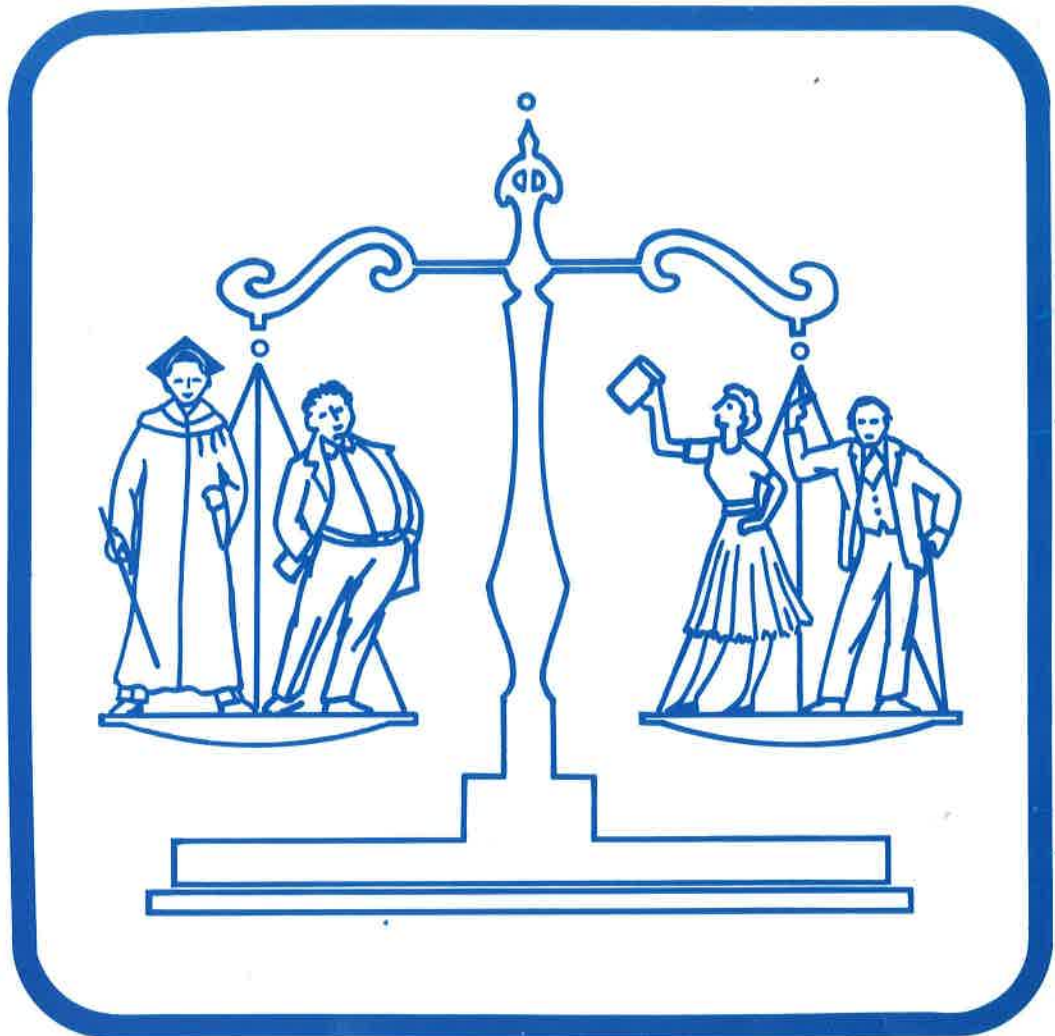


TEACHERS

IN EDUCATION



Evaluating Teachers and Teaching

Articles by:

Bellon

Bolton

Brown

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Ingle

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Vass

Evaluating Teachers and Teaching

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Considerations for Developing Essential Components in a Comprehensive System for the Evaluation of Teachers and Teaching

By Joseph R. Ellis

The evaluation of teachers and teaching persists as a difficult, often frustrating and usually slighted task in the field of education (Thompson & Ellis, 1981). It is often conducted as a little understood and misapplied process. Small wonder that the evaluation of teachers and teaching has resulted all too frequently in general dissatisfaction and disappointment with the process.

Yet, few members of the education profession and few among those served by educators would question the need to be able to make valid judgments about the effectiveness and worth of teachers and teaching. This article and those that follow in this issue of Thresholds are intended to focus on this need and to stimulate thoughts and present knowledge that will assist in the development of more than adequate comprehensive systems for the evaluation of teachers and teaching.

Perhaps an old fisherman's tale will help bring into clearer perspective the dilemma inherent in the evaluation of teachers and teaching. The story goes as follows:

The old man, new to Morgan's Boat Dock, shoved off in his slow moving boat and proceeded far up the lake to a spot near a railroad bridge and out of sight of the men near the dock. He arrived shortly before the lights of the early morning freight train pierced the dawn and led the train across the creaking bridge. Within an hour the old fisherman, his boat loaded with fish, returned to the dock much to the dismay of Backlash Morgan and a dozen fisherman nearby. Hardly anyone had caught a fish around there for a week; yet the old man repeated his performance the next two mornings.

Upon learning of the newcomer's success amidst pervasive failure, the local game warden greeted the old man in the darkness of the next morning with a request for an explanation. The old fisherman invited the game warden to join him immediately for a demonstration. Within a few minutes of their arrival near the railroad bridge, the train appeared and thundered across the bridge. Precisely at that moment, the old man stopped the boat, produced two sticks of dynamite, lighted one and tossed it several yards distance where it exploded. Dozens of fish promptly appeared on the surface of the lake,

dead and awaiting the old man's net.

The game warden became furious. "You've just broken the law," he shouted. "Anyone who does that is going to be arrested here and now and prosecuted fully," he continued while reaching for his handcuffs. The old fisherman smiled, picked up the remaining stick of dynamite, lighted it and placed it in the out-stretched hand of the game warden, saying, "Now, shall we talk or fish?"

Throughout this article, evaluation is conceived to be a process of determining worth. From this concept, it follows that evaluation is a constantly and continuously occurring process in the experience of rational persons. As such, it is a process that is unavoidable.

Much of the information presented in this article resulted from the National Symposium for Professionals in Education and Research, an annual series sponsored by Phi Delta Kappa which called attention to the evaluation of teachers and teaching at several sessions held during the late seventies and early eighties. The author is indebted to PDK, to several of the presenters, and to many educators who attended these sessions. They furthered the advancement of knowledge and practice of evaluation and it is from their efforts that many of the ideas, much of the knowledge and some of the questions presented here resulted. More specifically, they included Jerry J. Bellon, Dale L. Bolton, Larry Braskamp, Robert D. Brown, Loyd DuVall, William Gephart, Thomas Good, Robert B. Ingle, James McDonald, Anton Netusil, Michael Scriven and John Zahorik. Some of their thoughts appear in Phi Delta Kappa publication reporting these meetings (Duckett, 1979, 1980, 1983).

When the worth of professional performance is being determined, evaluation is a critical process in the development and operation of effective schools. Every effort should be made to plan and implement this process as comprehensively, systematically, fairly, thoroughly, and validly as possible. Such a process should be designed to result in complete and valid data sufficient for use in providing feedback and in making judgments.

On the following pages, components which the author deems to be essential for planning and operating a comprehensive system for the evaluation of teachers and teaching appear. Each of these components is accompanied by considerations for their development and adaptation for application in specific settings. Throughout this issue of Thresholds, those who have presented the articles have provided a resource for responding to many of the questions raised for consideration in the development of the thirteen components presented here.

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Component 1: A description of the context in which the evaluation is to occur.

Considerations for component development should include:

- 1.1 What are the values, needs and goals prevailing in the situation where the teacher is to perform his or her professional roles and where evaluation is to take place?
- 1.2 What are important aspects of the community, parents and students?
- 1.3 What characterizes the schools, programs, courses and classes?
- 1.4 What specific objectives, content and experiences do the schools and teachers offer to learners?
- 1.5 What records are available regarding teacher qualifications and past professional performance?
- 1.6 What resources are available for student and teacher growth?
- 1.7 What attitudes, readinesses and anxieties exist regarding the evaluation of teachers and teaching?
- 1.8 To what extent are there time constraints, uncertainties and complexities associated with the evaluation of teachers and teaching (Duckett, 1979)?

Component 2: An operational definition of a teacher and teaching.

Considerations for component development should include (Braskamp, 1980):

- 2.1 For purposes of the evaluation, is a teacher considered to be the media, a peer, a parent, an experience, anyone who teaches another person something, or is a teacher defined as a professional person certified by the state to provide supervised instruction in a formal, organized setting called a school?
- 2.2 Is there agreement on the ranges of roles and specific tasks and behaviors which comprise teaching?
- 2.3 Is there a job description and/or a position analysis for the teacher(s) to be evaluated? If so, are these consistent with the operational definitions to be used in the evaluation?
- 2.4 Does the operational definition include one or more of the following roles (Radebaugh & Ellis, 1975)?
 - a. Teacher as a planner of learning.
 - b. Teacher as a director and helper of learners and learning.
 - c. Teacher as a counselor and guide to learners.
 - d. Teacher as a mediator and interpreter of

- e. the culture for learners.
- f. Teacher as a link with the community.
- f. Teacher as a member of the teaching profession.
- g. Teacher as a member of the school community.

Component 3: A statement of institutional and teacher intentions.

Considerations for component development should include (Scrivin, 1979):

- 3.1 Is the institution's and/or school district's philosophy explicit and understood by the teacher and the evaluator?
- 3.2 Are the mission, goals, and purposes of the institution/school district explicit and understood by the teacher and evaluator?
- 3.3 Are the objectives of the programs and/or courses in which the teacher teaches clearly stated, measurable and understood by the teacher and the evaluator?
- 3.4 Are the teacher's objectives clearly stated, deemed worthy, measurable and understood by the teacher and the evaluator?

Component 4: A statement of and a rationale for purposes of the evaluation.

Considerations for component development should include (Scrivin, 1979):

- 4.1 Do one or more of the following serve as a purpose for the evaluation (Gephart, Ingle, & DuVall, 1983)?
 - a. Improving teaching and thereby contributing to student growth.
 - b. Rewarding superior performance/merit pay.
 - c. Modifying teacher assignments.
 - d. Protecting individuals and the organization.
 - e. Complying with laws, mandates and policies.
 - f. Validating the process for selecting and assigning teachers.
 - g. Providing feedback for data-based decision making.
 - h. Providing data for career planning.
 - i. Providing a basis for teacher tenure decisions.
 - j. Providing a basis for teacher dismissal decisions.
 - k. Improving morale and cooperation.
 - l. Increasing awareness of actual practices (McDonald, 1979).
- 4.2 Do one or more of the following serve as a basis for a rationale for the evaluation?
 - a. Application of results for identified educational purposes (i.e., staff development, teacher assignment, student growth, promotions and special projects).
 - b. Consistency of philosophy, mission, policy, goals, purposes, objectives,

- programs and practices.
- c. Accountability.

Component 5: A list of criteria for the evaluation and a means of assigning weight to the criteria.

Considerations for component development should include:

5.1 From which of the following two general areas are the criteria for evaluating teachers and teaching to be selected?

- a. Non-professional factors:
 1. Friendship/kindship
 2. Political
 3. Favoritism
 4. Sex
 5. Race
 6. Ethnic background
 7. Personal appearance
 8. Age
 9. Religion
 10. Social stimulation
 11. Status in the community
 12. Personal charisma
 13. Intimidation
 14. Non-professional achievements
- b. Professional factors:
 1. Popularity with students and/or professionals.
 2. Attractiveness for students and/or professionals
 3. Qualifications in terms of preparation and experience.
 4. Performance on measures of professional related knowledge, skills and competencies.
 5. Effectiveness in professional per-

formance to achieve worthy outcomes (process and/or product).

6. Contributions to the field of education through research, dissemination and/or related special projects.

5.2 Where teacher effectiveness in professional performance is the major area of consideration for the evaluation, what model and specific criteria are to be applied?

- a. Levin's (1954) conceptual schematization of variables in studies of teacher effectiveness is presented here as a guide for identifying, selecting, and weighing criteria to be used in the evaluation of teachers and teaching.

Antecedent Variables (variables which may influence teacher behavior) e.g.: childhood experience, intelligence, personality, preparation.

Teacher Behavior (behavior exhibited by the teacher in his or her professional role performance) e.g.: lecturing, directing and interacting with learners.

Learner Changes (effects of teacher behavior on learners) e.g.: student gain in knowledge, skills, and attitudes.

- b. The concepts of Levin can be adapted to provide a schema for use in the evaluation of teachers and teaching especially where the teacher's professional role performance (Ellis & Radebaugh, 1975), forms the operational definitions of these two terms. Such a schema might appear as follows.

Schema for Identifying and Weighing Criteria for the Evaluation of Teachers and Teaching

Antecedent Criteria	Proximate Criteria	Ultimate Criteria
Teacher performing the relevant tasks of: <ol style="list-style-type: none"> 1. planning 2. serving as a link between the school and community 3. member of the teaching profession 4. member of the school community 	Teacher performing the roles and tasks of: <ol style="list-style-type: none"> 1. directing and helping learners 2. counseling and guiding learners 3. mediating and interpreting the culture with learners 	Teacher effect on learner gains change in: <ol style="list-style-type: none"> 1. knowledge/awareness 2. attitudes/feelings 3. motor behaviors

5.3 Is there a representative group of professionals periodically and cooperatively involved in the selection and assignment of weights to criteria?

5.4 Is the weight assigned to the various criteria for the evaluation consistent with the relative importance indicated by the expressed philosophy, values, purposes, goals and objectives of the institution/school district?

5.5 Does the individual teacher have some choice in the selection of criteria and in the assignment of weight to criteria?

5.6 Are the specific selected criteria with assigned weights made known to all concerned prior to the implementation of the evaluation?

Component 6: Guiding questions for the evaluation.

Considerations for component development should include:

- 6.1 To what extent does the data indicate that the teacher has effected the stated institutional and teacher intentions and objectives?
- 6.2 What does the teacher do that does or does not work well in performing his or her tasks and in achieving the stated objectives?
- 6.3 Were there important unintended outcomes associated with the performance of the teacher?
- 6.4 What modifications in teacher behaviors appear warranted by the results of the evaluation?

Component 7: Instruments for data collection in the evaluation and identification of the sources of the data.

Considerations for component development should include (McDonald, 1979):

- 7.1 What data are needed to provide a response to the questions of the evaluation?
- 7.2 What are the variables to be observed/described?
- 7.3 What kind of data relate most closely to the criteria of the evaluation?
- 7.4 What kind of data best describe the variables and criteria?
- 7.5 Who has the needed data?
- 7.6 When, where and how can the needed data be obtained?
- 7.7 What instruments or data gathering devices must be obtained or developed to gather the needed data?
- 7.8 What evidence is there regarding the validity, reliability, and efficient and effective administration of these instruments?
- 7.9 How can these instruments best be administered, scored, interpreted and improved?
- 7.10 Will sources of data for the evaluation include one or more of the following (Brown, 1983; Millman, 1981)?
 - a. student ratings
 - b. teaching peers' reports and ratings
 - c. administrators' and supervisors' reports
 - d. staff reports
 - e. products of the teacher's work
 - f. contract plans
 - g. systematic observations with or without written protocols describing the teacher's work
 - h. student achievement test scores and records

1. domain referenced tests
2. normed performance tests
3. student products

7.11 What is to be the use made of 'heresay' and 'unsigned' reports as data in the evaluation?

Component 8: A comprehensive written plan for the evaluation including a model, a set of procedures, conference guides, analysis techniques, and a schedule of events and activities.

Consideration for component development should include (Bolton, 1979):

- 8.1 To what extent is the evaluation going to be formative and/or summative?
- 8.2 Does the evaluation plan have a model to provide guidance for both its conception and operation (Thomas, 1979)?
- 8.3 Does the model tend to be mostly mechanistic or humanistic?
- 8.4 Does the plan have an appropriate sequence of procedures based on the nature and order of tasks that must be performed if it is to be implemented effectively and efficiently?
- 8.5 Does the plan include a rationale and guide for the various conferences to be held during the course of the evaluation?
- 8.6 Does the plan identify and describe the procedures and techniques to be used in collecting, processing, analyzing, interpreting and storing the data collected (Denton & James, 1980)?
- 8.7 Does the plan contain a management system which includes a work plan, a flow chart or a PERT chart and does it provide a schedule of events and activities to foster the efficient and effective implementation of the evaluation of teachers and teaching?

Component 9: An assignment of evaluator and teacher roles and responsibilities.

Considerations for component development should include:

- 9.1 What are to be the responsibilities of the evaluator (Bolton, 1979; Rice, Buser & Ellin, 1970)?
 - a. Concerning designing the plan for evaluating teachers and teaching.
 - b. Concerning goals for the conferences with the teachers, the evaluator should:
 1. Clarify the purpose of the conference.
 2. Review the teacher's plan for the evaluation.
 3. Take action regarding the teacher's plan by:
 - approving it;
 - modifying it before approving by negotiation; or,
 - disapproving it.
 - c. Concerning information for the teacher

and the teacher conferences, the evaluator should:

1. Establish the schedule for the evaluation.
2. Review the entire evaluation plan including its purpose, procedures, roles and responsibilities.
3. Bring to the conferences information about the teacher.
4. Consider information about the position or assignment of the teacher (position analysis or job description).
5. Bring to the conferences information about the samples for measuring teaching for joint review.
6. Plan for the establishment of an appropriate climate for the conferences.
7. Plan for the way that the conferences will be terminated.

d. Concerning clarity of communication, the evaluator should be sure that:

1. The purposes of the evaluation are clear.
2. The other person understands the job.
3. Goals and objectives are worth pursuing and are written clearly.
4. Procedures have been discussed thoroughly and agreed upon.
5. Needed oral agreements are converted to written form.
6. The responsibility of each person for the next step is clearly understood.
7. The schedule for the evaluation is agreed upon and set.

e. Concerning measurement, the evaluator should specify:

1. How information is to be collected.
2. What is to be measured (processes, products or characteristics).
3. Who is to do the measuring.
4. When and where the measurement will occur (during or after instruction, by the teacher or by others).
5. What records are to be used.

9.2 What are to be the responsibilities of the teacher?

a. Concerning expectations, the teacher should:

1. Consider the expectations others have for his or her assignment.
2. Consider the way that other people expect the teacher to conform to organizational requirements.

b. Concerning teacher objectives, the teacher should:

1. Provide stated objectives that are specific enough to give direction and to facilitate judgments regarding progress and standards.
2. Provide objectives that are worth pursuing.
3. Provide well written objectives that are measurable.

c. Concerning the evaluation process, the teacher should:

1. Participate fully in its planning.
2. Be cooperative in its implementation.
3. Be open, honest, prepared and unafraid.
4. Plan to use the results of the evaluation for growth purposes.

Component 10: A system for reporting the evaluation.

Considerations for component development should include:

10.1 Guides for reporting evaluation results which call attention to:

- a. Considering reporting a process, not an event.
- b. Issuing informal, periodic reports as well as formal reports.
- c. Using different reports for different audiences.
- d. Getting teachers involved in writing the report.
- e. Being brief.
- f. Being understandable.
- g. Avoiding equivocation.
- h. Being timely.
- i. Presenting evaluation results in a problem-solving mode.
- j. Being descriptive.
- k. Following appropriate due process procedures.

10.2 Due process considerations in reporting which emphasize:

- a. Putting all policies and procedures in writing.
- b. Giving teachers a written explanation of evaluation criteria and processes.
- c. Making written observations of teacher behavior.
- d. Explaining all unfavorable comments to teachers, recommending improvements, and offering assistance.
- e. Setting reasonable time periods for evidence of improvement.
- f. Informing the superintendent's office of potential problems, and requesting that an attorney review the record and the procedures.
- g. Giving the teacher an opportunity for a hearing.
- h. Apprising the teacher, in writing, of her/his rights to counsel and to appeal an adverse decision (Duckett, 1983).

10. 3 Feedback procedures which may include one or more of the following:

- a. Audiotapes
- b. Videotapes
- c. Interaction analysis
- d. Student descriptions
- e. Meaningful and prompt conferences
- f. Informal discussion
- g. Formal written reports
- h. Follow-up visits, seminars, workshops and demonstrations

- i. Test results
10. 4 Checklists for reporting the evaluation which asks (Brown, 1983):
- a. Is a formal report necessary?
 - b. How many different report audiences are there?
 - c. How long should the report be?
 - d. Is the report understandable?
 - e. When are the decisions to be made?
 - f. Are there opportunities for frequent information reports?
 - g. How and when will negative findings be reported?
 - h. Is the report descriptive?
 - i. Is the reporting done in a problem-solving mode?
 - j. Have the appropriate procedures for due process been followed (Duckett, 1983)?

Component 11: A guide for using the results of the evaluation.

Considerations for developing the component should include (Netusil, 1983):

11. 1 Guides for enhancing the uses of evaluation which emphasize:
 - a. Being professional.
 - b. Understanding teachers.
 - c. Being a consultant/colleague when possible.
- 11.2 Guides for facilitating communication about the evaluation which stress:
 - a. Being free of harassment or belittlement.
 - b. Being free of gratuitous information (i.e., data that will not be used in the evaluation).
 - c. Including formal written policies regarding a) what evaluation is required, b) how teachers may respond, c) confidentiality, d) inclusion of teachers in planning, e) encouragement of collegiality.
 - d. Including personal conferences with teachers (nothing should be put in a file until after the conference).
 - e. Being humane.
- 11.3 Questions about the use of the evaluation results which ask:
 - a. Is the use of the results of the evaluation consistent with the stated purposes and procedures of the evaluation?
 - b. How promptly are the results of the evaluation reported and acted upon?
 - c. What happens to the records of the evaluation (Duckett, 1983; Millman, 1981)?

Component 12: A plan for evaluating and revising the evaluation.

Considerations for developing the component should include:

- 12.1 How and by whom will the plan for evaluating

and revising the system for evaluating teachers and teaching be developed?

- 12.2 Will the plan for evaluating the system of evaluation have been developed and agreed upon by all appropriate groups in the institution/school district and be ready for application before the formal evaluation of the teacher(s) is initiated?
- 12.3 Who is to be responsible for conducting the evaluation and revision of the system?
- 12.4 Questions about the evaluation system itself which ask:
 - a. Are the evaluation purposes stated clearly and precisely?
 - b. Is there evidence that the evaluation system is accomplishing its purposes?
 - c. Is the system improving the performance of individuals?
 - d. Is the system helping to eliminate incompetence by providing valid data for use in terminating incompetent persons?
 - e. Is the system of evaluation cost-effective?
 - f. Is the system worth the time being invested?
 - g. Is productivity increasing?
 - h. Are the persons conducting the evaluation satisfied with the system?
 - i. Are the persons being evaluated satisfied with the system?
 - j. Are those who use the results of the evaluation satisfied with the evaluation?
 - k. Are there important unintended undesirable outcomes resulting from the evaluation of teachers and teaching such as:
 1. A decrease in morale.
 2. Negative perceptions, motivations and distrust.
 3. Insincere, unethical, dishonest and/or deceitful behaviors.
 4. A misuse of power.
 5. Subversion of student need-based objectives.
 6. Dissention and fragmentation within and among the faculty, administration and board.
 7. Stifled creativity, flexibility, spontaneity, and freedom.
 8. Destruction of formal and systematic efforts to evaluate teachers and teaching for purposes of enhancing growth.
 9. The loss of effective teachers from the school.
 10. An atmosphere of fear.
 11. Others
 - k. Are there important unintended desirable outcomes resulting from the evaluation of teachers and teaching such as:
 1. The emergence of new and effective leadership.
 2. The adoption of effective existing innovative organizations, programs, practices and materials.

3. The release of creative forces resulting in the conception, development and adoption of heretofore unimagined organizational structures, programs, practices, and materials.
4. Others

12.5 What modifications appear warranted in the system as a result of evidence-based responses to the above questions?

Component 13: A strategy for implementing the evaluation.

Considerations for component development should include:

- 13.1 Has implementation been a consideration pervading the development of each component of the plan to evaluate teachers and teaching?
- 13.2 Has leadership (administrators, board members and teachers) in the setting of the evaluation been effective in building the needed relationships and rapport and in creating a positive, favorable and cooperative atmosphere conducive to the implementation of the evaluation of teachers and teaching?
- 13.3 Have those who would be involved in and effected by the evaluation participated appropriately in its planning?
- 13.4 Is the plan for the evaluation generally understood and agreed upon by those to be involved in its implementation?
- 13.5 Are implementation roles, responsibilities, procedures, tasks and schedules specifically understood, agreed upon and established?
- 13.6 Are all components of the system completed and ready to operate?
- 13.7 Is the timing of the implementation of the evaluation appropriate?

Summary

Teachers are generally thought to be the most significant variable in the process of schooling at all levels. Their salaries usually consume from 80 to 85% of an educational organization's budget. The evaluation of teachers and teaching takes place constantly. It is a process far too important to be left to chance, caprice or too informal and incomplete procedures. Throughout this presentation the author has sought to accentuate this importance by providing a structure of components and considerations for use in the development of a comprehensive system for the evaluation of teachers and teaching.

From this presentation, it becomes evident that the development and implementation of the comprehensive system being advocated will require considerable commitment, expertise, cooperation, resources and time. The persisting demand for and challenge to educational leadership is nowhere

greater than for effective evaluation of teachers and teaching.

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Issues in Teacher Evaluation and Possible Future Directions

By Robert D. Brown

Though the public's attitude toward schools and education may go through cycles, few would disagree that, thus far, regarding education, the 1980s have been a period of harsh criticism, of often negative media attention, and teacher as well as public unrest. Most of the attention has focused on issues related to teacher evaluation, such as merit pay and the removal of incompetent teachers. Better teachers are expected to result in higher student SAT scores and elimination of drug problems and other social issues within the school walls. Although postsecondary education has not garnered public attention as much as secondary and elementary education, the concern for evaluation is paramount in college administrators' and faculty members' minds as budget restrictions demand reductions in staffing. How do you evaluate teachers? This is a major educational issue in the 1980s.

One of the frustrations in responding to these concerns is that what at first seems very simple becomes with deeper thought quite complex. What at first seems to be a question of defining purpose and measuring whether the purpose has been accomplished becomes rather a basic philosophical question about the purpose of education. What at first seems to be resolved by establishing a few basic rules and enforcing them becomes a question of legal and ethical considerations. Finally, what some critics see as a mandate soon is recognized as only one voice, though loud and clear, of the many voices representing constituencies concerned about education. Effective teacher evaluation is more than a technical problem, it is a social, political, psychological and philosophical issue. There is a risk that simplistic criticisms will be answered with simplistic solutions. Both are dangerous.

What is needed is recognition of the complexity of the issues, an on-going dialogue among all stakeholders regarding the issues, and patience and cooperation in trying to design effective teacher evaluation programs.

To help that dialogue, I have outlined four basic issues that need to be considered whenever teacher evaluation is discussed in elementary, secondary, or postsecondary education. Most of these are familiar to you, but perhaps the

presentation puts them into a different perspective. The four issues are: (1) What is the purpose of teacher evaluation? (2) What is the definition of effective teaching? (3) How do you measure effective teaching? and (4) How can an effective teacher evaluation program be implemented? The technical approaches to these issues are discussed in subsequent articles. I will focus on the philosophical and political implications. Finally, I close with several suggestions for directions we need to take in responding to the issues.

Issues in Teacher Evaluation

1. What is the purpose of teacher evaluation?

The ultimate purpose of any teacher evaluation program is to improve the learning environment and opportunities for students in the schools and colleges. The learning goals for students vary and this question becomes important when we attempt to define effective teaching, our next issue. The question here is how can teacher evaluation aid student learning.

The teacher evaluation process can serve two purposes: formative and summative. The formative purpose is to improve teaching performance; to make the teacher more effective in the instructional setting whether it is the classroom, lab, or lecture hall. Improvement may also be focused on the teacher as an educational professional involved in planning curriculum, developing school policies, and being a member of a team of educators. Formative evaluation is considered to be on-going with feedback available to the teacher so that improvements can be made as instruction occurs. A student who requests that a teacher speak louder, a peer observer who notes that more media would be appropriate for a particular instructional goal, or end of semester feedback from an administrator who suggests that not enough time was spent on certain instructional materials--these all represent formative evaluation. The process may be formal or informal. Formative evaluation is not likely to raise political or legal problems if it is done well. Motivation for formative evaluation is often intrinsic, a reflection of a professional attitude.

Summative evaluation is considered more terminal. The basic purpose is selection of

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candidates, promotion, dismissal, or for reduction in force decisions. Sometimes summative evaluation is seen as a motivational tool. Through summative evaluation administrators hope the better teachers will be reinforced and motivated to improve through merit pay or other rewards. The overall quality of teaching will be improved through elimination of poor teachers. The validity of these assumptions and the problems inherent in effectively implementing an effective summative evaluation are being discussed daily in newspapers, as well as in professional journals.

Evaluation for both formative and summative purposes is needed. To focus on the politically volatile issues related to summative evaluation to the exclusion of formative evaluation would be inappropriate and not productive for reaching the ultimate goal of improved instruction and enhanced student learning. Difficult questions remain regarding how formative and summative evaluation efforts can be implemented. Should formative evaluation be done by peers and summative evaluation by administrators? Should principals or department chairs conduct or manage the formative evaluations and superintendents and deans conduct the summative evaluations? Should teachers and administrators have a voice in establishing local procedures and policies? Should information collected in the formative evaluation process be available also for summative evaluation purposes? The answers to these questions have practical as well as ethical and legal ramifications. For example, knowing whether an administrator is visiting my classroom to provide me with helpful ideas to improve my instruction is different than knowing whether an administrator's visit may affect my salary or job status.

2. What is effective teaching?

It would be convenient, though not in my estimation appropriate, if teaching effectiveness was defined solely by what students learned. There would still be measurement issues, which we will discuss next, but the task would be much simpler and less political. An acceptable definition of effective teaching is influenced, however, by the nature of the learning goals we have for students and the role we ascribe to the teacher in the learning process.

The public is pre-occupied with achievement goals as measured by standardized tests. When SAT scores go down or when elementary students score lower on an achievement test than students in other countries, we can predict there will be a flood of editorials and political pronouncements. Further dialogue, however, with parents and politicians clearly reflect they want students to be critical thinkers, to possess career skills, to have an appreciation and understanding of democracy, to appreciate the arts, and to be proficient in recreational skills. Not all these aspirations are equally accepted or financed in schools and colleges but even a cursory examination of goal statements in brochures, mission statements, and catalogs suggests that our educational system and the public expects the schools and colleges to educate the whole student.

Judgments about what is effective teaching or what is an effective school are influenced by what

goals the school and colleges have for students. If student outcomes are to be a major determinant of teacher effectiveness, then student outcomes have to be broadly conceived if they are to adequately and fairly reflect teacher performance. Pre-post testing on student achievement tests is helpful and necessary information, but far from sufficient.

The role we expect the teacher to play and the function of the teacher in the classroom or lecture hall is also important when we attempt to define effective teaching. A teacher can be seen as: (1) a laborer carrying out a prescribed instructional program to achieve prescribed goals with the administrator as a job supervisor, (2) a craftsperson who possesses a repertoire of specialized techniques with the knowledge to apply them and with an administrator as a manager, (3) a professional person who has sufficient theoretical as well as practical knowledge to use judgment when applying their knowledge and an administrator who provides resources, and/or (4) an artist who combines knowledge and technique with intuition and creativity, with a leader as an administrator (see Darling-Hammond, Wise & Pease, 1983).

The nature and characteristics of evaluation for these roles range from an objective external evaluation to peer evaluation, and to self-evaluation. The relative emphasis placed on these roles affect our definition of effective teaching and how we design an evaluation process (Braskamp, 1980).

3. How do we assess effective teaching?

Though most of us would not be surprised, we are probably a bit chagrined to admit that we do not have the instrumentation nor the techniques, in the form of tests or processes, to adequately measure teaching effectiveness with sufficient validity. Patterns of teacher behaviors have been found to be related to student learning, but these patterns are not uniform across grade levels, subject matter areas, or demographic variables. This should not surprise us when we consider that student goals and teacher roles, as noted earlier, vary considerably within and across schools and educational levels. If this is the case, how can we expect any uniformity and cross-validation of findings sufficient to warrant many generalizations?

The most visible and concrete measure of teaching effectiveness is student learning. How did the students perform on major standardized tests on critical basic skills? How did the students do on the Graduate Record Examination? Though this seems straightforward, a bit of thought brings the realization that this criterion remains imperfect. What about the student class which was below average when they entered or which contains few students motivated for future academic pursuits? Though there are sophisticated statistical procedures available for using gain scores or for controlling for initial differences by using a co-variate, none have satisfied measurement experts sufficiently so that the techniques would stand up in a court of law as valid indicators of teacher effectiveness.

Minimum competency testing, at first seen as a panacea for many educational ills, has its

problems (Lazarus, 1981), but it should not be abandoned yet.

Another major concern when determining assessment strategies is the legal ramifications. Collective bargaining and contract relationships must be seriously weighed when devising general evaluation plans, but especially when determining assessment techniques. Legal considerations can affect the evaluation process (peer review, administrator review), the data collection procedures (observations), and the outcome or criterion measures selected.

It is clear from this brief discussion that devising and implementing effective assessment strategies is a political as well as a technical problem (Millman, 1981).

4. How can an effective teacher education program be implemented?

Teacher evaluation programs fail, not because of a statistical mistake or because of the poor choice of procedures or instrumentation, but because they are not implemented properly. Often, the implementation plans fail to consider political and social implications and ignore the organizational structure in which the evaluation occurs.

Some evaluation schemas are premised on the assumption that evaluation is entirely a rational process. Objectives are selected, prescriptions are made, and the purpose of evaluation is to determine whether or not the objectives are met. The results simply have to run through a computer. This is not usually the case.

The dictionary definition of evaluation includes the word 'value' and most textbook definitions suggest that evaluation involves making decisions about merit or worth (Worthen & Sanders, 1973). By their very nature, making value judgments about worth and making decisions means there will be as many different definitions and weighting systems as there are persons involved. In a job context, teacher evaluation, evaluation means making value judgments about people and making decisions that will affect their future. Even in a politically isolated context, evaluation of people or their programs and products, will lead to insecurity, conflict, and controversy. The political and psychological factors must be recognized when an evaluation plan is designed and must not wait until the plan is implemented or completed.

Another often neglected element of implementing an evaluation plan is consideration of the organizational context. The federal government is slowly learning that neither programs nor evaluations can be laid across the country like cookie cutters; each must be designed to match the terrain. In teacher evaluation, the evaluation plan must consider the decision making policies and traditions within the school or department and the diverse needs and goals of each (see Strike & Millman, 1983). The organizational structure within a system has to be considered as it influences who decides what about evaluation purposes, procedures, and uses.

Future Directors and Challenges

We need much more thought and research on the process of conducting teacher evaluations than we do on the selection of instruments and devising sophisticated measurement strategies. Here are some directions demanding attention:

1. We must recognize that evaluation serves multiple purposes and has multiple audiences. Formative evaluation for teaching improvement is valuable for improving instruction and self-concept among teachers, however, it has minimal value for administrators faced with mandates to reduce staff.

We need to devise methods for conducting evaluations that either serve multiple purposes or which are distinct enough so that they do not interfere with each other. If the principal or department chair is the major determinant of summative evaluation decisions (promotion, tenure, salary), then perhaps someone else (peer review) should be responsible for providing mentoring and formative evaluation. These are not new issues for evaluators, though in the past the major concern has been with the evaluator being co-opted. Here we are most concerned with the teacher being treated fairly and in a manner that facilitates professional growth.

2. We must work toward developing consensus with school systems and colleges about what constitutes the goals for students, definitions of teacher effectiveness, and the roles for teachers. This has to be the result of a meeting of the minds among all stakeholders (students, parents, teachers, administrators, taxpayers) and not teachers talking solely to teachers, administrators to administrators, or school board members to school board members. It is doubtful and perhaps not a worthy goal for there to be a national or even a state-wide consensus. Each school district and each college must work toward its own definition and criteria.

We need more research on how this consensus building process can occur with the least expense and the most meaningful and fruitful results.

3. We need to move toward a multi-method approach to evaluating teacher effectiveness whether it is for formative or summative purposes. Any one method or measure is insufficient. We need to work toward teacher effectiveness profiles that reflect as much as possible the whole teacher and or just one dimension. Ideally, these profiles would reflect where a teacher was, where they are now, and where they have room to grow. We should expect different accomplishments from the senior teacher than from the rookie teacher.
4. It may be more of a critical decision to determine how evaluation should be used than what evaluation information is collected. Evaluators and administrators at all educational levels must consider the context

in which the evaluation is conducted to determine how it will be reported and used. They need to have a better understanding of organizations and particularly how decisions are made. They should also possess skills in diagnosing conflict and building consensus. All evaluations are not good and probably not all evaluations should be used for making critical personnel decisions, but an effective evaluation is not one that sits gathering dust on a shelf. As a minimum an evaluation should stimulate thinking and make us more certain about our decision; as a maximum evaluation can lead to productive dialogues and help us make a better decision.

In conclusion, it is important to note that I have discussed only briefly the question of who should do an evaluation. In a certain sense, all of us are evaluating ourselves, our products, and others every day. We recognize that often the evaluator and the administrator are the same person and role conflict is possible. This makes it especially important that whether we view the teacher as a laborer or a professional, we must make our evaluation process humane. In the long run and perhaps even in the short run, the most humane evaluation system will also be the most effective (Brown, 1983).

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A Rationale for the Use of Teacher Professional Role Performance in the Evaluation of Teachers and Teaching

By Byron F. Radebaugh and Joseph R. Ellis

The term 'education' as used in this article shall refer to any deliberate effort to influence human conduct or behavior that goes on within an institution called the school. We shall assume that education connotes 'goodness,' that is, that the things that are taught are considered to be worthwhile to both the student and society.

We shall use the term 'evaluation' to refer to the process of determining worth. It shall include judgments made about pupil and teacher growth and the worthwhileness of the criteria used in assessing this growth. The context in which the pupils, teachers, and programs function is considered to be part of the evaluation. Evaluation is a process that may provide summative judgments and/or formative feedback. It may focus on both the learner and the teacher for evidence of changed behavior and the value of any change in behavior. Here, evaluation is considered to be an integral part of the curriculum planning and

development process. Furthermore, it is contended that the evaluation of teachers and teaching should be comprehensive, systematic, cooperative, functional and based on valid criteria and data. It should also be continuous and diagnostic in nature.

We shall use the term 'role' as the sum total of tasks and behaviors expected of certified personnel who occupy an office in or position classified as teacher in the organizational structure of an educational institution (Schultz, 1974). The term 'professional roles' shall refer to seven groups of tasks and behaviors performed by teachers; these are described precisely in the instrument presented later in this article.

'Teaching' shall refer to an intended effort by one person (teacher) to enable another person (learner) to learn something (subject) so that a good end will result (Soltis, 1978).

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A Rationale for Role Performance Evaluation

It follows from the above definitions that the factor of 'intent' is important in an instance of 'teaching,' and that the success of the

intended effort is not guaranteed. Thus, teaching can be either successful or unsuccessful. If it is successful, it shall be considered educative, that is, good. It should be noted that unintended outcomes often result from teaching and that these outcomes may or may not be desirable. Furthermore, it is held here that evaluation is a necessary condition for having an instance of teaching and that it is involved when teachers decide the appropriateness of subject matter content, methods of teaching, and the nature of the good end that will result.

The view presented herein also assumes that the context in which both education and teaching is to occur in a democratic society. This implies that certain basic values are operative (Radebaugh, 1966) in contrast to other values operative in non-democratic societies and from these both education and teaching take on meaning. Thus, culture provides the context within which judgments of worth are made.

Due to the fact that in a democratic society more than one conception of what is to be considered 'good' is permitted, and even encouraged, and due to the fact that more than one conception of what is to be considered 'knowledge' and/or 'truth' is also permitted, it follows that more than one conception of 'teaching' is also permitted. For these reasons, we conclude that any adequate rationale for the evaluation of teachers and teaching must begin with the assumption that there is more than one defensible view of what teaching is.

We also conclude that some definite view of teaching is necessary before teaching can be evaluated. It is also concluded that it is possible to describe many of the tasks and behaviors expected of a person who performs the roles of a teacher in a specific institution called the school.

Lastly, the application of a teacher role performance approach to the evaluation of teachers and teaching permits a comprehensive description of the full range of teacher professional activities. The use of such an approach also yields results that can be used as a needs assessment and as feedback for a basis for professional staff development activities. Additionally, these kinds of results may be used in making judgments about the teacher and his or her teaching.

A Teacher Role Performance Approach to Evaluation

In an attempt to identify and describe the essential roles which teachers perform, the authors reviewed the literature (Kinney, 1952), utilized the resources of two ad hoc committees of professors of education at Northern Illinois University, and developed an instrument embodying these roles. This instrument was eventually entitled the Radebaugh-Ellis Professional Role Performance Assessment Scale: Teaching.

The original form of this instrument was field tested as part of a follow-up study of the graduates of the College of Education, Northern Illinois University in 1974 (Ellis & Radebaugh, 1974). During the field testing of the instrument, respondents were asked if they considered any important teacher roles to have been omitted. The answer was no. Thus, it was concluded that the seven roles included in the instrument do

describe teaching and are reasonably comprehensive. However, the activities listed under each role are intended to be illustrative, not exhaustive. Other activities related to each role could be added by those using the instrument for self-assessment or by teachers' peers or supervisors who might use it in their evaluation of teachers and teaching. An abbreviated form of the Radebaugh-Ellis Professional Role Performance Assessment Scale: Teaching appears below and on the following pages.

Radebaugh-Ellis Professional Role Performance Assessment Scale: Teaching

Directions: Please respond to each item in this instrument by placing a word, check or number in the space by the item which is most descriptive of you. Please return the completed instrument to _____.

Operational Definitions: For the purposes of this professional Role Performance Assessment-Teaching, the following two terms are operationally defined. Please think of them as they are defined here when you respond to the items.

Professional Roles - seven roles performed by teachers as described precisely in the instrument.

Teacher Difficulties - those difficulties which teachers perceive themselves to have in the performance of their professional roles and activities at a level of success satisfactory to them.

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THE RADEBAUGH-ELLIS PROFESSIONAL ROLE ASSESSMENT SCALE: TEACHING

Role I. The Teacher as Planner

Description of Role. Teachers identify and assess the needs and problems of both students and society. They identify, assess and state clearly defensible instructional objectives. They plan and develop appropriate learning materials and activities. They assess and evaluate performance. They communicate and report the progress and needs of students.

Description of Activities Teachers May Be Involved In	Degree of Difficulty			
	Little or None	Moderate	Considerable	Extreme
Establishing relevant and clear objectives				
Planning for assessing and evaluating performance				
Planning for communicating the problems, progress and needs of students				
Planning and developing appropriate contents, learning materials and activities				
Identifying students' needs, interests, and problems				

Comments:

Role II. The Teacher as Director and Helper of Learning

Description of Role. Teachers work to help students learn. They plan, make decisions, and take actions. They constantly and reflectively evaluate each activity and occurrence. Their actions involve getting ready for learning, interacting with the students and assessing both students and society.

Description of Activities Teachers may be Involved In	Degree of Difficulty			
	Little or None	Moderate	Considerable	Extreme
Using motivating activities				
Assessing and evaluate student learning				
Managing the classroom and handle problems of pupil control				
Establishing and maintaining a climate for learning				
Using varied and appropriate techniques in the actual learning situation				
Using appropriate facilitation procedures, materials and resources				
Interacting with learners				

Comments:

THE RADEBAUGH-ELLIS PROFESSIONAL ROLE ASSESSMENT SCALE: TEACHING

Role III. The Teacher as Counselor and Guide to the Student

Description of Role. Throughout the entire mediating or teaching process teachers also give behavioral evidence that they believe in the students' potential as persons. Teachers work with students who have unique needs and problems which include a personal, social, emotional, moral, physical, and intellectual nature. Teachers demonstrate an awareness of the complexity of the individuality in his totality.

Description of Activities Teachers may be Involved In	Degree of Difficulty			
	Little or None	Moderate	Considerable	Extreme
Using evaluative techniques to gain awareness of students' needs				
Using counseling techniques to guide students toward understanding and self-direction				
Using specialized services as student needs arise				
Helping students with "non-academic" problems, and wholesome interpersonal relationships				
Establishing rapport with students				

Comments:

Role IV. The Teacher as Mediator and Interpreter of the Culture

Description of Role. Teachers and students belong to a specific culture which necessitates conscious awareness and critical examination. Teachers are responsible in a unique way to communicate clearly and reflectively the culture.

Description of Activities Teachers May Be Involved In	Degree of Difficulty			
	Little or None	Moderate	Considerable	Extreme
Helping students employ critical thinking procedures when dealing with issues and problems				
Encouraging and facilitating student democratic involvement in school and community affairs				
Helping students develop interest in and appreciation for democracy as a way of life				
Introducing students to different issues and aspects of the culture including related problems				
Helping students identify and interpret important values				
Giving student responsibilities				

Comments:

THE RADEBAUGH-ELLIS PROFESSIONAL ROLE ASSESSMENT SCALE: TEACHING

Role V. The Teacher as a Link with the Community

Description of Role. Teachers and students are a part of a cultural setting and both are involved in the culture through community needs, happenings, interpretations and customs. The very service and art of teaching necessarily link teachers to the community and the community to the teachers. Teachers help translate community values, needs and goals into school programs and communicate school programs to the community.

Description of Activities Teachers May Be Involved In	Degree of Difficulty				
	Little or None	Moderate	Considerable	Extreme	
Participating with the public and others in developing educational goals and implementing programs to achieve goals					
Enriching student learning experiences through the use of community resources					
Encouraging critical thinking in dealing with community values, needs, goals and problems					
Developing an awareness of community values, needs, goals, problems					
Interpreting and explaining the school program to students, parents and the public					

Comments:

Role VI. The Teacher as a Member of the Teaching Profession

Description of Role. As a member of the teaching profession, teachers advocate and practice professional autonomy including the freedom to teach and to learn. They accept responsibility for their professional growth and contribute to the further development of the profession.

Description of Activities Teachers may be Involved In	Degree of Difficulty				
	Little or None	Moderate	Considerable	Extreme	
Participating in and contribute to professional organizations					
Engaging in activities designed to improve my professional intellectual techniques					
Maintaining and improving my professional competencies					
Advocating and practicing professional autonomy including the freedom to teach and learn					
Conducting myself in accordance with a code of professional ethics					
Accepting responsibility for my professional judgments, acts and conduct					

Comments:

THE RADEBAUGH-ELLIS PROFESSIONAL ROLE ASSESSMENT SCALE: TEACHING

Role VII. The teacher as a member of the school community

Description of Role. As a member of the school community teachers relate to and share experiences with students, administrators, supervisors, other teachers, and support personnel. They share in the general duties and responsibilities of the school and participate in efforts to improve the quality of programs and life in the school.

Description of Activities Teachers may be Involved In	Degree of Difficulty			
	Little or None	Moderate	Considerable	Extreme
Participating in the planning, development, evaluation and improvement of school programs				
Relating to and work effectively with supervisors and administrators				
Relating to and work effectively with other teachers				
Sharing in the general responsibilities of the school such as routine duties including meetings, records, reports, playgrounds, classes, etc.				
Relating to and work effectively with school support personnel				

Comments:

RANKING AND RATING ROLE PERFORMANCE DIFFICULTIES

ROLE ASSESSMENT

Teachers perform many roles. For purposes of this scale, teacher performance has been grouped into the seven professional roles listed above. We would like for you to indicate the relative difficulty of each.

Directions. Now that you have rated roles, compare them and rank them in order of difficulty (do not use ties). Please rank each role by placing a 1 in the box for the most difficult role, 2 for the next most difficult role, etc.

Directions. Indicate the degree of difficulty you have performing each role by placing an "X" in the appropriate column opposite each role.

TEACHER ROLES	ROLE DIFFICULTY RANK	Degree of Difficulty			
		Little or None	Moderate	Considerable	Extreme
The teacher as planner . . .	<input type="checkbox"/>				
The teacher as director and helper of learning	<input type="checkbox"/>				
The teacher as counselor and guide to the student	<input type="checkbox"/>				
The teacher as a mediator and interpreter of the culture	<input type="checkbox"/>				
The teacher as a link with the community	<input type="checkbox"/>				
The teacher as a member of the teaching profession . . .	<input type="checkbox"/>				
The teacher as a member of the school community	<input type="checkbox"/>				

Comments:

Some Uses of a Professional Assessment Scale: Teaching in the Evaluation of Teachers and Teaching

1. **Self-evaluation.** We think the Radebaugh-Ellis Professional Role Performance Assessment Scale: Teaching (PRPAST) may be useful to individual teachers who desire to improve their teaching. Using a level of success satisfactory to them, individual teachers can use the scale to identify areas of difficulty. They can then devise plans to reduce the difficulties.

2. **Peer or Supervisory Evaluation.** We think the (PRPAST) may also be useful to peers or supervisors who desire to help individual teachers improve their teaching, especially if they are themselves outstanding teachers. Using a level of success satisfactory to them, the scale can be used to identify areas of difficulty. They can then devise plans, provide institutional resources, and encouragement designed to help individual teachers overcome the difficulties.

3. **Self-evaluation and Peer or Supervisory Evaluation.** We think that the (PRPAST) may be most useful when self-evaluation is used in connection with peer or supervisory evaluation. This would extend the judgmental base. Peers or supervisors and the teacher could discuss the results of both sets of judgments, locate areas of difficulty on which both agree, jointly make plans for reducing the difficulties, write up the plans, and in effect create an individual professional development plan that could be supported by institutional resources. A date for re-evaluation could be identified so that progress toward reducing the difficulties could be monitored.

4. **Staff Development Planning.** We think the (PRPAST), if used by all or many teachers in a school, could be used to identify common difficulties. Specific plans could be devised (courses, workshops, visitations, etc.) to reduce these common difficulties.

5. **Planning University Courses.** We think the (PRPAST) will also be useful to those planning university courses designed to help individuals improve their teaching role. Courses could be planned that focus on those roles and activities that most teachers have most difficulty performing.

For example, in the 1974 Follow-up Study of the Professional Performance of Graduates of the College of Education, Northern Illinois University, and the 1981 study of first-year teachers in Illinois, it was found that activities related to the roles The Teacher as a Link with the Community, and The Teacher as Mediator and Interpreter of the Culture, were judged most difficult (Ellis & Mathews, 1982).

6. **Individualizing Instruction in University Courses.** We think the (PRPAST) will be useful in individualizing university courses designed to help teachers improve their teaching role. For example, one of the authors teaches a course in the Social Foundations of Education. He had the students complete the (PRPAST) and identify individual areas of teaching difficulties. He then asked the students to identify a difficulty related to the content of the course, convert it into an educational issue for analysis, clarification, and evaluation. This issue was then assigned as a major individual research project for the course.

Conclusion

For the reasons presented above, we think that a rationale for the evaluation of teachers and teaching based on a professional role performance model that permits more than one conception of "teaching" is sound. Role performance evaluation has the advantages of encouraging teacher self-evaluation, permitting peer-supervisory evaluation if desired, providing an informed basis for group staff development activities and providing an informed basis for planning and individualizing teacher development. Additionally, the professional role performance approach may be a most effective system to diagnose institutional personnel and programmatic problems and needs. It may provide an evidence base for: (1) position analysis and job descriptions; (2) staff selection, assignment, promotion, reward, retention or dismissal; and (3) yield feedback that gives direction for growth; the most commonly agreed upon rationale for the evaluation of teachers and teaching.



TO OUR READERS:

We wish to recognize the many contributions that Dr. Joan L. Peterson, Associate Professor of Education, Northern Illinois University, member of the Thresholds in Education Foundation Board of Directors, and Issue Editor, has made to the educational community. We are saddened by her recent untimely death.

THE EXECUTIVE EDITORS

The National Education Association and the Evaluation of Teachers: A Brief Statement

By Don Cameron

The evaluation of teachers is and has been a matter of significant importance to National Education Association.

For NEA members--1.7 million professionals who are committed to improving their knowledge and teaching skills--evaluations are the fundamental building block of quality instruction. Today, when teachers are under critical scrutiny, teacher evaluation has probably never been more important.

The NEA policy on teacher evaluation exists as the result of studied deliberations by hundreds of teachers. That policy is anchored on several basic principles:

1. Teachers should be evaluated for the sole purpose of improving instructional performance.
2. There must be objective criteria for evaluating all educators, including teachers.
3. Teacher candidates should be evaluated on their pre-service experience before they are certified. NEA's Action Plan for teacher education notes that 'education students should be evaluated throughout their program with multiple techniques... Only students who have demonstrated that they can effectively begin practice should be graduated from teacher education programs. Others should be counseled out.'

We cannot produce highly effective teachers, of course, without effective teacher training programs. To be effective, every college teacher training program must guarantee its students sufficient opportunities to practice what they are learning. Teacher training programs must also be academically challenging. Finally, instruction must be provided in a broad range of methods of evaluating student learning.

The Objective of Teacher Evaluation

How should teachers be evaluated once they are in the classroom?

Again, the major aim of any teacher evaluation program should be to improve classroom instruction. If it isn't, the purpose has been subverted. If evaluations are viewed as a device to achieve some other purpose (for instance, to discipline or fire teachers) there is little likelihood that the evaluation will result in the improvement of instruction.

Teacher evaluation should take place in a non-threatening atmosphere with the understanding that it is a cooperative effort between teacher

and evaluator.

Criteria for Teacher Evaluation

Teacher evaluation should relate only to on-the-job professional performance. A teacher's activities outside the classroom, or personal characteristics unrelated to the classroom performance, are inappropriate evaluation criteria.

Evaluations should apply only to stated duties spelled out in a teacher's job description. A written job description should accurately reflect each teacher's professional responsibilities.

Administrators must be trained to evaluate properly and write appropriate job descriptions.

The Evaluation Process

The pre-evaluation conference should be held between the evaluator and the teacher to discuss the evaluation's purposes, the criteria to be employed, and how the observation will be conducted.

The time of day and the length of the observation should be agreed upon. In addition, more than one observation should be made in order to assess a diversity of teacher and student behavior. Teachers often use different teaching styles for different purposes.

Because the public schools reflect their community so closely, the particular characteristics of the teacher's class, special class problems, or problems of the school that pervade the classroom, should be considered.

The Follow-up

A post-evaluation conference should be held between the evaluator and teacher to clarify, if necessary, what each heard and observed and to corroborate other matters. The evaluation should be written, in the interest of accurate records.

Evaluations should not be simply a 'what's wrong with the teachers?' exercise. The teacher's strengths should be noted, as should recommendations for improvement. These recommendations may be the most important outcome of the entire evaluation process.

Teachers should have the opportunity to respond to the evaluation orally and/or in writing. This response should be included in the evaluation record. Appropriate levels of appeal should be available.

If an evaluation calls for professional development on the part of the teacher, the time, material and human resources for such improvement should be made available.

All evaluation programs should be critically and periodically reviewed with teacher participation.

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Who Should Evaluate Teachers?

Management has the responsibility to evaluate teachers. However, there must be an appropriate ratio of administrators to staff in order to carry out viable evaluations. Time must also be provided to train administrators how to evaluate fairly and equitably.

Many teachers believe that peer evaluation can be useful, but the involvement of teachers in the evaluation of other teachers should be approached with great care.

Using parents and/or students to evaluate teachers invited problems. Parent and student opinions should be taken seriously, but they should not be a formal part of the evaluation procedure because parents and students have not been properly trained to evaluate. Objectivity is crucial to a successful evaluation process.

A Summary

NEA supports sound procedures for the evaluation of teachers. Sound evaluations are an indispensable component to quality instruction.

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Planning for the Evaluation of Teachers and Teaching

By Dale L. Bolton

The purpose of this discussion is to present ideas concerning the general nature of planning and the implications of these ideas for evaluation of teachers and teaching. Whereas planning is considered to be a process of making decisions prior to taking action in regard to an enterprise or program, evaluation is defined as 'the process of making judgments regarding the value or goodness of certain events, behaviors, or results of behaviors in light of certain agreed upon or well understood and predetermined objectives' (Bolton, 1980). This general definition of evaluation, when applied to 'teachers and teaching' needs some additional explanation. Evaluation of teachers is a broader term than evaluation of teaching, in that the evaluation of teachers encompasses evaluation of all teacher performance, including the act of teaching. It includes all nonclassroom responsibilities, even though they may not relate directly to classroom teaching, as well as duties which support the direct act of teaching (e.g., planning lessons, record keeping).

The Nature of Planning

The general process of planning can be described as a set of activities. For example

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Decide what you want to accomplish

Consider your background and limitations
Analyze background and context of the enterprise

State important values to organization and self

Identify task areas to be considered
Specify general goals and specific objectives

Devise a way to get there

Prescribe and sequence activities needed to accomplish the objectives within each task area

Identify people to be engaged in the activities

Allocate time and other resources needed

Determine control mechanisms to keep you on course

Specify indicators to progress, completion
Identify checkpoints and progress report times

Prescribe nature of final decisions, what information will be used, and who will be involved in the decision process

Application to Evaluation of Teachers and Teaching

Planning for the evaluation of teachers and teaching is the first phase of a three-phase, cyclical process that also includes collecting information and using information. The information used during the third phase becomes the basis for additional planning as the cycle repeats itself. The planning phase includes analysis of a specific situation, establishing purposes for

evaluation, setting goals and objectives, deciding on means of measuring both the processes used and the eventual outcomes, and determining the resources needed.

Analysis of Specific Situation

Analysis of a specific situation involves considering the necessity to conform to organizational requirements and to adjust to individual needs and interests. Requirements may include checking roll daily in all classes, attending organizational meetings, or exhibiting enthusiasm in the classroom. Conformity requirements demand common standards and criteria, and these criteria are usually stated on summary report forms. Measurement of these criteria needs to be understood by all involved and discussed during the planning phase. Adjustment to individual needs and concerns is accomplished by an individualized approach to setting goals and objectives, often a management by objectives process.

The job description is a beneficial tool for reviewing the nature of a specific situation. This is especially true when it is used as a basis for discussion of priorities, significant elements of the job, and elements that have changed since prior discussions. Significant elements of the job include performance of regular and/or routine responsibilities, use of problem-solving capabilities, and completing new and innovative projects. Consideration of the situation should lead naturally to an examination of purposes of evaluation.

Establishing Purposes for Evaluating Teachers and Teaching

Since purposes for evaluating teachers in general or an individual teacher grow out of the specific situation, it is unlikely that a set of purposes can be generated for all situations. However, for evaluation to be successful in a given situation, it is essential that purposes be identified and agreed upon by all who are involved in the process. This agreement on purposes will give direction to other phases of the process and prevent the generation or omission of activities on the whim of those involved. Consideration should be given to at least the following potential purposes: changing goals or objectives, modifying procedures, determining new ways of implementing procedures, improving performance of individuals, supplying information for modification of assignments, protecting individuals or the school system, rewarding superior performance, providing a basis for career planning and individual growth and development, validating the selection process, and facilitating self evaluation.

Setting Goals and Objectives

One of the more important, yet controversial, aspects of teacher evaluation is determining what should be evaluated. Many, and varied, are the expectations for teacher behavior, writing of goal statements, setting of priorities, and determination of variables. Despite differences, it seems reasonable that at least two criteria should be used in judging goals and objectives: they should be worth doing, and they should be well written. If an objective is worth doing, it is because

someone has conceived it and someone has approved it. In conceiving the objective, the teacher should focus on the mission of the school, the cost in terms of time and energy to accomplish the objective, and what the results are likely to be. In approving the objective, the evaluator should pay particular attention to compatibility with school and district goals and with current priorities. In addition, writing and approval of objectives imply a commitment of time, effort, and support.

A well-written objective should be clearly stated, focus on an identifiable outcome or result as a target, specify the action to be taken, state who will be involved, indicate time needed, specify cost in terms of resources needed, and be stated so it is verifiable. Objectives should be given priorities to indicate which will be met first in case some cannot be accomplished. The advantage of the cyclical nature of the evaluation process is that it allows changes in priorities as additional information is gathered and analyzed during the second and third phases.

Deciding on Means of Measuring Processes and Outcomes

Deciding on means of measuring includes determining what information will be collected, understanding the limits involved in collecting data, and agreeing on the data-collection procedures to be used. Information can be collected by observation of student or teacher behavior, by asking questions of teachers or students, and by examining collected documents or artifacts.

Two major problems should be avoided in planning for measuring. First, there is the tendency to equate the measurement process with observation of teachers by principal or supervisor. When this occurs, the 'rich' information acquired by a teacher while observing students, data acquired from student examinations and self-report devices, information concerning plans made and implemented, and artifacts collected from student activities are never brought to bear on the judgments needed in the evaluation process. Second, there is a tendency to use a single form both to collect observational information and to summarize and report information for record and decision-making purposes. Inevitably, this multiple use of a single form hampers good data collection. A better approach would be to design a summary report form to use on an annual basis and then encourage each evaluator to develop and collect a set of information-collection forms which might be used in conjunction with standard criteria and individualized goals and objectives. Such an approach would encourage individualization of the evaluation process by allowing conclusions and summary statements to be based on information collected via several personalized devices.

Determining Resources Needed

Planning without considering the resources that are needed leads to unrealistic expectations, stress symptoms, and disappointments. In order to understand the constraints that may impact the goals and objectives to be established, it may be helpful to begin analyzing the situation by considering the resources that are available. At other times, one may desire to wait until after

the goals and objectives have been formulated to consider the resources needed--in order not to hamper the creative process of determining outcomes needed and the activities desired to accomplish these outcomes. The choice of approach may be idiosyncratic, and individuals are encouraged to try both approaches to determine which functions best for them.

Major resources to be considered include people, materials and equipment, space, and time. It is important that these be discussed prior to implementation of a plan, in that assumptions concerning them may lead to serious misunderstandings at a later date.

Roles in the Evaluation Process

Teacher responsibilities in the planning process pertain to the nature of the position and the goals and objectives related to that position. In considering the nature of the position, the teacher should weigh what others expect as well as personal expectations. Since the teacher has the responsibility to write objectives that are compatible with the organizational goals, the teacher should think about mission in relation to the total organization, time and other resources needed to accomplish the objectives, and likely results. A focus on results will prevent an over-emphasis on process or listing of routine activities. Teachers should write objectives that are specific enough to give direction and to facilitate judgments regarding progress and excellence.

During the planning process, the evaluator has a responsibility for clarifying district and building goals, the status of the teacher (whether in a 'retain' or 'consider for release' category), the purposes for evaluating the particular teacher and the context of the assignment. However, the major responsibility of the evaluator is to review the teacher's plan and take action concerning that plan. In essence, the evaluator has the responsibility to approve or disapprove the teacher's plan. The criteria used for approval or disapproval are based on whether the goals and objectives are compatible with district and building goals and whether the objectives are in alignment with current organizational priorities. Approval of goals and objectives assumes a commitment of time, effort, and support on the part of the evaluator. In addition to these responsibilities, the evaluator should provide assistance in developing ways to measure various processes and outcomes.

Initial Steps in Planning

Before each school year begins, evaluators should hold meetings with groups of teachers to clarify processes to be used and to explain how current conditions of work may affect the evaluation of individuals. Specific topics that should be reviewed include building and district goals, general purposes for evaluation of teachers, standard criteria and forms to be used for evaluation of all teachers, and responsibilities of individual teachers to deal with individualized criteria. Even though a faculty may have a stable composition, it is beneficial to review such topics in faculty meetings prior to individual conferences with teachers.

It should not be assumed that a single conference will be sufficient for planning with teachers at the beginning of the year; rather, a sequence of conferences may be beneficial for both evaluators and teachers. The evaluator and teacher should make plans separately and then complete the plans together. Each planning conference should begin with a review of the agenda, which should include a specification of topics to be considered, sequence of topics, and decisions to be made. The evaluator is responsible for developing an initial agenda, but there should be opportunity for the teacher to add items to be discussed.

1. Initial conference. The evaluator is responsible for reviewing the building situation and the purposes for evaluating the teacher. Both the evaluator and the evaluatee should come with ideas concerning objectives that need to be accomplished. These objectives, any forms that may be used in conjunction with writing objectives, and priorities that may be important to the district and building, should be discussed in sufficient detail that the teacher may complete the writing of goals and objectives.
2. Second conference. The teacher should bring written objectives to this conference for discussing with the evaluator. The evaluator should review them and make any suggestions for modification before final approval.
3. Third conference. The evaluator and evaluatee should discuss any modifications made in the teacher's plans, and the evaluator should approve the plans if no further modifications are needed. Agreement should be reached on next steps to be taken and a time schedule of events.

Although this discussion has been concerned with planning during the early part of the school year, such planning should occur on a cyclical basis. Once the initial plans are made, they should be implemented, information should be collected, and that information should be analyzed and interpreted so decisions and adjustments can be made. Those decisions should form the basis for a reinterpretation of the nature of the situation being faced and for the setting of new goals and objectives. Therefore, the same types of planning activities may occur several times during a school year.

Concluding Comments

Two guidelines for planning may be of benefit to evaluators and teachers. First, planning should occur before taking action and before collecting information. This prevents the outcomes from influencing the criteria for judging. Second, the total evaluation process, and especially the planning phase, should focus on performance and the accomplishment of objectives, not on making judgments concerning the personal worth of the individual. This focus is essential to good planning for the evaluation of teachers and teaching.

During recent years, it has become apparent that the goal setting aspect of planning impacts the productivity of teachers. Likewise, the communication that occurs during the goal-setting

process affects the satisfaction of teachers with their work. Both productivity and satisfaction are of high concern to teachers and evaluators alike; therefore, improvement in planning merits considerable attention.

Footnotes

¹I have provided considerable detail concerning planning and the evaluation process elsewhere (see Bolton, 1973, 1974, 1979, 1980, 1983). Despite the fact that it is necessary to repeat certain basic processes, I have attempted to reduce the redundancy of this article and my prior writing.

²This discussion assumes the evaluator has a responsibility for making administrative decisions concerning modification of assignments. The role of supervisors or peers who do not have this responsibility is beyond the scope of this article.

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Evaluator Competencies Needed for Evaluating Teachers and Teaching

By Jerry J. Bellon

Before evaluator competencies needed to evaluate teaching and learning are discussed, agreement must be reached about: the purpose(s) of teacher evaluation, the assumptions underlying the evaluation program, and the evaluation program goals. The purposes, assumptions, and goals that have served as my evaluation frame of reference are described below. Evaluator competencies that are consistent with this frame of reference are discussed in the remainder of the article.

The central purpose of teacher evaluation should be to improve the teaching and learning process. This purpose should be acted on and not be just a form of lip service. Evaluation for improvement should always precede evaluation for some form of punitive or regulatory action.

The assumptions held by those who evaluate teaching and learning serve as a rationale for their behavior. Evaluation assumptions that I subscribe to are:

- a. People want to improve their performance. In my work with virtually thousands of teachers, I have found that nearly all of them seriously want to be competent and will work to improve.
- b. Objective feedback helps to improve performance. Bias-free feedback exerts a powerful influence on those seeking to improve. When feedback is objective and data based, it is more likely to be received in a positive

manner.

- c. Pervasive patterns of teaching behavior can be identified. Teachers do have patterns of behavior. The patterns range from some simple verbal patterns to complex patterns related to planning and management.
- d. When selected patterns of teaching behavior are changed, instruction can be improved. When teaching patterns are identified from objective observation data, judgments can be made about patterns that are effective as well as those that are less effective. Improving less effective patterns is possible once agreement has been reached about what has actually happened during instruction.
- e. Feedback to improve performance will be most effective when there is mutual trust. It has been demonstrated that threat tends to decrease awareness, while trust tends to expand one's awareness and increase the possibility that feedback will be accepted. Supervision and evaluation activities should promote positive relationships that strengthen or improve trust between supervisors and teachers.

Evaluation assumptions should be the basis for the goals of the evaluation program. For example, several goals that flow naturally from the previous assumptions are:

- a. It is expected that the evaluation program will improve the performance of all personnel.
- b. Feedback for improvement will be based on objective data generated during evaluation

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activities.

- c. Teachers will develop the skills to analyze and improve their own instruction.

The goals for the evaluation program of each school system should be developed and agreed upon prior to the implementation of a program. The goals that have been suggested are examples of those generated by school systems. The goals clearly suggest or, as a minimum, imply which evaluator behaviors will be needed if the total evaluation program is to be successful.

There are three major dimensions or areas that need attention during the development of an improvement oriented evaluation program. First, there is the somewhat elusive dimension that has to do with leadership ability. Next, there needs to be a clearly defined systematic process for supervising and evaluating teaching and learning. Finally, evaluators must acquire a reasonable body of knowledge about teaching and learning.

Leadership

Leadership is very difficult to define or translate into a set of specific competencies. Evaluators should understand leadership theories and processes that can be effectively applied to educational settings. This requires regular study and reading of current materials about effective leaders and organizations. A current best seller, In Search of Excellence (Peters & Waterman, 1982), has a number of concepts about leadership in excellent organizations that are also applicable to educational settings.

Another very important and popular leadership book describes leadership as being transactional, transforming, or moral (Burns, 1978). Burns points out that transforming leaders helps others to reach higher levels of performance. When this happens, the transforming leaders are also elevated and tend to become better leaders. These examples suggest that it is essential for leaders to keep up to date with leadership concepts and approaches so they can systematically renew their competencies.

The competent leader is one who models the behavior expected of others in the organization. When evaluators model the behavior they expect of others, they improve their credibility with their colleagues. One of the most important behaviors that evaluators should model is their commitment to personal growth and renewal. Renewal oriented persons seek feedback about their performance so that they can establish important improvement goals. Seeking and accepting feedback is a key behavior for all leaders to model.

Excellent leaders are characterized by their ability to communicate effectively. Evaluators need to be competent in all aspects of communication. Perhaps the most important communication skill for evaluators is for them to be active listeners. Evaluators have to be especially effective listeners during supervisory conferences, throughout the observation process, and during personnel evaluation sessions. Although active listening is a skill that should be practiced and improved upon, it is based on an attitude that demonstrates an interest in what the other person is trying to communicate.

Effective leaders have a sound background in decision making and know how to apply their know-

ledge to solve specific problems. They know when to involve others in decisions and when it is most appropriate to make unilateral decisions. Reaching a consensus decision about an evaluation problem is often a very sensitive task. Evaluators should be able to determine the appropriate level of involvement in evaluation activities so that there will be a high level of commitment from those affected by the decisions.

Conflict management is one of the most important skills for evaluators to master. They should use conflict situations to clarify roles and responsibilities so that the individual and the organization will be strengthened. Effective management of conflict requires several skills that are generic to leadership for improving performance. Conflict management requires clear and effective communication. It also requires that objective feedback is given about specific behaviors that may be the basis for conflict. It is extremely important for leaders to be honest and straight forward as they manage conflict and attempt to resolve difficult problems. It is clear that several important leadership competencies are needed by those who are attempting to solve interpersonal and organizational problems.

Certainly there are other important leadership competencies needed by those who are evaluating the performance of others. The competencies discussed in this section are consistent with recent national reports that are calling for improved leadership and management for the nation's schools.

Evaluation Process

Those who are responsible for evaluating teachers and teaching should have an evaluation process that is systematic and is used consistently with all teachers. The system that is used should be congruent with the stated evaluation assumptions and goals of a school system. Evaluator competencies that are critical for one process may not be so important in a process that has different purposes and expectations.

The evaluation process described in this section has been used with many school systems in the United States and Canada for nearly twenty years. A complete description of the process is found in Classroom Supervision and Instructional Improvement: A Synergetic Process (Bellon & Bellon, 1982). The basic components of this process are: the pre-observation conference, classroom observations to collect objective data, and post observation conferences to analyze the data that are used to make recommendations for improving instruction.

There are several competencies needed to conduct an effective pre-observation conference. The evaluator must be a good listener, able to clarify instructional planning information, and accurately synthesize the information. The evaluator must also be knowledgeable about curriculum expectations and be able to relate those expectations to instructional planning.

During the pre-observation conference, evaluators must also demonstrate that they understand learners and techniques that are needed for pre and post-assessment of learning. Evaluators must also be able to distinguish between goals, objectives, and activities. They may need to help

teachers refine global goal statements into specific statements of learning expectations.

One of the key activities of the pre-observation conference is setting a focus that will give direction to observation and data collection activities. This requires a sound understanding of the relationship of teacher and student behaviors to instructional expectations. Observations that are not carefully focused tend to produce a wide range of information that may have little meaning when analyzed to determine pervasive instructional patterns.

Good evaluators must be able to collect accurate nonbiased data when they are observing instruction. They should be able to objectively collect their data. They should not make judgments about instruction while they are engaged in the data collection process.

Evaluators can enrich their observation information by keeping an accurate log noting the time spent on each major activity, the duration of interruptions such as intercom announcements, and generally have a good estimate of the total amount of time students are involved in the learning activities. Over a period of time, evaluators can refine and improve their data collection techniques. There is a direct relationship between the quality of observation data and the effectiveness of the post-observation conference.

The competencies needed to conduct pre-observation conferences are also important for effective post-observation conferences. In addition, evaluators must be skilled at analyzing observation data. They should know which patterns are most likely to be identified from the data they have collected. They have to be knowledgeable about patterns that are most likely to affect or impact student learning. Evaluators must also be skilled at involving teachers in the data analysis activities. Cooperative analysis will lead to a higher level of agreement about recommendations needed to improve instructional processes.

Evaluators should be able to suggest approaches that will alter or improve instructional patterns that interfere with or do not facilitate student learning. They should also be able to assist teachers in identifying staff development activities and other resources leading to long term development and renewal. Perhaps the most important competency needed by evaluators in the post-observation conference is the ability to help teachers analyze their instruction in a positive and helpful manner so teachers will be encouraged to regularly seek feedback that will improve their effectiveness.

Knowledge of Instruction

Evaluators should have a thorough understanding of all aspects of teaching and learning. They must be familiar with the total curriculum and the general learning expectations held by teachers with whom they work. They should regularly review any curriculum materials that are adopted and used in their schools. Evaluators with a sound understanding of the curriculum will be able to determine the 'fit' between instruction they observe and curriculum expectations. They will be in a position to evaluate whether or not students are engaged in appropriate learning

activities.

Instructional planning has been found to have a major influence on effective teaching and learning. Evaluators must know the key elements of a good instructional plan. They should be able to determine how well teachers are planning their instructional activities. If they identify problems or weaknesses in planning, they can help teachers improve this critical element in the instructional process.

Assessment of student learning is basic to good planning. Teachers cannot develop effective instructional plans unless they have assessed prior student learning. They must be able to determine the level of student knowledge prior to developing instructional plans. They must also know if the students have mastered the learning expectations. Evaluators should be able to determine how well teachers are assessing student learning and, when necessary, help teachers improve their assessment techniques.

An understanding of learning theory is essential for all those involved in instruction. Teachers should attend to the different learning modes of their students. It may be impossible to give equal attention to all of the student learning needs. However, every attempt should be made to facilitate learning through more than one instructional approach. Evaluators should be familiar with learning theories so that they can assist teachers in matching their instructional strategies to student needs. One aspect of this process is to have clear learning objectives that will give direction to teaching strategies and instructional materials. Evaluators should be able to assist teachers who have trouble stating or clarifying their specific learning expectations.

Effective teaching patterns vary by subject area and grade levels. It is extremely important for evaluators to understand the research about effective teaching patterns so they can determine if the patterns they identify in their observation data are consistent with good teaching practice for the specific grades and subjects observed. For example, a great deal of attention is being given to time on task, or academic engaged time. It is not important for the students just to be on task; they must be working at the proper level of difficulty, and using the most appropriate materials. Teachers should use instructional strategies that insure student engagement in high quality learning experiences. Evaluators should understand the variables that affect the impact time on task has on student learning so they can help teachers make the best use of instructional time.

There is important research about other teaching patterns that can be helpful to many teachers such as: the effects of pacing on student learning, how to monitor instruction and give helpful feedback, structuring behaviors that help clarify student learning expectations and raise achievement levels, and specific principles of management and organization that can be used to keep discipline problems to a minimum. Those responsible for evaluating teachers and teaching must have a good understanding of the current research in these and other areas related to effective teaching.

Evaluators with a solid background in instructional planning, student learning, and teacher effectiveness can identify teacher behaviors that are sound and should be commended. They can also identify patterns and behaviors that need to be strengthened or changes so that instruction can be improved. They must be knowledgeable enough to suggest resources that will help teachers to be more effective.

Staff development is a high priority for most school systems. Evaluators have excellent opportunities to provide staff development for teachers on a one-to-one basis during the instructional evaluation process. They should also identify staff development needs for groups of teachers or in some cases for an entire teaching staff. The data generated by the evaluation process should be the primary information source for planning staff development programs for teachers and administrators. When evaluation information is used to plan staff development activities, the

most important purpose for the evaluation program is being achieved.

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Gathering, Reporting and Using Data for the Evaluation of Teachers and Teaching

By Robert B. Ingle

Before evaluative data are gathered on teachers and teaching, it is necessary to answer three questions:

1. What is the purpose for which the data are being gathered?
2. What is the nature of the data that should be gathered?
3. Who shall gather (or generate) the data?

What is the Purpose for Which the Data Are Being Gathered?

There are two major purposes for which evaluative data on teachers and teaching could be gathered. The first purpose is to improve teaching and/or to help the teacher grow professionally. The focus here is on the teacher as a teacher, a person who is primarily responsible for the facilitation of learning. One might be seeking answers to such questions as: How can my teaching of spelling (or any subject) be improved so that student achievement might be improved? How can I improve my discipline techniques so that I can better control my class? How can I organize my lesson so that it will be maximally effective?

The second purpose is to make administrative or managerial decisions. The focus here is on the teacher as an employee, a person who is part of an

organization and has duties and responsibilities other than the facilitation of learning. One might be seeking answers to such questions as: Shall this teacher be retained? Shall this teacher be promoted? Shall this teacher be given a small or large (or any) salary increase?

Although I have considered the two major purposes for which evaluative data on teachers and teaching could be gathered as if they are separate and distinct, I am sure that it is obvious that they are not. Data that are collected ostensibly for the improvement of teaching could be (and I suspect often is) used for administrative purposes. Data collected for administrative purposes could be (but I suspect rarely is) used for the improvement of teaching. Although beyond the scope of this article, one of the most difficult problems in the evaluation of teachers and teaching is keeping the two purposes separate.

What is the Nature of the Data that Should be Collected?

Clearly, the nature of the data depends upon the purpose for which the data are being collected. If the purpose of data gathering is the improvement of teaching then the data gathered must relate directly to effective teaching. If, on the other hand, the purpose for which the data is being gathered is administrative or managerial then a wide variety of data might be gathered which would include, but not be limited to, data relating to teaching effectiveness.

Who Shall Gather (or Generate) the Data?

Again, the decision as to who should gather

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(or generate) the data is at least partially a function of the purpose for which the data are being gathered. If the purpose is the improvement of teaching, then data may be gathered by the individual being evaluated (self-evaluation), by the individual's peers, by the individual's superiors, or generated by students. Of course, all or any combination of the above may be used. It would also be possible to use experts from outside the school, but I believe this to be a less likely practice.

If the purpose for which the data are being gathered is administrative or managerial, then it is highly unlikely that the individual being evaluated will gather the data (self evaluation might turn into self incrimination). The most likely sources of data for administrative or managerial decisions are superiors and perhaps (but not too likely) students, when the individual being evaluated teaches at the elementary or secondary level.

At the post secondary level data may be gathered by superiors, peers (if tenured and non-tenured teachers are considered peers), and generated by students. At the university level, outside experts may also be used to evaluate an individual's publications and other scholarly contributions.

Once these questions are satisfactorily answered, the job of gathering, reporting, and using evaluative data may begin.

Data Gathering Techniques

Self-Evaluation

Because another article in this issue is devoted to self-evaluation, I will not consider it further.

Evaluation by or Involving Others

When data are gathered for the purpose of evaluating teachers or teaching, one may consider what the teacher does (a process orientation), the results of what the teacher does (a product or outcome orientation) or both. I will describe techniques associated with each and their advantages and disadvantages.

Process Oriented Techniques

The most commonly used techniques to get at process are observational techniques. The three most common observational techniques are unstructured observations, structured observations of a qualitative nature, and structured observations of a quantitative nature.

Unstructured Observations

These are probably the most common type of observations. Someone comes into the teacher's classroom, sits down, and watches the teacher teach. The individual doing the observing may or may not have told the individual being observed that he/she would be observed at this time, may or may not take notes, and may or may not stay for the entire class period. It is to be hoped that the individual doing the observation will be quiet and unobtrusive: this may or may not be the case. It is also to be hoped that there will be more than one observation, this also may or may not be. The individual doing the observation is

usually someone who has had more experience than the individual being observed. The rationale offered for such an observation is that, as the result of experience, the observer 'knows what to look for to decide whether the teaching is good or bad.' This may be true, but it is certainly difficult to demonstrate. It is more likely that the observer has some implicit criteria of good teaching but no one else knows what they are. Further, if these criteria could be brought to light, no one might agree with them!

If unstructured observations must be used, and it seems likely that they will be, they should be maximally descriptive and minimally judgemental.

Qualitative Structured Observations

The observer enters the classroom armed with a checklist or rating scale. The observer is required to make judgements, but the scope of judgements is limited to the contents of the checklist or rating scale. The observer may be asked only to judge whether an occurrence takes place, e.g., answer yes or no as to whether the teacher explained the purpose of the lesson. The observer may be asked to judge the extent to which an occurrence takes place, e.g., judge the extent to which the teacher explained the purpose of the lesson, from not at all to fully and completely.

Quantitative Structured Observations

Here the observer enters the classroom with a list of activities and records how often each activity occurs. The activities are of such a nature that a minimal amount of judgement is required on the part of the observer to decide whether the activity is taking place and no judgement at all as to the quality of the activity--merely the frequency. The observer is asked to record how often the teacher does such things as praise or encourage students, ask questions, lecture, give directions, etc. Flanders Interaction Analyses is the prototype of this type of observational technique.

Each of the structured observational techniques share, to a greater or lesser extent, the same advantages and limitations.

Advantages

1. Observations are directed toward specific aspects of classroom behavior
2. The observations provide a common frame of reference for comparing all teachers
3. The use of a check-list or rating scale provides a convenient method for recording appraisals by the observer
4. They facilitate communication between observer and observee

Limitations

1. Unless considerable care is taken in construction, the meaning of various scale points may be ambiguous (qualitative more than quantitative)
2. They are subject to observer biases (qualitative more than quantitative)
3. There may not be much evidence that the attributes observed relate to student achievement

Reporting and Using Evaluation Results

A rather special technique used to gather observational data is the use of student ratings. It is special because it is based on a large number of observations (a semester or a year), it is collected from a large number of observers (one or more classes), and the primary purpose of the observers was not to evaluate the teacher but to learn from the teacher. Generally, the evaluations will be qualitative in nature. Students will be asked such questions as: Was the instructor prepared? Were the tests fair? Was the amount of homework fair? Student ratings are most frequently found at the post-secondary level.

That student ratings represent a measure of consumer satisfaction is without question. Knowing whether the consumer is satisfied is important. The greatest strength of student evaluations is likely to be in the area of consumer satisfaction and this may be enough justification for their use. There is, however, great debate on the part of faculties as to whether they are valid and reliable measures of teachers or teaching effectiveness and one can find research (and opinion articles) to support almost any point of view. Perhaps the solution to the problem of the use of student ratings is to look upon them as measures of consumer satisfaction, not measures of teaching ability, and to use consumer satisfaction as one of the criteria when evaluating a teacher.

Outcome (Product) Oriented Techniques

All outcome oriented techniques are based on achievement. The rationale for this is that the aim of teaching is learning and thus the only appropriate measure of the effectiveness of teaching is some measure of learning. This rationale is difficult to argue with because most people would agree that learning should result from teaching and therefore a measure of learning is a measure of teaching effectiveness.

Individuals who hold this view overlook two major variables that affect achievement and are not under the control of the teacher. One variable is student characteristics. Students come to class with different levels of ability, motivation, interest, and background. All of these will affect achievement. The other variable is control of the student's environment. The only control a teacher has over the student's environment is when the student is in the classroom. Once the student has left the classroom, the teacher has absolutely no control over what happens. A simple-minded answer to the lack of control over students after they leave the classroom is that the teacher should motivate (inspire) students so they will study. Different people are inspired by different things. It has been my experience that few college students are inspired by a course in Tests and Measurements--no matter how inspiring the teacher tries to be.

If one wishes to use student achievement as a measure of teacher and teaching effectiveness, then the fairest technique would be to use regression analysis to predict achievement levels and to compare actual achievement with predicted achievement. Use of this technique would allow a number of factors that affect achievement to be taken into consideration and would certainly yield a fairer estimate of teacher and teaching effectiveness.

When teacher and teaching evaluation is contemplated, a considerable amount of time is spent on determining how to gather data. This is as it should be because if the data collected are not valid and reliable, it is of no use for evaluative purposes and, as a matter of fact, may prove harmful. Much less time is usually spent on determining how to report and use the data that are collected. This is unfortunate because if the data are reported inadequately (or not at all) or used inadequately (or not at all), all of the effort put into collecting the data is for naught.

Probably the single most important aspect of reporting and using evaluation data is timeliness. A teacher should receive some feedback as soon as possible after a given data collection technique has been used. The feedback does not necessarily have to be in the form of a formal written report; generally, a formal written report takes a long time to write. Rather, a face-to-face discussion with the teacher shortly after the data has been collected should be held.

When discussing the data with a teacher, involve the teacher in the discussion. The reporting of data is not an occasion for the evaluator to display his/her wisdom by explaining what the data implies and what should be done. Rather, the evaluator should invite the teacher to consider what the data implies and what possible actions could be taken. A teacher so involved is more likely to use the results of an evaluation than is one who is lectured to or preached at.

Timeliness is also important when evaluation data are to be used for administrative or managerial purposes. It does little good to present an administrator data showing that scores in mathematics are declining after it is too late to set in motion the machinery for curricular change. It is equally useless to present data indicating that a teacher is inept after it is too late to make the arrangements necessary to ensure that the teacher is not retained.

As much as possible, evaluation data should be presented in descriptive form. Some of the most useful evaluative data are those which describe what happened in the classroom. This allows, actually encourages, a discussion of what the data means and what actions, if any, should be taken.

The evaluation data should be presented in as direct a manner as possible. This is easy to do when conveying negative information. When data are presented indirectly the message is often garbled and the teacher or administrator goes away from the conference with a very unclear notion as to what the data indicates and what the implications are. It is impossible to make adequate use of data if you do not know what it indicates or implies.

As was stated at the beginning of this article, there are two major purposes for collecting data, improvement of teaching, or administrative/managerial decisions. It follows, then, that reporting and discussing the data should emphasize the purpose for which it was collected. If the purpose for collecting data is improvement of teaching, then the presentation and discussion should focus on factors that are

involved in effective teaching. Extraneous matters, e.g., always getting reports in late or an unwillingness to supervise school activities, should not be discussed. If the purpose is administrative or managerial, then all factors that will enter into any decision should be discussed. This might well include always getting reports in late and an unwillingness to supervise school activities.

Finally, it is extremely important that due process be followed. Due process is of concern not only for fairness but also for legal reasons. Often due process is defined in the teacher's contract. It can also be determined by a discussion with the school's attorney.

I should like to close with a suggested data gathering technique which has been attributed to Michael Scriven. I do not know where or when he suggested the technique, or for that matter if he really did suggest it, but I think it is worth considering. Students should be asked three questions:

1. Did you like this course?
2. Did you like this teacher?
3. Disregarding your answers to the first two questions, did you learn anything?

The answers to the first two questions should be thrown away and all judgements made on the answers to the last question.

Think about it, it might solve all of our problems!

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How to Construct a Rating Scale to Evaluate Secondary School Teaching Practices

By Michael L. Thompson

Even though it is an accepted fact that teachers are better trained today, the major problem that continues to confront researchers and the profession in general is teacher evaluation. How are they better? Can teaching ability be measured? What makes one teacher more capable than another? What quality assets should the good teacher have?

These questions are not new to past and present generations of teachers and researchers. Years of work have been extended in seeking a solution of this age-old enigma. Because quality teaching must first be defined before it can be

evaluated, the task seems insurmountable at the outset. Small wonder our evaluation scales and other instruments have yielded rather poor results for lack of validating criteria. Any rating scale developed for evaluating teaching must consider the questions stated above. To ignore those would leave a gaping hole in the development of such a scale that would not be valid in its intent.

Thompson (1961) developed and demonstrated a scale for rating the relative significance of defined teaching practices used by classroom teachers in secondary schools in the United States. The scaling technique was designed to determine if secondary teaching practices could be reliably arranged along a continuum from "Most Desirable" (teaching practices considered most necessary for efficient teaching) to "Least Desirable" (teaching practices considered least necessary for efficient teaching).

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The resulting scale developed by Thompson's study is assumed to have usefulness as a measuring instrument for teachers, supervisors, principals and other administrators in rating the relative significance of teaching techniques employed by classroom teachers. This instrument also has potential in developing other related studies.

The secondary school teaching practices considered and selected for this study were those practices which were mentioned and discussed by known authorities in current methods textbooks. In selecting these practices, 25 categories were established and used as a guide to insure that multiple aspects of teaching were included. In addition to the guide function of the categories, they allowed a cross-check among different textbooks preventing overlap. This procedure also afforded a check on teaching practices that may have been overlooked. A final list of 283 items was selected. In selecting these practices, an effort was made to include those familiar to most teachers.

The list of practices, each on an individual slip with directions for sorting, was sent to each of 95 professors of education, working in or connected with secondary education, who had previously been approached concerning the purpose of the study and expressed a willingness to participate. The following criteria was used in making a final selection of the judges: they had to be professors of education currently listed in the catalogues of the institutions in which they are associated, teaching in secondary education, and representative of the continental United States rather than from any locality. It was assumed, too, that individuals meeting these qualifications would possess the ability to judge the practices in this study.

The general method followed in the development of this scale, was Thurstone's (3) technique of attitude measurement. Thurstone thought of attitudes toward any object as being arranged on a continuum, from highly favorable attitudes toward the object to highly unfavorable attitudes. Also an ideal scale would indicate just how favorable or unfavorable each subject is on this hypothesized continuum.

The Thurstone-type attitude scale usually consists of 20 or more statements and represents all degrees of opinion. Before each statement was selected, an empirically derived scale value had to be determined. These scale values may range from 0.0 for the most extreme statement possible in an unfavorable direction to 11.0 for the most extremely favorable statement possible.

Thurstone's technique of scaling used three steps and is presented in the following explanation by Cronbach (1): the preparation of possible items, then the sorting by judges, and testing for relevance. Possible items are obtained by collecting opinions from writers and laymen that reflect all shades of belief. Each item is placed on a slip of paper. Then the entire package of slips is given to a judge who places the slips in eleven piles, which to him represent eleven equally spaced intervals along the hypothesized continuum. Fifty or more judges may repeat the sorting of the same items. Generally, it may be said that the more judges used, the more reliable are the inferences about the quality and charac-

teristics of the items under consideration. After a statement has been sorted by the judges, it is discarded if judges disagreed markedly in sorting it. The statements on which judges show agreement are retained for subsequent scale analysis.

In this study, the eleven-interval scale was rejected in favor of the nine-interval scale. The selection of the nine intervals over the eleven intervals ruled out some subjectivity for the judges in placing the items on the scale and makes the decision more clear cut.

A final list of 81 practices was selected from the original list of 283 practices. The selection was made by taking the nine practices within each interval with the least amount of dispersion. The practices finally selected were those that were thought to give a uniformly graduated series of scale values.

The final list of 81 practices, item by item, was then tested for reliability by applying chi-square. All of the 81 practices showed significant departure from randomness at the one percent level of significance.

The complete listing of all 81 practices in the scale, as decided upon by the judges, are in Table 1. The higher the scale value, the more desirable a practice is. The lower the scale value, the less desirable a practice is.

This instrument was designed to rate the efficiency of classroom teachers in terms of the teaching practices employed while instructing students. Specificity was not used when the items were constructed, but rather a more generalized approach was adopted. The degree as to whether or not a practice is present is the prerogative of the rater. In support of this statement: Uhrbrock's study (4) illustrates that small groups of judges can give reliable ratings, and that judges of apparently different background agree quite consistently regarding the 'values' of rating scale instruments.

The reader should also note that each practice has a different weight. The larger the scale value, the more desirable is the practice. Conversely, the smaller the scale value, the less desirable is the item.

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Table 1

A Scale Designed to Rate the Relative Significance of Secondary School Teaching Practices

Scale Value	Secondary School Teaching Practices
1.80	1. The teacher does all the work in planning a unit of work.
6.93	2. The teacher draws up alternatives to be used in a unit of work: such as substituted activities.
1.60	3. The teacher gives the same assignment to every student in class.
6.56	4. Assignments are made to different groups in the class.
4.23	5. The teacher gives the assignment at the beginning of the class period to the students.
3.00	6. The assignment is given verbally by the teacher to the students.
3.69	7. The teacher gives assignments every day the class is in session.
8.41	8. The teacher uses a variety of learning experiences for each class that is taught.
2.44	9. The same variety of learning experiences is used for all classes taught.
1.08	10. The teacher uses motion pictures to fill in extra-class time when the planned lesson runs shorter than the class period (unplanned films).
6.90	11. The teacher uses audio-visual materials for meeting individual differences.
6.54	12. The newspaper is used as a learning material in classwork.
6.95	13. The teacher helps students to become acquainted with different periodicals.
5.29	14. The teacher organizes committees of students for clipping articles of current or potential interests.
1.23	15. The teacher uses the textbook as the only guide in classwork and planning.
7.60	16. To utilize newspapers, periodicals, and free materials, the teacher organizes a resource file for future use.
7.80	17. The teacher uses the textbook in alliance with other instructional materials.
7.76	18. The teacher plans the field trip with the class.
8.10	19. The resource visitor is briefed, prepared, and given guidance about the group he is to speak with and meet.
3.07	20. The teacher plans community studies and surveys with every class taught.
5.15	21. The teacher uses sociodramas that are simple and revolve around one main idea or issue.
3.39	22. The teacher assigns pupils to a particular role in sociodramas rather than ask for volunteers.
4.87	23. The teacher has the students summarize the main principle of the sociodrama in writing.
4.04	24. The teacher uses role playing and sociodrama to develop script writing.
5.71	25. the teacher uses 'buzz groups' for discussion on issues and the class is divided into small groups, each with a reporter assigned to report to the class.
5.40	26. the teacher lets students do homework and assignments or exercises in small groups.
5.31	27. The teacher uses small groups for drill games or friendly competition.
3.91	28. The teacher allows students to sit near their friends.
5.36	29. The teacher selects the students for the different groups.
7.57	30. The teacher divides the class up for group work according to interest, ability, special skill and by student choice.
6.64	31. The teacher along with the students of the group evaluate the group work.
2.33	32. the teacher gives the same drill material to the class as a whole.
4.17	33. The teacher uses drill games to reduce monotony.
1.50	34. The teacher uses long drill periods with long rest periods.
8.25	35. The teacher gives instruction on studying techniques to the students.
2.54	36. The teacher seats the class alphabetically.
1.37	37. The teacher seats the boys and girls separately.
1.21	38. The teacher suggests that the slow student be placed in shopwork, art or music classes.
8.20	39. The teacher gives the slow learner the opportunity to contribute whenever possible
8.21	40. The teacher makes available special materials for the slow learner.
5.25	41. The teacher uses very bright students as coaches as tutors to work with the slow student when extra help is needed.
8.28	42. The teacher selects challenging materials for the gifted child, with some materials on an adult level.
8.40	43. The teacher allows and encourages the gifted student to pursue special interests.
8.27	44. The teacher helps the student to develop skill in the use of the library.
7.75	45. The teacher consults the school files to find students' reading scores as a guide in providing reading materials on the proper level.
4.05	46. The teacher reads aloud to the class, occasionally, from the textbook.
2.58	47. The teacher has students read aloud to the class from the textbook.
3.14	48. The teacher displays good and poor examples of handwriting on bulletinboards.
.53	49. The teacher makes the student stand in front of the class as punishment for misbehavior.
.56	50. The teacher uses sarcasm in answering students' questions.

- .51 51. The teacher is rude toward the students.
 2.34 52. The teacher sends trouble makers to the principal.
 .58 53. The teacher slaps or spansks students who refuse to obey requests or directions.
 4.21 54. The teacher discusses disciplinary problems of the students with other teachers.
 1.50 55. Students are sent out of the classroom into the hall for misbehaving.
 .55 56. The teacher uses public humiliation on students who misbehave.
 2.86 57. The teacher uses only essay tests for evaluating the students' progress in class.
 2.19 58. The teacher uses only objective tests in evaluating the students' progress in class.
 7.65 59. A combination of objective and essay tests are used to evaluate the students' progress in class.
 2.06 60. The teacher dictates test questions to students.
 3.22 61. The teacher writes tests on the blackboard.
 8.27 62. The teacher discusses the grading-marking system with the students.
 3.15 63. The teacher has the class exchange test papers and grade them as the answers are read aloud by the teacher.
 3.00 64. The teacher calls each parent by telephone to explain grades and progress.
 7.95 65. The teacher confers with the guidance counselor to learn or gather information about students.
 4.40 66. The teacher uses her free period for counseling students.
 6.80 67. The teacher uses group guidance when a situation results that involves more than one student.
 5.00 68. The teacher encourages students to take specific courses.
 1.33 69. The teacher shows only good examples of a student's work in a teacher-parent interview.
 .52 70. The teacher criticizes other teachers in class.
 6.21 71. The teacher heads some extracurricular activity.
 .55 72. The teacher helps or permits students to break rules to win their favor.
 .56 73. The teacher agrees with students in criticizing other teachers or school administrators.
 .57 74. The teacher gossips with students about their personal lives and hinting in class about personal incidents relating to individuals in class that are known to the teacher.
 2.20 75. The teacher points out how important it is to strive for a grade.
 7.85 76. The teacher uses materials or activities to motivate students.
 4.24 77. The teacher points to social approval to motivate students.
 6.00 78. The teacher uses lecture to introduce new topics.
 4.23 79. The teacher uses lecture in reviewing work.
 5.00 80. The teacher demonstrates physical materials to the whole class at one time.
 7.86 81. The teacher encourages the students to bring specimens, materials, and any other resources to laboratory periods.

Methods for Using the Scale

1. Self-evaluation. The teacher may read each practice through and place a check by those practices that are employed in his or her classroom instructions.
2. Personal interview of the teacher by the rater. The rater interviews each teacher and discusses each practice. The rater will place a check mark alongside each practice that receives an affirmative answer.
3. Personal observations by the rater. The rater actually observes the teacher instructing for any length of time. A check will be placed alongside of each practice observed or being employed by the teacher. It is considered desirable by the writer and researcher to use these three methods in combination form for greater depth in rating teaching practices.

Methods for Scoring

1. Median score. After the practices being employed have been checked, count up to a point where 50% of the practices are above and 50% of the practices are below. This is the teacher's rank or position on the scale.
2. Total score. The value of each practice checked is added to all the other practices

that have been checked. This is a total score of all the practices checked. The midpoint value of five is subtracted from each practice checked and the algebraic symbols are used in totaling the score. The midpoint or critical cutoff point of 5.00, as pointed out by Jurgensen (2), is used to distinguish between desirable and undesirable practices.

3. Number of practices used. The total number of practices checked is simply counted and recorded. If five practices are used, then this is the score of the individual. Also, five may be used as a neutral zone above which the practices may be classified as desirable and below as undesirable. If four desirable and two undesirable practices are employed, the score is four desirable and two undesirable practices. All practices employed and falling in the five interval are considered neutral and not counted in the total of either desirable or undesirable.

Again, it should be emphasized that this instrument is intended to measure the efficiency of classroom teachers in terms of the teaching practices employed while instructing. The instrument is not intended to measure any other characteristics of the teacher, nor the overall efficiency of teachers in classroom work. Therefore,

the application of the scale must be made on the assumption that the employment of desirable teaching practices will result in more efficient instruction by the teacher.

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A Description of a Comprehensive Program for Evaluating Teachers and Teaching in School District 300, Dundee, Illinois

By Linda J. Vass

Community Unit School District No. 300 is a K-12 Illinois school district located at the outer fringe of the Chicago metropolitan area in Kane County. Within the boundaries of the district are communities which have an urban, a suburban, and a rural identity, including the villages of Algonquin, Carpentersville, Dundee, and Hampshire. The 16 schools employ approximately 650 administrative and teaching personnel that serve a student population of 10,500.

Prior to 1979, evaluation was an administrative responsibility designed to provide feedback to teachers regarding their performance and how it could be improved. The instrument used at the time was a one-page checklist with each response limited to the presence or absence of a specific teaching behavior in four different categories. Staff development requests submitted by teachers were based on self-identified needs which may or may not have been related to the areas of improvement identified during the formal evaluation.

A concern for the quality of education in the school district prompted a change in the evaluation program. Mediocre teaching is fundamental to mediocre learning and excellent teaching is fundamental to excellent education. Excellence characterizes a school that sets high expectations for its students and then sets up a mechanism to help students to achieve those expectations. The focus of this effort must be in the classroom which is the arena that links educational theory, research, and practice.

The purpose of revising the evaluation program was to restructure the approach and provide a model which would help administrators and teachers

improve their instructional skills. The outcome was to link instruction, supervision, and evaluation to staff development. Teachers need meaningful feedback if they are to improve teaching performance and administrators need objective data regarding each individual's ability to teach if they are to make good decisions pertaining to retention and dismissal.

There is a great diversity of thinking on how to supervise teaching performance. What criteria should be used and what is to be done with the information gathered? The answers to these questions often vary within a building with several administrators and usually vary from school to school in a multiple school district. A lack of consistency in expectations for teaching behavior fosters a fragmented or nondirectional growth pattern in a building. What is necessary are clear expectations, shared criteria with teachers, and an instructional leader who provides strong administrative leadership.

Although many school districts attempt to increase student achievement by focusing on instruction, staff development, and supervision and evaluation, the relationship between these elements is often tenuous at best. Community Unit School District No. 300 uniquely binds these elements in an effort to improve the instructional skills of teachers and administrators in order to raise the academic achievement of its students.

In 1979, the Board of Education directed the administration to design a model and establish programs that would fuse staff development with instruction and teacher supervision and evaluation. The ultimate aim was to move away from the traditional evaluation program which did not allow teachers to have input into the process, toward a goal-oriented approach that requires the classroom teacher to become actively involved at all stages of the instruction-supervision-evaluation cycle.

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Responding to the directive, the administration decided that any program to be adopted must first meet the following criteria:

1. The program should reflect current research
2. The program should provide for long-term planning
3. The program should highlight teacher evaluation as legitimizing all staff development and supervisory efforts.

The first priority was to design and implement an instructional model. Staff development personnel developed one which synthesized the work of Hunter, Plaster, and Minton. The model delineates eight elements that should be present in every instructional lesson and serves as a standard for teachers when they plan lessons and teach. In addition, the model serves as a standard for administrators when they supervise and evaluate teacher performance.

The second priority was to design a systematic and consistent cycle of events to be followed when evaluating staff. The four step clinical supervision cycle which is comprised of a preconference, data gathering observation(s), planning session(s), and postconference was chosen. Supervisors and evaluators are encouraged to use the cycle regularly and are required to use it in conjunction with the first supervisory visit of a nontenured teacher and with all summary evaluation visits.

During the 1981-82 school year, the district embarked on a staff development program to train administrators in the Instructional Model. From October to April, administrators participated in over 40 hours of classroom instruction. Between sessions they applied what they learned in their school settings. The purpose of the sessions was to make the administrators aware of the varied components of the teaching-learning act and to equip them with the necessary clinical supervision skills to provide building level and departmental leadership. The principals were also trained to conduct a five-hour workshop on the Instructional Model for the teachers as the first step of their supervision.

The 40 hours of training culminated in a summer workshop designed to provide administrators with practice in a controlled setting. Participants preconferenced teachers, observed lessons, gathered data based on the Instructional Model, analyzed data to plan postconferences, and conducted postconferences with teachers. Training sessions were supervised and individual feedback was provided to participants.

In the fall of 1982, principals implemented the program in their schools by training teachers to use the Instructional Model and demonstrating its relationship to supervision, evaluation, and staff development. Since then, all staff members have been studying teacher performance as it relates to the Instructional Model and making adjustments for improvement. Staff development personnel have been monitoring the process and providing assistance to individuals, departments, and schools.

At the beginning of each school year, the building principal is responsible for informing teachers of the procedures, standards, instruments, and professional aid available regarding the supervision and evaluation process. All nontenured teachers are supervised and evaluated annually. All tenured teachers are supervised

annually and one-fourth of the staff is evaluated each year.

By the second Friday in September, each building principal submits a schedule of supervisions and evaluations for his or her staff for the year. The schedule includes the names of teachers to be observed, the administrator(s) responsible for the observations, and the school quarter during which the observations will occur. All building administrators and Instructional Coordinators conduct supervisions. Principals conduct all evaluations.

Supervision is defined as a classroom visitation and observation conducted for the purpose of assessing a teacher's performance and ability to utilize the Instructional Model. The Record of Observation form shown in Figure 1 is used to document all supervisory visits and conferences. The form is also used to support any area on the evaluation form which is rated as unsatisfactory. Upon completion of the supervisory visits, the building principal completes a summary evaluation on the form shown in Figure 3.

Staff development personnel rely on the Clinical Supervision Cycle in two ways. They use it to work with administrators to increase their effectiveness as supervisors and evaluators. Also, they analyze and study the information recorded on the various forms and then provide in-service programs and activities as needed to individuals, departments, and/or schools. The activities may range from a district-wide workshop on the Instructional Model or one of its components to concentrated training on reading readiness for a small group of teachers.

Beginning in September, 1983, all teachers, except those in their first year, will complete a self evaluation. Goals are developed as a result of the self evaluation and supervisory feedback throughout the year. A minimum of two goals or targets result from the process; the first based on the Instructional Model, the second based on a department, grade level, or teaching situation. The target setting process includes the mutual participation of the teacher and the building administrator. The form shown in Figure 4 is completed when conducting a goal setting conference. The self evaluation must be completed prior to the goal setting conference since it is used as a reference. Throughout the school year, written feedback is provided to the teacher. The Professional Growth Target Status Report in Figure 2 is completed as a target is achieved or at the end of the year. Targets not completed may be carried over into the next year.

Future refinements of the program include establishing a committee of teachers and administrators to assess the effectiveness of the program, continuing to make adjustments for improving the Instructional Model, and adding new components as a result of further research on the learning process. Community Unit School District No. 300 is acting on its commitment to provide quality education. The fact that the Board of Education, the administrators, and the teachers are all focusing on improving instruction is, by itself, unique. Planning for the long term, casting administrators as instructional leaders, and tightly linking teacher evaluations to improving instruction demonstrates the depth of the district's commitment.

COMMUNITY UNIT SCHOOL DISTRICT _____
#300

Figure 1

COMMUNITY UNIT SCHOOL DISTRICT NO.300

Record of Observation

Teacher's Name _____ Date _____ Time _____

Subject-Grade-Level _____ School _____

INSTRUCTIONAL MODEL:

1. Anticipatory Set 2. Objective 3. Purpose 4. Input
5. Modeling 6. Check for Understanding 7. Guided Practice 8. Closure

Evaluator/Supervisor Position Teacher

COMMUNITY UNIT SCHOOL DISTRICT _____
#300

Figure 2

COMMUNITY UNIT SCHOOL DISTRICT NO.300

Record of Observation

Teacher's Name _____ Date _____

Subject-Grade-Level _____ School _____

PROFESSIONAL GROWTH TARGET STATUS REPORT

This form is to be completed for each target and is to be attached to the target worksheet.

Target: _____

Appraisee's Report:

Appraiser's Report:

Evaluator Position Teacher

Figure 4

COMMUNITY UNIT SCHOOL DISTRICT
#300

PROFESSIONAL GROWTH TARGET WORKSHEET

I. GOAL

II. PROFESSIONAL GROWTH TARGET: (Specific, challenging, realistic, manageable, measurable)

III. HOW: (Include means, methods, activities, processes, materials, personnel by which target will be achieved.)

IV. ADMINISTRATIVE ASSISTANCE NEEDED: (What support is necessary from administrators, supervisors, coordinators?)

V. SUCCESS INDICATORS: (Methods for judging achievement of job target)

Target Date _____

Teacher _____

Evaluator _____

Date _____

Date _____

Form 04-207

1WHITE-Teacher

2CANARY-Principal

3PINK-Personnel

4GOLDENROD-DEPARTMENT

TEACHER

COMMUNITY UNIT SCHOOL DISTRICT
#300

Pre-Conference Date _____

1st Year
2nd Year
3rd Year
Tenure

Figure 3

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
CLASSROOM TEACHER EVALUATION FORM

Summary Evaluation _____

Teacher Name _____ Building _____ Date _____ Subject-Course-Grade-Level _____

	Performance is unsatisfactory	Performance is fair	Performance is satisfactory	Performance is commendable	Performance is outstanding
PERSONAL QUALITIES:					
A. Has enthusiasm for teaching _____	_____	_____	_____	_____	_____
B. Shows originality and applies it _____	_____	_____	_____	_____	_____
C. Fosters student development of a good self-image _____	_____	_____	_____	_____	_____
D. Attire and grooming enhance learning atmosphere _____	_____	_____	_____	_____	_____
E. Demonstrates emotional maturity _____	_____	_____	_____	_____	_____
F. Is willing to accept constructive criticism _____	_____	_____	_____	_____	_____
G. Demonstrates ethical behavior _____	_____	_____	_____	_____	_____
H. _____	_____	_____	_____	_____	_____
INSTRUCTIONAL COMPETENCE:					
A. Shows professional growth _____	_____	_____	_____	_____	_____
B. Knows curriculum and content _____	_____	_____	_____	_____	_____
C. Plans lessons to implement curriculum goals _____	_____	_____	_____	_____	_____
D. Adjusts instruction to pupil needs _____	_____	_____	_____	_____	_____
E. Uses effective teaching methods _____	_____	_____	_____	_____	_____
F. Motivates pupils to think and achieve _____	_____	_____	_____	_____	_____
G. Uses instructional time effectively _____	_____	_____	_____	_____	_____
H. Uses instructional model effectively _____	_____	_____	_____	_____	_____
A. Anticipatory Set _____	_____	_____	_____	_____	_____
B. Objective _____	_____	_____	_____	_____	_____
C. Purpose _____	_____	_____	_____	_____	_____
D. Input _____	_____	_____	_____	_____	_____
E. Modeling _____	_____	_____	_____	_____	_____
F. Check for Understanding _____	_____	_____	_____	_____	_____
G. Guided Practice _____	_____	_____	_____	_____	_____
H. Closure _____	_____	_____	_____	_____	_____
I. _____	_____	_____	_____	_____	_____
CLASS MANAGEMENT:					
A. Maintains discipline in an atmosphere appropriate for the learning activity _____	_____	_____	_____	_____	_____
B. Establishes efficient classroom routine _____	_____	_____	_____	_____	_____
C. Has rapport with pupils _____	_____	_____	_____	_____	_____
D. Takes care of room materials and equipment _____	_____	_____	_____	_____	_____
E. Communicates well verbally _____	_____	_____	_____	_____	_____
F. _____	_____	_____	_____	_____	_____
CONTRIBUTION TO TOTAL SCHOOL PROGRAM:					
A. Takes responsibility for personal growth _____	_____	_____	_____	_____	_____
B. Maintains a positive relationship with administration and staff _____	_____	_____	_____	_____	_____
C. Upholds departmental and district policies, rules and regulations _____	_____	_____	_____	_____	_____
D. Attends and participates in departmental/faculty meetings _____	_____	_____	_____	_____	_____
E. Is prompt and accurate with records _____	_____	_____	_____	_____	_____
F. _____	_____	_____	_____	_____	_____

COMPOSITE EVALUATION:

A. Commendable areas: _____ B. Improvable areas: _____

Conference Held _____ Evaluator _____ Received by _____
 Date _____ Teacher's Signature _____

1. White-Teacher 2. Canary-Principal 3. Pink-Personal 4. Goldenrod-Instructional Coord.



Classroom Questioning Strategies: An Example of a Teaching Technique in Need of Teacher Self Evaluation

By Charles W. Smith

Teaching, to be most effective, requires continuous self-evaluation. There are many elements of teaching that could be examined. Guerin and Maier (1983) suggest that attention might be focused upon teaching style, management style, social/emotional environment, and the utilization of instructional materials. There are, admittedly, many aspects of each of the above categories that could be analyzed. The author's intention here is to focus on what he believes to be a very important element of one's teaching style, namely, the use of classroom questioning strategies. This focus does not negate the importance of the other areas. Each is crucial to a comprehensive assessment of one's teaching effectiveness.

Thinking ability is often said to be a sought-after goal of education. Thinking skills do not develop automatically. The teacher can ask questions that encourage thinking at various levels. Questioning patterns, as referred to here, are not confined to oral questions that teachers might ask, but are intended to include the kinds of questions used on worksheets and tests, the kinds of questions proposed for class projects, and the types of questions asked by students as well.

Flanders (1965) indicated that approximately 60% of class time is utilized by pupil-teacher talk. Teachers, he asserts, do about 70% of this talking. Part of this time the teacher is asking questions. Students learn to think in response to the types of questions asked of them. The teacher who asks questions predominantly at the rote knowledge level of thinking probably does little to enhance the thinking skills of his/her students. In like manner, the teacher who asks questions at various levels of cognitive thinking is likely to encourage within his/her students a greater variety of diversified thinking.

It is estimated (Hunkins, 1972) that it initially took approximately two thousand years for man's knowledge to double. Currently, knowledge is doubling with each ten-year span of time. Though stress on facts may at times be important, teachers need to give increased attention to stressing concepts (how facts are related) and generalizations (how concepts are related).

Teachers need to be aware of the various levels of cognitive thinking, the types of questions they ask, and the levels of thinking encouraged by their questions. Attention should also be given to the emphasis that each level of

questioning receives in their teaching. In this way, teachers are better able to plan learning experiences that give students opportunities to develop various levels of thinking. Hunkins asserted that almost any concept can be taught in several ways, each of which will likely lead to different levels of thinking (Hunkins, 1972).

Various authorities have stressed the importance of teacher questioning patterns. Harris and Smith (1972) emphasized the importance of teacher questioning in developing critical thinking. They emphasized literal recall, interpretation (analysis and inference), and critical judgment or evaluation.

A Reading Comprehension Question Response Inventory developed by Guszak (1967) assessed the teacher's use of six types of questions: recognition, recall, translation, conjecture, explanation, and evaluation. Conclusions reached by Guszak (1967) indicated that teachers emphasized recall thinking and somewhat avoided opportunities to extend thinking.

Taba (1967) indicated that teachers rarely gave careful thought to classroom questions they asked and the sequencing of such questions in the instructional process. Taba viewed the function of questions as focusing, extending thought at the same level, and raising thought to a higher level.

The consensus of the above authors indicates that questioning is a vital part of classroom teaching if learners are to become thinking individuals. Though the various authorities have categorized types of questioning differently, they all stressed the use of a diverse array of questioning types.

Teachers have often been criticized for an overemphasis of questions stressing rote recall (knowledge). If students are to learn to function as rational, thinking individuals, it is important that teachers use some systematic way of helping students to achieve this goal.

Bloom's Taxonomy (1956) will be used as an example of one method that teachers might employ to systematically structure their questioning techniques. Bloom stressed six levels of thinking as comprising the cognitive domain: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Sanders' book (1966), based upon Bloom's taxonomy, should prove helpful as an additional reference to the teacher desirous of developing increased competency in structuring questions at various levels of cognitive thinking. Sanders attempted to aid teachers in structuring questions at the various levels of cognitive thinking by using examples from several subject areas. He views all categories above the memory level as evidence of critical thinking.

It should be emphasized that every question

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may not be categorically classified as belonging to exclusively one category. Equally important, not all students may arrive at answers to a given question by using the same level of cognitive thinking. Variation may be caused by varying experiential backgrounds that students bring to the learning situation or by the particular classroom context from which the question originates. Teachers must also keep in mind that the use of any specific taxonomical level is in part dependent upon the content of the materials used and the purposes the teacher has in mind. These factors should not deter teachers from seriously considering question type and emphasis.

Since each level of the taxonomical classification is inclusive of those levels lower than itself, statements and questions are classified at the highest level of thinking that they might encourage.

The Teacher's Guide accompanying better basal reading series will likely include questions that are carefully chosen to facilitate varying levels of thinking. Teachers might well analyze the various types of questions used in such guides in every subject area as one criterion when considering purchase. Teachers desiring to operate independently of such a Teacher's Guide must give increased attention to the choice of questions. The idea of stressing varying levels of cognitive thinking must not be construed as applicable only to the reading lesson. Indeed, there is applicability to every area of the curriculum. Audio or video taping might be used to help one to analyze the types of questions posed by students and teachers alike. Teacher use of questioning patterns at various levels should result in the use of varied types of questions by students.

Brief descriptions of each of the six levels of thinking in the cognitive domain are listed. Reference may be made to Bloom (1956), Sanders (1966), or Hunkins (1972) for a more comprehensive description.

Knowledge questions encourage students to recognize or recall information that is clearly included in the text. In responses to questions at this level, the presentation of the material may differ little from the way in which the material was originally presented. Understanding of the materials is not necessarily a prerequisite to recall of it at this level.

Comprehension questions ask the learner to show an understanding of the ideas contained in a communication. They may involve translation (putting information into another form, i.e., pictures to words, words to numbers, paraphrasing), interpretation (explaining and summarizing), or extrapolation (predicting consequences or implications).

Application of a method, rule, law, theory or principle requires the learner to use the material in a context differing from the original situation, but similar to the one in which it was previously learned. It is hoped that the learner would decide appropriate situations in which to apply his knowledge.

Analysis is breaking down a communication into its constituent parts so that it may be more easily understood. It may involve analysis of the elements (i.e., separating facts from opinions),

analysis of relationships between the parts, or an analysis of the organizational principles involved.

Synthesis involves putting elements together into a unique communication. Synthesis encourages original, creative thinking. It may result in the creation of a speech, story, essay, research proposal, thesis, musical composition, art form, etc.

Evaluation implies that the learner will make quantitative or qualitative judgments regarding the value of the material for a given purpose though using definite criteria. Judgment may be on the basis of organizational criteria or upon relevance to one's purpose.

After you read the following story, 'Androclus and the Lion' (McQueen, 1967), it would be profitable to list several questions that might be appropriately asked at each level of cognitive thinking. Sample questions and representative answers will be included at the conclusion of the article.

Androclus and the Lion

Androclus lived many years ago in Rome where he was a slave. His owner was cruel to him.

Androclus finally could not stand it any longer. So finally, with the help of some other slaves, he was able to run away to a nearby country.

However, he had to stay away from towns, since he would be recognized as a slave. So he lived in the woods.

One day he was out hunting for food, when he saw a cave in the side of the mountain.

"Ah, this is better than sleeping out in the open, where I get wet when it rains."

He started immediately to gather armfuls of dried grass with which to make a bed.

Androclus was kneeling, smoothing out the grass, when a lion walked in the door. The lion had also though it was a good place to make a home.

Helpless, Androclus waited to see what the lion would do. He felt the lion would have a big meal.

But the lion did not growl or seem angry at all. As he came toward him, Androclus noticed that the great lion was limping.

When he reached Androclus, the lion put out his paw.

The paw was very red and swollen. The great beast was having much pain and seemed to be asking Androclus to help him.

Androclus gathered all his courage together and reached out and took the paw.

There was a huge thorn in it. Androclus very carefully pulled the thorn from the paw.

The lion lay down curled up at Androclus' side. He and the lion lived in the cave together for a long time and shared each other's food.

But one day some hunters saw Androclus and knew that he was a runaway slave. They hurried over and captured him because there was always a reward for returning a runaway slave.

The hunters took Androclus back to Rome where he was put in prison.

The Romans had a great theatre, where there were great fights between men with swords, or the

men and wild beasts.

Androclus was to fight a lion. The whole arena was filled with spectators.

The day came and Androclus was put in the huge arena. Then the lion was let in. He came toward Androclus, roaring and growling, but when he got close to Androclus, he crouched to his feet and began to lick his hand.

All the spectators stood up and shouted in wonderment. Such a thing had never happened before.

Androclus was asked to explain how this had happened.

He told them how he had helped the lion and how they lived together for so long in the cave.

The people of Rome then said he should be a free man and that the lion should be his; and so it was.

Androclus was often seen after that walking on the streets of Rome with the lion following along behind him like a dog (McQueen, 1967).

The following questions are examples of ones that might be appropriate at each of the taxonomical levels of the cognitive domain. Comments in parentheses indicate anticipated responses or other comments regarding the responses.

Knowledge

What is the name of the slave in the story? (Androclus)

In what city had Androclus lived as a slave? (Rome)

What materials did Androclus use to make his bed? (dried grass)

Comprehension

What is Androclus doing in the picture? (The reader from which the story was taken pictures Androclus removing a thorn from the lion's paw.)

What is a thorn? (A sharp pointed part from a tree or shrub.)

Summarize what happened after Androclus entered the arena. (The lion came in the arena, growled, and licked the hand of Androclus. Androclus and the lion were then set free.)

Application

What might make you think that Androclus acted bravely? (Drawing upon information from a previous story, a zoo trip, or films.) (The lion in its natural state is often believed to be a wild beast, often attacking other living animals).

Androclus was a runaway slave, but he was not returned to his owner. What kinds of runaway people today do we try to catch and return? (Prisoners, runaway children, soldiers.)

Analysis

What scenes from the story could we use to draw a mural? (Androclus as a slave, Androclus living in the woods, Androclus in the arena.)

What characters would be needed to act out this story? (Androclus, lion, slave owner, hunters, spectators.)

What lesson about helping others might be taken from this story? (Those who help others are often helped in return.)

Synthesis

Create another ending for the story. (Answers will vary.)

What other title might you choose for the story? (Answers will vary.)

The Romans set Androclus free. What other actions could they have taken instead of freeing him? (They could have made him fight another animal, imprisoned him, made him remain a slave, ...)

Evaluation

Do you think Androclus did the right thing by pulling the thorn from the lion's paw? Why or why not? (Answers will vary.)

Did Androclus deserve to be freed? (Why or why not? (Answers will vary.)

What part of the story did you enjoy most? Why? (Answers will vary.)

Increased attention to an awareness of one's questioning techniques can do much to improve students' ability to think critically. The question can be a very potent tool of the classroom teachers. Don't fail to permit it to add to your instructional effectiveness!

Summary

This author suggests that teaching professionals (1) become aware of the various levels of questioning, (2) give thought to the kinds of thinking they wish to develop in students, (3) analyze their own questioning techniques through audio or video taping for type and emphasis of questioning, and (4) ascertain in which situation or with which lessons various levels might be most effectively utilized.

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The College of Education at Northern Illinois University is sponsoring a Software Fair on Tuesday, April 3, 1984, 9:00 am until 4:00 pm in the Ballroom of the Holmes Student Center. The purpose of the Fair is to introduce teacher educators, teacher education students, teachers, and administrators to the software that is currently available for instructional purposes.

More than 50 exhibitors will demonstrate software throughout the day. There will be several series of demonstrations that will focus on instructional areas: Social Studies, mathematics, science, etc. At the same time, there will be a mini-conference on topics related to computer education such as selection of software, criteria for selecting hardware, instructional strategies for using software with elementary and secondary students, etc.

There is no charge for participants. Teachers and administrators are invited to attend. Refer questions to Howard Swan or Pete West, College of Education Learning Center (815/753-1241) or Louise E. Dieterle, Associate Dean (815/753-1949), College of Education, Northern Illinois University, DeKalb, Illinois 60115.

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