

Student Work

4-1-1997

Staff Perceptions of a New Teacher Evaluation and Professional Growth Instrument used in the Millard Public Schools

Robert J. Schiermeyer
University of Nebraska at Omaha

Follow this and additional works at: <https://digitalcommons.unomaha.edu/studentwork>
Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

Schiermeyer, Robert J., "Staff Perceptions of a New Teacher Evaluation and Professional Growth Instrument used in the Millard Public Schools" (1997). *Student Work*. 2492.
<https://digitalcommons.unomaha.edu/studentwork/2492>

This Thesis is brought to you for free and open access by DigitalCommons@UNO. It has been accepted for inclusion in Student Work by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.

**STAFF PERCEPTIONS OF A NEW TEACHER
EVALUATION AND PROFESSIONAL
GROWTH INSTRUMENT USED IN THE
MILLARD PUBLIC SCHOOLS**

Ed.S. Field Project

Presented to the

Department of Education Administration

and the

Faculty of the Graduate College

University of Nebraska

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education Administration

University of Nebraska at Omaha

by

Robert J. Schiermeyer

April, 1997

UMI Number: EP74037

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP74037

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code




ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1316
Ann Arbor, MI 48106 - 1346

FIELD PROJECT ACCEPTANCE

Acceptance for the faculty of the Graduate College, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

Committee

Name	Department/School
<i>Martha Bruckner</i>	<i>EdAd</i>
	<i>COEN</i>
<hr/>	

Chairperson *Blaine E. Ward*

Date *April 21, 1997*

TABLE OF CONTENTS

Chapter	PAGE
I. INTRODUCTION.....	1
EXPLANATION OF TERMS.....	2
AN OVERVIEW OF THE EVALUATION AND PROFESSIONAL GROWTH MODEL.....	6
STATEMENT OF THE PROBLEM.....	8
LIMITATIONS OF THE STUDY.....	9
METHODOLOGY.....	9
II. REVIEW OF RELATED LITERATURE.....	11
CONCERNS ABOUT TEACHER EVALUATION.....	11
HISTORY OF EVALUATIONS.....	12
WHAT IS EVALUATED.....	12
PROFESSIONAL DEVELOPMENT.....	15
III. METHODOLOGY.....	17
SELECTION OF THE POPULATION.....	17
PROCEDURES.....	18
THE INSTRUMENT.....	19
TREATMENT OF DATA.....	23
IV. PRESENTATION OF DATA.....	23
TABLE I.....	25
TABLE II.....	27
RESEARCH QUESTION ONE.....	29
RESEARCH QUESTION TWO.....	30
RESEARCH QUESTION THREE.....	31
RESEARCH QUESTION FOUR.....	32
RESEARCH QUESTION FIVE.....	33
RESEARCH QUESTION SIX.....	34
RESEARCH QUESTION SEVEN.....	35

Chapter	PAGE
V. CONCLUSION AND RECOMMENDATIONS.....	37
RESEARCH QUESTION RESULTS.....	37
RESEARCH QUESTION ONE.....	38
RESEARCH QUESTION TWO.....	38
RESEARCH QUESTION THREE.....	38
RESEARCH QUESTION FOUR.....	39
RESEARCH QUESTION FIVE.....	39
RESEARCH QUESTION SIX.....	39
RESEARCH QUESTION SEVEN.....	40
AREAS OF POSSIBLE CONCERN.....	40
CONCLUSION.....	41
BIBLIOGRAPHY.....	42
APPENDICES.....	44
A. THE INDICATORS OF EFFECTIVE TEACHING.....	44
B. TEACHER EVALUATION SURVEY.....	53
C. ADMINISTRATOR EVALUATION SURVEY.....	55

Chapter I

Introduction

Americans have always been proud of the public schools and expected much from them. Pride in the public education is justified; however, there exists a growing concern with the ability of our young graduates to compete in the world economy. This concern has caused an increased interest throughout America to move public education to a higher standard of excellence.

An increasing emphasis on holding schools and teachers accountable for student learning makes effective evaluation an important ingredient in today's administrative functions. The fundamental concept behind teacher evaluation is to improve the quality of education for students and student learning. A quality evaluation system of teachers should give individual teachers useful feedback with respect to classroom performance, allow them to receive advice from evaluators on how to make changes, and collect information about new techniques that could be employed in the classroom.

Teacher evaluations are usually designed to serve two purposes: to measure teacher competence and to foster professional growth and the development of professional skills. A teacher's evaluation and the opportunities provided to professionals for improving their teaching skills are the major instrument in moving today's schools forward toward schools of excellence. Guskey (1994), contends that every proposal to reform, restructure, or transform schools emphasizes professional development as the primary vehicle in efforts to bring about needed change.

The evaluation process can be used as a most effective instrument to help teachers perform to their utmost ability. As a tool to improve teaching skills, an evaluation system tied directly with professional improvement plans can improve the quality of a school both in performance and attitude. School

reform proponents Lieberman and Miller (1990), believe that for school restructuring to occur, a combination of factors must be present for a period of time. These factors must include good leadership, a shared mission, school goals, necessary resources, the promotion of peer association, and the provision of professional growth opportunities for teachers.

Evaluation is often viewed as a double edged sword. It can be a very functional avenue for teacher improvement or an effective tool that can be used as part of the process to terminate poor or marginal teachers. Consequently, the evaluation process is often looked on with suspicion by teachers.

Before an evaluator can confront teachers whose performance is less than acceptable, poor performance must be identified. Generally speaking, lack of preparation, deficiencies of teaching skill, problems with student control, poor judgment, and excessive absence from school mark performance that is less than satisfactory.

Several methods are acceptable tools for teacher evaluation. The most widely used evaluation tools include the following: classroom observations; competency testing; faculty self-evaluation; student ratings; student achievement; and peer review. Present evaluation systems are usually a combination of two or more of these tools. The following explanation of terms define these methods of evaluation.

EXPLANATION OF TERMS

Classroom observation is the most acceptable and widely used tool for evaluating teachers. Teacher evaluation became reality in Nebraska in 1984, when the Legislature passed LB994. That bill established the guidelines and process for teacher evaluations. Among the state-required criteria for evaluations are instructional performance, classroom organization and management, professional conduct and personal conduct. There are also

frequency requirements. Probationary teachers must be evaluated in the classroom for a full class period once each semester for three years. Other teachers must be evaluated once each school year. These observations are intended to reveal how a teacher reacts in classroom situations and to expose the teacher's rapport with students in that setting.

Competency testing is a tool that is becoming more acceptable as some part of the total teacher evaluation. States or school districts have adopted the National Teacher's Examination (NTE) or a tool much like it to measure a teacher's commitment, decision making ability, and social responsibility. The test is without bias and indicates a minimum competency that successful teachers must possess. The negative side to the testing includes the cost of the tests and the cost of administering the tests.

Faculty self evaluation is a tool that can be used with other evaluation tools in order to get a broader picture of the teacher's ability. It can be used to help the teacher and evaluator identify strengths and weaknesses of a teacher.

Student ratings are used to gain insight about a teacher's ability in middle-level grades and above. This method is inexpensive to use and easy to administer. The profile must be used with caution, though, as the validity and bias of such a tool must always be in question (Darling-Hammond 1983).

Student achievement scores on standardized examinations are used to evaluate a teacher's ability as scores are compared to the national norms. Research shows that under certain conditions test scores are positively correlated with teacher behavior (Woolever, 1985). It must be realized that test scores, however, have an obvious correlation with student qualities that are independent of teacher influence (Darling-Hammond, 1983). However, the public, through the media, assesses the success or failure of the schools by how well students perform on standardized tests. The media uses test scores to compare one educational entity to another, and, in a comparison someone

always loses (Sanders and Horn, 1995).

Peer review is a tool in which colleagues observe one another and examine such things as lesson plans, assignments, teacher activities, and class atmosphere. The obvious disadvantages are peer conflict, bias, and time. The advantages of this tool are the building of support and partnerships if the tool is perceived as a positive activity.

Literature exists to support all evaluation methods. Coker (1985), observes that the lack of consensus about evaluation issues represents the lack of knowledge about effective teaching and measurement technology. The fundamental obstacle to professional agreement is that everyone -parent, administrator, legislator, and teacher - purports to know exactly what a good teacher is. Each eagerly describes this teacher in great, but mostly subjective, detail (Soar 1983).

Even if evaluation systems are comprised of a combination of two or more of the previously mentioned methods, teacher observation is usually one of the methods, and is the most common form of evaluation, and in many cases, state mandated. A teacher observation is one of the more critical aspects of the teacher evaluation process. It is here that:

- information is collected about teaching performance,
- information is analyzed and
- information is used to strengthen teaching.

It is also here that a connection of the information accumulated in the gathering stages of the evaluation to the development of professional goals that are necessary to be effective as a teacher.

The goals of teacher evaluations are to give teachers useful feedback of their classroom performance, to provide an opportunity to explore new teaching techniques, and counsel on how to make adjustments in their classes. In an effort to achieve this, school districts must have clear, specific

procedures and ideals of excellence. Those precepts should communicate acceptable teaching skills, be as objective as possible, be clearly communicated to the teacher before the evaluation begins, be reviewed after the evaluation is over, and be linked to the teacher's professional development goals. Evaluators need to consider the wide variety of teaching skills that are necessary in teaching students. If the evaluators use several sources of information about a teacher's performance, a more accurate evaluation can be made. Besides using combinations of the aforementioned methods of evaluation, school officials might consider expanding the number of people involved in the evaluation process and/or using a measure of self-evaluation as another tool.

With so much at stake, there are apprehensions by both teachers and evaluators regarding evaluations. Some of the concerns about teacher evaluations include:

- teachers not having input into the evaluation criteria.
- evaluators not spending enough time on the evaluation.
- evaluators not having the proper training.
- results of the evaluations not being used to further the teacher's development as a professional.

The school district used in this study has attempted to address these concerns. Teachers have input in their evaluation through self-appraisal and input in the development of the individual plan. Teachers are given time and support to accomplish the goals of their plan. Evaluators receive ongoing training to help teachers work through the professional growth phases.

The Millard School District's teacher evaluation instrument was developed by a Teacher Evaluation Development Team using clinical supervision as a model. The team was comprised of a variety of the district's staff that included three elementary teachers, four elementary administrators,

two middle school teachers, two middle school administrators, five high school teachers, one high school administrator and two central office directors. The goal of this process is to better address the areas in the following overview.

An overview of the evaluation and professional growth model

The following overview is a representation of the major elements in the evaluation and professional growth instrument used in the Millard Public Schools.

Accountability:

- to ensure all students learn the skills, knowledge and attitudes necessary for responsible living in a changing global society
- to ensure that only effective teaching practices continue in the classroom

Professional Growth:

- to foster the continuous improvement of teaching and learning by teachers

School Improvement:

- to promote the integration of site-based plans and district strategic planning with instructional improvement through staff development.

According to the model, all teachers will be assessed each year through the teacher evaluation and professional growth cycle. Teachers who have completed their probationary period will participate in a three phase cycle (normally taking three years) consisting of Appraisal, Support, and Continued Professional Growth. The cycle is initiated with the Appraisal phase which is accountability oriented. Several options exist for observations and data collection in the Appraisal Phase.

When the evidence collected through Appraisal indicates that the teacher is performing effectively in the classroom, then the teacher becomes involved in the more professional growth-oriented phases of the cycle.

During the Support and Continued Professional Growth phases the teacher gathers evidence of growth and change. Although the evaluator continues to monitor the teacher's classroom performance during the next two phases of the cycle, the primary focus is on working with the teacher to enhance the student learning experience through the professional growth process.

Teachers who have not completed their probationary period take part in the Appraisal Phase. They move to the more professional growth-oriented phases of the cycle when they have completed the probationary period and when they successfully demonstrate competency in the areas of planning, instruction, assessment, and professional responsibilities that are primary areas of this Instructional Model.

The Intensive Assistance Program is designed for a teacher when the standards for performance in the Instructional Model are not met. Teachers may be placed in the Intensive Assistance Program. The determination for placement in the Intensive Assistance Program is made through the Appraisal Phase. Teachers may move to the Appraisal Phase at any point in the evaluation process.

The criteria used to evaluate teacher performance is documented in the Indicators of Effective Teaching (Appendix A). These indicators and their defining attributes are supported through professional consensus of the Teacher Evaluation Development Team and research on effective teaching. The teachers review the rationale for these indicators and the defining attributes to develop a clear understanding of the criteria which serves as the basis of the teacher evaluation process. These indicators are used to guide teacher growth and development beyond competency to higher levels of proficiency.

The model the Millard district used for this study is not unlike that which is described in clinical supervision models. Besides being a tool used for

monitoring teacher performance, it is also used to help set measurable job improvement targets as described by Sweeney and Manatt (1982). Once targets are set, the principal and teacher work out a specific plan of action within a given time frame, and then review the teacher's progress in conference (Sweeney and Manatt, 1982). Such clinical supervision promotes a school climate in which continuous improvement becomes an essential part of every teacher's job.

STATEMENT OF THE PROBLEM

The question is this: Do the teachers and evaluators in this school district perceive the evaluation and professional growth instrument working as it was designed? This study is to determine the teacher and evaluator perceptions of the district's newly implemented teacher evaluation and professional growth instrument. The data gathered through surveys of teachers and evaluators was used to answer seven questions. The questions under the subsections on the Teacher Evaluation (Appendix B) and the questions under the subsections on the Administrator Evaluation (Appendix C) were used to answer the following research questions:

1. What percentage of the teachers responded favorably to the evaluation and professional growth instrument?
2. What percentage of the evaluators responded favorably to the evaluation and professional growth instrument?
3. What percentage of the teachers at the different building levels responded favorably to the evaluation and professional growth instrument?
4. What percentage of the evaluators at the different building levels responded favorably to the evaluation and professional growth instrument?
5. What percentage of teachers in each of the evaluation and

professional growth phases responded favorably to the evaluation and professional growth instrument?

6. What percentage of evaluators responded favorably to the evaluation and professional growth instrument in each of the evaluation and professional growth phases?
7. What percentage of teachers in each of the different building sites responded favorably to the evaluation and professional growth instrument?

LIMITATIONS OF THE STUDY

This study was limited to a survey of the perceptions of teachers and evaluators in one school district concerning its evaluation and professional growth system. The study was limited to the number of respondents in each of the phases at the elementary, middle, and high school levels. The study was limited to the number of respondents in each of the phases at each building site. It should be noted here that the researcher was an employee of the district.

METHODOLOGY

Surveys were used to collect data. The population surveyed was the certified staff of Millard School District. The teaching staff included all teachers in grades kindergarten through twelve. Each teacher was sent a cover letter explaining the purpose and simple instructions for completing the survey. The accompanying survey contained statements about each particular phase of evaluation. After the surveys were completed and returned, a tabulation was conducted. Percentages were determined to answer the research questions concerning responses of teachers and evaluators in the different phases of the evaluation cycle, evaluator and teacher responses at the different teaching levels and teacher responses in each of the building sites.

The instrument consisted of two survey questionnaires with matching statements; one questionnaire for teachers (Appendix B), and one questionnaire for administrators (Appendix C). The statements on the surveys were organized into two sections. The first section provided demographic data including, number of years in the profession, the level at which the teacher teaches, and the phase in which the teacher performed. The next section made specific statements that dealt with the respondent's perception of and satisfaction with the evaluation process and professional growth system. Each of the surveys consisted of statements pertaining to the specific placement in the professional growth cycle. While the teachers needed only to mark the part of section two that pertained to them and the phase in which they participated, the administrators were asked to respond to statements that pertained to them and all of the phases.

Chapter II

Review of Literature

At a time when there is heightened interest in improving the education of American school children at the national, state, and local levels, it is necessary to look at improvement in systematic and personnel aspects. A review of literature suggests that improving teaching skills is a functional way to improve our school systems and the education we provide students. The literature also suggests the responsibility of educational systems is to improve the ability of its teachers through responsible evaluation and professional development programs that meet teacher's individual needs. Professional development is important to keeping teachers aware of current issues, and refining their skills. It is important to the change process that all staff members have a feeling of ownership in procedure and progress toward their own goals of professional growth.

Concerns About Teacher Evaluations

Teacher evaluation has long been a point of contention and concern. Barr and Burton (1926) found that concerns surrounding rating scales used by administrators advanced the following arguments:

1. "Rating is unprofessional; it prevents teaching from becoming a profession....
2. Rating differs with individuals and even with the same individual over time and is, therefore, manifestly unfair....
3. Rating is open to too many abuses, makes unfair discrimination very easy, and is, therefore, unsafe....
4. Rating schemes force the teacher to live up to the scheme and not to teach to pedagogical principles. Rating forces the teacher to play to the rater and not to the children's interests." (p. 457)

History of Evaluations

For many decades personnel evaluation has been a prime concern of educational reformers as well as a focus for state-level initiatives during the reform era. Recurring concerns about the quality in our educational systems have placed new pressure on school districts, teachers, and administrators. According to surveys of parents and administrators, incompetence in the teaching profession has become a major concern (Bridges, 1984). On one occasion 45 percent of the polled public school parents felt that some teachers in the local schools should be fired: In another survey school administrators estimated that five to 15 percent of their teachers performed unsatisfactorily. The public views teacher evaluation as a major problem in educational systems today (Soar 1983).

What is Evaluated

The problem of teacher evaluation begins with the primary consideration of what is to be evaluated. Criteria for evaluation must include tangible and intangible teaching aspects (Darling-Hammond 1983). Intangible aspects include student rapport and social responsibility while tangible aspects comprise well-written lesson plans and test scores. Once, what is to be evaluated is decided, how it should be evaluated and quantified becomes a primary issue. The wide range of suggested criteria for evaluating teachers has resulted in numerous methods designed to quantify those criteria (Wise, Darling-Hammond, McLaughlin, and Bernstein, 1985). It is the opinion of the public that administrators should assess and then improve the teacher effectiveness within their staffs (Woolever, 1985). There is, however, no one formula that will work in every district or on every teacher in a district. According to Pearson (1980), three judgments must be made to identify a person as a competent teacher:

- What standards must a teacher meet to teach satisfactorily rather than

minimally?

- What skills are required in general for a person to perform at this level?

- Does the person in question have these requisite skills?

Standards a teacher must have tend to come from both objective and subjective qualities. Those measurable outcomes correlate a teacher's effectiveness with the measurable gains on student's achievement tests. Subjective qualities which include teaching skills, motivational techniques, positive expectations, and leadership are also associated with competent teachers. This combination of both subjective and objective qualities make it more difficult to measure a teacher's ability.

It is important that the evaluation measures what it intends to measure and that it is easy to use. The useful evaluation process will give similar scores or ratings for similar performances regardless of the evaluator or the evaluated. It will provide results in a useful format and that format will be related to the teacher. It also must be cost effective in consideration of time, effort and money.

Evaluations can be one of the more rewarding experiences teachers will participate in throughout the year. Evaluations offer a chance to gain insight and avenues to becoming as good as a teacher can become. Alkire (1990), offers these recommendations to help teacher evaluations become accurate and meaningful:

- Read union contracts and board policies.
- Ask teachers to use self-evaluations.
- Plan classroom visits mindfully.
- Do observations properly.
- Take precise notes.
- Consider videotaping teachers.

- Don't limit observations and evaluations to ratings.
- Make sure post evaluation conferences mean something.
- Offer teachers a chance for rebuttal.
- Take evaluations seriously.
- Require the teacher's signature on the evaluation report.

Evaluations can be a great waste of time, or they can be driven by a professional growth plan that coincides with the skills the teacher is to develop. They can coincide with the building and district's short and long term goals, or they can be an experience haphazardly thrown together just prior to the end of a school year.

In the middle 1980's, the reform focus grew to not only include personnel evaluation issues, but also the need to examine school restructuring and career development. This change in direction is often referred to as the "second wave" of reform (Hawley, 1988). In A Nation Prepared: Teachers for the 21st Century, the Carnegie Forum on Education and the Economy (1986) stressed restructured schools and career ladders for teachers or systems for rewarding teachers based on job function, level of certification, seniority, and productivity. The first wave of 1980's educational reform movement was described as one of accountability; the second wave, beginning with the Carnegie Report in 1986, moved from accountability to increased professionalism in teaching. An examination of legislative activity for personnel evaluation from 1983-1991 by Furtwengler (1992), reveals increased activity during the accountability years, with the greatest number of policy initiatives for personnel evaluation enacted in 1985.

Policy studies of the 1980's reform movement usually held that the impetus for school reform resided in state governors and legislators. One evidence of state leadership was the National Governors' Association report, Time for Results (1986), which addressed several major strands for reform.

One call was for a redesign of the structure of the teaching career to promote increased responsibility and compensation for teachers based on "certified professional competence."

According to Joki (1982), school boards can help improve the quality of teaching by writing strong, clear policies on administrative accountability (including provisions for instructional leadership); on teacher recruitment, supervision, and evaluation; on an instructional model keyed to specific objectives; and on inservice training for administrators and teachers.

Professional Development

A training program for teachers is an important avenue to the betterment of students and an essential part of school reform. According to the Quebec teacher orientations and teacher competencies compiled by the Quebec Minister of Education (1994), teacher training should be considered as professional training directed toward mastery of teaching practices appropriate to the subjects taught. A teacher's competence essentially resides in his or her ability to stimulate and guide each student entrusted to him or her through the learning process. Teaching is a complex activity that is comprised of a variety of tasks. Teachers are required to carry out responsibilities, make decisions, and adjust to conditions of the learning situations and individual student characteristics. These tasks that encompass the education of youngsters make it imperative that we do our best as school systems to keep teachers well informed. Darling-Hammond believes that professional development is a key tool that keeps teachers abreast of current issues in education, helps them implement innovations, and improves their practice (Darling-Hammond, 1983).

When dealing with the concept of higher standards for schools, invariably the issue of professional development will arise. Guskey (1994), maintains that in every effort to bring about needed change, professional

development is the primary vehicle to reform, restructure, or transform schools. Cuban (1992), describes the process of teacher professional development as a systematic reform that can not take place in the outdated "expert model" that most districts still use in trying to make large scale changes. Fullan (1991), believes that change must be more than structural if reforms in education are to be successful. He contends that individuals and groups must decide what should change as well as how to go about it.

Problems then arise when all teachers are not interested in achieving personal or system change. All teachers may not be interested in professional development. Many teachers feel burdened with the daily classroom routine, time needed for preparation, or have a lack of confidence on the impact of professional growth activities (McLaughlin, 1991). Some teachers, especially as they approach retirement, may lose interest in professional growth. Fine (1994), quotes a typical teacher as saying: "I have only four or five years before I retire. I'm not going to take an active role in change. I go with the flow and roll with the punches" (p 73).

It is important to schools and individuals that each teacher's professional plan builds on personal as well as professional interests and that during the later years of a career more personal characteristics are included.

Chapter III

Methodology

Selection of the Population

To assess the perceptions of the Millard staff members, a survey instrument was developed, distributed, returned, and tabulated.

The population surveyed was the kindergarten through twelfth grade teaching staff and building administrative staff of the school system. The demographic breakdown of the teachers surveyed included 1,340 teachers, with an average age of 40. The teaching population consisted of 1032 females and 308 males. The experience of teachers ranged from 0 to 37 years with an average of 14 years experience. The teaching experience in the school district ranged from 0 to 34 years with an average of 10.5 years experience. The professionalism of the teaching staff consisted of 695 certified staff members with Bachelor degrees, 630 certified staff members with Master degrees, 12 certified staff members with Educational Specialist degrees, and three certified staff members with Doctoral degrees. 966 certified staff members had permanent contracts, 344 certified staff members had probationary contracts, 27 certified staff members had short term contracts, and three certified staff members had part time contracts.

The demographic breakdown of the administrators surveyed includes 54 administrators, with a mean age of 47. The administrators population consisted of 19 females and 35 males. The administrative total experience in the school district ranged from two to 38 years with an average of 22.5 years experience. The individual total administrative experience in the district ranged from one to 38 years with a mean of 15.9 years experience. The professionalism of the administrative staff consisted of five administrative staff members with Master degrees, 37 administrative staff members with Educational Specialist degrees,

and 12 administrative staff members with Doctoral degrees.

Procedures

Each member of the certified staff in the 20 elementary buildings, the five middle school buildings and the three high school buildings was given an appropriate survey form. Teachers and administrators received a cover letter explaining the objective and a survey to complete and return anonymously, via school mail, to the personnel office. After the surveys were returned, a tabulation was conducted for the teaching staff and for the evaluators. These were then broken down into subgroups. A tabulation was then conducted for high school teachers, middle school teachers, elementary school teachers, elementary school evaluators, for middle school evaluators and high school evaluators. The subgroups broke down in the following manner.

- 35 surveys from the evaluating administrators
 - 17 surveys from the elementary school evaluators
 - 12 surveys from the middle school evaluators
 - 6 surveys from the high school evaluators
- 647 surveys from the teaching staff
 - 302 surveys from the elementary school teachers
 - 156 surveys from the middle school teachers
 - 161 surveys from the high school teachers

Each teacher response on each survey was tabulated to compile a total of 3,272 responses. The data were tabulated for teachers in each of the phases by tabulating the teacher responses to the statements of each phase of the survey.

- 1,552 responses in the Appraisal Phase
- 1,012 responses in the Support Phase
- 508 responses in the Professional Growth Phase
- 200 responses in the Transition Phase

The data were then tabulated for teachers in each of the responding

building sites. There were surveys turned in from 26 of the 28 building sites leaving two building sites unaccounted for and out of the research.

Evaluator data were tabulated for each phase in the evaluation cycle.

The Instrument

The instrument consisted of two survey questionnaires coded to identify individual buildings (Appendix B and Appendix C); one questionnaire was designed for evaluators and one questionnaire was designed for teachers. The statements on the surveys were organized into four sections. The first section provided demographic data including, range of years in the profession, and teaching level. Each of the last four sections of both surveys consisted of statements pertaining to the specific placements in the professional growth cycle. The survey instruments were designed to attend to perceptions of the evaluating administrators at the different school levels and the teachers in the different phases of the professional growth cycle at different school levels and by individual building sites. The teacher survey made specific statements that dealt with the respondent's perception of the evaluation process and professional growth instrument according to each phase. Each teacher was asked fill out the appropriate portion of the survey. The evaluators were asked to fill out the survey for each of the phases of the professional growth cycle. Each phase had a number of questions to which the teacher responded. The statements under each phase for the teacher survey are listed below:

APPRAISAL PHASE STATEMENTS:

1. My evaluator and I decided upon the focus of Appraisal based on the Indicators of Effective Teaching.
2. My evaluator preceded observations with a pre-conference.
3. My evaluator reviews my performance using the Indicators of Effective Teaching.
4. My evaluator and I met for feedback conferences within three working

days.

5. My performance during observations is an accurate reflection of my normal teaching ability.

6. I was observed and received conferences 2-3 times during this phase.

SUPPORT PHASE STATEMENTS:

1. My evaluator and I mutually agreed upon my Professional Growth Plan.

2. My evaluator and I determined the type and level of support needed to implement my Professional Growth Plan.

3. My evaluator and I discussed the progress made toward my Professional Growth Plan objectives during the year.

4. My evaluator and I determined if adjustments or modifications needed to be made in my Professional Growth Plan.

5. I collected evidence of accomplishments toward the goals in my Professional Growth Plan.

6. Professional Growth Plans contribute to teacher growth and improvement.

CONTINUED PROFESSIONAL GROWTH PHASE STATEMENTS:

1. My evaluator and I discussed my Professional Growth Plan and determined what needed to be done to achieve the objectives.

2. My evaluator and I agree upon the data/evidence that will be used to verify completion of the Professional Growth Plan.

3. My evaluator and I discussed the progress made toward my Professional Growth Plan objectives during the year.

4. I collected quality data/evidence to support the achievement of the objectives in my Professional Growth Plan.

5. My evaluator and I discussed directions for future professional growth and development.

6. Writing the summary of my Professional Growth was a helpful reflective activity.

TRANSITION PHASE STATEMENTS:

1. I completed the Self-Assessment of the Indicators of Effective Teaching.
2. I was observed and received a conference at least on time in this phase.

The statements under each phase for the evaluator survey are listed below:

1. The teachers and I decided upon the focus of Appraisal based on the Indicators of Effective Teaching.
2. The teachers and I preceded observations with a pre-conference.
3. I reviewed teachings performance using the Indicators of Effective Teaching.
4. I met with teachers for feedback conferences within three working days.
5. I believe the performance during observations is an accurate reflection of a teacher's ability to teach.
6. Observing and conferencing each teacher 2-3 times assists me in evaluating thoroughly.

SUPPORT PHASE STATEMENTS:

1. The teacher and I mutually agreed upon my Professional Growth Plan.
2. The teacher and I determined the type and level of support needed to implement the Professional Growth Plan.
3. The teacher and I discussed the progress made toward the Professional Growth Plan objectives during the year.
4. The teacher and I determined if adjustments or modifications needed to be made in the Professional Growth Plan.
5. The teacher collected evidence of accomplishments toward the goals in the Professional Growth Plan.
6. Professional Growth Plans contribute to teacher growth and improvement.

CONTINUED PROFESSIONAL GROWTH PHASE STATEMENTS:

1. The teacher and I discussed the Professional Growth Plan and determined what needed to be done to achieve the objectives.
2. The teacher and I agree upon the data/evidence that will be used to verify completion of the Professional Growth Plan.
3. The teacher and I discussed the progress made toward my Professional Growth Plan objectives during the year.
4. Teachers in this phase wrote their own year end summary.

TRANSITION PHASE STATEMENTS:

1. The teacher completed the Self-Assessment of the Indicators of Effective Teaching.
2. I completed one classroom observation and conference for each teacher in this phase.

Treatment of the Data

The responses from the Teacher Survey and Administrator Survey were compiled and tabulated for frequency and percentage to answer the research questions.

Chapter IV

Presentation of Data

The purpose of this study was to determine the perceptions of teachers and evaluators regarding the evaluation and professional growth instrument. For the purpose of this study, favorable responses to individual items were responses returned in the categories of Agree or Strongly Agree, while unfavorable responses to individual items were responses in the categories of Disagree or Strongly Disagree.

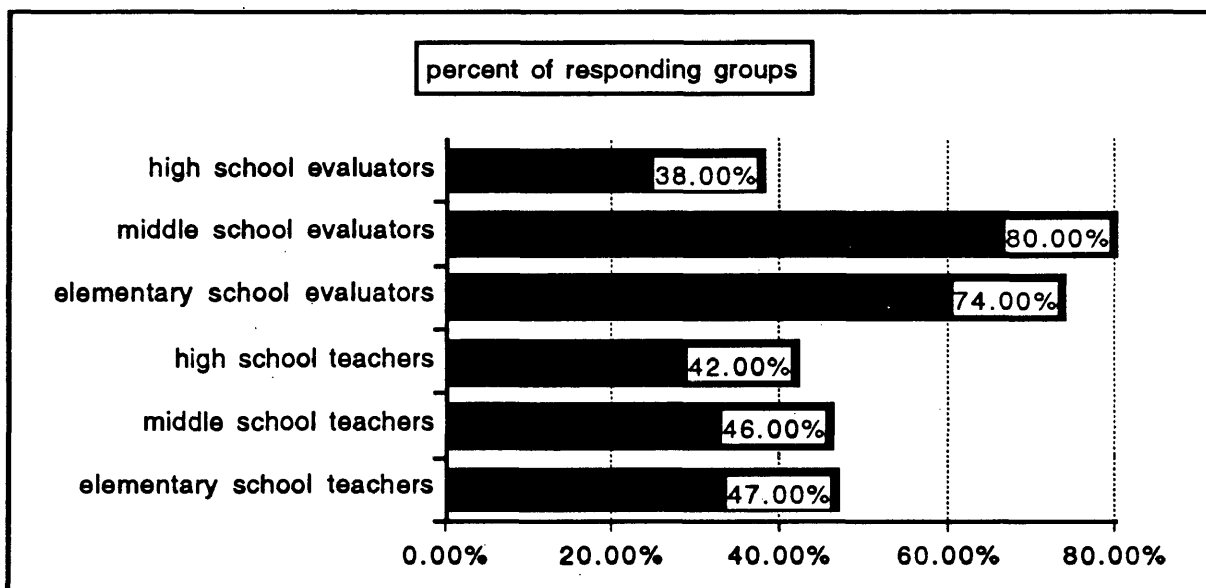
The research questions presented were:

1. What percentage of the teachers responded favorably to the evaluation and professional growth instrument?
2. What percentage of the evaluators responded favorably to the evaluation and professional growth instrument?
3. What percentage of the teachers at the different building levels responded favorably to the evaluation and professional growth instrument?
4. What percentage of the evaluators at the different building levels responded favorably to the evaluation and professional growth instrument?
5. What percentage of teachers in each of the evaluation and professional growth phases responded favorably to the evaluation and professional growth instrument?
6. What percentage of evaluators responded favorably to the evaluation and professional growth instrument in each of the evaluation and professional growth phases?
7. What percentage of teachers in each of the different building sites responded favorably to the evaluation and professional

growth instrument?

This chapter will present data obtained from the survey conducted among the 1995-96 teachers and administrators in a large Millard Public School system.

The instrument consisted of two surveys. One survey was given to district building administrators and addressed their perception of the district's evaluation and professional growth system. The other survey, given to kindergarten through twelfth grade teachers, who were to respond to statements that pertained to the phase of the evaluation and professional growth system in which they were functioning. Of the surveys that were sent to 1,394 staff members, 654 completed surveys were returned at the rate of 46.9%. The school level breakdown for teachers returning surveys is as follows: 302 elementary teachers returned completed surveys, 156 middle school teachers returned completed surveys, and 161 high school teachers returned completed surveys. Seventeen of 23 elementary administrators returned completed surveys, while 12 of 15 middle school administrators returned completed surveys, and six of 16 high school administrators returned completed surveys.



The tabulation in percentage for the teacher responses to each question in the different phases is represented in this chart.

Table I
Teacher Responses to Statements
by Level for each Evaluation Phase

Elementary Teacher Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Appraisal Phase				
Question 1	66.1%	26.4%	5.0%	2.5%
Question 2	59.2%	26.7%	8.3%	5.8%
Question 3	77.7%	20.7%		1.7%
Question 4	59.2%	22.5%	4.3%	3.0%
Question 5	81.0%	16.5%	1.7%	.8%
Question 6	73.4%	20.2%	5.5%	.9%
Support Phase				
Question 1	83.1%	14.5%		2.4%
Question 2	64.6%	31.7%	1.2%	2.4%
Question 3	64.6%	28.0%	4.9%	2.4%
Question 4	67.1%	29.3%	1.2%	2.4%
Question 5	73.2%	24.4%	1.2%	1.2%
Question 6	61.0%	32.9%	4.9%	1.2%
Continued Growth Phase				
Question 1	92.5%	5.0%		2.5%
Question 2	90.2%	7.3%		2.4%
Question 3	90.2%	7.3%		2.4%
Question 4	92.7%	4.9%		2.4%
Question 5	82.5%	15.0%	2.5%	
Question 6	65.8%	26.3%	5.3%	2.6%
Transition Phase				
Question 1	77.6%	10.3%	10.3%	1.7%
Question 2	94.9%	5.1%		0.0%
Middle School Teacher Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Appraisal Phase				
Question 1	53.8%	37.2%	9.0%	
Question 2	62.7%	26.5%	8.4%	2.4%
Question 3	74.1%	24.7%	1.2%	
Question 4	66.3%	27.5%	5.0%	1.3%
Question 5	72.0%	28.0%		
Question 6	77.8%	21.0%	1.2%	

Support Phase

Question 1	64.9%	32.4%	2.7%	
Question 2	44.4%	50.0%	5.6%	
Question 3	64.9%	32.4%	2.7%	
Question 4	57.9%	36.8%	5.3%	
Question 5	63.9%	30.6%	5.6%	
Question 6	44.4%	38.9%	5.6%	11.1%

Continued Growth Phase

Question 1	75.0%	12.5%	2.5%	
Question 2	68.8%	25.0%	6.3%	
Question 3	75.0%	12.5%	12.5%	
Question 4	68.8%	18.8%	6.3%	6.3%
Question 5	62.5%	25.0%	12.5%	
Question 6	68.8%	12.5%		18.7%

Transition Phase

Question 1	66.4%	3.8%	0.6%	
Question 2	100.0%			

High School Teacher Responses

Strongly Agree Agree Disagree Strongly Disagree

Appraisal Phase

Question 1	66.7%	26.7%	3.3%	3.3%
Question 2	55.0%	40.0%	3.3%	1.7%
Question 3	90.2%	9.8%		
Question 4	76.7%	13.3%	5.0%	5.0%
Question 5	81.7%	13.3%	3.3%	1.7%
Question 6	87.5%	10.7%		1.8%

Support Phase

Question 1	68.0%	30.0%		2.0%
Question 2	60.0%	30.0%	6.0%	4.0%
Question 3	66.0%	26.0%	4.0%	4.0%
Question 4	58.0%	32.0%	4.0%	6.0%
Question 5	72.0%	26.0%	2.0%	
Question 6	55.1%	30.6%	4.1%	10.2%

Continued Growth Phase

Question 1	71.0%	19.4%	6.5%	3.2%
Question 2	73.3%	20.0%	3.3%	3.3%
Question 3	70.0%	23.3%	3.3%	3.3%
Question 4	70.0%	23.3%	3.3%	3.3%
Question 5	60.0%	33.3%	3.3%	3.3%
Question 6	50.0%	28.6%	14.3%	7.1%

transition Phase

Question 1	61.9%	28.6%		9.5%
Question 2	85.7%	9.5%		4.8%

Table II
Evaluator Responses to Statements
by Level for each Evaluation Phase

Elementary School Evaluator Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Appraisal Phase				
Question 1	44.4%	38.9%	16.7%	
Question 2	35.3%	47.1%	11.8%	5.9%
Question 3	94.4%	5.6%		
Question 4	38.9%	44.4%	16.7%	
Question 5	31.3%	50.0%	18.8%	
Question 6	22.2%	66.7%	11.1%	
Support Phase				
Question 1	100%			
Question 2	70.6%	29.4%		
Question 3	64.7%	29.4%	5.9%	
Question 4	58.8%	29.4%	11.8%	
Question 5	47.1%	47.1%	5.9%	
Question 6	52.9%	47.1%		
Continued Growth Phase				
Question 1	85.7%	14.3%		
Question 2	42.9%	57.1%		
Question 3	71.4%	23.3%		
Question 4	57.1%	28.6%	14.3%	
Transition Phase				
Question 1	44.4%	44.4%	11.1%	
Question 2	76.9%	23.1%		

Middle School Evaluator Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Appraisal Phase				
Question 1	83.3%	16.7%		
Question 2	41.7%	58.3%		
Question 3	91.7%	8.3%		
Question 4	66.7%	33.3%		
Question 5	16.7%	83.3%		
Question 6	58.3%	33.3%	8.4%	
Support Phase				
Question 1	80.0%	20.0%		
Question 2	75.0%	25.0%		
Question 3	83.3%	16.7%		

Question 4	91.7%	8.3%
Question 5	50.0%	50.0%
Question 6	41.7%	58.3%

Continued Growth Phase

Question 1	85.7%	100%
Question 2	42.9%	100%
Question 3	71.4%	100%
Question 4	70.0%	100%

Transition Phase

Question 1		63.6%	36.4%
Question 2	33.3%	33.3%	33.4%

High School Evaluator Responses

Strongly Agree Agree Disagree Strongly Disagree

Appraisal Phase

Question 1	16.7%	33.3%	33.3%	16.7%
Question 2	50.0%	33.3%	16.7%	
Question 3	50.0%	50.0%		
Question 4	50.0%	16.7%	33.3%	
Question 5	50.0%	50.0%		
Question 6	33.3%	50.0%	16.7%	

Support Phase

Question 1	50.0%	50.0%
Question 2	33.3%	66.7%
Question 3	50.0%	50.0%
Question 4	33.3%	66.7%
Question 5	33.3%	66.7%
Question 6	50.0%	50.0%

Continued Growth Phase

Question 1	60.0%	40.0%	
Question 2	25.0%	75.0%	
Question 3	50.0%	50.0%	
Question 4		75.5%	25.5%

Transition Phase

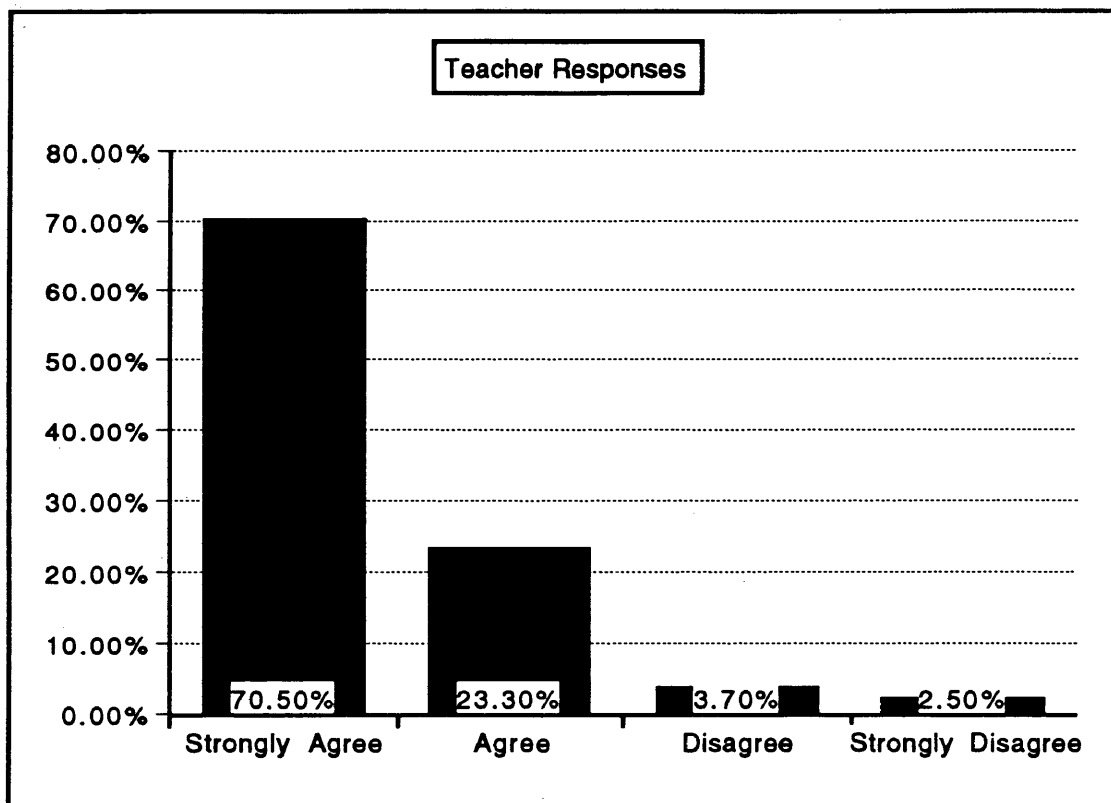
Question 1	33.3 %	33.3%	33.4%
Question 2	100%		

Research Question One

•What percentage of the teachers responded favorably to the evaluation and professional growth instrument?

Of the 3,273 teacher responses to the survey, 3,069 were returned in the Strongly Agree or Agree categories, at the favorable percentage of 93.8%. The individual survey statements returned in the categories of Strongly Agree or Agree at an average of 93.1%.

Data were tabulated and shown in bar graph form to help visualize the response returns that were used to answer this question:

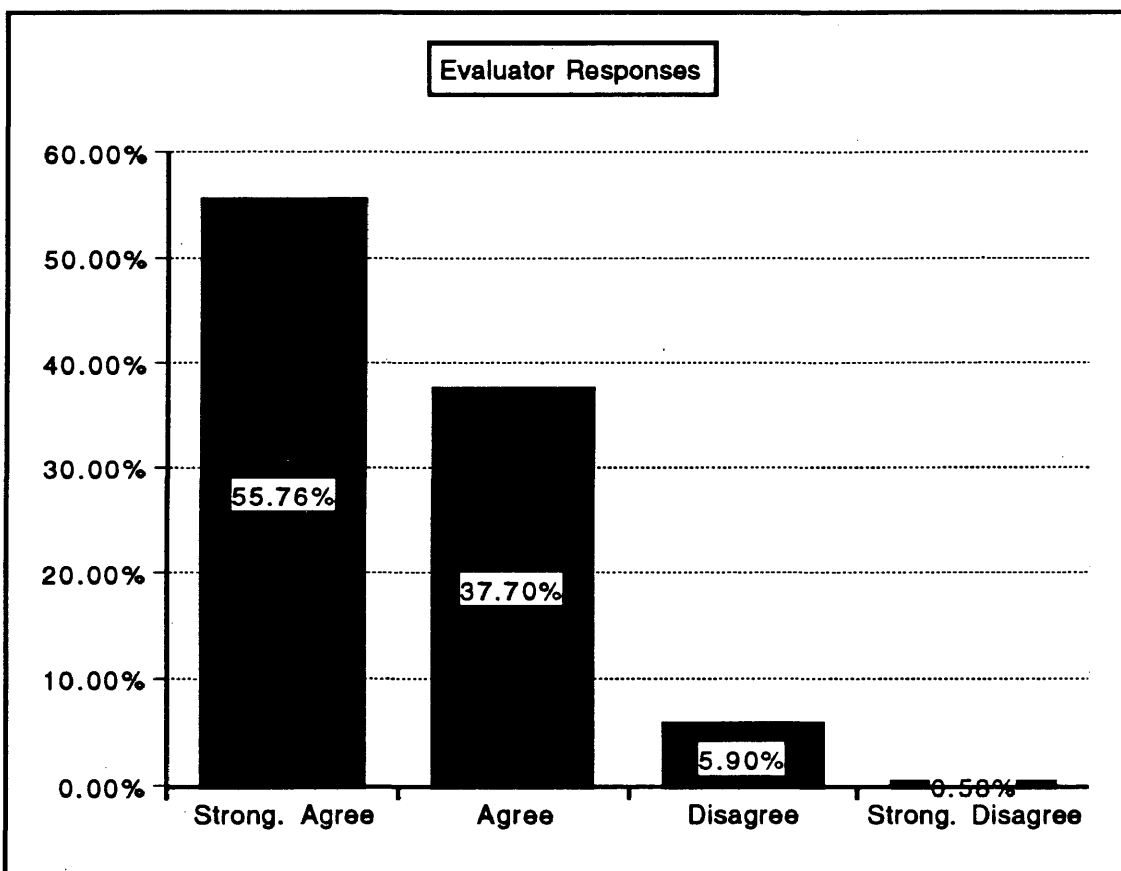


Research Question Two

•What percentage of the evaluators responded favorably to the evaluation and professional growth instrument?

Of the 520 evaluator responses to the survey statements, 486 returned in the Strongly Agree or Agree categories, at the favorable percentage of 93.5%. The individual survey statements returned in the categories of Strongly Agree or Agree at an average of 93.5%.

Data were tabulated and shown in bar graph form to help visualize the response returns that were used to answer this question:



Research Question Three

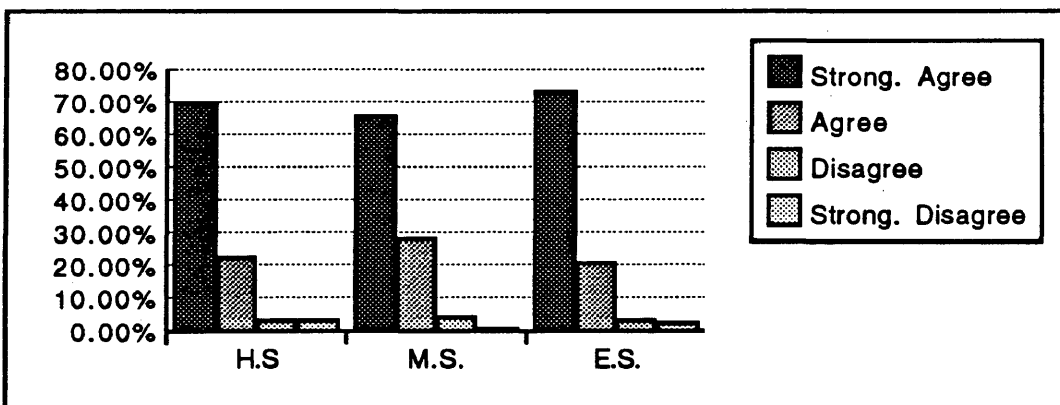
•What percentage of the teachers at the different building levels responded favorably to the evaluation and professional growth instrument?

Of the 869 teacher responses to the survey statements at the High School level, 809 of returned in the Strongly Agree or Agree categories, at the favorable percentage of 93.1%. The individual survey statements returned in the categories of Strongly Agree or Agree at an average of 92.5%.

Of the 841 teacher responses to the survey statements at the Middle School level, 793 of returned in the Strongly Agree or Agree categories, at the favorable percentage of 94.3%. The individual survey statements returned in the categories of Strongly Agree or Agree at an average of 92.4%.

Of the 1,563 teacher responses to the survey statements at the Elementary School level, 1,467 of returned in the Strongly Agree or Agree categories, at the favorable percentage of 93.9%. The individual survey statements returned in the categories of Strongly Agree or Agree at an average of 93.9%.

Data were tabulated and shown in graph form to help visualize the response returns that were used to answer this question:



Research Question Four

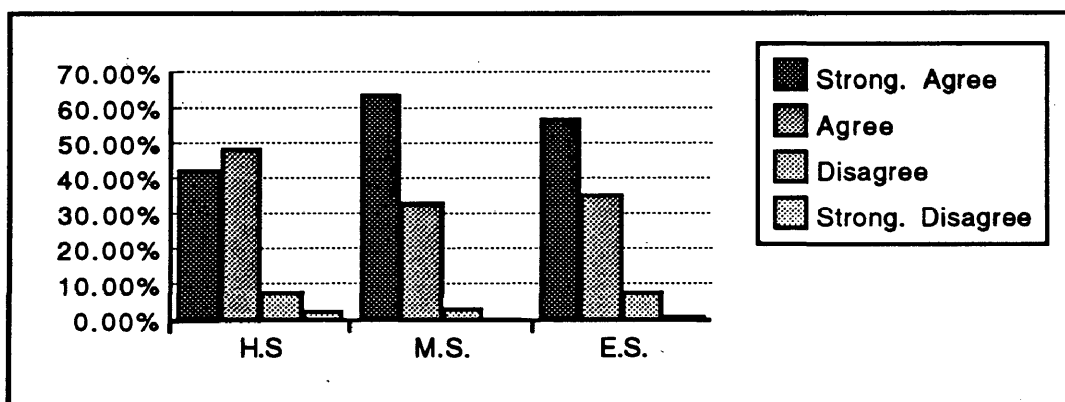
•What percentage of the evaluators at the different building levels responded favorably to the evaluation and professional growth instrument?

Of the 95 evaluator responses to the survey statements at the High School level, 86 returned in the Strongly Agree or Agree categories, at the favorable percentage of 90.5%. The individual survey statements returned in the categories of Strongly Agree or Agree at an average of 90.3%.

Of the 168 evaluator responses to the survey statements at the Middle School level, 163 returned in the Strongly Agree or Agree categories, at the favorable percentage of 97%. The individual survey statements returned in the categories of Strongly Agree or Agree at an average of 96.12%.

Of the 257 evaluator responses to the survey statements at the Elementary School level, 237 returned in the Strongly Agree or Agree categories, at the favorable percentage of 92.2%. The individual survey statements returned in the categories of Strongly Agree or Agree at an average of 92.47%.

Data were tabulated and shown in bar graph form to help visualize the response returns that were used to answer this question:



Research Question Five

•What percentage of teachers in each of the evaluation and professional growth phases responded favorably to the evaluation and professional growth instrument?

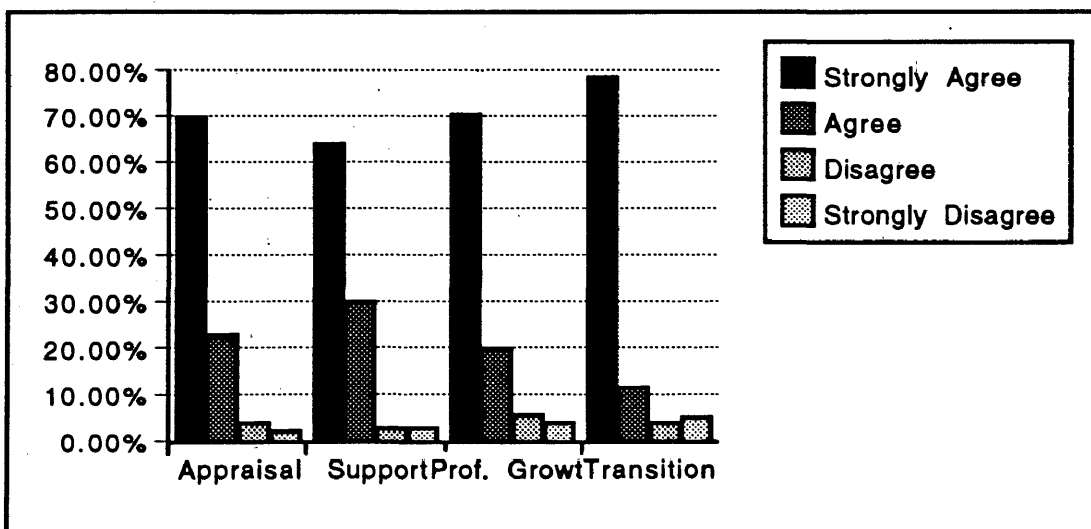
Of the 1,552 teacher responses to the survey statements in the Appraisal Phase, 1454 returned in the Strongly Agree or Agree categories, at the favorable percentage of 93.7%.

Of the 1,012 teacher responses to the survey statements in the Support Phase, 954 returned in the Strongly Agree or Agree categories, at the favorable percentage of 93.4%.

Of the 508 teacher responses to the survey statements in the Professional Growth Phase, 479 returned in the Strongly Agree or Agree categories, at the favorable percentage of 94.3%.

Of the 200 teacher responses to the survey statements in the Transition Phase, 189 returned in the Strongly Agree or Agree categories, at the favorable percentage of 94.5%.

Data were tabulated and shown in stacked bar graph form to help visualize the response returns that were used to answer this question:



Research Question Six

•What percentage of evaluators responded favorably to the evaluation and professional growth instrument in each of the evaluation and professional growth phases?

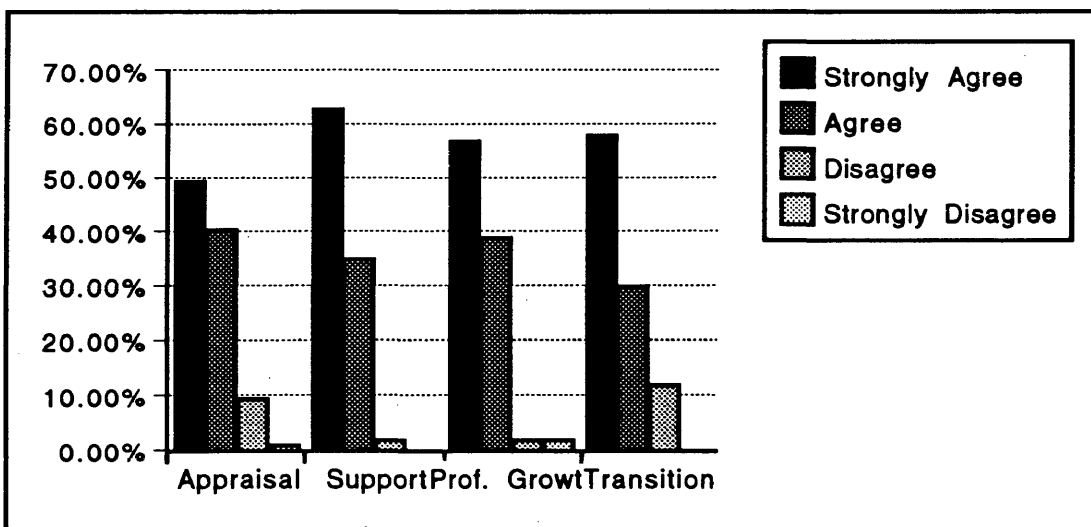
Of the 213 evaluator responses to the survey statements in the Appraisal Phase, 191 returned in the Strongly Agree or Agree categories, at the favorable percentage of 89.7%.

Of the 208 evaluator responses to the survey statements in the Support Phase, 204 returned in the Strongly Agree or Agree categories, at the favorable percentage of 98.1%.

Of the 49 teacher responses to the survey statements in the Professional Growth Phase, 47 returned in the Strongly Agree or Agree categories, at the favorable percentage of 96%.

Of the 50 evaluator responses to the survey statements in the Transition Phase, 44 returned in the Strongly Agree or Agree categories, at the favorable percentage of 88%.

Data were tabulated and shown in bar graph form to help visualize the response returns that were used to answer this question:



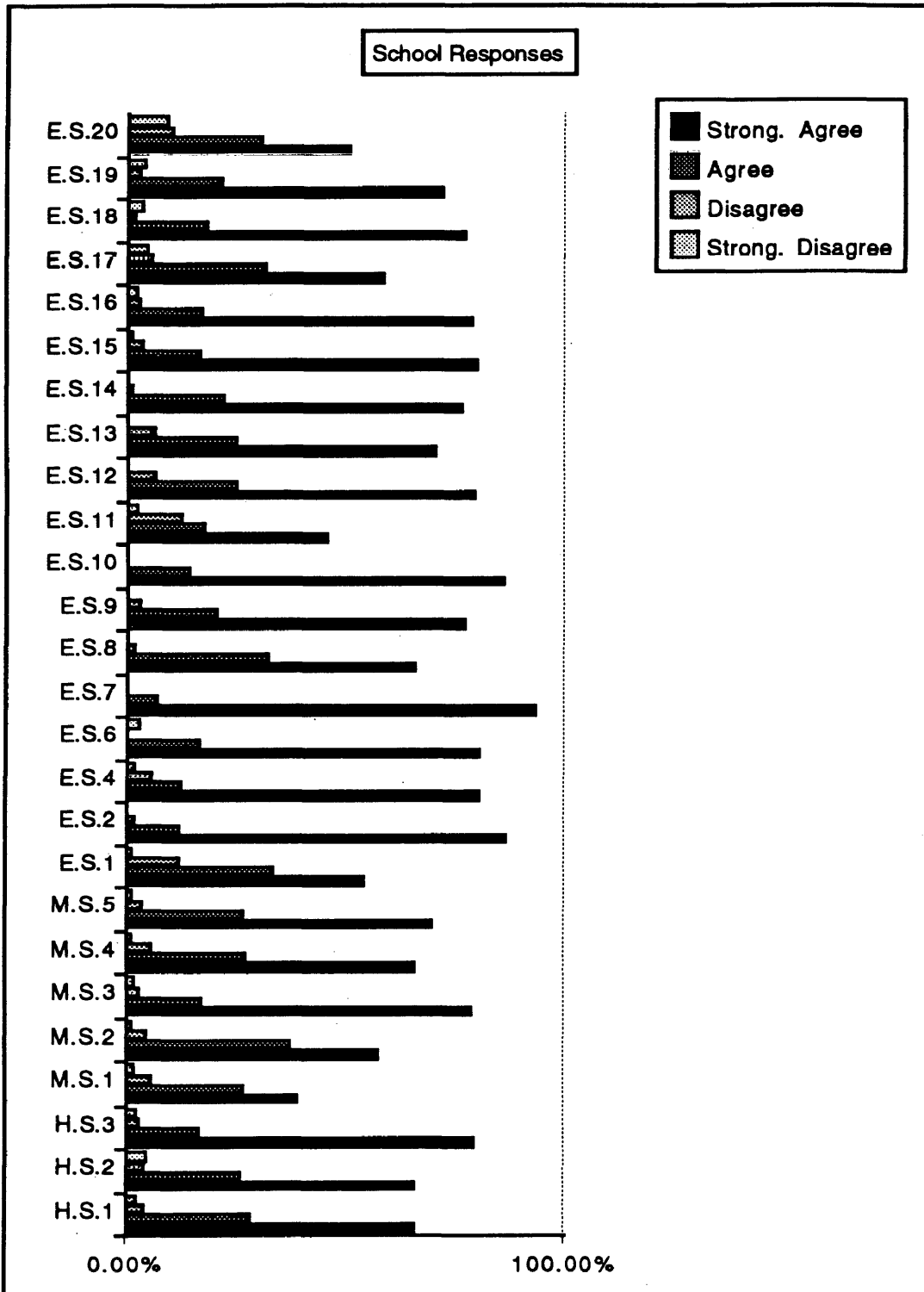
Research Question Seven

•What percentage of teachers in each of the different building sites responded favorably to the evaluation and professional growth instrument?

The combined scores for the twenty items in the categories of Strongly Agree or Agree for each site were as follows:

92.5% in High School #1	93.8% in High School #2
92.9% in High School #3	86.4% in Middle School #1
96.4% in Middle School #2	96.0% in Middle School #3
91.3% in Middle School #4	97.0% in Middle School #5.
91.7% in Elementary School #1	100% in Elementary School #2
97.5% in Elementary School #4	97.5% in Elementary School #6
100% in Elementary School #7	99.4% in Elementary School #8
97.6% in Elementary School #9	99.4% in Elementary School #10
61.7% in Elementary School #11	100% in Elementary School #12
95.0% in Elementary School #13	96.0% in Elementary School #14
91.7% in Elementary School #15	98.2% in Elementary School #16
91.2% in Elementary School #17	99.2% in Elementary School #18
98.2% in Elementary School #19	86.6% in Elementary School #20

Data were tabulated and shown in bar graph form to help visualize the response returns that were used to answer this question:



Chapter V

Conclusions

The purpose of this study was to determine the perceptions of teachers and evaluators using a newly implemented teacher evaluation and professional growth instrument in the Millard School District. To address this issue, during the research study, seven specific questions were addressed:

1. What percentage of the teachers responded favorably to the evaluation and professional growth instrument?
2. What percentage of the evaluators responded favorably to the evaluation and professional growth instrument?
3. What percentage of the teachers at the different building levels responded favorably to the evaluation and professional growth instrument?
4. What percentage of the evaluators at the different building levels responded favorably to the evaluation and professional growth instrument?
5. What percentage of teachers in each of the evaluation and professional growth phases responded favorably to the evaluation and professional growth instrument?
6. What percentage of evaluators responded favorably to the evaluation and professional growth instrument in each of the evaluation and professional growth phases?
7. What percentage of teachers in each of the different building sites responded favorably to the evaluation and professional growth instrument?

Survey instruments were utilized to assess perceptions of teacher evaluators, elementary teachers, middle school teachers, and high school

teachers at each of the district's building sites and returned at the rate of 46.9%. The surveyed population was the Kindergarten through Twelfth grade teaching staff and building administrative staff (evaluators) of the school system.

Research Question Results

As a result of the data analyzed, some conclusions could be drawn from the study concerning perceptions of respondents and their satisfaction with the execution of the evaluation and professional growth process.

Research Question One

•What percentage of the teachers responded favorably to the evaluation and professional growth instrument?

Respondents perceive the evaluation and professional growth instrument was being executed as it was intended. The survey statements returned in the categories of Strongly Agree or Agree at an average of 92%.

Research Question Two

•What percentage of the evaluators responded favorably to the evaluation and professional growth instrument?

Respondents perceive the evaluation and professional growth instrument was being executed as it was intended. The survey statements returned in the categories of Strongly Agree or Agree at an average of 93.5%.

Research Question Three

•What percentage of the teachers at the different building levels responded favorably to the evaluation and professional growth instrument?

Teachers at each of the building levels responded favorably to the survey statements regarding the evaluation and professional growth instrument. Teachers at the High School level returned responses in the Strongly Agree or Agree categories at the rate of 93.1%. Teachers at the Middle School level returned responses in the Strongly Agree or Agree categories at

the rate of 94.3%. Teachers at the Elementary School level returned responses in the Strongly Agree or Agree categories at the rate of 93.9%.

Research Question Four

What percentage of the evaluators at the different building levels responded favorably to the evaluation and professional growth instrument?

Evaluators at each of the building levels responded favorably to the survey statements regarding the evaluation and professional growth instrument. Evaluators at the High School level returned responses in the Strongly Agree or Agree categories at the rate of 90.5%. Evaluators at the Middle School level returned responses in the Strongly Agree or Agree categories at the rate of 97%. Evaluators at the Elementary School level returned responses in the Strongly Agree or Agree categories at the rate of 92.2%.

Research Question Five

•What percentage of teachers in each of the evaluation and professional growth phases responded favorably to the evaluation and professional growth instrument?

Teachers in each of the four phases responded favorably to the survey statements regarding the evaluation and professional growth instrument.

Teachers in the Appraisal Phase responded favorably to the survey statements at the rate of 93.7%.

Teachers in the Support Phase responded favorably to the survey statements at the rate of 93.4%.

Teachers in the Professional Growth Phase responded favorably to the survey statements at the rate of 94.3%.

Teachers in the Transition Phase responded favorably to the survey statements at the rate of 94.5%.

Research Question Six

•What percentage of evaluators responded favorably to the evaluation and professional growth instrument in each of the evaluation and professional growth phases?

Evaluators evaluating teachers in the Appraisal Phase responded favorably to the survey statements at the rate of 89.7%.

Evaluators evaluating teachers in the Support Phase responded favorably to the survey statements at the rate of 98.1%.

Evaluators evaluating teachers in the Professional Growth Phase responded favorably to the survey statements at the rate of 96%.

Evaluators evaluating teachers in the Transition Phase responded favorably to the survey statements at the rate of 88%.

Research Question Seven

•What percentage of teachers in each of the different building sites responded favorably to the evaluation and professional growth instrument?

Teachers in each of building sites responded favorably to the survey statements regarding the evaluation and professional growth instrument. Twenty-four of the 26 responding building sites returned teacher responses in the categories of Strongly Agree and Agree at 90 percent or above.

Areas of Possible Concern

The paragraphs below are findings discovered in reviewing the frequency tabulation and possibly could merit research more statistical in nature.

One building site at the elementary level (E.S.11), and one building site at the middle school level (M.S. 1), returned teacher responses in the categories of Strongly Agree and Agree at rates somewhat below the returns in the Strongly Agree and Agree categories of the other schools. Although there were no statistical correlations done in this study further research might be justified to discern if this is a trend that needs to be recognized.

Many more high school teachers than high school evaluators agreed with Appraisal Phase question number one that dealt with collaboratively deciding the focus of the appraisal based on the Indicators of Effective Teaching. Further study should possibly be done in this area using a larger number of high school evaluators, in an effort to discover if this is a trend.

While all evaluator responses were returned at a high frequency in the Strongly Agree and Agree categories, the middle school evaluators seemed extremely pleased with the new instrument based on the fact that only one statement in the phases of Appraisal, Support, or Continued Professional Growth received a negative response.

Less than 79% of the high school teachers felt writing the summary of the Continued Professional Growth was a worthwhile reflection. This percentage was noticeably lower than the percentage at the other two levels.

Conclusion

The need for districts to evaluate fairly and provide professional growth for staff remains a needed tool for improving the education for students. It is evident that, although, there is room for improvement, this district has taken major steps in involving teachers and evaluators to jointly make a better learning environment for its students. This study sheds light on important questions regarding teacher and evaluator perceptions of the evaluation and professional growth instrument. Data concerning the perceptions of staff toward the instrument should be gathered periodically as a tool to help assess and maintain a high level of satisfaction.

Bibliography

Alkire, P. (Aug. 1990). These Strategies Soothe the Sting of Teacher Evaluation. The Executive Educator v.12 n. 8 : 17 -18

Barr, A.S., & Burton, W.H. (1926). The Supervision of Instruction. New York: D. Appleton. p. 457

Bridges, Edwin M., with Barry Groves. (1984). Managing the Incompetent Teacher. Eugene, OR: ERIC Clearinghouse on Educational Management and Stanford, CA: Institute for Research on Educational Finance and Governance.

Carnegie Forum of Education and the Economy's Task Force on Teaching as a Profession. (1986). A nation prepared: Teachers for the 21st century. New York: Carnegie Corporation.

Coker, H., Consortium for The Improvement of Teacher Education. (March-April 1985) Journal Of Teacher Education 36, 2 p. 12-17.

Cuban, L. (Summer 1992). What Happens to Reforms That Last: The Case of the Junior High School. American Educational Research Journal 29(2), p. 227-251.

Darling-Hammond, L. (Fall 1983). Teacher Evaluation in the Organizational Context: A review of the literature. Review Of Educational Research 53, 3 p. 285-328.

Fine, C (1994). Breaking Out of the Egg Crates: Redesigning Professional Roles and Relationships. Evanston, IL: Doctoral Dissertation on file at National-Louis University.

Furtwengler, C. (1992). The Rise and Demise of State-Level Performance Pay Programs: A 50-state Summary of the Reform Initiative. A paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Guskey, T. R. (April 1994.). Professional Development in Education: In Search of the Optimal Mix. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hawley, W. D. (1988). Missing Pieces of the Educational Reform Agenda: Or, Why the First and Second Waves May Miss the Boat. Educational Administration Quarterly, 24, p.416-437.

Joki, Russell A. (November 1982). Make Teacher Competency Your Policy. American School Board Journal 169 :32.

Lieberman, A., and Miller, L. (June 1990). Restructuring Schools: What Matters and What Works. Phi Delta Kappan. 71 (10), p. 759- 764.

McLaughlin, M. W. (1991). Enabling Professional Development: What have we learned? In A. Lieberman and L. Miller (EDs.). Staff Development for Education in the 90's (pp. 61-82). New York: Teachers College Press.

National Governors' Association. (1986). Time for Results: The Governors' 1991 Report on Education. Washington, DC: National Governors' Association.

Pearson, Allen T. (Summer 1980). The Competency Concept. Educational Studies 11: p. 145 -152.

Quebec: Minister of Education de l'Education du Quebec Teacher Training: Preschool and Elementary School Education: Orientations and Expected Competencies, 1994, p. 17.

Sanders, William L. and Horn, Sandra P. (March 3, 1995) Value Added Research & Assessment Center Educational Assessment Reassessed: The usefulness of Standardized and Alternative Measures of Student Achievement as Indicators for the Assessment of Educational Outcome, Education Policy Analysis Archives. Volume 3 Number 6.

Soar, R. S. (1983). Teacher Evaluation: A Critique of Currently Used Methods." Phi Delta Kappan 64, 4 p. 239-246.

Sweeney, J., and Manatt, R. (1982) Teacher Competence: the Past, Present, and Future of Its Assessment. Education. 223: p.716.

Wise, A., Darling-Hammond, L., McLaughlin, M. W., & Bernstein, H. (1985). Teacher Evaluation: A Study of Effective Practices. Elementary School Journal, 86 p. 61-65.

Woolever, R. (March-April 1985). State Mandated Performance Evaluation of Beginning Teacher Educators. Journal of Teacher Education 36, 2 p. 22-25.

Appendix A

THE INDICATORS OF EFFECTIVE TEACHING

Planning

- I. The teacher effectively plans instruction.**
 - 1. Develops an appropriate instructional plan**
 - Teacher prepares an instructional plan which is compatible with the school and system-wide curriculum (where applicable, design down from course/level outcomes)
 - Teacher prepares shorter-term (i.e., daily and weekly) as well as longer-term (i.e., by grading period and for the year) plans
 - Teacher's plans address student needs at appropriate levels of difficulty
 - Teacher's content, instructional strategies, enablers and assessments are aligned
 - Teacher's instructional activities and materials are selected to develop students' motivation to learn
 - 2. Communicates the instructional plan**
 - Teacher informs students of the instructional plan
 - Teacher shares instructional plans with building administrators, supervisors, and appropriate colleagues
 - Teacher uses the instructional plan to foster opportunities for collaboration both within and across disciplines
 - 3. Monitors and adjusts the instructional plan**
 - Teacher uses diagnostic information obtained from assessment procedures to develop and to revise instructional strategies/activities

- Teacher maintains accurate records of student progress
4. **Reflects on the instructional plan**
 - Teacher reflects on lesson effectiveness and adjusts accordingly
 - Teacher reflects on the extent to which outcomes are being met

Management of the Classroom Environment

II. The teacher promotes a positive, productive learning environment.

1. Rapport

- Teacher establishes rapport by demonstrating patience, acceptance, empathy and interest in all students
- Teacher avoids sarcasm and disparaging remarks
- Teacher maintains a positive social and emotional tone

2. Communication of expectations

- Teacher sets high expectations for all students
- Teacher encourages all students to do their best

3. Motivation of students to learn

- Teacher motivates students by exhibiting his or her own enthusiasm for what is being taught
- Teacher selects learning tasks that are meaningful and relevant to students
- Teacher helps students to focus their energies on the learning task by instilling a “you can do it” attitude
- Teacher reinforces students for their accomplishments

4. Physical environment

- Teacher establishes a classroom environment that is safe and orderly
- Teacher establishes a classroom environment that supports the

achievement of outcomes

5. Community of learners

- Teacher models continuous, life-long learning through inquiry and reflection
- Teacher encourages student independence, self-directed learning and student collaboration in learning

III. The teacher maintains appropriate standards of student behavior.

1. Maintains rules and standards of behavior

- Teacher develops and communicates appropriate rules and standards of behavior for the class
- Teacher holds students accountable for following standards of behavior
- Teacher deals with student behavior in a way that preserves student dignity
- Teacher consistently utilizes appropriate consequences for behavior
- Teacher develops plans to meet individual student behavior needs

2. Maintains appropriate standards for class work and homework

- Teacher explains to students the requirements and standards for class and homework assignments
- Teacher holds students accountable for these requirements and standards
- Teacher applies consequences in a consistent manner

IV. The teacher engages the students in meeting the purposes of

the instruction.

1. Student engagement

- Teacher involves all students actively in the learning activities
- Teacher utilizes a variety of strategies to keep students engaged

2. Effective use of time

- Teacher makes maximum use of instructional time
- Student uses instructional time appropriately

V. The teacher effectively manages routines and transitions

1. Effectiveness of routines and transitions

- Teacher plans and implements classroom routines and transitions that provide maximum time for learning
- Teacher plans and implements classroom routines and transitions that result in student responsibility
- Teacher has materials needed for instruction available and well organized

Instruction

VI. The teacher develops effective learning experiences.

1. Sequence

- Teacher introduces concepts in a way that interests students and communicates what is to be learned, why it is to be learned and how it relates to past or future learning
- Teacher develops a sequence to the learning activities or presentation that logically leads students toward achieving outcomes
- Teacher concludes the learning activities by ensuring that students review what has been learned

2. Instructional organization

- Teacher uses a variety of organizational patterns (i.e., models, structures, groupings) for instruction

- Teacher uses instructional groups that are appropriate to the lesson outcomes and the needs of the students

3. Instructional materials and activities

- Teacher uses instructional activities and materials that clearly facilitate the attainment of the lesson outcomes

- Teacher uses instructional activities and materials that actively involve students in the learning

- Teacher ties instruction to real life experiences with which students can identify

- Teacher uses a variety of instructional techniques appropriate to the students' different learning styles

VII. The teacher uses appropriate content.

1. Developmental appropriateness

- Teacher uses content which is at a level of difficulty that is suitable for the students' level of cognitive, social, emotional, and physical development (i.e., content is neither too easy nor too hard)

- Teacher uses vocabulary and language that is appropriate to the students

2. Accurate, current and relevant

- Teacher uses content that is accurate, current and relevant to the students' needs

3. Relationship to district outcomes and curriculum

- Teacher follows district guidelines and policies related to curriculum

VIII. The teacher facilitates student thinking.

1. Models appropriate questioning techniques

- Teacher uses questions that are open-ended
- Teacher uses questions that require both lower order and higher order thinking skills
- Teacher uses wait time appropriately
- Teacher reinforces, dignifies and builds on student responses
- Teacher clarifies or rephrases questions and responses when necessary

2. Facilitates student response to the instruction

- Students ask relevant questions
- Students actively listen
- Students exchange and build on one another's ideas
- Students initiate exploration of ideas

IX. The teacher communicates clearly, using precise language and acceptable oral expressions.

1. Clarity and precision with students

- Teacher uses precise examples and language
- Teacher directions are specific and easily understood by students
- Teacher models effectively
- Teacher ensures that information presented to students on the board, transparencies or class handouts is legible and understandable

2. Effectively conveys information to parents and

other staff regarding students' needs

- Teacher communicates in clear, concise, understandable terms
- Teacher communicates concerns about students in a timely manner

Assessment

X. The teacher monitors student learning and adjusts teaching when appropriate.

- 1. Monitors student learning during instruction**
 - Teacher checks for understanding at appropriate points
 - Teacher modifies instruction to meet students' needs
- 2. Provides students with feedback about learning**
 - Teacher uses a variety of assessment tools
 - Assessment and feedback are regular and ongoing
 - Sources of student feedback include teacher, self and peers
- 3. Student assessment data demonstrates student learning**
 - Teacher uses appropriate performance assessments
 - Teacher uses performance data to modify instruction to meet student needs
- 4. Provides extended student learning opportunities**
 - Teacher provides multiple opportunities for demonstration of student learning
 - Teacher provides relearning experiences in alternate ways
 - Teacher provides enrichment opportunities

Professional Responsibilities

XI. The teacher performs school related responsibilities.

1. Carries out school related duties

- Teacher performs non-instructional duties necessary to maintain a safe and orderly school environment

2. Complies with rules and regulations

- Teacher adheres to established laws, policies, rules and regulations
- Teacher adheres to the Professional Code of Ethics (4155)

3. Becomes involved in school activities

- Teacher participates in school activities that enrich the school learning environment

4. Fosters the cooperative involvement and support of parents

- Teacher clearly communicates the outcomes, objectives and expectations of the course and/or grade level to parents
- Teacher effectively communicates student progress to parents
- Teacher uses the information from parents to assist in planning students' educational programs

5. Contributes to a positive school climate

- Teacher expresses and deals with concerns in a constructive manner
- Teacher demonstrates enthusiasm

XII. The teacher assumes responsibility for meaningful professional growth.**1. Pursues professional development**

- Teacher uses self-assessment to improve instruction
- Teacher demonstrates a commitment to growth by participating in professional development activities

- Teacher collaborates with colleagues

- Teacher applies professional growth experiences to improving teaching performance in the classroom

XIII. The teacher assumes leadership for school improvement and professional growth.

1. Assumes responsibility for school improvement

- Teacher works cooperatively with colleagues to identify areas where the school's programs need to be strengthened

- Teacher works cooperatively with colleagues to develop and implement a school improvement plan to strengthen these areas

- Teacher monitors and adjusts the plan to assure it's success

**Appendix B
TEACHER EVALUATION SURVEY:
SPRING 1996**

1. Number of years you have been a professional educator:
1= 1-7 yr. 2= 8-15 yr. 3= 16-22 yr. 4= more than 22 yr. 1 2 3 4
2. Level in which you teach:
1= elementary 2= middle school 3= high school 1 2 3 4
3. Phase at which you participated during the 95-96 school year.
1= Appraisal 2= Support 3= Professional Growth 4=Transition

RESPOND ONLY IN THE APPROPRIATE SECTION

APPRAISAL PHASE STATEMENTS:

1. My evaluator and I decided upon the focus of Appraisal based on the Indicators of Effective Teaching. 1 2 3 4
2. My evaluator preceded observations with a pre-conference. 1 2 3 4
3. My evaluator reviews my performance using the Indicators of Effective Teaching. 1 2 3 4
4. My evaluator and I met for feedback conferences within three working days. 1 2 3 4
5. My performance during observations is an accurate reflection of my normal teaching ability. 1 2 3 4
6. I was observed and received conferences 2-3 times during this phase. 1 2 3 4

SUPPORT PHASE STATEMENTS:

1. My evaluator and I mutually agreed upon my Professional Growth Plan. 1 2 3 4
2. My evaluator and I determined the type and level of support needed to implement my Professional Growth Plan. 1 2 3 4
3. My evaluator and I discussed the progress made toward my Professional

- Growth Plan objectives during the year. 1 2 3 4
4. My evaluator and I determined if adjustments or modifications needed to be made in my Professional Growth Plan. 1 2 3 4
5. I collected evidence of accomplishments toward the goals in my Professional Growth Plan. 1 2 3 4
6. Professional Growth Plans contribute to teacher growth and improvement. 1 2 3 4

CONTINUED PROFESSIONAL GROWTH PHASE STATEMENTS:

1. My evaluator and I discussed my Professional Growth Plan and determined what needed to be done to achieve the objectives. 1 2 3 4
2. My evaluator and I agree upon the data/evidence that will be used to verify completion of the Professional Growth Plan. 1 2 3 4
3. My evaluator and I discussed the progress made toward my Professional Growth Plan objectives during the year. 1 2 3 4
4. I collected quality data/evidence to support the achievement of the objectives in my Professional Growth Plan. 1 2 3 4
5. My evaluator and I discussed directions for future professional growth and development. 1 2 3 4
6. Writing the summary of my Professional Growth was a helpful reflective activity. 1 2 3 4

TRANSITION PHASE STATEMENTS:

1. I completed the Self-Assessment of the Indicators of Effective Teaching. 1 2 3 4
2. I was observed and received a conference at least on time in this phase. 1 2 3 4

**Appendix C
ADMINISTRATOR EVALUATION SURVEY:
SPRING 1996**

1. Number of years you have been a professional educator:
1= 1-7 yr. 2= 8-15 yr. 3= 16-22 yr. 4= more than 22 yr. 1 2 3 4
2. Level in which you administrator:
1= elementary 2= middle school 3= high school 1 2 3 4

APPRAISAL PHASE STATEMENTS:

1. The teachers and I decided upon the focus of Appraisal based on the Indicators of Effective Teaching. 1 2 3 4
2. The teachers and I preceded observations with a pre-conference. 1 2 3 4
3. I reviewed teachings performance using the Indicators of Effective Teaching. 1 2 3 4
4. I met with teachers for feedback conferences within three working days. 1 2 3 4
5. I believe the performance during observations is an accurate reflection of a teacher's ability to teach. 1 2 3 4
6. Observing and conferencing each teacher 2-3 times assists me in evaluating thoroughly. 1 2 3 4

SUPPORT PHASE STATEMENTS:

1. The teacher and I mutually agreed upon my Professional Growth Plan. 1 2 3 4
2. The teacher and I determined the type and level of support needed to implement the Professional Growth Plan. 1 2 3 4
3. The teacher and I discussed the progress made toward the Professional Growth Plan objectives during the year. 1 2 3 4

4. The teacher and I determined if adjustments or modifications needed to be made in the Professional Growth Plan. 1 2 3 4
5. The teacher collected evidence of accomplishments toward the goals in the Professional Growth Plan. 1 2 3 4
6. Professional Growth Plans contribute to teacher growth and improvement. 1 2 3 4

CONTINUED PROFESSIONAL GROWTH PHASE STATEMENTS:

1. The teacher and I discussed the Professional Growth Plan and determined what needed to be done to achieve the objectives. 1 2 3 4
2. The teacher and I agree upon the data/evidence that will be used to verify completion of the Professional Growth Plan. 1 2 3 4
3. The teacher and I discussed the progress made toward my Professional Growth Plan objectives during the year. 1 2 3 4
4. Teachers in this phase wrote their own year end summary. 1 2 3 4

TRANSITION PHASE STATEMENTS:

1. The teacher completed the Self-Assessment of the Indicators of Effective Teaching. 1 2 3 4
2. I completed one classroom observation and conference for each teacher in this phase. 1 2 3 4