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Improving Evaluation Skills of Supervisors in the Federal Way School District

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EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

IMPROVING EVALUATION SKILLS OF SUPERVISORS IN
THE FEDERAL WAY SCHOOL DISTRICT

A Project
Presented to
the Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Joseph L. Pope
November, 1978

IMPROVING EVALUATION SKILLS OF SUPERVISORS IN
THE FEDERAL WAY SCHOOL DISTRICT

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This project is an attempt to provide the Federal Way School District with an observation system. The system was patterned after the Instrument for the Observation of Teaching Activities by a twelve member committee of District Administrators. The system was then implemented to all supervisory personnel through a series of five workshops in the Fall of 1977.

The system's success was monitored and an evaluation was made by teachers and other supervisors.

Recommendations are for continued growth of this system.

ACKNOWLEDGMENTS

The development and implementation of an IOTA based observation system in the Federal Way School District was particularly demanding in time, patience and effort. The project coordinator deeply appreciates contributions made by teachers, building and central administrators, other supervisory personnel and board members of the Federal Way School District. Superintendent Victor Heinlen provided leadership and assistance in developing support essential for implementation of this system. Paul Chaplik, Area II Administrator, functioned as a coordinator in the development and implementation in all phases of program development and implementation. A special note of appreciation to Dr. Robert Carlton and Dr. Byron DeShaw for their expertise in setting the bases from which the system grew and in the writing of this project. Many others also contributed to the success of the project. Their individual efforts combined to fill a role important to the completion of this project.

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Chapter I

STATEMENT OF THE PROBLEM

On June 25, 1976, a new law for the evaluation of certificated school employees became effective in Washington State (RCW 28A.67.065). Certain evaluative procedures and criteria are specified in the law, while others were later developed by the Superintendent of Public Instruction in accordance with provisions in the law.

By July 1, 1977, school districts were required to develop an evaluation program which contained as a minimum, the criteria specified in the law and those developed by the Superintendent of Public Instruction. An additional requirement was that development of the evaluation program be subject to collective bargaining in accordance with RCW 41.59. Negotiations in the spring of 1977 with the Federal Way Education Association concluded with agreement reached on an evaluation policy (P 4117, pg. 46). The agreement identifies seven criteria upon which each teacher is to be evaluated a minimum of two times for 30 minutes each visit during the year. Under the provisions of 28A.67.065, principals or their designees are required to observe and evaluate teachers in a more sophisticated manner than many of them have practiced in the past. Further, the failure of an evaluator to observe and evaluate certificated employees in accordance

with the new law is specified as grounds for nonrenewal of their own contract.

It is widely accepted that if an evaluation program is to be effective, the individuals conducting the evaluations must be properly trained. They need to accept a common philosophic base for program evaluation and work with a common set of procedures and techniques.

Although 28A.67.065 does not speak to staff development of evaluators, the Federal Way administration believed that heavy emphasis had to be directed in that area. During the past four years there have not been any supervisory development sessions held for this purpose in the Federal Way School District. Any administrative expertise in observation and evaluation was acquired by an individual through his or her own efforts. Since teacher observation and evaluation are presently such an important aspect of a school district operation, the intent of this project was to organize and conduct a series of class sessions and workshops to:

1. improve the evaluation skills of our supervisory staff as a result of implementation of a District observation program, and
2. produce an IOTA based observation program that could be adapted to the negotiated criteria of the District.

The system was developed in class sessions under the direction of Dr. Robert Carlton and Dr. Byron DeShaw from Central Washington University. The major premise underlying the project was that more competent evaluations of a teacher by supervisory staff would be accomplished by the development

of a common observation program. Dr. Carlton and Dr. DeShaw conducted the introductory workshop. This workshop provided introductory training in the IOTA concept of teacher assessment. It was the first in a series of five workshops organized and conducted by Paul Chaplik, other district personnel, and the writer.

This project was limited in the following ways:

1. Based upon an evaluation program which was agreed upon in bargaining sessions between the Federal Way board and Professional Association.
2. Limited to the development of observation instruments for Federal Way School District to meet RCW 28A.67.065.
3. Training of district personnel responsible for evaluation of the professional staff using an IOTA observation system.
4. Orientation of all professional administrative staff to Federal Way observation program through four (4) workshops.

DEFINITION OF TERMS

IOTA: An acronym for The Instrument For The Observation Of Teaching Activities.

Classroom Management: Teacher demonstrates a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Feedback Conference: Conference between the observer and the observee for the purpose of analyzing data collected in the observation.

Handling Student Discipline: Teacher demonstrates the ability to manage the non-instructional human dynamics in the educational setting.

Interest in Teaching Pupils: Teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics; must also demonstrate enthusiasm for and enjoyment in working with students.

Instructional Skill: Professional knowledge and expertise in designing and conducting instructional experiences.

Knowledge of Subject Matter: Teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization.

Pre-Observation Conference: Short conference when observer asks the teacher to describe lesson objectives, strategies, or other information pertinent to the lesson to

be observed.

Post-Observation Conference: Short conference held immediately following an observation for the purpose of clarifying what occurred during the lesson.

Feedback on Evaluative Conference: Information given (formally or informally) to the observer after the feedback conference regarding how well the teaching session was conducted.

Chapter II

REVIEW OF LITERATURE

"It is my firm belief that all educators have room for professional and personal growth, and when constructive strategies for improvement are designed, educators will use them effectively."
(Acheson, 1975)

History of Teacher Evaluation

In the past, evaluation of teacher performance has been inconsistently, even carelessly accomplished. Recently, however, local district regulations, administrative directions, and state statutes require that teachers be evaluated. In addition, it is almost universally accepted in research that the improvement of teacher performance is a supervisor's primary responsibility (Crosby, pg. 8). True, the goals and tasks of supervisors remain largely unchanged. Supervision and evaluation continue to be a change-oriented role designed for the improvement of instruction and the development of teachers, but, the setting within which supervision takes place has changed markedly.

The influences operating to shape the supervisor's place may be clarified by taking a glance into the history of the supervisor's role in education during the past 50 or so years. The supervisor throughout history has provided

leadership in two general areas:

- a. In developing, improving, and maintaining effective learning opportunities for children, in other words, being involved in curriculum selection, teaching methods, materials and evaluation;
- b. In designing effective ways of working with teachers and other staff to achieve those items mentioned in (a).

During the early part of this century, the supervisor was primarily concerned with the quality of the teaching process. Supervisors involved themselves in visiting classes, observing lessons and conferring with teachers.

In the 1920's, the Seven Cardinal Principles of Education dominated the scene and the supervisors became involved in writing courses of study. Their duties became more general.

In the 1930's and 40's as business and industry began to grow, it allowed for education to do the same. The supervisor's role became more involved with the teacher^s as people. Such terms as belonging and morale were important. As the country changed, so did the need for curriculum to advance (Whittier, pgs. 8-9). Teacher evaluation was still not a major concern. Teachers were evaluated on the basis of existing traits and attributes. Good and bad traits were identified and teachers were evaluated based on their personal qualities such as their sincerity or looks (Thomas, pg. 2).

As education entered the 1950's and 60's, swift growth of all segments of life left the role of supervisors

somewhat lost. Scientific advances were creating rapid changes in the educational community. The supervisor's role failed to change at a commensurate rate (Diamond, pg. 10). Toward the end of this era, teacher evaluation became more involved in measuring the skills of teachers, i.e. rapport, democratic behavior, abilities to inspire, listen, develop self-direction and personalize discipline. Evaluation methods which hadn't received emphasis were developed that concentrated on an observation of what occurred in the classroom between teacher and students. Often times, however, these evaluations ended in what Manatt calls "ceremonial congratulations", or yearly pat on the back (Manatt, pg. 10).

In the 1960's the concept of accountability in its most general course, emerged from congressional legislation. First, the Federal agencies who funded innovative social and educational programs began to feel pressure. Because many of these national programs dealt with schools, the accountability demands focused upon the teachers implementing these programs. Once teacher accountability started, it didn't end (Borich, pg. 9).

In recent years many supervisors began to consider product evaluation methods. Thus, again trying to imitate industry, evaluation became based upon student achievement, test scores, and other objective data. The criticism of this trend is a quote by Henry Chauncy on the subject of using tests to assess teachers.

"The good teacher who happens to have students from a less promising academic background is inevitably shown in a bad light. He may ask for a fast class assignment which makes a better showing." (Thomas, pg. 4.)

The 1970's mark a new era for supervisors' and teachers' evaluations. Where previously schools were concerned with growth of student population and having competent staff, now the concern is for over-retention and lack of mobility among teachers.

Today's role of the supervisor continues to change in order to help solve such problems as: dissatisfied, yet stationary teachers; teachers who are staying on the job because of complacency.

The profession is currently in a period of entrenchment, of teacher surplus, of declining student enrollments, and of economic slowdown. Consequently, teaching jobs become more difficult to find. These reasons plus others (job tension and union protection) help lead to teacher complacency and immobility. Therefore, if educational growth is to continue, it is dependent upon current teachers to meet the challenge, since the teachers we have today are those we will have in the years to come. Those not capable or willing to grow and change must be terminated from their jobs. The supervisor's responsibility is to direct both events. In Sizer's words, "Any theory of school reform must start with teachers: they now control the system" (Sizer, pg. 52).

Sizer's statement offers only one side of the current

picture. Unwillingly, local communities and school administrators are also surrendering their roles to the power of teacher organizations. And yet, teacher and general school accountability is still being demanded through legislation and the general public. The supervisor is currently caught between both forces.

Current Legal Implications

Recent legislature action (RCW 28A. 67.065) continues to demand districts to develop, redevelop, or refine performance evaluation systems which meet the provisions of the law. Yet, these systems must be negotiated with the local education association in accordance with RCW 41.9 (State of Washington, Substitute House Bill, 1977).

The role of the supervisor is painted very clearly by James Markowitz.

"Evaluation must be done on time, by the appropriate person, and through the appropriate mechanism. Anything less will likely result in an arbitration award for the union. A manager enters into a disciplinary action with virtually certain knowledge that a grievance will follow." (Markowitz, pg. 3281.)

The status of teacher evaluation is now very clear under the law and has become a professional responsibility of primary concern by school administrators.

In answer to the question: Are legal restraints having that much effect upon school supervision? Seattle Public School attorney, Gary Little, answers:

"Seattle has non-renewed 54 people since 1969 and has never lost a case at the hearing level or in court... Our administrators are constantly being educated regarding the changes in school law. Each court case has cost an average of \$10,000.00." (Little, 1977.)

The NEA's position is:

"If any common ground can be reached, it will work... teachers and administrators must have the courage to develop evaluation methods which are satisfactory to both." (Acheson, 1977.)

Dempsey identifies the need for teacher evaluation as two-fold: as a legal process to eliminate the 3% of poor teachers; as a means of improving the quality of instruction for the other 97% of the teaching community (Dempsey, pgs. 2-5).

Ronald Hyman says the emphasis is on improvement. There is always room to grow and improve in education--nobody can stand still. Even to maintain oneself at an acceptable level of competence, one must continually try out new ideas because we are in a rapidly changing period (Hyman, pg. 3). Many other authorities in evaluation believe this is true.

Studies of Current Evaluation Systems

"Of the many factors critical to students' successful achievement in school, one of the most important is the professional competence of teachers. This competence is based upon what a teacher does, not what a teacher is." (Hunter, pg. 1.)

Most current evaluation systems still focus on the traditional normative rating process, a process that attempts to be based upon objectively obtained information. One of the first attempts to use pupil achievement as a criterion of

teaching efficiency according to Thompson was made in 1925. By measuring pupil achievement at the beginning and end of a fixed period, "accomplishment quotients" were obtained. However, the correlation between this criterion and ratings by supervisors were generally low (Thompson, pg. 120).

Fattu (1963, pg. 70) reported great discrepancies in findings of research that others had done, using student gains as criteria to evaluate teaching effectiveness. It became apparent that it was difficult to measure pupil growth and correlate the findings to a particular teacher.

Krasno (1972) also talked about using achievement tests as a means of measuring pupil gain. By using a single score or a set of scores, the tendency is to focus on a particular ability or a set of abilities only. Therefore, influential factors, such as physical setting and individual attitude, are not considered (Krasno, pg. 3).

Two studies completed in the early 1970's speak to the problem of using student ratings of their instructors as a means of evaluating teachers. Rodin and Rodin (1972) found no relationship between student grades and their judgment of instructors (Rodin and Rodin, pgs. 1164-1166) while Frey (1973) found just the opposite (Frey, pgs. 182-183). Their research, therefore, did not prove student assessment as being the answer to teacher evaluation.

The "Teacher Appraisal for Improvement" workshop materials explain other rating systems that currently are being used.

1. Teachers observe each other, then evaluate. This system's merit rests with the idea that teachers know each others' situations and job, therefore, they give good insights. However, time, politics and other outside uses of the data create problems.
2. Department chairperson evaluates teacher based upon observations. This system produces good results if chairperson is knowledgable. However, the ratings rarely show a relationship to student achievement and oftentimes reflect a "halo" effect. (The "halo" effect being the chairperson focuses only on the positive.)
3. External consultants, such as community people with expertise evaluate the teacher, i.e. ministers, attorneys, state authorities. This system is good when a comparison of teacher to teacher or building to building is desired. However, the lack of formal training is a negative factor.

Other rating scales discussed in the TAI materials are:

1. Systematic Observation - a rating scale where observable dimensions of the classroom are identified and attempts to measure them on a qualification format are made.
2. The Open Corridor Teacher's Diagnostic Instrument - attempts to provide assessment on teacher's growth as a progression. A five part scale was devised to accomplish this. Classroom observation is necessary for a supervisor to use this instrument.
3. Teacher Skill Testing - giving a teacher a problem in a classroom and then asked to construct solutions to the problem. The teacher is measured by the quality of his answer.
4. Teacher Performance Testing - used to identify teachers whose instructional methods result in their student's attainment of predescribed instructional objectives (Program on Teacher Evaluation, Carlton, 1978).

Hyman (1976) attempts to look at teacher evaluations by looking at the interaction between students and teachers.

He suggests reviewing the cognitive processes in teaching by examining and charting the statements and questions between teachers and students. Hyman also attempts to chart the structuring moves of a teacher, attempting to record the soliciting, responding and teaching interactions of the class setting (Hyman, pgs. 10-15).

In conclusion, evaluation has been primarily a rating process. The teacher is observed and rated. The evaluator is like an umpire calling balls and strikes. It is essentially a one-way process (Manatt, pg. 2).

Observation: The Key to Evaluation

The key to teacher evaluation is effective observation. Teaching performance should be measured in terms of carefully developed success criteria. In addition to the criteria, a careful linkage between the observation/rating portion of evaluation and supervision to improve instruction should be made. Lindley (1967, pg. 34) and Silberman (1970, pg. 39) point out that much too often there is confusion between what actually happens in class and what the teacher says or thinks is happening there. The linkage problem makes it essential that supervisors be given intensive inservice training. Observation and rating skills can be taught, learned, and sharpened.

The observation programs are many in nature, but historically they have been designed to provide a helping dimension. The focus of current educators is to improve the

quality of teacher observations.

Two different focuses of observation have been generally identified. McNeil (1971, pg. 4) identifies the indirect methods of observation: gathering impressions outside the classroom; rating professional activities; gathering impressions from pupils, teachers and even parents. Hyman (1975) focuses on hard evidence taken from the classroom observation. He speaks of recording evidence such as teacher planning, careful and focused student-teacher activity, interaction patterns, cognitive processes, space, and student groupings (Hyman, pg. 2).

Bushman (1974) sees observation as an opportunity to offer meaningful assistance to teachers so that they can become better facilitators of classroom learning. Teachers and supervisors must become acquainted with a quantitative system of observation to allow for objective feedback. Receiving feedback can capitalize their own teaching effectiveness in view of the objectives they have set (Bushman, pg. 26).

Most systems are not difficult to learn as their components are similar. Many authorities identify four basic essentials of an observation system.

1. Pre-Observation Conference - discuss instructional objectives, methods, and the learners.
2. Observation - minimum 20 minutes, preferably one hour, of data collection.
3. Post-Observation Conference - discuss critical classroom incidents.

4. Feedback Conference - discuss data collected and its implication for teacher improvement.

The key to improved teaching is through observation. The key to improved observation is through trained supervisors and a common data collection instrument.

Workshops are an answer to both concerns. Davis (1976) indicates that properly conducted workshops are an answer to many problems caused by a changing educational community. The purpose of the Federal Way workshops were to serve individual needs to the degree that each individual would choose to learn what the district wanted him to learn.

"The time has come to begin the task of consolidation to establish a discipline that has both order and consistency and that leads to predictable results." (Davis, pg. 45.)

The workshops reported in this project offer a "discipline" of teacher observation to those in a supervisory role in the Federal Way School District.

Chapter III

DEVELOPMENT OF SUPERVISORY SKILLS AND OBSERVATION INSTRUMENTS

The project encompassed the selection of an established observation system and adapting it to the needs of the district. It also entailed implementing the system through a series of workshops for the supervisory personnel of the district.

The Instrument For The Observation Of Teaching Activities system was selected as the established observation program. IOTA was selected because it most closely identifies with the evaluation criteria established in the Federal Way School District through negotiations with the local teacher's association.

Dr. Robert Carlton and Dr. Byron DeShaw, Professors of Education at Central Washington University, were contracted as consultants to guide the introduction and implementation of an IOTA based system. A three-day introductory workshop was conducted for the supervisors during August to introduce the program. Four additional workshops were conducted to guide the supervisory personnel through implementation of the newly-formed Federal Way system. The emphasis of these workshops was to improve individual evaluation skills.

Workshop Summaries

The Administration of the Federal Way School District participated in a series of five workshops whose purpose was to improve the evaluation skills of each supervisor. Most of the District Principals and Vice Principals, as well as a number of Central Administrators with supervisory responsibilities, participated in the workshops. Additionally, there were four administrative interns in attendance. A Board Member attended the first workshop session.

The following workshops were held:

WORKSHOP #1	August 15, 16, 17	Introduce IOTA based observation program
WORKSHOP #2	September 27	Classroom Observation - Pre- and Post- Conferences and criteria reference schedule and scales
WORKSHOP #3	October 17	Feedback Conferencing - Interviewing skill development
WORKSHOP #4	November 29	Working with ineffective and incompetent staff
WORKSHOP #5	February 7	Other methods of observation

All the workshops were cooperatively planned and directed by Paul Chaplik, Area II Administrator, and the writer. As previously mentioned, the first three-day workshop was introduced as a basic observation program from which each administrator could build his/her observation and evaluation skills. In conjunction with the first workshop, a class consisting of 12 building administrators and other

supervisors developed a system of observation under the direction of Dr. Robert Carlton of Central Washington University, assisted by the writer. The probability of a quality job of teacher evaluation was enhanced by following this workshop with a series of four one-half day sessions conducted throughout the school year.

The IOTA program was selected after extensive research and consultation. It was decided that a single basic observation and evaluation program needed to be selected. Assuming that each administrator had little or no previous training in teacher observation, it was felt that a simple, single system must be used as a basis for the growth of a "new" system applicable to the needs of the Federal Way School District. Dr. Robert Carlton and Dr. Byron DeShaw of Central Washington University were selected to establish the basic system. Both of these educators have extensive expertise in teacher observation and evaluation. The IOTA system was their recommendation and consequently it was selected as the one system that would allow for the collection of meaningful data that closely met the needs of our district.

The following pages contain a review of each workshop and an evaluation of its effectiveness. For additional information regarding each workshop the reader will be referred to the District Observation Program found in Chapter IV.

WORKSHOP #1

INTRODUCTION TO AN IOTA BASED OBSERVATION PROGRAM

DATES: August 15, 16 and 17, 1977

PRESENTED BY: Dr. Robert Carlton and Dr. Byron DeShaw from Central Washington University. Paul Chaplik and Joe Pope from Federal Way School District.

I. PURPOSE:

To provide a series of related experiences dealing with the IOTA (Instrument for the Observation of Teacher Activities) program that will enable Federal Way Principals, Vice Principals and other Supervisory Personnel to develop a basis from which to increase their skills in observation and evaluation of teacher competence.

II. DESCRIPTION OF ACTIVITY:

INTRODUCTION AND BACKGROUND - Following brief comments about the recently concluded collective bargaining with the FWEA, Paul Chaplik spent fifteen minutes describing the reasons for the workshop and the outline of activities. Notebooks were distributed to all participants so easy reference could be made to the teacher evaluation criterion, the student learning objectives, and other relevant information. Emphasis during this introductory session was given to our holding the workshop in order to update and improve administrators' skills in observing and evaluating teaching so a quality job could be done as we implemented the new

evaluation law.

Focus was given to the new law and the process of development that occurred relative to the criteria and procedures in the Federal Way School District. The work of the principals' committee, the involvement of the School Board, and the bargaining process were all reviewed.

A good deal of time was spent during this introductory session covering some views on the duties and responsibilities of school administrators. The ingredients of a good job, man's needs, prescribing help for teachers in need, and the ideal supervisor were all touched on during a variety of workshop activities. The adopted criteria, Policy 4117, were referred to a number of times so the principals would begin acquainting themselves with those criteria.

TIMELINES AND PROCEDURES - Ted Gartner, Personnel Director, presented the calendar and sequence.

Mr. Gartner reviewed the statements in the policy relating to evaluation timelines and the required procedures. Ted described the process each principal must follow if he or she is to meet the requirements of the law and district policy.

STUDENT LEARNING OBJECTIVES - Dr. Johnson, Assistant Superintendent of Instruction, reviewed the student learning objectives law. He described the development

of student learning objectives in reading, math, and language arts in the Federal Way District and told the group how we are a year ahead of the mandated deadline in dealing with this phase of the student learning objectives.

Dr. Johnson related the student learning objectives to the evaluation criteria and pointed out how each teacher's use of the objectives is very definitely a subject of evaluation. It was pointed out that student learning objectives' handbooks are being printed for each teacher in the district and that it is the principal's obligation to see that appropriate attention is given to implementing the objectives.

INTRODUCING THE CRITERIA AND PROCEDURES TO STAFF -

Joe Pope conducted a work session in which the workshop participants were divided into groups in order to discuss the ways they planned to introduce criterion and procedures to their respective staffs. Following twenty minutes in discussion groups, the principals were asked to write out their plans for this introduction so that it would meet the requirement identified under 2b of the procedures in P 4117 which states:

"Within two weeks of the beginning of school, each building principal will hold a general certificated employees' meeting and/or individual conferences to review evaluation

criteria and procedures including:

1. Each employee's position or assignment and/or any special administrative expectation.
2. The process the evaluator will follow in determining the quality of the employee's performance."

All the principals submitted their written plans (see Appendix A). Packets containing the tentative plans for each building were distributed to each participant the next day. The objective of conducting this work session in the manner described above was to be certain that all of the principals were exposed to the ideas of the other principals relative to introducing the new criteria and procedures.

DAY 2 - INTRODUCTION OF THE IOTA SYSTEM FOR OBSERVING

CLASSROOMS - On the second day of the workshop, Dr. Robert Carlton and Dr. Byron DeShaw from Central Washington University introduced the IOTA System of classroom observation to the group. They acquainted participants with the development of the IOTA System and instructed the group in its use by using films of classroom activity for analysis.

DAY 3 - PRACTICING IOTA - The third day of workshop was held in the Bethel School District where a year-round plan is in effect. Small groups of principals visited classrooms and used the IOTA instrument to record the teachers' activities. Following each

observation, the principal groups met with Drs. Carlton and DeShaw to review what had been observed and what had been concluded. (See Appendix B for agenda of workshop sessions.)

III. EVALUATION:

At the end of the third day, the workshop directors felt that the sessions were successful. The purposes of the workshop were to provide a series of related experiences dealing with the IOTA program and to develop a basis from which to increase their skills. These were accomplished as evidence in the evaluation summary of Workshop #1, Appendix C. Another indication of the workshop's success was the high degree of enthusiasm expressed by the workshop participants. The evaluation summary indicated that each presenter did an exceptional job in conducting their portion of the program. A scale of 1 to 10 (1 being highly effective; 10 being not effective) was used to measure presenter success. The range for all six presentors was from a high of 2.28 to a low of 3.26. A rating of 3.0 was given to the total workshop.

WORKSHOP #2

INTRODUCTION OF DISTRICT OBSERVATION DOCUMENTS

DATE: September 27, 1977 9:00 - 11:30 a.m.

PRESENTED BY: Paul Chaplik and Joe Pope

I. PURPOSE:

To introduce the documents to be used in observing the teachers and to offer a practice session in the use of these documents.

II. DESCRIPTION OF ACTIVITY:

Paul Chaplik explained in the introduction the process that brought about the documents to be used by our district in teacher observation. The documents are the working results of a group of 12 administrators under the supervision of Dr. Robert Carlton (See Development of the Federal Way Observation System, pg. 37).

Joe Pope then explained how each of the following documents were to be used:

CLASSROOM OBSERVATION RECORD - This document is to be used to record factual data as observed in the activity of the classroom setting only (pg. 90). Five criteria were selected because they were the only ones that could reflect observable data collected within the classroom.

They are:

Instructional Skill
Classroom Management
Knowledge of Subject Matter
Handling of Student Discipline
Interest in Teaching Pupils

The data observed is to be written in the appropriate columns. The pre-conference section is to reflect that data communicated between the teacher and the observer prior to the observation. The post-conference section is to reflect any data collected after the observation that may help the observer better understand the data collected.

The other information is necessary to meet the negotiated agreement.

CRITERIA REFERENCE SHEET - This document is a copy of the five criteria selected to be observed in the classroom (pg. 83). The information has been typed to fit on one sheet for the purpose of taking it into the classroom as a handy reference sheet to aide in collecting more pertinent data.

FILM #1 - A film was shown depicting a 6th grade social studies class for the purpose of collecting data on the new observation record form. A twenty minute segment was selected and at its completion, the administrators broke up into small groups and compared data collected.

CRITERIA SCALES - A criteria scale for each of the five criteria was developed by the select group of 12 administrators (pg. 87). These scales are to be used to assess in a narrative manner the effectiveness of the teacher as the observer best measures the data collected. The scale is a five point system ranging from poor to good to excellent.

Each administrator was familiar with the scale system as it was copied from the IOTA workshop.

FILM #2 - A second film was shown depicting a ninth grade geography class. Each administrator was to collect data for the twenty minutes it was shown. They were encouraged to use the criteria reference sheet as an aide and to make sure data was collected in each of the five categories. At the completion of the film, they were to write, using the scale, the best evaluative statement that described the data collected.

III. EVALUATION:

The administrators were then grouped into six groups of 5 - 6 to compare their data collected and to compare their evaluative statements. All groups, as in the IOTA workshops, had 90 - 100% agreement prior to reading a consensus.

Copies of each of the previous mentioned documents were passed out with enough to do 20 staff members prior to the next workshop.

A schedule was then agreed upon within the group so that each administrator would be able to make the first two or three observations with another administrator. The purpose of this is to develop greater reliability in the use of the scale and to improve the quality of the data collected.

The evaluation summary of Workshop #2 indicated that the workshop was successful as indicated in Appendix D. The purpose of the summary was to gather impressions of the participants as to the usefulness and effectiveness of the workshop. A scale of 1 to 10 was used (1 being low; 10 being high). The range for the six questions asked varied from a low of 8.1 to a high of 8.9.

WORKSHOP #3

CONFERCING AND INTERVIEWING TEACHERS

DATE: October 17, 1977 1:15 - 4:00 p.m.

PRESENTED BY: Dr. Byron DeShaw, Paul Chaplik, and Joe Pope

I. PURPOSE:

To further describe the proper techniques of conferencing and interviewing teachers after the classroom observation.

II. DESCRIPTION OF ACTIVITY:

Dr. Byron DeShaw, a member of the IOTA team, conducted this session to help define the following terms related to the classroom observation.

The following terms were defined and discussed:

- A. Pre-Observation Conference - A short conference (perhaps only a minute or two) when the evaluator asks the teacher to describe the objectives of the lesson to be observed, the teaching strategies and materials to be used, and anything else about the lesson which may be of interest to the evaluator.
- B. Post-Observation Conference - A short conference, often held immediately following the observation, for the purpose of clarifying anything about what occurred during the observation (usually takes from five to twenty minutes).

C. Feedback Session - A conference of from thirty minutes to two hours, usually held within a couple of days following the observation. This session should be held after the observer has taken some time to sit down and think about the observation. It is a key feature in any evaluation conference which is designed for the improvement of instruction.

The following thirteen points were described by Dr. DeShaw as important for the feedback conference:

- A. Focus feedback on performance rather than personality.
- B. Talk about data rather than assumptions of inferences.
- C. Focus on description rather than evaluation.
- D. Talk about the very specific and concrete rather than abstract.
- E. Focus on the present, not the past (as soon as possible following the observation).
- F. Share information rather than "give advice."
- G. Focus on alternatives rather than "best path."
- H. Focus on information related to more or less rather than either - or.
- I. Focus on the receiver rather than what you want to get off your chest.
- J. Focus only on the number of items the teacher can handle (don't overwhelm).
- K. Don't focus on things over which the teacher has no control.
- L. Try to get the teacher to make some requests of you as the supervisor.

- M. At the end of the session, ask the teacher to summarize your recommendations.

Paul Chaplik distributed copies of Feedback Analysis Form #2. He suggested that principals give this or something similar to teachers after each feedback session so that the teachers have an opportunity to give feedback to the supervisor about how the session was conducted.

Joe Pope stressed that observations without feedback conferences are not very useful for improvement of instruction. Conversation between the teacher and the supervisor is very important in improving instruction. A brief discussion session on various ways the "Observation Record" is being used was held with many good points and problems being discussed.

The primary concerns expressed dealt with the use of the scale. Many of the principals were having difficulty with terminology. It was agreed upon that it is possible to change the scale sentences as long as the rank order of the sentence was not being altered.

Paul Chaplik presented an illustration showing the process of conferencing, observation, feedback, and interviewing for data not gathered in an observation.

III. EVALUATION:

The workshop directors felt that this session was particularly effective since Dr. DeShaw clearly defined the different types of conferences. The evaluation

summary of Workshop #3, Appendix C, indicates that the presenter met the needs of the participants. Using the same scale for the same six questions as used in Workshop #2, the range was from a low of 7.9 to a high of 9.2.

WORKSHOP #4

WORKING WITH INEFFECTIVE OR INCOMPETENT STAFF

DATE: November 29, 1977 9:00 - 11:30 a.m.

PRESENTED BY: Paul Chaplik, Don Dederick, Ted Gartner and
Bill Kildall

I. PURPOSE:

To explain the legal procedures for dealing with problem teachers and to give examples as to properly dealing with them.

II. DESCRIPTION OF ACTIVITY:

Paul Chaplik introduced the district supervisory personnel to the concept of improvement of instruction through teacher evaluation. He reviewed the Federal Way School District evaluation program.

Each of the following Central Office Administrators presented evaluation materials that are a part of the evaluation program:

Don Dederick, Area I Administrator, presented information on letters of instruction.

Ted Gartner, Personnel Director, presented information on probation and non-renewal of teachers. He described the calendar of events for those teachers in need of being put on probation. Ted presented information on probable cause for non-renewal, outlined in RCW 28A. 67.072.

Bill Kildall, District Negotiator, presented information on probable cause for discharge and other adverse effects.

III. EVALUATION:

The purpose of this workshop was to present the various legal procedures for dealing with problem teachers. The timing of the workshop was important since it answered the concerns of the supervisory personnel as they had reached this stage in identifying problem teachers. The evaluation summary, Appendix C, indicates that again the workshop met its intended purpose. The same six questions as used in Workshops #2 and #3 were again asked and the responses from the 24 participants ranged from a low of 7.5 to a high of 8.9 on a scale of 1 to 10.

WORKSHOP #5

A DIFFERENT LOOK AT TEACHER OBSERVATION

DATE: February 7, 1978 1:00 - 4:00 p.m.

PRESENTED BY: Mr. Richard Post, Superintendent of Schools
Arlington, Washington

I. PURPOSE:

To provide a greater resource of knowledge and materials pertaining to teacher observation.

II. DESCRIPTION OF ACTIVITIES:

Paul Chaplik introduced Mr. Post, The Superintendent of the Arlington School District, and a practicing authority in the area of teacher observation and evaluation systems. Mr. Post is a very active participant across the nation in workshops regarding teacher observation systems (Appendix D). Mr. Post presented to the administrators copies of the materials and discussed in detail their implication to teacher observation (Appendix D).

III. EVALUATION:

Mr. Post stressed the need to establish targets, then measure a teacher's effectiveness by whether he/she accomplishes the well-written target. While assessing this target, he gave attention to the axiom that quality of information determines the quality of feedback given to the teachers.. The point Dr. Post

stressed most was "Don't be good at managing kids - be good at managing teachers. That's our job!" The workshop directors felt that Mr. Post offered a much-needed motivation to assist the supervisory personnel in continuing to observe and assess more effectively the work of their teachers. The evaluation summary, Workshop #5, Appendix C, indicates that Mr. Post was well received. The six questions were again asked and the responses ranged from 7.3 to 9.0. Mr. Post offered an excellent opportunity for feedback to his presentation.

Development of the Federal Way Observation System

The development of the Federal Way Observation System was the result of a series of class sessions comprised of 12 District Supervisors, under the direction of Dr. Robert Carlton and Joe Pope. The class objectives were: (1) to develop and define a District Observation System that complies with the negotiated agreement with the Teachers' Association, and (2) to develop a greater knowledge and skill in evaluating certificated personnel.

The groups' initial tasks were to:

1. Identify the criteria in the negotiated agreement that lend themselves to being observable in a classroom observation.
2. Prepare a list of these criteria in a form easily read so that each supervisor could use it to help select observable data while observing in the classroom.
3. Develop a scale for the criteria selected and construct a scrambled order form so that a narrative assessment could be given in each criteria area.
4. Construct an observation record document that included the five criteria from P 4117, pg. 46 selected as being observable.
5. Test usage of the documents by members of the class. First in groups of two or three, then

singly. Each member completed a minimum of five observations using the newly constructed documents.

6. Revise and correct documents continually as problem areas were identified by the group.

The individual supervisor's knowledge and skill were enhanced by the comprehensive and concise training offered in the class sessions and actual experience of observing classes under the direction of Dr. Carlton.

Members of the class were:

Paul Chaplik	Ed Novak
Ann Gentle	Joe Pope
Oscar Hanson	Eben Robinson
Delores Hithcock	Richard Robinson
Marvin Johnson	Judy Seiwerath
Larry Merlino	Richard Winkel

Each of the following tasks were completed:

TASK ONE: Develop a Criteria Sheet

Five of the seven criteria were selected as being observable upon a visit to a classroom.

1. Instructional Skill
 - a. Planning
 - b. Subject matter presentation
 - c. Evaluation
2. Classroom Management
3. Knowledge of Subject Matter
4. Handling of Student Discipline
5. Interest in Teaching Pupils

TASK TWO: Selection of Criteria

The criteria adopted in Policy 4117, pg. 46 identified

seven areas that teachers would be evaluated in. Under each are a number of subcriteria that further define and identify the major criteria headings. The class members eliminated the two areas "Professional Preparations" and "Scholarship and Effort Toward Improvement When Needed" because they do not lend themselves to being observable in a classroom observation. The five criteria and their subcriteria were reduced in typewritten size to allow for their being typed on two sides of an 8½ x 11 sheet of paper. The intent was for a ready reference to help the observer locate and identify classroom activity observed and its proper location as the criteria and observation record.

TASK THREE: Scale Development

A five point narrative scale was developed by class members which included:

1. Poor Performance
2. Semi-Poor Performance
3. Average Performance
4. Above Average Performance
5. Superior Performance

The statements were randomly mixed to avoid identifying the quality of data on a grading system of A, B, C, D, F. The purpose is to have the statement reflect data collected and to discourage the observer from simply assigning a grade or point for his final assessment. Each scale was constructed by two class members working together. The IOTA materials were used as reference sources. Each scale went

through three to four revisions as class members critiqued their relationship to the criteria reference sheet. In constructing each scale, it became essential to remember that it is very easy to rate a teacher on characteristics or a behavior of good teaching. The scale must allow for a description of the observed activity based upon recorded observable data.

TASK FOUR: Creating a Record Form

The record form was created by class members on a trial and error basis. The form needed to contain the following information:

1. Five criteria selected as observable
2. Other comments area
3. Specific information related to negotiated agreement, i.e. time, date, signature

The Observation Record Form was constructed to allow for the observer to sit in the classroom and collect observable data in written form. Experience soon pointed to the need to develop an individualized shorthand system. Also tallies, etc. were encouraged.

A decision was made by the class that the narrative assessment statement should be recorded on the record sheet, either on the observation record or on a separate form. The intent being to make the correlation between data collected and its assessment as simple and clear as possible.

The record form was printed on NCR paper with two copies being available--the original for the teacher and

the copy for the records of the observer.

TASK FIVE: Classroom Observations

Each class member made two observations and presented to the class concerning data collected. Discussions followed that helped identify strengths and weaknesses of data collected and of the instruments utilized.

It became apparent clearly in the class sessions that this small group of supervisors would provide leadership in the implementation of the district's observation system. In the workshops that coincided with this class, members and their work were used as examples. All the documents created by this group were submitted to the Superintendent and shared with the school board and gained their acceptance.

The ten class session concluded in December.

Chapter IV

THE FEDERAL WAY OBSERVATION PROGRAM

The observation program is to be used by all building level supervisors in observing their teachers' classroom activities. Supervisors are to follow the procedures as outlined in the District Policy P 4117 (pgs. 46 - 82).

- A. Minimum of two (2) observations per year.
- B. Twenty minute minimum per observation.
- C. Minimum of sixty (60) minutes observation time each year per employee.
- D. One observation may be prearranged at teacher's request.
- E. Pre-observation conference held if requested by teacher or principal.
- F. Written observation report must be given to the teacher within three (3) workdays following the observation - no longer than five (5) days following the observation.
- G. Post-observation conference held if requested by either teacher or principal.
- H. Post-observation conference must occur within five (5) workdays after the request.

A pre-conference should be held with the teacher prior to the actual observation. A pre-conference is:

A short conference (perhaps only a minute or two) when the evaluator asks the teacher to describe the objectives of the lesson to be observed, the teaching strategies and materials to be used, and anything else about the lesson which may be of interest to the evaluator.

The classroom observation should be written on Form #197 (pg. 90). Record only the activities observed during that visit only.

Each supervisor should focus on the following at the conclusion of each observation:

- A. Compare the data collected with the criteria sheet (pg. 83) and with performance expectations.
- B. Determine approach for performance improvement which includes goal setting.
- C. Clarify teaching deficiencies (if any) and determine approach for dealing with them.

At the conclusion of the observation each supervisor may hold a post-conference. A post-conference is:

A short conference, often held immediately following the observation, for the purpose of clarifying anything about what occurred during the observation (usually takes from five to twenty minutes).

The scrambled, order assessment sheet (pg. 87) should be used to assist the supervisor in evaluating the quality of data collected. These statements may be written on the observation form or in any other appropriate form.

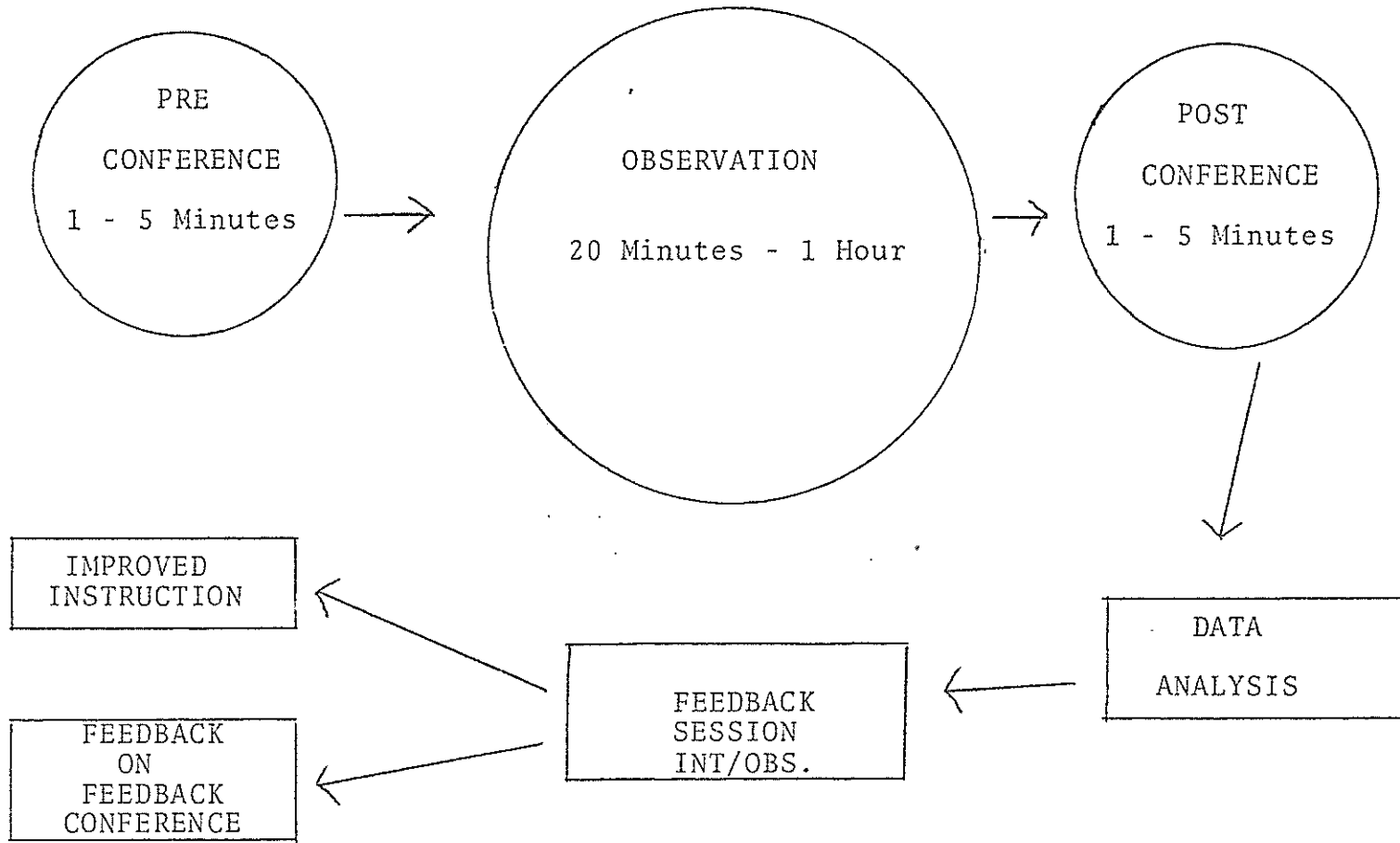
The Feedback Conference must be held soon after the completion of the prior mentioned steps. A feedback conference is:

A conference of from thirty minutes to two hours, usually held within a couple of days following the observation. This session should be held after the observer has taken some time to sit down and think about the observation. It is a key feature in any evaluation conference which is designed for the improvement of instruction.

The following thirteen points were described by Dr. DeShaw as important for the feedback conference:

- A. Focus feedback on performance rather than personality.
- B. Talk about data rather than assumptions or inferences.
- C. Focus on description rather than evaluation.
- D. Talk about the very specific and concrete rather than abstract.
- E. Focus on the present, not the past (as soon as possible following the observation).
- F. Share information rather than "give advice."
- G. Focus on alternatives rather than "best path."
- H. Focus on information related to more or less rather than either - or.
- I. Focus on the receiver rather than what you want to get off your chest.
- J. Focus only on the number of items the teacher can handle (don't overwhelm).
- K. Don't focus on things over which the teacher has no control.
- L. Try to get the teacher to make some requests of you as the supervisor.
- M. At the end of the session ask the teacher to summarize your recommendations.

OBSERVATION MODEL



FEDERAL WAY SCHOOL DISTRICT

PROCEDURES FOR EVALUATION OF CLASSROOM TEACHERS
AND CERTIFICATED SUPPORT PERSONNEL

- I. Performance standards and evaluative criteria for classroom teachers and certificated support personnel, hereinafter referred to as certificated employees:
 - A. All certificated employees will be evaluated in accordance with criteria and forms as follows:
 1. Classroom teachers including music teachers, basic skills teachers, and learning center teachers will be evaluated in accordance with "Classroom Teacher Evaluative Criteria" and "Management and General School Service Criteria" on Form 165.
 2. Certificated support personnel including counselors, psychologists, librarians, nurses, and communication disorder specialists (CDS) will be evaluated in accordance with "Certificated Support Personnel Evaluative Criteria" and "Management and General School Service Criteria" on Form 166.
- II. Procedures for Evaluation
 - A. All certificated employees shall be evaluated each school year by their principal or the principal's designee. Learning center teachers, communication disorder specialists, and psychologists will also be evaluated by the Director of Special Education or his/her designee.
 - B. Within two weeks of the beginning of school, each building principal will hold a general certificated employees' meeting and/or individual conferences to review evaluative criteria and procedures including:
 1. Each employee's position or assignment and/or any special administrative expectations.
 2. The process the evaluator will follow in determining the quality of the employee's(s') performance.

- C. All certificated employees shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties. Total observation time for each employee for each school year shall not be less than sixty (60) minutes. Each of the observations shall be conducted for a period of not less than twenty (20) continuous minutes.
1. At the request of the teacher, one of the two required observations listed above will be prearranged. Upon the request of either the employee or the evaluator, a preobservation conference shall be held so the evaluator can be appraised of the employee's objectives, methods, and materials planned for the teaching-learning situation to be evaluated.
 2. If an employee is transferred to another position not under the supervisor's jurisdiction, an evaluation shall be made at the time of such transfer, providing that the employee has been in the position forty-five (45) workdays.
 3. The evaluator, in the process of observing and evaluating an employee, will take into consideration and note in writing any circumstances that he/she determines may adversely affect an employee's performance.
 4. Following each observation, the evaluator shall promptly document the results. The employee shall be provided with a copy of the observation report within three (3) workdays after such report is prepared, but no longer than five (5) workdays following the observation.
- D. Within three (3) workdays after an observation, the certificated employee or principal may request a post-observation conference during which the observation and/or the certificated employee's performance may be discussed. During this conference, the certificated employee may request clarification of the evaluation and the principal may suggest a plan for improving the certificated employee's performance. The post-observation conference shall occur within five (5) workdays after the request.

- E. Each certificated employee will be evaluated annually prior to the 15th of May. Appropriate forms will be used as designated in #1 above. A private conference may be held if requested by the employee or the supervisor prior to the 30th of May. The certificated employee is to be given a copy of the completed annual evaluation.

The certificated employee shall sign the report indicating he or she has read it, had an opportunity to discuss it with the principal, and received a copy.

- F. All annual evaluation reports are to be forwarded to the principal's supervisor prior to May 30. After review, the reports will be forwarded to the Personnel Office for filing in the certificated employee's personnel file. No additional comments are to be appended at time of review.

III. Observation of New Employees

Certificated employees new to the District shall be observed at least once for a total observation time of thirty (30) minutes during the first ninety (90) calendar days of their employment period.

IV. Probation

- A. On or before February 1 of each year, every certificated employee whose work is judged unsatisfactory based on District evaluation criteria shall be notified in writing of stated specific areas of deficiencies along with a suggested specific reasonable program for improvement.

The principal shall meet with the employee in an attempt to resolve matters relating to performance before probation is recommended. This conference shall be held on or within ten (10) days of the date of the formal evaluation and in no case later than January 20. The employee shall have an opportunity to have an Association Representative in attendance at the conference.

- B. If the evaluator concludes, in accordance with the District's procedures and criteria for evaluating certificated employees, an employee's work is unsatisfactory, the evaluator shall recommend to the Superintendent that the employee be placed on probation. The recommendation to the Superintendent for probationary status must be made on or before January 20. The recommendation for probation must be made in writing and a copy of that recommendation be sent to the employee. The recommendation for probation will include the following:
1. A precise definition of the problem(s).
 2. A precise set of expectations delineating what levels of performance would constitute acceptable performance in the problem areas defined.
 3. A prescription for remediation which spells out courses of action and time expectations so the employee involved can reach an acceptable level of performance.
 4. A prescription for assistance by the principal or immediate supervisor which spells out courses of action whereby the employee will be assisted, counseled, and tutored in improving the level of performance to an acceptable level.
- C. The Superintendent or his/her designee shall review the principal's or immediate supervisor's recommendation for probation. If the Superintendent or his/her designee determines that there is an alternative to probation, he/she may continue to work with the parties involved.
- D. The decision to place an employee on probation is to be determined by the employer. If an employee is placed on probation, the actual letter of probation from the employer to the employee must include all the provisions of Part B of this probationary process.
- E. A probationary period shall be established beginning on or before February 1 and ending no later than May 1. The purpose of the probationary period is to give the certificated employee opportunity to demonstrate improvements in his or her areas of

deficiency. The establishment of the probationary period and the giving of the notice to the certificated employee of deficiency shall be made by the Superintendent.

- F. During the probationary period, the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee.
- G. The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency.
- H. The probationer may be removed from probation if he or she has demonstrated improvement to the satisfaction of the principal in those areas specifically detailed in his or her initial notice of deficiency and subsequently detailed in his or her improvement program. Lack of necessary improvement shall be specifically documented in writing with notification to the probationer and shall constitute grounds for a finding of probable cause under RCW 28A.58.450 or 28A.67.070 as now or hereafter amended.

CERTIFICATED EMPLOYEES EVALUATIVE CRITERIACLASSROOM TEACHERSCriteria

- I. INSTRUCTIONAL SKILL. The certificated classroom teacher demonstrates in his or her performance a competent level of knowledge and skill in designing and conducting an instructional experience.

Subcriteria

A. Planning

1. Demonstrates that long-range plans are in use that are based on District curriculum guides and/or publishers' manuals, and teacher-developed sequences as provided.
2. Maintains written lesson plans in such a fashion that they may be used to show the sequence of instruction.
3. Plans for resources necessary to carry out planned objectives.
4. Provides lesson plans sufficient to meet the needs of a substitute teacher.
5. Develops and maintains long-range plans (schedules) when anticipated sequence of instruction differs from approved curriculum guide(s), and implements plans only after approval of building principal or Program Support Division.
6. Participates in establishing long-range goals for the school.

B. Subject Matter Presentation

Utilizes techniques that encourage students to think and act creatively and instructively, to analyze objectively, and to predict outcomes.

1. Emphasizes information gathering and study skills.
2. Selects learning objectives and activities which fulfill student needs.

3. Encourages development of communication skills.
4. Uses a variety of instructional materials and methods.
5. Takes into account previous knowledge, abilities, interests, motivation, and cultural background of the individual members of the class.

C. Evaluation of Students and Reporting

Each teacher shall evaluate each student's educational growth and development making periodic reports to parents or guardians and to designated school administrators.

1. Establishes grading practices consistent with student needs.
2. Uses appropriate methods such as personal conferences, progress charts, growth ladders, or assignment check lists to help increase awareness of students and their parents or guardians regarding student progress.
3. Corrects and returns students' work in a timely manner.
4. Encourages students to share in the evaluation of their progress.
5. Assesses entry-level skills, when appropriate, in order to modify instruction for individuals.
6. Uses post-instruction assessment techniques to identify areas that require repetition, emphasis, or changed instructional strategies.
7. Maintains frequent records of student progress toward goals which are available upon request of student or parents/guardians.

Criteria

- II. CLASSROOM MANAGEMENT. The certificated classroom teacher demonstrates in his or her performance a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Subcriteria

- A. Maintains a healthful atmosphere in the classroom, promptly reporting the shortcomings in lighting, heating, and ventilation to the principal.
- B. Maintains a clean, orderly, and well organized classroom exclusive of duties assigned to custodial personnel.
- C. Displays student work and/or educational material with discretion.
- D. Arranges furniture, materials, and instructional aids to make them functional to learning activities.

Criteria

- III. PROFESSIONAL PREPARATION AND SCHOLARSHIP. The certificated classroom teacher exhibits in his or her performance evidence of having a theoretical background and knowledge of the principles and methods of teaching and commitment of education as a profession.

Takes personal responsibility for individual professional growth in general education and subject(s) and grade level specialization (primary, intermediate, and secondary) keeping abreast of new developments, ideas and events.

Criteria

- IV. EFFORT TOWARD IMPROVEMENT WHEN NEEDED. The certificated classroom teacher demonstrates an awareness of his or her limitations and strengths and demonstrates continued professional growth.

Subcriteria

- A. Takes appropriate self-improvement courses.
- B. Makes appropriate referrals of students to special services, speech, etc.
- C. Enlists assistance of administrators, teachers, and support personnel when needed.
- D. Responds to recommendations of superiors.

Subcriteria

- A. Maintains good order and discipline in the classroom at all times.
 - 1. Fosters an atmosphere of mutual respect between teacher and students.
 - 2. Operates under a reasonable set of rules which are well understood by students and consistent with building and District rules and procedures, remaining flexible, however, in order to deal with individual situations.
 - a. Stresses consistency and fairness.
 - b. Encourages student courtesy, self-control, respect, and responsibility.
 - 3. Allows for student feedback through an atmosphere free of threats.
 - 4. Does not unnecessarily deprive students of learning opportunities by disciplinary actions.
 - 5. Allows students to share, when appropriate, responsibility for establishing rules and carrying out classroom procedures and activities.
 - 6. Enlists the assistance of counselors, vice principal, principal, other supportive personnel, and parents when necessary, utilizing such assistance to enhance the teaching-learning situation.

Criteria

- VI. INTEREST IN TEACHING PUPILS. The certificated classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The certificated classroom teacher demonstrates enthusiasm for or enjoyment in working with pupils.

Subcriteria

- A. Expects students to complete assigned work at a level of accomplishment appropriate to the individual student's capacity, giving praise and positive reinforcement as needed by each student.

- B. Shows interest in students' extracurricular interests; helps students who make reasonable requests for extra help, is normally friendly, good tempered, and cheerful in the presence of students.

Criteria

- VII. KNOWLEDGE OF SUBJECT MATTER. The teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and/or secondary level(s).

Follows and teaches courses of study as prescribed by the School District, Superintendent of Public Instruction, and the State Board of Education.

1. Uses prescribed textbooks, manuals, curriculum guides, and sequences of instruction.
2. Follows legal guidelines regarding special courses and requirements as specified in state manuals and guides.

CERTIFICATED SUPPORT PERSONNEL
EVALUATIVE CRITERIA

PSYCHOLOGISTS

Criteria

- I. KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD. The psychologist demonstrates a depth and breadth of knowledge of theory and content in the field of psychology. He/she demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12, and demonstrates the ability to integrate the specialty of psychology into the total school milieu.

Subcriteria

- A. Provides a theoretical rationale for the use of various educational procedures with handicapped children in both special and regular classes.
- B. Demonstrates understanding of basic principles of human learning, growth, and development.
- C. Relates and applies knowledge, research findings, and theory derived from the disciplines of psychology and special education to the development of a program of services.
- D. Demonstrates knowledge of special education legislation and implications for psychological services.
- E. Demonstrates awareness of personal and professional limitations and has the ability and knowledge to make appropriate referrals.

Criteria

- II. SPECIALIZED SKILLS. The psychologist demonstrates in his/her performance a competency level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation, and evaluation.

Subcriteria

- A. Designs and conducts specific and unique programs in the education and management of handicapped children.

1. Screens all students referred as a focus of concern for social and emotional adjustment.
 2. Does diagnostic assessment on all students failing screenings and determines special resources needed.
 3. Assists in diagnostic assessment of students referred as a focus of concern for learning disabilities.
 4. Provides management and counseling services to other professionals for behaviorally disabled students.
 5. Provides management and counseling services to behaviorally disabled students on a short-term basis. (Long-term counseling should be referred to other agencies.)
- B. Demonstrates ability to synthesize and integrate testing and observational data concerning the student:
1. Helps students integrate and utilize data.
 2. Helps others involved with the student interpret and utilize data appropriately and accurately.
 3. Helps other specialists by providing relevant assessment and interpretive data.
 4. Assists educational staff in individualizing learning programs consistent with student learning styles and abilities.
- C. Develops goals and objectives to meet student's identified adjustment needs as they interfere with educational processes.
- D. Conducts ongoing reevaluation of student adjustment program progress.
- E. Provides inservice or other instruction in the area of human behavior and learning.

Criteria

III. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT. The psychologist demonstrates an acceptable level of performance in managing and organizing the special materials, equipment, and environment essential to the programs.

Subcriteria

- A. Selects or recommends testing and observational measures appropriate to student needs.
- B. Demonstrates use and understanding of the limitations and restrictions of testing and observational procedures.
- C. Uses summative and formative assessment procedures in predicting student growth.
- D. Protects the privacy of students and family information as mandated by codes of ethics, federal and state regulations, and local school district policies.
- E. Consults with teachers and administrators concerning learning settings in the classroom, building, and on the playground.

Criteria

IV. THE PSYCHOLOGIST AS A PROFESSIONAL. The psychologist demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Subcriteria

- A. Demonstrates awareness of responsibilities to students, parents, and other educational personnel.
- B. Demonstrates commitment to professional activities (attendance at local and state meetings, consortium activities, participation on special committees, etc.).
- C. Demonstrates commitment to professional growth by participation in workshops and seminars or graduate study.
- D. Demonstrates awareness of personal and professional

limitations and assets and sets appropriate and professional goals and objectives.

Criteria

- V. INVOLVEMENT IN ASSISTING PUPILS, PARENTS AND EDUCATIONAL PERSONNEL. The psychologist demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Subcriteria

- A. Consults with other staff, school personnel, and parents concerning the development, coordination, and/or extension of services to those needing special education and/or psychological programs.
- B. Plans and develops support programs to serve the preventive and developmental needs of the special education population.
- C. Interprets characteristics and needs of students to parents, staff, and community in group and individual settings via oral and written communications.

CERTIFICATED SUPPORT PERSONNEL
EVALUATIVE CRITERIA

COUNSELORS

Criteria

- I. KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD. The counselor demonstrates a depth and breadth of knowledge of theory and content in the counseling field. He or she demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the specialty of counseling into the total school milieu.

Subcriteria

- A. Provides a theoretical rationale for the use of various counseling procedures.
- B. Demonstrates an understanding of the principles of human growth and development.
- C. Relates and applies knowledge, research, and theory of the counseling specialty to the development of a program of services.

Criteria

- II. SPECIALIZED SKILLS. The counselor demonstrates in his or her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation, and evaluation.

Subcriteria

- A. Demonstrates the ability to work with the total range of students, parents, and professional staff.
- B. Demonstrates effective oral and written communication skills.
- C. Administers and interprets standardized tests and evaluative instruments.
- D. Uses a variety of techniques such as paraphrasing, listening, discussing, and problem solving.

Criteria

III. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT. The counselor demonstrates an acceptable level of performance in managing and organizing the special materials, equipment, and environment essential to the counseling programs.

Subcriteria

- A. Develops a schedule of counseling activities to provide a sound guidance program for all students seeking help with personal, vocational, and educational problems.
- B. Provides specific operational counseling and/or guidance objectives for the school year.
- C. Maintains confidential records, as necessary, reflecting on-going counseling/guidance programs with individual or groups of students, parents, staff, and other significant community agencies.
- D. Incorporates information from testing, observation, parents, teachers, significant others in developing programs or plans of action for individual students.
- E. Supervises the orientation of students to the next higher grade level and to post-high school placement.
- F. Coordinates the process for identification of students with educational handicaps and reports these to appropriate District personnel.
- G. Consults with the building principal with respect to development of the curriculum to meet the identified needs of students.
- H. Coordinates the effort necessary for the referral of students to special in-District and out-of-District services.

Criteria

IV. THE COUNSELOR AS A PROFESSIONAL. Each counselor demonstrates awareness of his or her limitations and strengths and demonstrates continued professional growth.

Subcriteria

- A. Is receptive to change and demonstrates the continual development of strategies to meet specified goals and objectives.
- B. Stays abreast of current trends through course work, literature, professional organizations, and workshops.
- C. Demonstrates communications reflecting openness and honesty with students, parents, and educational personnel.
- D. Demonstrates enthusiasm and self-motivation.
- E. Uses professional rationale for counseling approaches.
- F. Demonstrates ability and knowledge to make appropriate referrals.

Criteria

- V. INVOLVEMENT IN ASSISTING PUPILS, PARENTS AND EDUCATIONAL PERSONNEL. Each counselor demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Subcriteria

- A. Works effectively with students.
 - 1. Motivates students to seek counseling when needed.
 - 2. Is sensitive to adolescent's feelings.
 - 3. Helps pupils with personal as well as educational and vocational problems.
 - 4. Demonstrates confidentiality or informs the student if this protection is not possible or realistic.
 - 5. Utilizes appropriate instructional and pupil personnel services.
 - 6. Encourages students to use other service personnel when appropriate and actively assists in the accomplishment of this objective.

- B. Works effectively with parents.
1. Promotes free and easy communication between school and home.
 2. Is available to parents.
 3. Has a professional image among parents.
 4. Attends to parental referrals.
 5. Follows through with parents in reducing crisis and/or responding to their needs for counselor's services and encourages the use of other services when appropriate.
- C. Works effectively with educational personnel.
1. Is sensitive to role and problems of other educational personnel.
 2. Cooperates willingly with all school personnel.
 3. Communicates easily and effectively with teachers.
 4. Is receptive to teacher's comments and suggestions.
 5. Has good rapport with educational personnel.
 6. Functions effectively as resource consultant to educational personnel in matters of curriculum, student activities, and human interaction.
 7. Attends to and follows through on reports to educational personnel.

CERTIFICATED SUPPORT PERSONNEL
EVALUATIVE CRITERIA

SCHOOL NURSES

Criteria

- I. KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD. The school nurse demonstrates a depth and breadth of knowledge of theory and content in the nursing field. He/she demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the specialty of nursing into the total school milieu.

Subcriteria

- A. Provides a theoretical rationale for the use of various nursing procedures.
- B. Demonstrates understanding of the basic principles of human growth and development.
- C. Demonstrates awareness of personal and professional limitations and has the ability and knowledge to make appropriate referrals.
- D. Relates and applies knowledge, research findings, and theory deriving from the school nursing discipline to the development of a program of services.
- E. Demonstrates professional nursing ability and knowledge of developmental, clinical, and educational processes.

Criteria

- II. SPECIALIZED SKILLS. The school nurse demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation, and evaluation.

Subcriteria

- A. Designs and conducts an appropriate program providing services within the school nursing discipline.

1. Health Appraisal Program
 - a. Conducts assigned health assessment screening as time and workload permit.
 - b. Uses information gathered from health assessment techniques to identify health problems.
 - c. Makes valid referrals to students, parents, and teachers for remediation recommendations and educational program adapted for identifiable health problems.
2. Health Counseling
 - a. Identifies students in need of health counseling.
 - b. Conducts individual and group health counseling sessions with students and parents.
 - c. Makes appropriate referrals to appropriate school and community resources.
3. Communicable Disease Program
 - a. Uses effective methods for control of communicable diseases.
 - b. Keeps staff informed of problem health areas and recommended remediation.
4. Health Education
 - a. Contributes to the health curriculum.
 - b. Assists classroom teachers to present health concepts more effectively.
 - c. Is a medically and scientifically reliable health resource person for all staff.
5. Environmental Health and Accident Prevention
 - a. Demonstrates alertness to environmental health problems within the school plant.
 - b. Prepares an effective system for emergency care.

- c. Performs efficiently in emergency situations.
- B. Develops goals and objectives which will facilitate the implementation of programs and services.

Criteria

III. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT. The school nurse demonstrates an acceptable level of performance in managing and organizing the special materials, equipment, and environment essential to the school health programs.

Subcriteria

- A. Selects or recommends testing and nontesting devices, materials, and equipment appropriate to student needs.
- B. Demonstrates the use and an understanding of the limitations and restrictions of devices, materials, and procedures involved in school nursing.
- C. Uses comparative and interpretive data.
- D. Creates an environment which provides privacy and protects student and family information as mandated by codes of ethics, federal and state regulations, and local school district policies.
- E. Uses a system of periodic review and supervision for all students' health status.

Criteria

IV. THE SCHOOL NURSE AS A PROFESSIONAL. The school nurse demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Subcriteria

- A. Demonstrates awareness of the law as it relates to school nursing.
- B. Demonstrates awareness of responsibilities to students, parents, and other educational personnel as defined by the professional code of ethics supported by the School Nurses' Organization of Washington.

- C. Demonstrates commitment to professional activities (attendance at local and state meetings, consortium activities, participation on special committees, etc.).
 - 1. Belongs to and participates in at least one professional organization.
 - 2. Has participated in professional education programs and kept abreast of current professional literature.
- D. Demonstrates commitment to the concept of career-long professional growth by participation in workshops and seminars or graduate study.
- E. Upholds the professional standards of nursing and education.

Criteria

- V. INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL. The school nurse demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Subcriteria

- A. Consults with other staff, school personnel, and parents concerning the development, coordination, and/or extension of services to those needing school nursing programs.

Interprets and alerts the school administrators to school health laws, problems, and trends.

- B. Plans and develops support programs to serve the preventive and developmental needs of the school population and the special needs for some students.
- C. Interprets characteristics and needs of students to parents, staff, and community in group and individual settings via oral and written communication.
- D. School Community Health Program
 - 1. Promotes effective communication between the community health professional and the school.

2. Keeps up-dated files on community resources.

3. Uses community resources effectively.

E. Special Education Programs

1. Serves effectively in consulting with admission and dismissal committees.

2. Continuously keeps special education teachers informed of students' health status.

F. Establishes effective relations with school personnel and community patrons.

G. Informs students of health career opportunities.

CERTIFICATED SUPPORT PERSONNEL
EVALUATIVE CRITERIA

LIBRARY/MEDIA SPECIALISTS

Criteria

- I. KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD. The library/media specialist demonstrates a depth and breadth of knowledge of theory and content in the library/media field. He/she demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the library/media services into the total school milieu.

Subcriteria

- A. Demonstrates an understanding of the principles of human growth and development in working with students.
- B. Applies professional knowledge to the development of a program of services.
- C. Demonstrates educational and professional skills.

Criteria

- II. SPECIALIZED SKILLS. The library/media specialist demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation, and evaluation.

Subcriteria

- A. Designs and conducts a program providing specific library/media services.
- B. Helps students and teachers to locate, integrate, and assimilate data.
- C. Demonstrates the ability to assist teachers and administrators to integrate specialized library/media information into the regular curricular program.
- D. Assists with independent study, reference, and research work of small and large groups.

Criteria

- III. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT. The library/media specialist demonstrates an acceptable level of performance in managing and organizing the special materials, equipment, and environment essential to the library/media programs.

Subcriteria

- A. Allocates funds within assigned budgets that will insure the most efficient utilization of their use for inventory improvement.
- B. Develops a system of materials control.
- C. Oversees a program of maintenance of materials.
- D. Facilitates an attractive, orderly environment.

Criteria

- IV. THE LIBRARY/MEDIA SPECIALIST AS A PROFESSIONAL. The library/media specialist demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Subcriteria

- A. Demonstrates an awareness of laws and policies relating to library work.
- B. Demonstrates commitment of professional activities.
- C. Communicates effectively with students, staff, and parents.

Criteria

- V. INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL. The library/media specialist demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Subcriteria

- A. Consults with staff, school personnel, and parents concerning the development, coordination, and/or extension of services.

- B. Provides a support program to serve the needs of the school population.
- C. Assists staff in interpreting needs of students.
- D. Recommends criteria for and assists in the selection of personnel.
- E. Assists curriculum committees in selection of appropriate materials for resource units and curriculum goals and/or guides.
- F. Plans and contributes to school programs and interest groups.
- G. Compiles materials lists for groups and individuals.
- H. Promotes use of professional library.
- I. Identifies students with reading and/or study problems and seeks ways to help them.

CERTIFICATED SUPPORT PERSONNEL
EVALUATIVE CRITERIA

COMMUNICATION DISORDER SPECIALISTS

Criteria

- I. KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD. The communication disorder specialist demonstrates a depth and breadth of knowledge of theory and content in the communication disorders field. He/she demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12, and demonstrates the ability to integrate the communication disorder specialty into the total school milieu.

Subcriteria

- A. Appreciates the professional role and responsibilities of the classroom teacher.
- B. Understands the tasks of the classroom teacher and demonstrates familiarity with the educational goals, the methods and materials used, and the planning and assessment techniques where it is relevant to the speech program for individual students.
- C. Demonstrates a working knowledge of community, state, and federal resources in the areas of personnel, programs, and facilities.
- D. Identifies important factors which contribute to the effectiveness of the speech, language, and hearing program, i.e., personnel, materials, organizational patterns, basic philosophy, budget, diagnostic, therapeutic, and evaluative strategies.
- E. Develops a functional schedule for periodic program assessment.
1. Recognizes limitations and interrelationships, e.g., budget, time, personnel, administrative structures.
 2. Assigns priorities.
 3. Sets appropriate time limits for completion of each segment of the total schedule.

4. Adapts evaluative schedules and procedures as priorities change.

Criteria

- II. SPECIALIZED SKILLS. The communication disorder specialist demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation, and evaluation.

Subcriteria

- A. Organizes the identification program by determining the screening procedures, the screening methods and materials, the screening criteria, the recording procedures, and the referral system.
- B. Implements the identification program by coordinating the screening program with school schedules, conducting screening procedures, recording findings, recommending further evaluative procedures, and obtaining additional pertinent information.
- C. Plans and selects appropriate diagnostic procedures reflecting a knowledge of:
 1. Normal communication behavior and deviations from such normal behavior.
 2. The significant behavioral manifestations that may be associated with various communication disorders.
 3. Factors that may have casual or maintaining relationships to the communication behavior to be modified.
- D. Implements diagnostic procedures and techniques necessary for thorough and precise diagnosis including: interviewing, observing, testing, and recording.
- E. Organizes diagnostic information which identifies the factors precipitating and maintaining the disorder(s) and which suggests a plan of remediation.
- F. Makes a case selection on the basis of the above information.

- G. Formulates short- and long-term therapeutic goals in relation to individual needs.
- H. Plans therapeutic approaches for the treatment of speech, language, and hearing disorder(s) in accordance with identified goals.
 - 1. Defines schedules, e.g., time, place, class size.
 - 2. Selects therapeutic strategies.
 - 3. Initiates and coordinates treatment planning within the educational milieu and the home environment.
- I. Plans efficient recordkeeping systems regarding the individual student's performance.
 - 1. Identifies factors influencing the student's behavior.
 - 2. Defines and redefines goals and strategies.
 - 3. Conducts research when applicable.
- J. Establishes and maintains a dynamic therapist-student relationship.
 - 1. Employs appropriate predetermined motivational techniques.
 - 2. Guides the student toward awareness of and responsibility for his/her therapy goals.
 - 3. Exhibits warmth and confidence in therapist-student interaction.
 - 4. Maintains productive discipline.
 - 5. Utilizes the dynamics of the group situation therapeutically.
 - 6. Individualizes therapy for the various members of a group appropriately.
- K. Implements, evaluates, and modifies therapeutic strategies effectively taking into consideration pertinent information known about each student.

- L. Utilizes the conclusions derived from program evaluations, self-performance data, and input from outside sources and proposes recommendations.
 - 1. Advises continuation and reinforcement of program strengths.
 - 2. Suggests improvements and corrective measures.

Criteria

- III. MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT. The communication disorder specialist demonstrates an acceptable level of performance in managing and organizing special materials, equipment, and environment essential to the communication disorder programs.
 - A. Gathers pertinent data concerning the number and location of schools, the number of students, teachers, and principals, and the assigned schedules of the schools and students.
 - B. Determines a sequence of activities regarding: time planning, location, and physical environment planning, type of problems--speech language or hearing, materials, personnel involved, and referral sources available.
 - C. Utilizes the resources of personnel, programs, and facilities available within the School District and outside of the School District.
 - D. Utilizes and alters as necessary techniques for carry over.

Criteria

- IV. THE COMMUNICATION DISORDER SPECIALIST AS A PROFESSIONAL. The communication disorder specialist demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

Subcriteria

- A. Functions within the boundaries of his/her professional competencies and, when indicated, requests additional diagnostic assistance.

- B. Extends his/her professional knowledge and skill.
 - 1. Attends short courses, workshops, inservice, and other professionally sponsored meetings.
 - 2. Participates in workshops and/or seminars.
- C. Identifies with the speech and hearing profession through activities which may include:
 - 1. Active membership in professional associations.
 - 2. Participating in professional activities within the School District, e.g., preparation of guides, resource materials, conducting parent education groups.
- D. Exhibits professional behavior and attitudes.
 - 1. Evaluates and modifies his/her behavior toward increasingly higher standards of performance.
 - 2. Makes constructive efforts to improve standards and working conditions for communication disorder specialists at all levels of proficiency.
 - 3. Observes the Code of Ethics of the profession.
- E. Develops and/or provides information and completes required forms concerning ethical standards, state and local policies, statutes, regulations, and professional standards relevant to speech pathology and audiology.
- F. Utilizes new developments in professional and educational philosophies, strategies, and media.
- G. Utilizes research findings and methods and participates in appropriate research activities.

Criteria

- V. INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL. The communication disorder specialist demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Subcriteria

- A. The communication disorder specialist assists associated professionals in understanding the scope of the speech and hearing program.
 - 1. Interprets needs, abilities, etc. of communication handicapped students to associated professionals, particularly the classroom teacher.
 - 2. Interprets program to school officials, teachers, and other educational staff associates.
 - 3. Counsels teachers concerning speech and language opportunities within the classroom structure.
 - 4. Assists the classroom teacher in providing opportunities to reinforce improved communicative behavior.
 - 5. Participates in staffings.
 - 6. Provides inservice training.
 - 7. Provides information, research data, and/or resource materials.
- B. The communication disorder specialist provides information for and assistance to parents.
 - 1. Interprets the total program as related to a particular student.
 - 2. Suggests other resources.
 - 3. Informs and counsels regarding particular problems.
 - 4. Interprets diagnostic results and implications.
 - 5. Enlists assistance in the home for the purpose of modifying behavior.
- C. The communication disorder specialist serves the community in an advisory role.
 - 1. Interprets the program to other agencies in the community.

2. Coordinates referrals to and from other agencies.
 3. Informs community members regarding services offered, related resources, and present and future needs.
 4. Cooperates in clarifying needs for purposes of expanding or adding related community services.
 5. Encourages improvement and expansion of the school program.
 6. Promotes career selection and training.
- D. The communication disorder specialist initiates and implements speech-language improvement programs.
1. Assists with curriculum development and production of instructional guides.
 2. Offers inservice training for teachers.
 3. Provides demonstration lessons for classroom teachers.
 4. Provides instructional materials.
 5. Evaluates effectiveness of speech improvement programs.

CLASSROOM TEACHERS AND SUPPORT PERSONNEL
MANAGEMENT AND GENERAL SCHOOL SERVICE CRITERIA

Criteria

- I. Each certificated employee is responsible for enforcing the rules and regulations of the School District, Superintendent of Public Instruction, and the State Board of Education.

Subcriteria

- A. Maintains awareness and makes students aware of School District policies and regulations.
- B. Enforces School District policies and regulations and reports infractions of these policies and regulations to the building administrator.
- C. Carries out assigned tasks when duties are established.
- D. Is responsible for student discipline at all times when students are subject to school rules.

Criteria

- II. Each certificated employee shall maintain and render appropriate records and reports as required by the School District.

Criteria

- III. Each certificated employee shall attend teachers' meetings and such other professional work contributing to efficient school service as may be required by the Principal, Superintendent, or Board of Directors.

Subcriteria

- A. Participates in nonteaching duties at the building level.
- B. Participates in a reasonable number of building and District-level teams or committees.
- C. Participates in inservice opportunities.

Criteria

- IV. Each certificated employee shall be required appropriate excuses from parents or guardians in all cases of absence, tardiness, or dismissal before the end of the close of school.

Subcriteria

Does not admit students to or dismiss students from class without the appropriate excuse or permission from the school office staff.

Criteria

- V. Each certificated employee shall report promptly for duty at the designated hour and remain for the full workday unless excused by the administrator in charge. Certificated employees are required to be at their schools at least 30 minutes before the opening of school in the morning and at least 30 minutes after the closing of school in the afternoon.

Criteria

- VI. Each certificated employee shall demonstrate the ability to establish effective communications reflecting openness and honesty with students, patrons, and staff.

Subcriteria

- A. Gives observable evidence of taking time to listen and respond.
- B. Works to establish and maintain staff cohesiveness.
- C. Institutes communication with home when necessary rather than waiting for student or parent to request conferences.
- D. Shares ideas.

Adopted by the Board: April 25, 1977

Federal Way School District

CLASSROOM TEACHER PERFORMANCE EVALUATION

Name of Employee _____ Position _____ School _____

Evaluation Period _____ to _____

- 4 Exceeds expectations
- 3 Meets expectations
- 2 Needs improvement
- 1 Does not meet minimum requirements

1	2	3	4
---	---	---	---

INSTRUCTION

Instructional Skill

Planning				
Subject Matter Presentation				
Evaluation of Student Progress				
Classroom Management				
Professional Preparation and Scholarship				
Effort Toward Improvement When Needed				
Handling Student Discipline				
Interest in Teaching Pupils				
Knowledge of Subject Matter				

MANAGEMENT AND GENERAL SCHOOL SERVICE

- - - EVALUATOR'S SUMMARY STATEMENT - - -

Comments relating directly to evaluative criteria and/or observation records are required for all Unsatisfactory (1) marks and for all Needs Improvement (2) marks.

I find this employee's performance to be

() Satisfactory

() Unsatisfactory

Signature of Evaluator

Date

I have read this evaluation, had an opportunity to discuss it with my supervisor and received a copy.

I do not agree with this evaluation ().

cc: White - Teacher
Canary - Evaluator
Pink - Personnel File

Signature of Employee

Date

Federal Way School District

CERTIFICATED SUPPORT PERSONNEL PERFORMANCE EVALUATION

Name of Employee _____ Position _____ School _____

- 4 Exceeds expectations
- 3 Meets expectations
- 2 Needs improvement
- 1 Does not meet minimum requirements

1	2	3	4
---	---	---	---

PROFESSIONAL SKILLS

Knowledge and scholarship in special field				
Specialized skills				
Management of special and technical environment				
Professionalism				
Involvement in assisting students, parents and educational personnel				

MANAGEMENT AND GENERAL SCHOOL SERVICE

- - - EVALUATOR'S SUMMARY STATEMENT - - -

Comments relating directly to evaluative criteria and/or observation records are required for all Unsatisfactory (1) marks and for all Needs Improvement (2) marks.

I find this employee's performance to be
() Satisfactory
() Unsatisfactory

Signature of Evaluator _____ Date _____

I have read this evaluation, had an opportunity to discuss it with my supervisor and received a copy.

I do not agree with this evaluation ().

cc: White - Teacher
Canary - Evaluator
Pink - Personal File

Signature of Employee _____ Date _____

FEDERAL WAY SCHOOL DISTRICT

CRITERIA REFERENCES FOR CLASSROOM OBSERVATION

I. INSTRUCTIONAL SKILL. The certificated classroom teacher demonstrates in his or her performance a competent level of knowledge and skill in designing and conducting an instructional experience.

A. Planning

1. Demonstrates that long-range plans are in use that are based on District curriculum guides and/or publishers' manuals, and teacher-developed sequences as provided.
2. Maintains written lesson plans in such a fashion that they may be used to show the sequence of instruction.
3. Plans for resources necessary to carry out planned objectives.
4. Provides lesson plans sufficient to meet the needs of a substitute teacher.
5. Develops and maintains long-range plans (schedules) when anticipated sequence of instruction differs from approved curriculum guide(s), and implements plans only after approval of building principal or Program Support Division.
6. Participates in establishing long-range goals for the school.

B. Subject Matter Presentation

Utilizes techniques that encourage students to think and act creatively and instructively, to analyze objectively, and to predict outcomes.

1. Emphasizes information gathering and study skills.
2. Selects learning objectives and activities which fulfill student needs.
3. Encourages development of communication skills.
4. Uses a variety of instructional materials and methods.

5. Takes into account previous knowledge, abilities, interests, motivation, and cultural background of the individual members of the class.

C. Evaluation of Students and Reporting

Each teacher shall evaluate each student's educational growth and development making periodic reports to parents or guardians and to designated school administrators.

1. Establishes grading practices consistent with student needs.
2. Uses appropriate methods such as personal conferences, progress charts, growth ladders, or assignment check lists to help increase awareness of students and their parents or guardians regarding student progress.
3. Corrects and returns students' work in a timely manner.
4. Encourages students to share in the evaluation of their progress.
5. Assesses entry-level skills, when appropriate, in order to modify instruction for individuals.
6. Uses post-instruction assessment techniques to identify areas that require repetition, emphasis, or changed instructional strategies.
7. Maintains frequent records of student progress toward goals which are available upon request of student or parents/guardians.

II. CLASSROOM MANAGEMENT. The certificated classroom teacher demonstrates in his or her performance a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

- A. Maintains a healthful atmosphere in the classroom, promptly reporting the shortcomings in lighting, heating, and ventilation to the principal.
- B. Maintains a clean, orderly, and well organized classroom exclusive of duties assigned to custodial personnel.
- D. Displays student work and/or educational material with discretion.

- D. Arranges furniture, materials, and instructional aids to make them functional to learning activities.

III. THE HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS. The certificated classroom teacher demonstrates the ability to manage the noninstructional, human dynamics in the educational setting.

- A. Maintains good order and discipline in the classroom at all times.
 - 1. Fosters an atmosphere of mutual respect between teacher and students.
 - 2. Operates under a reasonable set of rules which are well understood by students and consistent with building and District rules and procedures, remaining flexible, however, in order to deal with individual situations.
 - a. Stresses consistency and fairness.
 - b. Encourages student courtesy, self-control, respect, and responsibility.
 - 3. Allows for student feedback through an atmosphere free of threats.
 - 4. Does not unnecessarily deprive students of learning opportunities by disciplinary actions.
 - 5. Allows students to share, when appropriate, responsibility for establishing rules and carrying out classroom procedures and activities.
 - 6. Enlists the assistance of counselors, vice principal, other supportive personnel, and parents when necessary, utilizing such assistance to enhance the teaching-learning situation.

IV. INTEREST IN TEACHING PUPILS. The certificated classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The certificated classroom teacher demonstrates enthusiasm for or enjoyment in working with pupils.

- A. Expects students to complete assigned work at a level of accomplishment appropriate to the individual student's capacity, giving praise and positive reinforcement as needed by each student.

B. Shows interest in students' extracurricular interests; helps students who make reasonable requests for extra help, is normally friendly, good tempered, and cheerful in the presence of students.

IV. KNOWLEDGE OF SUBJECT MATTER. The teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and/or secondary level(s).

Follows and teaches courses of study as prescribed by the School District, Superintendent of Public Instruction, and the State Board of Education.

1. Uses prescribed textbooks, manuals, curriculum guides, and sequences of instruction.
2. Follows legal guidelines regarding special courses and requirements as specified in state manuals and guides.

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SCALE FOR FEDERAL WAY SCHOOL DISTRICT

CLASSROOM OBSERVATION

SCRAMBLED ORDERI. PLANNING

- A. Demonstrates strong long range and daily lesson planning.
- B. Demonstrates thorough long range and daily lesson plans which clearly tie in resources appropriate to carry out planned objectives.
- C. Demonstrates no apparent effort to develop appropriate long range and daily lesson plans.
- D. Demonstrates inadequate long range and daily lesson planning.
- E. Demonstrates adequate long range and daily lesson planning.

I-B. SUBJECT MATTER PRESENTATION

- A. Presentation of subject matter is adequate, usually related to objectives and generally meets the needs of each student.
- B. Presentation of subject matter is very acceptable, related to objectives, taking into account individual needs and abilities.
- C. Presentation of subject matter is poor, not related to objectives and shows no concern for the needs of the students.
- D. Presentation of subject matter is consistently exceptional, related to objectives, taking into account individual needs and abilities.
- F. Presentation of subject matter usually does not relate to objectives although at times meets the needs of individual students.

I-C. EVALUATION OF STUDENTS AND REPORTING

- A. Demonstrates no evidence of efforts to evaluate students and report to anyone.
- B. Demonstrates some evaluation of students and shows evidence of periodic reporting to students.

- C. Demonstrates minimal effort toward evaluation of students and reporting to the students, parents and administrators.
- D. Demonstrates effective evaluation of students and shows evidence of a variety of periodic reporting to students, parents and administrators.
- E. Demonstrates effort to evaluate students and to report to the students, parents and administrators.

II. CLASSROOM MANAGEMENT

- A. Demonstrates exceptional skill in organizing the physical and human elements in the classroom and effectively adapting the program.
- B. Provides a classroom environment conducive to learning and attempts to deal with the physical and human element.
- C. Demonstrates an understanding of the physical and human elements in the classroom and adapting the program to it.
- D. Does not organize physical aspects of a classroom effectively and human elements are ignored.
- E. Makes limited effort to organize appropriately the physical and human element in the classroom.

III. HANDLING OF STUDENT DISCIPLINE

- A. Operates a classroom that allows for student input and feedback most of the time with some inconsistencies.
- B. Fosters an atmosphere of mutual respect, consistency, and fairness and encourages self control and responsibility.
- C. Generally operates under a responsible set of rules which are flexible and well understood.
- D. Demonstrates a lack of control that deprives the students of learning opportunities.
- E. Imposes classroom rules upon the students with some threats which usually are ignored.

IV. INTEREST IN TEACHING PUPILS

- A. Demonstrates inadequate understanding of student backgrounds and characteristics by failing to provide encouragement and help.
- B. Demonstrates understanding of differing student backgrounds and abilities by making some assignment adjustments and providing extra help and encouragement.
- C. Demonstrates thorough understanding of pupils' unique backgrounds and characteristics by adjusting assignments, capacities and providing extra help and encouragement.
- D. Demonstrates some understanding of differing student backgrounds and characteristics by providing help and encouragement.
- E. Demonstrates no apparent effort to modify assignments to accommodate student differences in background and characteristics.

V. KNOWLEDGE OF SUBJECT MATTER

- A. Inadequately uses prescribed texts and manuals and demonstrates limited knowledge relating to student learning objectives.
- B. Ignores prescribed texts and manuals and demonstrates an unacceptable depth and breadth of knowledge or theory related to student learning objectives.
- C. Occasionally uses prescribed texts and manuals while demonstrating some knowledge relating to student learning objectives.
- D. Usually uses prescribed texts and manuals while demonstrating knowledge and theory relating to student learning objectives.
- E. Effectively uses prescribed texts and manuals while demonstrating an outstanding depth and breadth of knowledge and theory relating to student learning objectives.

FEDERAL WAY SCHOOL DISTRICT - CLASSROOM OBSERVATION RECORD

Pre Conference Teacher _____ Post Conference
 Observer _____
 _____ Date Class _____ _____ Date
 Time _____ : / :
 Teacher's Initials
 and Date _____
 Observer's Initials
 and Date _____

Instructional Skill

Handling Student Discipline

Classroom Management

Interest in Teaching Pupils

Knowledge of Subject Matter

Related Comments

Form #197
9/12/77

White-teacher

Canary-observer

Chapter V

PROOF OF IMPLEMENTATION

The implementation and use of the system was monitored by Paul Chaplik, Area II Administrator, and Don Dederick, Area I Administrator. Each building supervisor was required to submit a monthly report showing the number of hours spent observing classrooms and the number of formal written observations.

A total of the monthly reports was compiled and the results are shown in Appendix E. A summary of these results show that the 37 building supervisory personnel spent 3428 hours observing classroom activities for an average of 92.6 hours each. The lowest number of hours spent were 15 compared to a high of 170 hours. Each supervisor made an average of slightly over 33 visits to the classrooms for a total of 1226 observations, with the lowest number of observations being 6 and the highest number 105.

A Year End Status Report required each building supervisor to respond to two questions relating to the use of the observation system. The intent of the two questions was to determine the effectiveness of the workshop as a whole.

Question #5

Do you feel the district workshops to train principals in teacher evaluation have been beneficial?

<u>Yes</u>	<u>Somewhat</u>	<u>No</u>
27	5	3

The response to this question indicates that an overwhelming majority of principals felt the workshops were beneficial. Their comments reflected the above numbers. These comments are in Appendix E.

Question #6

Do you think your own evaluating skills have been enhanced as a result of these workshops?

<u>Yes</u>	<u>Somewhat</u>	<u>No</u>
25	8	1

This response indicates that the principals felt good about improving their evaluation skills. Their comments found in Appendix E also support these numbers.

An equally important measurement of the success vs. failure of this project was gathered from a sampling of teachers in the district. A random selection of schools was made to sample how teachers felt about the observation system after one year. Due to number of schools in the Federal Way School District and consequent number of surveys needed to complete a total response, it was determined that one high school, two junior high schools, and four elementary schools would be surveyed. The teachers were asked to volunteer a

response; it was not a requirement. This survey is not empirical proof of the success of this project; however, it does offer a picture as to how well the system was implemented.

Question One:

Was the evaluation process properly explained at the beginning of the year so that you understood how the policy would be applied?

	<u>Yes</u>	<u>No</u>	<u>Other</u>
Elementary	49	5	2
Junior High	38	0	1
High School	<u>25</u>	<u>1</u>	<u>1</u>
TOTAL	112	6	4

Question Two:

Do you feel that the present observation and evaluation system has improved your principal/teacher relationship?

	<u>Yes</u>	<u>No</u>	<u>Other</u>
Elementary	39	19	2
Junior High	28	15	2
High School	<u>12</u>	<u>12</u>	-
TOTAL	79	46	4

Question Three:

Do you feel the final evaluation reflected the information collected on the observation sheets?

	<u>Yes</u>	<u>No</u>	<u>Other</u>
Elementary	47	6	2
Junior High	33	6	-
High School	<u>19</u>	<u>3</u>	<u>-</u>
TOTAL	99	15	2

Question Four:

Are you of the impression that your principal's observation and evaluation skills have improved this year over the past?

	<u>Yes</u>	<u>No</u>	<u>Other</u>
Elementary	35	9	2
Junior High	28	7	5
High School	<u>11</u>	<u>6</u>	<u>8</u>
TOTAL	74	22	15

Question Five:

Approximately how many informal observations (a few minutes with no written feedback) did the principal make in your classroom?

Elementary

Zero 0 One 2 Two 3 Three 8 Four 6 Five 5 Six to Ten 19 More than ten 10

Junior High

Zero 4 One 4 Two 6 Three 5 Four 7 Five 4 Six to Ten 5 More than Ten 5
No Answer 1

High School

Zero 1 One 5 Two 7 Three 8 Four 3 Five 3 Six to Ten 0 More than Ten 0

Question Six:

How many formal observations (at least 20 minutes with written feedback) did the principal make in your classroom?

Elementary

None 0 One 5 Two 39 Three to Five 10 Six or More 0

Junior High

None 1 One 0 Two 45 Three to Five 2 Six or More 1

High School

None 2 One 5 Two 15 Three to Five 2 Six or More 0

Question Seven:

Did your principal meet with you prior to class pre-observation conferences?

	<u>Always</u>	<u>Never</u>	<u>Sometimes</u>
Elementary	9	9	34
Junior High	12	13	16
High School	<u>4</u>	<u>15</u>	<u>7</u>
TOTAL	25	37	57

Question Eight:

Did your principal meet with you after class for any post-observation conference?

	<u>Always</u>	<u>Never</u>	<u>Sometimes</u>
Elementary	17	1	34
Junior High	29	3	8
High School	<u>10</u>	<u>8</u>	<u>6</u>
TOTAL	56	12	48

Question Nine:

Did you feel that the data collected in the formal observations was objective?

	<u>Mostly</u>	<u>Very Little</u>	<u>None</u>
Elementary	49	3	1
Junior High	24	17	0
High School	<u>20</u>	<u>2</u>	<u>2</u>
TOTAL	93	22	3

Question Ten:

Did you get any insights or advice following an observation which may have improved your effectiveness as a teacher?

	<u>Yes</u>	<u>No</u>	<u>Not Sure</u>
Elementary	37	11	4
Junior High	20	13	5
High School	<u>9</u>	<u>11</u>	<u>6</u>
TOTAL	66	35	15

Question Eleven:

How do you rate the overall quality of the information received from formal (written) observations?

	<u>Helpful</u>	<u>Interesting</u>	<u>Not Good</u>
Elementary	30	20	6
Junior High	17	24	0
High School	<u>8</u>	<u>11</u>	<u>3</u>
TOTAL	55	55	9

Question Twelve:

Were you encouraged to express your opinions and make inferences regarding the observational data collected by your principal?

	<u>Yes</u>	<u>No</u>	<u>Other</u>
Elementary	45	8	1
Junior High	31	8	1
High School	<u>13</u>	<u>5</u>	<u>0</u>
TOTAL	89	21	2

Question Thirteen:

During the feedback conference did you and your principal ever make plans to improve a perceived teaching difficulty or weakness?

	<u>Yes</u>	<u>No</u>
Elementary	40	22
Junior High	14	28
High School	<u>7</u>	<u>15</u>
TOTAL	61	65

Question Fourteen:

Do you feel your yearly evaluation reflected information collected and recorded during the observations?

	<u>Yes</u>	<u>No</u>	<u>Other</u>
Elementary	46	3	5
Junior High	31	9	0
High School	<u>17</u>	<u>3</u>	<u>0</u>
TOTAL	94	15	5

This comparison indicates that Junior High School #1 supervisors were well received by their teachers. Junior High School #2 was not as well received. A look at the other grade levels indicates little discrepancy in a building to building comparison. The tendency towards a poor assessment is primarily due to the building administration's failure to set evaluation and observation as a high priority in management of the building.

Question Thirteen's responses are evenly balanced. This indicates that the question may have been poorly written, as an interpretation allows for more than one meaning to be applied to the answer.

Chapter VI

RELATED IMPACT

Recently the spectacular development in Washington State laws and regulations requiring periodic observations and evaluations of all teachers has created a good deal of interest by members of the educational community in what others are doing to meet these demands. As a result of the efforts to provide a basic system of observation of teachers, the Federal Way system drew the interest of many other school personnel.

Three outside presentations were given by the writer to introduce and explain the Federal Way plan. They were:

February 25, 1978	Supervision class at Central Washington University given by Dr. Robert Carlton
April 13, 1978	Potential Administrators class at Federal Way through Seattle University
May 18, 1978	Supervision class at Central Washington University given by Dr. Robert Carlton

Each presentation lasted from one to two hours and dealt with:

1. Overview and background of the law as it applies in Washington State. Attention was given to the role of the Teachers' Association in developing a negotiated agreement.

2. The Federal Way Teacher Evaluation model was used as an introduction to the specific system used in the district and to its documents. Little emphasis was placed on describing the District's annual written evaluation summary.
3. A packet of information. Each class member received the above mentioned instruments as well as Policy 4117, Criteria Reference Sheet, Scale and an Observation Record. These materials were described in detail as to how they were developed and as to how they were used.
4. Two examples of actual observations shown on an overhead. The first depicted a rather subjective observation and consequent assessment of a teacher for 30 minutes in a special education class. The second depicted a more factual collection of data that more closely represents the training acquired by a supervisor in the workshop sessions.
5. A question and answer session. The Central Washington University sessions allowed for other class members to present what their Districts were doing to meet the requirements of the state.

Chapter VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

"The Cornerstone to Supervision is Observation."
(Hyman, pg. 2.)

It is the belief of this educator that the above statement is true. The intent of this study was to develop and implement in the Federal Way School District an observation system that would function as a cornerstone of our newly adopted evaluation policy.

A two-phase approach towards accomplishing these goals was attempted. One, a class through Central Washington University comprised of District Supervisors to develop the observations documents was completed in December of 1977. Second, the conducting of five workshop sessions to implement the system and to develop the District Supervisors' observation skills was completed in February.

The IOTA system was accepted as a base system from which to build the District program. Dr. Carlton and Dr. DeShaw, from Central Washington University, served as consultants to first introduce, then coordinate the growth of our system into a workable program. The Federal Way School District Observation System was in full operation by

mid October, 1977.

Two workshops were conducted following the implementation of the system to further develop the skills of the supervisors. The November workshop presented by Central District Administrators dealt with the problem teachers and how to deal with them. The February, and final workshop, allowed the District Supervisors to hear Richard Post, Superintendent of Schools in Arlington, Washington, review other methods of recording data in an observation.

CONCLUSIONS

The intent of this project was to develop and implement a teacher observation system which would be a beneficial component of the school district's newly developed teacher evaluation program. It emphasizes the improvement of observation skills of supervisory personnel. Appropriateness of the project can best be demonstrated by comparing the present status of the district's teacher evaluation program to that which existed prior to August of 1977. Until that time, the following conditions existed:

1. No policy on teacher evaluation had been adopted by the school board.
2. Evaluation of teaching by administrators varied immensely from school to school depending on the administrator's interest and skill development.

By the time the project was concluded in June of 1978, the conditions had changed to the following:

1. A negotiated evaluation policy had been adopted by the board and the professional association and was being used throughout the district.

2. A common system of teacher observation was being utilized by all supervisors in the Federal Way School District.
3. Each supervisor's evaluation skills had been improved through the training workshops.

The effectiveness of the project, in the eyes of the district's teachers and principals, was surveyed by means of questionnaires that were given to both groups. Overall responses were very positive. There was general concurrence that a great deal of improvement occurred in the district's evaluation program and observation methods.

It is the writer's opinion that a large need existed and that strong commitment from the Superintendent through almost all of the principals was the key factor in the program's success.

Limitations

The project was designed for the Federal Way School District as a result of the immediate needs for a common system of teacher observation. Therefore, the system was specifically designed to assist in the implementation of the negotiated agreement with the F.W.E.A.

The observation system was not especially tested and does not prove to be a perfect system that can be adopted without alteration by other school districts.

RECOMMENDATIONS

The observation system designed and implemented through this project is intended to be part of a continuously developing evaluation program for the Federal Way School District.

The system is growth oriented and its success in helping the teaching staff improve the learning atmosphere for students will be to a large extent determined by the "growth attitudes" of the supervisory staff in the future.

The following recommendations are crucial for continued improvement in the quality of the Federal Way Teacher Evaluation Program:

1. Maintain commitment to continued development of the teacher evaluation program as a high priority item.
2. Emphasize administrator skill development in the area of pre- and post-observation conferences. The key to the improvement of instruction lies in how competent the supervisor is in communicating with the teachers.
3. Expand administrator skill development to include a variety of observation techniques and methods. Different means of recording factual data must be available to the administrators so they can accommodate the particular needs of each individual teacher.
4. Provide the supervisors with inservice training which would increase their knowledge in the area of instructional theory and practice. That way they will be even better equipped to know what to look for and what to recommend when they make classroom observations and visitations.

Additional Recommendations

1. The adoption of a single observation system. This proved to be beneficial to all the supervisors of the district. It is necessary to establish a common ground from which to build the individual supervisor's skills. At the start I found varied levels of skill development. In the end, these skills, when shared with others, greatly added to the expertise of the total skill development of all supervisors in being able to use the IOTA based system.
2. There definitely needs to be hired an outside consultant with special expertise in the area of teacher evaluation. This proves invaluable when attempting to convince the supervisors of the validity in attending the workshops.
3. There needs to be an on-going committee serving as the coordinating unit that monitors the growth and change of an observation system. This committee in our district is now looking into Madeline Hunter's program of improved instruction.

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APPENDIX

APPENDIX A

TENTATIVE PLANS FOR IMPLEMENTATION OF P 4117

FEDERAL WAY SCHOOL DISTRICT
Evaluation Workshop
August 1977

DAY 1 - SESSION 4 - JOE POPE
(Tentative)

INTRODUCTION OF THE NEW EVALUATION POLICY TO YOUR STAFF

Within two weeks of the beginning of school, each building principal will hold a general certificated employee's meeting and/or individual conferences to review evaluation criteria and procedures including:

1. Employee's position or assignment and/or any special administrative expectations.
2. The process the evaluation will follow in determining the quality of the employee's performance.

TASK: Develop a usable plan that meets the above stated guidelines for introducing the evaluation criteria to your staff (i.e., large group meeting to discuss criteria).

Step I. Discuss the above task and share ideas as to how you will introduce the criteria to the staff.
(Small group assignments by level)

Step II. Individually develop and record a tentative plan as stated in the task description. Please turn this in to your area administrator when completed.

Each plan will be reproduced and copies distributed to each of you on Wednesday.

NOTE: Complete the written plan on the back side of this page.

DECATUR HIGH SCHOOL
Review of Evaluation Criteria and Procedures

- I. Notify staff of their assignment, class schedule meeting, and new evaluation policy through Principal's Summer Newsletter.
- II. General Meeting - September 1, 1977
 - A. Introduce new Evaluation Criteria and briefly summarize contents.
 - B. Review 1977-78 school goals.
 - C. Review fall registration procedures.
- III. General Meeting - September 7, 1977
 - A. Review specifics of the Classroom Teacher Evaluative Criteria, General Management Criteria and Building Expectations.
 - B. Instruct staff to submit a list of objectives for each class taught.
 - C. Instruct staff to submit a set of student expectations for each class.
 1. criteria for awarding credit
 2. criteria for awarding grade
 3. student objectives
 4. specific class policy on attendance (to be consistent with school policy)
- IV. Hold Support Personnel Meeting - Principal
- V. Hold New Teacher Meeting - Vice Principal
 - A. Review attendance expectations.
 - B. Credit policy.
 - C. Grading policy.
 - D. Philosophical base of school. (Self and group pace, program identifications)
- VI. General Meeting - September 14, 1977
 - A. Observation Schedule.
 - B. Review Administrative expectations.
 - C. Review final evaluation form.
 - D. Encourage teachers that evaluation is for their growth and to improve instruction.
- VII. Schedule individual meetings for marginal teachers.

FEDERAL WAY HIGH SCHOOL
Introduction of Evaluation Policy P 4117

1. August newsletter will include an agenda for September 6

- faculty meeting mentioning introduction of new evaluation policy.
2. Meet with teachers new to building for discussion of special administrative expectations.
 3. September 6 Faculty Meeting
 1. Issue faculty handbooks including Policy 4117.
 2. Instructions for each staff member to read thoroughly prior to September 14 series of faculty meetings.
 4. September 14, 15, (16) - Detailed discussion of P 4117 with total staff excluding support personnel.
 5. Support Personnel
 - A. Counselors - Issue P 4117 on August 31 along with any expectations for counselors.
 - B. Librarian - September 8 discussion of P 4117.
 - C. Special Services - September 9 discussion.

THOMAS JEFFERSON HIGH SCHOOL

Apprise the staff when they are given their assignment by letter prior to the opening of school of the negotiated agreement.

At first staff meeting (September 1) begin discussion of evaluation criteria. Subsequent staff meetings would be held prior to September 22 to complete discussion. As much as possible, discussion will be item-by-item.

NORTH LAKE CONTINUATION Agenda for Opening School

- 8:00 - 8:30 - Informal Meeting - coffee, etc.
 8:30 - 10:00 - Procedures for negotiated agreement
 Evaluation of classroom teachers -
 RCW 28A.67.065
 Discussion will be item-by-item
 Expectation of principal for year
 10:00 - 10:15 - Break
 10:15 - 12:00 - Expectations of each teacher for the
 school year - review assignments
 1:00 - 3:30 - Classroom readiness

ILLAMHEE JUNIOR HIGH

- September 1 - A. Distribute copies of Policy 4117 and codes of Student Learning Objectives to appropriate staff members.
- B. Give brief overview of policy and the relationship of Student Learning Objectives.
- September 14 - A. Discuss in depth Policy 4117 with all certificated staff.
Explain procedure and criteria for evaluation.
1. Using supplemental material from Administrators Workshop.
- September 21 - A. Meet with L. A. - Math and Reading staff to review and relate Student Learning Objectives to classroom teaching and evaluation.

If a specific concern exists with an individual staff member, the concern will be presented to him/her in writing with specific expectations established.

KILO JUNIOR HIGH

1. On September 1, Teacher Workshop Day will distribute Employee Evaluation Information; and adopted Student Learning Objectives.
2. On/before September 14 during Faculty Meeting review and discuss new evaluation policy.
3. Prior to September 22 individuals needing specific instructions regarding teacher evaluation will be presented these in writing at an individual conference.

LAKOTA JUNIOR HIGH

The main points will be emphasized with booklets in everyone's hands.

Staff (general) September 14, 1977 - Review evaluations processes

September 15 Individuals (in writing) New and Staff
through Individual departments - L. A., Math, S. S.
September 22

- October 1 - New staff - review of process discussing any observations
- October 30 - Follow up with staff who have been given special expectations
- December 1 - Written evaluation of new staff
- December Further follow up with staff who have been given special expectations
- December through January Focus on any possible special problems.
- December through May Continue observations
- May 15 - Written annual evaluations completed

TOTEM JUNIOR HIGH

- I. Distribute packets on Workshop Day to all staff members
- II. September 14 Staff Meeting - review procedures for evaluation including:
 - calendar and sequence
 - probation calendar and events
- III. Review Student Learning Objectives with individual departments between September 15 and 29.

SACAJAWEA JUNIOR HIGH
Evluation Criteria Plan

Prior to September 1, 1977, each employee will be informed of his or her teaching assignment.

- September 1 Introduce and discuss with all staff evaluative criteria section in personnel handbook. Guidelines and dates established through the personnel department will be presented.
- September 6 Will conduct four (4) small group meetings in subject areas of Reading, Language Art, Math, and other.
- September 15

- A. Purpose of small group meeting is to discuss relationship of S.L.O. to evaluation policy.
- B. Discuss specific administrative expectations in the same areas.

ADELAIDE ELEMENTARY

Thursday, September 1 - Staff Meeting

1. Each teacher has a copy in their handbook
2. Background - statute and policy-rationale
3. Review P 4117, emphasizing both major sections
4. Point out that the SLO's are also in the handbook and that primary/intermediate meetings will be held within two weeks to correlate the SLO's with P 4117.

BRIGADOON ELEMENTARY

1. Introduction of procedures, classroom teacher evaluation criteria, general management criteria and forms on September 1
 - A. One large meeting with all teachers
 - B. Each teacher gets a copy
 - C. Step-by-step through the material with background, rationale, etc.
 - D. Outline special areas of emphasis I will have, such as control, housekeeping, etc.
 - E. Explain process I intend to follow for observations and evaluation
 1. One pre-planned observation for each teacher
 2. Distribute observation planning forms, observation record forms, etc.
 3. Tentative calendar
2. Subsequent meeting - one or two weeks later to discuss student learning objectives.
3. Individual meetings with some teachers to set special goals based on past performance.

CAMELOT ELEMENTARY

Presentation - Evaluation Policy

Thursday, September 1:

Introduce new evaluation policy (general introduction) together with presentation of the teacher handbook. Hand out materials.

Wednesday, September 7 and/or Wednesday, September 14
Deal with details of the new policy and its implication
in smaller groups (probably primary and intermediate).

LAKE GROVE ELEMENTARY

- August 30 Place Evaluative Handbook and Student Learning Objectives in Teacher Handbooks.
- September 1 Policy P 4117 Group Meeting
- A. Background - Reasons and Purpose - Legal Implications
 - B. Introduction of P 4117
 1. Procedures for Evaluation
 2. Certificated Employees Eval. Crit. Classroom Teachers
 3. Calendar and Sequence
 - C. Principal's Expectations, Obligations, Procedures
- September 8 Group Meeting
- A. Discussion - Questions and Answers re: P 4117
 - B. Introduction of Student Learning Objectives
 - C. Assignment by Principal of Responsibilities of teachers, i.e., preceding levels and following levels
 - D. Schedule of Observations
- September 15, 16 Establishment of goals by primary and intermediate levels

LAKE DOLLOFF ELEMENTARY

Introduce at a general staff meeting along with my staff handbook. Discuss more fully during primary and intermediate level meetings the "nitty gritty" of the policy.

LAKELAND ELEMENTARY

Introduction of P 4117 to Teachers

1. Prior to school (August 23 approx.) a letter will be sent to each teacher providing the time schedule and agenda of the September 1 staff meeting.
2. On September 1 - an introduction of P 4117 will be presented.

3. Each teacher will be given the entire text of P 4117 and will be presented point by point to the entire group.
4. Other items of school information will also be presented.
5. During the first two weeks of school I plan to meet with the primary teachers as one group, the intermediate as the other group to follow up on P 4117, as well as developing special administrative expectations and how the criteria will be measured and used.

MIRROR LAKE ELEMENTARY

- I. Meeting with staff
 - A. Review new evaluation policy
 - B. Review new student objectives and their relation with evaluation
 - C. Law referring to above
 - D. Lesson plans to show scope and sequence
 - E. Objectives measurement techniques
 - F. Responsibility for using and measuring
 - G. Evaluation based on observations, etc.
- II. Follow-up meetings for individual discussions
 - A. Primary
 - B. Intermediate

OLYMPIC VIEW ELEMENTARY (Tentative Plans)

I plan to send the Evaluation Policy to teachers with a "Welcome Back" letter about the 23rd of August, requesting that they read and study the policy which will be discussed as a total faculty at a meeting during the week of September 12-16. At the General Meeting, each step of the calendar and procedures will be clarified. If any staff member wants or needs individual discussion of policy and expectations, individual conferences will be arranged.

STAR LAKE ELEMENTARY

1. On September 1, evaluation criteria and procedures will be handed to each staff member. They will be told to read and study this for a future meeting.
2. This meeting will be held probably Wednesday morning of the second week of school.

3. We will do this in one large group.
4. We will cover it step by step, even though they have already read the information.
5. If it takes longer than one meeting we will set aside as much time as needed.
6. First week we will cover student learning objectives.
7. It will be announced that any staff member can come and talk to me individually about any point.

SUNNYCREST ELEMENTARY

Procedure - Send outline of September 1 meeting in welcome letter.

1. Large group presentation September 1
 - a. Introduce criteria September 1
 - b. Hand out packets (faculty handbooks)
 - c. Specify first faculty meeting after school starts for detail discussion - September 7.
 - d. Discuss
 1. Criteria
 2. SLO
 3. Other expectations
 4. Define terms
 5. Arrange for individual conferences

TWIN LAKES ELEMENTARY

Plan of Action to Review Evaluation Criteria and Procedures
(Tentative)

- | | |
|------------------------------|--|
| September
Thursday | 1 - Brief introduction and distribution of Evaluation material and State Learning Objectives |
| | - Asked to read and be able to discuss |
| September
Tuesday
8:10 | 13 - Special meeting to review evaluation material |
| | - Use of overlays for presentations |
| | - Make possible for individual conferences concerning process during next week. |

VALHALLA ELEMENTARY

1. Make presentation to entire staff on 1st or 2nd Wednesday staff meeting - use visual aids as needed.
2. Review:
 - A. Procedures for teacher evaluation
 - B. Evaluative Criteria
 - C. Forms
 - D. Admin. aspirations
 - E. Process to be used at Valhalla
 1. observation forms used
 2. observation record used
 3. time schedule for formal visitations
 4. time schedule for teacher requested formal visitations

WILDWOOD ELEMENTARY

1. Make part of faculty handbook
2. Prepare list of any special administrative expectations
3. Prepare calendar of events
4. Staff meeting on September 1 - Introduce evaluation and ask staff to read and come prepared to discuss at faculty meeting
5. September 14 - make overlays on high points of instrument and discuss what it means and how it will be implemented
6. Allow for individual conferences to answer personal questions

WOODMONT ELEMENTARY

Staff Introduction to the new evaluation policy and procedures

- August 29 - Letter to staff including mention of this policy for discussion and interpretation at meeting September 1
- September 1 - As part of Agenda, cover this policy and point out time-lines and expectations
- September 7 - Review and answer questions relative to this policy as needed
- September 14 - Same as September 7 if needed

APPENDIX B

WORKSHOP #1 AGENDA

WORKSHOP ACTIVITIES

DAY 1 (Monday, August 15 - Sacajawea Junior High School)

8:00 - 8:30 Coffee and Informal Discussion
8:30 - 10:00 Introduction and Background - Chaplik
10:00 - 10:30 Break
10:30 - 11:30 Timelines and Procedures - Gartner
11:30 - 1:00 Lunch (No Host)
1:00 - 2:00 Student Learning Objectives - Johnson
2:00 - 2:30 Break
2:30 - 4:00 Planning the Introduction of Criteria
and Procedures to your Staff - Pope

DAY 2 (Tuesday, August 16 - Sacajawea Junior High School)

8:00 - 8:30 Coffee and Informal Discussion
8:30 - 4:00 Introduction and Practice with the
"Instrument for the Observation of
Teaching Activities (IOTA) - Carlton
and DeShaw

DATE 3 (Wednesday, August 17 - Bethel School District)

8:00 - 4:00 Practice Using IOTA and Comparing
Results (Reliability) - Carlton and
DeShaw

APPENDIX C

EVALUATIONS OF WORKSHOPS 1-5

SUMMARY

1 = exemplary
10 = terrible

FEDERAL WAY SCHOOL DISTRICT
EVALUATION WORKSHOP
August 1977

I. GENERAL OUTCOMES

1. The overall workshop was very high in useful information 1 2 3 4 5 6 7 8 9 10 Void of useful information
- Rating: Elem. 3.0 Jr. Hi. 2.25 Sr. Hi. 2.4 Adm. 3.0
- Avg. 2.66
2. The workshop was effectively run 1 2 3 4 5 6 7 8 9 10 Slipshod
- Rating: Elem. 2.79 Jr. Hi. 2.38 Sr. Hi. 2.2 Adm. 3.11
- Avg. 2.62
3. Was practical enough so that I could apply this learning to my actual job and role 1 2 3 4 5 6 7 8 9 10 Impractical
- Rating: Elem. 2.31 Jr. Hi. 2.19 Sr. Hi. 1.8 Adm. 2.55
- Avg. 2.21
4. The ideas in the workshop were consistent and bound together 1 2 3 4 5 6 7 8 9 10 Inconsistent and not bound together
- Rating: Elem. 2.31 Jr. Hi. 2.13 Sr. Hi. 2.0 Adm. 3.33
- Avg. 2.44

5. Included an appropriate variety of listening, group work, discussion, analysis, etc. 1 2 3 4 5 6 7 8 9 10 Poor Variety in listening, group work, discussion
- Rating: Elem. 3.15 Jr. Hi. 3.13 Sr. Hi. 3.2 Adm. 3.0
Avg. 3.12
6. Included appropriate feedback at times in constructive ways 1 2 3 4 5 6 7 8 9 10 Appropriate feedback did not occur
- Rating: Elem. 3.08 Jr. Hi. 3.13 Sr. Hi. 3.2 Adm. 3.78
Avg. 3.3
7. The IOTA program will be useful to me 1 2 3 4 5 6 7 8 9 10 Useless
- Rating: Elem. 2.85 Jr. Hi. 2.86 Sr. Hi. 2.0 Adm. 3.11
Avg. 2.69
8. Student learning objectives will be useful to me 1 2 3 4 5 6 7 8 9 10 Useless
- Rating: Elem. 2.54 Jr. Hi. 2.86 Sr. Hi. 2.8 Adm. 2.89
Avg. 2.78
9. Timelines and procedures information will be useful to me 1 2 3 4 5 6 7 8 9 10 Useless
- Rating: Elem. 2.0 Jr. Hi. 2.75 Sr. Hi. 2.6 Adm. 2.44
Avg. 2.45

II. STAFF ROLES

1. Paul Chaplik effectively presented the background and criteria 1 2 3 4 5 6 7 8 9 10 Not effective
- Rating: Elem. 2.62 Jr. Hi. 2.38 Sr. Hi. 1.75 Adm. 2.88
- Avg. 2.41
2. Ted Gartner effectively presented the timelines and procedures 1 2 3 4 5 6 7 8 9 10 Not effective
- Rating: Elem. 3.08 Jr. Hi. 2.125 Sr. Hi. 4.0 Adm. 3.44
- Avg. 3.16
3. Ron Johnson effectively presented the student learning objectives 1 2 3 4 5 6 7 8 9 10 Not effective
- Rating: Elem. 2.64 Jr. Hi. 2.56 Sr. Hi. 2.75 Adm. 3.22
- Avg. 2.79
4. Joe Pope effectively conducted the planning session 1 2 3 4 5 6 7 8 9 10 Not effective
- Rating: Elem. 3.29 Jr. Hi. 3.38 Sr. Hi. 3.5 Adm. 2.88
- Avg. 3.26
5. Bob Carlton did an effective job with IOTA 1 2 3 4 5 6 7 8 9 10 Not effective
- Rating: Elem. 2.79 Jr. Hi. 2.25 Sr. Hi. 2.5 Adm. 3.56
- Avg. 2.77

6. Byron DeShaw did an effective job with IOTA 1 2 3 4 5 6 7 8 9 10 Not effective

Rating: Elem. 2.57 Jr. Hi. 2.19 Sr. Hi. 1.25 Adm. 3.1
Avg. 2.28

III. OTHER EVALUATIVE DATA

How do you feel about the total workshop?

Very satisfied 1 2 3 4 5 6 7 8 9 10 Very dissatisfied

Rating: Elem. 2.86 Jr. Hi. 2.69 Sr. Hi. 3.67 Adm. 2.78
Avg. 3.0

I would strongly recommend it for other principals interested in teacher evaluation 1 2 3 4 5 6 7 8 9 10 Would not recommend

Rating: Elem. 2.43 Jr. Hi. 1.93 Sr. Hi. 3.33 Adm. 2.56
Avg. 2.56

IV. PRIORITIES FOR FUTURE SESSIONS

Dealing with problem teachers

Rating: Elem. 2.25 Jr. Hi. 2.25 Sr. Hi. 1.25 Adm. 2.1
Avg. 1.96

Holding meaningful conferences with teachers

Rating: Elem. 2.5 Jr. Hi. 2.125 Sr. Hi. 2.25 Adm. 3.0
Avg. 2.47

Additional techniques for classroom observation

Rating: Elem. 3.33 Jr. Hi. 3.375 Sr. Hi. 3.75 Adm. 2.44
Avg. 3.22

Discussion and sharing of problems

Rating: Elem. 3.36 Jr. Hi. 3.25 Sr. Hi. 3.25 Adm. 3.22
Avg. 3.27

Using student, teacher and parent feedback

Rating: Elem. 3.45 Jr. Hi. 4.0 Sr. Hi. 4.5 Adm. 4.22
Avg. 4.04

FEDERAL WAY SCHOOL DISTRICT
EVALUATION WORKSHOP #2

PARTICIPANTS' SUMMARY

1. The overall work- 10 9 8 7 6 5 4 3 2 1 Void of useful
shop was very high information
in useful information.
- RESPONSES: 26 High: 10 Low: 3 Approx. Average 8.1
2. The workshop was 10 9 8 7 6 5 4 3 2 1 Slipshod
effectively run.
- RESPONSES: 27 High: 10 Low: 5 Approx. Average 8.7
3. Was practical 10 9 8 7 6 5 4 3 2 1 Impractical
enough so that
I could apply this
learning to my
actual job and
role.
- RESPONSES: 26 High: 10 Low: 5 Approx. Average 8.9
4. The ideas in the 10 9 8 7 6 5 4 3 2 1 Inconsistent and
workshop were not bound
consistent and together
bound together.
- RESPONSES: 27 High: 10 Low: 5 Approx. Average 8.8
5. Included an ap- 10 9 8 7 6 5 4 3 2 1 Poor variety in
propriate variety listening, group
of listening, group work, discussion
work, discussion, analysis, etc.
- RESPONSES: 27 High: 10 Low: 4 Approx. Average 8.4
6. Included ap- 10 9 8 7 6 5 4 3 2 1 Appropriate
propriate feedback feedback did
at times in con- not occur
structive ways.
- RESPONSES: 27 High: 10 Low: 5 Approx. Average 8.8

FEDERAL WAY SCHOOL DISTRICT
EVALUATION WORKSHOP #3

PARTICIPANTS' SUMMARY

1. The overall work- 10 9 8 7 6 5 4 3 2 1 Void of useful
shop was very high information
in useful information.
RESPONSES: 32 High: 10 Low: 4 Approx. Average 8.4
2. The workshop was 10 9 8 7 6 5 4 3 2 1 Slipshod
effectively run.
RESPONSES: 32 High: 10 Low: 6 Approx. Average 9.1
3. Was practical 10 9 8 7 6 5 4 3 2 1 Impractical
enough so that
I could apply this
learning to my
actual job and
role.
RESPONSES: 32 High: 10 Low: 3 Approx. Average 8.1
4. The ideas in the 10 9 8 7 6 5 4 3 2 1 Inconsistent and
workshop were not bound
consistent and together
bound together.
RESPONSES: 31 High: 10 Low: 6 Approx. Average 9.2
5. Included an ap- 10 9 8 7 6 5 4 3 2 1 Poor variety in
propriate variety listening, group
of listening, group work, discussion
work, discussion, analysis, etc.
RESPONSES: 30 High: 10 Low: 2 Approx. Average 7.9
6. Included ap- 10 9 8 7 6 5 4 3 2 1 Appropriate
propriate feedback feedback did
at times in con- not occur
structive ways.
RESPONSES: 31 High: 10 Low: 6 Approx. Average 8.9

FEDERAL WAY SCHOOL DISTRICT
EVALUATION WORKSHOP #4

PARTICIPANTS' SUMMARY

1. The overall work- 10 9 8 7 6 5 4 3 2 1 Void of useful
shop was very high information
in useful information.
RESPONSES: 23 High: 10 Low: 4 Approx. Average 8.5
2. The workshop was 10 9 8 7 6 5 4 3 2 1 Slipshod
effectively run.
RESPONSES: 23 High: 10 Low: 5 Approx. Average 8.5
3. Was practical 10 9 8 7 6 5 4 3 2 1 Impractical
enough so that
I could apply this
learning to my
actual job and
role.
RESPONSES: 24 High: 10 Low: 3 Approx. Average 8.0
4. The ideas in the 10 9 8 7 6 5 4 3 2 1 Inconsistent and
workshop were not bound
consistent and together
bound together.
RESPONSES: 24 High: 10 Low: 6 Approx. Average 8.9
5. Included an ap- 10 9 8 7 6 5 4 3 2 1 Poor variety in
propriate variety listening, group
of listening, group work, discussion
work, discussion, analysis, etc.
RESPONSES: 24 High: 10 Low: 4 Approx. Average 8.4
6. Included ap- 10 9 8 7 6 5 4 3 2 1 Appropriate
propriate feedback feedback did
at times in con- not occur
structive ways.
RESPONSES: 24 High: 10 Low: 4 Approx. Average 7.5

FEDERAL WAY SCHOOL DISTRICT
EVALUATION WORKSHOP #5

PARTICIPANTS' SUMMARY

1. The overall work- 10 9 8 7 6 5 4 3 2 1 Void of useful
shop was very high information
in useful information.
RESPONSES: 29 High: 10 Low: 2 Approx. Average 7.7
2. The workshop was 10 9 8 7 6 5 4 3 2 1 Slipshod
effectively run.
RESPONSES: 28 High: 10 Low: 4 Approx. Average 8.3
3. Was practical 10 9 8 7 6 5 4 3 2 1 Impractical
enough so that
I could apply this
learning to my
actual job and
role.
RESPONSES: 28 High: 10 Low: 3 Approx. Average 7.6
4. The ideas in the 10 9 8 7 6 5 4 3 2 1 Inconsistent and
workshop were not bound and
consistent and together
bound together.
RESPONSES: 29 High: 10 Low: 5 Approx. Average 9.0
5. Included an ap- 10 9 8 7 6 5 4 3 2 1 Poor variety in
propriate variety listening, group
of listening, group work, discussion
work, discussion, analysis, etc.
RESPONSES: 29 High: 10 Low: 1 Approx. Average 7.3
6. Included ap- 10 9 8 7 6 5 4 3 2 1 Appropriate
propriate feedback feedback did
at times in con- not occur
structive ways.
RESPONSES: 29 High: 10 Low: 3 Approx. Average 8.4

APPENDIX D

MATERIALS PRESENTED BY MR. POST

FEDERAL WAY ADMINISTRATORS' WORKSHOP
FEBRUARY 7, 1978

SUPERVISION AND EVALUATION OF TEACHERS

- I. Conceptual Background
 - A. Supervision, Evaluation, and Assessment
 - B. Accountability and Management by Objectives
 - C. Role of the Supervisor
 - 1. Processes
 - 2. Products
 - 3. Time Management - Priorities
 - D. Clinical Supervision
 - E. The Evaluation Cycle

- II. Analysis of Teaching
 - A. Variables
 - 1. Contextual Variables
 - 2. Characteristics
 - 3. Processes
 - 4. Products
 - B. Findings
 - C. Theories of Teaching

- III. Planning for Evaluation
 - A. Agreeing on Purposes
 - B. Setting Objectives
 - 1. Process
 - 2. Product
 - C. Measurement Development

- IV. Collecting Information
 - A. Systematic vs. Unsystematic
 - B. Assessment vs. Evaluation

- C. Observation
 - 1. Anecdotal Records
 - 2. Verbatim
 - 3. At Task
 - 4. Classification of Behavior

- D. Out-of-Classroom Information
 - 1. Pupil Performance Measures
 - a. Learning Management Systems
 - b. Norm-Referenced Tests
 - c. Seatwork
 - 2. Pupil Questionnaires
 - 3. Records Supplied by Teacher

V. Using Information

- A. Feedback

- B. Decision-Making

Richard L. Post
December 1, 1977

STAFF EVALUATION: METHODS TO IMPROVE INSTRUCTION

I. Legal Requirements (RCW 28A.67.065)

- A. Every Board of Directors shall, in accordance with collective bargaining statutes, establish evaluative criteria and procedures for all certificated classroom personnel and certificated support personnel.
- B. Criteria established by the Superintendent of Public Instruction shall be included as a minimum.
- C. Responsibility of principal or principal's degree to evaluate certificated personnel in his/her school. Employees must be observed for this purpose at least twice each year for a total of at least 60 minutes.
- D. A probationary period for employees judged unsatisfactory based on evaluative criteria is established.
- E. WAC 392-191-010 established seven evaluative criteria for teachers and WAC 392-191-020 establishes five evaluative criteria for support personnel. Most districts, in bargaining evaluative procedures, have further defined these criteria by use of "INDICATORS."

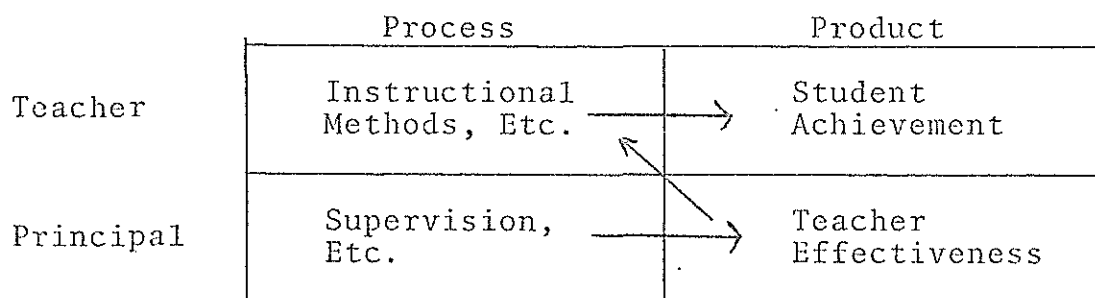
II. Management Responsibilities

- A. Supervision and Evaluation. Educational managers are responsible for both evaluating employees and supervising them. Evaluation is the process by which a judgment is rendered on the quality of the employees performance. Supervision is the process by which the employee's contribution to achievement of district goals is maximized. While evaluation is important in order to meet legal responsibilities, it is through effective supervision that districts can achieve significant improvement of instruction. The two processes can compliment each other if properly planned and implemented, but the district must consciously adopt this approach. An evaluation program designed to merely meet the legal requirements will probably result in inefficient use of supervisory time since it will be perceived by

both evaluators and evaluatees as just another onerous task with no meaningful benefits. Education is labor intensive, personnel are the major resource, and improvement of their performance should be a major objective.

- B. Role of the Supervisor. The processes used by the teacher are the instructional methods, the organization of the instructional environments, the selection of materials, and the type and quality of interpersonal communications and relationships. The teacher's product is student learning.

The supervisor's processes are the assessment, evaluation, supervision, support (resources), and training they provide for teachers. The supervisor's product is more effective teaching. A supervisor should be evaluated on how effectively he increases student learning by working with his/her staff, not by how effectively he/she works with students.



III. Issues and Concepts

- A. Evaluation and Assessment. Evaluation is a judgment which places a value on performance. Performance is judged with respect to some performance criteria, and a decision is made as to how the performance relates to the criterion performance. Most commonly, the employee is judged as satisfactory or unsatisfactory. Relative performance may also be indicated by "rating" employees in comparison with the total group of employees but this is rarely done.

Assessment is the measurement of performance. Information on performance is systematically collected, quantified, analyzed and interpreted. This requires that information collection instruments and methods are available, understood, and used by the supervisor.

Evaluation is most effective as a supervisory tool when information is collected in a non-judgmental way and shared with the teacher. The evaluation is based upon systematically collected information rather than the internal criteria and intuitive reactions of the evaluator.

- B. Product and Process Measurement. In teacher evaluation, process measurement refers to collecting information on the methods teachers use and categorizing or quantifying them. Types and amounts of questions asked, lesson planning and organization, and types of learning activities are examples of teaching processes. Product measurement refers to the results of these processes, that is, what students learn.

Teachers' associations generally resist product measurement contending that teachers should not be held accountable for whether students learn since many other variables in addition to teaching are involved. However, no meaningful performance evaluation or supervision can take place without considering the results of performance.

- C. Management-By-Objectives. Management by objectives is a process in which the teacher and principal, after considering the situational factors, agree on a set of "job targets" or results that can be reasonably expected. Situational factors which are considered are type of class, student characteristics, class size, and resources available.
- D. Clinical Supervision. Clinical supervision is a process which includes mutual understanding of the situation and objectives, systematic information collection, feedback, and setting new objectives. It is intensive and requires substantial communication between the supervisor and supervisee.

IV. The Evaluation System

- A. The type of evaluation system being recommended is based upon the following assumptions:
1. It is possible and desirable to combine supervision and evaluation.
 2. The supervision model most likely to result in improvement of instruction is the clinical model.

3. Both performance and results of performance should be examined.
4. Teachers and supervisors will be more comfortable with (less resistant to) a system which includes joint planning, systematic information collection, and meaningful feedback.

B. Steps in the system:

1. The principal and teacher agree at the beginning of the year on objectives and methods of information collection.
2. Information is collected as planned and when classroom observation is used, information collected is fed back to the teacher.
3. A final evaluation conference is held in which a judgment is made, recommendations are offered, and goals for the next cycle are discussed.

V. Resources and Needs

- A. A single supervisor should not be responsible for more than 20 employees. Twelve is probably a reasonable number.
- B. Supervisors should not be burdened with other tasks. Most paper work should be done at the district level and adequate secretarial help should be provided.
- C. Supervisors need training in information collection and analysis of teaching. This is not presently part of most administrative training programs.
- D. Board policies and collective bargaining agreements should clearly place responsibility for pupil behavior and learning on teachers with supervisors expected to work with and support teachers but not assume teacher's responsibilities.

SUPERVISION:

Behaviors and activities which seek to increase the effectiveness of employees whose role is to directly deliver services to clients. Effective supervision results in a higher level of achievement of organizational goals.

EVALUATION:

A judgment which indicates the level of performance in relation to desired (or criterion) performance. Effective evaluation results in increasing the employee's perception of both actual and desired performance.

ASSESSMENT:

The collection and analysis of information on performance using clearly defined categories of behaviors, events, and results.

APPENDIX E

PRINCIPALS' OBSERVATION SUMMARY

FEDERAL WAY SCHOOL DISTRICT

PRINCIPALS' OBSERVATION SUMMARY
1977-78 SCHOOL YEAR

(Please note: First two numbers refer to hours:minutes. The third number refers to the number of documented observations.)

Principal	Sept./Oct.	November	December	January	February
A	27:00 1	10:00 3	14:30 3	15:00 3	12:00 0
B	20:20 8	21:40 20	17:00 9	11:50 2	14:20 5
C	30:00 2	14:00 12	10:45 0	8:00 2	17:30 2
D	33:00 6	18:00 4	0 0	20:00 2	15:00 4
E	37:30 18	18:30 0	16:30 0	17:30 0	19:00 0
F	5:30 8	6:00 6	9:09 6	0 0	9:00 5
G	26:00 4	16:00 5	15:00 2	17:45 4	16:00 0
H	33:00 0	21:25 3	12:50 7	15:30 6	17:20 3
I	29:00 11	24:00 15	17:00 13	20:00 7	18:00 6
J	12:00 0	8:30 4	9:00 2	12:00 0	0 0
K	15:00 5	10:00 1	17:00 0	11:00 5	10:00 2
L	8:30 12	6:50 6	3:15 5	7:10 11	5:05 8
M	18:00 3	13:00 3	6:00 2	7:00 12	11:00 7
N	24:00 3	10:30 3	6:30 1	9:45 6	12:30 5
O	5:00 8	15:30 5	12:00 2	10:00 3	20:00 1
P	8:00 5	13:00 4	18:00 3	17:00 1	21:00 3
Q	25:00 3	15:00 7		7 0 0	0 0
R	16:00 10	12:00 6	7:00 0	9:20 3	12:25 7
S	9:30 7	9:00 7	6:30 4	9:30 6	4:30 1

FEDERAL WAY SCHOOL DISTRICT

PRINCIPALS' OBSERVATION SUMMARY
1977-78 SCHOOL YEAR

(Please note: First two numbers refer to hours:minutes. The third number refers to the number of documented observations.)

Principal	March		April		May		June	Total	
A	20:30	3	15:00	10	0	0	-	114:00	23
B	15:55	3	12:15	7	17:35	1	-	129:35	55
C	18:00	0	0	0	17:00	11	-	115:15	29
D	14:00	4	0	0	22:00	0	-	122:00	20
E	24:40	16	14:00	0	23:00	0	-	170:00	34
F	12:00	3	0	0	0	0	-	41:39	28
G	15:00	6	0	0	0	0	-	105:45	21
H	7:55	1	17:05	2	0	0	-	124:25	22
I	0	0	23:00	8	23:00	5	-	154:00	65
J	0	0	0	0	0	0	-	41:30	6
K	0	0	0	0	0	0	-	63:00	13
L	4:45	8	4:00	8	3:25	7	-	42:20	65
M	11:00	5	11:00	9	15:00	12	-	92:00	53
N	0	0	22:45	4	19:00	14	-	104:20	36
O	10:00	5	28:00	7	30:00	10	-	130:30	41
P	28:00	17	22:00	8	28:00	3	-	155:00	44
Q	0	0	0	0	0	0	-	40:00	17
R	8:00	0	15:00	6	0	0	-	79:45	32
S	5:30	3	4:30	3	9:00	16	-	57:20	47

FEDERAL WAY SCHOOL DISTRICT

PRINCIPALS' OBSERVATION SUMMARY
1977-78 SCHOOL YEAR

(Please note: First two numbers refer to hours:minutes. The third number refers to the number of documented observations.)

Principal	Sept./Oct.	November	December	January	February
T	20:26 4	14:00 1	13:00 4	11:15 2	14:35 4
U	38:00 6	15:30 4	12:30 5	12:00 1	12:30 3
V	30:30 6	26:55 7	10:15 0	37:30 0	17:00 0
W	22:45 5	17:15 4	7:35 3	18:55 3	12:25 1
X	21:30 2	13:00 4	12:54 13	18:10 0	0 0
Y	22:30 2	20:15 7	16:30 4	20:05 7	15:00 5
Z	28:00 6	13:00 5	11:00 3	10:00 3	11:00 3
AA	21:00 13	10:30 14	15:20 23	9:45 0	21:45 0
BB	26:00 5	15:00 4	10:15 3	14:00 0	16:15 3
CC	19:00 6	18:00 8	18:00 5	0 0	10:00 4
DD	21:00 6	14:00 5	14:00 4	12:00 9	16:00 5
EE	35:00 21	8:00 9	0 0	15:00 6	0 0
FF	15:00 18	0 0	0 0	0 0	0 0
GG	20:30 35	4:30 9	13:30 13	10:40 11	6:20 10
HH	14:00 3	19:30 0	17:00 2	23:00 0	11:45 1
II	0 0	15:00 5	5:00 1	11:30 2	0 0
JJ	0 0	5:30 3	10:30 0	3:00 1	19:00 8

FEDERAL WAY SCHOOL DISTRICT

PRINCIPALS' OBSERVATION SUMMARY
1977-78 SCHOOL YEAR

(Please note: First two numbers refer to hours:minutes. The third number refers to the number of documented observations.)

Principal	March		April		May		June	Total
T	10:09	3			0	0	-	83:25 18
U	14:30	1	10:25	5	0	0	-	114:45 25
V	18:35	0	29:30	9	0	0	-	169:35 22
W	14:45	10	10:00	14	0	0	-	102:20 40
X	9:30	4	0	0	0	0	-	74:24 23
Y	(Hitchcock) 12:10	0	(Hitchcock) 17:15	13	0	0	-	94:20 27 (29:25)(13)
Z	8:30	2	15:30	10	15:30	14	-	112:30 46
AA	15:35	0	25:00	15	0	0	-	118:15 65
BB	10:30	2	15:30	3	13:00	3	-	120:30 23
CC	0	0	0	0	0	0	-	65:00 23
DD	13:00	5	18:00	18	0	0	-	108:00 52
EE	10:00	5	10:00	4	0	0	-	78:00 45
FF	0	0	0	0	0	0	-	15:00 18
GG	2:00	8	3:30	6	9:00	13	-	69:20 105
HH	9:15	1	10:50	3	18:30	0	-	123:10 10
II	0	0	0	0	0	0	-	31:30 8
JJ	0	0	0	0	0	0	-	38:00 12

COMMENTS

Moderately beneficial - not a cure-all, but have helped

Yes

Yes, it has been helpful

Yes

Somewhat

I feel these have been beneficial. However, I took ITIP class and found conflicts between the two systems.

Yes

Yes

Yes, I do

Yes

Hopefully it resulted in some standardization through the District.

Yes, but to what goal?

Yes, super

Yes

Somewhat, however, observation is one of the least important evaluation functions.

Most important is cooperative goal setting and supervision.

To some extent - it took too long however.

It really has not changed our past procedure much.

Yes, however, the new observation form is subjective, it needs more specifics to count.

No, really. I do not feel the form we ended up using was able to remove subjectivity.

The original workshop was good.

Yes, but we need to continue the good work that has been started.

Yes, but we need more.

Yes

Yes

Yes

Yes

Yes

Yes

Yes, however, a review of procedures and evaluative instruments will result in further improvements.

Yes

Yes

Yes

Most beneficial for me, personally.

Probably of value to some, though of limited value to me.

I resented the time needed and the dates on which sessions were held.

Yes

Yes, they have been beneficial.

COMMENTS

Moderately enhanced.

Yes

Yes, at least have learned to get most of the information down.

Am still working on a type of shorthand.

Yes

Somewhat, especially in the area of observation.

Yes

Yes

Yes

Yes

Yes

To some degree, not significantly

Yes

Most Definitely

Yes

Somewhat

Not really

It created a better utilization of stating an observation rather than judgment during class visits.

Yes

Even though it may sound in conflict to the prior answer which was no, I do feel more comfortable in looking for specific factors in the classroom.

Yes

To some extent. However, I think it's the day by day evaluating that is more important.

Yes

Yes

Yes, but need more.

Yes

Yes

Yes

Yes, definitely.

Yes

Yes

Yes

Somewhat

Yes, really develops awareness

Yes

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