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An attempt to Organize Criteria into a Self-Evaluation Form for the Elementary Teachers (Grades 1-8) in Lewis County

Rollyn Lee Tucker
Central Washington University

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**AN ATTEMPT TO ORGANIZE CRITERIA
INTO A SELF-EVALUATION FORM
FOR THE ELEMENTARY TEACHERS (GRADES 1-8) IN LEWIS COUNTY**

**A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education**

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

**by
Rollyn Lee Tucker
August 1959**

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APPROVED FOR THE GRADUATE FACULTY

Ralph D. Gustafson, COMMITTEE CHAIRMAN

Donald G. Goetschius

Jettye Fern Grant

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CHAPTER I

PURPOSE AND SCOPE OF THE STUDY

Cooperative evaluation based upon questions and values oriented to American ideals in a climate of support and mutuality, using new and old scientific procedure, can make teaching a profession and bring a higher quality of education to our children and youth (12:208).

Anyone reading current periodicals is not quite sure whether schools are the recipients of a process of thoughtful evaluation or are being used as scapegoats by a confused and angry people. Whatever the case may be, the schools of Lewis County are no exception. Like other schools, those in Lewis County have been under the increasingly close scrutiny of the tax-paying supporters. It is the author's belief that one of the ways the schools in Lewis County might remedy this is by a good evaluation program, including the evaluation of teaching.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to find criteria used in teacher evaluation; (2) to evaluate the criteria for a self-evaluation form; (3) to organize a self-evaluation form for elementary teachers (Grades 1-8) in Lewis County; and (4) to assist, in any way possible, in keeping the professional standards of teachers equal to or above the standards of other professions.

The author of this study had the opportunity to observe several methods of teacher evaluation in effect

during his first year of teaching in Lewis County. He became very concerned at the apparent lack of organization and the absence of specifics to evaluate teachers. Occasionally, ideas relating to criteria for evaluation seemed to contradict severely, and needless to say, it was exceedingly confusing, especially to the beginning teachers in this area. Before proceeding further, the author wishes to eliminate any feeling that the methods being used were not valid methods. He was simply vague about and interested in teacher evaluation. Finding information and proceeding further in the study of teacher evaluation seemed to be the next logical move.

An investigation of teacher evaluation made clear that it is a valid part of the total program. At this point the author was still disturbed because he had not found teacher-evaluation specifics that did not contradict on occasion. The study was then directed at finding criteria to be evaluated by the teachers of Lewis County to determine those characteristics they believed were important in becoming a successful teacher, a professional person with the highest of professional standards.

Elementary teachers (Grades 1-8) of Lewis County were included in the study. These teachers were asked to evaluate a composite of teacher-evaluation criteria found by the author in related literature.

Limitations of the study. Whenever research attempts to find common ground to work from in education, it meets the problem of attempting to bring people of different

philosophies together. It has been said that this is similar to adding oranges and apples and trying to come up with apples. Each person is right in his own philosophy, according to his way of thinking. There is, nevertheless, a need for a common ground or foundation, no matter how many philosophies exist.

The author realizes the importance of individual philosophy and at the same time realizes that a study of this sort will be most valid to persons in the area of the study. It should not be considered as other than a guide in any other locality. The results may serve as a foundation to an individual school, to be revised by this school to accomplish its goals.

II. A PREVIEW OF FOLLOWING CHAPTERS

Following chapters contain information from related literature, methods used in research, findings, and conclusions obtained from the research. The questionnaire and letter used in the study are located in the appendix.

CHAPTER II

METHOD OF INVESTIGATION

Many problems bear investigation insofar as education is concerned. The question is to select one that is significant to the author's personal work, to his school, to his community, or to general progress. The selection of the present problem, a result of the author's becoming interested in the field of teacher evaluation, grew out of much discussion with fellow teachers and administrators. It was decided that self-evaluation is a valid form of teacher evaluation and that the problem of selecting criteria for a self-evaluation form would not only serve the author's purpose, but would be valuable to the area in general.

I. PROCEDURE

Fact-finding became the first step for the author. Finding material for a background in teacher evaluation became the first objective. After obtaining a list of sources, the author wrote to the research divisions of the National Education Association and Washington Education Association for additional information and references. The study was then directed from background material to the examination of criteria used in teacher evaluation.

Lists of criteria found by the author were sorted and a composite formed from these lists. This composite, containing items most often mentioned or suggested by

references, was to become the foundation for the questionnaire used in this study. Forming the questionnaire was the next step. The author then sent the questionnaire to the elementary teachers in Lewis County and asked them to evaluate the criteria. In other words, did these teachers agree that all or part of the criteria was important and should be on a self-evaluation form? The questionnaire and accompanying letter may be found in the appendix.

II. SOURCES

The elementary teachers (Grades 1-8) of Lewis County were the primary source of the original research. The names, positions, and addresses of these teachers were obtained from the Lewis County Educational Directory, a handbook compiled by the County School Office, Chehalis, Washington. Two hundred and fifty-seven questionnaires were sent to the teachers in May, 1959. Sixty-one per cent of the questionnaires were returned. Following chapters will include the results and the conclusions from the results of the questionnaire.

CHAPTER III

REVIEW OF THE LITERATURE

Without a doubt, appraisal of teaching has been going on as long as there has been teaching, but teacher evaluation, like the general field of education, has changed rapidly within recent years. At no time has everyone been satisfied with the situation. The search is still going on.

In the early 1900's the problem of evaluating teacher efficiency was placed in the field of research and objective measure rather than in the field of opinion. Credit is given to J. L. Merriam, who in 1905 attempted to show relationship between scholarship and teaching ability (17:325). In 1910, at a meeting of city superintendents in Washington, D.C., Edward C. Elliot presented a report entitled "A Tentative Scheme for the Measurement of Teaching Efficiency." He was attempting to determine whether quantitative standards could be applied to the measurement of teaching efficiency (17:325). This would indicate an early interest of administrators in the problem.

After 1920, interest in teacher appraisal increased. More and more persons seemed concerned and tried to find the answer.

One of the best known studies in the field of evaluation is the Commonwealth Teacher Training Study, reported by Charters and Waples in 1929. This study attempted to provide such a comprehensive description of the duties and traits of teachers that a basis might be secured for determining what teachers should be taught (17:326).

In the late 1930's, considerable interest in pupil ratings of teachers developed. Ratings of all kinds were suggested or tried. Ideas were expressed on a merit system for teachers. Many of the textbooks in education during this time stressed rating, but at the same time seemed to be dissatisfied or uncomfortable with ratings.

General estimates of a teacher's efficiency in a classroom should be supplemented by objective appraisals. Such appraisals may be assisted by the use of rating scales and by administration of tests to estimate the results of instruction. . . . Finally, it cannot be too strongly urged that teacher rating is but an instrument to facilitate constructive programs of supervision and the self-improvement of teachers (26:428).

The fact that the teacher and the supervisor may, together, evaluate in the light of their own situation and judgment began to take hold in the early 1940's.

The cooperative approach to teacher evaluation, involving active participation of both teacher and supervisor, received considerable stimulus as a result of the report of the American Council in 1944 prepared by Troyer and Pace (17:327).

I. METHODS OF EVALUATION

Some of the confusion that exists in teacher appraisal may be the result of the failure to distinguish between methods or types of appraisal. In an attempt to overcome some of this confusion, Beecher (3:31) separated the general area of teacher evaluation into five specific types:

1. Those based on supervisor's and administrator's

expectations, representing for the most part assembled lists of desirable qualities.

2. Rating scales and observational techniques.
3. Predictive appraisal of training institutions.
4. Studies of pupil opinion and reaction.
5. Diagnostic and anecdotal methods.

Yeager (31:295-322) attempted to distinguish between methods of evaluation and methods of applying measures of evaluation. Briefly stated, the methods of evaluation were:

1. General impression method.
2. Data gathering devices.
3. Measures of pupil growth and opinions.
4. Score cards and rating scales.
5. Check scales.

There were three methods of applying the above measures of evaluation: (1) evaluation by superior officers, (2) joint evaluation, and (3) self-evaluation. Both of the above authors mentioned the frequent difficulty of distinguishing between one particular type of appraisal and another. If one were to classify all the above forms of evaluation, there would, no doubt, be some overlapping.

II. THE USE OF RATING IN EVALUATION

One of the very controversial methods of teacher evaluation is the method of rating. Some argue that there are actually two kinds of rating: (1) rating: A subjective, qualitative judgment of a teacher given by a rater (principal, supervisor, superintendent, or a member of the board

of education) without the participation of the rated person, and (2) merit-rating: A subjective, qualitative judgment made by a rater without the participation and with or without the knowledge of the person rated for purposes of determining salary, promotion, or reward (2:8-9).

The Association for Supervision and Curriculum Development, after two years of exploration into the issues and problems involved in teacher rating, stated that there are four main issues dealing with teacher rating (2:5-16). The first of these issues has to do with motives which underlie efforts of individuals toward self-improvement. Does the reward-or-punishment provision implicit in most rating plans help the individual to make his greatest effort toward professional growth? Does fear of demotion or of reduction in pay cause the teacher to strive consciously and intelligently to "mend his ways," even though he has to go in the direction prescribed by the rating plan or by the person who does the rating? Or has not modern psychology found sounder principles upon which to base a program for encouraging teachers' efforts to accomplish best results in working with children?

The second issue involved in teacher rating has to do more directly with the process of evaluation. What is the purpose of evaluation? The question involved is whether we, in a democracy, want a type of authoritarian evaluation which guides individuals into unquestioning obedience to persons superior in status. On the other hand, would it not be preferable to develop a type of democratic organization in which qualities of cooperative evaluation would be

explored, understood, and used continuously, freely, creatively by all concerned in the process?

The third issue has to do with the effect of current teacher-rating practices upon professional growth. Just what are the characteristics of the main types of rating plans currently in use? Do these plans actually help the teacher see his "points of weakness," and so automatically encourage him toward greater efforts to overcome these faults? Or do these plans, because of their very nature cause greater tension and anxiety, and have undesirable and sometimes disastrous effects upon the professional development of the individual?

The fourth issue described by the American Association for Supervision and Curriculum Development related to the kind of organization which will best foster and encourage professional growth on the part of individuals and groups. Is the school, or the superintendent alone concerned in evaluation of the school's program, of results of instruction? Or is evaluation the privilege and responsibility of every person affected by the school's program?

By looking at the past fifty years and at our present situation, one can safely say that rating is not a satisfactory method of teacher evaluation. About 1920, H. W. Nutt favored rating. However, he had the following to say about rating:

If a set of definite standards cannot be set up, by means of which the efficiency of the teacher can be reliably measured, then the rating of teachers should be abandoned altogether (18:215).

It is the author's finding that rating has not, and may not be satisfactory, for several specific reasons (30: 293-298):

1. Rating could be used outside the classroom for purposes other than the improvement of instruction.
2. Ratings were often based on the assumption that one or two visits to a classroom provide sufficient evidence for making a judgment concerning the quality of the teaching. The situations might not be typical or perhaps the teacher and student were unaccustomed to visitors.
3. Ratings were often based on classroom observation in which only portions of a lesson were seen.
4. Rating tended to establish one pattern to which the teacher must conform, for example, there might have been a rating form worked out by the administration and supervisory staff.
5. Rating tended to reduce the freedom of the teacher and class. Quite often a lesson plan forced teachers to overlook real opportunities for purposeful learning. The class usually worked on what was in the lesson plan. Requiring a lesson plan also tended to decrease creative teaching. The teacher tended to use the same course and plans as the year before.
6. Rating usually tended to keep the supervisor from helping the teacher with weaknesses. The teacher quite often was afraid to admit

weaknesses, as salary increases and advancement often were determined by what the supervisor saw in the classroom.

7. Rating tended to prevent cooperative working relationships between the supervisor and the supervised. This was probably the most serious defect of rating.

Moore and Walters stated that:

A state-wide study as a result of a legislative action in North Carolina, entitled Measurement of Teacher Merit, rests its case on the criterion that teacher worth be evaluated upon the teacher's ability to produce growth in pupils. . . . All things considered, this research failed to find any system of measuring teacher merit which the writer is willing to recommend be adopted as a basis for paying the salaries of all teachers (17:342).

Elsbree and Reutter said:

Rating schemes that call for critical appraisal of individual teacher achievement tend to create a gap between principals and supervisors on one hand and classroom teachers on the other hand (8:238).

Existing rating devices often do not measure what they purport to measure, and, in addition, the ratings accorded often are not reliable. Many rating forms include items that have little relationship to teaching efficiency (8:239).

III. THE VALUE OF ACHIEVEMENT TESTS IN EVALUATION

Evaluating teachers by pupil achievement tests has also been unsatisfactory. This was probably due to two reasons (30:297): (1) a teacher with a low intelligence group would be rated or evaluated below a teacher with a

high intelligence group, and (2) an achievement test gives no recognition to the skills in emotional and social advancement of pupils. In evaluation, achievement tests could be used to learn more about pupils' abilities, status, and growth, and to provide a basis of judgment concerning activities that were needed most.

IV. SELF-EVALUATION OR THE COOPERATIVE APPROACH TO EVALUATION

It is becoming increasingly difficult for the supervisor to maintain the traditional position of being superior to teachers in knowledge of method and subject matter. If, in his criticism of teaching procedures and his suggestions for improvement, the supervisor assumes that he is superior in these respects, he courts teacher resentment and ridicule.

An alert supervisor will encourage the teacher to take an active part in all of the procedures or phases of evaluation (20:22).

It is common knowledge that a subject-centered curriculum no longer stands as a line of defense between the community and the school-marm or-master whose authority was more manual than inspiring (14:499).

The best hope seems to lie in self-evaluation by the total staff, by classroom groups, by individual teachers, and by individual pupils (30:298). Evaluation of teaching should be part of an entire school program of evaluation. The center of focus should be the improvement of the learning situation.

Evaluation is the process of making judgments that are to be used as a basis for planning. It consists of establishing goals, making judgments about evidence, and

revising procedures and goals in the light of the judgments. It is a procedure for improving the product, the process, and even the goals themselves.

Evaluation is an important phase of group leadership. It is the procedure through which a supervisor can bring about group self-improvement (30:292).

All persons involved in the situation should have had a part in establishing the criteria by which they will have been evaluated. Participation in the evaluation develops more mature and responsible teachers. When a supervisor makes a judgment about teaching, the responsibility for improving the instruction rests with him (30:299). He knows what is wrong and it is his duty to improve it. When teachers make the judgments, possibly with the help of the supervisor, and find themselves unsatisfactory, they are responsible to themselves for improvement. Self-evaluation centers the full attention on the learning situation. The teacher no longer has to concentrate on fooling the supervisor (30:299). In addition, self-evaluation enables the teacher to bring pupils into the evaluation.

The group approach to evaluation is one form of self-evaluation. There is also a need for the individual to take stock of what he alone has contributed to the enterprise and what steps he should take to improve his own efficiency (8:245). The very process of taking stock can have therapeutic value and can conceivably result in many desirable changes.

School administration must move cautiously in the use of teacher self-evaluation blanks. They should not be used as a means of escape from duty by the administrator or the supervisor. At most such forms would be for

the teacher's own use. Their use reflects their title--self-evaluation--and little more. They carry no value for comparative persons. They may help a supervisor in working with teachers individually, but to file them in a school office might imply that in a sense some teachers would be testifying against themselves (27:421).

If self-evaluation is to be effective, certain conditions should prevail. The teacher should see it as a procedure for getting more satisfaction out of his job. The evaluation should never be filed with someone who will use it as a basis for promotion or salary increase. If a supervisor wants to stimulate self-evaluation, he must build security in his teachers. A teacher, like any pupil or supervisor, must feel secure. Self-evaluation is a process used by secure people.

V. CLASSROOM OBSERVATIONS

Classroom observations, if properly done, can assist the supervisor immensely in helping and guiding the teacher during evaluation. It should be understood by the teacher and the supervisor that the observations are not for rating but a basis for analysis of specifics with which the teacher desires help. Classroom observations should not be used until a basis of friendly understanding exists between the teacher and the supervisor, at least until the teacher knows the supervisor and feels secure with him. The supervisor should not do anything that would make the teacher feel less secure during the observation. He should not break into the conversation or correct the teacher. The supervisor should sit where he can observe pupil reactions, because he

will want to focus his attention on the interaction of pupils with the teacher. . . . Wiles stated that the supervisor will want to ask himself the following questions during a classroom observation:

1. Is the classroom one in which children feel secure in their relationships with each other and with the teacher?
2. Do the children see purpose in what they are doing?
3. Are children seeking ways of carrying out their purposes or are they seeking to discover what the teacher wants done?
4. Is there opportunity for creative thinking and activity in the classroom?
5. Is cooperation encouraged?
6. Are children stimulated to evaluate their ways of working and to plan revision of procedures that will make their work more effective?
7. Are the classroom equipment and materials organized to increase efficiency with which the group achieves its purposes (30:307)?

The post-observation discussion should be informal, perhaps over a cup of coffee, with both the teacher and the supervisor at ease.

The supervisor must not make value judgments concerning what has gone on. His function is to assist the teacher in analyzing the situation and in formulating procedures for improving the work for the class. He should not ask leading questions designed to convince the teacher of his own point of view. The supervisor should give his opinion when it is called for and should offer suggestions when the teacher asks for them, but it is not his function to tell the teacher what should be

done. He is a resource person not a director. He is there to help the teacher grow in self-direction and professional maturity, not to increase the dependence of the teacher on someone else's judgment (30:308).

VI. CRITERIA SUGGESTED FOR TEACHER EVALUATION

During this study the author had the opportunity to organize a composite of criteria. While working on this composite, the author found numerous ideas or criteria and how to select criteria. On the selection of criteria, Elsbree and Reutter said three items were important to consider (8:242):

1. Staff growth.
2. Achievements of pupils.
3. The school's contribution to community improvements.

Researchers in the field of teacher competence have pointed out how carefully the criterion must be defined. The following requirements among others are essential (13:229):

1. It must be sufficiently comprehensive to point to the expertness needed in community and professional activities as well as classroom management.
2. The areas of expertness must be objectively defined so that there will be a common understanding among the various groups concerned with teacher competence; and
3. It must be so developed as to be adaptable to a variety of community requirements, and to the changing conditions in our society. This is possible only if it is derived from the basic purposes that education must serve in our society.

C. A. Long stated that the following should be considered when selecting criteria (14:503):

1. Is this evaluation program helping to meet the personal needs of our faculty?
2. How is our program improving our school?
3. How about public relations? . . . Are we moving forward in the estimations of our parents and the community in general?

More information on selection of criteria will be found in Weber (29:98-118).

If the reader is interested in criteria, the author would refer him to Berger (5:101-104), Powell (21:31), Reeder (22:224-231), Sartor (24:448), Spears (27:416-420), and VanderWerf (28:1-54). The suggested composite from these sources and others will be found on the questionnaire in the appendix of this paper.

VII. SUMMARY

If evaluations of teaching are to have lasting beneficial effects, it will be because the individual teachers whose work is evaluated have learned to view their own efforts somewhat dispassionately and scientifically. Evaluation programs will contain varying amounts of threat for each individual, depending on the whole groups of associated conditions. To minimize the threat, and to learn how to make professional use of the objective data obtained, constitute a challenge to the profession as a whole and to each individual in it, which, if successfully met, can raise the general quality of educational effort to a new plane now seen in only the exceptional classrooms and schools (23:237).

Evidence indicates that if the teaching profession is going to raise its standards up to and above those of other professions, it should be willing to face evaluation, to experiment, and to proceed or change in the light of the results. Self-evaluation has proved itself a valid method, a method used by secure people. A valid way to improve the school is evaluation from "inside," with all members concerned. The following chapters will show how the information in this chapter was applied in the study in Lewis County.

CHAPTER IV

FINDINGS IN THE RESEARCH

Questionnaires were sent to 257 elementary teachers (Grades 1-8) in Lewis County. Slightly over 61 per cent of the questionnaires were returned. The questionnaire contained a composite of forty-four teacher qualities selected from various references. Teachers were asked to rate the criteria as to importance for a self-evaluation form. These qualities were divided as to personal qualities and professional qualities. Space was provided for comments and suggestions. The reader may find the questionnaire and accompanying letter in the appendix.

The next step was to tabulate the results of the questionnaires. Table I, Figure 1, and Figure 2 on the following pages relate the complete data from the questionnaire. Of the forty-four items listed in the questionnaire, several were rated high, one comparatively low. The following seventeen qualities were listed by most participating teachers as imperative for a self-evaluation form.

Do I:

1. Accept personal responsibility for compliance with rules and for attention to administrative requests?
2. Use discretion and consideration in speaking of my school or colleagues?
3. Co-operate with immediate administrators and supervisors?

TABLE I
ANALYSIS OF QUESTIONNAIRE DATA

Legends: (4) Imperative (3) Important (2) Incidental (1) Not Important					
<u>PERSONAL QUALITIES</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>Total</u>
Do I:					
1. Accept personal responsibility for compliance with rules and for attention to administrative requests?	115	37	1	4	157
2. Accept criticism or recognition gracefully?	62	84	6	2	152
3. Carry a fair share of out-of-class responsibilities?	47	91	12	5	155
4. Accept group decisions without necessarily agreeing?	54	76	15	5	150
5. Use discretion and consideration in speaking of my school or colleagues?	106	45	1	3	155
6. Co-operate with immediate administrators and supervisors?	119	32	1	5	157
7. Work understandingly and co-operatively with parents?	93	56	1	3	153
8. Support and participate in parent-teacher groups?	31	90	26	7	134

TABLE I (continued)

<u>PERSONAL QUALITIES</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>Total</u>
Do I:					
9. Participate in community activities?	10	75	62	5	152
10. Dress appropriately; am I well-groomed and poised?	78	72	4	1	155
11. Interpret the school's program and policies to the community as occasion permits?	37	94	20	3	154
12. Show genuine respect, concern and warmth for others, both child and adult?	95	56	1	4	156
13. Speak clearly, use good English in a well-modulated voice?	79	72	5	0	156
14. Attempt to correct personal habits and mannerisms that detract from effective teaching?	74	76	4	2	156
15. Keep myself physically fit; am I handicapped by too frequent absence or illness?	78	70	2	4	154
16. Maintain sound emotional adjustment; am I calm and mature in my reactions?	83	69	3	1	156
17. Promote friendly intraschool relationships?	49	90	11	4	154
18. Adjust easily to changes in procedure; not consider my own program all-important.	57	79	16	2	154

TABLE I (continued)

<u>PROFESSIONAL QUALITIES</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>Total</u>
Do I:					
1. Have the respect of my students; secure voluntary co-operation; have a minimum of behavior problems?	89	59	2	2	152
2. Display the refinement, character, and objectivity expected of the professional person?	74	72	4	1	151
3. Help each child set appropriate goals for himself?	70	74	5	3	152
4. Vary method and content to suit individual differences and goals?	74	71	3	3	151
5. Direct interesting, varied, and stimulating classes?	69	78	2	2	151
6. Practice principles of democratic leadership with children and adults?	64	79	4	4	151
7. Plan each day carefully, but am flexible in utilizing immediate educational opportunities?	73	71	4	5	153
8. Help children develop and strengthen their moral and spiritual qualities?	85	56	4	5	150
9. Have work areas arranged for maximum pupil stimulation and accomplishment?	47	87	12	1	147

TABLE I (continued)

<u>PROFESSIONAL QUALITIES</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>Total</u>
Do I:					
10. Recognize each child's emotional and social needs?	81	63	4	3	151
11. Handle behavior problems individually when possible?	81	65	3	4	153
12. Help children achieve satisfactorily in skill subjects?	68	75	3	4	150
13. Help children evaluate themselves and their growth as a means of further growth?	59	82	12	1	154
14. Encourage pupils to make their own judgments according to their various levels of maturity?	63	77	9	2	151
15. Encourage growth in democratic participation and sharing of responsibilities?	74	71	4	3	152
16. Help students to integrate their learning experience into a meaningful pattern?	64	71	9	3	147
17. Help children develop the ability to work profitably in classroom situations?	70	72	5	4	151
18. Help children acquire good study and work habits?	110	35	2	4	151

TABLE I (continued)

<u>PROFESSIONAL QUALITIES</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>Total</u>
Do I:					
19. Feel proud of my profession and attempt to promote respect for it?	98	49	1	4	152
20. Have genuine concern for all my students regardless of their cultural, intellectual, or academic status?	116	33	0	4	153
21. Not abuse privileges?	93	48	5	4	149
22. Continually grow professionally through study, experimentation, and participation in professional activities?	80	64	4	3	151
23. Criticize and constantly try to improve my own work?	85	60	5	2	152
24. Initiate or participate fully in activities designed to meet the needs of my particular school?	54	83	10	2	149
25. Possess adequate subject matter background?	87	55	4	3	149
26. Maintain an attractive and healthful classroom?	68	75	4	3	150

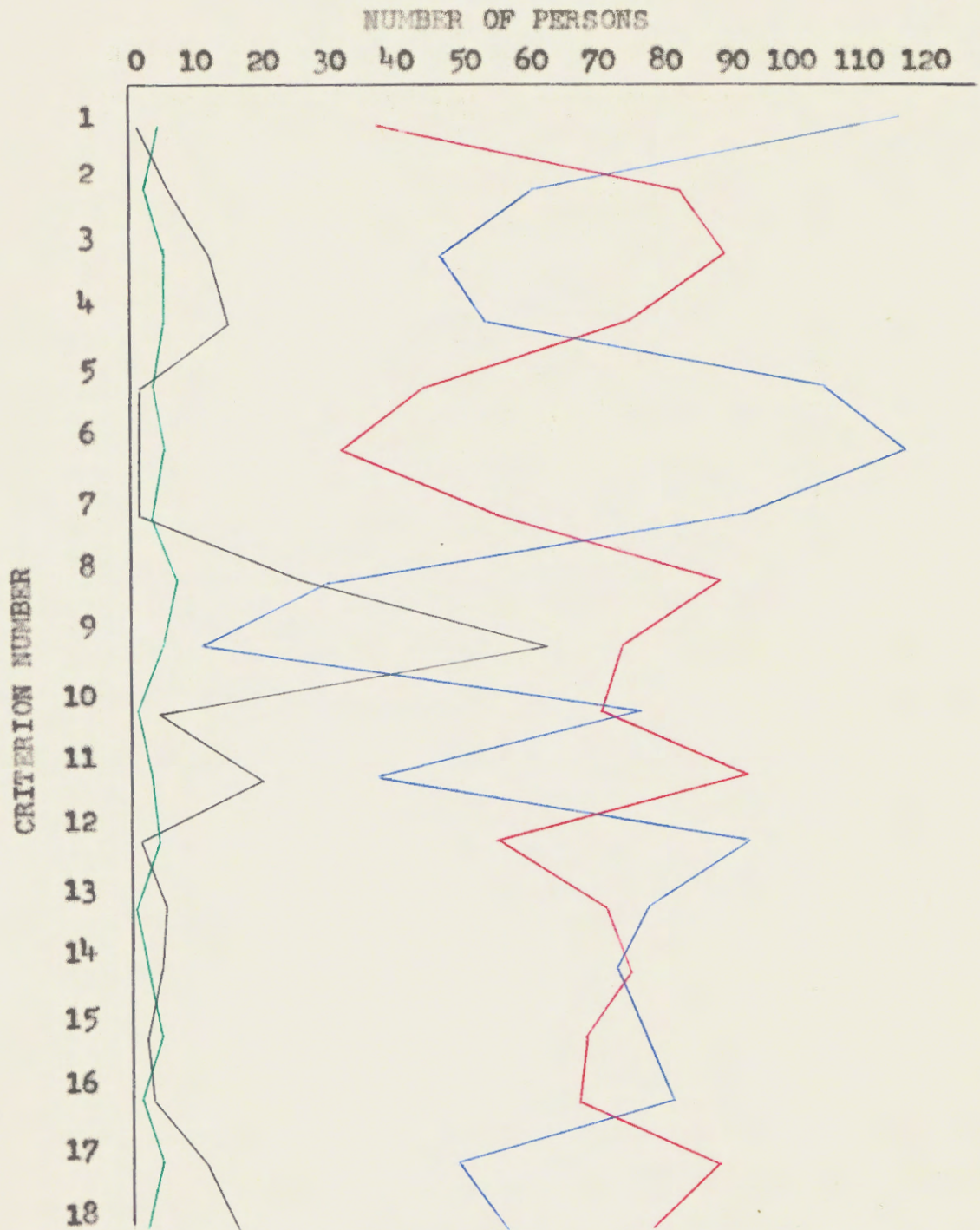
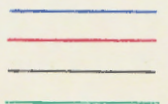


FIGURE 1
COMPARATIVE RESULTS OBTAINED FROM ANALYSIS OF QUESTIONNAIRE
(PART I PERSONAL QUALITIES)

Number of persons rating criterion as imperative
 Number of persons rating criterion as important
 Number of persons rating criterion as incidental
 Number of persons rating criterion as not important



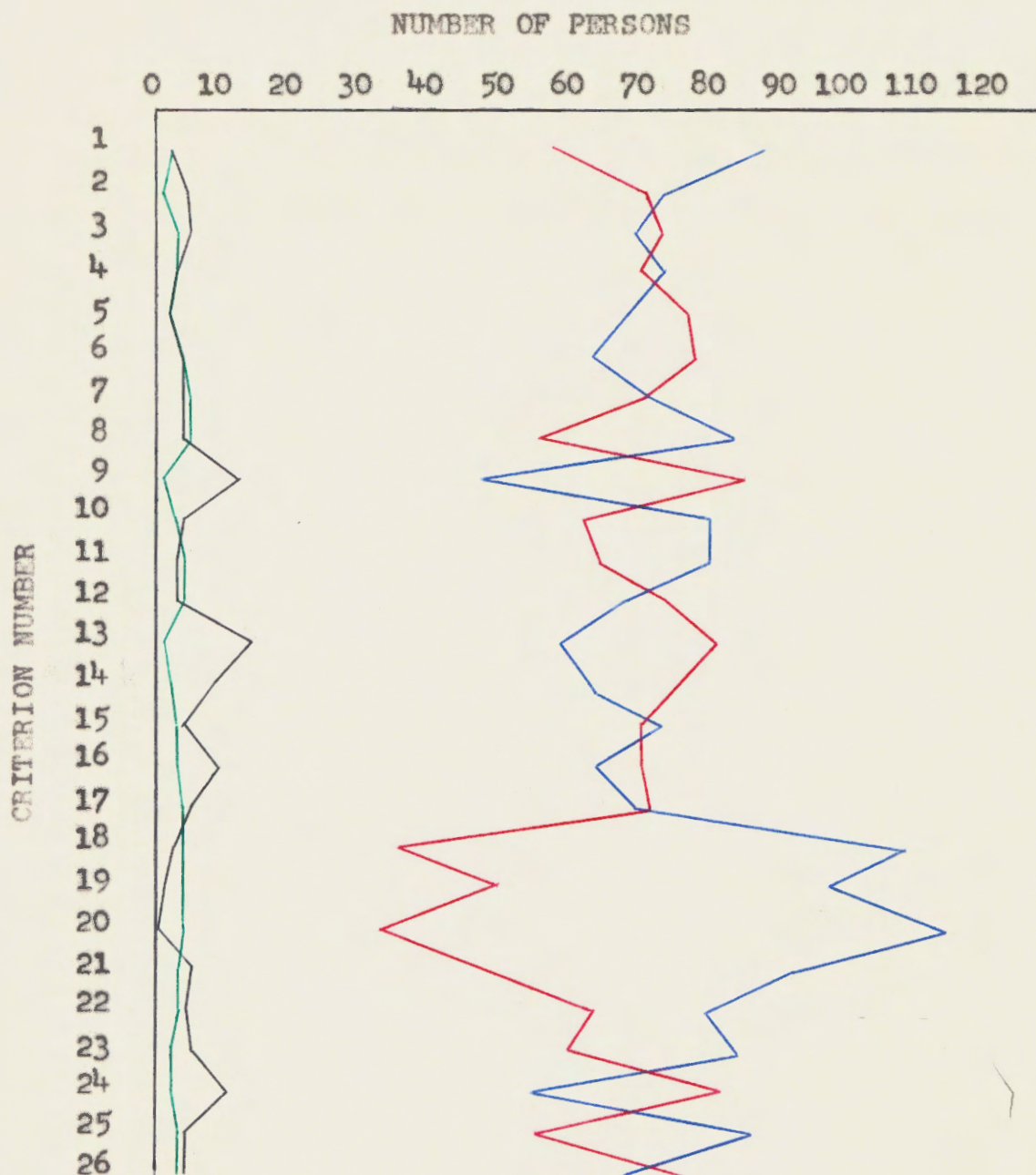


FIGURE 2

COMPARATIVE RESULTS OBTAINED FROM ANALYSIS OF QUESTIONNAIRE
(PART II, PROFESSIONAL QUALITIES)

Number of persons rating criterion as imperative	— (Blue)
Number of persons rating criterion as important	— (Red)
Number of persons rating criterion as incidental	— (Black)
Number of persons rating criterion as not important	— (Green)

4. Work understandingly and co-operatively with parents?
5. Show genuine respect, concern and warmth for others, both child and adult?
6. Maintain sound emotional adjustment; am I calm and mature in my reactions?
7. Have the respect of my students; secure voluntary co-operation; have a minimum of behavior problems?
8. Help children develop and strengthen their moral and spiritual qualities?
9. Recognize each child's emotional and social needs?
10. Handle behavior problems individually when possible?
11. Help children acquire good study and work habits?
12. Feel proud of my profession and attempt to promote respect for it?
13. Have genuine concern for all my students regardless of their cultural, intellectual, or academic status?
14. Not abuse privileges?
15. Continually grow professionally through study, experimentation, and participation in professional activities?
16. Criticize and constantly try to improve my own work?

17. Possess adequate subject matter background?

One item, number nine under personal qualities, was rated comparatively low. It reads: Do I participate in community activities? Comments concerning this fact were on many of the questionnaires. The consensus that teachers can too easily overdo community activity, sometimes to the point that the job and the person are affected.

Comments and suggestions on the returns were many in number. The author will mention only those that frequently appeared. Very strong comments were received against a person rating himself and giving his rating to his principal, and a person attempting to rate another as a basis for salary. Many expressed the idea that all the criteria in the questionnaire were valuable and should be included on a self-evaluation form. Some went further, saying that it would be valuable to use self-evaluation at regular intervals. This would check the progress and assist in planning. On the other side, some reacted very favorable to the criteria but suggested that they might be idealistic and hard for the average teacher to reach.

One teacher, in his comments about the questionnaire, fairly well summarized the feeling of many. He said,

I feel that the personal relationship between child and teacher is very important and is often the thing that encourages a child to go on to success and personal accomplishment. The only persons who feel this relationship are the teacher and the child. It would be hard for another person to judge this.

CHAPTER V

SUMMARY AND CONCLUSIONS OF THE STUDY

I. SUMMARY

If the teachers of Lewis County wish to maintain professional status equal to or above that of other professions, they must be willing to face evaluation. Evaluation should not be a threatening device held over the teacher's head. Rather, it should be a process of making judgments to be used as a basis for planning. Evaluation is a procedure for improving the product, the process, and even the goals themselves. Studies have proved that self-evaluation is a valid method of evaluation, that the very process of taking stock can have therapeutic value and result in many desirable changes. Self-evaluation is a process successfully used by secure people. The teachers in Lewis County should be willing not only to face evaluation, but to experiment and to proceed or change in light of the results.

The elementary teachers of Lewis County have indicated their interest in evaluation by the percentage of returns on the questionnaire. These returns contained the ranking of criteria by the teachers, and comments and suggestions indicating their feelings or ideas relating to certain aspects of evaluation.

II. CONCLUSIONS

Research in related literature provided evidence that teacher self-appraisal is a valid method of evaluation. Teacher self-evaluation is only a part of the whole evaluation process of the total school program. Evaluation from "inside" should provide results from "inside." Teachers in Lewis County have indicated an interest in self-evaluation by comments and suggestions sent to the author and by returning a majority of the questionnaires.

The author has presented the sample of how a self-evaluation form might be organized, using the results obtained in Lewis County. The sample evaluation form may be found on the following page (Table II).

Without a doubt, teacher evaluation is still in the trial and error stage. Proof of this lies in the various types or methods of evaluation being used. The author believes this is a wholesome situation. Only by trying these methods will teachers, supervisors, and principals find the method and criteria for evaluation best suited for their district or area. The end result could very easily be teacher self-evaluation bringing about group self-improvement. This would in turn make teaching a profession of higher standards and bring an even higher quality of education to our children and youth.

There are many areas open for study relating to teacher evaluation. After completing the study, the author would recommend further study relating to criteria. This might be a study for a specific school or building where

TABLE II
LEWIS COUNTY SCHOOLS
TEACHER SELF-EVALUATION FORM
GRADES 1-8

SCALE: 0 1 2 3 4 5

NEVER

ALWAYS

PERSONAL QUALITIES

Do I:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Accept personal responsibility for compliance with rules
and for attention to administrative requests? | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Accept criticism or recognition gracefully? | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Carry a fair share of out-of-class responsibilities? | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Accept group decisions without necessarily agreeing? | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Use discretion and consideration in speaking of my
school or colleagues? | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Co-operate with immediate administrators and supervisors? | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Work understandingly and co-operatively with parents? | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Support and participate in parent-teacher groups? | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Participate in community activities? | 0 | 1 | 2 | 3 | 4 | 5 |

TABLE II (continued)

PERSONAL QUALITIES

Do I:

- | | | | | | | | |
|-----|--|----|---|---|---|---|---|
| 10. | Dress appropriately; am I well-groomed and poised? | .0 | 1 | 2 | 3 | 4 | 5 |
| 11. | Interpret the school's program and policies to the
community as occasion permits? | .0 | 1 | 2 | 3 | 4 | 5 |
| 12. | Show genuine respect, concern and warmth for others,
both child and adult? | .0 | 1 | 2 | 3 | 4 | 5 |
| 13. | Speak clearly, use good English in a well-modulated voice? | .0 | 1 | 2 | 3 | 4 | 5 |
| 14. | Attempt to correct personal habits and mannerisms that
detract from effective teaching? | .0 | 1 | 2 | 3 | 4 | 5 |
| 15. | Keep myself physically fit; am I handicapped by too
frequent absence or illness? | .0 | 1 | 2 | 3 | 4 | 5 |
| 16. | Maintain sound emotional adjustment; am I calm and
mature in my reactions? | .0 | 1 | 2 | 3 | 4 | 5 |
| 17. | Promote friendly intraschool relationships? | .0 | 1 | 2 | 3 | 4 | 5 |
| 18. | Adjust easily to change in procedure; not consider
my own program all-important? | .0 | 1 | 2 | 3 | 4 | 5 |

TABLE II (continued)

PROFESSIONAL QUALITIES

Do I:

1. Have the respect of my students; secure voluntary co-operation; have a minimum of behavior problems?	0	1	2	3	4	5
2. Display the refinement, character, and objectivity expected of the professional person?	0	1	2	3	4	5
3. Help each child set appropriate goals for himself?	0	1	2	3	4	5
4. Vary method and content to suit individual differences and goals?	0	1	2	3	4	5
5. Direct interesting, varied, and stimulating classes?	0	1	2	3	4	5
6. Practice principles of democratic leadership with children and adults?	0	1	2	3	4	5
7. Plan each day carefully, but am flexible in utilizing immediate educational opportunities?	0	1	2	3	4	5
8. Help children develop and strengthen their moral and spiritual qualities?	0	1	2	3	4	5
9. Have work areas arranged for maximum pupil stimulation and accomplishment?	0	1	2	3	4	5
10. Recognize each child's emotional and social needs?	0	1	2	3	4	5
11. Handle behavior problems individually when possible?	0	1	2	3	4	5

TABLE II (continued)

PROFESSIONAL QUALITIES

Do I:

12.	Help children achieve satisfactorily in skill subjects?	0	1	2	3	4	5
13.	Help children evaluate themselves and their growth as a means to further growth?	0	1	2	3	4	5
14.	Encourage pupils to make their own judgments according to their various levels of maturity?	0	1	2	3	4	5
15.	Encourage growth in democratic participation and sharing of responsibilities?	0	1	2	3	4	5
16.	Help students integrate their learning experience into a meaningful pattern?	0	1	2	3	4	5
17.	Help children develop the ability to work profitably in classroom situations?	0	1	2	3	4	5
18.	Help children acquire good study and work habits?	0	1	2	3	4	5
19.	Feel proud of my profession and attempt to pro- mote respect for it?	0	1	2	3	4	5
20.	Have genuine concern for all my students regardless of their cultural, intellectual, or academic status?	0	1	2	3	4	5
21.	Not abuse privileges?	0	1	2	3	4	5
22.	Continually grow professionally through study, experi- mentation, and participation in professional activities? . . .	0	1	2	3	4	5

TABLE II (continued)

PROFESSIONAL QUALITIES

Do I:

23. Criticize and constantly try to improve my own work?	0	1	2	3	4	5
24. Initiate or participate fully in activities designed to meet the needs of my particular school?	0	1	2	3	4	5
25. Possess adequate subject matter background?	0	1	2	3	4	5
26. Maintain an attractive and healthful classroom?	0	1	2	3	4	5

criteria might be found that are best suited for that particular school. The author also recommends more study on the organization of a teacher evaluation program within a school. The study might center around the steps that should be taken to initiate a program of evaluation. According to prominent authors (29:113) more study is needed relating to statistical method, tests and measurements, and the development of evaluative instruments. Unless teachers can scientifically, intelligently, and cooperatively develop their own evaluation techniques, they can expect external sources to do it for them.

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APPENDIX

Date
RFD 1, Box 183-A
Chehalis, Washington

Dear _____,

I have become interested in the subject of teacher evaluation, and have come to the point in my thinking where I believe that self-evaluation is one of the practical ways of improving the learning situation in the classroom. Therefore, as partial fulfillment of the requirements for the Master of Education Degree, I am endeavoring to organize a series of criteria by which elementary teachers (Grades 1-8) in Lewis County might be able to evaluate their own classroom procedures etc..

I now need your help in determining the relative importance of the criteria. It would be very much appreciated if you would evaluate the items on the enclosed questionnaire and place it in the mail as soon as possible. Please feel free to make comments or suggestions in the space provided. Results of the study will be sent upon request when the study is complete.

Thank you.

Sincerely,

R. L. Tucker

QUESTIONNAIRE

Keeping in mind your goals, purpose, etc., as an elementary teacher, please rate the criteria as to importance, for a self-evaluation form, using the following scale:

- 4. Imperative
- 3. Important
- 2. Incidental
- 1. Not important

Indicate your selection by circling the appropriate number.

PERSONAL QUALITIES

Do I:

1. Accept personal responsibility for compliance with rules and for attention to administrative requests?.....4 3 2 1
2. Accept criticism or recognition gracefully?....4 3 2 1
3. Carry a fair share of out-of-class responsibilities?.....4 3 2 1
4. Accept group decisions without necessarily agreeing?.....4 3 2 1
5. Use discretion and consideration in speaking of my school or colleagues?.....4 3 2 1
6. Co-operate with immediate administrators and supervisors?.....4 3 2 1
7. Work understandingly and co-operatively with parents?.....4 3 2 1
8. Support and participate in parent-teacher groups?.....4 3 2 1
9. Participate in community activities?.....4 3 2 1
10. Dress appropriately; am I well-groomed and poised?.....4 3 2 1
11. Interpret the school's program and policies to the community as occasion permits?.....4 3 2 1
12. Show genuine respect, concern, and warmth for others, both child and adult?.....4 3 2 1
13. Speak clearly, use good English in a well-modulated voice?.....4 3 2 1

PERSONAL QUALITIES

Do I:

14. Attempt to correct personal habits and mannerisms that detract from effective teaching?..... 4 3 2 1
15. Keep myself physically fit; am I handicapped by too frequent absence or illness?..... 4 3 2 1
16. Maintain sound emotional adjustment; am I calm and mature in my reactions?..... 4 3 2 1
17. Promote friendly intraschool relationships?..... 4 3 2 1
18. Adjust easily to changes in procedure; not consider my own program all-important? 4 3 2 1

PROFESSIONAL QUALITIES

Do I:

1. Have the respect of my students; secure voluntary co-operation; have a minimum of behavior problems?..... 4 3 2 1
2. Display the refinement, character, and objectivity expected of the professional person?..... 4 3 2 1
3. Help each child set appropriate goals for himself?..... 4 3 2 1
4. Vary method and content to suit individual differences and goals?..... 4 3 2 1
5. Direct interesting, varied and stimulating classes?..... 4 3 2 1
6. Practice principles of democratic leadership with children and adults?..... 4 3 2 1
7. Plan each day carefully, but am flexible in utilizing immediate educational opportunities?..... 4 3 2 1
8. Help children develop and strengthen their moral and spiritual qualities?..... 4 3 2 1
9. Have work areas arranged for maximum pupil stimulation and accomplishment?..... 4 3 2 1

PROFESSIONAL QUALITIES

Do I:

10. Recognize each child's emotional and social needs?..... 4 3 2 1
11. Handle behavior problems individually when possible?..... 4 3 2 1
12. Help children achieve satisfactorily in skill subjects?..... 4 3 2 1
13. Help children evaluate themselves and their growth as a means to further growth? 4 3 2 1
14. Encourage pupils to make their judgments according to their various levels of maturity?..... 4 3 2 1
15. Encourage growth in democratic participation and sharing of responsibilities?.... 4 3 2 1
16. Help students integrate their learning experience into a meaningful pattern?..... 4 3 2 1
17. Help children develop the ability to work profitably in classroom situations?... 4 3 2 1
18. Help children acquire good study and work habits?..... 4 3 2 1
19. Feel proud of my profession and attempt to promote respect for it?..... 4 3 2 1
20. Have genuine concern for all my students regardless of their cultural, intellectual, or academic status?..... 4 3 2 1
21. Not abuse privileges?..... 4 3 2 1
22. Continually grow professionally through study, experimentation, and participation in professional activities?..... 4 3 2 1
23. Criticize and constantly try to improve my own work?..... 4 3 2 1
24. Initiate or participate fully in activities designed to meet the needs of my particular school?..... 4 3 2 1
25. Possess adequate subject matter background? 4 3 2 1
26. Maintain an attractive and healthful classroom?..... 4 3 2 1

COMMENTS OR SUGGESTIONS