 (high)
Between groups	2	25.53	1.68
Within groups	145	15.17	
Total	147		

Involvement	Number	Mean quality rating	Standard deviation
Teacher	55	10.19	3.26
Equal participation	62	10.00	4.51
Administrator	31	8.66	3.57
Total	148	9.79	3.91

Even with the combining of the two extremes around the center, the F-ratio equaled 1.64 and no significant difference between groups was found. Therefore, the null hypothesis could not be rejected.

H<sub>4</sub>. There is no significant relationship between areas marked lowest on the summative evaluation report (SER) and the criteria to which the job improvement targets are written.

This hypothesis was formulated to determine if teacher job improvement targets were written to improve performance areas that were marked lowest on the summative evaluation reports. Table 16 outlines the data established by giving targets that were written to a performance area on the summative evaluation report (SER) and was one of three or less of the lowest rated performance areas a point weighting of five (highest on a 1-5 scale). A target written to a performance area on the SER that was marked lowest but was one of four or more marked at that level received a weighting of three points. A target written to a performance area on the SER that was not directed to one of the lowest rated performance areas received a weighting of one point. Although half of the targets were written to areas that were one of the lowest areas marked on the SERs, these were one of four or more marked at the same level of performance. Only 16 targets of the 146 were written to one of three or less areas marked lowest on the SERs. A chi-square was run on the totals to determine if there was a significant relationship between the performance areas marked lowest on the SERs and areas to which the JIT was written. A chi-square of 38.45 was found. A chi-square of 9.21 is significant at the .01 level. Therefore, the null hypothesis was rejected.

H<sub>5</sub>. There is no significant association between the degree of participation of the teacher and administrator in the development of the job improvement targets and the teachers' perception of its ability to help them become more effective teachers.

Table 16. Performance areas to which JITs are written compared to performance areas marked lowest on SERs

School size	Not one of the lowest	One of four or more lowest	One of three or less lowest	Weighted mean
		N=146		Range = 1 (low) to 5 (high)
Large	4	25	2	2.87
Medium	17	21	4	2.38
Small	30	32	11	2.48
Total	51	78	17	2.53

This hypothesis was formulated to determine the effect of teacher and administrator involvement in the development of teacher JITs on the teachers' perception of its ability to increase their effectiveness. Analysis of Table 17 reveals the information derived from applying a one-way analysis of variance to these data. A significant difference was established so a Scheffé was administered to determine which groups were significantly different.

Administering the Scheffé revealed a significant difference between the administrator-developed group and the teacher-developed group. It also showed a significant difference between teachers' perception of job improvement targets developed through equal participation and those that were administrator developed. Those perceived as being developed through equal participation were significantly higher as were the teacher-developed group. Therefore,  $H_5$  was rejected.

Table 17. Distribution of teachers' perception of the ability of a JIT to improve their effectiveness by their perception of who was involved in the development of the JIT

Source	Degrees of freedom	Mean squares	F-ratio
		N=146	Range = 1 (low) to 5 (high)
Between groups	4	7.28	5.82
Within groups	141	1.25	
Total	145		

JIT development	Number	Mean rating	Standard deviation
Teacher developed	40	4.15	1.08
Teacher dominated, administrator influenced	13	4.31	1.11
Equal participation	62	4.35	.87
Administrator dominated, teacher influenced	14	3.43	1.28
Administrator developed	17	3.06	1.75
Total	146	4.05	1.19

$H_0$ . There is no significant association between the procedures and basic job improvement target elements involved in developing the job improvement targets and the perception of the teacher's commitment to accomplishing the job improvement targets.

This hypothesis was formulated to determine what teacher perceived elements and factors involved in developing their JITs had the greatest effect on their commitment to completing the JITs.

A stepwise multiple regression analysis was used to test Hypothesis 6. Table 18 outlines the information derived from administering this statistical treatment. The teachers' perceived commitment to completing

Table 18. Elements and factors involved in the development of teachers' perception of their commitment to accomplishing the JIT

JIT development factors	Full model (beta)	Reduced model (beta)
Able to complete	.48	.57** <sup>a</sup>
More effective	.28	.36**
Who developed	.38	.13*
Determined at SER conference	.56	
Assessed on accomplishment	.11	
Well-defined procedures	.64	
Adequate time	.47	
Based on needs	.12	
Multiple R	.71	.67
R "square"	.50	.45
MS regression	10.95	32.84
MS residual	.85	.89

<sup>a</sup>Coefficients in table are standardized regression coefficients.

\*Coefficients are significant at the .05 level.

\*\*Coefficients are significant at the .01 level.

the JIT was used as the dependent variable. The eight factors and elements involved in the development of the JIT that were analyzed in this investigation were comprised of: who developed, based on low performance areas, able to complete, determined at summative conference, defined procedures, more effective, adequate time, assessed on accomplishment. These eight factors and elements were the independent variables that were regressed on the dependent variable, commitment. This statistical treatment resulted in significance in the prediction

equation. There was a significant positive relationship between the independent variables of able to complete, more effective, and who developed, and the dependent variable, commitment.

Therefore, Hypothesis 6 was rejected. In the prediction equation, "able to complete" accounted for approximately 31 percent of the variance, "more effective" accounted for approximately 12 percent, while "who developed" accounted for an additional 2 percent.

The findings show that two items (able to complete and more effective) significantly (at the .01 level) influence the degree of commitment and one item (who it is developed by) significantly affects commitment at the .05 level. Following these three items, the amount of effect diminishes rapidly.

CHAPTER V. SUMMARY, CONCLUSIONS,  
LIMITATIONS, AND RECOMMENDATIONS

Summary

A contemporary problem facing educational leaders is the need to continually improve the teaching/learning situations occurring in the classroom. Many researchers have investigated this problem and recommended different techniques, methods, and materials. A review of the literature indicates that rarely have researchers investigated the processes and factors involved in increasing a teacher's commitment towards improvement. This is especially true in the area of teacher evaluation followed by the establishment of job improvement targets.

This investigation examined not only the factors and processes involved in establishing job improvement targets and their relationship to a teacher's commitment at completing same, but also rated the quality of job improvement targets written.

The major tasks involved in this study were the development of a rating form for determining the quality of job improvement targets, the collection and rating of 246 JITs as well as collecting the corresponding summative evaluation reports. The final major task was developing an instrument and surveying the 246 teachers to determine the teachers' perceptions of the factors and processes that went into the development of their JITs and their commitment to completing the JITs.

During the 1981-82 school year, 246 teachers from four school organizations in Minnesota and one in Iowa participated in this



investigation. Summative evaluation reports were completed, job improvement targets set for each teacher, and 148 teachers completed and returned a survey sharing their perceptions of the process and factors involved in the establishment of their JITs and their commitment to completing the targets. The findings will be summarized in two parts: 1) Descriptive Data and 2) Data Analyses.

### Descriptive Data

#### Characteristics of the sample

The data were collected from 246 teachers representing 32 school buildings from five different school organizations. The five school organizations were located in Minnesota (4) and Iowa (1) with one of the Minnesota school organizations being a private school. The school buildings were characterized, by their district size, as large (15), medium (11), and small (6). The teacher numbers were divided between these district size categories as follows: small (80), medium (81), and large (85). From this group of 246 teachers, 148 returned commitment surveys.

The 148 teachers represented approximately 60 percent of the original sample population. This sample included 12 teachers from grades K-3, 12 teachers from grades 4-6, 22 teachers from grades 7-9, 31 teachers from grades 10-12, and 71 that did not list their grade level. The subject areas of these teachers were representative of the total school curriculum.

### Quality of teacher job improvement targets

Job improvement targets (JITs) were collected from the five school organizations. These 246 targets were rated for their quality based on the following five elements: specific and measurable, clarity of procedures, timeline for completion, appropriateness of evaluation methods, and inclusion of a completion date. The overall average quality rating of the 148 JITs was 9.79 on a scale of 1 (low) to 20 (high).

### Data Analyses

The results and analyses of the data on both the quality ratings and the factors and elements that affect teacher commitment towards completing job improvement targets (JITs) are summarized in this subsection.

### Quality of teacher job improvement targets

Teacher JITs were rated for quality based on the following five elements: the degree of specificity and measurability, the clarity of procedures, the appropriateness of the evaluation methods, and the inclusion of a completion date. Based on these criteria, this investigation found that the quality of teacher JITs was low. This was especially disappointing because the principals and other teacher evaluators had been extensively trained in target writing.

### School size comparison

The five school organizations involved were divided into the following three groups: large (over 15,000 student enrollment),

medium (from 2,001-14,999 student enrollment), and small (under 2,000 student enrollment). The medium size school organizations wrote the highest quality JITs. They were significantly different from the other two groups.

#### Grade level comparison

Teachers were divided into the following four groups: K-3, 4-6, 7-9, and 10-12. The 7-9 group had the highest job improvement target ratings, however, there was not a significant difference in the ratings of this group and the other three.

#### Subject area comparison

The subject area of the teachers in the sample was divided into the following nine areas: humanities, science, English, fitness, vocational, social studies, general, special, and math. Once again, there was no significant difference in any one group's ratings as compared to other groups.

#### SER performance areas associated with JITs

An ISU developed survey instrument was used to determine the teachers' perception of the factors and elements that were involved in the development of their JITs and the teachers' commitment towards completing their job improvement targets. One hundred and forty-eight out of 246 (60.16 percent) of the teachers in the study responded to the survey.

These 148 targets were then reviewed to determine if they were written to one of the lowest marked performance areas on the summative

evaluation reports (SER). Only 17 were written to one of three or less of the lowest-marked criteria. The others were not written to an area marked lowest on the SER or were written to an area that was one of four or more of the lowest marked on the SER.

Teachers' perception of increased effectiveness  
by completing JIT

The teachers were asked to give their perceptions of the process and factors involved in the development of their JITs. They responded on a Likert-type scale (from 1 (low) to 5 (high)) to the following nine items. 1) The development of the JIT was an "effort by teacher (1), both (3), or administrator (5)." The following eight items were marked "1 disagree to 3 undecided to 5 agree." 2) The JIT was written based on the needs indicated on the summative evaluation report. 3) I feel I can complete this JIT. 4) The JIT was decided upon during the end-of-the-cycle evaluation conference. 5) The procedures for completing the JIT are clearly defined. 6) As I work on this JIT, it will help me become a more effective teacher. 7) I feel that the length of time which is specified to accomplish the JIT is adequate. 8) I feel I will be assessed on the accomplishment of this JIT by my evaluator. 9) My degree of commitment to accomplishing this JIT is high.

If an administrator desires to have teachers perceive the job improvement target as something that will make them more effective, it appears helpful to strive for equal participation of the administrator and teacher in the development of the job improvement target. If this is not possible, the teacher should take the dominant role in the

development of the job improvement target with the administrator content to simply influence the target being established. Having the administrator develop the job improvement for the teacher without teacher input appears to be counter-productive.

#### Teacher commitment towards completing the JIT

Teachers will be more committed to completing a JIT if they feel they can complete it, if they feel it will help them become more effective teachers, and if they had a part in developing the JIT.

#### Conclusions

The primary purpose of the study was to investigate the quality of teacher job improvement targets written today and the effect of the factors and processes involved in developing the JIT on a teacher's commitment to completing the JIT.

The rating for quality and testing for significant differences between the factors and processes led to the following conclusions.

Hypothesis 1. The quality of job improvement targets written today is low and does not vary by school size. This hypothesis remains tenable.

1. Teacher job improvement targets, even in a project that trained for job improvement target writing, are poorly written.
2. Teacher evaluators in medium-sized schools (student enrollment of 2,001-15,000) write significantly better job improvement targets than large- and small-sized schools.

Hypothesis 2. The quality of the teacher job improvement targets which are written does not vary by grade level or subject areas taught. This hypothesis appears to be tenable.

3. The quality of job improvement targets does not vary according to the subject areas or grade levels taught by the teacher.

Hypothesis 3. The quality of the job improvement target does not vary by the degree of participation by the administrator and teacher in the development of the target. This hypothesis was not rejected.

4. Although it appears that greater involvement on the part of the teacher increases the quality of a job improvement target, there is no significant difference in the quality regardless of who is involved in the development of it.

Hypothesis 4. There is no relationship between areas marked lowest on the summative evaluation report (SER) and the criteria to which the job improvement targets are written. This hypothesis was rejected.

5. Teacher job improvement targets are not written to the performance areas of greatest need, i.e., to the lowest marked areas on summative evaluation reports.

Hypothesis 5. There is no association between the degree of participation of the teacher and administrator in the development of the job improvement target and the teachers' perception of its ability to help them become more effective teachers. This hypothesis was rejected.

6. Equal participation of the teacher and administrator in the development of teacher job improvement targets increases the teachers' perception of its helping them to become more effective teachers.

Hypothesis 6. There is no association between the procedures and basic job improvement target elements involved in developing the job improvement targets and the perception of the teachers' commitment to accomplishing the job improvement targets. This hypothesis was rejected.

7. If equal participation is not possible, then "teacher dominated and administrator influenced" is the next best process for increasing teachers' perception of it helping them to become more effective teachers.

8. Administrator-dictated job improvement targets are perceived by teachers to be the least helpful at improving their effectiveness.

9. Commitment of teachers to completing job improvement targets is affected most by their perception of their ability to complete them; second, by their perception of its ability to help them be more effective teachers; and third, by their perception of their involvement in developing the job improvement targets.

#### Limitations

The conclusions drawn from this investigation are constrained by the following limitations:

1. The sample was limited to four school organizations in Minnesota and one in Iowa. Therefore, the conclusions should be viewed with caution.

2. The sample was limited to teacher job improvement targets and not administrator job improvement targets. Therefore, the conclusions may not be used to generalize to JITs written for other school employees.

3. The sample represents the teachers who were on the formal evaluation cycle during the 1981-1982 school year and were required to submit summative evaluation reports and job improvement targets.

4. Training was limited to evaluators only, prior to the writing of the job improvement targets.

5. Instruments used in the investigation were nonstandardized. These offered no norms to consider when analyzing the data.

6. The sample shrink from 246 to 148 was due to the failure of some subjects to respond to the teacher commitment questionnaire.

7. There were no on-site visits by this investigator, therefore, the job improvement target development factors, elements, and teacher commitment data are teacher perceptions and not observed phenomena.

#### Discussion

Redfern has defined the elements of quality job improvement targets (58) and believes that current personnel evaluation programs don't work because they are not designed, developed, or implemented to improve performance (60). This investigation supports his assertion. Sweeney and Manatt (76) feel the challenge to educators is to wed theory and practice and enrich both to the extent that they improve and guarantee teacher competence. This investigation is further



evidence that current practitioners are not taking advantage of the current knowledge available for improving teacher performance.

Stow (72) found that performance appraisal centering on teacher effectiveness criteria coincided with extraordinary results in standardized test scores. Writing job improvement targets, based on teacher effectiveness criteria, is a method of sharing expectations of improved performance with teachers. Pharis (53) says job improvement targets focus basically on the improvement of a person's job performance in a non-defensive manner. This investigation showed the reluctance of teacher evaluators to focus this improvement in performance areas of greatest need, even though it can be done in a non-defensive manner.

Principals are looking for results-oriented evaluation systems that are effective, not overly time consuming, and feasible in the organizational context. Utilizing the job target approach appears to be a viable method of increasing teacher effectiveness within these constraints. However, if quality job improvement targets are written and teacher commitment towards completing the targets is not high, then all is lost. This investigation not only assessed the quality of job improvement targets that are currently being written, but also looked at what factors and processes used increase commitment on the part of the teacher.

The quality of teacher job improvement targets written in this major performance evaluation project was low. The subject area or grade level of the teacher does not seem to make a difference in the

quality of the target. The quality does vary according to school size, with medium-sized schools writing higher quality job improvement targets than both the larger and smaller school organizations. Educators simply do not write high quality job improvement targets. This is possibly because well-written JITs are not traditionally part of teacher evaluation systems.

If the main reason for teacher evaluation is to improve instruction, it would seem logical that teacher job improvement targets should be written. It would also seem logical that they should be written to performance areas marked lowest on a teacher's summative evaluation report (SER). Either the teacher evaluation practices used do not pinpoint one or two major weak areas of teacher performance or if they do, JITs are not written to them. Perhaps the assumption is made that the evaluatee will "work on low performance areas" as well as job improvement targets written.

It seems important that, regardless of the performance area the JIT is written to and whoever is involved in developing it, it must be something the teacher is committed to completing if it is going to make a difference.

This investigation went beyond looking at the quality of the JITs to determine what factors and elements of the JIT affected a teacher's commitment to completing it. It appears that teachers will be significantly more committed to completing a JIT if they feel they can complete it, if they feel it will help them become more effective teachers, and if they had a part in the development of it.

JITs should be challenging, of course, but it appears that if they are set beyond teachers' perception of their capabilities, their commitment to completing it is decreased.

The teachers' perception of the JIT's ability to help them become more effective is significantly related to the process involved in the development of the JIT. Equal participation of the teacher and administrator in the development process received the highest rating by the teachers followed closely by the teacher-dominated/administrator-influenced process. It appears that the teachers' perception of the JIT's ability to help them become more effective is closely associated with the amount of teacher input allowed and administrator interest and guidance shown during the development process.

This finding closely aligns itself with the concepts of "achievement directed leadership," so necessary for improving instruction. Principals must be leaders in planning with teachers for improved instruction, training teachers in proven productive teaching techniques, and then supervising the teacher's implementation efforts. One cannot expect a job improvement target to do the job alone; the principal must constantly monitor teacher growth and provide feedback and needed assistance.

Finally, the question of why so many teachers did not answer the commitment portion of the questionnaire must be addressed. The investigation was part of a larger study entitled the School Improvement Project (SIM) funded by the Northwest Area Foundation. The shrinkage in sample size and loss of some data was possibly a result of the

negative feelings of teachers and administrators towards the mandated extra work of the SIM project or simply the reluctance of the evaluatee to cooperate with the evaluation process.

### Recommendations

In light of the findings of this investigation, several recommendations seem appropriate for both practitioners and researchers.

#### Recommendations for practitioners

It is recommended that the following be considered by practitioners interested in improving instruction through the use of job improvement targets:

1. In order to increase teacher commitment for completing job improvement targets, teacher evaluators must be willing to give teachers the dominant role in establishing job improvement targets.
2. Job improvement targets should be written so that teachers feel confident they are able to complete them.
3. Job improvement targets should be written so that teachers perceive them as increasing their effectiveness.
4. Job improvement targets should include the following five elements:
  - a. a high degree of specificity and measurability
  - b. clarity of procedures
  - c. a timeline for completion
  - d. an appropriate evaluation method with standards
  - e. a specified completion date

Recommendations for researchers

It is recommended that the following be considered by researchers involved in studying teachers' evaluation systems for improvement of instruction.

1. A study should be conducted in which completion of job improvement target accomplishment is compared instead of teachers' perception of commitment towards completion. The process and factors involved with the development of job improvement targets could be compared to the degree of their completion.

2. The quality of job improvement targets, after more indepth training is given, should be investigated. The effect of training of administrators on the quality of the job improvement targets could be measured using pre- and post-samples.

3. It would be interesting to know if commitment is higher when job improvement targets are written to areas marked highest on the summative evaluation targets (building on strengths). A commitment survey could be conducted with teachers whose job improvement targets were written to areas marked high on the summative evaluation reports.

4. An investigation into the elements of a job improvement target alone versus commitment should be conducted. Teachers could be asked to give their perceptions of the effect of the elements of a quality job improvement target on their degree of commitment.

5. An investigation into the quality of administrator job improvement targets would be valuable. Administrator job improvement

targets could be collected and evaluated based on the elements of quality job improvement targets.

6. A study on the effectiveness of teacher job improvement targets should be conducted separately from an outside larger study. Job improvement targets developed that are not mandated by a larger study could be collected and evaluated.

7. It would be interesting to know what effect the process and factors involved in developing administrator job improvement targets have on the administrator's commitment to completing the job improvement targets. Administrator job improvement targets could be collected and a commitment questionnaire could be administered to determine this effect.

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## ACKNOWLEDGEMENTS

Without the advice, expertise, and support of many individuals, this study would not have been possible. Sincere appreciation and gratitude are expressed to Dr. Richard Manatt for his commitment, guidance, helpful criticism, and encouragement throughout the research for this study.

The writer is very grateful to the principals and teachers of the SIM schools who provided the data for this research.

An indebtedness is also owed to many Iowa State University staff members and students who have been so helpful during my program. Among them are my committee members to whom I owe special thanks: Dr. Jim Sweeney, Dr. Shirley Stow, Dr. Sandy McNabb, and Dr. Jack Shelly. Also thank you to Dr. Tony Netusil and Libby Bilyeu, who gave of their time and expertise so graciously.

A special thanks is extended to the Spirit Lake School Board and Superintendent Harold Overmann for allowing me time off during my extended school year to attend classes at ISU.

Last, and certainly not least, I must acknowledge my family: my sons, Bill Jr. and Jeremy, who allowed Dad to miss many baseball games, swimming trips, and other summer highlights with only a few complaints; and my wife Carol, for understanding my reasons for giving up summer vacations, quiet evenings at home, and for traveling 3½ hours from home to attend classes. It is to her that this dissertation is humbly dedicated.

APPENDIX

\*Summative Evaluation Report

TEACHER SER*	SPIRIT LAKE COMMUNITY SCHOOL DISTRICT Spirit Lake, Iowa				
_____ (Teacher's Name)		_____ (Years Experience in District)		_____ (Building)	
_____ (Evaluatee's Signature)		_____ (Date)	_____ (Evaluator's Signature)		_____ (Date)
<p>Directions: *Beside each criterion, please check the phrase which best describes the appraisee's performance on that item.</p> <p>*Each item <u>must</u> be completed. At the end of each performance area section a comment space has been provided. Use of this space is encouraged, particularly if a low level of performance has been checked for any of the criteria in that section.</p>					
PERFORMANCE AREA I: PRODUCTIVE TEACHING TECHNIQUES					
CRITERIA			LEVELS OF PERFORMANCE		
*PERFORMANCE STANDARD					
CO CU					
The teacher . . .					
A. Communicates effectively with students.	Not Observed	Communications from the teacher are frequently unclear; students' input is discouraged.	Communications from the teacher are usually clear but student input is not encouraged.	Communications from the teacher are clear. Relevant dialogue is encouraged.	In addition to meeting the standard, the teacher is extremely skillful in using a variety of verbal and nonverbal communications.
B. Motivates students.	Not Observed	The teacher's unrealistic expectations dissuade students from performing according to their abilities.	The teacher usually motivates students to perform assigned tasks, but does not regularly require students to perform according to their abilities.	The teacher clearly expects and motivates students to perform assigned tasks according to their abilities.	In addition to meeting the standard, the teacher motivates students to achieve beyond previous performance levels.
C. Demonstrates ability to utilize appropriate teaching techniques.	Not Observed	Techniques are inappropriate to the objective(s) of the lesson.	The teacher intermittently uses techniques which are appropriate.	The teacher uses techniques which are appropriate to the objective(s) of the lesson.	In addition to meeting the standard, the teacher uses a variety of teaching techniques related to the task.

\*This represents a high degree of excellence in meeting the expectations of the Spirit Lake Community Schools.

PERFORMANCE AREA I: PRODUCTIVE TEACHING TECHNIQUES (Continued)

CRITERIA		LEVELS OF PERFORMANCE			
		<u>*PERFORMANCE STANDARD</u>			
D. Demonstrates ability to select appropriate learning content.	Not Observed	Learning content does not relate to approved curriculum guide(s).	Learning content is marginally related to the approved curriculum guide(s).	Learning content is related to the approved curriculum guide(s).	In addition to meeting the standard, the teacher shows initiative and leadership in review and development of curriculum.
E. Prepares appropriate evaluation activities.	Not Observed	The teacher uses evaluation activities which are irrelevant to the instructional objective(s).	The teacher uses evaluation activities which are marginally related to the instructional objective(s).	The teacher uses evaluation activities which are related to the instructional objective(s).	In addition to meeting the standard, the teacher prepares a variety of evaluation activities which meet the needs of individual students. CO ON
F. Provides students with specific oral evaluative feedback.	Not Observed	The teacher gives no evaluative feedback.	The teacher is inconsistent in giving evaluative feedback.	The teacher gives specific evaluative feedback.	In addition to meeting the standard, the teacher gives feedback with reinforcement and encouragement.
G. Provides students with specific written evaluative feedback.	Not Observed	The teacher gives no evaluative feedback.	The teacher is inconsistent in giving evaluative feedback.	The teacher gives specific evaluative feedback.	In addition to meeting the standard, the teacher gives feedback with reinforcement and encouragement.
H. Provides opportunities for successful learning experiences for each student at his or her ability level.	Not Observed	The teacher does not recognize individual student needs.	The teacher shows little concern for student needs.	The teacher recognizes and provides for student needs.	In addition to meeting the standard, the teacher shows sensitivity in helping the class to understand and provide for individual needs.



PERFORMANCE AREA I: PRODUCTIVE TEACHING TECHNIQUES (Continued)

CRITERIA	LEVELS OF PERFORMANCE				
<p>I. Helps students develop efficient learning skills and work habits.</p>	<p>Not Observed</p>	<p>The teacher makes no effort to help students develop efficient learning skills and work habits.</p>	<p>The teacher makes little effort to help students develop efficient learning skills and work habits.</p>	<p><b>*PERFORMANCE STANDARD</b></p> <p>The teacher is able to reinforce efficient learning skills and work habits.</p>	<p>In addition to meeting the standard, the teacher stimulates students to assume responsibility in other school settings.</p>
<p>EVALUATOR'S COMMENTS:</p>	<p>EVALUATEE'S COMMENTS:</p>				

PERFORMANCE AREA II: ORGANIZED, STRUCTURED CLASS MANAGEMENT

CRITERIA	LEVELS OF PERFORMANCE				
<p>The teacher . . .</p> <p>A. Organizes the educational setting (physical setting; resources; materials).</p> <p>B. Demonstrates evidence of personal organization.</p>	<p>Not Observed</p>	<p>The teacher displays little or no skill in organizing the educational setting.</p>	<p>The educational setting is ineffectively managed.</p>	<p><b>*PERFORMANCE STANDARD</b></p> <p>A functional educational setting is maintained.</p>	<p>In addition to meeting the standard, the teacher assesses and adjusts the educational setting.</p>
<p></p>	<p>Not Observed</p>	<p>The teacher is disorganized in lesson preparation and organization.</p>	<p>The teacher intermittently presents materials in an organized manner.</p>	<p>Appropriate lesson preparation and organization of work is evident, i.e., materials are available; presentations progress logically.</p>	<p>In addition to meeting the standard, the teacher shows evidence of long range planning.</p>

TEACHER SER*	SPIRIT LAKE COMMUNITY SCHOOL DISTRICT Spirit Lake, Iowa				Page 4
PERFORMANCE AREA II: ORGANIZED, STRUCTURED CLASS MANAGEMENT (Continued)					
CRITERIA			LEVELS OF PERFORMANCE		
The teacher . . .  C. Monitors students while they are working to ensure that they are spending time-on-task.			Not Observed	The teacher does not monitor the time spent on a task.	The teacher occasionally monitors the time spent on a task.
			*PERFORMANCE STANDARD		
			The teacher actively monitors the students' time-on-task.	In addition to meeting the standard, the teacher provides opportunities for all students to receive recognition for spending time-on-task.	
EVALUATOR'S COMMENTS:			EVALUATEE'S COMMENTS:		
			∞		
PERFORMANCE AREA III: POSITIVE INTERPERSONAL RELATIONS					
CRITERIA			LEVELS OF PERFORMANCE		
The teacher . . .  A. Promotes positive self-concept.			Not Observed	The teacher damages student self-concept by using excessive negative responses.	The teacher shows inconsistency in developing positive self-image for all students.
			*PERFORMANCE STANDARD		
			The teacher promotes positive self-image.	In addition to meeting the standard, the teacher provides opportunities for all students to achieve recognition for constructive behavior.	

TEACHER  
SER\*

SPIRIT LAKE COMMUNITY SCHOOL DISTRICT  
Spirit Lake, Iowa

PERFORMANCE AREA III: POSITIVE INTERPERSONAL RELATIONS (Continued)

CRITERIA		LEVELS OF PERFORMANCE			
		<u>*PERFORMANCE STANDARD</u>			
The teacher . . .					
B. Promotes self-discipline and responsibility.	Not Observed	The teacher dissuades students from being responsible and self-disciplined through constant exposure to activities requiring dependency.	The teacher inconsistently provides opportunities for students to develop responsibility/self-discipline.	The teacher provides opportunities for students to demonstrate responsible behaviors.	In addition to meeting the standard, the teacher encourages all students to demonstrate responsible behaviors in a wide variety of settings; e.g., through independent study, enrichment activities, and group leadership roles.
C. Expresses concern for all students.	Not Observed	The teacher does not recognize or express concern for individual differences of students as evidenced by materials used in and interactions with the class.	The teacher inconsistently recognizes and expresses concern for individual differences of students.	The teacher consistently expresses concern for students as evidenced by materials used in and interactions with the class.	In addition to meeting the standard, the teacher involves students in activities to create an understanding and acceptance of individual differences.
D. Demonstrates effective interpersonal relationships.	Not Observed	The teacher is hostile in relating to others.	The teacher does not relate to others.	The teacher demonstrates effective interpersonal relationships with others to improve the educational program.	In addition to meeting the standard, the teacher demonstrates leadership role with others to improve the educational program.
E. Cooperates with parents.	Not Observed	The teacher avoids interactions with parents.	The teacher intermittently shows lack of cooperation with parents.	The teacher cooperates with parents in implementing the child's educational program.	In addition to meeting the standard, the teacher seeks parent participation in the child's education.
EVALUATOR'S COMMENTS:			EVALUATEE'S COMMENTS:		

PERFORMANCE AREA IV: DESIRABLE JOB-RELATED BEHAVIOR

CRITERIA	LEVELS OF PERFORMANCE				
The teacher . . .	<u>*PERFORMANCE STANDARD</u>				
A. Demonstrates evidence of responsibilities and professional ethics.	Not Observed	The teacher does not fulfill employee responsibilities and does not demonstrate professional ethics.	The teacher habitually needs to be reminded about employee responsibilities and professional ethics.	The teacher fulfills employee responsibilities and demonstrates professional ethics.	In addition to meeting the standard, the teacher promotes organizational and professional ethics in fellow staff members.
B. Shows professional growth.	Not Observed	The teacher shows no interest in professional growth activities.	When directed, the teacher attends professional growth activities.	The teacher seeks out and voluntarily participates in relevant professional growth activities.	In addition to meeting the standard, the teacher initiates and encourages other staff members to participate in professional growth activities. 0
C. Is involved with the accomplishment of the district and building goals.	Not Observed	The teacher exhibits little or no involvement with district and building goals.	The teacher needs to be reminded frequently of the need to be involved with district and building goals.	The teacher is involved with district and building goals.	In addition to meeting the standard, the teacher assists others in accomplishing the goals of the district and building.
D. Demonstrates appropriate accomplishment of the job improvement target(s).	Not Observed	The teacher did not accomplish the job improvement target(s) which were written for this cycle.	The teacher partially accomplished the job improvement target(s).	The teacher met the criteria for successfully accomplishing the job improvement target(s).	In addition to meeting the standard, the teacher successfully accomplished at least one additional job improvement target.

TEACHER SER*	SPIRIT LAKE COMMUNITY SCHOOL DISTRICT Spirit Lake, Iowa	Page 7
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PERFORMANCE AREA IV: DESIRABLE JOB-RELATED BEHAVIOR (Continued)

CRITERIA	LEVELS OF PERFORMANCE				<u>*PERFORMANCE STANDARD</u>
<p>The teacher . . .</p> <p>E. Assumes responsibility for meeting established deadlines.</p>	<p>Not Observed</p>	<p>The teacher never meets the established deadlines.</p>	<p>The teacher needs to be reminded frequently about the established deadlines.</p>	<p>The teacher consistently meets the established deadlines.</p>	<p>In addition to meeting the standard, the teacher consistently turns in the requested "materials" at least three days before the established deadline.</p>

EVALUATOR'S COMMENTS:

EVALUATEE'S COMMENTS:

(Name) (Subject Area) (Grade Level) (Building) (Date)

PERFORMANCE AREA:

- Productive Teaching Techniques
- Organized, Structured Class Management
- Intellectual Stimulation
- Positive Interpersonal Relations
- Desirable Job-Related Behavior

Specific Criterion on Which Improvement is Sought: (Taken from SER)

JOB IMPROVEMENT TARGET(S)

Goal	
Job Improvement Target (Who, Observable Behavior, Time Factors, & Documentation)	
Expected Results (Precise Statement of Desired Outcomes)	
How Will the JIT be Monitored?	
Resources Needed	

PLAN OF ACTION FOR ACHIEVING OBJECTIVE

93

Sequenced, Step-by-Step Action to Take

When to  
be done

Who is  
to do it

Date  
Achieved

EVALUATOR'S COMMENTS:

JIT Accomplishment:

REASON:

- Not Accomplished
- Partially Accomplished
- Fully Accomplished

EVALUATEE'S COMMENTS:

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

ID # \_\_\_\_\_

## JOB IMPROVEMENT TARGET RATING FORM

(1) Number of Job Improvement Targets (JIT) \_\_\_\_\_

(2) Performance Area(s) \_\_\_\_\_

(3) Criterion on Which Target is Based \_\_\_\_\_

(4) Activity/Behavior:

- The JIT is stated in vague terms.
- The JIT is stated in terms of a specific behavior, but is not measurable.
- The JIT is stated in terms of a specific, measurable behavior.

(5) Procedures for achieving JIT:

- The procedure is not included.
- The procedure is incomplete or vague.
- The procedure is complete and clear.

(6) Timeline:

- A timeline is not included.
- A timeline is included.

(7) Appraisal method for JIT accomplishment:

- The appraisal method is not included.
- The appraisal method is incomplete or vague.
- The appraisal method is complete and clear.



(8) Target date:

- A target date for completion is not included.  
 A target date for completion is included.

(9) JIT requires:

- Participation in learning activities  
 Participation in work activities only

(10) Classification of job improvement target by coder:

- (Performance area)  
 Criterion

The results of this form will be used to complete an overall quality rating for the JIT using the following formula:

$$\text{qual} = (4 \times 4) + (3/2 \times 5) + 6 + (3/2 \times 7) + 3$$

**School Improvement Model (a Northwest Area Foundation Project)**

College of Education | Iowa State University | 230 Curtiss Hall | Ames, Iowa 50011 | Telephone 515-294-5521

---

Dick Manatt  
Director

Shirley Slow  
Co Director

Dianne Blackmer  
Coordinator

Libby Bilyeu  
Program Assistant

Dear Teachers:

As you recall, last spring, you developed a job improvement target(s) (JIT) and it was reviewed, discussed, and may have been revised with your administrators. In an effort to improve the quality of JITs written in the field of education, the School Improvement Model (SIM) staff is asking you to react to your experiences. The JIT listed on the top of the next page was written to be completed by you during the 1982-83 school year. The code number in the upper left corner will be used to match your responses to your SER and JIT forms. Your responses will be compiled by the SIM staff and kept confidential. Only group data, specific to your school organization, will be shared with your administrators.

Please place the completed survey in a sealed envelope and return it to the designated person on your staff. If you have any questions, please contact me at: (515)294-5521.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Richard P. Manatt', with a long horizontal line extending to the right.

Richard P. Manatt

JOB IMPROVEMENT TARGET(s)  
PROFESSIONAL GROWTH TARGETS  
GROWTH GOALS

Please complete and return to \_\_\_\_\_

Your Subject Area \_\_\_\_\_

\_\_\_\_\_ (Please mark your grade level)  
K-3    4-6    7-9    10-12

Please circle the number that most represents your perception of the following:

1. The development of the JIT was an effort by  

<u>1</u>	2	3	4	<u>5</u>
Teacher		Both		Administrator
  
2. The JIT was written based on the needs indicated on the summative evaluation report.  

<u>1</u>	2	3	4	<u>5</u>
Disagree		Undecided		Agree
  
3. I feel I can complete this JIT.  

<u>1</u>	2	3	4	<u>5</u>
Disagree		Undecided		Agree
  
4. The JIT was decided upon during the end-of-the-cycle evaluation conference.  

<u>1</u>	2	3	4	<u>5</u>
Disagree		Undecided		Agree
  
5. The procedures for completing the JIT are clearly defined.  

<u>1</u>	2	3	4	<u>5</u>
Disagree		Undecided		Agree
  
6. As I work on this JIT it will help me become a more effective teacher.  

<u>1</u>	2	3	4	<u>5</u>
Disagree		Undecided		Agree
  
7. I feel that the length of time which is specified to accomplish the JIT is adequate.  

<u>1</u>	2	3	4	<u>5</u>
Disagree		Undecided		Agree
  
8. I feel I will be assessed on the accomplishment of this JIT by my evaluator.  

<u>1</u>	2	3	4	<u>5</u>
Disagree		Undecided		Agree
  
9. My degree of commitment to accomplishing this JIT is high.  

<u>1</u>	2	3	4	<u>5</u>
Disagree		Undecided		Agree

PLEASE ADD ANY COMMENTS ON THE BACK OF THIS PAPER.

Thank you for your participation in this survey.