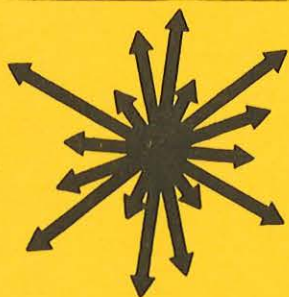


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TEACHER EVALUATION



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on

TEACHER EVALUATION

Prepared by

Russell L. Carey
Planning, Research, and Evaluation
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Information Branch

Mary Jo Bruett
INFORMS Director
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January 1973

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General - Teacher Evaluation Information

ED 029 625

PUBLICATION DATE 18 March, 69

TITLE Innovation in Evaluation: Teacher Assessment by Objectives

PERSONAL AUTHOR Israel, Jack W.

EDRS PRICE MF-\$0.25 HC-\$1.55

DESCRIPTIVE NOTE 29p.

ABSTRACT: If education is meant to change students' attitudes and actions, good teaching must be defined to achieve this goal and to improve instruction. Evaluation allows the teacher to identify his goals with those of the institution and to know the status of his skills, attitudes, and knowledge in relation to it. Sound evaluation makes goal achievement more effective by identifying strengths to be reinforced and weaknesses to be corrected. The literature covers various ways to observe and assess teachers; the author offers a proposal based on their common elements. It combines selected goals for the learner and an assessment of the attributes of the teacher. The goals must be developed cooperatively by teacher and administrator, for, without agreement on those, they can have no agreement on procedures or judgments, or on acceptable evidence of the teacher's success in reaching the goals of learner behavior. The teacher's skills, attitudes, and knowledge must remain flexible, to be adjusted or modified as required, helping him to develop over time and to seek advice more readily. If acceptable evidence of student attainment is predetermined, judgment will shift from procedures to results and, with constant modification and clarification, evaluation will become more precise. Since, in some cases, teachers may feel threatened and oppose this plan, the author describes three alternative ways of implementing it. The methods vary in both philosophy and organization. (HH)

ED 040 152

PUBLICATION DATE 64

TITLE Measuring Teacher Competence. Research Backgrounds and Current Practice.

PERSONAL AUTHOR Bradley, Ruth and others

EDRS PRICE MF-\$0.25 HC-\$2.10

DESCRIPTIVE NOTE 47p.

ABSTRACT: The many studies on teacher competence, usually biased toward specific viewpoints and concerned only with segments of the whole performance, demonstrate the need for a clearer definition. Methods used to determine effectiveness include measurement of pupil gains, job analysis, and pupil ratings of teachers, all subject to inherent fallacies and limitations. The California Definition, published in 1952 by the California Teachers Association, has since been officially adopted by the state and identifies six teacher roles on the basis of the group or individuals with whom the teacher works. In 1950 the American Educational Research Association appointed a seven-member committee which established two general categories, relating directly to teacher effectiveness and to observable behavior and characteristics from which effectiveness may be inferred. In 1954 the American Psychological Association listed six categories: social validity, conceptualization, stability of the function, variability among the population, measurability, and ultimate-immediate relationships. An instrument developed at the University of Hawaii, using the California Definition as a base, is described with the suggestion that similar local instruments should be devised. An annotated bibliography is provided, as well as a detailed taxonomy of teacher roles from the California Definition. (This document is related to SP 003 954, in this issue.) (MBM)

ED 042 801

PUBLICATION DATE February, 69

TITLE Observational Methodology in the Experimental School Setting

PERSONAL AUTHOR Spaulding, Robert L.

EDRS PRICE MF-\$0.25 HC-\$1.05

DESCRIPTIVE NOTE 19p.

ABSTRACT: In studies of classroom behavior modification, the experimenter or educator attempts to make valid judgments about desirable behavioral outcomes. Instruments of assessment to be used with behavior modification treatments must be sensitive to the behavioral goals of principals, teachers, and public school officials. Moreover the treatments used in behavior modification must incorporate teacher behavior. Specific criteria necessary for valid and reliable observing and recording techniques are also prerequisites to instrument development. The Durham Education Improvement Program has developed two instruments, Coping Analysis Schedule for Educational Settings (CASES) and Spaulding Teacher Activity Rating Schedule (STARS), to permit the study of the socialization process in ongoing school settings and treatment of behavior disorders by social agents. Two procedures requiring trained observers using technical aids (signal generators, and an event recorder with attached micro-switch keyboard) have been used; a third, employing wireless transmitting microphones in conjunction with the event recorder, is proposed. Short forms of CASES and STARS are appended along with recording sheets used to gather data in classrooms. Examples of criteria for rating observation techniques are included. (ES)

ED 059 716

PUBLICATION DATE September, 70

TITLE Evaluation: Who Needs It?

PERSONAL AUTHOR Tolle, Donald J.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE 15p.

ABSTRACT: This is a review of the literature surrounding the development of techniques for, and changes in professional attitudes toward, the evaluation of community college faculty in their instructional role. Discussion focuses on the purpose, criteria, and process of evaluation. In discussing the purposes of evaluation, the author deals with teacher rating systems, philosophical conflicts between evaluation purposes and methods, and educational services' accountability and quality. The evaluation criteria discussion pinpoints attributes, abilities, and competencies that contribute to good teaching. Several lists of criteria are given as possible guidelines. The evaluation process is considered in the light of who is to do it and by what means. Several series of outlined procedures are given for instituting an evaluation process. (AL)

ED 060 575

PUBLICATION DATE February, 72

TITLE Can Teacher Evaluation Be Made Meaningful?

PERSONAL AUTHOR Speicher, Dean

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE 14p.

ABSTRACT: This paper presents, in outline form, highlights from the AASA annual meeting clinic on teacher evaluation. The report presents (1) an overview of teacher evaluation, (2) the components of an effective evaluation plan for instructional personnel, and (3) a strategy for developing an effective teacher evaluation plan in a school system. (JF)

ERIC Document Abstracts

How to Develop Teacher Evaluation Instruments

ED 035 416

PUBLICATION DATE January, 70

TITLE Identifying the Effective Instructor

PERSONAL AUTHOR O'Connor, Edward F., Jr. Justiz, Thomas B.

EDRS PRICE MF-\$0.25 HC-\$1.80

DESCRIPTIVE NOTE 34p.

ABSTRACT: A 1968 study by Justiz developed the first reliable measure of general teaching ability at the secondary level. This paper describes the application of that measure to junior college instructors. When the teacher's subject knowledge and his student's ability levels are held constant, teaching ability may be measured by testing the students for the skills specified by the instructor's educational objectives. The procedure for conducting the study is presented in detailed form so that it may be utilized by researchers in other junior colleges. All test and questionnaire forms used in the study are reproduced. (MS)

ED 039 184

PUBLICATION DATE 62

TITLE Student Evaluation of Teaching and Learning

PERSONAL AUTHOR Simpson, Ray H. Seidman, Jerome M.

EDRS PRICE MF-\$0.25 HC-\$2.25

DESCRIPTIVE NOTE 43p.

ABSTRACT: This booklet is a guide for teachers wishing to develop their own teacher evaluation questionnaire to be filled out by students. The first part contains an outline for constructing the questionnaire and giving directions to students. The second part contains illustrative questions under the topics of: general evaluation of the course; course purposes and goals; course content and resources; course organization and methods; teacher knowledge of subject matter; teacher personality; human relations in the classroom; encouragement of thinking; assignments; testing, evaluating, marking; and the amount of time and work on a course. The questions under each topic are divided into three categories: open-ended; check-list; and rating scale. It is suggested that the teacher select questions from the topics and categories he prefers, and that he then use the outline to set up his own questionnaire. The booklet also includes a five-page annotated bibliography on different theories and methods of teacher evaluation. (RT)

ED 058 556

PUBLICATION DATE 71

TITLE Handbook for Evaluating Instruction

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE 40p.

ABSTRACT: This handbook is designed to assist teachers and administrators in improving the instructional program by providing practical and specific suggestions for evaluation of instruction in community adult schools. General criteria for evaluation in all subjects are divided into the following categories: I. Classroom Organization and Management; II. Special Qualities of a Teacher in the Particular Area; III. Teaching Techniques Pertinent to the Individual Area; IV. Evaluation Techniques Appropriate to the Individual Area; and V. Safety Practices. These criteria are utilized in evaluating instruction in the following subject fields: Academic Business Education, Citizenship, Elementary Education, English as a Second Language, Fine Arts, Homemaking, Individualized Instruction, Industrial Education, Music, Nursing, Parent Education, and Personal Traffic Safety. A selected bibliography is provided. (DB)

ERIC Document Abstracts

Selected Teacher Evaluation Instruments

ED 002 844

PUBLICATION DATE 59

TITLE Development of the Means for the Assessment of the Quality of Teaching in Elementary Schools

PERSONAL AUTHOR Hughes, Marie M. and others

EDRS PRICE MF-\$0.54 HC-\$16.63

DESCRIPTIVE NOTE 418p.

ABSTRACT: Defining and describing good teaching and the process by which it can be determined with reliability were the goals of this study. Characteristics of good teachers were differentiated, teaching acts of good teachers were defined, and an overall description of good teaching was developed. As a result of the study, a model for good teaching was formulated. A conclusion to be drawn from this study of teachers is that the relationship of teacher to child reflects to a marked degree the adult-child relationship of our culture. The selection of teachers for professional training should continue to be given careful attention. To best cultivate growth and learning, the teacher should remember that each response to a child is a matter of conscious discrimination, and he must take into consideration the reaction or response of the child.

ED 014 959

PUBLICATION DATE 65

TITLE Evaluation of Instructors in California Junior Colleges

PERSONAL AUTHOR Fitch, Naomi

EDRS PRICE MF-\$0.50 HC-\$3.44

DESCRIPTIVE NOTE 84p.

ABSTRACT: The major portion of this report consists of (1) a series of excerpts from accreditation applications, presenting policies and/or procedures for instructional evaluation at twenty-three California junior colleges, (2) samples of forms for student evaluation of instruction, (3) samples of forms for administrator evaluation of teachers, and (4) samples of classroom visitation report forms.

ED 016 605

PUBLICATION DATE May 65

TITLE The Skills of Teaching

PERSONAL AUTHOR Fawcett, Claude W.

EDRS PRICE MF-\$0.50 HC-\$4.92

DESCRIPTIVE NOTE 121p.

ABSTRACT: Teaching skills which are a part of the teacher's leadership role in the teaching process were identified by administrators and teachers in elementary and secondary schools. Identification of teacher leadership items was done by the conference method with administrators and teachers of two California school districts. The items which were developed into a one-to-ten rating scale, were classified under the headings of (1) goal setting, (2) assignments of specific responsibility, (3) evaluation and reward, (4) authority, (5) research, (6) record-keeping, (7) coordination internally and externally, (8) communication, (9) identification, (10) pacing, (11) interpersonal skills, and (12) maintenance of a learning environment. The sample in the study consisted of seventy-five secondary education graduates and seventy-five elementary education graduates who were selected using random sampling techniques. Identical rating scales were sent to the teachers and to their principals, each of whom had indicated willingness to cooperate in the study. A teacher's and his principal's statements were used in matched pairs. The data were analyzed to determine the extent to which teachers and their administrators placed high values on different inventory items. Correlation coefficients of the agreement among rank orders of the two groups were calculated. Varimax rotation was used to determine the pattern of teachers' and administrators' judgements. The data showed (1) that there were patterns of disagreement such that it was essential to develop two different sets of items, one to be used with administrators and one to be used with teachers, (2) that the technique employed was a useful way of identifying teaching skills, (3) that the items selected are not skills but rather they are behavior goals, and (4) a follow-up study of teaching skills of graduates should be done using two different instruments for teachers and administrators. This document is also available for \$1.00 from the U. C. L. A. Student's Store, 308 Westwood Boulevard, Los Angeles, California 40024.

ED 038 808

PUBLICATION DATE October, 69

TITLE Dimensions of the Class Activities Questionnaire

PERSONAL AUTHOR Steele, Joe M.

EDRS PRICE MF-\$0.25 HC-\$1.70

DESCRIPTIVE NOTE 32p.

ABSTRACT: Developed to assess congruence of intent and practice (the teacher's ideal and students' perceived real) in instruction of the gifted in the Illinois program, the Class Activities Questionnaire (CAQ) includes twenty-five forced choice items evaluating cognitive emphasis, classroom conditions, and student attitudes and reactions. Cognitive items were shown to be consistently identified with the appropriate level of the taxonomy of intellectual abilities. Field testing indicated that the CAQ could be used with grade six and above. Intercorrelation, factor, and reliability analysis demonstrated the CAQ to be an adequate instrument. Scoring procedures and interpretation are explained for each of the three areas evaluated.

ED 038 964

PUBLICATION DATE March, 70

TITLE Report on Faculty and Student Evaluation of Instructor Rating Questionnaire

PERSONAL AUTHOR Krupka, John G.

EDRS PRICE MF-\$0.25 HC Not Available from EDRS

DESCRIPTIVE NOTE 11p.

ABSTRACT: A comparison of faculty and student evaluation of an instructor-rating questionnaire at Northampton County Area Community College, Pennsylvania, is the subject of this report. Students and faculty members were asked to specify the relative importance of twelve given areas considered in instructor evaluation, and then to suggest scores between ten and zero for both a theoretically excellent and poor teacher in each of the twelve areas. The comparison of responses suggests that: a highly positive correlation exists between each group's rating of the areas; the areas are not considered as having equal importance; and the mean ratings of students indicating scores for the excellent and poor teacher in each area were consistently higher than those given by the faculty. (Not available in hard copy due to marginal legibility of original document.)

ED 039 170

PUBLICATION DATE March, 70

TITLE The Development of an Instrument Designed To Secure Student Assessment of Teaching Behaviors That Correlate with Objective Measures of Student Achievement

PERSONAL AUTHOR Davidoff, Stephen H.

EDRS PRICE MF-\$0.25 HC-\$1.55

DESCRIPTIVE NOTE 29p.

ABSTRACT: This paper describes the development of a research instrument designed to reveal student assessment of teacher behavior and to determine whether this can be correlated to student gain, as evidenced by pre- and post-test scores in the BSCS Third Quarterly Achievement Test. The experiment was carried out with ninth and tenth grade public school children enrolled in Green Version Biology (BSCS) within a fifty mile radius of Philadelphia and twenty-one of the thirty-eight teachers invited to participate accepted. The paired-comparison technique was used, enabling frequencies to be tallied, and results were also analyzed and cross-validated. Detailed results, set out in eight tables, indicate that students recognize some teacher behaviors associated with student gain and that their opinions are stable, but there appeared to be no significant relationship between student opinion and student gain. It is recommended that the instrument be used in teacher training, in the development of standard definitions of teacher behavior, and to indicate different teaching patterns in relation to class gain. An appendix lists items used in the study and reproduces a student opinion form. Thirty bibliographic references are attached.

ED 039 197

PUBLICATION DATE December, 69

TITLE Identifying Effective Teaching Behaviors

PERSONAL AUTHOR Hoyt, Donald P.

EDRS PRICE MF-\$0.75 HC-\$6.90

DESCRIPTIVE NOTE 136p.

ABSTRACT: This report deals with an evaluation experiment which attempted to discover the relationship between specific types of teacher behavior and success in teaching as shown by student progress in relation to defined objectives. In 708 undergraduate classes at Kansas State University, students rated their progress in gaining factual knowledge, learning fundamental principles, applying principles to practical problems, understanding themselves, learning professional attitudes and behavior, developing skill in communication, discovering implications of the course for personal and professional conduct, and developing greater cultural understanding and appreciation. Fifty-eight items were used to evaluate teacher behavior and effectiveness, and chi-square analyses were performed on each item to determine significant differences between small, medium, and large classes. The findings indicated that at least sixteen items appeared to be required in effective teaching, although they differed according to the size of class and type of objective. Broader application of this method of teacher evaluation is recommended by making the materials and computer programs available to other institutions. The results of the experiment are fully set out and discussed and appendixes give tables of norms and item analysis, as well as samples of the Faculty Information Form, test instrument, and the computer report to faculty members.

ED 041 302

PUBLICATION DATE March, 1970

TITLE Student Perceptions of Teachers - A Factor Analytic Study

PERSONAL AUTHOR Coats, William D.

EDRS PRICE MF-\$0.25 HC-\$0.85

DESCRIPTIVE NOTE 15p.

ABSTRACT: As a result of behavioral science research cited in the introduction, the author concludes that: (1) two basic factors, labeled teacher-centered and student-centered, account for much of the variance in student perceptions of teachers; or (2) a single evaluative dimension may be an almost overwhelming factor in influencing responses to rating scales. This study attempts to determine the number and nature of factors which account for students' perceptions of teacher effectiveness. The Teacher Image Questionnaire, used by Western Michigan University's Educator Feedback Center, was sent to 1,427 teachers representing all academic fields in grades 7-12 from a five-state midwestern area. This procedure yielded 42,810 student responses which were factor analyzed. A single factor, labeled teacher charisma, was found to account for 61.5% of the variance in test items. Five other factors accounted for the balance. It was concluded that teacher charisma is probably a function of teacher effectiveness, but that student ratings would best be used as only one part of a total evaluation package which measured additional variables. The limitations, strengths, and meaning of student reactions to teachers are discussed. A brief description of the work of the Educator Feedback Center is included.

ED 045 602

PUBLICATION DATE 69

TITLE Instrument for the Improvement of Instruction for Classroom Teachers
(and Manual)

EDRS PRICE MF- \$0.25 HC-\$2.20

DESCRIPTIVE NOTE 42p.

ABSTRACT: This teacher evaluation checklist with accompanying manual was designed for use in Hartford, Connecticut, public schools to provide a means of teacher self-evaluation and to provide principals and other designated administrators criteria for objective observations and comment on the quality of teaching activity. (The "Instrument for the Improvement of Instruction" is a refinement of a similar document developed by the Cupertino California School System in collaboration with San Jose State College.) The instrument itself consists of 1) a descriptive discussion of teacher performance in each of eleven behavior areas (e. g., effective use of resources, instructional planning, classroom management, mastery of subject, teaching for democratic values and attitudes, provision for student participation) designed as criteria for using the scale; 2) the eleven corresponding five-item scales (the one item to be selected from each scale which best describes the teacher's performance in that area) and 3) forms for the instrument: "Observation Guide" for use by observers when taking notes in a classroom, "Profile" for permanent recording of the evaluation results, and "Interview Guide" for evaluation of non-classroom activities. The accompanying manual contains description of instrument materials and their use, discussion of the use of evaluation results, and the annual calendar and procedures for evaluating nontenure and tenure teachers.

ED 048 095

PUBLICATION DATE 68

TITLE A Way to Evaluate and to Improve Classroom Teaching Effectiveness

PERSONAL AUTHOR Hayes, Robert B.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE 10p.

ABSTRACT: This paper reports results of efforts over a seven-year period (1960-67) to determine if the Hayes Pupil-Teacher Reaction Scale is a reliable, valid unidimensional instrument which may be used to measure the attitude of students toward the teaching effectiveness of their teachers. Criteria used were 1) each respondent's total score describes with at least ninety percent accuracy which items were reacted to favorably or unfavorably; 2) the item marginals, or the percentage of favorable responses to each scale item can be consistently rank ordered from the lowest percentage pro through the highest percentage pro; and 3) the scale can be submitted successfully to intensity analysis to determine which score represented a dividing line between favorable and unfavorable attitudes. Test included administration to 1) 1,070 university undergraduates who selected and rated one the their best teachers and one of their worst; 2) a follow-up with 660 college sophomores; 3) 2,186 tenth graders in fourteen high schools--using Cornell scalogram analysis and intensity analysis and correlation with principal's ratings of teachers, 4) replication with 1,912 sixth graders in 48 schools in seven districts. Conclusions were that the Hayes Scale, which takes only a few minutes to administer and to analyze, appears to provide a reliable, reasonably valid way to help teachers improve their teaching. It also possesses some characteristics of unidimensionality. (The instrument is included.)

ED 050 008

PUBLICATION DATE 71

TITLE Indicators of Teacher Ability to Relate to Students

PERSONAL AUTHOR Lawson, Dene R.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE 26p.

ABSTRACT: The purpose of this study was to find teacher behaviors which correlate significantly with a criterion measure of teacher ability to relate to students. Videotapes of fifty teacher interns were shown to 100 high school students of three different ethnic backgrounds--white, black and oriental. Teachers were rated on ability to relate to students. Subsequent interaction analysis of the videotapes identified fifty-one potential teacher behavior correlates, fifteen of which were found to correlate significantly with teacher ability to relate to students. In general students tended to rate higher those teachers who 1) lecture in response to student talk, 2) allow students freedom to initiate discussion, and 3) use praise extensively in rewarding students. Students tended to rate less favorably those teachers who 1) permit silence in the classroom to continue for prolonged periods of time, 2) give directions for extended periods of time, 3) prolong an activity, and 4) ask questions for prolonged periods of time. No significant differences were found among mean teacher relatibility scores by main effects of race and sex of student raters.

ED 056 987

PUBLICATION DATE 70

TITLE Developing Observation Systems

PERSONAL AUTHOR Roberson, E. Wayne

EDRS PRICE MF-\$0.65 HC Not Available from EDRS

DESCRIPTIVE NOTE 49p.

ABSTRACT: The first three chapters of this booklet describe the utilization of observation as a measurement technique, the types of observation systems available, and the necessary components of an observation system. The second part focuses on the following four commonly used observation systems: 1) primary reading checklist, 2) student affective behavior checklist, 3) interaction analysis observation system, and 4) teacher self-appraisal observation system. Each system is analyzed in terms of the following components: 1) common communication structure, 2) coding procedures and format, 3) analysis, 4) ground rules, 5) coding unit, 6) method of observation, and 7) establishing reliability. A final chapter discusses the ways in which these systems can be utilized as evaluative tools for gathering feedback related to the teaching-learning process.

ED 058 289

PUBLICATION DATE 71

TITLE Communicating Classroom Teacher Behavior. A Systematic Approach

PERSONAL AUTHOR Zinser, Robert W.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE 6p.

ABSTRACT: Presents an approach to making the product of observation systems readily available to all members of a school system. The input system consists of three OpScan recording sheets, the output system of print-outs for each recording sheet as well as summary data. This system gives the teacher an opportunity to change his behavior based on data about what he is doing in the classroom, and provides consultants and supervisors with non-judgemental, descriptive feedback for describing the teacher role.

ED 059 151

PUBLICATION DATE September 71

TITLE A Manual for Developing Reasonable, Objective, Nondiscriminatory Standards for Evaluating Teacher Performance

PERSONAL AUTHOR DeV Vaughn, J. Everette

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE 29p.

ABSTRACT: This manual outlines the procedures and processes to be followed in evaluating professional growth and service of teacher personnel. Although a comprehensive evaluation should include all professional personnel, the emphasis is on beginning teachers (those in their initial year in the system) and those who, according to the principal, clearly need assistance. The procedural steps are discussed under the following headings: orientation, initial assessment, teachers in continuing service, possible exemption from interim evaluation, coordination and continued supervision, and interim evaluation. Eight assumptions are listed 1) educational goals should be expressed in student-behavior terms, 2) objectives should be established in the affective domain, 3) the psychomotor domain should be given attention at the early childhood levels, 4) the teacher's behavior is modified to involve the learners in setting objectives and determining levels of participation, 5) the approach to student evaluation is behavioral, 6) the teacher must be evaluated in behavioral terms, 7) the supervisor must be aware of the behavioral modifications expected, and 8) teachers should be freed from guilt feelings concerning their performance. The evaluation instruments and forms used in evaluating individual teacher tasks are included.

ED 062 699

PUBLICATION DATE 20 March, 72

TITLE "Evaluating Teacher Performance--How To Get Beyond the Checklist"

PERSONAL AUTHOR Frison, L. S.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTIVE NOTE 8p.

ABSTRACT: In this speech, the author, a principal, describes his experiences with teacher evaluation in a Canadian high school. He observes that checklists are too harsh, cold, and sometimes brutal, and insists that the evaluation of teacher performance is a personal matter because of the very personal nature of teaching. The author notes that he tries to observe each teacher in his school for one complete period each semester. He describes this observation and the subsequent discussion with the teacher. In the discussion the principal and the teacher discuss how the teacher may improve his instruction and techniques.

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PUBLICATION CITATION Journal of Teacher Education, v 21 n 1, pp. 15-21, Spring 1970.

TITLE Improving Teacher Evaluation

PERSONAL AUTHOR Musella, Donald

ABSTRACT: This article develops a dual system to fulfill a twofold purpose of teacher evaluation. What is proposed here is (1) an examination of the problems inherent in teaching effectiveness research, and (2) a proposal for improving teaching that abrogates the reliance on empirical research, that minimizes the threat intrinsic to the superordinate-subordinate role relationship, and that enhances the chances for changed teacher behavior in the direction of teaching improvement.

EJ 018 622

PUBLICATION CITATION Journal of Teacher Education, v 21 n 1, pp. 73-91, Spring 1970.

TITLE Teacher Effectiveness or Classroom Efficiency: A New Direction in Evaluation of Teaching

PERSONAL AUTHOR Saadeh, Ibrahim Q.

ABSTRACT: The author states that "teaching effectiveness", is intentional as a part of the professional teaching act. Teacher effectiveness and the nature of the teaching-learning process is defined. Criteria and a model for classroom efficiency appraisal is presented. The article includes a 55 item reference list on teacher effectiveness.

EJ 021 363

PUBLICATION CITATION Clearinghouse, v 44 n 9, pp. 541-543, May 1970.

TITLE Plan for Evaluation of Teacher Efficiency through Cooperative Goal-Setting

PERSONAL AUTHOR Fox, Willard and Jones, Ronald D.

ABSTRACT: When the evaluation of teaching efficiency is unilateral in scope, a host of problems are created and the benefits of such a process are lost. A bilateral approach is absolutely essential. In support of this contention, the authors propose a simple plan which places cooperative responsibility upon both teacher and administrator.

EJ 031 997

PUBLICATION CITATION Peabody Journal of Education, v 48 n 2, pp. 125-139, January 1971.

TITLE Teacher Evaluation: Why, What and How

PERSONAL AUTHOR Beller, E. Kuno

ABSTRACT: This article discusses teacher evaluation in the context of three questions: (1) what is the purpose of such evaluation, (2) what should be evaluated, and (3) how should the evaluation be carried out?

EJ 040 693

PUBLICATION CITATION Journal of Teacher Education, v 22 n 2, pp. 229-244, Summer 1971.

TITLE How to Evaluate Teaching

PERSONAL AUTHOR Mueller, Dorothy G.

ABSTRACT: This article is a review and analysis of research on attempting to identify "what" constitutes "good" teaching and "how" to assess teaching. Problems in assessing teacher behavior are discussed. Different evaluation approaches are compared. Factors to consider in evaluating teaching are mentioned. The reference may be of extra value since each entry is annotated.

EJ 040 699

PUBLICATION CITATION Journal of Educational Psychology, v 62 n 3, pp. 188-200, January 1971.

TITLE Development of the Program for Learning in Accordance with Needs Teacher Observation Scale

PERSONAL AUTHOR Quirk, Thomas J.

ABSTRACT: Guidelines for developing the PLAN (Program for Learning in Accordance with Needs) Teacher Observation Scale are characterized. Each of the seventeen categories of the instrument is defined. A description on the utilization of the observational system is given.

EJ 048 718

PUBLICATION CITATION Educational Leadership, v 29 n 4, pp. 353-357, January 1972.

TITLE Teacher Evaluation That Makes a Difference

PERSONAL AUTHOR McNally, Harold J.

ABSTRACT: Analyzes the reasons behind teacher evaluation and discusses the characteristics of a good evaluation program.

EJ 051 304

PUBLICATION CITATION Journal of Teacher Education, v 22 n 4, pp. 469-473, Winter 1971.

TITLE Teacher Self-Appraisal: A Way to Improve Instruction

PERSONAL AUTHOR Roberson, E. Wayne

ABSTRACT: The Teacher Self-Appraisal Observation System (TSA) is presented along with instructions for its use. The 32 category system for planning and coding includes affective and cognitive objectives, closed and open teaching methods, and verbal and nonverbal expressions. A description of the four-phase utilization process of planning, videotaping classroom performance, coding, and analysis is given.

EJ 055 862

PUBLICATION CITATION Clearinghouse, v 46 n 8, pp. 474-481, April 1972.

TITLE Realistic Approach to Teacher Evaluation

PERSONAL AUTHOR Jones, Anthony S.

ABSTRACT: Author explores the continuing problem of an adequate approach to teacher evaluation and suggests a procedure which he has found to be quite satisfactory.

EJ 057 441

PUBLICATION CITATION Childhood Education, v 48 n 8, pp. 410-411, May 1972.

TITLE Report Cards for Teachers

PERSONAL AUTHOR Hunter, Elizabeth

ABSTRACT: An evaluation form is given for teachers to tune to what their students think and feel about their classroom lives.

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- ** Flanders, Ned A. "Interaction Models of Critical Teaching Behaviors," Interaction Analysis: Theory, Research, and Application, 1967, pp. 360-374.

This paper consists of an exposition of the author's convictions about teacher education based upon his research which has attempted to assess the social skills used by teachers in the classroom. Inferences about social skills are made from an analysis of the spontaneous verbal statements which occur in classroom discourse.

- * Flanders, Ned A. Teacher Influence, Pupil Attitudes and Achievement. Washington: United States Government Printing Office, 1965.

This document explains the original research on the Flander's Observation System. A complete description of the system along with directions for using it are given. The main sections of the report are:

1. Teacher influence and talking
2. Research tools for analyzing classroom interaction
3. Preliminary studies of teacher influence
4. Research design and procedures
5. Analysis of results
6. Conclusions and implications of the project

Available from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Price - \$.50

- ** Hamachek, Don. "Characteristics of Good Teachers and Implications for Teacher Education," Phi Delta Kappan, February 1969, pp. 341-345.

The author contends that we can identify effective or good teachers. Research is cited to provide evidence for each characteristic of a good teacher. The factors considered were:

1. Personal characteristics
2. Instructional procedures and interaction styles
3. Self-perceptions
4. Perceptions of others

- ** Hough, John, B. "Classroom Interaction and the Facilitation of Learning: the Source of Instructional Theory," Interaction Analysis: Theory, Research, and Application, 1967, pp. 375-387.

The purpose of this paper was to explore certain hypothesized relationships between aspects of learning theory, and classroom behavior of teachers and students, and the facilitation of student learning. The paper illustrates what the author feels to be a provocative approach to the development of a theory of instruction useful to classroom teachers. The role of observational tools in the development of a functional instructional theory is characterized.

- * Iowa State Education Association. Report of the 1971 Teacher Evaluation Conference. Des Moines: Iowa State Education Association, 1971.

The purpose of this report is to summarize the workshop activities and to provide a guide for those who are planning an evaluation of educators. It takes a look at teacher evaluation, explains the purpose for evaluation, initiates the plan, selects a framework for evaluation, and gives the procedures of evaluation.

Available from: Iowa State Education Association Price - \$1.00
4025 Tonawanda Drive
Des Moines, Iowa 50312

- ** Lessinger, Leon, et. al. "Standards of Performance," Accountability: Policies and Procedures Volume III: Personnel. New London: Croft Educational Services, Incorporated, 1971.

Examples of policies and procedures for standards of performance are given. After each policy, exhibits from selected schools are given to demonstrate the policies in operation. The policies and procedures given are:

1. Detailed criteria
2. Obligations
3. Employee performance evaluation

- * Medley, Donald M. A Process Approach to Teacher Evaluation (Paper presented at the Iowa State Education Association Evaluation Conference). Des Moines: Iowa State Education Association, 1971.

In Part I the author advocates process evaluation as an approach to improve instruction. The merits of process versus product evaluation are discussed. A description is given of process evaluation characteristics. They are:

1. Evaluation must be based on change
2. The change must be an improvement

3. The goals must be individualized
4. The goals must be mutually determined
5. The evaluation criteria must be public

Part II contains the ten dimensions most likely to be observed in the behavior of effective teachers. The ten dimensions are discussed in detail.

Available from: Iowa State Education Association
4025 Tonawanda Drive
Des Moines, Iowa 50312

- * Medley, Donald M. and Harold E. Mitzel. "Measuring Classroom Behavior by Systematic Observation," Handbook of Research on Teaching (N. L. Gage, Ed.), Chicago: Rand McNally, 1963, pp. 247-328.

This chapter can be considered a review of educational research on measuring classroom behavior by systematic observation. The discussion ranges from the role of direct observation in teaching to analyzing results from direct observations. Several different instruments are reviewed. A detailed explanation on reliability determination procedures is given.

- ** Popham, W. James. Designing Teacher Evaluation Systems. December 1971, pp. 6-15.

The author inspects some of the general strategy approaches which have been employed over the years in assessing teacher effectiveness. A discussion is given on rating, observation and standardized test approaches. Factors to consider in designing a system are given.

- * Remmers, H. H. "Rating Methods in Research on Teaching," Handbook of Research on Teaching (N. L. Gage, Ed.), Chicago: Rand McNally, 1963, pp. 329-378.

A detailed discussion on using teacher rating methods is given. Some of the different areas considered are:

1. Rating scales as measuring devices
2. Kinds of rating scales
3. Sociometric methods
4. Reliability
5. Validity
6. The semantic differential
7. Q-technique ratings
8. Practical and theoretical matters related to rating scales

- ** Rosenshine, Barak. "Evaluation of Classroom Instruction," Review of Educational Research, April 1970, pp. 279-300.

An attempt is made to describe available instruments for the observation

of classroom instruction and to suggest modifications for local evaluation of instruction. Four potential uses of these instruments are described and examples are given of each: assessing variability in classroom behavior, assessing whether the teacher's performance agrees with specified criteria, describing classroom interaction, and determining relationships between observed classroom behavior and outcome measures. Several difficulties in the use of observational instruments and in the interpretation of the results are noted.

- * Simon, Anita (ed.) et. al. Mirrors for Behavior: An Anthology of Classroom Observation Instruments. Philadelphia: Research for Better Schools, 1967.

The twenty-six classroom observation systems in this anthology were primarily designed to collect data about pupil and teacher behaviors for use in research, teacher training, and supervision. The particular aspect of interaction measured by any one of these instruments reflects the interest of its author, but are generally classifiable as cognitive or affective. Systems measuring the cognitive domain code such verbal behaviors as giving data, asking for data, clarifying, defining, giving opinions. Other cognitive systems provide methods for analyzing sequences of statements to determine underlying thought processes such as data recall, data processing, and evaluation. Systems dealing with the affective domain assess the affective climate of the classroom and how it is conditioned by teacher reactions to pupils' feelings, ideas, work efforts, or actions. Abstracted from articles by each system's author, descriptions in the anthology include data collection methods, purposes and implications, observer reliability procedures, and categories used in coding behavior. Included are a 369-item bibliography and an abstract for each of the following instruments: Amidon System, Amidon-Hunter System, Aschner-Gallager System, Bellack System, Flanders System, Gallagher System, Honigman System, Hough System, Hughes System, Joyce System, Lindvall System, Medley System, Miller System, Moskowitz System, Oliver-Shaver System, Openshaw-Cyphert System, Simon-Agazarian System, Smith System (Logic), Smith System (Strategies), Spaulding System (CASES), Spaulding System (STARS), Taba System, Withall System, Wright System, Wright-Proctor System.

Available from: Anita Simon, Editor
c/o Research for Better Schools
121 South Broad Street
Philadelphia, Pennsylvania 19107

Price - \$6.00

- * Vincent, William S. and Olson, Martin N. Indicators of Quality: Measurement of School Quality and Its Determiners. 1972.

This booklet contains a section on:

1. Measuring school quality

2. Research studies based upon evaluations
3. Some alternative methods of school appraisal
4. A model of the school

It also provides an analysis of research results from various studies of financial, organizational, instructional, staffing and pupil factors. Chapters are devoted to discussing alternative methods of school appraisal and explanation of a theoretical construct as a model for school study.

Available from: Vincent and Olson
School Evaluation Services
Box 22
Salisbury, Connecticut 06068

Price - \$6.00

* Vincent, Willian S. Indicators of Quality: Signs of Good Teaching. 1972.

A review of the literature of the four criterion categories of teacher-pupil behavior and the derivation of the key concepts upon which the items are based. Contains a bibliography. Guide to the literature on individualization, interpersonal regard, creativity and group activity. This booklet may be useful as a resource and tool for teachers to improve instruction and student participation in learning.

Available from: Vincent and Olson
School Evaluation Services
Box 22
Salisbury, Connecticut 06068

Price - \$3.00

** Available through INFORMS. You will receive the material via your field representative.

* These are available for use within the Educational Media Library, Department of Public Instruction.

