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A Study of Effective Evaluation of Teaching Performance

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A STUDY OF EFFECTIVE EVALUATION OF
TEACHING PERFORMANCE

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                    Ernest L. Muzzall

           FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Teachers have been compared, discussed, contrasted, and evaluated since the beginning of education. This evaluation has not been confined to the field of education. It is also true with people in other professional fields as well as people in various skilled crafts, technical fields, and semi-skilled trades such as farmers and laborers.

Most people that fit into the above classifications can determine their success and, consequently, evaluate their services by the amount of work they can do in a day, their final product, the neatness of the job they perform, the number of people that come to them for their services, or the salary they earn in a given period. These types of evaluation have shown that in some fields there are concrete ways of evaluating people's effectiveness.

I. THE PROBLEM OF EVALUATION

Statement of the problem. The purpose of this study was (1) to define the general areas that help determine teaching performance, (2) to find a way to evaluate these areas as objectively as possible, and (3) to devise a form on which the results can be placed and easily interpreted.

The problem was to study methods of evaluating the teaching staff without endangering their morale, without

criticism of favoritism, and with a final goal of detecting and correcting weaknesses in the teaching profession.

Importance of the study. It is desirable that school districts have a plan for evaluating teaching performance for improvement of instruction, promotions, re-employment, and salary increases.

During the last decade educators have been cognizant of an ever increasing interest in and criticism of public education in the United States. As schools have made increased demands on the public for financial support, it could be expected that those paying the bill would show added interest in how this money is used and whether value received is adequate. Weber says that when we ask for better salaries, we automatically open the hunting season on teachers, and many people are taking pot shots at us because we aren't as proficient as we should be (25:6). It is not hard to understand, then, that the American public feels that educators should have an effective means of evaluating their services.

Many agents are rallying to dishonor education as it now exists in America. Also, the current issues in the world situation are keeping constant pressure on society. Educators have an important role in helping to solve these two complex problems. We must graduate students who have the ability to read critically, think objectively, and plan logically in moving toward a world where "people can live in harmony with

one another" (22:8). Next to the home the school is in the best position to develop future leaders and statesman--if, that is, the schools do have a program of quality education.

Since the educational program is dependent in a large measure upon the staff, "much of our program for educating the youth of America suffers because we are not at all sure of what we expect and require of teachers" (25:6). We need to find a method of evaluating the effectiveness of teaching performance.

Brief history of evaluation. Research indicates that educators and the general public were not satisfied that measurement alone achieved the desired effects of improvement. Consequently, in the 1930's the term "evaluation" was first used by educators. Since then it has been used in many different respects and has had different meanings depending on the person using the term.

In 1940, Reavis defined evaluation as "the process by which we find out how far the objectives of the school program are being realized" (17:5). Five years later Monroe states, "it is maintained in 1945 that there is need for explicit measurement of all aspects of educative growth and as a means of emphasizing this thesis the term 'evaluation' has been introduced" (16:339).

Wrightstone expanded the meaning of the term in 1950, defining evaluation as follows:

The emphasis in evaluation is upon broad personality changes and major objectives of an educational program. These include not only subject matter achievement but also attitudes, interests, ideas, ways of thinking, work habits, and personal and social adaptability (26:403).

One year later Shane and McSwain said:

. . . It is a process of inquiry based upon criteria cooperatively prepared and concerned with the study, interpretation, and guidance of socially desirable changes in the developmental behavior of children (22:5).

A recent definition of evaluation is given by Harris:

Evaluation in education signifies describing something in terms of selected attributes, and judging the degree of acceptability or suitability of that which has been described. The "something" that is to be described and judged may be any aspect of the educational scene, but it is typically (a) a total school program, (b) a curricular procedure, or (c) an individual or group of individuals. The process of evaluating involves three distinct aspects: (a) selecting the attributes that are important for judging the worth of the specimen to be evaluated, (b) developing and applying procedures that will describe those attributes truly and accurately, and (c) synthesizing the evidence yielded by these procedures into a final judgement of worth . . . (11:482).

Types of evaluation. Regardless of whether educators have a formal, informal, or no form of evaluation, teachers will be evaluated. This evaluation may be transmitted to the parent by the student, who partially forms his opinions by the way the teacher conducts the class. If there is no definite method of evaluation in a school district, the superintendent may form his opinions of a teacher's worth by questions directed to the principal. The principal probably would not be able to give valid answers unless he had given serious thought to this problem.

It is interesting to note here the results of a survey conducted by Hicks and Jameson. They used Professor Harold Shane's six appraisal techniques in this survey. The people they questioned included representatives from colleges and universities and school leaders throughout the country. The 80 people the forms were sent to were chosen because of their success in school administration, for outstanding university work, or contributions in the field. Seventy of the 80 completed the form and returned it (12:221-22). The results were as follows:

These six techniques were . . . from most representative of current practice to least representative.

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First --No formal Rating Plan
Second--Rating Scale or Check List
Third --Verbal Reports by Principal to Superintendent
Fourth--Written Reports Following Classroom Visitation
           by Administrators
Fifth --Self-Appraisal by the Teacher
Sixth --Group Evaluation by Teachers and Principal (12:222).
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II. DEFINITIONS OF TERMS USED

Evaluation. In this study "evaluation" refers to the teacher's teaching performance. The three aspects needed to complete this definition are: (a) selecting the areas important for judging the worth of the teacher, (b) developing procedures to determine the level of performance the teacher has attained, and (c) using these procedures to form a judgment of worth.

Teaching performance. Teaching performance as used

in this study means the degree of success the teacher has
as evaluated co-operatively by the teacher and administration.

III. METHOD OF CONDUCTING THE RESEARCH

A format was selected after investigating several
periodicals, books, and pamphlets. One that seemed to re-
present the opinion of several authors was found in a book
published by The University of Chicago Press (17:86-99).

The Educational Index was used for locating the
writings of authorities in the field. After listing the
many articles and books written on the subject, the Card
Catalog was used to locate articles and books in the library.
Books and articles from the Sunnyside School District pro-
fessional library were also used.

The general areas that help determine evaluation of
teaching performance were selected because of the importance
various authors placed upon these areas. A book compiled by
Reavis (17:89-90) and another written by Reeder (19:186-87)
were used as two main sources for compiling a list of such
areas. Upon finding valid support for these areas, quotations
were extracted to validate the areas selected.

Since all the writings on the selected subject were
not titled as such, it was necessary to scan the books
written on administration, personality, and teacher-pupil
relationships.

There is much to be accomplished in the field of

evaluating teaching performance. This feeling was developed by reading and comparing what various writers felt were the important factors determining teaching results.

CHAPTER II

CRITERIA AND METHODS FOR EVALUATION

Teachers do not have a choice between evaluation
of performance and no evaluation of performance. The choice
they do have is between planned systematic evaluation and
general impression or unorganized evaluation. In making
this choice the personnel should understand "the nature of
evaluation, its philosophy, and its objectives" (23:344).
Unorganized evaluative techniques are subject to spot estimates,
prejudice, and personality conflicts. A systematic plan of
evaluation will help the teacher to be "cognizant of the
characteristics of good teachers, and occasionally to take
inventory of his own virtues and of his own shortcomings in
terms of those desirable characteristics" (18:188).

I. METHODS OF EVALUATING

Most authors who have written in this field feel that
if a score card is to be used in the evaluation of teachers
in a particular district, it should be devised co-operatively
by the teaching staff and the administration. It is necessary
that the staff does not confuse measurement with evaluation.
"To state it briefly," Shuster writes, "measurement tells
'how much,' while evaluation tells 'how good'" (23:345). The
principal's responsibility, then, is to get staff agreement
on a definition of evaluation.

Before proper leadership can be shown, the principal must try to answer these questions:

1. What is the nature of evaluation?

2. What is a philosophy of evaluation?

3. What are the objectives of evaluation?

In attempting to answer partially the nature of evaluation, Wrightstone has this to say:

> . . . The emphasis in evaluation is upon broad personality changes and major objectives of an education program. These include not only subject matter achievement but also attitudes, interests, ideals, ways of thinking, work habits, and personal and social adaptability (26:403).

Later in this paper, these areas will be expanded with opinions from authorities to substantiate their selection.

In considering the philosophy of evaluation, the answers must be consistent with district policies and concepts in modern education. Most authorities and school districts agree that the ultimate goal in education is the fullest self-realization of each child. The school must see that this goal is achieved in accordance with the American way of life (23:346). Keeping in mind these main points, the school personnel may arrive at a written philosophy of evaluation.

In giving consideration to the objectives of evaluation, the overall objectives of education must be kept in mind. So that a high degree of fairness may be obtained, an effective method must be developed for identifying and

correcting weaknesses in the school program. Also of
extreme importance is recognition and identification of
teacher strengths. Elsbree and McNally have written, "The
chief objective is to help teachers to develop an attitude
of self-evaluation, for without the teacher's own disposition
to evaluate himself, no self-evaluation is possible" (9:186).
It is the principal's task to provide the leadership neces-
sary to approach this problem systematically rather than to
rely upon the casual appraisal.

II. CRITERIA FOR EVALUATION

Research indicates eleven areas in which the
effectiveness of the teacher manifests itself. When
developing standards for evaluating teacher performance,
the administration and staff working co-operatively may
add sub-topics to the following areas.

1. Instructional effectiveness. This relates strictly
   to classroom performance. "It is impossible,"
   says Green, "to plan effectively for the improve-
   ment of instruction except when such plans are
   based on careful and exact studies of the present
   success and failures of instruction" (10:33-45).
   Good teaching involves an awareness of the purpose
   and direction of the educational process (5:269).

   To help teachers determine their instructional
   effectiveness, "probably the most useful and valid

evaluation . . . is that given by students them-
selves" (25:116). Some of the areas that are of
prime importance to students are knowledge of
subject, fairness, interest in pupils, sense of
humor, understanding pupils, and likeableness
(25:117).

Instructional effectiveness is of paramount
importance. If a teacher is poor or unsatisfactory
in this area, his continued service as a teacher
would be questionable. On the other hand, teachers
who have reached the highest achievements in this
and other general areas affecting teacher performance
deserve special recognition.

2. Personality. The personality factors to be taken
   into account should be all of those required to
   define personality (8:718). "A teacher emotionally
   well balanced and physically well," states Baxter,
   "is the most important single element in teaching."
   To reinforce its importance, Baxter again states,
   "The teacher's own teaching personality is the
   most important single factor in the guidance and
   direction of learning" (4:111).

3. Classroom Management. This area gives attention
   to the routine handling of pupils, materials,
   physical environment, and appearance of the class-
   room (15:78). Avent (1:2) says, "Management means

control and direction of school and classroom
conditions so as to make them favorable to
children's studying and learning."

4. <u>Teacher</u>-<u>Pupil</u> <u>Relationship</u>. Teacher-student
relations properly evoke serious effects upon the
student's choice of career, his attitudes toward
learning, his personal value system, and social
viewpoint (21:11). Spears (24:53) advocates
kindness as a desirable characteristic of a good
teacher. "Better to close a classroom than to
subject children to an unkind teacher under the
guise of education."

". . . The one valid way to estimate a
teacher's true worth is to know the personal
effect of teachers upon learners" (4:11).

5. <u>Co-operation</u>. Co-operation can mean the exchange
and thereby the utilization of the best ideas.
This integrated effort as Ayars (2:142) states,
means that one "works well with others; promotes
harmony; strives to develop and maintain high
professional morals; cheerfully accepts appropriate
share of extracurricular activities."

6. <u>Professional</u> <u>Growth</u> <u>and</u> <u>Interest</u>. The greatest
professional sin teachers can commit is to become
mentally stagnant. Many teachers permit themselves
to get in a rut and soon become old fogies (18:155).

The function of evaluation should be based
on a policy which recognizes that growth is
essential for the teacher's own sense of well
being and for the improvement of educational
opportunities for children (7:221).

7. Physical Fitness. The teacher must have alertness,
cheerfulness, and emotional stability to meet the
day-to-day demands of the modern school.

Reeder (18:566) gives three reasons why
teachers should have a high standard of health.
It is necessary for the teacher's happiness,
economic welfare, and pedagogical efficiency. It
affects the welfare of his students as well as his
own. Communicable diseases as well as irritability
and nervousness can be transmitted to the children.
The students have a right to expect a teacher who
is strong physically. The third reason he gives
for a teacher's good physical fitness is to keep
teacher absences at a minimum. This in turn will
save the school district the expense of hiring
substitute teachers. Teacher absences may also
cause disruption of the regular classroom procedure.

8. Contributions to Good Teaching Conditions. The
significance of this area is indicated in the
definition of "superior" achievement. This area
can best be illustrated by a teacher who takes
advantage of all situations and causes them to be

a learning process, whether it is a class party, hallway conduct, or playground activities. As Briggs says, "the teacher assumes responsibility for general conditions in the school whenever occasion arises for exercise of teacher influence" (5:269).

Children to a great extent are products of their environment. Because their reactions are influenced by their setting for work and play, an attractive school home is essential to building desirable relationships (20:310-11).

9. Extra-Curricular and Extra Class Service. This relates to services rendered to all activities of the modern school program not a part of class work. The success of any program of extra-curricular activities depends largely upon the willing and intelligent co-operation in the program of the teachers of the school (18:165).

10. Clerical Skill. The appraisals are embodied in office records, the preparation and keeping of which are regarded as necessary duties of the school staff (14:215). There are several kinds of paper work which classroom teachers need to consider. Some of it is clerical. Some of it is highly professional and very important in the teaching-learning process (20:215).

11. <u>Community Relationship</u>. If teaching is to be
a profession, teachers are obligated to define their
relationships to society (25:243). Working hand
in hand, these forces--administrators, teachers,
parents, lay citizens, and students--can do much
to build up essential public understanding and
support of schools. Effective teamwork on the part
of all individuals and groups is one of the pre-
requisites of a successful school program.

Research indicates as many areas to help determine
teaching efficiency as there are items in the field of
education that a teacher can answer "yes" or "no" or with
"superior," "satisfactory," or "unsatisfactory." It is feasible,
then, that these general areas serve only as main points of
emphasis. These points can be organized into a form the
school personnel feels would best suit their needs.

If the results of an evaluation are placed on a rating
card without co-operative action with the teacher, this process
will not cause an improvement of instruction. The one exception
might be the teacher who, because of fear of how he is rated,
searches and somehow finds his weaknesses and endeavors to
correct them.

One of the main purposes of evaluation is to help
direct the teacher to be more effective. In fact, Hicks
says (12:222):

According to such writers as Otto, Shane, Yauch,
Corey, Wrightstone, Elsbree, McCall, Reutter, and
Barr, the technique in teacher evaluation should be
emphasizing self-evaluation. Recent surveys by several
state departments of education, and by classroom
teachers' organizations also indicate that to the
extent to which we are able to evaluate our own work,
we are taking real steps in the improvement of our
own teaching.

Self-analysis of the teacher's effectiveness with
subsequent positive change in her pattern of operation
is the goal toward which we must strive.

The fact cannot be overlooked that teaching efficiency

is not evaluated only in terms of improvement. As cited

earlier in this paper, it is also for justification of

promotion and renewal or release of contract. It seems

appropriate at this point to ask the question: "How is teach-

ing efficiency evaluated?" Reavis best answers this question:

We must never forget that teacher effectiveness is
to a great degree a product of subjective factors and
the product itself is to the same degree subjective,
and therefore its measurement, both method and results,
must be in the subjective terms. If this be true, it
seems we must not direct our efforts toward translating
subjectivity into objectivity but rather toward making
subjective judgment more definite, more specific, more
fair, and more defensible. If we work far enough toward
this, subjective judgments rendered by professionally
trained people very likely can be made more nearly fair
and just, more nearly true measures than mathematical
scores can ever be (17:87-88).

The Achievement Profile based upon the statement of

standards used in the Indianapolis, Indiana, Public School

appears to be a good method of objectively appraising sub-

jective factors (17:91-92). Each teaching area previously

described may not fit in a given level such as "honor" or

"superior." An example of this is the teacher's personality

and its effect upon the students. The student is the only person able to evaluate this area accurately, and his opinions may be influenced by remarks he has heard other people make. Following are five levels of teaching efficiency and the criteria developed to determine teaching efficiency (17:91-92):

HONOR

Instructional Effectiveness--Develops new teaching procedures for the school; stimulates pupils to unusual achievements; encourages pupils to establish and maintain worthwhile personal goals.

Professional Interest and Growth--Gives definite evidence of productive and constructive work in the professional field.

Contribution to Good Teaching Conditions--Renders distinctive service to the school in establishing and maintaining wholesome teaching conditions.

Extra-Curricular and Extra Class Service--Creates, develops, and promotes desirable extra-curricular activities.

SUPERIOR

Instructional Effectiveness--Develops successful practices in instruction which stimulate pupils to self-activity and pronounced growth in knowledge, skills, attitudes and habits.

Professional Interest and Growth--Has secured advanced training or preparation in own field of work; and keeps alert to progress and development in this field of instruction.

Contribution to Good Teaching Conditions--Assumes responsibility for general conditions in the school whenever occasion arises for exercise of teacher influence.

Extra-Curricular and Extra Class Service--Renders an especially valuable service to the school in extra-curricular and extra class duties.

GOOD

Instructional Effectiveness-Maintains interest
of pupils, follows accepted practices in
instruction which promote in pupils normal
growth and improvement in knowledge, skills,
attitudes and habits.

Professional Interest and Growth--Gives evidence
of keen interest in the profession and seeks
to strengthen work in classroom through study
and through active professional effort.

Physical Fitness--Is physically able to carry
normal teaching load without special consid-
eration; rarely absent.

Contribution to Good Teaching Conditions--Under
normal circumstances assumes responsibility
for and maintains good standard of discipline
on own power of personality and influence.

Extra-Curricular and Extra Class Service--Willingly
responds to and acceptably performs assigned
duties in extra-curricular activities and extra
class duties.

Clerical Skill--Does clerical work in a manner
which makes special administrative attention
unnecessary.

Community Relationships--Engages in a normal
program of community activity.

FAIR

Instructional Effectiveness--Follows accepted
practices in a routine manner; lacks resource-
fulness; fails to adapt procedures so as to
bring about expected growth on part of all
pupils.

Professional Interest and Growth--Meets standard
requirements of accrediting agencies in pro-
fessional preparation for work assigned.

Physical Fitness--Must receive some administrative
consideration in assignment of teacher load
or extra duties.

Contribution to Good Teaching Conditions--Often needs support of administration in maintaining discipline in normal circumstances.

Extra-Curricular and Extra Class Service--Accepts assigned extra-curricular and extra class duties as necessary responsibilities. Shows limitations in appreciating their educational significance.

Clerical Skill--Does clerical work in a manner which occasionally requires administrative attention.

Community Relationships--Gives little evidence of community interest.

UNSATISFACTORY

Instructional Effectiveness--Follows questionable practices; fails to maintain pupil interest, fails to secure expected pupil growth.

Professional Interest and Growth--Lags behind accepted current standards.

Physical Fitness--Possesses physical defects which make work ineffective; frequently absent.

Contribution to Good Teaching Conditions--Relies unnecessarily upon the support of administration to maintain discipline in normal circumstances; seems satisfied to proceed in an atmosphere of general restlessness and inattention.

Extra-Curricular and Extra Class Service--Performs assigned extra-curricular or extra class duties reluctantly and without attaining their educational values.

Clerical Skill--Is frequently careless and inaccurate.

Community Relationships--Community relations brings adverse reaction of community to the school.

The foregoing criteria can be used for self-evaluation, group evaluation, or evaluation of the teacher by the principal. Research indicates that improvement of instruction is most effective when a set of standards is developed by the staff. However, the staff must first feel a need for this type of evaluation before they can be expected to have a truly sincere approach to the problem. When this feeling is not present, authorities agree, it can be an administrative responsibility to help develop a feeling among the staff that there is a need for a systematic form of evaluation. "Without such critical evaluation," Elsbree and McNally state, "the dead hand of complacency and crystallization rests heavily upon the entire enterprise" (9:187).

Reports, whether they detect teacher weaknesses or strengths, should not be called to the teacher's attention and then placed in a file and forgotten. The next step is to give recognition to teacher strengths which may induce professional pride.

Of equal importance with recognition of teacher strengths is attention to teacher weaknesses. Attention must not only be given to areas of weaknesses, but there must be an endeavor to correct or improve them.

Correction of the problem can be as complex as the personnel involved. In contrast, when the correct attitude is developed, the teacher may be so receptive "it is highly

probable that he will welcome assistance" (9:186).

An evaluative form can be of great help to both the teacher who needs assistance with a problem and the person who is assisting. Therefore, the next logical step is to set up an evaluative form that can be used in evaluating teaching performance. (See Appendix).

In using an evaluation form, Burton says:

On the school summary blank which is graphic in form, the rating for each item on the scale provided on the blank is recorded. There it is possible to make a profile by connecting various ratings with lines. This profile gives as graphic picture of the practices . . . (6:215).

It must be remembered that the overall objective of any evaluation plan is improvement of instruction. Huggett points out that the school is a means of furthering the desirable growth and learning of boys and girls (13:94).

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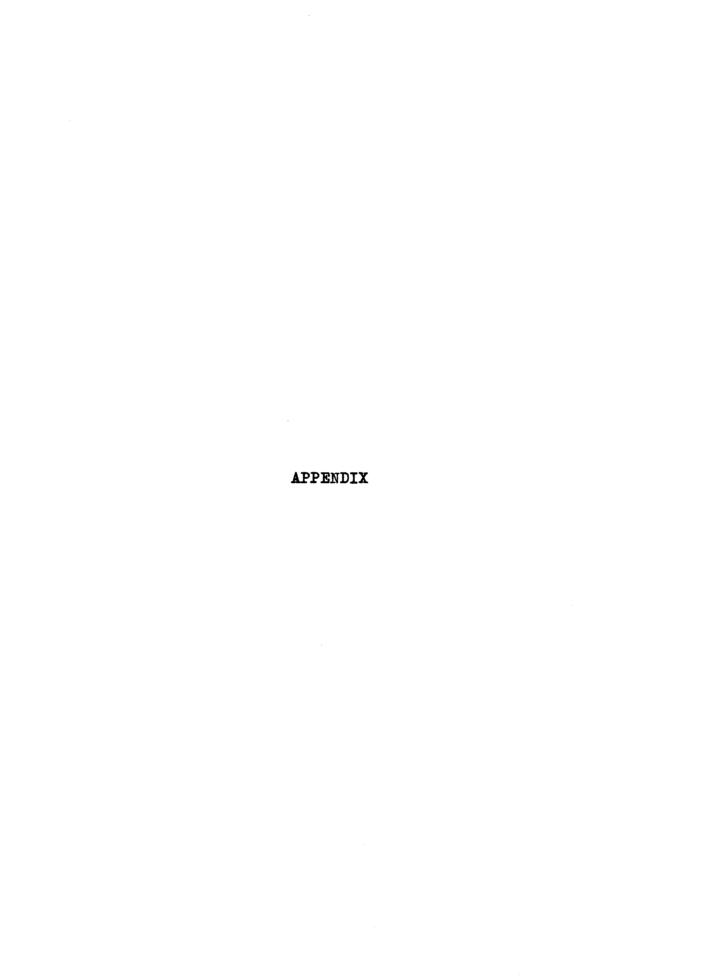18. Reeder, Ward G. *The Fundamentals of Public School Administration*. New York: The MacMillan Company, 1950.

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APPENDIX

APPENDIX

TEACHER EVALUATION FORM

TEACHER EVALUATION FORM

Name

School

Subject or Grade

Remarks:

Signed

Date

ITEMS	Honor	Supr.	Good	Fair	Unsat.
1. Instructional Effectiveness					
2. Personality					
3. Classroom Management					
4. Teacher-Pupil Relationship					
5. Co-operation					
6. Professional Growth and Interest					
7. Physical Fitness					
8. Contributions To Good Teaching Conditions					
9. Extra-Curricular And Extra Class Service					
10. Clerical Skill					
11. Community Relationship					