

Student Work

6-1-1976

An Analysis of Teacher Evaluation Methods and Procedures Utilized by Elementary Principals in a Selected Sampling of Nebraska's AA Accredited Schools

Robert L. Lykke
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

Lykke, Robert L., "An Analysis of Teacher Evaluation Methods and Procedures Utilized by Elementary Principals in a Selected Sampling of Nebraska's AA Accredited Schools" (1976). *Student Work*. 2584.
<https://digitalcommons.unomaha.edu/studentwork/2584>

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.

AN ANALYSIS OF TEACHER EVALUATION METHODS AND PROCEDURES
UTILIZED BY ELEMENTARY PRINCIPALS IN A SELECTED
SAMPLING OF NEBRASKA'S AA ACCREDITED SCHOOLS

A Field Project

Presented to the

Department of Educational Administration

and the

Faculty of the Graduate College

University of Nebraska at Omaha

In Partial Fulfillment

of the Requirements for the Degree

Educational Specialist

by

Robert L. Lykke

June, 1976

UMI Number: EP74128

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 EP74128

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 1346
Ann Arbor, MI 48106 - 1346

FIELD PROJECT ACCEPTANCE

Accepted for the faculty of The Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the degree Educational Specialist.

Graduate Committee Debra Howell Elementary Education
Name Department

Frank E. Wray EdAD

Robert Rief
Chairman

6/30/76
Date

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION TO THE STUDY.	1
Statement of the Problem	2
Hypothesis	2
Delimitations.	3
Procedure.	3
Significance of the Problem.	3
Definition of Terms Used	5
II. REVIEW OF RELATED LITERATURE	9
III. FINDINGS OF THE STUDY.	20
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.	39
BIBLIOGRAPHY	43
APPENDIXES A AND B	46

LIST OF TABLES

TABLE	PAGE
I. Number of Yearly Evaluations Performed on Probationary Elementary Teachers in a Selected Sampling of Nebraska's AA Accredited Schools	21
II. Number of Yearly Evaluations Performed on Elementary Teachers After Their Probationary Period in a Selected Sampling of Nebraska's AA Accredited Schools.	23
III. Percentage of Elementary Principal's Time Spent on Formal Classroom Observation and Teacher Evaluation in a Selected Sampling of Nebraska's AA Accredited Schools.	25
IV. Number of Classroom Observations Made as Part of an Elementary Teacher's Evaluation in a Selected Sampling of Nebraska's AA Accredited Schools	28
V. Number of Minutes Spent in Each Classroom Observation as Indicated by the Elementary School Principals in a Selected Sampling of Nebraska's AA Accredited Schools.	29
VI. Number of Elementary Principals Who Inform Teachers of Pending Classroom Observation in a Selected Sampling of Nebraska's AA Accredited Schools.	29
VII. Number of Teachers Who Are Asked to Perform Self-Evaluation as Part of the Teacher Evaluation Process as Indicated by the Elementary School Principals in a Selected Sampling of Nebraska's AA Accredited Schools	32

TABLE	PAGE
VIII. Elementary Principals Who Utilize Some Criteria in the Teacher Evaluation Process as Indicated in a Selected Sampling of Nebraska's AA Accredited Schools	33
IX. Elementary Principals Who Utilize Some Criteria in the Teacher Evaluation Process and Share This Criteria with the Teacher as Indicated in a Selected Sampling of Nebraska's AA Accredited Schools	33
X. Number of Elementary Schools Experimenting with a Teacher Evaluation Program that is Different from the One Currently Being Used in Their School District as Indicated by a Selected Sampling of Nebraska's AA Accredited Schools .	34
XI. Suggested School District Revisions in the Teacher Evaluation Program as Indicated by the Elementary Principals in a Selected Sampling of Nebraska's AA Accredited Schools. . . .	36
XII. Number of Years the Participants in this Study Have Served as Elementary Principals.	38

CHAPTER I

INTRODUCTION TO THE STUDY

Wherever there are human beings, there will be evaluations. Man is an evaluating and goal seeking being. Even if he were to decide not to evaluate, he would end up evaluating how well he succeeded in giving up evaluating. So the issue is not whether there will be evaluation; rather it must involve questions such as what, how, by whom, for what purpose, and with what consequence.¹

The very nature of our educational system assures that teacher evaluation is a necessary and integral part of an effective school district. Continued evaluation of personnel is essential if a district seeks improvement of the total educational program.² Evaluation of teachers is, by its very nature, a complex and difficult task. Individuals could expect no less of an endeavor that requires them to judge human behavior in an objective and rational manner. However, it seems that much of the recent controversy concerning evaluation reflects our current confusion and disagreement over the objectives and purposes of evaluation.

Evaluation, rather than being something to fear, should be a welcomed experience. It should raise the consciousness of both teachers

¹Robert Howsam, "Current Issues in Evaluation," National Elementary School Principal, 52:12-17, February, 1973.

²Martha Cook and Herbert Richards, "Dimensions of Principal and Supervisor Ratings of Teacher Behavior," Journal of Experimental Education, 41:11-14, Winter, 1972.

and administrators, and should result in better instruction and measurably improved student performance. Unfortunately, the controversy surrounding it often results in more heat than light because of neglect on the part of teachers, administrators, and school board members to sit down together and collectively assess their needs, define their goals, and establish the means with which to accomplish them.³

Statement of the Problem

The purpose of this study is to analyze the teacher evaluation methods, procedures, and programs utilized by elementary principals in a selected sampling of Nebraska's AA Accredited Schools. (See Definition of Terms on page 5)

Hypotheses

It is hypothesized that the elementary school principals in this selected sampling of Nebraska's AA Accredited Schools are held responsible for the evaluation of teachers in their buildings. It is also hypothesized that they differ very little in the percentage of time they spend on this task. It is further hypothesized that few elementary principals have secured special training in teacher evaluation. Lastly it is hypothesized that the passage of LB 82 ("Due Process" Procedure for Teachers) by the Nebraska Legislature in 1975 has been responsible for initiating some revisions in teacher evaluation procedures in these elementary schools. (See Appendix)

³Wendell Pierce and Ronald Smith, "Evaluation Should be a Welcome Experience," Instructor, 83:34-39, April, 1974.

Delimitations

This study is limited to elementary school principals in a selected sampling of Nebraska's AA Accredited Schools.

Procedure

A questionnaire was sent to the elementary principals in a selected sampling of Nebraska's AA Accredited Schools in an attempt to collect pertinent information regarding the procedures and methods utilized in the teacher evaluation process in their building. A copy of the questionnaire may be found in the Appendix.

Significance of the Problem

The findings of a National Education Association survey in 1966 revealed that the person chiefly responsible for evaluating elementary teachers was the principal.⁴

The Nebraska State Education Association's Commission on Instruction recognizes the significance of the school principal in the teacher evaluation process, and further acknowledges evaluation as a fact of school life. The commission also recognizes the concern of boards of education, school administrators, individual teachers, and educational associations in devoting time and effort to the development of professional competence. The instruction committee believes the most important purposes of evaluation are to improve instruction, improve the effectiveness of the individual teacher, to inspire

⁴Samuel Goldman, The School Principal (New York: Center for Applied Research in Education, 1966), p. 68.

professional growth, and to shape a successful teaching career.⁵

It is the belief of the Nebraska State Education Association's Commission on Instruction that an effective teacher evaluation program should include the following characteristics:

- (1) The evaluation should be positive.
- (2) The procedures should be such that the evaluative process should be jointly shared by teacher and principal.
- (3) The evaluation should be constructive--to provide stimulation rather than defeatism.
- (4) The evaluation process should be continuous.
- (5) The evaluation procedure should include self-appraisal.
- (6) The results should be those which create an atmosphere of mutual respect and trust, therefore enhancing the total educational environment.
- (7) The individual teacher must have the right to challenge poorly prepared evaluations.
- (8) The teacher evaluation program should be subject to frequent evaluation.
- (9) Professional improvement of teachers should emphasize strengths more than weaknesses.
- (10) The evaluation procedures should be jointly developed by teachers, administrators, and boards of education.
- (11) The evaluation should stimulate teacher experimentation with new ideas and techniques.⁶

While the Nebraska State Education Association's Commission on Instruction recognizes the significance of teacher evaluation and suggests certain criteria that should be included in a program, the

⁵Nebraska State Education Association's Commission on Instruction, Position Paper on Teacher Evaluation, 1973, p. 3.

⁶Ibid., p. 3.

Nebraska Council of School Administrators and the Nebraska Elementary Principal's Association have not formulated an official statement on teacher evaluation. In telephone conversations on March 10, 1976, with Loren Brackenhoff, Executive Secretary of the Nebraska Council of School Administrators and Margaret Fitch, Past President of the Nebraska Elementary Principal's Association, it was stated that these organizations have no official position on teacher evaluation at this time.

Definition of Terms Used

The terms which were used in this study are defined as follows:

1. Nebraska's AA Accredited Schools. When a school system in Nebraska is classified as an accredited school system, it is an indication to the patrons of the district that the school system is operating at a level which is acceptable in meeting the Rules and Regulations for this classification as set by the State Board of Education. However, certain school systems, because of the advantages of size, local initiative or other supporting factors voluntarily provide a quality of educational opportunity that is far in excess of that required by the "Rules and Regulations for Accreditation." In order to recognize the added effort directed toward an improved quality of education on a voluntary basis, a classification of AA Accreditation was established.⁷
2. Teacher Evaluation. This is an estimate of the quality of a

⁷State of Nebraska Department of Education, AA Classification Guidelines for Public and Non-Public School Systems, 1971, p. iv.

person's teaching based on one or more criteria such as pupil achievement, pupil behavior, and the judgment of school officials, parents, pupils or the teacher himself.⁸

3. Observation of Instruction. This is the act of examining classroom teaching by visitation, a supervisory procedure used to obtain information, to evaluate the work of teachers and pupil, to analyze classroom activities, and to diagnose teacher and pupil difficulties.⁹

4. Self-evaluation. Self-evaluation is making a judgment about oneself or about some characteristic of oneself.¹⁰

5. Instructional Staff. All the members of a school staff who are directly involved in teaching or with the supervision of instruction in the school.¹¹

6. Central Administration. The principal educational authority having jurisdiction over a school system or major division thereof: may apply to a city, county, state, national, or other school system, depending on the governmental level of the unit being considered.¹²

7. School District. The territory under the jurisdiction of a single school board authorized by the Nebraska State Legislature.

⁸Carter Good, Dictionary of Education (New York: McGraw-Hill Book Company, 1973), p. 221.

⁹Ibid., p. 394.

¹⁰Ibid., p. 525.

¹¹Ibid., p. 553.

¹²Ibid., p. 13.

School districts in this state are classified as follows:

(1) Class I shall include any school district that maintains only elementary grades under the direction of a single school board;

(2) Class II shall include any school district embracing territory having a population of one thousand inhabitants or less that maintains both elementary and high school grades under the direction of a single school board;

(3) Class III shall include any school district embracing territory having a population of more than one thousand and less than fifty thousand inhabitants that maintains both elementary and high school grades under the direction of a single school board of education;

(4) Class IV shall include any school district embracing territory having a population of more than fifty thousand and less than two hundred thousand inhabitants that maintains both elementary and high school grades under the direction of a single board of education;

(5) Class V shall include any school district embracing territory having a population of two hundred thousand or more that maintains both elementary and high school grades under the direction of a single board of education; and

(6) Class VI shall include any school district in this state that maintains only a high school.¹³

8. Probation Teacher. A trial period, usually of three to five years' duration, during which a teacher may give practical proof

¹³Stephenson School Supply (ed.), School Laws of Nebraska (Lincoln: Stephenson School Supply, 1975), p. 195-96.

and actual demonstration of his efficiency before being tendered a permanent contract.¹⁴

9. Tenure Teacher. The means by which a person holds a teaching position, usually expressed in years of a teacher's service in a single position or school system.¹⁵

10. Sampling. The act or process of selecting a limited number of observations, individuals, or cases to represent a particular universe.¹⁶

11. Instructional Program. An outline of the contemplated procedures, courses, and subjects offered by a school during a semester or year.¹⁷

¹⁴Good, op. cit., p. 438.

¹⁵Ibid., p. 594.

¹⁶Ibid., p. 506.

¹⁷Ibid., p. 446.

CHAPTER II

REVIEW OF RELATED LITERATURE

The complex process of teacher evaluation should promote improve-
ment of the instructional program, provide a structure for the
monitoring of teacher performance by the school principal, and stimulate
self-evaluation by the teacher.⁸

The Minnesota Education Association Task Force on Performance
Criteria and Teacher Evaluation submits the following criteria for an
effective program of teacher evaluation:

(1) It is essential that the evaluator visit the teacher
more than once in any given year.

(2) Every visitation should be preceded by a pre-evaluation
conference at which the following should take place: the evaluator
states what he is attempting to evaluate, the teacher states his
goals in relation to his students, his methods of achieving them,
and his expectations as to the outcomes of his lesson or experience
to be observed.

(3) The evaluator completes the evaluation report which should
include the following: comments on the strengths of the teacher;
recognition of the progress he has made since the previous evalu-
ation; statement of areas requiring assistance; specific suggest-
ions or measures he can take to improve his performance in areas
where difficulties have been indicated.

(4) The evaluator should leave a copy of the evaluation report
so the teacher may have the opportunity to study it prior to the
post visitation conference.

(5) Every classroom observation should be followed promptly by
a conference in which free and open discussion should take place.

(6) All observations should be followed throughout the year

⁸Pierce and Smith, loc. cit.

by continuing dialogue and needed assistance.⁹

Dr. Harold McNally lists the following as desirable characteristics of a well-conceived program of teacher evaluation:

(1) The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are evaluated.

(2) The policies and procedures of the program reflect knowledge of the extensive research related to teacher evaluation.

(3) Teachers know and understand the criteria by which they are evaluated.

(4) The evaluation program is cooperatively planned, carried out, and evaluated by teachers and administrators.

(5) The evaluations are valid and as reliable as possible.

(6) Evaluations are more diagnostic than judgmental.

(7) Self-evaluation is an important objective of the program.

(8) The self-image and self-respect of teachers is maintained and enhanced.

(9) The nature of the evaluation is such that it encourages teacher creativity and experimentation in planning and guiding the learning experiences provided children.

(10) The program makes ample provision for clear, personalized, constructive feedback.

(11) Teacher evaluation is seen as an integral part of the instructional leadership role of the principal and of the program of inservice teacher development.¹⁰

Bernard McKenna draws the following comparison of the way teacher evaluation usually functions and the way it should function:

⁹Larry Wicks, "Opinions Differ on Teacher Evaluation," Today's Education, 62:42-43, March, 1973.

¹⁰Harold McNally, "What Makes a Good Evaluation Program," National Elementary Principal, 52:24-29, February, 1973.

The Way It Usually Is

Evaluation is threatening to the teacher

They see it as something that is done to them by someone else

Teachers often are unaware of the criteria used to judge them

The Way It Ought to Be

Evaluation should be something that teachers anticipate and want because it gives them insight into their performance

It should be something in which teachers have a part along with students, parents, and administrators

Teachers should take part in developing or selecting evaluation instruments so that they know the criteria against which they are judged¹¹

James Buck and James Parsley conducted a survey of teacher evaluation practices in the state of Washington in 1972. Ninety-five per cent of the districts reported they had adopted district policy regarding teacher evaluation. The remaining 5 per cent, although administering a teacher evaluation program, stated they had no formal district policy governing it.¹² In support of school districts establishing policies governing the evaluation of teachers, Gerald Becker found in a 1970 study in Oregon that only 3 of 291 elementary principals showed concern for problems involving teacher evaluation unless school district officials perceive teacher evaluation as an important function, identify the purposes for which it is to be employed, and take pains to make its purpose clear to principals and teachers, all that follows

¹¹Bernard McKenna, "Teacher Evaluation - Some Implications," Today's Education, 62:55-56, February, 1973.

¹²James Buck and James Parsley, "The Way We See It: A Survey of Teacher Evaluation Policies and Practices Operant in the State of Washington," (Seattle, Washington: School Information and Research Service, 1973), p. 5.

is likely to reflect vagueness, carelessness, and indifference.¹³

In the Buck and Parsley study, 90 per cent of the responding school districts indicated the principal was the sole evaluator. Data revealed that 68 per cent of the districts required the evaluator to observe the teacher in his instructional role. There was a wide disparity in the number of observations required, but a sizeable 48 per cent of those using observation techniques as a basis for evaluation required but a single classroom observation.¹⁴

In the Becker study in Oregon, it was discovered that principals did not visit teachers' classrooms on a regular schedule, that about 15 per cent of the teachers were visited only once in the course of the year, and--incredibly--that 20.8 per cent of the teachers evaluated were not visited at all.¹⁵

The Buck and Parsley study revealed that 75 per cent of the teachers were evaluated on instructional skills and personal characteristics. Other criteria that commonly served as a basis for teacher evaluation included: professional growth, rapport with fellow colleagues and staff, relationships with the community and parents, classroom management ability, and performance of general school services. Data indicated that pupil achievement was not used by any

¹³Gerald Becker, "Methods of Evaluating Teachers," (Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1971), p. 15.

¹⁴Buck and Parsley, op. cit., p. 8.

¹⁵Becker, op. cit., p. 23.

district as a criterion for assessing teacher performance.¹⁶

Some conclusions from the Buck and Parsley Washington Study:

(1) The majority of school districts included in the sample reported utilizing a district-wide evaluation model in assessing teacher effectiveness. Data revealed that those districts which encouraged individual school development of evaluative programs tended to be relatively smaller in size.

(2) Instructional improvement was cited by most of the sample as the primary purpose for their teacher evaluation program. However, several principals expressed concern over the discrepancy that existed between the procedures and the intended purpose.

(3) Principals continued to serve as the primary evaluator of teacher effectiveness. Districts have reported increased use of peers as evaluators.

(4) Classroom observation was the most frequently used method in obtaining information about a teacher's effectiveness.

(5) The criteria most commonly listed in teacher evaluation instruments is that of personal characteristics and instructional skills. This result is qualified by districts who reported in their revised programs increased emphasis on instructional skills and performance rather than on personal teacher attributes.

(6) The rating instruments prevailed as the most common assessment form. In conjunction with this instrument, the majority of districts required a conference with the individual teacher to discuss areas deserving commendation or needing improvement.

(7) An overwhelming majority of districts reported current teacher evaluation programs under review and/or revision.¹⁷

In 1966 Luther Bradfield and Leonard Kraft conducted a study of how principals evaluated teachers. A random sample of 336 elementary schools in New York State was selected. The schools were located in all geographical areas of the state. The principals felt their teachers

¹⁶Buck and Parsley, loc. cit.

¹⁷Ibid., p. 21.

were clearly aware of the school district's procedures and standards of supervision and evaluation. Only 13 per cent said teachers did not know the basis of how their work was evaluated. Less than half (41 per cent) of the principals gave prior notice to an impending evaluative visit. Fifty per cent either did not give notice or did so on occasion.¹⁸

Bradfield in his book, The Elementary School Principal in Action, feels that both the inexperienced and the experienced teacher find supervision and evaluation helpful when the principal:

- (1) Is friendly and warm
- (2) Has time to listen and encourage questions
- (3) Will observe and help bring about improvement through constructive criticism
- (4) Will look for good points and comment on them as well as the weaknesses
- (5) Takes notes as necessary on pertinent points to discuss with the teacher at another time-preferably the same day
- (6) Makes formal visits long enough to really see what is happening-or not happening
- (7) Comes in frequently for short periods of time-perhaps just to look around to keep knowledgeable about progress and change
- (8) Is willing to demonstrate or participate in teaching a class
- (9) Has had frequent visits in the classroom, both formal and informal, before completing the formal evaluation report¹⁹

In the Bradfield and Kraft study, it was discovered that

¹⁸Luther Bradfield and Leonard Kraft, The Elementary School Principal in Action (Scranton: International Textbook Company, 1970), p. 135.

¹⁹Ibid., p. 140.

principals visit probationary teachers more often than tenured teachers, although 17 per cent observe all teachers in the same manner. Fifty-six per cent of the probationary teachers were observed at least once a month compared to 29 per cent of the teachers with tenure. The time spent in teacher observation varied from under 10 minutes to all morning or all afternoon with 60 per cent of the principals observing teachers from 20 to 40 minutes on each classroom visit. Twelve per cent of the principals spent from 10 to 20 minutes observing a teacher and 12 per cent of the principals spent from 45 to 90 minutes on each classroom observation.²⁰

In a survey conducted by the National Education Association in 1966, 27.1 per cent of the elementary principals claimed that they observed beginning teachers on a regular schedule, and 63 per cent stated that they did so "occasionally", while 20.8 per cent of all elementary teachers said that they had not been observed at all during the preceding year. The study indicated that 30 per cent of the elementary principals had conferred with probationary teachers after every observation, and an additional 55.4 per cent said conferences were "frequent", but beginning teachers reported a median of only two conferences with principals during the year, and 34 per cent stated that they had had none.²¹

The Kraft and Bradfield study in the state of New York also

²⁰Ibid., p. 144.

²¹Ibid., p. 200.

pointed out that 99 per cent of the sample held a conference after the classroom observation, 62 per cent of the principals provided a written report; however, only 58 per cent showed or gave a copy of the report to the teacher.²² In a study conducted by the National Education Research Division in 1962, it was discovered that only 35 per cent of the principals shared a copy of the observation report with the teaching staff.²³

This practice obviates the most important purpose of evaluation. NB
It must be stressed that the major purpose behind teacher evaluation is the improvement of instructional competence. Open and frank discussion between the principals and teachers is important if this purpose is to be achieved.²⁴

It was further reported in the Bradfield and Kraft study that only 12 per cent of the teaching staffs had been involved in the development of the evaluation program in their school districts.²⁵

Some conclusions and recommendations from the study conducted by Kraft and Bradfield:

- (1) There should be a written evaluation report, and the teacher should always receive a copy of this report.
- (2) Classroom observations should always be followed by a conference directed toward improvement of the teacher's professional competence.

²²Ibid., p. 201.

²³Bruce Biddle and William Ellena, Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart, and Winston, 1964), p. 55.

²⁴Goldman, op. cit., p. 57.

²⁵Bradfield and Kraft, op. cit., p. 202.

(3) Standards and procedures for supervision and evaluation should be developed jointly by administration and teachers.²⁶

The members of the Commission on Public School Personnel Policies in Ohio conducted a study on teacher evaluation in 1971. It was found that 47 per cent of the elementary principals conduct annual evaluations of those teachers who have taught in their district over three years but are not on continuing contracts and 46 per cent conduct annual evaluations of teachers on tenure. The typical evaluation as described by administrators in the districts sampled throughout the state is a cursory, subjective examination of the personal characteristics of the teacher, the appearance of the classroom, and the attitudes of the students.²⁷

Little training in the special skills needed by the evaluator is required for certification of administrators in Ohio. This situation indicates not only that future evaluators are being poorly prepared, but also that most persons now doing evaluation in schools have never received sufficient training for this work. In this Ohio study, 77.5 per cent of the superintendents stated their principals needed training in the techniques of evaluation.²⁸

The commission recommends that school districts:

(1) Commit sufficient supervisory staff time to carry out successfully the work of helping teachers improve their skills.

²⁶Ibid., p. 202.

²⁷Commission on Public School Personnel Policies in Ohio, "Teacher Evaluation to Improve Learning", March, 1972, p. 27.

²⁸Ibid., p. 29.

(2) Examine ways of improving teacher evaluation by redefining the job of the principal.

(3) Establish a high priority for funds that may be needed for principals seeking improvement of their evaluation techniques.²⁹

It seems appropriate to discuss a recent study which was conducted in the state of New York. Eighty-two per cent of the elementary teachers surveyed felt there was a definite need for supervision and evaluation in the schools. The teachers strongly felt they should play a role in the development of a school evaluation program.³⁰

Fifty-six per cent of the teachers felt that a building principal should spend at least 35 per cent of his time in supervision and evaluation and 41 per cent said their building principal spent 25 per cent of his time in this administrative responsibility.³¹

In summarizing the major findings of the studies discussed in Chapter II, the following data are most significant:

(1) According to the Buck and Parsley study in Washington, 90 per cent of the elementary principals were responsible for the evaluation of teachers in their buildings.

(2) In the Bradfield and Kraft study in New York State, it was discovered that 60 per cent of the elementary principals spent from 20 to 40 minutes observing teachers in each classroom visit.

²⁹Ibid., p. 46.

³⁰Robert Heichberger and James Young, "Teacher Perceptions of Supervision and Evaluation," Phi Delta Kappan, 52:209, November, 1975.

³¹Ibid., p. 209.

(3) It was also reported in the Bradfield and Kraft study that only 12 per cent of the teachers had been involved in the development of the evaluation program in their school districts.

(4) In the study conducted by the Commission on Public School Personnel Policies in Ohio, it was discovered that 77.5 per cent of the superintendents felt their principals needed training in evaluation of teachers.

(5) According to a study conducted by the National Education Research Division in 1962, only 35 per cent of the principals shared a written observation report with the teacher. In the Kraft and Bradfield study conducted in New York in 1966, it was discovered that an increasing number of principals (58 per cent) shared a copy of the observation report with the teacher.

In Chapter III the previously mentioned findings will be related to the findings of this study.

CHAPTER III

FINDINGS OF THE STUDY

The questionnaire utilized in this study was sent to the elementary principals in a selected sampling of Nebraska's AA Accredited schools. A total of ninety-two questionnaires were sent to principals who were serving in Class III, IV, and V school districts. The findings of this study are based on the seventy-five questionnaires (82 per cent) which were returned and tabulated.

In the first chapter, it was hypothesized that the elementary principals in this study are held responsible for the evaluation of teachers in their buildings. This study indicates that 96 per cent of these administrators are responsible for the evaluation of teachers in their buildings. This figure (96 per cent) compares to the Buck and Parsley study in Washington in which they found that 90 per cent of the elementary principals were responsible for teacher evaluation in their buildings. It certainly seems appropriate that elementary principals are involved in this very significant function. In fact, 82 per cent of the elementary teachers surveyed in the New York study, mentioned in Chapter II, felt there was a definite need for supervision and evaluation.

It seems that probationary teachers are evaluated quite frequently in some Nebraska school districts while some districts require but one evaluation a year. (See Table I) This table indicates that 45 of the 75 responding principals (60 per cent) evaluate probationary teachers no more than twice a year. It was found that 40 per cent of the

TABLE I
 NUMBER OF YEARLY EVALUATIONS PERFORMED ON PROBATIONARY
 ELEMENTARY TEACHERS IN A SELECTED SAMPLING
 OF NEBRASKA'S AA ACCREDITED SCHOOLS

Times per year probationary teacher is evaluated	Frequency of principal response	Percentage of response
One	26	35
Two	19	25
Three	14	19
Four	2	2
Over four	14	19
Total	75	100

elementary principals in this study evaluate probationary teachers three or more times during the year. The Bradfield and Kraft study in the state of New York revealed that 56 per cent of the probationary teachers were evaluated each month which is a very dedicated commitment to new teachers in a school district.

It was also discovered that only 64 per cent of the school districts in this study have established district policy regarding the evaluation of probationary teachers while 73 per cent of these districts have established policies governing the evaluation of teachers who are not on probation. The Buck and Parsley study conducted in the state of Washington in 1972 revealed that 95 per cent of the school districts had adopted district policy regarding teacher evaluation. Elementary principals responding to Gerald Becker in his Oregon study stated that teacher evaluation became much more significant and important when a school district developed policy regarding it.

There appears to be quite a similarity between the frequency of evaluations performed on probationary teachers and those teachers past this period. (See Table II) If one carefully assesses Tables I and II it will be noted that 60 per cent of the probationary elementary teachers in this study are evaluated once or twice a year. It should also be mentioned that 35 per cent of the probationary elementary teachers in this study are evaluated only once a year. These data seem to raise the question relative to the frequency of evaluations during this crucial phase in their teaching career.

Sixty-seven per cent of the elementary teachers past the probationary period are evaluated once or twice a year. It should also

TABLE II
 NUMBER OF YEARLY EVALUATIONS PERFORMED ON ELEMENTARY TEACHERS
 AFTER THEIR PROBATIONARY PERIOD IN A SELECTED SAMPLING
 OF NEBRASKA'S AA ACCREDITED SCHOOLS

Times per year teacher is evaluated	Frequency of principal response	Percentage of response
Once every three years	13	17
One	35	47
Two	15	20
Three	6	8
Four	2	3
Over four	4	5
Total	75	100

be pointed out that 17 per cent of the principals in this study indicated they evaluated those teachers past the probationary period only once every three years. The Nebraska State Education Association's Commission on Instruction believes one of the most important purposes of evaluation is to improve instruction. The attainment of this goal must be questioned with such infrequent evaluation by the principal.

This study showed that 53 per cent of the school districts utilized the talents of both teachers and administrators to design their teacher evaluation programs. The Nebraska State Education Association's Commission on Instruction strongly believes that evaluation procedures should be jointly developed by teachers and administrators. This can be contrasted with the Bradfield and Kraft study in New York State in 1966. Their study revealed that only 12 per cent of the teaching staffs had been involved in developing the teacher evaluation program in their school district. Thirty-four per cent of the elementary principals in this study indicated that administrators had developed the teacher evaluation program in their school district.

It was hypothesized that the elementary principals in this study would differ very little in the percentage of time they spend in teacher evaluation. Ninety-two per cent of the principals spend from 5 to 30 per cent of their time on formal classroom observation and teacher evaluation. Only six principals indicated that they spend over 30 per cent of their time on this very important task. (See Table III) It should be noted that 28 per cent of the principals spend from 5 to 10 per cent of their time on teacher evaluation, 33 per cent of the principals spend from 10 to 20 per cent of their time on this task, and

TABLE III

PERCENTAGE OF ELEMENTARY PRINCIPAL'S TIME SPENT ON FORMAL CLASSROOM
OBSERVATION AND TEACHER EVALUATION IN A SELECTED SAMPLING
OF NEBRASKA'S AA ACCREDITED SCHOOLS

Percentage of time spent in classroom observation and teacher evaluation	Frequency of principal response	Percentage of response
5 - 9	21	28
10 - 19	25	33
20 - 29	23	31
30 - 39	5	7
Over 39	1	1
Total	75	100

30 per cent of them spend from 20 to 30 per cent of their time on this important responsibility. Further statistical computations indicate that the median percentage of time that the elementary principals in this study devote to classroom observation and teacher evaluation is 16 per cent. In the New York study discussed in Chapter II, 56 per cent of the responding teachers felt that a principal should spend 35 per cent of his time in supervision and teacher evaluation.

It was discovered that 81 per cent of the elementary principals in this study had secured training in teacher evaluation. It appears that this training has been secured through inservice activities, workshops, and college course work. It was hypothesized that few elementary principals in this study had received training in teacher evaluation; however, the results of this study are very contrary to that hypothesis. The question has arisen, why is such a small portion of administrative time (16 per cent) spent on classroom observation and teacher evaluation when 81 per cent of the administrators in this study have received some form of training in this important area? It must be mentioned, however, that 81 per cent of the elementary principals have received training in the area of teacher evaluation when in 96 per cent of the sampled school districts they are responsible for this job. In the Ohio study conducted by the Commission on Public School Personnel Policies in 1971, 77.5 per cent of the superintendents stated their principals needed training in the techniques of teacher evaluation and there seemed to be no established training program at that time.

It was discovered that 94 per cent of the elementary principals

in this study utilized informal, non-evaluative classroom visits to assist in establishing working rapport with teachers. These principals indicated that they felt these informal visits assisted the teacher in being more relaxed for the formal evaluation.

It appears that the majority (93 per cent) of elementary principals in this study make from one to three classroom observations as part of a teacher's evaluation. (See Table IV) The Oregon study by Becker pointed out that about 15 per cent of the elementary teachers were visited only once a year. It was also pointed out that 20.8 per cent of the teachers in that study were not visited at all. In this study it was found that only one reporting principal did not make classroom visitations as part of the teacher evaluation process.

A large number of elementary principals in this sampling indicated that they spend from 10 to 40 minutes in the classroom during a formal observation. (See Table V) In looking carefully at Table V it can be observed that 88 per cent of the principals in this study spend from 10 to 40 minutes on each classroom observation. Further statistical calculations indicate that the mean (\bar{x}) score for the number of minutes that the elementary principals spend on each classroom observation is 31. These figures are comparable with the Bradfield and Kraft study in which they found that 60 per cent of the elementary principals spent from 20 to 40 minutes on each classroom observation. Bradfield in his book entitled, The Elementary School Principal in

TABLE IV
NUMBER OF CLASSROOM OBSERVATIONS MADE AS PART OF AN
ELEMENTARY TEACHER'S EVALUATION IN A SELECTED
SAMPLING OF NEBRASKA'S AA ACCREDITED SCHOOLS

Number of classroom observations	Frequency of principal response
None	1
One to three	70
Four to six	1
Seven to nine	1
Ten or more	2
Total	75

TABLE V

NUMBER OF MINUTES SPENT IN EACH CLASSROOM OBSERVATION AS INDICATED
BY THE ELEMENTARY SCHOOL PRINCIPALS IN A SELECTED
SAMPLING OF NEBRASKA'S AA ACCREDITED SCHOOLS

Number of minutes per classroom observation	Frequency of principal response	Percentage of response
Ten to nineteen	12	16
Twenty to twenty-nine	23	31
Thirty to thirty-nine	31	41
Forty to forty-nine	5	7
Over forty-nine	4	5
Total	75	100

TABLE VI

NUMBER OF ELEMENTARY PRINCIPALS WHO INFORM TEACHERS
OF PENDING CLASSROOM OBSERVATION IN A SELECTED
SAMPLING OF NEBRASKA'S AA ACCREDITED SCHOOLS

Response	Frequency of principal response	Percentage of response
Yes	29	39
No	46	61
Total	75	100

Action, recommends that the principal make formal visits long enough to really see what is happening in the classroom.

It seems that most principals in this study do not inform their teachers prior to making formal classroom observations. (See Table VI) Earlier it was mentioned that 94 per cent of the elementary principals in this study make informal classroom visits to establish rapport prior to making formal classroom observations. It would appear that this would have some relationship to the 61 per cent of these principals who do not inform teachers prior to making a formal classroom observation.

Eighty-three per cent of the elementary principals in this study indicated that they share a copy of the written comments they have made during the evaluation of the teacher. It must also be pointed out, however, that 17 per cent of the principals do not share a copy of these comments with the classroom teacher. The Nebraska State Education Association's Commission on Instruction believes that the teacher evaluation process should create an atmosphere of mutual respect and trust. It would seem that the sharing of written comments made during an observation would assist in building a more positive attitude toward the teacher evaluation process. It should also be pointed out that 83 per cent of the elementary principals in this study share a copy of the written comments with the classroom teacher, compared with the Kraft and Bradfield study in New York in 1966 which revealed that only 58 per cent of the principals shared a written report with the teacher. The National Education Association discovered in a 1962 study that only 35 per cent of the principals shared written

comments with the classroom teacher.

Fifty-one elementary principals in this study indicated they requested teacher self-evaluation as part of the evaluation process. (See Table VII) The Nebraska State Education Association's Commission on Instruction recommends that teacher self-evaluation be a part of an effective school district program. (See Appendix)

Over three-fourths of the elementary principals in this study indicated they have a list of criteria that they utilize in the evaluation of teachers. (See Table VIII) It should also be pointed out that the vast majority (98 per cent) of elementary principals who have this list of criteria have made their teachers aware of this list. (See Table IX) Data on what characteristics make up a list of criteria among this sampling of principals is not available, but the Buck and Parsley study indicated that instructional skills, classroom management ability, professional growth, personal characteristics, rapport with fellow colleagues, relationships with community and parents, and general school services served as criteria for the elementary principals in their study.

It appears that few elementary schools in this study are experimenting with a different type of teacher evaluation than the one currently being used in their school district. (See Table X) It was discovered that quite a large percentage (35 per cent) of the elementary principals did not know if other schools in their district were experimenting with other types of teacher evaluation programs. Three principals indicated their teacher evaluation procedures would be changed during the coming school year. One principal commented that

TABLE VII
NUMBER OF TEACHERS WHO ARE ASKED TO PERFORM SELF-EVALUATION
AS PART OF THE TEACHER EVALUATION PROCESS AS INDICATED
BY THE ELEMENTARY SCHOOL PRINCIPALS IN A SELECTED
SAMPLING OF NEBRASKA'S AA ACCREDITED SCHOOLS

Response	Frequency of principal response	Percentage of response
Yes	51	68
No	24	32
Total	75	100

TABLE VIII

ELEMENTARY PRINCIPALS WHO UTILIZE SOME CRITERIA IN THE TEACHER EVALUATION PROCESS AS INDICATED IN A SELECTED SAMPLING OF NEBRASKA'S AA ACCREDITED SCHOOLS

Principal has a list of criteria	Frequency of principal response	Percentage of response
Yes	58	77
No	17	23
Total	75	100

TABLE IX

ELEMENTARY PRINCIPALS WHO UTILIZE SOME CRITERIA IN THE TEACHER EVALUATION PROCESS AND SHARE THIS CRITERIA WITH THE TEACHER AS INDICATED IN A SELECTED SAMPLING OF NEBRASKA'S AA ACCREDITED SCHOOLS

Principal shares the list of criteria with staff	Frequency of principal response	Percentage of response
Yes	57	98
No	1	2
Total	58	100

TABLE X

NUMBER OF ELEMENTARY SCHOOLS EXPERIMENTING WITH A TEACHER
EVALUATION PROGRAM THAT IS DIFFERENT FROM THE ONE
CURRENTLY BEING USED IN THEIR SCHOOL DISTRICT
AS INDICATED BY A SELECTED SAMPLING OF
NEBRASKA'S AA ACCREDITED SCHOOLS

Response	Frequency of principal response	Percentage of response
Yes	12	16
No	37	49
Do not know	26	35
Total	75	100

his district was undergoing a complete evaluation of staff development and teacher evaluation procedures.

It was hypothesized that the passage of LB 82 by the Nebraska Legislature in 1975 (See Appendix) would be responsible for initiating some revisions in teacher evaluation programs in these elementary schools. However, 56 per cent of the elementary principals indicated that LB 82 had not caused their school district to begin revising their teacher evaluation practices. In fact, it was discovered that 25 per cent of the elementary principals in this study were not familiar with LB 82.

In Table XI, the suggestions of the elementary principals in this study regarding revisions they would make in the teacher evaluation program in their building are listed. (See Table XI) Even though there were a variety of suggestions, none of the revisions can be identified as significant to a large percentage of these administrators.

Thirty-one individuals in this study had been elementary principals for ten or more years. (See Table XII) In looking at Table XII, it becomes evident that 68 per cent of these principals have served in this administrative capacity for seven or more years. In fact, it must be noted that only 13 per cent have been elementary principals from one to three years. This table indicates that the vast majority (87 per cent) of elementary principals in this study have four or more years experience.

Fifty-six per cent of these elementary principals served certified staffs numbering more than twenty. In fact, 79 per cent of them served certified staffs of sixteen or more.

TABLE XI

SUGGESTED SCHOOL DISTRICT REVISIONS IN THE TEACHER
EVALUATION PROGRAM AS INDICATED BY THE ELEMENTARY
PRINCIPALS IN A SELECTED SAMPLING OF
NEBRASKA'S AA ACCREDITED SCHOOLS

Principal's response	Frequency of response
Use establishment of goals (objectives) for teacher improvement	8
Use a more formal self-evaluation process - checklist, video tape	5
Use team approach to evaluation	4
Involve teachers more in evaluation process	4
Reports on veteran teachers be made less often if there is no reason to do so	3
Utilize a total process rather than product oriented instrument	2
Identify those teaching strategies the system feels constitutes successful performance	2
Develop evaluation system for building and central office administrators	1
Less stress be placed on formal classroom visitation	1
More informal evaluation - concentrate on problems	1
Use only satisfactory - unsatisfactory ratings	1
Change the forms used	1
Eliminate rating scales	1
Time is my only problem and with changes to come, I expect time will be my greatest problem in evaluation	1
Formal evaluation be discretionary rather than mandatory on a periodic basis	1

TABLE XI (continued)

Principal's response	Frequency of response
We can make changes at any time	1
Student/parent involvement with teacher evaluation	1
More specific definitions of purpose and procedures	1
All teachers getting reading material aimed at improving teaching	1
Positive approach to teacher growth	1
Some consideration needs to be given the amount of learning taking place in the classroom (criteria on form doesn't measure learning)	1
Better evaluation standards	1
Secure the services of a professional evaluator	1

TABLE XII
 NUMBER OF YEARS THE PARTICIPANTS IN THIS STUDY
 HAVE SERVED AS ELEMENTARY PRINCIPALS

Number of years served as an elementary principal	Frequency of principal response	Percentage of response
One to three	10	13
Four to six	14	19
Seven to nine	20	27
Ten or more	31	41
Total	75	100

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

It was the purpose of this study to analyze the teacher evaluation methods, procedures, and programs utilized by elementary principals in a selected sampling of Nebraska's AA Accredited schools. The writer utilized a questionnaire and achieved an 82 per cent return.

Summary

Following is a summary of the major findings from this study:

1. Ninety-six per cent of the elementary principals in this study are held responsible for evaluating teachers in their buildings.
2. Sixty per cent of the elementary principals in this study evaluate probationary teachers no more than twice a year.
3. It was also discovered that 40 per cent of the elementary principals evaluate probationary teachers three or more times during the year.
4. Thirty-five per cent of the elementary principals in this study indicated that they evaluate probationary teachers only once a year.
5. Seventy-three per cent of the elementary principals indicated that their school district had established a policy regarding the evaluation of teachers.
6. This study showed that 53 per cent of the school districts utilized the talents of both teachers and administrators to design their teacher evaluation program.

7. It was discovered that 92 per cent of the elementary principals spend from 5 to 30 per cent of their time on formal observation and teacher evaluation. In fact, only six principals indicated that they spend over 30 per cent of their time on this task.

8. It was discovered that the median percentage of time that the elementary principals in this study devote to classroom observation and teacher evaluation is 16 per cent.

9. Eighty-one per cent of the elementary principals in this study had secured training in teacher evaluation.

10. Ninety-three per cent of the elementary principals indicated that they make from one to three classroom observations as part of a teacher's evaluation.

11. Eighty-three per cent of the elementary principals indicated that they share a copy of the written comments they have made during the evaluation of the teacher.

12. Over 75 per cent of the elementary principals in this study indicated they have a list of criteria that they utilize in the evaluation of teachers and 98 per cent of these administrators share this list of criteria with their teachers.

13. The writer discovered that 41 per cent of the elementary principals in this study had served in this capacity for ten or more years. In fact, 87 per cent of the participants have four or more years experience.

Conclusions

1. It appears that the elementary principals in this study

conduct a very minimal evaluation program on probationary teachers.

2. The results of this study suggest that more school districts could utilize the talents of teachers and administrators in designing their teacher evaluation program.

3. Elementary school principals in this study spend a minimal amount of time on formal classroom observation and teacher evaluation.

4. Most of the elementary principals in this study have a list of criteria they utilize in the evaluation of teachers and nearly all of them have made their teachers aware of this list.

5. It would seem that with such a large number of the elementary principals in this study having received training in teacher evaluation, that a greater percentage of their time would be spent on this important task.

6. The results of this study show that most principals make their teachers aware of the comments they have written during a classroom observation.

Recommendations for Further Study

1. It would be interesting to see what percentage of time the elementary principals in this study and other principals devote to administrative tasks other than classroom observation and teacher evaluation.

2. A study could be conducted utilizing elementary classroom teachers to see what percentage of the principal's time they feel should be devoted to formal classroom observation and teacher evaluation.

3. A study could be conducted to determine what major criteria

elementary principals utilize in the evaluation of classroom teachers.

4. A study could be conducted to assess the types of teacher evaluation training that these administrators have participated in.

BIBLIOGRAPHY

A. BOOKS

- Biddle, Bruce. Contemporary Research on Teacher Effectiveness. New York: Holt, Rinehart, and Winston, 1964.
- Bradfield, Luther and Leonard Kraft. The Elementary Principal in Action. Scranton, Pennsylvania: International Textbook Company, 1970.
- Combs, Arthur. The Professional Education of Teachers. Boston: Allyn and Bacon, 1965.
- Goldman, Samuel. The School Principal. New York: Center for Applied Research in Education, 1966.
- Good, Carter. Dictionary of Education. New York: McGraw-Hill Book Company, 1973.
- Herman, Jerry. Developing an Effective School Staff Evaluation Program. New York: Parker Publishing Company, 1970.
- House, Ernest. School Evaluation: The Politics and Process. Berkely, California: McCutchan Publishing Corporation, 1974.
- Redfern, George. How to Appraise Teacher Performance. Columbus, Ohio: School Management Institute, 1963.
- Simpson, Ray. Teacher Self-Evaluation. New York: The MacMillan Company, 1966.
- Stephenson School Supply (ed.). School Laws of Nebraska. Lincoln, Nebraska: Stephenson School Supply, 1975.
- Worthen, Blaine and James Sanders. Educational Evaluation: Theory and Practice. Worthington, Ohio: Charles A. Jones Publishing Company, 1973.

B. PERIODICALS

- Becker, Gerald. "Methods of Evaluating Teachers," National Education Research Bulletin, 43:12-18, February, 1965.
- Bradley, Ruth. "A Design for Teacher Evaluation," National Elementary School Principal, 43:32-37, November, 1963.

- Cook, Martha and Herbert Richards. "Dimensions of Principal and Supervisor Ratings of Teacher Behavior," Journal of Experimental Education, 41:11-14, Winter, 1972.
- Eye, Glen. "The Superintendent's Role in Teacher Evaluation," Journal of Educational Research, 68:18-22, July/August, 1975.
- Heichberger, Robert and James Young, "Teacher Perceptions of Supervision and Evaluation," Phi Delta Kappan, 52:209, November, 1975.
- Howsam, Robert. "Current Issues in Evaluation," National Elementary School Principal, 52:12-17, February, 1973.
- Hunter, Madeline. "Eleven Crucial Teaching Decisions," Learning, 3: 24-29, December, 1974.
- McKenna, Bernard. "Teacher Evaluation - Some Implications," Today's Education, 62:55-56, February, 1973.
- McNally, Harold. "What Makes a Good Evaluation Program," National Elementary School Principal, 52:24-29, February, 1973.
- Pierce, Wendell and Ronald Smith. "Evaluation Should be a Welcome Experience," Instructor, 83:34-40, April, 1974.
- Redfern, George. "Legally Mandated Evaluation," National Elementary School Principal, 52:45-50, February, 1973.
- Sikkenga, Robert. "Let's Open That Can of Worms and Rate Teachers on How They Perform," American School Board Journal, 161:41-43, April, 1974.
- Wicks, Larry. "Opinions Differ on Teacher Evaluation," Today's Education, 62:42-43, March, 1973.
- Zahorik, John. "What Good Teaching Is," Journal of Educational Research, 66:435-440, July/August, 1973.

C. UNPUBLISHED MATERIALS

- Babel, John. "Teacher Appraisal: How to Make it More Meaningful." Paper presented at American Association of School Administrators annual convention, Atlantic City, New Jersey, February, 1972.
- Buck, James and James Parsley. "The Way We See It: A Survey of Teacher Evaluation Policies and Practices Operant in the State of Washington." Seattle, Washington: School Information and Research Service, 1973.

Commission on Public School Personnel Policies in Ohio. Teacher Evaluation to Improve Learning. The fourth report on public school personnel policies in Ohio. Cleveland, Ohio: Commission on Public School Personnel Policies in Ohio, 1972.

McPhail, James. "Teacher Evaluation - A State by State Analysis." Atlanta: Southern Journal of Educational Research, 1967.

APPENDIX A

LEGISLATURE OF NEBRASKA
EIGHTY-FOURTH LEGISLATURE

47

FIRST SESSION

Legislative Bill 82

FINAL READING

Introduced by Simpson, 46

Read first time January 9, 1975

Committee: Education

A BILL

FOR AN ACT to amend section 79-1254, Reissue Revised Statutes of Nebraska, 1943, and section 79-1254.02, Revised Statutes Supplement, 1974, relating to schools; to require just cause to terminate a teacher's or administrator's contract; to provide a probationary period; to define just cause; to provide procedures for the termination of a superintendent's or associate superintendent's contract; to repeal the original sections; and to declare an emergency.

Be it enacted by the people of the State of Nebraska,

1 Section 1. That section 79-1254, Reissue Revised⁴⁸
2 Statutes of Nebraska, 1943, be amended to read as
3 follows:

4 79-1254. The original contract of employment
5 with an administrator or a teacher and a board of
6 education of a Class I, II, III, or VI district shall
7 require the sanction of a majority of the members of the
8 board. Any Except for the first two years of employment
9 under any contract entered into after the effective date
10 of this act, any contract of employment between an
11 administrator or a teacher who holds a certificate which
12 is valid for a term of more than one year and a Class I,
13 II, III, or VI district shall be deemed renewed and shall
14 remain in full force and effect until a majority of the
15 members of the board vote on or before May 15 to amend or
16 to terminate the contract for just cause at the close of
17 the contract period. The first two years of the contract
18 shall be a probationary period during which it may be
19 terminated without just cause. Any superintendent or
20 associate superintendent may have his contract of
21 employment terminated without just cause at the close of
22 the contract period. ~~;-Provided;-that-the~~ The secretary
23 of the board shall, not later than April 15, notify each
24 administrator or teacher in writing of any conditions of
25 unsatisfactory performance or other conditions because of
26 a reduction in staff members or change of leave of
27 absence policies of the board of education which the

1 board considers may be just cause to either terminate ⁴⁹ or
2 amend the contract for the ensuing school year. Any
3 teacher or administrator so notified shall have the right
4 to file within five days of receipt of such notice a
5 written request with the board of education for a hearing
6 before the board. Upon receipt of such request the board
7 shall order the hearing to be held within ten days, and
8 shall give written notice of the time and place of the
9 hearing to the teacher or administrator. At the hearing
10 evidence shall be presented in support of the reasons
11 given for considering termination or amendment of the
12 contract, and the teacher or administrator shall be
13 permitted to produce evidence relating thereto. The
14 board shall render the decision to amend or terminate a
15 contract based on the evidence produced at the hearing.
16 As used in this section and section 79-1254.02, the term
17 just cause shall mean incompetency, neglect of duty,
18 unprofessional conduct, insubordination, immorality,
19 physical or mental incapacity, other conduct which
20 interferes substantially with the continued performance
21 of duties or a change in circumstances necessitating a
22 reduction in the number of administrators or teachers to
23 be employed by the board of education. No member of the
24 board of education may cast a vote in favor of the
25 election of any teacher when such member of the board is
26 related by blood or marriage to such teacher.

1 Sec. 2. That section 79-1254.02, Revised⁵⁰
2 Statutes Supplement, 1974, be amended to read as follows:
3 79-1254.02. The contracts of the teaching staff
4 employed by the governing board of any state technical
5 community college, educational service unit, or any
6 educational program administered by the State Department
7 of Education, the Department of Public Institutions, or
8 any political subdivision of the state, shall require the
9 sanction of a majority of the members of such governing
10 board. Each such contract shall be deemed renewed and in
11 force and effect until a majority of the board votes,
12 sixty days before the close of the contract period, to
13 amend or terminate the contract for just cause. The
14 secretary of the board shall notify each teacher in
15 writing at least ninety days before the close of the
16 contract period of any conditions of unsatisfactory
17 performance or a reduction in teaching staff that the
18 board considers may be just cause to either amend or
19 terminate the contract for the ensuing year. Any teacher
20 so notified shall have the right to file within five days
21 of receipt of such notice a written request with the
22 board for a hearing before the board. Upon receipt of
23 such request, the board shall order the hearing to be
24 held within ten days, and shall give written notice of
25 the time and place of the hearing to the teacher. At the
26 hearing, evidence shall be presented in support of the
27 reasons given for considering amendment or termination of

1 the contract, and the teacher shall be permitted ⁵¹ to
2 produce evidence related thereto. The board shall render
3 the decision to amend or terminate a contract based on
4 the evidence produced at the hearing.

5 Sec. 3. The board of education of a Class I,
6 II, III, or VI school district shall give notice in
7 writing, not later than April 15, of its intention to
8 terminate the contract of any superintendent or associate
9 superintendent. Any superintendent or associate
10 superintendent receiving such notice shall have the right
11 to file within five days of receipt of such notice a
12 written request for a hearing before the board. Upon
13 receipt of such request, the board shall order the
14 hearing to be held within ten days, and shall give
15 written notice of the time and place of the hearing to
16 the superintendent or associate superintendent. At the
17 hearing, evidence shall be presented in support of the
18 reasons given for considering termination of the
19 contract, and the superintendent or associate
20 superintendent shall be permitted to produce evidence
21 related thereto. The board shall render its final
22 decision within ten days following the hearing. If no
23 request for a hearing is received, the board may proceed
24 to terminate the contract.

25 Sec. 4. That original section 79-1254, Reissue
26 Revised Statutes of Nebraska, 1943, and section
27 79-1254.02, Revised Statutes Supplement, 1974, are

1 repealed.

2 Sec. 5. Since an emergency exists, this act
3 shall be in full force and take effect, from and after
4 its passage and approval, according to law.

Nebraska Legislature



LR OR LB	NUMBER	AMR	AYE	NAY	NOT VOTING
LB	0139	002	38	00	11

ROLL CALL

38-0-11

ON: LB 82 - Ex R Engrs DATE: 2/11

84th LEGISLATURE

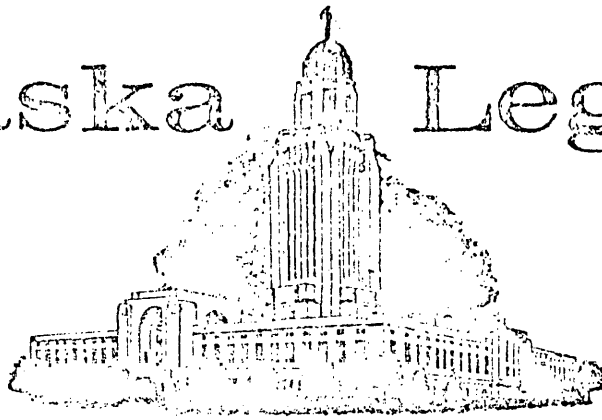
AYE	NAY	N.V.	
			Anderson
			Barnett
			Bereuter
			Burbach
			Burrows
			Carsten
			Cavanaugh
			Chambers
			Clark
			Cope
			DeCamp
			Dickinson
			Duis
			Dworak
			Fitzgerald
			Fowler
			George

AYE	NAY	N.V.	
			Goodrich
			Hasebroock
			Johnson
			Kelly
			Kennedy
			Keves
			Kime
			Koch
			Kremer
			Lewis, F.
			Lewis, R.
			Luedtke
			Mahoney
			Maresh
			Marsh
			Marvel
			Mills

AYE	NAY	N.V.	
			Moylan
			Murphy
			Nichol
			Rasmussen
			Rumery
			Savage
			Schmit
			Simpson
			Skarda
			Stoney
			Stull
			Swigart
			Syas
			Warner
			Wiltse
			LT. GOV.

MEMORANDA: _____

Nebraska Legislature ⁵⁴



LR OR LB	NUMBER	AMR	AYE	NAY	NOT VOTING
LB	0139	282	25	12	12

ROLL CALL

25-12-12

ON: LB 92 - Nebraska Ave DATE 2/11

84th LEGISLATURE

AYE	NAY	N.V.	
			Anderson
o			Barnett
			Perouter
	o		Burbach
			Burrows
	o		Carsten
o			Cavanaugh
	o		Chambers
	o		Clark
			Cope
			DeCamp
			Dickinson
			Duis
			Dworak
o			Fitzgerald
	o		Fowler
			George

AYE	NAY	N.V.	
		o	Goodrich
	o		Hasebroock
o			Johnson
o			Kelly
o			Kennedy
	o		Keyes
	o		Kime
	o		Koch
	o		Fremer
	o		Lewis, F.
	o		Lewis, R.
	o		Luedtke
o			Mahoney
o			Marash
o			Marsh
o			Marvel
o			Mills

AYE	NAY	N.V.	
		o	Moylan
		o	Murphy
o			Nichol
o			Rasmussen
	o		Rumery
	o		Savage
o			Schmit
	o		Simpson
o			Skarda
	o		Stoney
o			Stull
o			Swigart
	o		Syas
	o		Warner
o			Wiltse
			LT. GOV.

MEMORANDA: _____

APPENDIX B

January 9, 1976

Dear Principal,

I am writing to seek your assistance in regard to an important research project. This project is being done for two reasons: in partial fulfillment of the requirements for a Specialist in Education Degree, and to gather information regarding teacher evaluation in Nebraska's AA accredited elementary schools.

I would be most grateful if you participated in this study. I need 60 per cent response for this study to be effective. I hope that you will devote a few minutes to complete the enclosed questionnaire at your earliest convenience and return it to me in the enclosed envelope.

Be assured that all data provided in your responses will be treated confidentially.

Sincerely yours,



Bob Lykke, Principal
J. Sterling Morton Elementary School
Millard Public Schools

ELEMENTARY TEACHER EVALUATION QUESTIONNAIRE

57

1. Does the chief administrator in your school district hold you responsible for evaluating the teachers in your building?

- (a) ___ yes (b) ___ no

2.(a) How many times a year are probationary teachers evaluated in your elementary school?

- (a) ___ once (d) ___ four
 (b) ___ twice (e) ___ over four
 (c) ___ three

(b) Is that frequency established by district policy?

- (a) ___ yes (b) ___ no

3.(a) How many times a year are the elementary teachers in your school evaluated after their probationary period?

- (a) ___ once (d) ___ four
 (b) ___ twice (e) ___ over four
 (c) ___ three

(b) Is that frequency established by district policy?

- (a) ___ yes (b) ___ no

4. How was the evaluation program for elementary teachers designed in your school district?

- (a) ___ by the administrators (c) ___ by teachers and administrators
 (b) ___ by the teachers (d) ___ don't know

5. What percentage of your time do you spend on formal classroom observations and teacher evaluations?

- (a) ___ 5 - 10% (d) ___ 30 - 40%
 (b) ___ 10 - 20% (e) ___ over 40%
 (c) ___ 20 - 30%

6.(a) Have you secured any specific training in teacher evaluation through school district inservice, workshops, or college course work?

- (a) ___ yes (b) ___ no

(b) If your answer was no, do you think such inservice should be provided?

- (a) ___ yes (b) ___ no

(c) If your answer was yes, how did you secure this training?

- (a) ___ inservice (b) ___ workshops (c) ___ college coursework

7. Do you utilize informal, non-evaluative classroom visits to assist in establishing working rapport with teachers, before you conduct formal classroom observations which are part of the teacher evaluation program?

(a) ___yes

(b) ___no

Please comment if necessary:

8. How many formal classroom observations do you make as part of each teacher's evaluation?

(a) ___none

(d) ___seven to nine

(b) ___one to three

(e) ___ten or more

(c) ___four to six

9. How many minutes do you usually spend in the classroom on each of these formal observations?

(a) ___ten to twenty

(d) ___forty to fifty

(b) ___twenty to thirty

(e) ___over fifty

(c) ___thirty to forty

10. Do you inform the teacher ahead of time, before making formal classroom observations?

(a) ___yes

(b) ___no

11. Do you give the teacher a copy of the comments you have written during a formal classroom observation?

(a) ___yes

(b) ___no

12. Do you ask the teacher to perform a self evaluation as part of the annual teacher evaluation process?

(a) ___yes

(b) ___no

13. Do you have a list of criteria (desirable teacher / teaching characteristics) that you utilize in the teacher evaluation process?

(a) ___yes

(b) ___no

14. If you have such a list of criteria that you use in the evaluation of teachers, have you made your teachers aware of this list?

(a) ___yes

(c) ___does not apply as my answer to question 13 is no

(b) ___no

15. Are any other elementary schools in your district experimenting with a type of teacher evaluation procedure that is different from the one you now use? 58

(a) ___yes (b) ___no (c) ___don't know

If yes, please comment:

16. Has the passage of LB 82 by the Nebraska Legislature in 1975 initiated any revision in the teacher evaluation program in the elementary schools of your school district?

(a) ___yes (c) ___I'm not familiar with LB 82

(b) ___no

17. Are you familiar with the Standards of Competence and Professional Performance materials for teachers adopted by the Nebraska State Department of Education?

(a) ___yes (b) ___no

18. If you could make any revisions in the teacher evaluation program in your school district, what two major changes would you make?

1.

2.

19. I'm interested in knowing how many years you have been an elementary school principal. (Please include the current year.)

(a) ___one to three (c) ___seven to nine

(b) ___four to six (d) ___ten or more

20. I'm interested in knowing how many certified personnel there are in your building.

(a) ___ten or fewer (c) ___sixteen to twenty

(b) ___eleven to fifteen (d) ___more than twenty

I would appreciate your enclosing any pertinent teacher evaluation materials that are utilized in your school district.

Thank you very much for your help.