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**AN INVESTIGATION OF TEACHERS' BELIEFS CONCERNING
EVALUATION PROCEDURES AND CRITERIA AND
THEIR WILLINGNESS TO ASSUME AN
ACTIVE ROLE IN THE PROCESS**

by

Terina Walker-Harvey

**A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership**

**Western Michigan University
Kalamazoo, Michigan
December 1995**

**AN INVESTIGATION OF TEACHERS' BELIEFS CONCERNING
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ACTIVE ROLE IN THE PROCESS**

Terina Walker-Harvey, Ed. D.

Western Michigan University, 1995

Teacher evaluation has received less than favorable reviews over the decades. Reports comment on the unsound practices, inappropriate assessment methods, and inadequate performance criteria. As a result, teachers in some cases come to view the process as ineffective and inadequate. This study hypothesized that (a) teachers who believe in evaluation hold different beliefs regarding evaluation specifics compared to those who disbelieve, (b) teachers who believe in evaluation and view professional development as the purpose for conducting evaluation hold different views regarding evaluation specifics compared to those who disbelieve and view personnel decisions as the purpose for evaluation, and (c) those teachers who believe in evaluation are different in showing willingness for involvement compared to those who disbelieve.

Elementary and secondary classroom teachers were randomly drawn from the Kalamazoo Public School District in Kalamazoo, Michigan, to test the above statements. Their views were captured on a questionnaire which addressed the following areas: evaluation purposes, evaluators, criteria and procedures, and teacher involvement.

There was no evidence that differences existed between the proportion of believers and nonbelievers in their selections of evaluation

procedures and content. However, there was evidence that differences existed in held views regarding evaluators and the purpose for conducting evaluations. Additionally, there was no evidence that differences existed between the proportion of believers and nonbelievers in showing willingness for involvement.

This study revealed that to effect meaningful change in teacher evaluation, schools must identify teachers' beliefs and determine whether they are indeed willing to assume an active role in the process. The barriers that teachers perceive as detriment to their involvement must also be addressed in order to maximize collaboration and meaningful input.

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Terina Walker-Harvey

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CHAPTER I

INTRODUCTION

The Purpose

Researchers charge that schools have historically implemented evaluation practices that fail to make the grade (Haefele, 1993; Natriello & Others, 1977). Teachers contend that they want to improve in their instruction but find very little assistance in the process. Their concerns are expressed in a plethora of research reports that maintain evaluation consists of (a) unsound and inconsistent practices (Scriven, 1990; Stiggins, 1986; Wise, Darling-Hammond, McLaughlin, & Burnstein, 1984), (b) inappropriate assessment methods (Darling-Hammond, 1986; Peterson & Chenoweth, 1992; Stiggins & Bridgeford, 1985), (c) vague and subjective performance criteria (Enz & Searfoss, 1993; McLaughlin, 1984; Reyes, 1982), and (d) low quality and utilization of results (Frase & Streshly, 1994; Holley, 1982; Langlois & Colarusso, 1988).

In sum, the state of evaluation in schools has best been described by Scriven (cited in Lewis, 1982): "Teacher evaluation is a disaster. The practices are shoddy and the principles are unclear" (p. 7).

In an effort to address the cited deficiencies, numerous research reports recommend the involvement of teachers in developing effective and meaningful evaluation systems (Enz & Searfoss, 1993; Norris, 1980; Peterson & Chenoweth, 1992; Shannon, 1982; Wise & Darling-Hammond, 1984). Researchers maintain that teachers serve as valuable

resources since they are directly affected by the evaluation process.

To effectively involve teachers, however, one must first capture their views/beliefs about evaluation and then determine whether they are indeed willing¹ to participate in improving the process. Research was needed in this area due to the small number of current studies that actually described teachers' views on evaluation. Much of the studies conducted in this domain are from another decade and often report findings gathered from school districts' perceptions of local evaluation practices and assessment criteria (Heichberger & Young, 1975; Kowalski, 1978; McClanahan & Petersen, 1987; Stemnock, 1972; Wise et al., 1984).

Moreover, scant research exists on teachers' willingness to actually become involved in the process (given what they believe about evaluation). This study attempted to determine overall willingness in addition to identifying perceived barriers to involvement. Thus, schools would be able to utilize the study's findings to minimize possible determinants that might hinder involvement (Glasman & Paulin, 1982; Peterson & Chenoweth, 1992).

To build upon past research efforts, this study investigated whether differences existed in teachers' beliefs regarding evaluation specifics (purpose, evaluators, procedures, and content) and in willingness to assume an active role in determining evaluation purpose(s), procedures, content, and who to involve. Three hypotheses and related

¹In this study, willingness refers to teachers possessing the interest specific to evaluation.

subhypotheses were proposed:

1. Teachers who believe in evaluation will hold different beliefs regarding evaluation specifics compared to those who disbelieve.
2. Teachers who believe in evaluation and view professional development as the purpose for evaluation will hold different beliefs regarding evaluation specifics compared to those who disbelieve and view personnel decisions as the purpose for evaluation.
3. Those teachers who believe in evaluation will be different in showing willingness for involvement compared to those who disbelieve.

Classroom teachers randomly drawn from a relatively large urban district were used to examine the above hypotheses. Views regarding evaluation specifics were examined by first classifying teachers as either believers or nonbelievers in evaluation (see page 46 for explanation on process). In focusing this study, it was necessary to initially determine whether teachers held any faith in evaluation before describing what they deemed as appropriate evaluation practices and criteria/content. In doing so, a typology of respondents by belief was studied. Teachers who believe and those who disbelieve in evaluation were described and compared.

The Significance

This study is important since it provides educators with an up-to-date description of teachers' views regarding appropriate evaluation purpose(s), evaluators, procedures, and criteria/content. Examining teachers' willingness for involvement will assist schools in (a) determining whether teachers are willing to become involved in specific

evaluation tasks, (b) identifying viable ways to involve teachers in developing meaningful and useful procedures and criteria, and (c) identifying barriers that teachers perceive as detriments to their involvement in specific evaluation tasks.

This study is of particular importance to the Kalamazoo Public School District in Kalamazoo, Michigan, since their teachers comprised the sample. The research findings, however, may also be generalized to school districts who share similar characteristics as Kalamazoo Public Schools. (See Appendix A for description of district.) Additionally, the survey designed for this study is not specific to one school system and may be used in any setting that evaluates teachers.

Introduction to Evaluation in Schools

Definition

The evaluation of teachers involves the systematic assessment and judgment of teaching quality and effectiveness (Dagley & Orso, 1991) and/or qualifications in relation to a professional role and some specified and defensible institutional purpose (Joint Committee on Standards for Educational Evaluation, 1988). Two major forms of evaluation exist: formative and summative. Formative evaluation delivers ongoing feedback to improve teaching performance. The primary objective is to promote professional development (Stiggins, 1986). Summative evaluation collects comprehensive information on teaching performance to be used in rendering personnel decisions (hiring, tenure, continuing contracts, dismissals, etc.). The primary objective is to determine

whether minimal accountability standards are met (Sergiovanni, 1987). Accountability standards are generally defined by legislation, local policies, and collective bargaining agreements (Stiggins, 1986). Additionally, schools adopt practices or models which emphasize formative or summative outcomes.

Practices/Procedures

In most states, teacher evaluation programs (purposes, procedures, and schedules) adhere to legislative mandates and/or collective bargaining agreements and are formally established and approved by local school boards. It is important to note that school districts do not share a uniform evaluation system. Specific practices and procedures differ between and within districts. However, schools operating under the traditional bureaucratic model generally share basic evaluation activities: (a) the principal or assistant principal and teacher engage in a preconference (optional in some cases) to review the evaluation process, (b) the principal or assistant principal conducts classroom observations via checklists or rating scales to determine the extent to which the teacher has met specified performance criteria, and (c) a postconference is held to review and discuss the findings followed by the signing of the evaluation form which is stored in the teacher's personnel file. Additionally, in some cases, feedback solicited from parents, students, and fellow teachers supplement formal input. Evaluation findings are commonly used for (a) rendering personnel decisions (e.g., dismissals, continuing contracts, or tenure) or (b) planning professional development activities (e.g., workshops, graduate courses, or in-services).

Audiences

Potential evaluation audiences consist of state legislatures, school boards, administrators, teachers, and parents. Each group holds a separate stake or interest in teacher evaluation results (Peterson & Kauchak, 1982).

For example, state legislatures could use evaluation results as a guide for analyzing and monitoring cost-effective ways of using and allocating tax dollars for education. Administrators rely on results to develop district profiles, compare teacher performance to the wider school community, and remain current on legislative mandates and local policies. Teachers require feedback to determine how they compare with their peers (Cohen, 1979) and their influence on students (Peterson & Kauchak, 1982). School boards and parents are primarily concerned with student outcomes.

Questions for the Study

Three research questions were proposed for this study:

1. Do teachers share similar views regarding evaluation specifics (evaluators, procedures, content, and purpose)? More specifically, for those teachers who believe in evaluation, what are their views regarding evaluation specifics and how do they compare with those teachers who do not believe in evaluation?

2. Do teachers who believe in evaluation and view professional development as the purpose for evaluation have different views regarding the specifics of evaluation from nonbelievers who view personnel

decisions as the purpose for evaluation?

3. Is there a difference between those teachers who believe in evaluation and those who do not in showing willingness for involvement? That is, will the indication for willingness be different between groups?

Teacher evaluation encompasses a broad field of knowledge. The literature contains numerous discussions and studies emphasizing evaluation models, traditional and nontraditional practices and techniques, job/task analysis and performance indicators, external and internal evaluators, training for stakeholders, and professional development efforts rooted in assessment results. This study, however, narrowly focused on obtaining information specific to teachers' views regarding (a) who to evaluate, (b) evaluation purpose(s), (c) procedures, and (d) content deemed appropriate. This course was pursued since these areas have received much criticism and researchers frequently suggest teacher involvement in their restructure.

Teachers' Beliefs Regarding Evaluation

The first hypothesis and related subhypotheses examined whether differences existed in the views held by believers and nonbelievers regarding evaluation specifics (evaluators, purpose(s), procedures, and criteria/content). This aspect of the study extended beyond past research by classifying teachers by belief before describing their views regarding evaluation specifics. It was expected that believers and nonbelievers would favor different evaluation specifics (as a result of their past experiences with assessment). Researchers argue that as a

result of traditional evaluation models employed in schools, nonbelievers, in particular, resent certain practices (Poston & Manatt, 1992; Root & Overly, 1990).

The second hypothesis and related subhypotheses examined whether differences in views existed regarding evaluation specifics held by believers who viewed professional development as the purpose for evaluation and nonbelievers who viewed personnel decisions as the purpose for evaluation. It was also expected that those teachers who disbelieved in the process and viewed personnel decisions as the purpose for evaluation would favor different evaluation specifics.

Teachers' Willingness to Participate in Evaluation

The third hypothesis tested whether differences existed between those teachers who believe in evaluation compared to those who disbelieve in showing willingness for involvement. It was expected that a difference would be detected since belief may be a factor in determining interest for involvement. This aspect of the study would provide direction for future research on teachers' willingness for involvement in evaluation since few studies exist.

Format of the Dissertation

This dissertation consists of five chapters. In this chapter, a rationale for the study questions was introduced. The related literature on teacher evaluation is reviewed in Chapter II. In the latter section of Chapter II, specific rationale for the focus of the study along with the related literature are provided. The study design and methodology are

presented in Chapter III. The tested hypotheses, data collection, analysis procedures, and findings are contained in Chapter IV. The summary and recommendations drawn from the research findings are presented in Chapter V. Relevant materials which support the development of this dissertation are appended.

CHAPTER II

REVIEW OF THE LITERATURE

Purpose of the Study

This study investigated whether differences existed in teachers' (a) beliefs regarding evaluation specifics (purpose, evaluators, procedures, and criteria/content) and (b) willingness to assume an active role in determining evaluators, purpose(s), procedures, and criteria/content. Three hypotheses and related subhypotheses were proposed:

1. Teachers who believe in evaluation hold different beliefs regarding evaluation specifics compared to those who disbelieve.
2. Teachers who believe in evaluation and view professional development as the purpose for evaluation hold different beliefs regarding evaluation specifics compared to those who disbelieve and view personnel decisions as the purpose for evaluation.
3. Those teachers who believe in evaluation are different in showing willingness for involvement compared to those who disbelieve.

Purpose of the Literature Review

The literature review served to (a) provide a contextual description of teacher evaluation as conducted in schools, (b) examine teachers' views and pitfalls regarding evaluation, (c) identify studies on teacher involvement, and (d) discuss areas of investigation for this study.

Contextual Description of Teacher Evaluation

The literature is rife with reports and studies documenting the inadequate and ineffective teacher evaluation practices conducted in schools (Darling-Hammond, Wise, & Pease, 1983; Frase & Streshly, 1994; Hatry & Greiner, 1984; National Commission on Excellence in Education, 1983; Scriven, 1981). The benchmark study (Natriello et al., 1977), which featured a 10-year literature review on evaluation, indicated that "effective systems of evaluation do not exist in today's schools" (p. 6). More than 15 years later, researchers continue to charge that teacher evaluation is inadequate (Frase & Streshly, 1994; T. P. Johnson, 1993; Scriven, 1990).

The areas of concern generally focus on the implementation of ineffective practices and procedures. For example, inadequacies stem from the misguided role of evaluation in schools, deficit paradigms; inadequate measurement criteria and devices; insufficient evaluation training for administrators; and poor teacher-principal attitudes toward evaluation (McGreal, 1980, 1983; Scriven, 1981; Stiggins, 1986).

Incongruent Purpose(s) and Practices

Educators generally posit that instructional improvement is the primary purpose of teacher evaluation (Gainey, 1990; Stemnock, 1972). However, state and local requirements (contract language, union and administrative fiat) and ineffective evaluation practices often steer evaluators (principals) away from their original intent--improving instruction (Frase & Streshly, 1994; Reyes, 1982). Moreover, the purpose for

evaluating teachers usually fails to be congruent with the accompanying procedures (McGreal, 1982; Stiggins, 1986; Wood & Pohland, 1983).

As a result, teacher evaluation is viewed as a bureaucratic requirement conducted in a perfunctory manner which offers little to improving teacher performance (Frase & Streshly, 1994; T. P. Johnson, 1993; Poston & Manatt, 1992; Root & Overly, 1990) or providing useful feedback for planning professional growth/development opportunities (Lamb & Thomas, 1981). Evaluation findings are used merely to render or justify personnel decisions regarding tenure, reappointment, salary increments, or contract terminations (Buttram & Wilson, 1987; Jensen, 1981). This misdirected and narrow use of evaluation has led teachers (and administrators) to resist and perceive the process as "subjective, unreliable, open to bias, based on irrelevancies, and closed to public scrutiny" (Soar, Medley, & Coker, 1983, p. 246).

Deficit Paradigm

Teacher evaluation is built on a "one-size-fits-all" hierarchial model (Gitlin & Smyth, 1989; Haefele, 1992; Lower, 1987). Traditionally, principals have conducted "snapshot" appraisals of teachers via subjective rating scales followed by postobservation conferences. These follow-up sessions are led by principals who report cited deficiencies, strengths, and suggestions for improvement. This evaluation practice, unfortunately, is predicated on the management-labor distinction that prevails in the business arena (Haefele, 1992): Communication is one-way, evaluatees are labeled as Theory X (McGregor, 1960), and the evaluator dispenses the rewards and punishments.

Furthermore, this hierarchical management-labor model has proven to be inappropriate and ineffectual for improving teacher performance and student outcomes (Haefele, 1992). Teachers often (a) perceive suggestions for improvement as useless (Bridges, 1986; Kauchak, Peterson, & Driscoll, 1985; Robinson, 1978; Scriven, 1981), (b) assume a less active role in identifying and diagnosing their weaknesses and strengths (Haefele, 1992), and (c) become frustrated and disenchanted with evaluation in general (Enz & Searfoss, 1993).

Moreover, evaluation practices basically remain constant for both tenured and nontenured teachers. McGreal (1982) posited that the groups are different and require different degrees of feedback. Less experienced teachers require data that will improve their teaching while more experienced teachers require further opportunities for professional growth (DePasquale, 1990). Additionally, differences in evaluation practices and criteria do not exist for elementary, middle, and secondary teachers. Although, in many cases, teachers operating at the elementary level require feedback specific to instructional delivery, whereas upper level teachers favor data that focus on subject matter competency (Kauchak et al., 1985).

In light of the evaluation scene in schools, researchers (Root & Overly, 1990; Wise & Darling-Hammond, 1984) argue that evaluation should be based on a more professional concept which (a) includes teachers in the design and implementation of the process, (b) emphasizes teacher-centered professional standards of practice, (c) employs nontraditional assessment practices to address a variety of teaching strategies and learning outcomes, and (d) responds to the differences in

teacher preparation, classroom goals and practices, and teaching assignments (i.e., level and subject).

Inadequate Measurement Criteria and Instruments

A string of research articles have echoed teachers' reservations over existing evaluation criteria, instruments, and other data collection practices used in schools (Haefele, 1993; Medley & Coker, 1987; Rebell, 1990; Singh, 1984). Current evaluation practices, in many cases, lack valid criteria and utilize unreliable methods and practices (Feldvebel, 1980). Fraught with the cited pitfalls, various measures of a teacher's performance have failed; for example, (a) paper, pencil testing to measure teacher characteristics (e.g., national teacher examinations or minimum competency tests); (b) student achievement scores; (c) teacher interviews; (d) peer assessments; (e) and classroom observations via subjective rating scales (Haefele, 1993; Millman, 1981; Peterson & Kauchak, 1982; Soar et al., 1983).

In light of the problems faced with evaluation in schools, authorities at the national, state, and local levels have taken the initiative of mandating evaluative criteria. Teachers, however, have charged that these clumsy evaluation schemes "undermine rather than promote high-quality education" (Milner, 1991, p. 464). Thus, teachers are required to utilize narrow and insignificant techniques for evaluation procedures "rather than being encouraged to solidify more enriching and skillful approaches to teaching" (Milner, 1991, p. 464).

Most evaluation methods consist of rating criteria that are not "founded on any explicitly stated rationale or philosophical model such

as reliable scientific research findings" (Isele, 1992, p. 130). A fundamental lack of agreement exists over what constitutes sound instruction (Cruickshank & Haefele, 1990; S. Johnson, 1980; Rebell, 1990; Wise et al., 1984) and the degree to which instructional indicators (cited in the research) serve as valid measures for evaluating teachers (Peterson, Kromney, & Smith, 1990; Rebell, 1990; Scriven, 1990). The employment of inadequate and useless evaluative criteria has "resulted in teacher resentment, attempts to subvert the process, artificial manipulation of teaching to maximize evaluation scores . . . and a loss of respect for research-based instructional principles" (Shrock, 1990, p. 17).

Evaluation criteria, often included in a "simple-minded" checklist, steer evaluators and teachers away from improving instruction. In 1978, Awes found five criteria most frequently employed to assess teacher performance. Although this study was conducted about 15 years ago, schools continue to include the following criteria on rating forms: (a) demonstrates knowledge of subject matter, (b) is cooperative with staff members, (c) displays enthusiasm for teaching, (d) prepares daily lesson plans, and (e) maintains effective classroom control.

Wood and Pohland (1983) analyzed measurement instruments from 81% of the New Mexico schools that professed the improvement of instruction as their primary purpose for evaluation. The study revealed that only 28% of the content items pertained to instruction (e.g., adequate preparation of lesson plans, varied instructional techniques, required use of higher order thinking skills) while 72% focused on administrative or organizational "trust items" (e.g., personal characteristics, administrator/manager role, social role, professional role, and

organizational membership).

To capture teachers' views regarding effective criteria, Lower (1987) presented a list of 23 commonly used criteria to a sample of Ohio teachers and principals. The criteria comprised the following categories: personal characteristics (appearance, poise, social and emotional maturity, and task-oriented), interpersonal relations (rapport with students, parents, other staff, and the community), and instruction and classroom management (knowledge of subject matter, classroom planning and organization, and lesson design and presentation). As a part of Lower's study, teachers reported that the following criteria needed to be utilized more in the process: encourages students to think independently; furnishes feedback to students; monitors the achievement of students; and supports ideas with examples, comparisons, and facts.

This study makes clear that teachers highly view instructional practices as appropriate evaluative criteria. However, schools tend to include performance criteria that are monistic in nature and flatly mechanistic (Milner, 1991; Rosenberger, 1991; Stodolsky, 1984); and thereby reducing teaching to simple behaviors that "do not refer to student outcomes . . . nor do they describe the conditions for learning" (Reyes, 1982, p. 22).

To better determine which criteria teachers perceive more accurately reflect teaching behaviors, studies need to focus on teachers' reactions to commonly used criteria. Also, since educators have noted differences in (a) the teaching performance of nontenured and tenured teachers and (b) areas of feedback preferred by teachers at the

elementary, middle, and secondary levels, studies need to describe relevant evaluative criteria for these respective groups.

Teachers' Views Regarding Evaluators

Research studies have documented the inadequate performance of principals as evaluators (Haefele, 1993; Huddle, 1985; Lower, 1987; Soar et al., 1983). Poorly trained principals "lack sufficient resolve and competence" (i.e., confidence, skills, and knowledge) to provide teachers with sufficient and accurate feedback (Frase & Streshly, 1994; Wise et al., 1984). The results of a National Institute of Education (cited in Huddle, 1985) study indicated that out of 10,000 teachers surveyed, 20% found principals to be of no help in improving instruction and almost 50% found their principal to be only moderately helpful.

In a smaller study, Kauchak et al. (1985) reported that out of 60 elementary and secondary teachers interviewed, 33% felt that their principals' visits (classroom observations) were not useful. These teachers maintained that their principals lacked supervisory and instructional competence and often conducted evaluation in a perfunctory manner which served more to maintain the status quo than to impact actual teaching behaviors.

Additionally, unprepared principals generally employ generic rating scales to summarize teacher performance instead of valid and reliable multiple assessment techniques; specialty teachers are assessed on either unrelated or minimum competencies due to the principals' limited background knowledge in their subject areas; and inflated ratings often replace accurate appraisals due to the time and cost constraints (of

remedying weak areas) and the avoidance of possible litigation (Haefele, 1992, 1993; Medley & Coker, 1987; Scriven, 1987; Sweeney & Manatt, 1986; VanSciver, 1990). With evaluations, principals try to avoid conflict (Bridges, 1986) and as a result incompetent teachers remain unchallenged and good teachers lack the proper feedback to become better.

Due to the criticism surrounding the performance of principals and the low reliability and use of evaluation results, researchers recommend the involvement of multiple evaluators to assist schools (Haefele, 1981; Pembroke & Goedert, 1982). School staff and clients serve as viable resources for assisting in evaluating teachers: students (Mintzes, 1977; Norris, 1980), fellow teachers/peers (Goodlad & Hirst, 1989; Singh, 1984), and teachers conducting self-assessments (Crenshaw & Hoyle, 1981; Day, 1989).

Several studies have focused on teachers' views regarding the inclusion of alternative evaluators for assisting principals. Jensen's (1981) survey of primary and intermediate teachers reported that teachers differed regarding who they accept as evaluators. Teachers either preferred a composite of people or only the principal or other district administrators. Kauchak et al. (1985) found that one third of the teachers interviewed favored the use of students, whereas two thirds were skeptical or did not. A higher response was reported for the use of peer evaluators.

Summary of Teacher Attitudes Toward Evaluation

Given the current state of evaluation in schools, teachers often charge that evaluation fails to improve practice (Neufeld, 1980; Poston & Manatt, 1992; Scriven, 1990). Likewise, "this 'pseudo-process' usually does nothing for the teachers or the administrators except contribute to their weariness and reinforce their skepticism about the bureaucratic routine" (Root & Overly, 1990, p. 34). Ineffective and inadequate evaluation practices have created anxiety, fear, rejection, and resentment from teachers (Donaldson & Posluszy, 1985; Root & Overly, 1990; Shrock, 1990). Teachers often enter the evaluation arena with little confidence in the "deterministic" approach to evaluation (McLaughlin, 1984).

In some cases, teachers view the process as punitive rather than as a vehicle for gaining meaningful feedback regarding their teaching. Most frequently reported concerns consist of (a) the use of one evaluation model to standardize teaching, (b) inflexible practices that are insensitive to the unique attributes of teachers and learning situations, (c) the sense that teacher evaluation instruments will soon dictate the training agendas for new teachers, (d) the lack of acknowledgement of excellence in teaching, (e) evaluation results that are not specific enough to be useful in directing staff development and professional development efforts, and (f) incompetent teaching practices that are not challenged or documented (Joint Committee on Standards for Educational Evaluation, 1988; McLaughlin, 1984; Milner, 1991).

These areas of concern raise accountability issues in most cases. Schools that employ evaluation practices that are (a) inadequate and ineffective, (b) inconsistent with the district's goals, and (c) without roots in theoretical models of effective teaching will find it difficult to defend the quality of their teaching staff as well as educational programs.

The Role of Teachers and Evaluation

The need to change conventional teacher evaluation practices is clearly evident. For decades, schools have gone about the business of evaluating teachers via procedures that lack rigor and sound legal and professional foundations (Joint Committee on Standards for Educational Evaluation, 1988). As a result, personnel decisions are based on inadequate and insufficient samplings of teacher performance, the assessment over the quality of education is inconclusive at best, and much skepticism and resentment are felt on the part of those involved in the evaluation process.

Teachers have continuously felt the brunt of poor evaluation designs. The quality of their contribution to the teaching profession has mainly been assessed by untrained evaluators armed with subjective rating scales which offer little direction for instructional improvement. Additionally, teachers have primarily served as recipients of evaluation rather than as active agents (McGreal, 1983; Wise & Darling-Hammond, 1984). "This process is top down in the organization and ultimately limited in its effects on educational quality" (Wise & Darling-Hammond, 1984, p. 177).

If schools are to benefit from personnel evaluation, the findings must be highly regarded and utilized in devising plans for improving instruction. Therefore, change must occur with current practices and instrumentation. Earlier and recent literature underscore the need for teacher involvement in evaluation (Glasman & Paulin, 1982; Heichberger & Young, 1975; Peterson & Chenoweth, 1992; Wise & Darling-Hammond, 1984). Researchers tend to agree that teachers, being an integral part of the process, are better able to comment on the limitations and elements that thwart instructional improvement efforts (Bolton, 1980; Harris, McIntyre, Littleton, & Long, 1985; Root & Overly, 1990).

Likewise, teachers can assist schools in formulating, revising, and monitoring evaluation purpose(s), procedures, standards, and criteria/instruments (Bellon, 1982; Knapp, 1982; Shannon, 1982). Knapp (1982) and Bellon (1982) contended that teachers want a role in developing an evaluation system. Teacher involvement, researchers maintain, leads to the implementation of procedures and criteria that reflect and summarize instructional practices (Enz & Searfoss, 1993) and reduces conflict and anxiety by those involved in the process (Bellon, 1982).

Benefits of Teacher Involvement

Moreover, teacher involvement realizes benefits on two levels. For teachers, involvement (a) "connotes a positive and growth-related, rather than judgmental experience" (Pembroke & Goedert, 1982, p. 30); (b) encourages a voice or stake in one's own evaluation (Norris, 1980); (c) "improves the legitimacy, focus and meaning to the activity" (Huddle, 1985, p. 59); and (d) increases the likelihood that empowerment,

ownership, and acceptance of the process and responsible action within the profession will occur (Huddle, 1985; Pembroke & Goedert, 1982; Root & Overly, 1990).

For schools, teacher involvement in evaluation entails (a) administrators sharing "power" (e.g., equal decision-making authority) with teachers resulting in "more freedom and legitimized authority to implement decisions once they are jointly made" (Huddle, 1985, p. 60); (b) an increased likelihood of selecting unbiased practices and criteria that best reflect teaching performance is heightened; (c) an improvement in the quality of data collected and decisions regarding its use (Peterson & Chenoweth, 1992); and (d) the development of an atmosphere of growth, trust, learning, and autonomy as principals and teachers interact openly to pursue clearly articulated goals (Wise & Darling-Hammond, 1984).

Several research studies have also echoed the advantages of involving teachers in evaluation. For example, Natriello et al. (1977) found that teachers demonstrated greater support and ownership of the evaluation process when given an opportunity to influence various components (i.e., determining performance standards and data collection procedures). After reviewing evaluation practices in 32 school districts, the Rand Study (cited in Wise et al., 1984) concluded similar findings. Heichberger and Young (1975) reported that given the opportunity both rural and suburban elementary teachers would participate in developing or selecting evaluation instruments in order to become familiar with the criteria.

In this vein, the Colorado School District developed a model which emphasized teacher involvement. Seven experienced teachers elected to participate in the following evaluation activities:

1. A group preconference involving the evaluator (principal) and teachers was held to determine options for assessment. Options included completing a self-directed project, cooperative activities featuring peer observations, exchanging classes, and professional development sessions.
2. Once areas of interest were selected, the principal and staff developer (a) assisted teachers in clarifying and planning evaluation tasks in order to achieve set goals and (b) located needed resources for each teacher.
3. Informal and summative meetings were held to monitor the process and discuss outcomes.

Researchers can glean benefits from this study although generalizability is low: Teachers reported (a) trust building within teams; (b) a sense of professional renewal and challenge; and (c) the opportunity to control factors that will impact their teaching performance, address their needs and goals, and use valued skills (DePasquale, 1990).

Peterson and Chenoweth (1992) contended that different levels of involvement can occur given conducive climates in schools. The researchers suggested five ways in which schools can involve teachers: (1) control of personal data gathering, storage, and use (peers select procedures and data sources for evaluation use), (2) peer data gathering (teachers assist in reviewing peer performance), (3) review and judgments of data (teachers assist in rendering decisions about use),

(4) district wide decision making (teachers assist in establishing evaluation guidelines), and (5) report findings to relevant audiences (legislators, school boards, voters, administrators, teachers, and parents).

Summary of Teacher Involvement

The literature review makes clear that although overwhelming support exists for teacher involvement in evaluation, very few studies report teachers' willingness to participate in the process and the possible barriers that might hinder their involvement. To guide schools in embarking upon the creation of policy and procedures that emphasize and encourage meaningful and effective practices in evaluation (Wise & Darling-Hammond, 1984), feedback is warranted on teachers' views regarding their perception of involvement. The literature echoes that teacher involvement is linked with gaining clearer insight on creating an effective evaluation system.

Discussion of Investigation and Related Literature

This study served two main purposes: to summarize views espoused by teachers at all instructional and status levels and to examine existing differences in views. The rationale for selecting the focus under study and supporting literature are discussed in this section of the dissertation.

This study focused on gaining current (descriptive) data on the areas most frequently discussed by educators: Who should be involved in evaluation, purpose(s), procedures, and criteria/content. Teachers' views regarding these evaluation specifics were compared to past

research outcomes to determine consistencies or shifts. These past studies focused on evaluators (Educational Research Service, 1988; Jensen, 1981; Kemerer, 1979; Lower, 1987; Seyfarth & Nowinski, 1987), purpose(s) (Heichberger & Young, 1975; Lower, 1987; Wood & Pohland, 1983), procedures (Haefele, 1993; Lewis, 1982; Peterson & Kauchak, 1982), and criteria (Darling-Hammond et al., 1983; Lower, 1987; Soar et al., 1983) to describe ideal and/or common practices in schools.

Believers and nonbelievers were compared in their selections of the evaluation specifics. This study noted whether certain practices were favored by believers and nonbelievers since the literature suggests contentment or discontentment with evaluation as a result of the implementation of traditional practices (Root & Overly, 1990; Wise & Darling-Hammond, 1984). These common practices consist of (a) administrators collecting evaluative information, (b) personnel decisions or accountability as the evaluation purpose, and (c) checklists and/or rating scales (Root & Overly, 1990; Wise & Darling-Hammond, 1984).

Beliefs Regarding Who Should Be Involved in Evaluation

Traditionally, principals have solely collected evaluative data on teachers. The principals' performance, however, has received much criticism. Alternatively, the literature suggests involving a variety of evaluators in the process to ensure reliability of results, fairness, and diverse and increased feedback. This study examined teachers' (believers and nonbelievers) beliefs regarding who should be involved in collecting evaluative information. Using a list of evaluators culled from existing

instruments (Lower, 1987; Pollack, 1977), teachers indicated whether administrators (principals or assistant principals), students, fellow teachers, and/or the teacher being rated should serve as evaluators. It was expected that believers and nonbelievers would favor different evaluators.

Beliefs Regarding Evaluation Purpose

This study examined what teachers believe should be the primary purpose of evaluation (i.e., instructional improvement, personnel decisions, or accountability). These purposes were cited in the literature as being frequently employed in most schools. It was expected that nonbelievers would select personnel decisions or accountability as the purpose for evaluation. Those expressing belief, however, were expected to view evaluation as a means for improving instruction. This posture was taken since research contends that teachers who express faith in evaluation view it as a means for improving instruction (Haefele, 1993; Ovando & Harris, 1993) and nonbelievers tend to view it as bureaucratic (e.g., rendering personnel decisions and accountability concerns) (Darling-Hammond et al., 1983; Root & Overly, 1990).

Beliefs Regarding Evaluation Procedures

This study examined teachers' beliefs concerning useful and meaningful procedures. The procedures selected by teachers were culled from an existing instrument (McClanahan & Petersen, 1987). Researchers have cited the advantages and limitations (in some cases) in adhering to the procedures under study: classroom observation during

instruction, examination of lesson plans, examination of students' test scores, observational rating scales and/or checklists, preconferencing, and postconferencing.

Beliefs Regarding Evaluation Criteria/Content

Researchers contend that commonly used evaluation criteria are inadequate and meaningless. Teachers argue that most assessment criteria do not reflect or accurately describe instructional practices. This study examined teachers' views regarding criteria deemed effective and reflective of their practices and beliefs. The literature identifies criteria that can be grouped under four headings: personal characteristics, interpersonal relations, instruction and classroom management, and professional responsibilities.

Beliefs Regarding Involvement

Although the literature suggests teacher involvement in evaluation, few studies explore this area. Thus, this study examined whether teachers were willing to become involved in determining criteria, procedures, evaluators, and data collection purpose(s). The literature indicates that involving teachers in these areas would assist schools in designing meaningful and effective systems (Enz & Searfoss, 1993; Shannon, 1982). Barriers that might possibly impede teachers' willingness for involvement were also examined. These barriers included, but were not limited to, lack of time, lack of interest, lack of expertise and skills, violation of local and state policies, and administrative task (Peterson & Chenoweth, 1992).

Summary

In this chapter the literature on evaluation in schools as it pertains to teachers' beliefs was reviewed. It also framed the areas of investigation and introduced the related literature. The literature indicated that evaluation in schools has provided very little assistance to teachers. Local and state mandated policies, practices, and models, in some cases, have hindered schools in implementing sound evaluation systems. To correct the cited "flawed" practices and inadequate criteria researchers have called upon the involvement of teachers. Gathering teachers' views concerning purposes, evaluators, procedures, and criteria lends insight regarding what constitutes an effective evaluation, according to teachers. In this chapter additional benefits of teacher involvement were discussed. It also indicated a need to acquire feedback from teachers concerning their interest in developing and/or implementing evaluation practices and criteria/instrumentation since few studies explore teachers' views on willingness.

In this chapter the related literature on teacher evaluation was reviewed. The study design and methodology are described in Chapter III. The tested hypotheses, data collection, analysis procedures, and findings are contained in Chapter IV. The summary and recommendations drawn from the research findings are presented in Chapter V.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

This study investigated teachers' currently held beliefs regarding evaluation and their willingness to assume an active role in the process. Three research questions were proposed:

1. Do teachers share similar views regarding evaluation specifics (evaluators, procedures, content, and purpose)? More specifically, for those teachers who believe in evaluation what are their beliefs regarding evaluation specifics and how do they compare with those teachers who do not believe in evaluation?

2. Do teachers who believe in evaluation and view professional development as the purpose for evaluation have different beliefs regarding the specifics of evaluation (evaluators, procedures, and content) from nonbelievers who view personnel decisions as the purpose for evaluation?

3. Is there a difference between those teachers who believe in evaluation and those who do not in showing willingness for involvement?

In Chapter II numerous reports and studies summarized the status of evaluation in schools for the past several decades and discussed the related literature on teachers' views regarding purpose(s), criteria, procedures/practices, and evaluators. In this chapter a description is

provided of the (a) sample and sampling methods used; (b) data collection procedures which include the survey format, content, and pilot results; (c) administration procedures; and (d) research hypotheses.

Selection of Sample

Prior to the commencement of the study, permission was obtained from the Human Subjects Institutional Review Board of Western Michigan University (WMU) (see Appendix B), Kalamazoo Public Schools (see Appendix C), and the Kalamazoo Education Association (which endorsed the study) (see Appendix D). On October 18, 1994, permission was granted by the Kalamazoo Public School System (see Appendix E) and the Kalamazoo Education Association (Appendix F) to conduct the study. On October 26, 1994, the WMU Human Subjects Institutional Review Board authorized the implementation of the study.

Sample

A random sample of kindergarten through 12th grade (K-12) classroom teachers was drawn from the Kalamazoo Public School District in Kalamazoo, Michigan. This relatively large urban district serviced approximately 13,000 students from a wide range of socioeconomic backgrounds. Kalamazoo Public Schools consisted of approximately 750 classroom teachers. Approximately 57% of the teachers were elementary, 22% middle, and 21% secondary. The tenured population consisted of approximately 593 (79%) teachers with teaching experience ranging from 4 to 32 plus years.

Selection Process

In this study, 260 teachers (90 elementary, 85 middle, and 85 secondary) were invited to participate. The selection of teachers was accomplished through a random process with stratification by status (tenured and nontenured). The percentage of nontenured (21%) and tenured teachers (79%) in the sample was represented in the same proportion as presented in the school population. The level taught (elementary, middle, and secondary) was also fairly represented in the sample. Randomization ensured all subjects a fair and independent chance of being included in the sample (Kerlinger, 1986). Stratifying the sample by status ensured that nontenured and tenured teachers were fairly represented. It also ensured that status was eliminated as a possible source of bias.

Thus, in selecting subjects, six groups were established: tenured elementary, tenured middle, tenured secondary, nontenured elementary, nontenured middle, and nontenured secondary teachers. All teachers' names in the district were printed on individual computer labels. Fifty-five names were randomly drawn from the nontenured groups (elementary, middle, and secondary). Twenty-seven names were randomly drawn from the group (box) of all nontenured elementary teachers in the district. Each name was drawn separately (without replacement). Once all 27 names were drawn, they were placed in a holding box. This procedure was also carried out for 13 randomly selected nontenured middle teachers from the group (box) of all nontenured middle teachers in the district and 15 randomly selected nontenured secondary teachers.

Two hundred and five names were randomly drawn from the tenured groups (elementary, middle, and secondary). Sixty-three names were then randomly pulled from the tenured elementary group (box). Each name was drawn separately (without replacement). The same procedure was employed for the randomly selected 72 tenured middle and 70 tenured secondary teachers.

To conclude the process, the randomly selected nontenured elementary, middle, and secondary teachers were placed with the randomly selected tenured elementary, middle, and secondary teachers. Overall, 90 teachers were included in the elementary group, 85 in the middle, and 85 in the secondary. This selected sample size adequately represents the 750 teachers in the wider population. Figure 1 depicts the selection process.

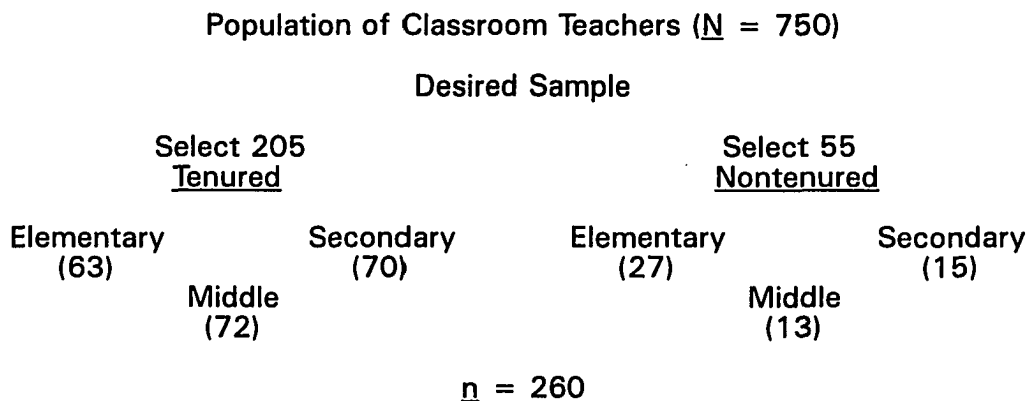


Figure 1. Subject Selection Process.

The response rate was 81%. Therefore, the actual study consisted of 210 subjects (see Figure 2).

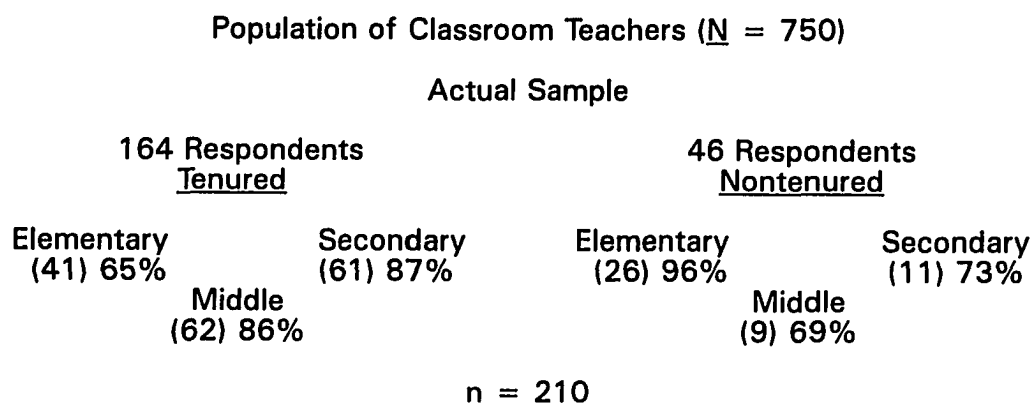


Figure 2. Obtained Sample.

Those who failed to respond consisted of 23 (46%) elementary teachers (1 of which was nontenured), 14 (28%) middle (4 of which were nontenured), and 13 (26%) secondary (4 of which were nontenured). The tenured elementary and nontenured middle and secondary teachers showed the least amount of cooperation in responding to the questionnaire. For all nonrespondents, however, it is not known whether their involvement in the study would have impacted the final results.

Sample Description

Although 260 teachers were invited to participate in this study, 210 (81%) returned completed questionnaires. Thus, the actual sample consisted of 67 (74%) elementary, 71 (83%) middle, and 72 (84%) secondary teachers. One hundred and sixty-four (78%) were tenured and 46 (22%) were nontenured. The sample demographics also revealed that 16.8 was the average years of total teaching experience (see Table 1). In describing the sample from least to most years of total teaching experience, 8% taught 1 year or less and 30% had 22 years or

more. The most frequently reported total years of teaching experience were 1 and 20. Forty-one percent of the teachers only taught in Kalamazoo. However, on the average teachers served in two school districts (including Kalamazoo).

Table 1
Frequency Distribution of Teacher Characteristics

| Characteristic | | No. of cases | % of sample |
|-----------------------------------|------------|--------------|-------------|
| Teaching experience | | | |
| Number of school districts served | 1 | 87 | 41 |
| | 2-5 | 120 | 57 |
| | 6-9 | 3 | 1 |
| Years of teaching experience | 1 or less | 16 | 8 |
| | 2-6 | 29 | 14 |
| | 7-11 | 31 | 15 |
| | 12-16 | 18 | 8 |
| | 17-21 | 39 | 18 |
| | 22-26 | 35 | 17 |
| | 27-31 | 31 | 15 |
| | 32 or more | 11 | 5 |
| Years in present district | 1 or less | 29 | 14 |
| | 2-6 | 45 | 21 |
| | 7-11 | 27 | 13 |

Table 1--Continued

| Characteristic | | No. of cases | % of sample |
|--|------------|--------------|-------------|
| | 12-16 | 17 | 8 |
| | 17-21 | 33 | 16 |
| | 22-26 | 32 | 15 |
| | 27-31 | 19 | 9 |
| | 32 or more | 8 | 4 |
| Performance review | | | |
| Number of times evaluated in this district | 0 | 15 | 7 |
| | 1-3 | 55 | 26 |
| | 4-7 | 59 | 28 |
| | 8-11 | 48 | 23 |
| | 12+ | 33 | 16 |
| Number of times evaluated in other districts | 0 | 116 | 55 |
| | 1-3 | 60 | 29 |
| | 4-7 | 21 | 10 |
| | 8-11 | 6 | 3 |
| | 12+ | 5 | 2 |

The average years of teaching experience in the Kalamazoo Public Schools was 13.8. Fourteen percent had 1 year or less of experience in the district and 28% with 22 years or more. Fifty percent of the teachers had below 14 years of teaching experience.

In reference to evaluation, teachers experienced an average of 4 to 7 evaluations (see Table 2). Seven percent of the teachers had not been evaluated, 26% reported receiving between 1 and 3, 28% received between 4 and 7, and 39% received 8 evaluations or more. Those teachers who taught in other districts received, on average, 1 to 3 evaluations. Seventy-eight percent of the teachers were familiar with the district's teacher evaluation criteria, 10% were not, and 15% were unsure (see Appendix G for district's Teacher Evaluation Criteria).

Table 2
Descriptive Statistics for Sample Characteristics

| Characteristic | Mode | Mean | Median | Min | Max |
|--|----------------------|------|--------|-----|-----|
| Number of school districts served | 1 | 2.0 | 2 | 1 | 9 |
| Years of teaching experience | 1 ^a 20 | 16.8 | 18.5 | 1 | 39 |
| Years in present district | 1 | 13.8 | 14 | 1 | 38 |
| Number of times evaluated in this district | 4-7 | 4-7 | 4-7 | 0 | 12+ |
| Number of times evaluated in other districts | 0 | 1-3 | 0 | 0 | 12+ |

^aMultiple modes exist.

Subsample Description

One objective of this research study was to identify and describe those teachers who believe and those who disbelieve in evaluation. (The procedure for classifying the sample of teachers by belief is discussed on page 46). In Chapter IV these two groups' views regarding evaluation participators, content, procedures, and purposes are explored. Thirty-eight percent (80) of the teachers were classified as believers and 26% (54) were nonbelievers. The balance of teachers were unclassified.¹

For the group of believers, 40% (32) were elementary, 29% (23) were middle, and 31% (25) were secondary teachers. Thirty percent (24) of the believers were tenured and 70% (56) were nontenured. The nonbelievers consisted of 22% (12) elementary, 33% (18) middle, and 44% (24) secondary teachers. Eighty-five percent (46) of the nonbelievers were tenured and 15% (8) were nontenured.

In reporting the least to most years of total teaching experience, 14% (11) taught 1 year or less and 4% (3) taught 32 years or more (see Table 3). One year was the most frequently reported for total teaching experience and 14.8 was the average years of teaching experience. Forty-six percent had only taught in Kalamazoo. However, on the average teachers served in two school districts (including Kalamazoo).

For believers, the average years of teaching experience in Kalamazoo was 12 years.

¹The unclassified group consisted of those teachers who were unsure or unclear in their beliefs on evaluation. This group was not the study's focus and its characteristics shed very little light on the two groups under study (believers and nonbelievers).

Table 3
Characteristics and Corresponding Frequency
Data of Survey Subsample

| Characteristic | | Believers | | Nonbelievers | |
|-----------------------------------|------------|-----------|----|--------------|----|
| | | <u>n</u> | % | <u>n</u> | % |
| Teaching experience | | | | | |
| Number of school districts served | 1 | 37 | 46 | 18 | 33 |
| | 2-5 | 43 | 54 | 35 | 65 |
| | 6-9 | 0 | 0 | 1 | 2 |
| Years of teaching experience | 1 or less | 11 | 14 | 0 | 0 |
| | 2-6 | 12 | 15 | 4 | 7 |
| | 7-11 | 15 | 18 | 10 | 19 |
| | 12-16 | 4 | 5 | 5 | 9 |
| | 17-21 | 13 | 16 | 10 | 19 |
| | 22-26 | 11 | 14 | 7 | 13 |
| | 27-31 | 11 | 14 | 14 | 26 |
| | 32 or more | 3 | 4 | 4 | 7 |
| Years in present district | 1 or less | 15 | 18 | 3 | 5 |
| | 2-6 | 20 | 25 | 12 | 22 |
| | 7-11 | 11 | 14 | 5 | 9 |
| | 12-16 | 4 | 5 | 7 | 13 |
| | 17-21 | 8 | 10 | 8 | 15 |
| | 22-26 | 11 | 14 | 9 | 17 |

Table 3--Continued

| Characteristic | | Believers | | Nonbelievers | |
|---|------------|-----------|----|--------------|----|
| | | <u>n</u> | % | <u>n</u> | % |
| | 27-31 | 8 | 10 | 7 | 13 |
| | 32 or more | 3 | 4 | 3 | 5 |
| Performance review | | | | | |
| Number of times evaluated in this district | 0 | 5 | 6 | 1 | 2 |
| | 1-3 | 25 | 31 | 14 | 26 |
| | 4-7 | 20 | 25 | 16 | 30 |
| | 8-11 | 15 | 19 | 15 | 28 |
| | 12+ | 15 | 19 | 8 | 14 |
| Number of times evaluated in other districts ^a | 0 | 47 | 59 | 27 | 51 |
| | 1-3 | 21 | 27 | 16 | 30 |
| | 4-7 | 5 | 6 | 7 | 13 |
| | 8-11 | 4 | 5 | 0 | 0 |
| | 12+ | 2 | 3 | 3 | 6 |

^aA response from both groups was missing (79 believers and 53 non-believers).

Eighteen percent had 1 year or less and 28% with 22 years or more in the Kalamazoo School District. For total years of teaching experience, half were below 13 years (see Table 4). On average, teachers experienced between 1 to 3 evaluations in Kalamazoo. Six percent

of the teachers had not been evaluated, 31% received between 1 and 3 evaluations, 25% received between 4 and 7, 19% received between 8 and 11, and 19% received 12 or more. Half of the teachers who taught in other districts received between 1 and 3 evaluations. Eighty-five percent of the teachers were familiar with the district's teacher evaluation criteria, 5% were not, and 10% were unsure.

Table 4
Descriptive Statistics for Sample Characteristics
of Teachers Who Believe in Evaluation

| Characteristic | Mode | Mean | Median | Min | Max |
|--|------|------|--------|-----|-----|
| Number of school districts served | 1 | 2.0 | 1.5 | 1.5 | 5 |
| Years of teaching experience | 1 | 14.8 | 13.0 | 1.0 | 38 |
| Years in present district | 1 | 12.0 | 9.5 | 1.0 | 38 |
| Number of times evaluated in this district | 1-3 | 1-3 | 2.5 | 0.0 | 12+ |
| Number of times evaluated in other districts | 0 | 0 | 1-3 | 0.0 | 12+ |

For nonbelievers, 20.1 was the average years of teaching experience (see Table 5). In reporting the least to most years of total teaching experience, 7% (4) taught between 2 and 6 years and 7% (4) taught 32 years or more. Twenty was the most frequently reported total years of teaching experience. Thirty-three percent had only taught in Kalamazoo.

Table 5
Descriptive Statistics for Sample Characteristics
of Teachers Who Disbelieve in Evaluation

| Characteristic | Mode | Mean | Median | Min | Max |
|--|----------------------|------|--------|-----|-----|
| Number of school districts | 2 | 2.0 | 1.5 | 1 | 9 |
| Years of teaching experience | 20 | 20.1 | 20.5 | 2 | 39 |
| Years in present district | 4 ^a 20 | 16.0 | 16.5 | 1 | 38 |
| Number of times evaluated in this district | 4-7 | 4-7 | 4-7 | 0 | 12+ |
| Number of times evaluated in other districts | 0 | 1-3 | 1-3 | 0 | 12+ |

^aMultiple modes exist.

On the average teachers served in two school districts (including Kalamazoo). The average years of total teaching experience in Kalamazoo was 16 years. Five percent had 1 year or less and 35% with 22 years or more in the district. For total years of teaching experience, half were below 20.5 years.

Additionally, for the group of nonbelievers, teachers experienced an average of 4 to 7 evaluations in Kalamazoo. Two percent of the teachers had not been evaluated, 26% received between 1 and 3 evaluations, 30% received between 4 and 7, 28% received between 8 and 11, and 14% received 12 or more. Half of the teachers who taught in other districts received between 1 and 3 evaluations. Seventy-seven

percent of the teachers were familiar with the district's teacher evaluation criteria, 9% were not, and 13% were unsure.

Comparison of Group Characteristics

In comparing characteristics, slight similarities and differences were noted between the believers and nonbelievers. The distribution of percentages for teachers serving in one or more school districts was relatively similar. This was also the case for the number of times all groups were evaluated in other districts. Differences were observed in the average number of total years in the district and overall teaching experience between the believers and nonbelievers. The nonbelievers were more experienced in years. Both groups were moderately familiar with the district's evaluation system.

Data Collection

Description of Teacher Evaluation Questionnaire

The Teacher Evaluation Questionnaire solicited information concerning (a) teachers' beliefs regarding evaluation and (b) whether teachers were willing to assume an active role in the process.

Survey Format

The questionnaire consisted of six sections: Section I--Teacher Demographics, Section II--General Evaluation Information, Section III--Evaluation Procedures, Section IV--Evaluation Content, Section V--Utilization of Evaluative Information, and Section VI--Teacher

Involvement in Evaluation (see Appendix H for Teacher Evaluation Questionnaire). The questionnaire was printed on 8½" by 11" gold paper.

Section I featured questions concerning teacher demographics. Teachers provided information on teaching status, teaching experience (included indicating total number of school districts served in, total years of teaching experience, and total years in present district), teaching level, performance review (included indicating number of times evaluated in present district and other districts), and familiarity with district's evaluation criteria.

Section II consisted of Items A through C which inquired about (a) teachers' beliefs in evaluation, (b) the purpose(s) of evaluation, and (c) the individuals deemed useful in providing evaluation feedback.

For Item A, teachers indicated whether they "believe," "disbelieve," or were "unsure" about four belief statements regarding evaluation: (1) "Teacher evaluation consists of effective assessment practices and methods," (2) "teacher evaluation consists of relevant performance criteria," (3) "teacher evaluation adequately accomplishes the purpose(s) for which it was designed," and (4) "overall, teacher evaluation results are useful." This item was designed to force respondents to report their beliefs or disbeliefs in evaluation. A neutral category did not exist. However, respondents had the option of selecting "unsure" for relevant belief statements.

Item A was generated from an existing instrument (Pollack, 1977) and frequently reported views expressed by educators in the literature: unsound and inconsistent practices (Scriven, 1990; Stiggins, 1986; Wise et al., 1984), inappropriate assessment methods

(Darling-Hammond, 1986; Peterson & Chenoweth, 1992; Stiggins & Bridgeford, 1985), vague and subjective performance criteria (McLaughlin, 1984; Natriello & Dornbusch, 1980-1981; Reyes, 1982), and low utilization and communication of results (Glasman & Paulin, 1982; Holley, 1982).

For Section II, Item B, teachers selected professional development, personnel decisions, or accountability as their perceived primary purpose for evaluation. These three options were given with brief explanations. For Section II, Item C, teachers selected the individuals who should participate in collecting evaluation information for evaluating teachers (administrators, fellow teachers, students, the rated teacher). The four categories required a yes or no response. This section of the questionnaire was analyzed by the percentage of teachers answering yes or no for each category (see Chapter IV for data analysis). Section II questionnaire Items B and C were culled from existing teacher evaluation surveys (Lower, 1987; Pollack, 1977).

Section III, Item A, required teachers to indicate whether six specific procedures should be used as part of the performance evaluation process. The procedures included classroom observation, examination of lesson plans and student test scores, observational rating scales and/or checklists, and pre- and postconferencing. This item, which was culled from an existing instrument (McClanahan & Petersen, 1987), required a yes or no response for each of the six procedures. This section of the questionnaire was analyzed by the percentage of teachers answering yes or no for each category (see Chapter IV for discussion of data analysis).

For Section IV, teachers indicated whether specific criteria should be used in evaluation. The 14 criteria which were identified from Lower's (1987) study were grouped into three categories: personal characteristics, interpersonal relations, and instruction and classroom management. For the sake of brevity, criteria were selected to serve as examples for the corresponding category. For example, the category labeled personal characteristics contained the following criteria: appearance, poise, social and emotional maturity, task-oriented). The instruction and classroom management category consisted of instructional criteria and noninstructional criteria.

The fourth category was culled from a research study which examined criteria from the professional responsibilities domain (N. C. Johnson & Orso, 1986). Similarly, criteria were randomly selected to serve as examples for this category. For example, the professional responsibilities category contained the following criteria: observance of school policies and procedures, member of a professional organization, and accurate and timely completion of reports.

This section required a yes or no response for each of the four categories. This section of the questionnaire was analyzed by the percentage of teachers answering yes or no for each category (see Chapter IV for discussion of data analysis).

Section V of the questionnaire investigated whether teachers were willing to participate in determining the (a) criteria for effective performance, (b) procedures used in evaluation, (c) participants in the evaluation process, and (d) purpose for collecting data. Teachers answered yes or no to each of the aforementioned areas. If a no response was given, the

teachers provided a brief comment or used the following codes to explain the no answers, for example, lack of time (LT), lack of interest (LI), lack of expertise and skills (LES), and violation of local and state policies (V). The barriers to participating in evaluation were cited from researchers Peterson and Chenoweth (1992).

Classification of Subjects

As stated earlier one objective of this study was to examine the survey responses reported by believers and nonbelievers of evaluation. Additionally, this study also examined whether believers and nonbelievers differed in their willingness to participate in evaluation. Using the information reported on the questionnaire, the following rules were adhered to in classifying teachers: (under Section II on the questionnaire) teachers were classified as believers in evaluation if they answered in the affirmative to three or four of the belief statements. Those who disbelieved in three or four of the belief statements were classified as nonbelievers. Those who believed in two of the belief statements and disbelieved in two of the statements were considered unclassified. The unclassified category also included those teachers who were unsure about three or four of the belief statements.

In determining whether teachers reported overall willingness or unwillingness, the following rule was adhered to: (under Section V on the questionnaire) teachers were classified as willing if they answered in the affirmative to three or four evaluation tasks (statements) on the questionnaire. Respondents who answered yes to one or less were placed in the unwilling category.

Survey Pilot

To assess the technical quality of the survey instrument, a pilot study was conducted during September 1994. Two focus groups consisting of 10 teachers completed the questionnaire and responded to its effectiveness (i.e., format, content, clarity, language, and print quality). (See Appendix I for Survey Feedback Form.) Two focus groups were used to obtain a wide range of views. The first focus group met September 10, 1994, and the second group met September 24, 1994 (see Appendix J).

The author recorded 10 minutes as the approximate amount of time required for each pilot participant to complete the questionnaire. The participants provided general and specific impressions (as guided by the questions indicated on the feedback form). The subjects were encouraged to provide written comments as well as verbal (see Appendix K).

The pilot participants, who taught in a neighboring district, represented the following groups: (a) nontenured-elementary, (b) nontenured-middle, (c) nontenured-secondary, (d) tenured-elementary, (e) tenured-middle, and (f) tenured-secondary. The pilot participants were not included in the actual study. This served as a control for possible contamination among subjects.

Based on the feedback summarized below, the appropriate modifications were made. Under the teacher demographics section of the questionnaire, the categories for Item D which inquired about the number of times evaluated in this district and other districts were

altered. A zero category was added. Selecting this category would indicate that an evaluation had never occurred for a given teacher.

For Section II, Item A, four belief statements were originally listed in an awkward order. For ease in communication, the order of presentation was transposed. Teachers would first respond to the belief statement regarding assessment practices instead of the statement dealing with the accomplishment of evaluation purposes. Item B, which was modified, pertained to the primary purposes of evaluation. For the sake of clarity, each of the options was provided with a brief description (i.e., professional development for teachers--improving teaching performance).

Under Section III, two evaluation procedures were removed as options. The pilot participants commented that the options called "scripting" and "other" were not needed. They remarked that scripting was implied in the "classroom observation" option. The other option was removed since it was decided that the remaining options were exhaustive (of all possible responses). Attention was given to the special relations of the print for this item as well. Under Section V, the directions were shortened and stated in a clearer manner.

Overall, the pilot participants found the survey questions and categories organized, easy to complete, concise, and clear. The final product (questionnaire) reflects the suggestions offered by both focus groups.

Procedure for Administering Survey

On November 2, 1994, the principals and the randomly selected teachers were sent via intraschool mail informational letters regarding

the study. As a courtesy, building principals (of all study participants) were informed of the study's purpose and origination (see Appendix L). The principals also received letters from the district (see Appendix M) and the author's supervising professor from Western Michigan University (see Appendix N) informing them of the research endeavor. The principals were not requested in any way to participate or to encourage the participation of teachers in the study.

The teachers' introductory letter emphasized the importance of the study and requested their participation (see Appendix O). A letter was also enclosed from the district to inform teachers of the author's research endeavor (see Appendix M). On November 7, 1994, teachers received a cover letter with instructions for completing and returning the questionnaire (see Appendix P), a brief letter outlining the importance of their participation (see Appendix Q), and the Teacher Evaluation Questionnaire (see Appendix H). Teachers were not instructed to include their names on the questionnaires. The aforementioned procedures were employed in an attempt to increase the response rate (Fowler, 1984).

Teachers were instructed to complete the questionnaire within a 1-week period. On November 14, 1994, participating teachers mailed their uncoded questionnaires in a self-addressed, stamped envelope to the author's home address. To further ensure anonymity, each teacher was instructed to (separately) mail a postcard with a special code included (see Appendix R). Upon receipt of the postcard, the author removed the teacher's name from the list of nonrespondents and assigned each questionnaire a numerical code for data entry purposes. All returned questionnaires were handled confidentially and only

reviewed by the author. Follow-up letters were sent to all nonrespondents on November 21, 1994 (see Appendix S). As a result of the aforementioned efforts, the return rate was 81%.

Hypotheses

This study addressed questions proposed by three general and related subhypotheses. Hypothesis 1 was designed to determine whether teachers who believe in evaluation share similar views regarding evaluation specifics compared to those teachers who do not believe (see Figure 3).

| Group 1 Those who believe in evaluation | | Group 2 Those who disbelieve in evaluation | |
|--|---|--|--|
| ----- | | ----- | |
| What does this group view as as appropriate for evaluation? | | What does this group view as as appropriate for evaluation? | |
| <u>Specifics</u> | | <u>Specifics</u> | |
| Evaluators | - | Evaluators | |
| Procedures | - | Procedures | |
| Content | - | Content | |
| Purpose | - | Purpose | |

This study attempted to determine whether differences existed between Groups 1 and 2 on their views concerning the specifics of evaluation.

Figure 3. Believers and Nonbelievers.

Hypothesis 2 was designed to determine whether teachers who (a) believe in evaluation and view professional development as the primary purpose for evaluation share similar views regarding evaluation specifics compared to those teachers who (b) do not believe and view personnel decisions as the primary purpose (see Figure 4).

| Group 1 Those who believe in evaluation and view professional develop- ment as evaluation purpose | | Group 2 Those who disbelieve in evaluation and view personnel decisions as evaluation purpose | |
|--|---|---|--|
| ----- What does this group view as as appropriate for evaluation? | | ----- What does this group view as as appropriate for evaluation? | |
| <u>Specifics</u> | | <u>Specifics</u> | |
| Evaluators | - | Evaluators | |
| Procedures | - | Procedures | |
| Content | - | Content | |

This study attempted to determine whether differences existed between Groups 1 and 2 on their views concerning the specifics of evaluation.

Figure 4. Believers/Professional Development and Nonbelievers/Personnel Decisions.

Hypothesis 3 was designed to determine whether those teachers who believe in evaluation versus those who do not were different in showing willingness for involvement.

Overall, Hypothesis 1 contains 15 subhypotheses and Hypothesis 2 contains 14 subhypotheses. To explain Hypothesis 1, Subhypotheses 1.1 through 1.4 examined teachers' beliefs regarding who to involve in evaluation (administrators, fellow teachers, students, and the teacher being rated).

Subhypothesis 1.1: Teachers who believe in evaluation hold different beliefs about involving administrators compared to those who disbelieve.

Subhypothesis 1.2: Teachers who believe in evaluation hold different beliefs about involving fellow teachers compared to those who disbelieve.

Subhypothesis 1.3: Teachers who believe in evaluation hold different beliefs about involving students compared to those who disbelieve.

Subhypothesis 1.4: Teachers who believe in evaluation hold different beliefs about involving the teacher being rated compared to those who disbelieve.

Subhypotheses 1.5 through 1.10 examined teachers' beliefs regarding the procedures deemed appropriate for evaluation (classroom observation during instruction, examination of lesson plans, examination of students' test scores, observational rating scales and/or checklists, preconferencing, and postconferencing).

Subhypothesis 1.5: Teachers who believe in evaluation hold different beliefs about using classroom observations compared to those who disbelieve.

Subhypothesis 1.6: Teachers who believe in evaluation hold different beliefs about examining lesson plans compared to those who disbelieve.

Subhypothesis 1.7: Teachers who believe in evaluation hold different beliefs about examining students' test scores compared to those who disbelieve.

Subhypothesis 1.8: Teachers who believe in evaluation hold different beliefs about using observational rating scales and/or checklists compared to those who disbelieve.

Subhypothesis 1.9: Teachers who believe in evaluation hold different beliefs about preconferencing compared to those who disbelieve.

Subhypothesis 1.10: Teachers who believe in evaluation hold different beliefs about postconferencing compared to those who disbelieve.

Subhypotheses 1.11 through 1.14 examined teachers' beliefs regarding evaluation criteria/content (personal characteristics, interpersonal relations, instruction and classroom management, and professional responsibilities).

Subhypothesis 1.11: Teachers who believe in evaluation hold different beliefs about including personal characteristics compared to those who disbelieve.

Subhypothesis 1.12: Teachers who believe in evaluation hold different beliefs about including interpersonal relations compared to those who disbelieve.

Subhypothesis 1.13: Teachers who believe in evaluation hold different beliefs about including instruction and classroom management compared to those who disbelieve.

Subhypothesis 1.14: Teachers who believe in evaluation hold different beliefs about including professional responsibilities compared to those who disbelieve.

Subhypothesis 1.15 examined teachers beliefs regarding evaluation purposes.

Subhypothesis 1.15: Teachers who believe in evaluation hold different beliefs about the purpose for evaluation compared to those who disbelieve.

To explain Hypothesis 2, Subhypotheses 2.1 through 2.4 examined beliefs regarding who to involve in evaluation for those teachers

who believe in evaluation and view professional development as the primary purpose for evaluation compared to those who disbelieve and view personnel decisions as the primary purpose for evaluation.

Subhypothesis 2.1: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about involving administrators in evaluation.

Subhypothesis 2.2: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about involving fellow teachers in evaluation.

Subhypothesis 2.3: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about involving students in evaluation.

Subhypothesis 2.4: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about involving the teacher being rated in evaluation.

Subhypotheses 2.5 through 2.10 examined beliefs regarding procedures deemed appropriate for evaluation for those teachers who believe in evaluation and view professional development as the primary purpose for evaluation compared to those who disbelieve and view

personnel decisions as the primary purpose for evaluation. The procedures included classroom observations during instruction, examination of lesson plans, examination of students' test scores, observational rating scales and/or checklists, preconferencing, and postconferencing.

Subhypothesis 2.5: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about using classroom observation.

Subhypothesis 2.6: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about examining lesson plans.

Subhypothesis 2.7: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about examining students' test scores.

Subhypothesis 2.8: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about using observational rating scales and/or checklists.

Subhypothesis 2.9: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about preconferencing.

Subhypothesis 2.10: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about postconferencing.

Subhypotheses 2.11 through 2.14 examined beliefs regarding evaluation criteria or content for those teachers who believe in evaluation and view professional development as the primary purpose for evaluation compared to those who disbelieve and view personnel decisions as the primary purpose for evaluation. Content included personal characteristics, interpersonal relations, instruction and classroom management, and professional responsibilities.

Subhypothesis 2.11: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about including personal characteristics.

Subhypothesis 2.12: Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about including interpersonal relations.

Subhypothesis 2.13 Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about including instruction and classroom management.

Subhypothesis 2.14 Teachers who believe in evaluation and view professional development as the primary means for evaluation and those who disbelieve and view personnel decisions as the primary purpose for evaluation hold different beliefs about including professional responsibilities.

Hypothesis 3 asserted that teachers who believe in evaluation versus those who do not are different in showing willingness for involvement.

Views of Believers and Nonbelievers

For Hypothesis 1 and the related subhypotheses, belief was the independent variable. Teachers were classified by belief based on their survey responses.

For Subhypotheses 1.1 through 1.4, the dependent variable was the position of the evaluators. More specifically, the dependent variable for Subhypothesis 1.1 was administrators, fellow teachers for Subhypothesis 1.2, students for Subhypothesis 1.3, and the teacher being rated for Subhypothesis 1.4. The proportion of teachers who believe was compared to the proportion of nonbelievers regarding who should be involved in evaluation. Thus, for example, the actual number of those believers and nonbelievers who selected administrators was used to examine proportions. This procedure was carried out for all dependent variables in Subhypotheses 1.1 through 1.4. (See Figure 5.)

The dependent variables for Subhypotheses 1.5 through 1.10 were evaluation procedures (classroom observation, examination of

Subhypotheses 1.1 through 1.4

Total Population
 $N = 134$

$\alpha = .05$

| Independent Variable (Belief) | Group 1 Believers | Group 2 Nonbelievers |
|---|----------------------|-------------------------|
| Dependent Variable (Deemed Evaluators) | $n = 80$ | $n = 54$ |

Figure 5. Variables for Subhypotheses 1.1 Through 1.4.

lesson plans, examination of students' test scores, observational rating scales and/or checklists, preconferencing, and postconferencing. (See Figure 6.)

Subhypotheses 1.5 through 1.10

Total Population
 $n = 134$

$\alpha = .05$

| Independent Variable (Belief) | Group 1 Believers | Group 2 Nonbelievers |
|--|----------------------|-------------------------|
| Dependent Variable (Evaluation Procedure) | $n = 80$ | $n = 54$ |

Figure 6. Variables for Subhypotheses 1.5 Through 1.10.

The dependent variables for Subhypotheses 1.11 through 1.14 were evaluation content or criteria (e.g., personal characteristics, interpersonal relations, instruction and classroom management, and

professional responsibilities, respectively). (See Figure 7). The dependent variable for Subhypothesis 1.15 was purpose (as depicted in Figure 8).

Subhypotheses 1.11 through 1.14

Total Population
 $n = 134$

$\alpha = .05$

| Independent Variable (Belief) | Group 1 Believers | Group 2 Nonbelievers |
|---|-------------------|----------------------|
| Dependent Variable (Evaluation Content) | $n = 80$ | $n = 54$ |

Figure 7. Variables for Subhypotheses 1.11 Through 1.14.

Subhypothesis 1.15

Total Population
 $n = 134$

$\alpha = .05$

| Independent Variable (Belief) | Group 1 Believers | Group 2 Nonbelievers |
|--|-------------------|----------------------|
| Dependent Variable (Evaluation Purposes) | $n = 80$ | $n = 54$ |

Figure 8. Variables for Subhypothesis 1.15.

The proportion of believers versus nonbelievers was compared regarding evaluation procedures, content, and purpose.

For Hypothesis 2 and the related subhypotheses, belief was the independent variable. Belief described those teachers who believe in

evaluation and view professional development as the purpose for evaluation and those teachers who disbelieve and view personnel decisions as the purpose for evaluation. As stated above, the dependent variables were (a) who to involve in evaluation (evaluators), (b) procedures, and (c) content. (See Figures 9, 10, and 11.) The proportion of teachers who believe in evaluation and view professional development as the purpose for evaluation was compared to those nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypotheses 2.1 through 2.4

| Total Population $n = 65$ | | | $\alpha = .05$ |
|--|--|--|----------------|
| Independent Variable (Belief) | Group 1 Believers\ Professional Development | Group 2 Nonbelievers/ Personnel Decisions | |
| Dependent Variable (Deemed Evaluator) | $n = 54$ | $n = 11$ | |

Figure 9. Variables for Subhypotheses 2.1 Through 2.4.

Subhypotheses 2.5 through 2.10

| Total Population $n = 65$ | | | $\alpha = .05$ |
|---|--|--|----------------|
| Independent Variable (Belief) | Group 1 Believers\ Professional Development | Group 2 Nonbelievers/ Personnel Decisions | |
| Dependent Variable (Evaluation Procedures) | $n = 54$ | $n = 11$ | |

Figure 10. Variables for Subhypotheses 2.5 Through 2.10.

Subhypotheses 2.11 through 2.14

| Total Population $\underline{n} = 65$ | | | $\alpha = .05$ |
|--|--|--|----------------|
| Independent Variable (Belief) | Group 1 Believers\ Professional Development | Group 2 Nonbelievers/ Personnel Decisions | |
| Dependent Variable (Evaluation Content) | $\underline{n} = 54$ | $\underline{n} = 11$ | |

Figure 11. Variables for Subhypotheses 2.11 Through 2.14.

Beliefs and Willingness for Involvement

For Hypothesis 3, belief was the independent variable (believers and nonbelievers). The dependent variable was willingness (see Figure 10). Teachers were classified by willingness (refer to earlier discussion on page 46). The proportion of teachers who believed were compared to those nonbelievers regarding willingness.

Hypothesis 3

| Total Population $\underline{n} = 134$ | | | $\alpha = .05$ |
|---|----------------------|-------------------------|----------------|
| Independent Variable (Belief) | Group 1 Believers | Group 2 Nonbelievers | |
| Dependent Variable (Willingness) | $\underline{n} = 80$ | $\underline{n} = 54$ | |

Figure 12. Variables for Hypothesis 3.

Data Analysis

This study tested operational Hypotheses 1-3 and related Subhypotheses (1.1 through 1.15 and 2.1 through 2.14).

Subhypothesis 1.1: The proportion of teachers who believe administrators should be involved in evaluation among all teachers who believe in evaluation is different from the proportion of teachers who believe administrators should be involved in evaluation among all non-believers in evaluation.

Subhypothesis 1.2: The proportion of teachers who believe fellow teachers should be involved in evaluation among all teachers who believe in evaluation is different from the proportion of teachers who believe fellow teachers should be involved in evaluation among all non-believers in evaluation.

Subhypothesis 1.3: The proportion of teachers who believe students should be involved in evaluation among all teachers who believe in evaluation is different from the proportion of teachers who believe students should be involved in evaluation among all nonbelievers in evaluation.

Subhypothesis 1.4: The proportion of teachers who believe the teacher being rated should be involved in evaluation among all teachers who believe in evaluation is different from the proportion of teachers who believe the teacher being rated should be involved in evaluation among all nonbelievers in evaluation.

Subhypothesis 1.5: The proportion of teachers who believe in using classroom observations as an evaluation procedure among all

teachers who believe in evaluation is different from the proportion of teachers who believe in using classroom observations as an evaluation procedure among all nonbelievers in evaluation.

Subhypothesis 1.6: The proportion of teachers who believe in examining lesson plans as an evaluation procedure among all teachers who believe in evaluation is different from the proportion of teachers who believe in examining lesson plans as an evaluation procedure among all nonbelievers in evaluation.

Subhypothesis 1.7: The proportion of teachers who believe in examining students' test scores as an evaluation procedure among all teachers who believe in evaluation is different from the proportion of teachers who believe in examining students' test scores as an evaluation procedure among all nonbelievers in evaluation.

Subhypothesis 1.8: The proportion of teachers who believe in using observational rating scales and/or checklists as an evaluation procedure among all teachers who believe in evaluation is different from the proportion of teachers who believe in using observational rating scales and/or checklists as an evaluation procedure among all nonbelievers in evaluation.

Subhypothesis 1.9: The proportion of teachers who believe in preconferencing as an evaluation procedure among all teachers who believe in evaluation is different from the proportion of teachers who believe in preconferencing as an evaluation procedure among all nonbelievers in evaluation.

Subhypothesis 1.10: The proportion of teachers who believe in postconferencing as an evaluation procedure among all teachers who

believe in evaluation is different from the proportion of teachers who believe in postconferencing as an evaluation procedure among all non-believers in evaluation.

Subhypothesis 1.11: The proportion of teachers who believe in including personal characteristics as evaluation criteria among all teachers who believe in evaluation is different from the proportion of teachers who believe in including personal characteristics as evaluation criteria among all nonbelievers in evaluation.

Subhypothesis 1.12: The proportion of teachers who believe in including interpersonal relations as evaluation criteria among all teachers who believe in evaluation is different from the proportion of teachers who believe in including interpersonal relations as evaluation criteria among all nonbelievers in evaluation.

Subhypothesis 1.13: The proportion of teachers who believe in including instruction and classroom management as evaluation criteria among all teachers who believe in evaluation is different from the proportion of teachers who believe in including instruction and classroom management as evaluation criteria among all nonbelievers in evaluation.

Subhypothesis 1.14: The proportion of teachers who believe in including professional responsibilities as evaluation criteria among all teachers who believe in evaluation is different from the proportion of teachers who believe in including professional responsibilities as evaluation criteria among all nonbelievers in evaluation.

Subhypothesis 1.15: The data distribution with respect to the criterion variable (purposes for evaluation) for those who believe and those who disbelieve in evaluation will not be homogeneous.

Subhypothesis 2.1: The proportion of teachers who believe administrators should be involved in evaluation among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe administrators should be involved in evaluation among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.2: The proportion of teachers who believe fellow teachers should be involved in evaluation among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe fellow teachers should be involved in evaluation among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.3 The proportion of teachers who believe students should be involved in evaluation among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe students should be involved in evaluation among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.4: The proportion of teachers who believe the teacher being rated should be involved in evaluation among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe the teacher being rated should be involved in evaluation among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.5 The proportion of teachers who believe in using classroom observations as an evaluation procedure among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe in using classroom observations as an evaluation procedure among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.6: The proportion of teachers who believe in examining lesson plans as an evaluation procedure among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe in examining lesson plans as an evaluation procedure among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.7: The proportion of teachers who believe in examining students' test scores as an evaluation procedure among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe in examining students' test scores as an evaluation procedure among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.8: The proportion of teachers who believe in using observational rating scales and/or checklists as an evaluation procedure among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe in using observational rating scales

and/or checklists as an evaluation procedure among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.9: The proportion of teachers who believe in preconferencing as an evaluation procedure among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe in preconferencing as an evaluation procedure among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.10: The proportion of teachers who believe in postconferencing as an evaluation procedure among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe in postconferencing as an evaluation procedure among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.11: The proportion of teachers who believe in including personal characteristics as evaluation criteria among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe in including personal characteristics as evaluation criteria among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.12: The proportion of teachers who believe in including interpersonal relations as evaluation criteria among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe in including interpersonal relations as evaluation criteria among all

nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.13: The proportion of teachers who believe in including instruction and classroom management as evaluation criteria among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe in including instruction and classroom management as evaluation criteria among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypothesis 2.14: The proportion of teachers who believe in including professional responsibilities as evaluation criteria among all teachers who believe in evaluation and view professional development as the purpose for evaluation is different from the proportion of teachers who believe in including professional responsibilities as evaluation criteria among all nonbelievers who view personnel decisions as the purpose for evaluation.

Hypothesis 3: The proportion of teachers who indicate willingness for involvement among all teachers who believe in evaluation is different from the proportion of teachers who indicate willingness for involvement among all nonbelievers in evaluation.

The chi-square distribution statistic was used for Hypotheses 1 through 3 and the related subhypotheses to determine differences between the pairs of percentages.

Subhypotheses 1.1 through 1.15, 2.1 through 2.14, and Hypothesis 3 were tested in an attempt to reject the respective null hypotheses at the .05 alpha level via the chi-square distribution.

The Statistical Program for the Social Sciences program (Norusis, 1990) at Western Michigan University's Computing Services was employed to calculate the test statistics.

Summary

Three main hypotheses along with their respective subhypotheses were examined in this study. Subhypotheses 1.1 through 1.15 were designed to address Research Question 1: Are the views similar for those teachers who believe in evaluation and those who do not regarding evaluation specifics (evaluators, procedures, content, and purpose)?

Subhypotheses 1.1 through 1.4 compared beliefs regarding who should be involved in evaluation between teachers who believe and those who disbelieve in evaluation. It was expected that the proportion of teachers who reported views about who should be involved in evaluation among all teachers who believe in evaluation would be different from the proportion of teachers who reported views about who should be involved in evaluation among all nonbelievers.

Subhypotheses 1.5 through 1.10 compared beliefs regarding the procedures used in evaluation between teachers who believe and those who disbelieve in evaluation. It was expected that the proportion of teachers who believe in the procedures used in evaluation among all teachers who believe in evaluation would be different from the proportion of teachers who believe in the procedures used in evaluation among all nonbelievers.

Subhypotheses 1.11 through 1.14 compared beliefs regarding evaluation content between teachers who believe and those who

disbelieve in evaluation. It was expected that the proportion of teachers who believe in the evaluation content among all teachers who believe in evaluation would be different from the proportion of teachers who believe in the evaluation content among all nonbelievers.

Subhypothesis 1.15 determined whether the proportion of teachers who believe versus those teachers who disbelieve were different in views regarding the purposes for evaluation. It was expected that the proportion of teachers who reported views about the purpose of evaluation among all teachers who believe in evaluation would be different from the proportion of teachers who reported views about the purpose of evaluation among all nonbelievers.

Subhypotheses 2.1 through 2.14 were designed to address Research Question 2: Do those who believe in evaluation and view professional development as the purpose for evaluation have different views regarding evaluation specifics (evaluators, procedures, and content) from nonbelievers who view personnel decisions as the purpose for evaluation?

Subhypotheses 2.1 through 2.4 compared beliefs regarding who should be involved in evaluation between teachers who believe in evaluation and view professional development as the purpose for evaluation and those who disbelieve in evaluation and view personnel decisions as the purpose for evaluation. It was expected that the proportion of teachers who reported views about who should be involved in evaluation among all teachers who believe in evaluation and view professional development as the purpose for evaluation would be different from the proportion of teachers who reported views about who should be

involved in conducting evaluation among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypotheses 2.5 through 2.10 compared beliefs regarding the procedures used in evaluation between teachers who believe in evaluation and view professional development as the purpose for evaluation and those who disbelieve in evaluation and view personnel decisions as the purpose for evaluation. It was expected that the proportion of teachers who believe in the procedures used in evaluation among all teachers who believe in evaluation and view professional development as the purpose for evaluation would be different from the proportion of teachers who believe in the procedures used in evaluation among all nonbelievers who view personnel decisions as the purpose for evaluation.

Subhypotheses 2.11 through 2.14 compared beliefs regarding evaluation content between teachers who believe in evaluation and view professional development as the purpose for evaluation and those who disbelieve in evaluation and view personnel decisions as the purpose for evaluation. It was expected that the proportion of teachers who believe in the evaluation content among all teachers who believe in evaluation and view professional development as the purpose for evaluation would be different from the proportion of teachers who believe in the evaluation content among all nonbelievers who view personnel decisions as the purpose for evaluation.

Hypothesis 3 was designed to address Research Question 3: Is there a difference between those teachers who believe and those who do not in showing willingness for involvement? It was expected that the

proportion of teachers who indicated willingness for involvement among all teachers who believe in evaluation would be different from the proportion of teachers who indicate willingness for involvement among all nonbelievers in evaluation.

In sum, the sample population under study consisted of 210 randomly selected elementary, middle, and secondary classroom teachers from the Kalamazoo Public School District. The urban school district employed approximately 750 classroom teachers. The teachers completed and returned the questionnaire which examined their beliefs about evaluation. Section I on the questionnaire requested teacher demographics. Section II instructed teachers to indicate their beliefs (believe, disbelieve, or unsure) about the given statements and to select the primary purpose for conducting evaluation. Sections III and IV solicited feedback on evaluators, procedures, and criteria. Section V pertained to willingness to become involved in evaluation. Based on the survey responses teachers were classified as either believers or nonbelievers. Teachers were also grouped by willingness (willing and unwilling).

Chapter IV consists of two sections. Teachers' views regarding evaluation are described in the first section. Frequency data were used to summarize the survey feedback. In the second section the beliefs (hypotheses), statistical tests, tables, and research findings are examined.

CHAPTER IV

ANALYSIS AND FINDINGS

Introduction

This study investigated teachers' currently held beliefs regarding evaluation and their willingness to assume an active role in the process. The hypotheses stated in Chapter III were designed to address three research questions:

1. What are teachers' views regarding evaluation? More specifically, for those teachers who believe in evaluation what are their views regarding evaluation specifics (evaluators, procedures, content, and purpose) and how do they compare with those teachers who do not believe in the process?

2. Do teachers who believe in evaluation and view professional development as the purpose for evaluation have different views regarding the specifics of evaluation (evaluators, procedures, and content) from nonbelievers who view personnel decisions as the purpose for evaluation?

3. Is there a difference between those teachers who believe in evaluation and those who do not in showing willingness for involvement?

Hypothesis 1

Hypothesis 1 consisted of 15 related subhypotheses (1.1 through 1.15). Hypotheses 1.1 through 1.4 examined whether a difference existed in beliefs (regarding who should participate in evaluation) between those teachers who believe in evaluation and those who disbelieve. It was expected that teachers who believe in evaluation hold different beliefs regarding who should participate in evaluation compared to those who disbelieve.

Hypotheses 1.5 through 1.10 examined whether a difference existed in beliefs (regarding evaluation procedures) between those teachers who believe in evaluation and those who disbelieve. It was expected that teachers who believe in evaluation hold different beliefs regarding the procedures used in evaluation compared to those who disbelieve.

Hypotheses 1.11 through 1.14 examined whether a difference existed in beliefs (regarding evaluation content) between those teachers who believe in evaluation and those who disbelieve. It was expected that teachers who believe in evaluation hold different beliefs regarding the evaluation content compared to those who disbelieve.

Hypothesis 1.15 examined whether a difference existed in beliefs (regarding evaluation purpose) between those teachers who believe in evaluation and those who disbelieve. It was expected that teachers who believe in evaluation hold different beliefs regarding the evaluation purposes compared to those who disbelieve.

Hypothesis 2

Hypothesis 2 consisted of 14 related subhypotheses. Subhypotheses 2.1 through 2.4 examined whether a difference exists in beliefs (regarding who should participate in evaluation) between those teachers who believe in evaluation and view professional development as the purpose for evaluation and those who disbelieve and view personnel decisions as the purpose for evaluation. It was expected that teachers who believe in evaluation and view professional development as the purpose for evaluation hold different views regarding who should be involved in conducting evaluation compared to those who disbelieve and view personnel decisions as the purpose for evaluation.

Subhypotheses 2.5 through 2.10 examined whether a difference exists in beliefs (regarding evaluation procedures) between those teachers who believe in evaluation and view professional development as the purpose for evaluation and those who disbelieve and view personnel decisions as the purpose for evaluation. It was expected that teachers who believe in evaluation and view professional development as the purpose for evaluation hold different views regarding evaluation procedures compared to those who disbelieve and view personnel decisions as the purpose for evaluation.

Subhypotheses 2.11 through 2.14 tested whether a difference exists in beliefs (regarding evaluation content) between those teachers who believe in evaluation and view professional development as the purpose for evaluation and those who disbelieve and view personnel decisions as the purpose for evaluation. It was expected that teachers

who believe in evaluation and view professional development as the purpose for evaluation hold different views regarding evaluation content compared to those who disbelieve and view personnel decisions as the purpose for evaluation.

Hypothesis 3

Hypothesis 3 examined whether those teachers who believe in evaluation and those who disbelieve differed in showing willingness for involvement. It was expected that those teachers who believe in evaluation would be different in showing willingness for involvement compared to those who disbelieve.

The sections below describe (a) the Teacher Evaluation Questionnaire responses for believers and nonbelievers and (b) the results of the tested hypotheses. The appropriate data analysis procedures, corresponding tables, and findings are also included.

Section 1: Description of Views Regarding Evaluation

Description of Survey Results

This section of the study describes and compares views held by believers and nonbelievers regarding the primary purpose for conducting evaluation, who to involve in the evaluation, procedures and content deemed appropriate to the process, and their willingness to assume an active role in the process. Barriers to involvement in evaluation are also discussed. Disaggregated data pertaining to the believers' and

nonbelievers' selections for purpose, evaluators, criteria, and procedures may be perused in Appendices T and U.

Characteristics of Respondents

As reported in Chapter III, the sample was composed of 210 teachers. Sixty-seven were elementary teachers, 71 middle, and 72 secondary. One hundred and sixty-four were tenured and 46 were nontenured. The group of believers consisted of 80 teachers. Seventy percent (56) were tenured and 30% (24) were nontenured. Forty percent (32) were elementary, 29% (23) were middle, and 31% (25) were secondary teachers. For nonbelievers, 54 teachers comprised this group. Eighty-five percent (46) were tenured and 15% (8) were nontenured. Twenty-two percent (12) were elementary, 33% (18) were middle, and 44% (24) were secondary teachers.

Evaluation Specifics

Purpose

For the group of believers, professional development was most frequently selected (68%). Accountability was second (20%) and personnel decisions was third (12%). A slightly higher percentage of nontenured teachers (79%) selected professional development compared to 62% of tenured teachers. Fewer nontenured believers selected accountability (4%) than tenured (27%).

For nonbelievers, professional development was most frequently selected (44%). Accountability was second (35%) and personnel

decisions was third (20%). More elementary nonbelievers (67%) selected professional development compared to the other levels (39% and 37%). Accountability was selected by more middle teachers (44%) compared to elementary (17%) and secondary (37%). (Refer to Table 6 for comparisons of purposes.)

Table 6
Comparisons of Evaluation Purposes

| Purpose | Ranks of both groups | |
|--------------------------|----------------------|--------------|
| | Believers | Nonbelievers |
| Professional development | 1 | 1 |
| Personnel decisions | 3 | 3 |
| Accountability | 2 | 2 |

Note. One denotes the highest percentage and 3 the lowest.

Evaluators

For the group of believers, evaluators were selected in the following order of frequency: administrators (99%), teacher being rated (84%), fellow teachers (69%), and students (41%).

Evaluators were selected in the following order of frequency by nonbelievers: the teacher being rated (98%), administrators (94%), fellow teachers (78%), and students (57%). All elementary and secondary teachers selected the teacher being rated, whereas all nontenured

middle and secondary teachers selected fellow teachers as evaluators. (Refer to Table 7 for comparisons of evaluators.)

Table 7
Comparisons of Evaluators

| Evaluator | Ranks of both groups | |
|---------------------|----------------------|--------------|
| | Believers | Nonbelievers |
| Administrators | 1 | 2 |
| Fellow teachers | 3 | 3 |
| Students | 4 | 4 |
| Teacher being rated | 2 | 1 |

Note. One denotes the highest percentage and 4 the lowest.

Criteria

In order of frequency, believers and nonbelievers selected the following criteria: instruction and classroom management (98% and 98%), interpersonal relations (94% and 93%), personal characteristics (87% and 83%), and professional responsibilities (86% and 81%, respectively). (Refer to Table 8 for comparisons of evaluation criteria.)

All nontenured believers selected interpersonal characteristics and instruction and classroom management for criteria. A slightly higher percentage of nontenured teachers selected professional responsibilities compared to tenured teachers. All nontenured nonbelievers selected

personal characteristics, instruction and classroom management, and professional responsibilities.

Table 8
Comparisons of Evaluation Criteria

| Criteria | Ranks of both groups | |
|--------------------------------------|----------------------|--------------|
| | Believers | Nonbelievers |
| Personal characteristics | 3 | 3 |
| Interpersonal relations | 2 | 2 |
| Instruction and classroom management | 1 | 1 |
| Professional responsibilities | 4 | 4 |

Note. One denotes the highest percentage and 4 the lowest.

Procedures

In order of frequency, believers and nonbelievers selected the following procedures: classroom observations (100% and 100%), post-conferencing (99% and 98%), pre-conferencing (90% and 91%), rating scales (86% and 76%), lesson plans (74% and 59%), and students' test scores (33% and 30%, respectively). (Refer to Table 9 for comparisons of evaluation procedures.)

Views Regarding Involvement

For willingness to assume an active role in evaluation, slightly over half of all believers expressed an interest. Seventy-three percent (30)

Table 9
Comparisons of Evaluation Procedures

| Criteria | Ranks of both groups | |
|--|----------------------|--------------|
| | Believers | Nonbelievers |
| Classroom observations | 1 | 1 |
| Examination of lesson plans | 5 | 5 |
| Examination of students' test scores | 6 | 6 |
| Observational rating scales/checklists | 4 | 4 |
| Preconferencing | 3 | 3 |
| Postconferencing | 2 | 2 |

Note. One denotes the highest percentage and 6 the lowest.

were tenured and 27% (11) were nontenured. Thirty-four percent (14) were elementary, 29% (12) were middle, and 36% (15) were secondary teachers.

For nonbelievers, 46% (25) indicated willingness. Eighty percent (20) were tenured and 20% (5) were nontenured. Twenty-eight percent (7) were elementary, 28% (7) were middle, and 44% (11) were secondary.

In sum, for those believers and nonbelievers who were unwilling to assume an active role in evaluation (e.g., determining performance criteria, procedures, evaluators, and purpose), lack of time was the most frequently reported barrier. More specifically, for those believers who were unwilling to participate in evaluation, lack of time was indicated as

a barrier 58% of the time, evaluation was viewed as an administrative task (barrier) 12% of the time, and lack of expertise and skills was indicated as a barrier 9% of the time. The remaining barriers were reported 7% or less of the time (see Table 10 for rank order).

Table 10
Reported Barriers to Involvement in Evaluation

| Barrier | Rank order | |
|---|----------------|----------------|
| | Believers | Nonbelievers |
| Lack of time | 1 | 1 |
| Lack of expertise and skills | 3 | 2 |
| Administrative task | 2 | -- |
| Lack of interest | -- | 3 |
| Lack of time and interest | 4 | 4 |
| Lack of time and expertise and skills | -- | 5 ^a |
| Lack of time and administrative task | 5 ^a | 6 ^a |
| Violation of state and local policies | 7 | 6 ^a |
| Lack of time, interest, and administrative task | 5 ^a | -- |
| Lack of time and other | 6 | -- |
| Reasons were not given | 5 ^a | 5 ^a |

Note. One denotes the highest percentage and 7 the lowest.

^aTied ranks within each group.

For those nonbelievers who were unwilling to participate in evaluation, lack of time was indicated as a barrier 70% of the time, lack of expertise and skills was indicated 9% of the time, and lack of interest was indicated 7% of the time. The remaining barriers were reported 5% or less of the time.

Comparisons of Subgroups

Similarities were noted between the two groups, but major differences were not. The order of frequency for selected purposes, criteria, and procedures was the same for both groups. Differences were noted, however, with the groups' selections of evaluators. A higher percentage of nonbelievers (98%) over believers (84%) selected the teacher being rated to be involved in evaluation. A slightly higher percentage of believers (51%) over nonbelievers (46%) indicated willingness to become involved in evaluation. However, for those unwilling believers and nonbelievers, time was most frequently indicated as a barrier to involvement.

This section provided a description of teachers' views. The next section features the stated hypotheses and data analyses.

Section 2: Tested Views of Believers and Nonbelievers

Views Concerning Evaluators: Subhypotheses 1.1 Through 1.4

Subhypotheses 1.1 through 1.4 examined whether those teachers who believe in evaluation and those who do not selected different evaluators in collecting evaluative information. It was expected that a

difference would exist between groups since nonbelievers tend to view evaluation in a different light. The proportion of believers versus the proportion of nonbelievers was compared to detect differences in views.

The chi-square test was used to test the claims of each of the nondirectional subhypotheses (1.1 through 1.4) at the .05 alpha level. If the probability value equaled or exceeded the set level of significance, the null (which states that no difference exists between groups) would not be supported.

Findings

Subhypothesis 1.1, which examined whether the percentage of believers versus nonbelievers espoused different views regarding administrators serving as evaluators, was not supported. The obtained probability value was .15. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 11 for results.)

Subhypothesis 1.2, which examined whether the percentage of believers versus nonbelievers espoused different views regarding fellow teachers serving as evaluators, was not supported. The obtained probability value was .25. Therefore, there is greater than a .05 probability that the differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 12 for results.)

Table 11

**Results of Believers' and Nonbelievers' Views Concerning
Involving Administrators in Collecting
Evaluative Information**

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|---|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 79 | 99 | 1 | 1 | 80 |
| Disbelieve | 51 | 94 | 3 | 6 | 54 |
| Total | 130 | | 4 | | 134 |

Note. $\chi^2 = 2.064$, df = 1, p = .15. p > .05.

Table 12

**Results of Believers' and Nonbelievers' Views Concerning
Involving Fellow Teachers in Collecting
Evaluative Information**

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 55 | 69 | 25 | 31 | 80 |
| Disbelieve | 42 | 78 | 12 | 22 | 54 |
| Total | 97 | | 37 | | 134 |

Note. $\chi^2 = 1.315$, df = 1, p = .25. p > .05.

Subhypothesis 1.3, which examined whether the percentage of believers versus nonbelievers espoused different views regarding students serving as evaluators, was not supported. The obtained probability value was .07. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 13 for results.)

Table 13

Results of Believers' and Nonbelievers' Views Concerning
Involving Students in Collecting
Evaluative Information

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 33 | 41 | 47 | 59 | 80 |
| Disbelieve | 31 | 57 | 23 | 43 | 54 |
| Total | 64 | | 70 | | 134 |

Note. $\chi^2 = 3.373$, df = 1, p = .07. p > .05.

For Subhypothesis 1.4, which examined whether the percentage of believers versus nonbelievers espoused different views regarding the teacher being rated serving as an evaluator, was supported. The obtained probability value was .008. Therefore, there is less than a .05 probability that the observed differences across proportions occurred by

chance if in fact the null hypothesis was true. (Refer to Table 14 for results.)

Table 14
Results of Believers' and Nonbelievers' Views Concerning
Involving the Teacher Being Rated in Collecting
Evaluative Information

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 67 | 84 | 13 | 16 | 80 |
| Disbelieve | 53 | 98 | 1 | 2 | 54 |
| Total | 120 | | 14 | | 134 |

Note. $\chi^2 = 7.143$, df = 1, p = .008. p < .05.

Nearly all nonbelievers indicated involving the teacher being rated in evaluation.

Summary

The results revealed that believers and nonbelievers differed in only one of their selections for evaluators. Their views concerning involving the teacher being rated were different. Fewer believers than nonbelievers indicated involving the teacher being rated in collecting evaluative information. The views concerning administrators, fellow teachers, and students serving as evaluators were similar. The frequency data disaggregated by level and belief may be perused in

Appendices T and U for Subhypotheses 1.1 through 1.4.

Subhypotheses 1.5 through 1.10 examined whether believers and nonbelievers differed in their views concerning procedures.

Views Concerning Procedures: Subhypotheses 1.5 Through 1.10

Subhypotheses 1.5 through 1.10 examined whether those teachers who believe in evaluation and those who do not selected different procedures for conducting evaluation. It was expected that a difference would exist between groups since nonbelievers tend to view evaluation in a different light. The proportion of believers versus the proportion of nonbelievers was compared to detect differences in views. The chi-square test was used to test the claims of each of the nondirectional subhypotheses (1.5 through 1.10) at the .05 alpha level.

Findings

Subhypothesis 1.5, which examined whether the percentage of believers versus nonbelievers espoused different views regarding using classroom observations as an evaluation procedure, was not supported. All believers and nonbelievers selected classroom observations.

Subhypothesis 1.6, which examined whether the percentage of believers versus nonbelievers espoused different beliefs regarding using lesson plans as an evaluation procedure, was not supported. The obtained probability value was .08. Therefore, there is greater than a .05 probability that the differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not

supported, it cannot be concluded whether differences exist between groups. (Refer to Table 15 for results.)

Table 15
Results of Believers' and Nonbelievers' Views Concerning
Using Lesson Plans in Collecting
Evaluative Information

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 59 | 74 | 21 | 26 | 80 |
| Disbelieve | 32 | 59 | 22 | 41 | 54 |
| Total | 91 | | 43 | | 134 |

Note. $\chi^2 = 3.106$, df = 1, p = .08. p > .05.

Subhypothesis 1.7, which examined whether the percentage of believers versus nonbelievers espoused different views regarding using students' test scores in evaluation, was not supported. The obtained probability value was .73. Therefore, there is greater than a .05 probability that the differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 16 for results.)

Subhypothesis 1.8, which examined whether the percentage of believers versus nonbelievers espoused different views regarding using rating scales in evaluation, was not supported. The obtained probability

Table 16

**Results of Believers' and Nonbelievers' Views Concerning
Using Students' Test Scores in Collecting
Evaluative Information**

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 26 | 33 | 54 | 67 | 80 |
| Disbelieve | 16 | 30 | 38 | 70 | 54 |
| Total | 42 | | 92 | | 134 |

Note. $\chi^2 = 0.123$, $df = 1$, $p = .73$. $p > .05$.

value was .20. Therefore, there is greater than a .05 probability that the observed differences occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 17 for results.)

Subhypothesis 1.9, which examined whether the percentage of believers versus nonbelievers espoused different views regarding using preconferring in evaluation, was not supported. The obtained probability value was .89. Therefore there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 18 for results.)

Subhypothesis 1.10, which examined whether the percentage of believers versus nonbelievers espoused different views regarding

Table 17

Results of Believers' and Nonbelievers' Views Concerning
Using Rating Scales in Collecting
Evaluative Information

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 69 | 86 | 11 | 14 | 80 |
| Disbelieve | 41 | 76 | 13 | 24 | 54 |
| Total | 110 | | 24 | | 134 |

Note. $\chi^2 = 1.627$, df = 1, p = .20. p > .05.

Table 18

Results of Believers' and Nonbelievers' Views Concerning
Using Preconferencing in Collecting
Evaluative Information

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 72 | 90 | 8 | 10 | 80 |
| Disbelieve | 49 | 91 | 5 | 9 | 54 |
| Total | 121 | | 13 | | 134 |

Note. $\chi^2 = 0.020$, df = 1, p = .89. p > .05.

postconferencing in evaluation, was not supported. The obtained probability value was .78. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 19 for results.)

Table 19
Results of Believers' and Nonbelievers' Views Concerning
Using Postconferencing in Collecting
Evaluative Information

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|---|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 79 | 99 | 1 | 1 | 80 |
| Disbelieve | 53 | 98 | 1 | 1 | 54 |
| Total | 132 | | 2 | | 134 |

Note. $\chi^2 = 0.079$, df = 1, p = .78. p > .05.

Summary

The results do not lend support to Subhypotheses 1.5 through 1.10. The frequency data disaggregated by level and belief may be perused in Appendices T and U for Subhypotheses 1.5 through 1.10.

Subhypotheses 1.11 through 1.14 examined whether the believers and nonbelievers differed in their views concerning content.

Views Concerning Content: Subhypotheses 1.11 Through 1.14

Subhypotheses 1.11 through 1.14 examined whether those teachers who believe in evaluation and those who do not selected different evaluation content. It was expected that a difference would exist between groups since nonbelievers tend to view the process in a different light. The proportion of believers versus the proportion of nonbelievers was compared regarding views on evaluation content. The chi-square test was used to test the claims of each of the nondirectional subhypotheses (1.11 through 1.14) at the .05 alpha level.

Findings

Subhypothesis 1.11, which examined whether the percentage of believers versus nonbelievers espoused different views regarding using personal characteristics as evaluation content, was not supported. The obtained probability value was .50. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 20 for results.)

Subhypothesis 1.12, which examined whether the percentage of believers versus nonbelievers espoused different beliefs regarding using interpersonal relations as evaluation content, was not supported. The obtained probability value was .79. Therefore, there is greater than a .05 probability that the differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not

Table 20

Results of Believers' and Nonbelievers' Views Concerning
Using Personal Characteristics as
Evaluation Content

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 70 | 87 | 10 | 13 | 80 |
| Disbelieve | 45 | 83 | 9 | 17 | 54 |
| Total | 115 | | 19 | | 134 |

Note. $\chi^2 = 0.460$, df = 1, p = .50. p > .05.

supported, it cannot be concluded whether differences exist between groups. (Refer to Table 21 for results.)

Table 21

Results of Believers' and Nonbelievers' Views Concerning
Using Interpersonal Relations as Evaluation Content

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|---|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 75 | 94 | 5 | 6 | 80 |
| Disbelieve | 50 | 93 | 4 | 7 | 54 |
| Total | 125 | | 9 | | 134 |

Note. $\chi^2 = 0.069$, df = 1, p = .79. p > .05.

Subhypothesis 1.13, which examined whether the percentage of believers versus nonbelievers espoused different views regarding using instruction and classroom management as evaluation content, was not supported. The obtained probability value was .79. Therefore, there is greater than a .05 probability that the differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 22 for results.)

Table 22

Results of Believers' and Nonbelievers' Views Concerning
Using Instruction and Classroom Management as
Evaluation Content

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|---|-----------------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 78 | 98 | 1 | 2 | 80 ^a |
| Disbelieve | 53 | 98 | 1 | 2 | 54 |
| Total | 131 | | 2 | | 133 |

Note. $\chi^2 = 0.074$, df = 1, p = .79. p > .05.

^aOne response is missing.

Subhypothesis 1.14, which examined whether the percentage of believers versus nonbelievers espoused different views regarding using professional responsibilities as evaluation content, was not supported. The obtained probability value was .46. Therefore, there is greater than

a .05 probability that the differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 23 for results.)

Table 23

Results of Believers' and Nonbelievers' Views Concerning
Using Professional Responsibilities as
Evaluation Content

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 69 | 86 | 11 | 14 | 80 |
| Disbelieve | 44 | 81 | 10 | 19 | 54 |
| Total | 113 | | 21 | | 134 |

Note. $\chi^2 = 0.555$, df = 1, p = .46. p > .05.

Summary

The results do not lend support to Subhypotheses 1.11 through 1.14. The frequency data disaggregated by level and belief may be perused in Appendices T and U for Subhypotheses 1.11 through 1.14.

Subhypothesis 1.15 examined whether believers and nonbelievers differed in their views concerning purpose.

Views Concerning Purpose: Subhypothesis 1.15

Subhypothesis 1.15 examined whether those teachers who believe in evaluation versus those who do not selected different evaluation purposes. It was expected that a difference would exist between groups since nonbelievers tend to view the process in a different light. The chi-square test was used to test the claims of the nondirectional Subhypothesis 1.15 at the .05 alpha level.

Findings

Subhypothesis 1.15, which examined whether the percentage of believers versus nonbelievers espoused different views regarding selecting professional development, personnel decisions, and accountability as evaluation purposes, was supported. The obtained probability value was .03. Therefore, there is less than a .05 probability that the difference across proportions occurred by chance if in fact the null hypothesis was true. (Refer to Table 24 for results.)

To determine where the difference(s) existed, the chi-square test was used for examining pairs. For professional development and personnel decisions, a probability value of .07 was obtained. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 25 for results.)

Table 24

Chi-Square Results of Believers' and Nonbelievers' Views Concerning Evaluation Purposes

| Belief | Professional | | Personnel | | Accountability | | Total |
|------------|--------------|----|-----------|----|----------------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | |
| Believe | 54 | 68 | 10 | 12 | 16 | 20 | 80 |
| Disbelieve | 24 | 44 | 11 | 20 | 19 | 35 | 54 |
| Total | 78 | | 21 | | 35 | | 134 |

Note. $\chi^2 = 7.064$, df = 2, p = .03. p < .05.

Table 25

Chi-Square Results of Believers' and Nonbelievers' Views Concerning Professional Development and Personnel Decisions as Evaluation Purposes

| Belief | Professional | | Personnel | | Total |
|------------|--------------|----|-----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 54 | 84 | 10 | 16 | 64 |
| Disbelieve | 24 | 69 | 11 | 31 | 35 |
| Total | 78 | | 21 | | 99 |

Note. $\chi^2 = 3.381$, df = 1, p = .07. p > .05.

For personnel decisions and accountability, the obtained probability value was 1.00. Therefore, there is greater than a .05 probability that the observed difference across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 26 for results.)

Table 26

Chi-Square Results of Believers' and Nonbelievers' Views
Concerning Personnel Decisions and Accountability
as Evaluation Purposes

| Belief | Personnel | | Accountability | | Total |
|------------|-----------|----|----------------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 10 | 38 | 16 | 62 | 26 |
| Disbelieve | 11 | 37 | 19 | 63 | 30 |
| Total | 21 | | 35 | | 56 |

Note. $\chi^2 = 0.019$, df = 1, p = 1.00. p > .05.

Pairs professional development and accountability were examined and a difference was detected. The obtained probability value was .02. Therefore, there is less than a .05 probability that the observed differences across proportions occurred by chance if in fact the null hypothesis was true. (Refer to Table 27 for results.)

Table 27

**Chi-Square Results of Believers' and Nonbelievers'
Views Concerning Professional Development and
Accountability as Evaluation Purposes**

| Belief | Professional | | Accountability | | Total |
|------------|--------------|----|----------------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 54 | 77 | 16 | 23 | 70 |
| Disbelieve | 24 | 56 | 19 | 44 | 43 |
| Total | 78 | | 35 | | 113 |

Note. $\chi^2 = 5.668$, df = 1, p = .02. p < .05.

Fewer nonbelievers (56%) over believers (77%) indicated professional development as the primary purpose for conducting evaluation.

Summary

The results revealed a difference between the believers' and nonbelievers' views concerning professional development and accountability as evaluation purposes. The frequency data disaggregated by level and status may be perused in Appendices T and U.

The next set of subhypotheses examined views held by believers who view professional development as the purpose for evaluation and nonbelievers who view personnel decisions as the purpose for evaluation with regard to evaluators, procedures, and content.

Views Concerning Evaluators: Subhypotheses 2.1 Through 2.4

Subhypotheses 2.1 through 2.4 examined whether those teachers who believe in evaluation and view professional development as the purpose for evaluation share views regarding who should conduct evaluation versus those nonbelievers who view personnel decisions as the purpose. It was expected that a difference would exist between groups since nonbelievers tend to view the process in a different light. The chi-square test was used to test the claims of nondirectional subhypotheses 2.1 through 2.4 at the .05 alpha level.

Findings

Subhypothesis 2.1, which examined whether those teachers who believe in evaluation and view professional development as the purpose for evaluation share views regarding administrators participating in evaluation versus those nonbelievers who view personnel decisions as the purpose, was not supported. All teachers selected administrators to participate in evaluation.

Subhypothesis 2.2, which examined whether differences existed in views regarding fellow teachers participating in evaluation between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was supported. The obtained probability value was .04. Therefore, there is less than a .05 probability that the observed differences across proportions occurred by chance if in fact the null

hypothesis was true. (Refer to Table 28 for results.)

All nonbelievers who view personnel decisions as the purpose for evaluation indicated involving fellow teachers in collecting evaluative information.

Table 28

Results for Believers/Professional Development and
Nonbelievers/Personnel Decisions on Views
Concerning Involving Fellow Teachers in
Collecting Evaluative Information

| Belief | Yes | | No | | Total |
|------------|----------|-----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 38 | 70 | 16 | 30 | 54 |
| Disbelieve | 11 | 100 | 0 | 0 | 11 |
| Total | 49 | | 16 | | 65 |

Note. $\chi^2 = 4.324$, df = 1, p = .04. p < .05.

Subhypothesis 2.3, which examined whether differences existed in views regarding students participating in evaluation between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. The obtained probability value was .95. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot

be concluded whether differences exist between groups. (Refer to Table 29 for results.)

Table 29

Results for Believers/Professional Development and
Nonbelievers/Personnel Decisions on Views
Concerning Involving Students in
Collecting Evaluative Information

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 24 | 44 | 30 | 56 | 54 |
| Disbelieve | 5 | 45 | 6 | 55 | 11 |
| Total | 29 | | 36 | | 65 |

Note. $\chi^2 = 0.004$, df = 1, p = .95. p > .05.

Subhypothesis 2.4, which examined whether differences existed in views regarding the teacher being rated to participate in evaluation between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. The obtained probability value was .12. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 30 for results.)

Table 30

Results for Believers/Professional Development and
Nonbelievers/Personnel Decisions on Views
Concerning Involving the Teacher Being
Rated in Collecting Evaluative
Information

| Belief | Yes | | No | | Total |
|------------|----------|-----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 44 | 81 | 10 | 19 | 54 |
| Disbelieve | 11 | 100 | 0 | 0 | 11 |
| Total | 55 | | 10 | | 65 |

Note. $\chi^2 = 2.407$, df = 1, p = .12. p > .05.

Summary

The results revealed that believers who view professional development as the purpose for evaluation and nonbelievers who view personnel decisions as the purpose differed in only one of their selections for evaluators. Their views concerning involving fellow teachers were different. The data disaggregated by level and belief may be perused in Appendix V.

Subhypotheses 2.5 through 2.10 examined views concerning evaluation procedures.

Views Concerning Procedures: Subhypotheses 2.5 Through 2.10

Subhypotheses 2.5 through 2.10 examined whether those teachers who believe in evaluation and view professional development as the purpose for evaluation share views regarding evaluation procedures versus those nonbelievers who view personnel decisions as the purpose. It was expected that a difference would exist between groups since nonbelievers tend to view the process in a different light. The proportion of believers versus the proportion of nonbelievers was compared regarding beliefs about evaluation procedures. The chi-square test was used to test the claims of each of the nondirectional subhypotheses (2.5 through 2.10 at the .05 alpha level.

Findings

Subhypothesis 2.5, which examined whether differences existed in views regarding using classroom observations as evaluation procedures between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. All teachers selected classroom observations as evaluation procedures.

Subhypothesis 2.6, which examined whether differences existed in views regarding examining lesson plans as an evaluation procedure between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. The obtained probability

value was .97. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 31 for results.)

Table 31

Results for Believers/Professional Development and
Nonbelievers/Personnel Decisions on Views
Concerning Examining Lesson Plans as
an Evaluation Procedure

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 39 | 72 | 15 | 28 | 54 |
| Disbelieve | 8 | 73 | 3 | 27 | 11 |
| Total | 47 | | 18 | | 65 |

Note. $\chi^2 = 0.001$, df = 1, p = .97. p > .05.

Subhypothesis 2.7, which examined whether differences existed in views regarding examining students' test scores as an evaluation procedure between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. The obtained probability value was .78. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by

chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 32 for results.)

Table 32

Results for Believers/Professional Development and
Nonbelievers/Personnel Decisions on Views
Concerning Examining Students' Test
Scores as an Evaluation Procedure

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 17 | 31 | 37 | 69 | 54 |
| Disbelieve | 3 | 27 | 8 | 73 | 11 |
| Total | 20 | | 45 | | 65 |

Note. $\chi^2 = 0.076$, df = 1, p = .78. p > .05.

Subhypothesis 2.8, which examined whether differences existed in views regarding using rating scales as an evaluation procedure between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. The obtained probability value was .32. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot

be concluded whether differences exist between groups. (Refer to Table 33 for results.)

Table 33

Results for Believers/Professional Development and
Nonbelievers/Personnel Decisions on Views
Concerning Using Rating Scales as an
Evaluation Procedure

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 46 | 85 | 8 | 15 | 54 |
| Disbelieve | 8 | 73 | 3 | 27 | 11 |
| Total | 54 | | 11 | | 65 |

Note. $\chi^2 = 1.009$, df = 1, p = .32. p > .05.

Subhypothesis 2.9, which examined whether differences existed in views regarding preconferecing as an evaluation procedure between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. The obtained probability value was .26. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. (Refer to Table 34 for results.) A higher percentage of believers (93%) who view professional development as the purpose

for evaluation over nonbelievers (82%) who view personnel decisions as the purpose indicated using preconferencing.

Table 34
Results for Believers/Professional Development and
Nonbelievers/Personnel Decisions on Views
Concerning Preconferencing as an
Evaluation Procedure

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 50 | 93 | 4 | 7 | 54 |
| Disbelieve | 9 | 82 | 2 | 18 | 11 |
| Total | 59 | | 6 | | 65 |

Note. $\chi^2 = 1.266$, df = 1, p = .26. p > .05.

Subhypothesis 2.10, which examined whether differences existed in views regarding postconferencing as an evaluation procedure between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. All teachers selected postconferencing as an evaluation procedure.

Summary

The results do not lend support to Subhypotheses 2.5 through 2.10. All teachers indicated classroom observations and postconferencing as

evaluation procedures.

Subhypotheses 2.11 through 2.14 examined views concerning content.

Views Concerning Content: Subhypotheses 2.11 Through 2.14

Subhypotheses 2.11 through 2.14 tested whether those teachers who believe in evaluation and view professional development as the purpose for evaluation share views regarding evaluation content as those nonbelievers who view personnel decisions as the evaluation purpose. It was expected that difference would exist between groups since nonbelievers tend to view the process in a different light. The proportion of believers versus the proportion of nonbelievers were compared regarding beliefs about evaluation content. The chi-square test was used to test the claims of each of the nondirectional subhypotheses (2.11 through 2.14) at the .05 alpha level.

Findings

Subhypothesis 2.11, which examined whether differences existed in views regarding including personal characteristics as evaluation content between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. The obtained probability value was .85. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not

supported, it cannot be concluded whether differences exist between groups. (Refer to Table 35 for results.)

Table 35

Results for Believers/Professional Development and Nonbelievers/
Personnel Decisions on Views Concerning Including
Personal Characteristics as Evaluation Content

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 48 | 89 | 6 | 11 | 54 |
| Disbelieve | 10 | 91 | 1 | 9 | 11 |
| Total | 58 | | 7 | | 65 |

Note. $\chi^2 = 0.039$, df = 1, p = .84. p > .05.

Subhypothesis 2.12, which examined whether differences existed in views regarding including interpersonal relations as evaluation content between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. The obtained probability value was .29. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 36 for results.)

Table 36

**Results for Believers/Professional Development and Nonbelievers/
Personnel Decisions on Views Concerning Including
Interpersonal Relations as Evaluation Content**

| Belief | Yes | | No | | Total |
|------------|----------|-----|----------|---|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 49 | 91 | 5 | 9 | 54 |
| Disbelieve | 11 | 100 | 0 | 0 | 11 |
| Total | 60 | | 5 | | 65 |

Note. $\chi^2 = 1.103$, $df = 1$, $p = .29$. $p > .05$.

Subhypothesis 2.13, which examined whether differences existed in views regarding including instruction and classroom management as evaluation content between the percentage of believers who view professional development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. The obtained probability value was .65. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 37 for results.)

Subhypothesis 2.14, which examined whether differences existed in views regarding including professional responsibility as evaluation content between the percentage of believers who view professional

Table 37

Results for Believers/Professional Development and Nonbelievers/
Personnel Decisions on Views Concerning Including
Instruction and Classroom Management as
Evaluation Content

| Belief | Yes | | No | | Total |
|------------|----------|-----|----------|---|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 53 | 98 | 1 | 9 | 54 |
| Disbelieve | 11 | 100 | 0 | 0 | 11 |
| Total | 64 | | 1 | | 65 |

Note. $\chi^2 = 0.210$, df = 1, p = .65. p > .05.

development as the purpose for evaluation versus nonbelievers who view personnel decisions as the purpose, was not supported. The obtained probability value was .06. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 38 for results.)

Summary

In examining views concerning evaluation content for believers who view professional development and nonbelievers who view personnel decisions as the purpose, the results do not lend support to Subhypotheses 2.11 through 2.14.

Table 38

Results for Believers/Professional Development and Nonbelievers/
Personnel Decisions on Views Concerning Including
Professional Responsibilities as
Evaluation Content

| Belief | Yes | | No | | Total |
|------------|----------|----|----------|----|-------|
| | <u>n</u> | % | <u>n</u> | % | |
| Believe | 47 | 87 | 7 | 13 | 54 |
| Disbelieve | 7 | 64 | 4 | 36 | 11 |
| Total | 54 | | 11 | | 65 |

Note. $\chi^2 = 3.559$, df = 1, p = .06. p > .05.

The following hypothesis (Hypothesis 3) examined whether a difference exists in believers' and nonbelievers' views concerning willingness.

Views Concerning Willingness: Hypothesis 3

Hypothesis 3 examined whether the proportion of teachers who believe in evaluation versus the proportion of those who do not differed in showing willingness for involvement. It was expected that a difference would exist between groups since nonbelievers tend to view the process in a different light. The chi-square test was used to test the claims of the nondirectional Hypothesis 3 at the .05 alpha level.

Findings

Hypothesis 3, which examined whether differences existed in views regarding willingness between the percentage of believers versus nonbelievers, was not supported. The obtained probability value was .57. Therefore, there is greater than a .05 probability that the observed differences across proportions occurred by chance if the null hypothesis is true. Since the hypothesis was not supported, it cannot be concluded whether differences exist between groups. (Refer to Table 39 for results.)

Table 39
Beliefs Concerning Willingness

| Belief | Willing | | Unwilling | | Total % |
|------------|----------|----|-----------|----|---------|
| | <u>n</u> | % | <u>n</u> | | |
| Believe | 41 | 51 | 39 | 49 | 80 |
| Disbelieve | 25 | 46 | 29 | 54 | 54 |
| Total | 66 | | 68 | | 134 |

Note. $\chi^2 = 0.317$, df = 1, p = .57. p > .05.

Summary

In examining believers' and nonbelievers' views regarding involvement, the results do not lend support to Hypothesis 3.

Summary of the Findings

The data indicated that differences existed in views regarding evaluation specifics between (a) believers and nonbelievers and (b) believers who view professional development as the purpose for evaluation and nonbelievers who view personnel decisions as the purpose. A review of where these groups differed in their respective beliefs is presented in Tables 40 and 41.

Table 40
Summary of Results for Believers and Nonbelievers

| Dependent variable | Independent variable | Findings |
|--------------------|-------------------------------------|---------------------------|
| Purposes | Belief (believers and nonbelievers) | Evidence of difference |
| Evaluators | Belief (believers and nonbelievers) | Evidence of difference |
| Procedures | Belief (believers and nonbelievers) | No evidence of difference |
| Content | Belief (believers and nonbelievers) | No evidence of difference |
| Willingness | Belief (believers and nonbelievers) | No evidence of difference |

Tested Views of Believers and Nonbelievers

A difference in views existed between the proportion of believers and nonbelievers regarding evaluators. Evidence shows that a difference

Table 41

**Summary of Results for Believers/Professional Development
and Nonbelievers/Personnel Decisions**

| Dependent variable | Independent variable | Findings |
|---------------------------|--|---------------------------|
| Evaluators | Belief (believers/professional development and nonbelievers/personnel decisions) | Evidence of difference |
| Procedures | Belief (believers/professional development and nonbelievers/personnel decisions) | No evidence of difference |
| Content | Belief (believers/professional development and nonbelievers/personnel decisions) | No evidence of difference |

existed in their views concerning the teacher being rated as a participant in collecting evaluative information. No evidence indicated differences in views concerning administrators, students, or fellow teachers serving as evaluators. No evidence existed regarding differences in procedures, content, or willingness. A difference in views existed between the proportion of believers and nonbelievers regarding purpose. Evidence showed that a difference existed in views concerning professional development and accountability.

**Tested Views of Believers/Professional Development
and Nonbelievers/Personnel Decisions**

A difference in views (regarding evaluators) existed between the proportion of believers who view professional development as purpose

for evaluation and nonbelievers who view personnel decisions as purpose for evaluation. Evidence showed that a difference existed in their views concerning fellow teachers as participants in collecting evaluative information. No evidence indicated differences in views concerning administrators, students, or the teacher being rated. No evidence existed regarding differences in procedures or content.

A summary of the study and pertinent recommendations for schools and future research efforts are presented in the final chapter.

CHAPTER V

SUMMARY AND AREAS FOR FUTURE RESEARCH

Introduction

Obtaining an up-to-date description of teachers' beliefs regarding evaluation practices and criteria was the major focus of this study. More specifically, this study investigated whether differences existed in teachers' beliefs regarding evaluation specifics (purpose, evaluators, procedures, and content) and teachers' willingness to assume an active role in determining who should evaluate, purpose(s), procedures, and criteria/content. In this final chapter the obtained research findings and implications for future research efforts are summarized.

Summary

Literature Review

A review of the literature indicated that evaluation in most schools consists of ineffective and inadequate practices and instruments. As a result, teachers in some cases hold little faith in the process and simply view it as a vehicle for rendering personnel decisions instead of improving instruction (Poston & Mannatt, 1992; Root & Overly, 1990). To address these cited concerns, researchers suggest involving teachers in identifying or developing and monitoring appropriate evaluation practices and instruments (Enz & Searfoss, 1993; Peterson & Chenoweth, 1992;

Wise & Darling-Hammond, 1984).

However, few studies describe teachers' current beliefs regarding evaluation specifics or their willingness to become involved in the process. Much of past research efforts have focused on gathering information concerning teachers' and administrators' perceptions regarding local practices and instruments instead of describing beliefs about what constitutes an effective evaluation strategy for teachers. Although researchers have cited numerous benefits of involving teachers in evaluation, few studies actually explore this practice (Heichberger & Young, 1975; Lower, 1987).

Therefore, this study collected data on what teachers believe to be appropriate practices and (given their beliefs) whether they possessed the interest to assist in determining (a) who should participate in conducting evaluation, (b) purpose(s), (c) procedures, and (d) criteria/content.

The Study

This study was designed to address two major objectives: (1) to describe teachers' beliefs regarding evaluators, purpose(s), procedures, and criteria/content and (2) determine whether differences existed in views (concerning evaluation specifics and willingness to participate) between believers and nonbelievers.

This task was accomplished by surveying a sample of teachers from a relatively large urban district. The subject selection process included randomization with stratification to ensure fair and equal representation of teachers from all levels (elementary, middle, and secondary)

and status (tenured and nontenured). Teachers were invited to complete the Teacher Evaluation Questionnaire which solicited information regarding (a) teacher demographics, (b) beliefs regarding the process, (c) primary purpose for evaluation, (d) evaluators, (e) procedures, (f) criteria/content, and (g) willingness to become involved.

Upon receipt of the questionnaires, teachers were classified (based on their reported beliefs) as either believers or disbelievers in evaluation. The chi-square statistic was used to determine whether differences existed regarding the selection of evaluation specifics between the proportion of (a) believers and nonbelievers and (b) believers who view professional development as the means for evaluation and the nonbelievers who view personnel decisions as the purpose for conducting evaluation.

Conclusions

The description of teachers' views showed differences with past research efforts. For the examined hypotheses, the test results revealed evidence of differences in purposes and evaluators. No evidence was shown for differences in views regarding procedures, content, and willingness between specified groups.

The following section presents a summary of the examined hypotheses.

Summary of Examined Hypotheses

Tested Views Regarding Purposes

The tests revealed evidence that differences existed between the proportion of believers and nonbelievers in their selection of evaluation purposes. A significant difference was observed between the selection of professional development and accountability. This result was consistent with what was expected.

The results revealed that a higher percentage of believers indicated professional development as the primary purpose and more nonbelievers indicated accountability. These results support researchers who contend that believers who find practices useful and meaningful tend to view evaluation as a means for improving instruction (Frase & Streshly, 1994; T. P. Johnson, 1993). Nonbelievers, however, tend to view the process as more bureaucratic in structure (e.g., rendering personnel decisions, and accountability) (Darling-Hammond et al., 1983; Root & Overly, 1990).

Tested Views Regarding Content and Procedures

The tests revealed no evidence that differences existed between the proportion of believers and nonbelievers in their selections of evaluation content and procedures. This was also evident for those believers who view professional development as the means for improving instruction and those nonbelievers who view personnel decisions for evaluation. These results were inconsistent with what was expected.

Considerations for Findings

All groups studied expressed similar views regarding the selected evaluation content (e.g., personal characteristics, interpersonal relations, instruction and classroom management, and professional responsibilities) and procedures (e.g., classroom observations, examination of lesson plans and students' test scores, rating scales/checklists, preconferencing, and postconferencing). This may possibly suggest that the groups' previous experiences with evaluation content and procedures were parallel.

Tested Views Regarding Evaluators

The tests revealed evidence that differences regarding who should evaluate existed between the proportion of (a) believers and nonbelievers and (b) believers who view professional development as the purpose for evaluation and nonbelievers who view personnel decisions as the purpose for evaluation. More specifically, the tests revealed evidence that believers and nonbelievers were nonproportional in their selection of the teacher being rated as an evaluator in the process. The tests also revealed evidence that believers who view professional development as the purpose of conducting evaluation and nonbelievers who view personnel decisions for evaluation were nonproportional in their selection of fellow teachers serving as evaluators. These findings were consistent with what was expected. Fewer believers than nonbelievers indicated the teacher being rated as an evaluator. Fewer believers who view professional development as the means for evaluation than nonbelievers

who view personnel decisions for evaluation indicated involving fellow teachers.

The tests did not reveal evidence that differences existed between the proportion of (a) believers and nonbelievers and (b) believers who view professional development as the purpose for evaluation and nonbelievers who view personnel decisions as the purpose for evaluation in their views concerning administrators and students serving as evaluators. These findings were inconsistent with what was expected.

Considerations for Findings

Role-Related. The findings concerning views about administrators may be attributed to the claims that teachers generally view principals as primary evaluators in the process. For teachers, it is within the school's structure and corresponding role of the principal to evaluate (Lower, 1987; Seyfarth & Nowinski, 1987). Teachers generally expect principals to be trained and prepared to conduct evaluations.

Lack of Competence. The findings concerning views about students may be attributed to the fact that teachers generally find students, as discussed in the literature, lacking in sophistication, skills, and scope to serve as adequate evaluators (Darling-Hammond et al., 1983; Haefele, 1980).

Recommendations

Research reports indicate that traditional evaluation designs have been ineffective and meaningless. Researchers contend that assessment

criteria are inadequate and procedures are poorly designed and implemented (Feldvebel, 1980; Haefele, 1993; Rebell, 1990). As a result, teachers tend to express much distrust in evaluation. This study corroborated these findings. More than half of the surveyed teachers reported either disbelief or uncertainty in the process. Additionally, it is quite possible that distrust for evaluation may have influenced the results of this study.

This study provides schools with specific areas in which to revisit (e.g., criteria, evaluators, articulated purposes, and corresponding procedures). To effect meaningful changes in evaluation, the involvement of teachers is cited as one approach (Darling-Hammond et al., 1983; DePasquale, 1990; Enz & Searfoss, 1993). Teachers are deemed instrumental in identifying meaningful criteria and supportive, objective, and relevant practices. This study described the procedures, evaluators, purpose, and content that teachers believe should be included in evaluation. Very little difference was observed in views held by believers and nonbelievers except for beliefs regarding evaluators and purpose. These findings prove useful in assisting schools in designing systems that reflect teachers' instructional needs and beliefs.

Thus, to build effective systems, schools should embark upon the creation of policy and procedures that emphasize and encourage teacher involvement. Research indicates that teachers prove useful in assisting with formulating, revising, and monitoring the process (Bellon, 1982; Knapp, 1982; Shannon, 1982). This study revealed, however, that teachers' views regarding willingness to participate in evaluation were low. The most frequently reported barrier to involvement was time.

Thus, for optimum participation (Peterson & Chenoweth, 1992), the allocation of resources for the necessary released time and training for all stakeholders should be considered by boards and school administrators.

Areas for Future Research

Involving teachers in designing the standards and procedures that reflect and judge classroom instruction and practices is a shift in traditionally held roles. Schools have traditionally placed teachers in an adversarial role rather than participatory (Darling-Hammond et al., 1983). Thus, research is warranted in examining the implications of teacher involvement in traditional versus nontraditional paradigms.

Future research also needs to further specify required evaluation tasks (including necessary time lines and required skills) and teachers' interest in involvement. This study provides a starting point and opens the field to wider research. Determining whether teachers are willing to participate along with possible determinants provide educators with a foundation. Additionally, involvement should be examined in terms of influence. Does the involvement of teachers influence their beliefs regarding evaluation and, more importantly, aid in improving the process?

APPENDICES

Appendix A
Description of Kalamazoo Public Schools

Welcome to the Kalamazoo Public Schools

Welcome to Kalamazoo, the home of some of our nation's most outstanding schools! Our facilities include 18 elementary schools, three middle schools, two high schools and six special service schools. Although several KPS schools, including Parkwood-Upjohn, Winchell and Woods Lake have been recognized for excellence by the United States Department of Education, all of our schools offer comparable instructional programs and staff.

We challenge our students to become the best they can be. Our high schools regularly boast one of the largest groups of National Merit Scholars of any school district in the state. KPS students participate at the local, state and national level in mathematics, art, science, foreign language, debate, forensics, theater, music and vocational education competitions.

With four colleges and universities in the greater Kalamazoo area, our students benefit from frequent involvement with students and faculty members of post-secondary institutions.

We are committed to providing quality education for all students, and we invite you to become involved! Your active role as a student, parent/guardian or staff member will help ensure continuing excellence and improvement in our many classrooms and instructional programs. We want you to become our partner in the effort to develop the students of our community for today and the years to come.

We've included brief information in this publication on many of the programs and services offered by the Kalamazoo Public Schools. There's more to tell. If you have questions or need additional information about any part of our curriculum, policies or programs, please feel free to contact us at (616) 337-0140.

We're here to serve you!

Frank E. Rapley
Frank E. Rapley
Superintendent of Schools



Superintendent of Schools Dr. Frank E. Rapley and friends welcome you to the Kalamazoo Public Schools.

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What's so special about the Kalamazoo Public Schools ?

What's so special about the Kalamazoo Public Schools? Lots! First and foremost, our programs provide opportunity and stress achievement! We challenge our students and staff to be the best, and they deliver. KPS students annually represent the highest levels of achievement locally, statewide and nationally in academics, athletics and other co-curricular areas. Our staff members win numerous awards for service to students and instructional excellence every year.

There are many other reasons why KPS is a special place to learn, to teach and to grow. Here are a few:

We are leaders—Kalamazoo is the place where innovative models have been developed in prekindergarten and kindergarten programs, mathematics and science education centers, compensatory and bilingual education programs, academically talented programs, technology education programs, minority teacher recruitment systems, teacher and student recognition programs, scholarship allocation systems, special education programs and services, alternative education programs and many, many other areas.

We are achievers—Our students and staff are the most honored of any school district in the county and among the most honored in Michigan. KPS students step to the front of the line for college scholarship awards, Excellence in Education achievement awards, National Merit Scholarship awards, the Michigan Mathematics Prize Competition, Michigan Social Studies Olympiad awards, National Mock Trial Competition awards, Michigan Bilingual Education Essay Competition awards, Scripps-Howard Spelling Bee awards and other honors too numerous to mention.

Staff members of the Kalamazoo Public Schools often receive state and national recognition for their service to students. Our staff includes a Christa McAuliffe Fellow, a Fulbright Scholar, three Michi-



First lady Hillary Clinton and Principal Ken McDonald observe the Edison Elementary School/Kalamazoo County 4-H Adventures in SPACES program at Edison.

gan Bilingual Teachers of the Year, a Michigan Classical Studies Teacher of the Year, a Michigan Exceptional Teacher of the Year, a Michigan Technology Education Teacher of the Year and many other dedicated, accomplished professionals.

We educate all of the children—The student body of the Kalamazoo Public Schools is a mirror image of the United States of America. Our students represent many different races, nationalities, cultures and economic levels. Our student population includes high achievers, average students and youngsters who need compensatory

assistance to be successful in school. We believe all children can learn and be successful, and our commitment is to make this belief a reality for our entire student body.

All of our schools are racially balanced so they reflect the real Kalamazoo and the real America. We believe that balanced school settings help youngsters develop realistic attitudes about themselves and others who may look, talk or think differently than they do. Our responsibility is to prepare youngsters to reside in a country where diverse populations and cultures live and work with each other every day. The future of our nation and our world is dependent upon how successfully we can create and maintain these relationships.

We are the "point people"—KPS is where things happen. We are the "point people" for educational reform and development in the region and state. We thrive on challenges rather than retreat from them. We are willing to take the lead, even when the leadership role is controversial and difficult. The end result of our collective efforts over a century and a half of educating youngsters has been a better student, a better citizen and a better community. We are committed to continuing this leadership standard. Won't you join us?

Our students are achievers

Our students are the most honored of any school district in the county and among the most honored in Michigan. KPS students step to the front of the line for college scholarships, achievement awards and many other significant honors. They also rank far above other urban school districts whose student composition is similar to our own. Here is just a sampling of the many achievements of our students:

Scholarships—Each year, our graduating seniors receive millions of dollars in academic scholarships from area businesses, educational institutions, the National Merit Scholarship Corporation, the Kalamazoo County Excellence In Education Program, local civic groups and a host of other sources.

More than 65 percent of last year's graduating seniors planned to continue their education in an institution of higher learning.

KPS seniors are the only students eligible to compete for Heyl scholarships, awarded through the largest privately endowed scholarship fund in the nation. Heyl scholars may attend Kalamazoo College or the Bronson School of Nursing to study science, and may elect to continue their studies at Yale University with scholarship funds. Heyl scholarship winners receive full tuition packages worth up to \$60,000 per student. Last year, KPS graduates received more than \$800,000 through this

program to continue their education.

Loy Norrix scholarships are awarded to KPS seniors who maintain a perfect 4.0 grade point average throughout their high school education. Established in memory of former KPS superintendent Dr. Loy Norrix, the memorial provides funds to top academic achievers for post-secondary education.



Our students are known statewide and nationally for their achievements in the arts, music, mathematics, athletics and many other areas.

25 area students named National Merit winners

Scholarship winners were chosen on the basis of academic standing, extracurricular activities and service to their school and community, as well as test scores.

Merit Scholars—Kalamazoo Central and Loy Norrix high schools consistently graduate one of the largest groups of National Merit Scholars of any school district in the state. We typically recognize eight to 10 National Merit Scholars every year. Dozens more are commended for their outstanding academic work through the program.

Excellence In Education—Substantial numbers of KPS graduating seniors have been honored in the annual Kalamazoo County Excellence In Education Program for their top academic accomplishments. Generally representing the top three to five percent of their graduating classes, these outstanding students are awarded program scholarships to attend the college or university of their choice.

College and University Placements—About three of every four KPS graduates enroll in some form of post-secondary education. KPS alumni regularly become students at some of the best known colleges and universities across the state and nation. Our graduates also take advantage of the many excellent colleges and universities in the Kalamazoo area.

ACT/SAT Test Scores—KPS students continue a decade-long tradition, posting Scholastic Aptitude Test (SAT) and American College Testing Program (ACT) scores above state and national averages. Both the SAT, which fixes a total of 800 points for a perfect score in verbal and mathematics assessments, and the ACT, which measures a perfect score with 36 points, are administered to thousands of students across the state and nation each year. KPS

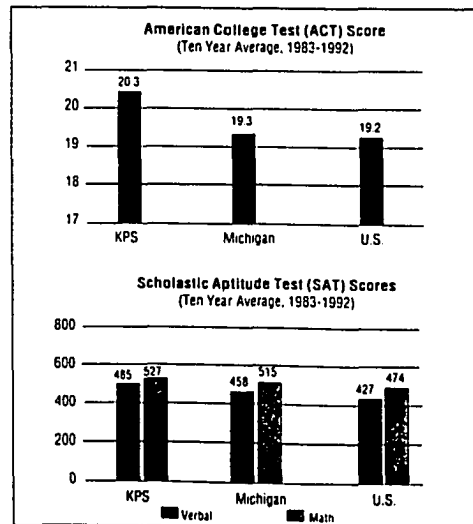
KPS students are Merit Scholarship leaders.

students average 47 points above the national SAT average and 2.2 points above the national ACT average scores. Our scores are also above the Michigan averages (which are generally higher than national averages) by 42 points on the SAT and 1.0 point on the ACT.

It is important to note that a much larger percentage of KPS students take these exams than in many other Michigan school districts. More than 60 percent of our eligible students take the ACT annually, compared to only 52 percent statewide. At least 35 percent of eligible KPS students tackle the SAT each year, compared to an average of only 11 percent in Michigan school districts.

State Assessment Test Scores—Each year, every Michigan student in grades four, seven and 10 takes the Michigan Educational Assessment Program (MEAP) test to measure reading and mathematics skills. According to the State Department of Education, this test is not designed to compare one school district with another, but should be used to measure progress in specific subject areas. Hundreds of our students turn in flawless performances on the exam every year, consistently the largest group of students to earn perfect scores in any area district.

The number of KPS students reaching the highest level of achievement on the test has also increased substantially over the past several years.



ACT and SAT scores are evidence of KPS student achievement

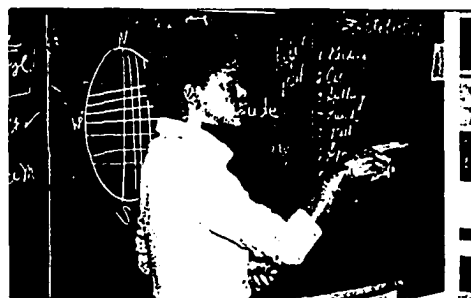
Our staff members are leaders locally, statewide and nationally



Chime Elementary School first-grade teacher Sue Phillips provides hands-on directions.



Loy Norrix High School instructor Jack Sizer was a 1988 Excellence In Education Program award winner.



King-Westwood Instructional Specialist Tina Echols works with fourth-grade students.

Considered the most effective professional staff in Kalamazoo County, the Kalamazoo Public Schools employ more than 800 teachers and about 50 instructional administrators. Our instructional staff includes a 1989 Christa McAuliffe Fellow, a 1987 Fulbright Scholar, the 1982, 1986 and 1988 Michigan Bilingual Teachers of the Year, the 1986 Michigan Exceptional Teacher of the Year, the 1987 Michigan Classical Studies Teacher of the Year, the 1987 Adult Education Teacher of the Year and the 1989 Technology Education Teacher of the Year.

Scores of KPS teachers, instructional specialists and administrators have been recognized through the annual Kalamazoo County Excellence In Education Program for their outstanding accomplishments. Many have received incentive grants of up to \$1,000 each to make possible educational travel or some other form of professional development.

KPS teachers average more than 14 years of classroom experience. More than half have earned master's degrees, and many hold specialist and/or doctoral degrees. Many have been awarded teacher mini-grants by the Michigan Department of Education and the Kalamazoo Public Education Foundation to enhance classroom learning, providing innovative educational experiences for hundreds of KPS students at all grade levels.

Our instructional staff members spent more than 50,000 hours in training sessions and seminars last year, working to further enhance their teaching abilities. We believe that educators should master their discipline(s); continuing education is strongly encouraged amongst our teachers and administrators.

When school districts from around the state and nation are looking for program models upon which to base improvements in their own schools, they often call on KPS staff members. And KPS is regularly visited by Japanese study teams, sponsored by the Department of Education, to obtain current information on programs and curriculum changes.

Our teachers, instructional specialists and academic coordinators are seen as experts in their respective fields. We frequently combine the talents of our staff with research findings and field experts from the Michigan Department of Education, college and university faculties and nationally known education consultants to keep our curriculum fresh and effective. Through this process, we have developed a staff that carries a great deal of expertise. These individuals have become local leaders in the constant effort to improve educational programs.

Since 1985, KPS has hired more than 350 new teachers from colleges and universities across the country. Although many of those hired hail from Michigan, a large number have come from institutions of higher learning in 36 of the 50 United States and 11 foreign countries.

The Kalamazoo Public Schools have a student population that is diverse, multi-racial, multi-ethnic and multi-lingual. The desire of the school district is to have an instructional staff that proportionately reflects the diversity of the student body. Students of all backgrounds need to experience teacher models who, likewise, are not all from one state, race or culture. Our students need to interact daily with educational professionals who can teach, inspire and model the best the field has to offer.

To deliver the best teachers to our students, the district recruits professionals from across the country. Annually, staff members from the Kalamazoo Public Schools travel to top American teacher training schools to enlist teachers for our students. Particular focus is placed on the hiring of minority candidates to help balance the professional staff. A *Home Growth*® program also has been established to provide scholarship support for minority students attending area universities and colleges to add to the pool of top professionals available to teach.

Besides benefits and compensation levels in the top ten percent of Michigan school districts, KPS teachers have many other opportunities available to them. Western Michigan University, Kalamazoo College, Kalamazoo Valley Community College and Davenport College provide teachers with graduate program options and advanced training. KPS staff members often are given chances at travel or exchange programs that provide additional experience. KPS teachers have traveled to Japan, Mexico, Brazil, Italy and Australia on educational sabbaticals designed to enrich both the teacher and the classroom to which they returned.

Hundreds of KPS staffers participate in the annual Community Corporate Olympics, which draws more than 12,000 participants representing over 130 area employers. Team members compete in running, walking, biking, swimming and a number of other events in a three-day olympic-style event. Teachers join with administrators, support staff members and other KPS employees to represent the school district in the program.



Northeastern Elementary art instructor Al Harris lends a receptive ear.



Kalamazoo Central High School teacher Diana Monovich directs student project.

Our elementary schools begin the experience

The school experience begins for thousands of Kalamazoo youngsters in one of our 18 elementary schools located throughout the district. Students in the elementary grades receive instruction in either lower elementary (K-3) or K-6 grade centers, depending on their location of residence and grade level. Students from kindergarten through third grade and advance to K-6 schools to complete grades 4-6 with their peers.

The academic day for lower elementary schools runs from 8:55 a.m. to 3:10 p.m. K-6 schools operate from 9:20 a.m. to 3:35 p.m.

The elementary curriculum is uniform throughout the school district. It offers objectives-based instruction at all grade levels for all students combined with dozens of special programs and activity options. In the last few years, three of Kalamazoo's elementary schools have been recognized by the Michigan Department of Education and the United States Department of Education as being among the best schools in the state and nation. These three schools feature the same program offered in each of our elementary schools.

Beginning in kindergarten, strong emphasis is placed upon reading, mathematics, language arts, social studies and science. Grade-level objectives are established for all subjects and students are monitored daily on their progress toward meeting these objectives. Low student-teacher ratios in elementary classrooms (25:1) help each student receive a solid start in basic educational development.

In 1991-92, the Lincoln Elementary School for International Studies debuted. In addition to the traditional classroom study of reading, mathematics, science, social studies, art, music and physical education, the school emphasizes international studies and languages—particularly Spanish.

Kalamazoo Public Schools is the home of a state model kindergarten program introduced in 1985

and one of the most comprehensive programs for academically talented students in Michigan.

More than 700 KPS elementary students across the district participate in the Academically Talented program. The AT experience provides advanced students with accelerated instruction in reading and mathematics in the early grades. Research projects, writing activities, problem solving projects and activities designed to develop higher order thinking skills are used to challenge youngsters in the program. Special pull-out options and the Kalamazoo

College-based Academically Talented Youth Program (ATYP) also are components of this program made available to students. Additional support is provided to elementary students who do not perform at grade level expectations for any number of reasons. Instructional specialists are assigned to all schools to coordinate differentiated instruction in reading and mathematics. These specialists work with the classroom teacher, university and college interns and parent volunteers to help under-achieving youngsters.

Specialized support also is provided to bilingual students and children of migrant workers. More than 60 different languages are spoken by students in the Kalamazoo Public Schools. Bilingual instructional specialists and classroom teachers help youngsters to improve their English reading, writing and speaking skills while attempting to preserve their native language and culture.

All district elementary schools offer full co-curricular programs in art, choral music, instrumental music, physical education and library science. Carefully planned enrichment activities such as concerts, field trips, computer instruction, the Young Authors Program, the Civic Oration Contest, science fairs, art gallery exhibits and special assemblies are provided on a regular basis throughout the school year.



Brotherhood week is celebrated at King-Westwood Elementary.



PEEP students enjoy playground break.



Chime Elementary chorus performs in seasonal concert.



Lincoln International Studies School teacher Michelle Keene.



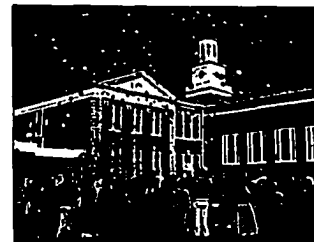
Winchell Elementary principal Deborah Smith.



Parkwood-Upjohn Elementary School.



Winchell Elementary School.



Woodward Elementary School.

Several elementary schools offer before- and after-school child care programs. The Kalamazoo Public Schools Prekindergarten Early Education Program (PEEP) has been cited by the Michigan Department of Education as the model for prekindergarten education in the state. Based in six elementary schools across the district, PEEP provides four-year-old children with experiences which lay a foundation for future school learning. Children enrolled in the program actually are involved in learning about their world and developing the language skills to talk about their

experiences. The program emphasizes family support and participation in the child's development.

Elementary students receive progress reports every 10 weeks. Parent-teacher conferences are scheduled in the fall and spring of the school year. KPS instructional staff members pride themselves on conducting meaningful conferences with high levels of participation by parents.

School visits are welcomed and may be arranged through a contact with the office of the principal.

Our middle schools provide a transitional link

Three KPS middle schools provide an important transitional link between our elementary and high school instructional programs. The middle school program for grades seven and eight is organized specifically to provide for youngsters who are changing from childhood to adolescence and need a school environment to support them through major physical, mental, social and emotional changes.

Our middle schools feature *real* middle school programs! From the time they open at 8:15 a.m. until the end of the day at 2:45 p.m., they emphasize essential elements that really make middle schools successful. These elements include:

An Adviser/Advisee Program —Along with a guidance counselor, every student has a home base teacher assigned to them. They meet regularly in addition to the class time they spend together.

Interdisciplinary Teacher Organization —Groups of teachers, usually two to five, share the same 75 to 100 students, the same schedule and the same part of the building. These teaching teams organize their instructional approaches together and share the responsibility for planning in more than one area of the curriculum.

Skills Through Exploration —Our middle school staff knows that skills are very important but also realizes that skill development courses must be balanced with exploratory options. The middle school curriculum model consists of factual information, skill development and activities designed to help

students understand and cope with the changes they are or will be experiencing.

All middle school students take English, mathematics, physical education, social studies and science courses from their team of instructors and then schedule elective options for the balance of the school day. Elective courses include choral music, instrumental music, technology education, art, pre-vocational education, foreign languages and a variety of mini-courses.

Interest-based Activities —Middle schools don't require that all students do everything, but allow for a variety of elective activities. KPS middle schools offer interscholastic sports such as men's football, basketball and track and field, women's volleyball, basketball and track and field, intramural activities, clubs, dances and activity nights to help students socialize and grow together.

Middle school guidance counselors work closely with students and parents to provide academic counseling, help with course selection and conflict resolution. Orientation sessions are conducted for incoming seventh graders each year.



Milwood Middle School technology education instructor Jim Chapman details the specifics of a class project.



Instrumental music, orchestra and chorus offerings enrich the middle school curriculum.



Football is one of many elective activities offered at KPS middle schools.

Our high schools offer tradition and leadership



Student production crew at WKDS-TV.

Kalamazoo is the home of the American public high school. The famous "Kalamazoo Case", a Michigan State Supreme Court decision in 1874, found in favor of public funding for high schools in Michigan, which quickly became the norm for communities across the United States.

Union School, the first public high school in Kalamazoo, opened its doors in 1858, establishing the Kalamazoo Public Schools as leaders in secondary education in the region and state. With the development of Kalamazoo Central High School near the turn of the century and Loy Norrix High School in 1961, this tradition of leadership continues to the present day.

Today, Kalamazoo Central and Loy Norrix high schools offer academic preparation for both career and college as well as an impressive array of co-curricular activities. Our high schools, which serve students in grades nine through 12, were selected by the United States Department of



Kalamazoo Central students perform in concert.

Education as model visitation sites for Japanese study teams reviewing secondary schools in Europe and North America. High schools begin the instructional day at 7:40 a.m. and dismiss students at 2:20 p.m.

Courses available for college-bound students include four years each of English, mathematics, science, social studies and foreign language. Chemistry, advanced biology, physics, plane and solid geometry, calculus and college English courses also are available to these students. KPS students may take advanced placement courses in English, U.S. History, biology and mathematics. Joint ventures with Western Michigan University, Kalamazoo



Soccer is one of 19 different sports available to KPS high school students.

College, Kalamazoo Valley Community College and Davenport College provide KPS students with advanced learning opportunities and even college credit while still in high school.

Both KPS high schools are fully accredited by the North Central Association of Secondary Schools. Students must accumulate 21 units of credit to complete diploma requirements, and more than 70 percent of KPS graduates enroll in some form of post-secondary education within two years of graduation.

KPS alumni regularly become students at some of the best known colleges and universities across the state and nation, including Notre Dame, the Massachusetts Institute of Technology, Stanford, Purdue, the University of Michigan, Northwestern University, the University of Chicago, UCLA, the Eastman Conservatory of Music, the United States Military Academies, Princeton, Harvard, Yale and Duke. The many excellent state-supported and private colleges in the area also offer every graduate the opportunity for a first-rate education.

Last spring, KPS graduates were awarded millions of dollars in academic and other scholarship funds by a number of colleges, universities, local businesses, competitions and civic organizations. The Heyl Scholarship Fund, the largest privately endowed scholarship program in the United States, is available only to graduates of the Kalamazoo Public Schools. Students who plan to study science at Kalamazoo College or nursing at the Bronson Methodist Hospital School of Nursing are eligible for scholarships through the program.

Career-oriented students can choose from more than 50 courses ranging from graphic design and building trades to computer programming and word processing. Vocational-technical education opportunities for KPS students are further enhanced by the district's participation in Education For Employment (EFE), a countywide program offering a wide variety of vocational and technical courses.

KPS students also benefit from involvement in LIBERTY (Leaders in Business and Education Relating To Youth), sponsored by the Kalamazoo County Chamber of Commerce. Involvement with school-business partnerships and co-op placement helps students sharpen their employability skills and prepare for their first job.

High school libraries are well stocked with books, magazines, reference materials, films, videos and other materials which encourage reading for pleasure and serve as a valuable source for research information.

The arts are an important part of the high school curriculum. Art galleries in both schools exhibit a wide variety of student, staff and professional work through the school year. Band, orchestra and choir concerts are scheduled regularly through the academic year, and each school offers an annual musical production. Radio and television courses provide actual broadcasting experience for students. WKDS-FM, with studios located at Loy Norrix High School, broadcasts five days a week during the school year at 89.9 FM. Students at both high schools publish a newspaper and annual yearbook.

More than 1,000 high school students learn to drive an automobile in our driver education program each year.

Both male and female high school students take part in varsity, junior varsity and intramural sports. The competitive sports program at the high school level is extensive, and includes cross country, football, swimming, wrestling, hockey, basketball, track and field, golf, tennis, baseball and soccer for men. Sports offered for women include volleyball, basketball, tennis, soccer, cross country, track and field, golf, softball and swimming. KPS teams have captured many conference, regional and state titles.



Loy Norrix High School

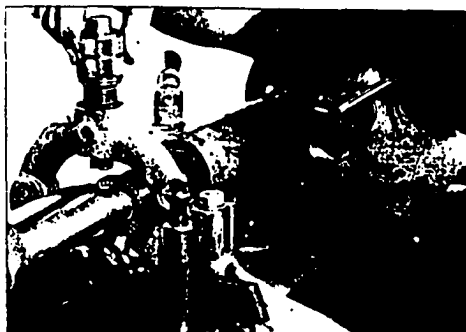


Kalamazoo Central High School

Our vocational-technical programs offer a variety of options

The Kalamazoo Public Schools offer students a variety of vocational courses in business education, technology education, life and personal management and trade and industrial education. More than 800 students in middle school and high school are enrolled in one of more than 35 courses in our vocational-technical education program. High school juniors and seniors are eligible to participate in intensive vocational training programs which prepare them for entry into the job market immediately after graduation. Some of these vocational courses take place in business and industry settings where students have a chance to experience, first hand, the jobs they are pursuing. A full-time job placement specialist works with KPS students to find employment for our graduates.

Students also may take part in Education For Employment (EFE), a countywide program which provides additional vocational training, guidance and assessment and job placement assistance. Advanced learning options are also available to EFE students through Kalamazoo Valley Community College.



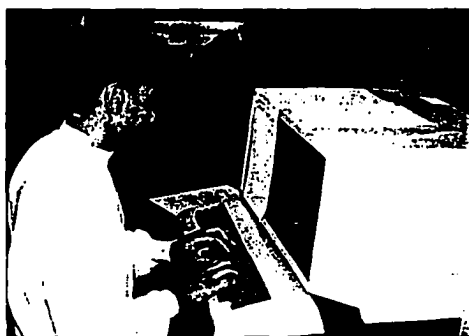
Machine tool operations is one of the options available to high school students.

The KPS technology education curriculum, voted best in the nation in 1989, has enriched the overall vocational-technical program and has become a model for school districts throughout the nation.

Recent surveys of vocational-technical graduates have reported that:

- KPS vocational-technical education students get jobs. Our most recent follow-up data shows that 36 percent of vocational education graduates are working full time, with an additional 37 percent working part-time.
- KPS vocational-technical education students don't stop learning after high school. Half of our vocational-technical alumni are involved in some form of continuing education within two years of graduation from high school.
- KPS vocational-technical education students use their training. Over 90 percent of KPS vocational-technical graduates who are working, are working in jobs related to their vocational training.
- Employers say KPS students are well prepared. An overwhelming majority of area employers say KPS graduates are "better prepared" or "as prepared" as students from other school districts.
- Employers respect the KPS vocational-technical education program. In a survey of area employers, more than two of every three respondents gave KPS an "A" or a "B" in preparing students for the world of work.

KPS vocational-technical students benefit from many additional program components offered by the district. Cooperative education and apprenticeship programs are provided to help students earn money, learn and prepare for the future during their high school years.



Vocational business student tackles assignment.



Graphic arts is one of over 25 vocational-technical options available to KPS high school students.

Our special education program provides extra support

The Kalamazoo Public Schools have long been considered leaders in the field of special education regionally and statewide. KPS pioneered many of the special education initiatives which exist in American schools today. An example of this is the nationally recognized Parkwood-Upjohn Elementary School, which began the mainstreaming of special education students 30 years before the concept became a general practice. The district acts as a service center for many students in Kalamazoo County who need special education programs and services.



Physical Therapist Helen Magas assists POHI student.



Occupational Therapist Virginia Parnaby directs computer assisted instruction.

KPS offers special education services for students with disabilities from birth through age 25. Service options are assigned to best meet the diagnosed educational needs of each student. Specific services are provided to students who meet eligibility standards in the following classifications:

- Severely Mentally Impaired (SMI)
- Severely Multiply Impaired (SMI)
- Educable Mentally Impaired (EMI)
- Trainable Mentally Impaired (TMI)
- Emotionally Impaired (EI)
- Hearing Impaired (HI)
- Visually Impaired (VI)
- Physically or Otherwise Health Impaired (POHI)
- Speech and Language Impaired (SLI)
- Preprimary Impaired (PPI)
- Learning Disabled (LD)
- Autistically Impaired (AI)

Our program covers a wide range, including workshops, self-contained classrooms, resource rooms and mainstreaming in general education classes.

Professional staff members provide individualized assistance for students with learning disabilities or physical, emotional and/or mental handicaps. Personnel available to assist students include teachers, psychologists, social workers, audiologists, interpreters, speech and language therapists, consulting physicians, aquatics specialists, orientation and mobility consultants, occupational therapists, physical therapists, registered nurses, motor development specialists and work-study coordinators.

Early intervention programs for students up to age six also are operated by the KPS Special Education Department. These offerings are designed to identify and provide services to youngsters and to prepare them for entry into appropriate options available in the K-12 system. Parents and guardians of students enrolled are prepared by the program to provide specialized care and support for their children.

The Kalamazoo Association of Parents of Special Students (KAPSS) functions as a parent advisory group, meeting monthly with KPS special education staff members and informing parents of issues and opportunities related to special education. KAPSS is active in promoting the parent advocacy role and has had a positive impact on the improvement of programs and services for disabled children and adults.

Our programs are unique

It has been said that one of the measures of a good school district is the ability to deliver the basics while providing specialized learning opportunities for the diverse needs and abilities of all students. In the Kalamazoo Public Schools, we stress basic skills development in everything we do. At the same time, we offer one of the most comprehensive menus of specialized programs and learning options available to students anywhere. The pages that precede this section detail many of the programs we provide. Our elementary schools, middle schools and high schools are replete with courses that attend to basic needs and go well beyond.

But KPS also offers programs that are unique to the area and, in some cases, unique to the state and nation. We urge you to carefully read about, and then see for yourself, the programs and people that



Broadcasting at 89.9 FM, WKDS is the voice of the Kalamazoo Public Schools

are the Kalamazoo Public Schools. Then compare us to other school districts. We think you'll agree that something special is happening in Kalamazoo - and you can be a part of it!

In addition to our comprehensive program for all students, here are a few of the offerings unique to the Kalamazoo Public Schools.



Over 1,000 students enroll in the KPS state model kindergarten program each year.

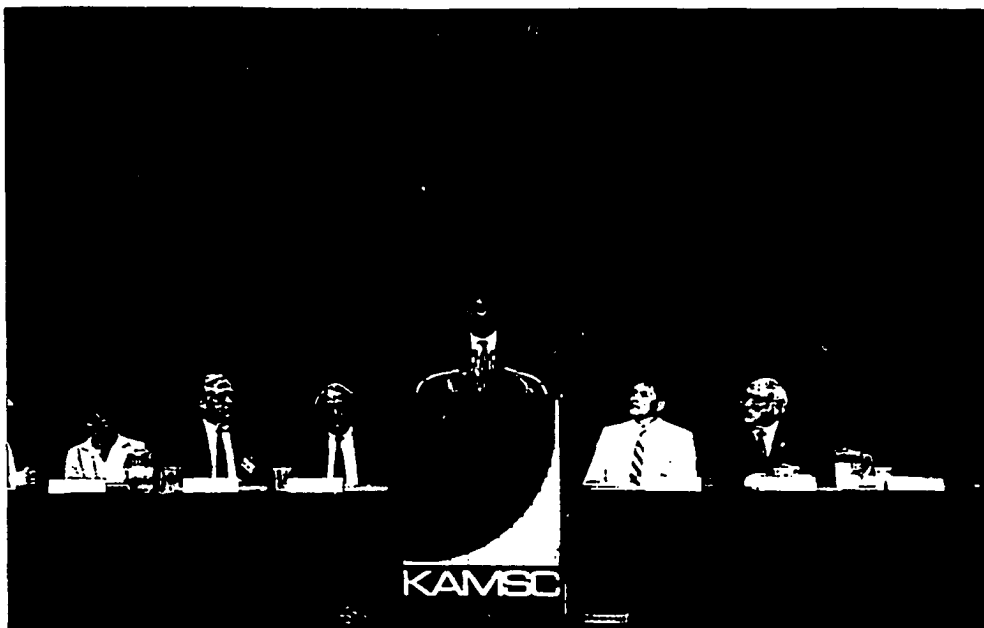


"Fame", like many KPS musical theatre offerings, provided top quality entertainment for thousands.

Kalamazoo Area Mathematics and Science Center— The Kalamazoo Area Mathematics and Science Center (KAMSC), the first school of its kind in Michigan and among the first in the nation, was established in 1986 with a multimillion dollar grant from the L'johm Company. Offering accelerated instruction in mathematics, science and computer science to 300 Kalamazoo County high school students, the Center has attracted national attention for classroom technology implementation, instructional excellence and innovation.

KAMSC students report to the Center for half of their school day and return to their "home" high school for the other half. In addition to mathematics and science, courses in computers, chemistry, biology and physics also are offered.

Heyl Scholarships —The largest privately funded scholarship program in the nation, established by Frederick and Elsie Heyl, is available only to graduates of the Kalamazoo Public Schools. Heyl Scholars receive four-year full tuition scholarships to Kalamazoo College or the Bronson Methodist Hospital School of Nursing to study science or nursing. To be considered for this prestigious honor, students must meet strict academic requirements and be recommended by a counselor and science teacher. Heyl Scholars who successfully complete their course of studies at Kalamazoo College may be eligible for a two year post-graduate



Former Michigan Governor James Blanchard lauds the Kalamazoo Public Schools at the Kalamazoo Area Mathematics and Science Center dedication ceremony.

scholarship to Yale University through the program.

Drama and Theatre—The Kalamazoo Public Schools employed the first full-time drama teacher in the United States, establishing a tradition of excellence on the stage that continues to this day. Our two high schools regularly produce a variety of theatrical events, entertaining thousands each year. We are particularly known for our musical productions, which combine drama, choir, band and orchestra student performances. Recent offerings have included productions of such favorites as "Annie", "South Pacific", "Fame", "A Midsummer Night's Dream" and "Fiddler On The Roof". In addition, high school drama students have touring companies that travel to elementary schools throughout the county. Membership in the International Thespian Society also is available for outstanding theatre students.

Mathematics Education—Mathematics options in the Kalamazoo Public Schools range from the basics to the highest levels of challenge. Our students have a strong tradition of outstanding achievement

in mathematics. An average of 15 KPS students score in the top five percent in the Michigan Mathematics Prize Competition each year, which tests more than 23,000 students annually. Students representing the Kalamazoo Public Schools compete regularly in math contests at the state and national level and have even won international acclaim through participation in the International Mathematics Olympiad.

Kalamazoo Public Education Foundation—The Kalamazoo Public Education Foundation (KPEF) was established in 1986 to provide long-term revenue enhancement for the Kalamazoo Public Schools. The Foundation is guided by a Board of Directors and operates independently of the school district.

The KPEF conducts an annual teacher mini-grant program, directing thousands of dollars (raised entirely from employee contributions) into KPS classrooms to fund innovative projects of direct benefit to students. The KPEF also oversees a number of scholarship memorials which make funds available to KPS students.

Academically Talented Education

—Academically talented students from kindergarten through high school have access to a number of stimulating program options designed to supplement classroom learning. KPS students who exhibit exceptional academic abilities participate in one of the largest and most-developed accelerated instruction programs in the state, involving more than 700 students across the district.

Advanced placement courses are available in a number of disciplines to challenge top academic performers in our high schools, including English, U.S. History, mathematics, social studies, science and more.

Community Based Education —The Community Based Education Program for Minority Student Achievement (CBEP/MSA) is an after-school educational support program for minority elementary school children that emphasizes improved academic performance through self esteem training. The program focuses on minority students who do not achieve at grade level and minority students who do perform grade level work but do not qualify to take part in the district's Academically Talented Program.

The CBEP/MSA is located in six community churches and the community room of a housing complex. The program is staffed by school and community volunteers and has received national recognition as a successful community based support system for minority youth.

Art Education —Instruction in the skills and appreciation of the arts is an important part of the KPS curriculum. Our schools feature art galleries where students may view work produced by classmates, school staff and professionals. KPS organizes the largest exhibition of student art in the state each spring, when thousands of sketches, paintings, sculptures and other work are displayed at the Kalamazoo Institute of Arts. Student artwork also is exhib-



More than 700 students in kindergarten through 12th grade take part in accelerated instruction options.

ited in private galleries in the community as well as area stores and malls. Many KPS students and staff receive scholarships and other awards in local, state and national art competitions. A number of our art staff members are themselves practicing artists, regularly capturing top honors in competitions and exhibits throughout the Midwest.

Music Education —In a community where the arts are abundantly

encouraged and enthusiastically supported, a strong music program comes naturally to the Kalamazoo Public Schools. Our students enjoy one of the most comprehensive vocal and instrumental music programs in the nation.

Thousands of KPS youngsters representing bands, orchestras and choirs perform in locations throughout our schools, community and state each year. Many KPS graduates have continued their music studies at some of the world's most prestigious schools, including the Eastman Conservatory of Music, the Julliard School of Music and others.

Continuing Education for Young Families —Continuing Education for Young Families (CEYF) is an alternative school program for pregnant adolescents and school-age parents in Kalamazoo County. While attending CEYF, students continue their academic work and receive prenatal and parenting education. Young parents learn child care and parenting skills in a state licensed child care center, which also serves as a developmental center for the infants and children. Students enrolled in the program earn credit toward graduation from their home high school.

Here are the facts...

Here are 16 of the most frequently asked questions (and answers, too) about the Kalamazoo Public Schools.

Q: How do the Kalamazoo Public Schools compare in size to other districts?

A: With more than 13,000 students enrolled in kindergarten through 12th grade, the Kalamazoo Public School District is the 13th largest of more than 530 districts in Michigan. KPS also is one of Kalamazoo County's largest employers with about 1,800 teachers, bus drivers, secretaries and other office staff, custodians, administrators, maintenance workers, food service employees and other support staff members.

Q: Are different races, backgrounds or cultures represented in the KPS student population?

A: The student population in the Kalamazoo Public Schools is a diverse one. Our students represent many different cultural and ethnic backgrounds. About 60 percent of our students are Caucasian, about 36 percent are African-American and four percent are others.

Q: How much do the Kalamazoo Public Schools spend per pupil each year?

A: KPS spends about \$5,250 per pupil each year with a total annual budget of just over \$63 million in 1992-93.

Q: What is the KPS graduation rate and how many grads go on to college or employment?

A: About 91 percent of our students complete high school in a four year enrollment and receive their diploma. Following graduation, more than 70 percent of our students are enrolled in some form of post-secondary education within two years. Of the students who entered the work force directly out of high school last year, 36 percent are working full time, with an additional 37 percent working part time.

Q: How do the test scores of KPS students compare with those of students in other districts?

A: KPS students continue a decade-long tradition, posting Scholastic Aptitude Test (SAT) and American College Testing Program (ACT) scores above state and national averages. Both the SAT, which fixes a total of 800 points for a

perfect score in verbal and mathematics assessments, and the ACT, which measures a perfect score with 36 points, are administered to thousands of students across the state and nation each year. KPS students average 47 points above the national SAT verbal average, 30 points above the national SAT mathematics average and 1.0 point above the national ACT average scores. Our scores are also above the Michigan averages (which are generally higher than national averages) by 42 points on the SAT and 2.0 points on the ACT.

Our scores on these tests seem even more impressive when one realizes that many KPS students are encouraged to take these examinations, not just a few academic elites. Nearly two thirds of our eligible students take the ACT annually, compared to the Michigan average of



KPS transports 10,000 students each school day.



Early elementary student-teacher ratios are 25:1 in the Kalamazoo Public Schools.

about 50 percent. At least 30 percent of eligible KPS students tackle the SAT each year, compared to an average of only 11 percent in other Michigan school districts.

Q: How do KPS students perform on state assessment tests?

A: Each year, every fourth, seventh and tenth grade student in the state takes the Michigan Educational Assessment Program (MEAP) test to measure reading and mathematics skills. Fifth-, eighth-, and 11th-grade students take the MEAP test to measure science skills. According to the Michigan Department of Education, this test is not designed to compare one school district with another, but should be used to measure progress in subject area objectives



KPS has a diverse student population which enriches the development of all students.



More than 70% of these youngsters will go on to college after graduation from the Kalamazoo Public Schools.

identified as essential by the state.

Although the state considers a 75 percent correct score to be the equivalent of a "passing" grade, hundreds of KPS students turn in flawless performances on the exam every year. KPS students have led the county for the past four years in MEAP perfect scores. The number of KPS students turning in top performances on the test has increased substantially over the past several years.

Q: Do Kalamazoo Public Schools graduates earn many college or university scholarships?

A: Our graduates receive millions of dollars each year in academic and other scholarship funds from a number of colleges, universities, local businesses, competitions and civic groups. The Heyl Scholarship Fund, the largest privately endowed scholarship program in the United States, makes four-year full tuition scholarships available only to graduates of the Kalamazoo Public Schools.

Q: How many KPS graduates earn National Merit Scholarships?

A: Kalamazoo Central and Loy Norrix High School graduates consistently comprise a majority of the National Merit Scholarship winners and Commended Students in Kalamazoo County. Although the exact number varies from year to year, we typically recognize about 20 National Merit Scholars each year for their outstanding academic achievement.

Q: Are the Kalamazoo Public Schools accredited?

A: Yes! Both KPS High Schools are fully accredited by the North Central Association. Our Vine Street Alternative High School is one of only a few alternative education programs in the entire Midwest to have earned accreditation. Our elementary and middle schools are moving toward accreditation in the next year.

Q: How do KPS teacher salary levels compare with other school districts in Michigan and across the United States?

A: Compensation and benefit levels for KPS teachers fall in the top ten percent of Michigan school districts. The average KPS teacher salary in 1991-92 was \$37,394. Benefit packages for all teachers include health, dental and vision insurance, paid sick leave and personal business days.

Q: What are the student-teacher ratios in the Kalamazoo Public Schools?

A: KPS elementary schools are staffed at a ratio of no more than 25 students to one teacher. Lower elementary (K-3) classes have a 23:1 ratio, while upper elementary (4-6) classes are staffed at 25:1. Middle schools have one teacher for every 27 students, and our maximum high school student-teacher ratio is 29:1.

Q: How good are KPS teachers?

A: Our staff members are recognized among the best educators in the country! KPS instructional staff members spent more than 50,000 hours in training sessions and seminars last year, working to further enhance their teaching abilities. Our professional staff includes a Christa McAuliffe Fellow, Fulbright Scholars, several Michigan Bilingual Teachers of the Year, a Michigan Exceptional Teacher of the Year, a Michigan Classical Studies Teacher of the Year, an Adult Education Teacher of the Year and a Technology Education Teacher of the Year. Scores of KPS teachers, instructional specialists and administrators have been recognized through the annual Kalamazoo County Excellence In Education Program for their outstanding accomplishments.

KPS teachers average more than 14 years of classroom experience. More than half have earned masters degrees, and many hold specialist and/or doctoral degrees. Many have been awarded teacher mini-grants by the Michigan Department of Education and the Kalamazoo Public Education Foundation to enhance classroom learning, providing innovative educational experiences for hundreds of KPS students at all grade levels.

Q: How can I know which school(s) my child(ren) will attend?

A: KPS draws students from an attendance area which encompasses nearly all of the City of Kalamazoo, Kalamazoo Township, Oshtemo Township and a portion of Texas Township (a total area of about 55 square miles).

Early elementary schools serve students in kindergarten through third grade, while later elementary schools serve kindergartners, fourth, fifth and sixth graders. Students in seventh and eighth grades attend middle schools, while ninth, 10th, 11th and 12th graders attend high schools.



Low student-teacher ratios make possible a variety of creative learning experiences for KPS students

A student's home address and grade level determine which school he or she will attend. For specific address/school information, please contact the KPS Office of Student Services at (616) 337-0133.

Q: Will my child ride a bus to school?

A: Our transportation fleet travels over 1.3 million miles each year to transport about 10,000 students to and from school each day in more than 100 school buses. As a general rule, elementary students who reside more than one mile and secondary students who live more than one and one half miles from the school they attend are eligible to ride a school bus. For more details, please contact the KPS Department of Transportation at (616) 337-0500.

Q: When does the KPS school year begin/ end?

A: Although the actual date varies from year to year, school generally begins for KPS students the week before the Labor Day holiday. The 180-day academic year draws to a close during the first or second week in June.

Q: Where can I get more information?

A: For additional information about the students, staff or programs of the Kalamazoo Public Schools, please contact the KPS Department of Communications and Information at 1220 Howard Street, Kalamazoo, Michigan 49008. We also will be happy to answer your questions if you call us at (616) 337-0140 or fax your inquiry to (616) 337-0195.

See for yourself

We invite you to take a first-hand look at the many excellent programs and opportunities in the Kalamazoo Public Schools. We urge you to compare our offerings with those of any other school district.

If you take the time to see for yourself, we think you'll agree that KPS is a great place to be whether you are a student, teacher or member of the community. From prekindergarten to adult education, the students and staff of the Kalamazoo Public Schools are *meeting the challenge!*

There's lots more to tell about the Kalamazoo Public Schools. If you would like further information or would like to see first-hand our students, classrooms, programs, teachers or schools, please contact the Kalamazoo Public Schools Department of Communications and Information at 1220 Howard Street, Kalamazoo, Michigan 49008-1882 or call (616) 337-0140.

We look forward to hearing from you!

KALAMAZOO PUBLIC SCHOOLS Important Telephone Numbers

ADMINISTRATION BUILDING

| | |
|------------------------------------|----------------|
| Administration Building | (616) 337-0100 |
| TDD | (616) 337-0152 |
| Bilingual Education | (616) 337-0060 |
| Business & Finance | (616) 337-0111 |
| Communications & Information | (616) 337-0140 |
| Community Education | (616) 337-0446 |
| Compensatory Education | (616) 337-0065 |
| Elementary Education | (616) 337-0190 |
| Food Services | (616) 337-0120 |
| General Information | (616) 337-0140 |
| Human Resources | (616) 337-0177 |
| Indian Education | (616) 337-0070 |
| Library Services | (616) 337-0075 |
| Migrant Education | (616) 337-0080 |
| PE, Health & Athletics | (616) 337-0156 |
| Prekindergarten Education | (616) 337-0095 |
| Registration/Attendance | (616) 337-0133 |
| Special Education | (616) 337-0161 |
| Student Services | (616) 337-0133 |
| Superintendent's Office | (616) 337-0123 |
| Transportation | (616) 337-0500 |
| Vocational-Technical Education ... | (616) 337-0159 |

K-3 ELEMENTARY SCHOOLS

| | |
|---------------------------------|----------------|
| Arcadia Elementary | (616) 337-0530 |
| Greenwood Elementary | (616) 337-0560 |
| Indian Prairie Elementary | (616) 337-0590 |
| Lakewood Elementary | (616) 337-0630 |
| Northglade Elementary | (616) 337-0700 |
| Oakwood Elementary | (616) 337-0710 |
| Spring Valley Elementary | (616) 337-0750 |
| Winchell Elementary | (616) 337-0780 |

K-6 ELEMENTARY SCHOOLS

| | |
|--|----------------|
| Chime Elementary | (616) 337-0540 |
| Edison Elementary | (616) 337-0550 |
| King-Westwood Elementary | (616) 337-0610 |
| Lincoln International Studies School ... | (616) 337-0640 |
| Milwood Elementary | (616) 337-0660 |
| Northeastern Elementary | (616) 337-0690 |
| Parkwood-Upjohn Elementary | (616) 337-0720 |
| Washington Elementary | (616) 337-0770 |
| Woods Lake Elementary | (616) 337-0790 |
| Woodward Elementary | (616) 337-0810 |

MIDDLE SCHOOLS (7-8)

| | |
|------------------------------|----------------|
| Hillside Middle School | (616) 337-0570 |
| Milwood Middle School | (616) 337-0670 |
| South Middle School | (616) 337-0730 |

HIGH SCHOOLS (9-12)

| | |
|------------------------------|----------------|
| Central High School | (616) 337-0300 |
| Loy Norrix High School | (616) 337-0200 |

SPECIAL SERVICE SCHOOLS

| | |
|-------------------------------------|----------------|
| Adult Education | (616) 337-0422 |
| Community Education Center | (616) 337-0411 |
| Continuing Education | |
| For Young Families | (616) 337-0433 |
| Kal. Area Math Science Center | (616) 337-0004 |
| Kennedy Center | (616) 337-0600 |
| Lakeside School | (616) 337-0620 |
| Vine Street Alternative | |
| High School | (616) 337-0760 |

RELATED FACILITIES

| | |
|----------------------------|----------------|
| Kalamazoo Public | |
| Education Foundation | (616) 337-0498 |

Appendix B
Approval Letter From Human Subjects
Institutional Review Board

Human Subjects Institutional Review Board

Kalamazoo, Michigan 49008-3899
616 387-8293

WESTERN MICHIGAN UNIVERSITY

Date: October 26, 1994**To:** Terina Walker-Harvey**From:** Richard Wright, Interim Chair**Re:** HSIRB Project Number 94-10-18

Richard A. Wright

This letter will serve as confirmation that your research project entitled "An investigation of teachers' beliefs concerning evaluation criteria and procedures and their willingness to assume an active role in the evaluation process" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you must seek specific approval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date. In addition if there are any unanticipated adverse or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: Oct. 26, 1995**xc:** Smidchens, EDLE

Appendix C
Letter to Kalamazoo Public Schools
Requesting Study Permission

March 21, 1994

Dr. Stan Olsen
Assistant Superintendent
Kalamazoo Public School District
1220 Howard
Kalamazoo, Michigan 49008

Terina Walker-Harvey
007 Bigelow Hall
Director's Apartment
Kalamazoo, Michigan 49008

Dear Dr. Olsen,


I am a doctoral candidate in the Educational Leadership Department at Western Michigan University. Currently, I am planning to conduct a survey study which examines teachers' beliefs regarding teacher evaluation procedures and criteria and their willingness to participate in the process.

With your permission, I would like to survey 260 randomly selected Kalamazoo teachers. This survey is not designed to assess the Kalamazoo School District's Evaluation System. The survey questions, however, seek general information regarding teachers' beliefs about evaluation. Moreover, it is intended that the results of this study will a) provide schools with a clearer insight regarding teachers' currently held beliefs or views concerning purposeful and useful evaluation procedures and criteria, b) identify viable and defensible practices and procedures for evaluating teachers, and c) define and guide the roles of stakeholders in the evaluation process.

To administer the survey, I would like to request a) a profile of the district (including teaching staff); b) a list of all tenured and nontenured teachers at the elementary, middle, and secondary levels (so that a random sample may be drawn from each strata); c) the names of the schools where each teacher is employed; and d) permission to use inter-school mail for sending and collecting all surveys. I would like to conduct the survey study during the earlier part of November 1994. For your perusal, a copy of the survey (draft) is attached.

I believe that your participation in this survey study will prove to be worthwhile. I look forward to hearing from you at your earliest convenience. You may contact me at (616)387-6664.

Sincerely,


Terina Walker-Harvey
Ed.D Candidate/WMU

cc: Dr. Uldis Smidchens, Chair
Dr. Zoey Barley
Dr. LeRoi Ray, Jr.

Appendix D
Letter to Kalamazoo Education Association
Requesting Study Endorsement

October 12, 1994

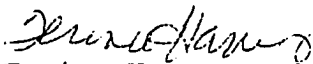
TO WHOM IT MAY CONCERN:

I am a doctoral candidate in the Educational Leadership Department at Western Michigan University. Currently, I am planning a survey study which examines teachers' beliefs regarding teacher evaluation procedures and criteria and their willingness to participate in the process. The survey is not designed to assess the Kalamazoo School District's Evaluation System. The survey questions, however, seek general information regarding teachers' beliefs about evaluation.

I would very much like to meet with you at your earliest convenience to review my research proposal and seek your support for conducting the study.

You may contact me at (616) 387-6664 with any concerns or questions. I look forward to meeting with you soon.

Sincerely,


Terina Harvey, Ed.D Candidate
Western Michigan University

Appendix E
Letter From Kalamazoo Public Schools
Granting Study Permission

**KPS***Meeting The Challenge!*

Kalamazoo Public Schools
Office of Administration and
School-Community Relations
1220 Howard Street
Kalamazoo, Michigan 49008-1882

(616) 337-0140 Fax (616) 337-0195

| | |
|------------------------------|----------------|
| Communications & Information | (616) 337-0140 |
| Student Information Services | (616) 337-0141 |
| Athletics | (616) 337-0156 |
| Demographics | (616) 337-0133 |
| Transportation | (616) 337-0500 |

October 18, 1994

Dr. Uldis Smidchens
Educational Leadership Department
3424 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008

Dear Dr. Smidchens:

The Kalamazoo Public School District has granted Terina Harvey permission to conduct the Teacher Evaluation Survey associated with her doctoral studies during the 1994-95 school year. It is understood that Mrs. Harvey's research project will be conducted for partial fulfillment of her doctoral requirements in the Educational Leadership Department at Western Michigan University, Kalamazoo, Michigan.

The research study will examine teachers' beliefs regarding teacher evaluation (i.e., purpose(s), procedures, criteria) and their willingness to assume an active role in the process. This survey is not intended to assess the Kalamazoo Public School District's evaluation system. The survey items, however, will seek general information regarding teachers' beliefs about evaluation.

Mrs. Harvey will perform the following tasks in order to gather and report the survey data:

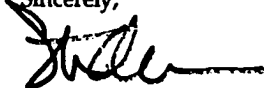
- A sample consisting of approximately 260 tenured and nontenured teachers at the elementary, middle, and secondary levels will be drawn.
- Via intra-district mail teachers will be sent an introductory letter informing them of the importance of the study and encouraging their participation (one week before the actual surveys are mailed).
- Via intra-district mail a cover letter will accompany each survey to ensure teachers that their responses will be handled in the strictest confidence with no individuals or schools identified. Completed surveys will be mailed to Mrs. Harvey's address. To further ensure anonymity, each respondent will be instructed to separately mail a (coded) postcard to indicate the submission of the completed survey.
- Nonrespondents will receive follow-up letters.

Dr. Uldis Smidchens
October 18, 1994
Page 2

- As a courtesy, those principals with participating teachers will be informed of the study. They will not be requested to remind or pressure teachers to return their surveys.
- A summary report of the results will be submitted to Kalamazoo Public Schools.

All materials and procedures have been reviewed and approved. If you should require additional information regarding the school district's involvement in the study, I may be contacted at (616) 337-0140.

Sincerely,



Stanley J. Olson, Assistant Superintendent
Administration and School-Community Relations

/klr

cc: Dr. Zoey Barley
Dr. LeRoi Ray, Jr.
Human Subjects Institutional Review Board (Western Michigan University)

Appendix F

Letter of Study Confirmation to the Kalamazoo Education Association


October 18, 1994

Dear Iris Salters,

Thank you for meeting with me to discuss the endorsement of my survey study. Per our discussion, all research procedures will be conducted in accordance with the parameters that your office established. Additionally, your office will receive a copy of the results at the conclusion of the my graduate responsibilities.

Thank you again for the endorsement.

Sincerely,


Terina Walker-Harvey

Appendix G
Description of Teacher Evaluation Criteria
for Kalamazoo Public Schools

**KALAMAZOO PUBLIC SCHOOLS
Human Resources Department**

Tenured Teacher Evaluation

Policy and Intent

The policy and intent of the Tenured Teacher Evaluation is to create a formal summative evaluation system based on cooperative problem solving which encourages teachers to grow in their professional ability and become "the best of their class". This summative evaluation system should form the basis for an honest two-way communication between supervisors and subordinates and it is designed with the understanding that simple and easily understood evaluations are the best evaluations. The Tenured Teacher Evaluation focuses on recalling and critiquing "supportive data" which first and foremost highlight the strengths and when necessary, cite weaknesses. When weaknesses are discovered, they should be quickly and forthrightly discussed and addressed both by the supervisor and the administrator.

General Conditions

Both parties should understand that:

1. Evaluation of tenure teachers shall be completed once every third school year. Teachers with the earliest calendar birthday will be evaluated during the 1989-90 school year. Teachers in the following positions will not be evaluated this year:

Speech Therapists
Nurse
Family Support Teacher
Student Services
Counselors
Bilingual Counselor

Placement Specialists
Occupational/Physical
Therapists
Grants Development/Program
Evaluation Specialist

An appropriate instrument will be developed in the next year for these positions.

The evaluation of a tenure teacher who is considered to at least meet expectations shall be filed prior to May 15 and shall be accompanied by all teacher observations. Teachers rated below expectations and unsatisfactory should be given their formal evaluation immediately following the third observation, usually in late April. The principal shall contact Human Resources before preparing an evaluation of "below expectations or unsatisfactory".

2. Each evaluation of a tenure teacher shall contain a rating along with the evaluator's recommendation to (1) continue contract or (2) to place on a Plan of Assistance.
3. Each teacher must know what behavior is expected and the supervisor must be able to reliably identify appropriate and inappropriate behaviors.
4. The name of the primary evaluator be made known to the teacher prior to the evaluation process.
5. Appropriate consultants, coordinators, or directors evaluate all itinerant teachers not assigned permanently to any specific school.

Tenured Teacher Evaluation
Page 2

6. Teachers assigned to two or more buildings be evaluated by the principal of the building where the teacher is assigned the most time or as determined by the instructional directors. Within five weeks of employment, the primary evaluator will be identified.
7. Each teacher observation/evaluation shall include the following when appropriate:
 - a. A statement of the strengths observed.
 - b. A statement of the improvements desired.
 - c. A recommendation of how to attain the desired improvements.
 - d. A statement providing a reasonable time in which to attain the desired improvements.
 - e. What consequences may occur if the desired improvements are not achieved (Plan of Assistance).
8. The teacher evaluation should be discussed point-by-point with the teacher. The teacher will be requested to sign the evaluation. The teacher's signature merely acknowledges that the evaluation was given. Should the teacher refuse to sign the evaluation, the principal shall note the refusal, date and sign their statement.

RESPONSIBILITIES

Human Resources and Instructional Directors

1. Provides training for administrator to clearly communicate the process and intent of the Tenured Teacher Evaluation and to insure reliable and consistent identification of teacher behaviors.
2. Monitors the administration of the Tenured Teacher Evaluation system for timeliness of the review, validity of the rating and consistency of ratings across the district.
3. Informs the building principal of delinquent evaluations and provides assistance in completing evaluations as soon as possible.

Principal and Teacher

The Tenured Teacher Evaluation Form is designed to summarize observations through a documentation of supportive data as well as provide a formal summary of the teacher's annual performance. The process for observation and evaluation follows:

1. At the beginning of the school year, the principal will present the teacher with the evaluation and observation forms as well as a copy of the performance standards. The teacher should request an explanation of the standards if they are not clear.
2. The principal will explain to the teacher that during the school year three classroom observations will be conducted before April 30th. If the principal plans to use alternative observers (i.e. assistant principals, special education coordinators, special area coordinators, etc.), the teacher should be so informed.

Tenured Teacher Evaluation
Page 3

3. The principal should explain that the evaluation is a process for growth (formative)--to aid the teacher's development and that the most negative recommendation could be only to place the teacher on a Plan of Assistance.
4. The principal/appropriate observer conducts a minimum of three observations of the teacher's classroom performance during the school year by recording supportive data on the observation form. Principals are encouraged to be factual and accurate. Principals must inform the teacher in advance that an observation is taking place. Observation should be a minimum of 30 consecutive minutes.
5. Principals will provide a thorough uninterrupted feedback session following each observation within five days. The timing of the feedback session may be extended up to seven days with mutual agreement of the evaluator and teacher. The principal and teacher should recall the supportive data, solicit, and give suggestions for improvement and be positive when discussing the areas for needed growth. The principal or appropriate observer shall provide a copy of the observation to the teacher.
6. In early May, principals should consolidate the supportive data listed from observations into a formal evaluation. The principal and teacher should review the evaluation in an uninterrupted conference where suggestions for improvement and the acknowledgements of success are discussed. The principal should ask the teacher to acknowledge the evaluation by signing the form.
7. The teacher should acknowledge the evaluation by signing.
8. The principal should forward the evaluation to their instructional director not later than May 15 of the school year. (The instructional director and Human Resources will use the principal's recommendations--continuing contract or place on a Plan of Assistance).

2. Uses new or innovative educational methods.

American educational processes are innovative and changing by purpose and design. Our society and its young people demand relative, contemporary curriculum and educational techniques for teaching that curriculum. Teachers should expect and cause innovation. The results of such involvement are better schools and increased interest on the part of staff and students. Involvement in the following areas is a must when so directed by system directives (or building directives):

- a. utilization of team teaching
- b. involvement in large group-small group teaching
- c. individualized planning and teaching technique
- d. writing and teaching of new courses
- e. accepts and seeks new materials
- f. involvement in building innovations, etc., when staff directed

5. Establishes Behavioral Plan Which is Consistently Implemented

The teacher should grow in the ability to guide the assigned students. The teacher's performance should exemplify a respect for dignity and self-worth in each individual. The teacher should channel students toward independence, responsibility, interpersonal understandings, and self-evaluation.

The teacher should recognize and emphasize the emotional needs of the students, yet maintain a firm direction in academic discipline and deportment. The emotional energies of the students should be guided toward creative experiences and expression. A firm yet sympathetic concern should be shown in handling daily difficulties and problems.

SOME SAMPLE EVIDENCES:

1. Nurtures pupil respect toward self and other pupils.
2. Utilizes consistent rules.
3. Maintains reasonable control over disruptive behavior.
4. Maintains a professional relationship with students.
5. Allows students the time to share explanations.
6. Attempts to identify and acknowledge the feelings of students.
7. Obtains student feedback concerning their feelings about the teacher.

8. Provides opportunity for two-way communication with students.
 9. Presents himself or herself as an understanding individual.
 10. Provides opportunities for development of self-control.
 11. Provides opportunity for physical movement appropriate.
 12. Documents disruptive student behavior utilizing school policies.
 13. Uses more than one acceptable alternate methods for coping with normal discipline situations.
 14. Accepts responsibilities for dealing with the behavior problems of all students and will refer student only after most acceptable alternatives for behavioral change have been utilized.
 15. Seeks advice from other staff members in recurring discipline problems.
 16. Identifies and reports to the administration problem situations that may result in further disruption.
 17. Administers discipline appropriate for the unacceptable behavior.
 18. Provides opportunities for self-discipline.
 19. Utilizes school and authorized resources for coping with behavioral problems.
 20. Involves parents in the behavioral change process.
 21. Implements interpersonal strategies to diminish individual-group anxiety frustration.
6. Uses Effective Techniques for Classroom Control
- The teacher should arrange the physical elements to facilitate the curriculum and meet the needs of students. The setting should be inviting, stimulating, and display input from the students. The total environment should complement those who use the setting.
- SOME SAMPLE EVIDENCES:
1. Displays materials and projects that show the interests and experiences of students.
 2. Maintains a colorful, attractive, livable, and stimulating room.

Teacher Evaluation
Performance Standards
Page 6

3. Maintains good, effective eye contact with students.
4. Adjusts lighting, ventilation, and heating for maximum comfort.
5. Seeks comfortable seating for students.
6. Utilizes seating arrangements to achieve educational goals.
7. Demonstrates reasonable care for furniture, equipment, and instructional material.

7. Demonstrates Professional Behavior

The teacher should be poised, interested, and natural. Relationship with children should be warm, outgoing, and professional.

Directions should be sympathetic and exhibit understanding. Teacher should show concern for each child as well as for the group as a whole.

The teacher should provide an atmosphere free from undue tension in which the student may be comfortable and happy.

The importance of accurate records and administration of organizational detail is necessary for classroom, building, and school system efficiency.

The teacher recognizes that the total educational process becomes more effective when accurate records are kept and when effectively administered organizational detail.

SOME SAMPLE EVIDENCES:

1. Provides materials for implementation of plans.
2. Demonstrates a personal interest in students by:
 - a. greeting students by name
 - b. commenting on work or interest of individual students
 - c. demonstrating knowledge and interest in student's activities and welfare
 - d. providing a smooth transition from one activity to another
 - e. demonstrating a positive acceptance of each individual

**Teacher Evaluation
Performance Standards
Page 7**

3. Keeps accurate daily classroom roll for each class.
 4. Utilizes district and/or building discipline and referral procedures.
 5. Implements district and building attendance and tardy policies.
 6. Maintains a behavioral log on problem students.
 7. Submits accurate reports on time such as grade reports, etc.
 8. Keeps lesson plans, cum-folders, and other records up to date.
8. Uses Effective Written/Oral Communication

The teacher should attempt to use standard English, good articulation, and effective voice quality; clear and concise written expression of relevant ideas; high quality of usage; correct capitalization, punctuation, and manuscript or cursive forms. Teacher should expect growth in these areas from children.

SOME SAMPLE EVIDENCES:

1. Provides opportunities for growth in these areas through formal and informal presentations by students.
2. Provides opportunities for creative expression.
3. Provides opportunities for students to learn and listen.
4. Provides explanations appropriate for the age and maturity level.
5. Provides an opportunity for students to "understand" uses of contemporary and classic expressions.
6. Uses media appropriate to student needs.
7. Displays work representing pupil effort.
8. Recognizes and encourages improvement in oral and written communication.

Teacher Evaluation
Performance Standards
Page 8

9. Demonstrates the Ability to Work Effectively with
Individuals/Groups

The educational process does extend beyond an instructional space. Therefore, teachers may be recognized for their involvement in areas outside of the classroom. The following areas are identified as some examples which may be considered under this classification:

1. Supervision and care of equipment.
2. Faculty meetings (participation)
3. Departmental meetings (participation)
4. PTA meetings and functions
5. Athletic events
6. School related social activities
7. Faculty Council Officer
8. Committee work
9. Problem solving (helps groups achieve mutually acceptable goals)
10. Extra-curriculum functions
11. Special projects
12. Curriculum development and improvement
13. Hall duty
14. Other (any contribution that is related to a school's operations)

PHILOSOPHY STATEMENT

Evaluation of Kalamazoo Public School Personnel is a positive endeavor. The conditions necessary for productive staff evaluations are:

- 1. Each staff person will be fully aware and knowledgeable about their duties, responsibilities, and level of expected performance in the accomplishment of tasks.*
- 2. Each staff person will know who will be conducting the evaluation and under what conditions.*
- 3. Each staff person will be aware of and provided resources for professional growth and development.*

KALAMAZOO PUBLIC SCHOOLS Teacher Evaluation

Teacher _____ Assignment _____
 Major/Minor _____ Evaluator _____
 Building _____

Rating Scale Defined:

- Outstanding - exceeds performance requirements consistently
- Exceeds Expectations - exceeds performance requirements
- Meets Expectations - meets performance requirements
- Below Expectations - does not meet performance requirements
- Unsatisfactory - does not meet performance requirements consistently

NOTE: All unsatisfactory, below expectations and outstanding ratings must be documented by supportive data.

INSTRUCTIONAL PRACTICES (The demonstration of content and the utilization of methodology techniques to transmit knowledge, to increase student learning and to improve student achievement.)

1. Daily/weekly lesson plans implement approved curriculum.

| <i>Unsatisfactory</i> | <i>Below Expectations</i> | <i>Meets Expectations</i> | <i>Exceeds Expectations</i> | <i>Outstanding</i> |
|-----------------------|-------------------------------|-------------------------------|---------------------------------|--------------------|
| _____ | _____ | _____ | _____ | _____ |

For example:

- a. Lesson plans reflect objectives
- b. Time calendars followed where applicable
- c. Tests meet/measure the objective where applicable

SUPPORTIVE DATA: _____

2. Uses appropriate methods of instruction.

| <i>Unsatisfactory</i> | <i>Below Expectations</i> | <i>Meets Expectations</i> | <i>Exceeds Expectations</i> | <i>Outstanding</i> |
|-----------------------|-------------------------------|-------------------------------|---------------------------------|--------------------|
| _____ | _____ | _____ | _____ | _____ |

For example:

- a. Selects the objective at appropriate level
- b. Teaches to the objective
- c. Monitors and adjusts to meet needs of students
- d. Uses principles of learning where applicable

SUPPORTIVE DATA: _____

3. Uses a variety of teaching techniques materials/methods.

| | | | | |
|-----------------------|-------------------------------|-------------------------------|---------------------------------|--------------------|
| <i>Unsatisfactory</i> | <i>Below Expectations</i> | <i>Meets Expectations</i> | <i>Exceeds Expectations</i> | <i>Outstanding</i> |
| _____ | _____ | _____ | _____ | _____ |

For example:

- a. Uses appropriate instructional materials
- b. Develops innovative uses of instructional materials
- c. Uses community resources

SUPPORTIVE DATA: _____

4. Effectively and skillfully communicates ideas to students.

| | | | | |
|-----------------------|-------------------------------|-------------------------------|---------------------------------|--------------------|
| <i>Unsatisfactory</i> | <i>Below Expectations</i> | <i>Meets Expectations</i> | <i>Exceeds Expectations</i> | <i>Outstanding</i> |
| _____ | _____ | _____ | _____ | _____ |

For example:

- a. Provides clear and concise instructions
- b. Helps students clarify learning experiences
- c. Responsiveness of students

SUPPORTIVE DATA: _____

CLASS MANAGEMENT (Establishing and maintaining a positive classroom climate and control so learning can take place.)

5. Establishes behavioral plan which is consistently implemented.

| | | | | |
|-----------------------|-------------------------------|-------------------------------|---------------------------------|--------------------|
| <i>Unsatisfactory</i> | <i>Below Expectations</i> | <i>Meets Expectations</i> | <i>Exceeds Expectations</i> | <i>Outstanding</i> |
| _____ | _____ | _____ | _____ | _____ |

For example:

- a. Establishes behavioral expectations
- b. Classroom routine defined/established
- c. Behavior reinforcement/consequences

SUPPORTIVE DATA: _____

6. Uses effective techniques creating a positive learning environment.

| <i>Unsatisfactory</i> | <i>Below Expectations</i> | <i>Meets Expectations</i> | <i>Exceeds Expectations</i> | <i>Outstanding</i> |
|-----------------------|-------------------------------|-------------------------------|---------------------------------|--------------------|
| _____ | _____ | _____ | _____ | _____ |

For example:

- a. Models desired behavior
- b. Physical setting
- c. Seating arrangement
- d. Eye contact
- e. Circulates around the room

SUPPORTIVE DATA: _____

PROFESSIONAL QUALIFICATIONS (Having the certification, educational need qualifications and the personal attributes for the position.)

7. Demonstrates professional behavior.

| <i>Unsatisfactory</i> | <i>Below Expectations</i> | <i>Meets Expectations</i> | <i>Exceeds Expectations</i> | <i>Outstanding</i> |
|-----------------------|-------------------------------|-------------------------------|---------------------------------|--------------------|
| _____ | _____ | _____ | _____ | _____ |

For example:

- a. Flexible
- b. Supports district-wide, building and department goals
- c. Continues professional development
- d. Uses sound judgment
- e. Dependable
- f. Positive interactions/relationships with parents and students

SUPPORTIVE DATA: _____

8. Uses effective written/oral communication.

| <i>Unsatisfactory</i> | <i>Below Expectations</i> | <i>Meets Expectations</i> | <i>Exceeds Expectations</i> | <i>Outstanding</i> |
|-----------------------|-------------------------------|-------------------------------|---------------------------------|--------------------|
| _____ | _____ | _____ | _____ | _____ |

For example:

- a. Written memos
- b. Letters to parents
- c. Creative expression by students
- d. Conferences
- e. Encourage improvement in oral and written communication

SUPPORTIVE DATA: _____

9. Demonstrates the ability to work effectively with individuals/groups. (Shares ideas, materials and facilities.)

| | | | | |
|-----------------------|-------------------------------|-------------------------------|---------------------------------|--------------------|
| <i>Unsatisfactory</i> | <i>Below Expectations</i> | <i>Meets Expectations</i> | <i>Exceeds Expectations</i> | <i>Outstanding</i> |
| _____ | _____ | _____ | _____ | _____ |

SUPPORTIVE DATA: _____

10. Instructions: Chart the previous nine items, recognizing that each point is separate and should not be connected.

O

EE

ME

BE

U

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

OVERALL COMMENTS: _____

11. PLANS FOR FUTURE ACTION☐Continue
Contract☐Plan of
Assistance

COMMENTS: _____

EMPLOYEE'S RESPONSE (If additional response is enclosed, please check box.) ☐

| | | | |
|--------------------------------|------------|-------------------------------|------------|
| Evaluator's Signature _____ | Date _____ | Employee's Signature _____ | Date _____ |
| Reviewer's Signature _____ | Date _____ | | |

Appendix H
Teacher Evaluation Survey

TEACHER EVALUATION SURVEY

Instructions: Teachers, please complete Sections I - V by simply checking, circling, or supplying a brief response. Thank You!

SECTION I: TEACHER DEMOGRAPHICS

- A. TEACHING STATUS: ____1. Non-tenured ____2. Tenured
- B. TEACHING EXPERIENCE: 1) Total number of school districts served in (including present district): ____
- 2) Total years of teaching experience (including part-time and full time): ____
- 3) Total years in present district: ____
- C. LEVEL: ____1. Elementary ____2. Middle School ____3. High School
- D. PERFORMANCE REVIEW: 1) Number of times evaluated in this district:
____1. 0 ____2. 1-3 ____3. 4-7 ____4. 8-11 ____5. 12+
- 2) Number of times evaluated in other districts:
____1. 0 ____2. 1-3 ____3. 4-7 ____4. 8-11 ____5. 12+
- E. FAMILIARITY WITH DISTRICT'S EVALUATION CRITERIA:
Are you familiar with this district's evaluation criteria?
____Yes ____No ____Not sure

SECTION II: GENERAL EVALUATION INFORMATION

- A. The following statements are designed to reflect your beliefs regarding evaluation in general. Please indicate whether you (1) Believe, (2) Disbelieve, or are (X) Unsure about the four statements below.

1 - BELIEVE 2 - DISBELIEVE X - Unsure

_____ Teacher evaluation consists of effective assessment practices and methods.

_____ Teacher evaluation consists of relevant performance criteria.

_____ Teacher evaluation adequately accomplishes the purpose(s) for which it was designed.

_____ Overall, teacher evaluation results are useful.

- B. Listed below are commonly stated purposes for teacher evaluation. Select the primary purpose that you believe is appropriate for conducting evaluations.

*(Check only one response)

_____ Professional Development For Teachers
(e.g., improving teaching performance)

_____ Personnel Decisions
(e.g., promotions, dismissals, tenure, continuing contracts)

_____ Accountability
(e.g., compliance of district requirements)

- C. In your opinion, which of the following individuals should participate in collecting evaluation information to be used for evaluating teachers?

| | <u>YES</u> | <u>NO</u> |
|---|------------|-----------|
| 1. Administrators (e.g., Principal, Assistant Principal) | Y | N |
| 2. Fellow Teacher(s)..... (e.g., Classroom Teachers, Instruction or Curriculum Supervisor, Department Head) | Y | N |
| 3. Students..... | Y | N |
| 4. The Teacher Being Rated..... | Y | N |

SECTION III: EVALUATION PROCEDURES

- A. Please indicate whether you believe the following procedures should be used as part of the teacher performance evaluation process.

| | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| 1. Classroom observation during instruction. . . . | Y | N |
| 2. Examination of lesson plans | Y | N |
| 3. Examination of students' test scores. | Y | N |
| 4. Observational rating scales and/or checklists . | Y | N |
| 5. Pre-Conferencing (prior to observations). . . . | Y | N |
| 6. Post-Conferencing (following observation) . . . | Y | N |

SECTION IV: EVALUATION CONTENT

A. Please indicate whether you believe the following teacher evaluation criteria should be used.

| | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| 1. Personal Characteristics (e.g., appearance, poise, social and emotional maturity, task-oriented) | Y | N |
| 2. Interpersonal Relations. (e.g., rapport with students, parents, other staff, community) | Y | N |
| 3. Instruction and Classroom Management (e.g., knowledge of subject matter, classroom planning and organization, lesson design and presentation, student achievement) | Y | N |
| 4. Professional Responsibilities. (e.g., observance of school policies and procedures, member of a professional organization, accurate and timely completion of reports) | Y | N |

SECTION V: TEACHER INVOLVEMENT IN EVALUATION

A. Given your beliefs about teacher evaluation, please indicate whether you would be willing to become involved in the four evaluation activities below. If a NO response is selected for any of the items listed below, please use the following code(s) to explain your answer OR supply a brief comment.

* * * *

- (LT) - lack of time
- (LI) - lack of interest
- (LES) - lack of expertise and skills
- (V) - violation of local and state policies
- (AT) - administrative task
- (O) - other (please explain)

1. Determining the criteria for effective performance
 _____Yes _____No

* If NO is selected, enter CODE for reason OR a brief
 explanation. _____

see next page

- (LT) - lack of time
- (LI) - lack of interest
- (LES) - lack of expertise and skills
- (V) - violation of local and state policies
- (AT) - administrative task
- (O) - other (please explain)

2. Determining the procedures used in evaluation

____Yes ____No

* If NO is selected, enter CODE for reason or a brief explanation. _____

3. Determining who should participate in the evaluation process

____Yes ____No

* If NO is selected, enter CODE for reason or a brief explanation. _____

4. Determining the purpose for collecting data

____Yes ____No

* If NO is selected, enter CODE for reason or a brief explanation. _____

****PLEASE MAIL COMPLETED SURVEY IN THE ENCLOSED SELF ADDRESSED, STAMPED ENVELOPE. Thank You!**

Appendix I
Survey Feedback Form

REGARDING THE EFFECTIVENESS OF THE SURVEY

SECTION I: TEACHER DEMOGRAPHICS

Was the format easy to follow? ☐ Yes ☐ No

If no, please discuss.

Were the questions relevant? ☐ Yes ☐ No

If no, please discuss.

Were the directions for completing each item clear?
☐ Yes ☐ No

If no, please discuss.

Were the items clear? ☐ Yes ☐ No

If no, please discuss.

Were the items/sections sequenced properly?
☐ Yes ☐ No

If no, please discuss.

Are there any items that should be removed?
☐ Yes ☐ No

If yes, please specify item and provide rationale.

Are there any items that should be included? Yes
 No

If yes, please specify.

(Circle One)

Is this section a) too long, b) too short or c) just about right?

How long did it take you to complete this section?

Please include additional comments.

SECTION II: GENERAL EVALUATION INFORMATION

Was the format easy to follow? ☐ Yes ☐ No

If no, please discuss.

Were the questions relevant? ☐ Yes ☐ No

If no, please discuss.

Were the directions for completing each item clear?
☐ Yes ☐ No

If no, please discuss.

Were the items clear? ☐ Yes ☐ No

If no, please discuss.

Were the items/sections sequenced properly?
☐ Yes ☐ No

If no, please discuss.

Are there any items that should be removed?
☐ Yes ☐ No

If yes, please specify item and provide rationale.

Are there any items that should be included?

☐ Yes ☐ No

If yes, please specify.

(Circle One)

Is this section a) too long, b) too short or c) just about right?

How long did it take you to complete this section?

Please include additional comments.

SECTION III: EVALUATION PROCEDURES

Was the format easy to follow? ☐ Yes ☐ No

If no, please discuss.

Were the questions relevant? ☐ Yes ☐ No

If no, please discuss.

Were the directions for completing each item clear?
☐ Yes ☐ No

If no, please discuss.

Were the items clear? ☐ Yes ☐ No

If no, please discuss.

Were the items/sections sequenced properly?
☐ Yes ☐ No

If no, please discuss.

Are there any items that should be removed?

____Yes ____No

If yes, please specify item and provide rationale.

Are there any items that should be included?

____Yes ____No

If yes, please specify.

(Circle One)

Is this section a) too long, b) too short or c) just about right?

Were the columns properly aligned? ____Yes ____No

If no, please discuss.

How long did it take you to complete this section?

Please include additional comments.

SECTION IV: EVALUATION CONTENT

Was the format easy to follow? ____Yes ____No

If no, please discuss.

Were the questions relevant? ____Yes ____No

If no, please discuss.

Were the directions for completing each item clear?
____Yes ____No

If no, please discuss.

Were the items clear? ____Yes ____No

If no, please discuss.

Were the items/sections sequenced properly? ____Yes
____No

If no, please discuss.

Are there any items that should be removed?

☐ Yes ☐ No

If yes, please specify item and provide rationale.

Are there any items that should be included?

☐ Yes ☐ No

If yes, please specify.

(Circle One)

Is this section a) too long, b) too short or c) just about right?

Were the columns properly aligned? ☐ Yes ☐ No

If no, please discuss.

How long did it take you to complete this section?

Please include additional comments.

SECTION V: TEACHER INVOLVEMENT IN EVALUATION

Was the format easy to follow? ____Yes ____No

If no, please discuss.

Were the questions relevant? ____Yes ____No

If no, please discuss.

Were the directions for completing each item clear?

____Yes ____No

If no, please discuss.

Were the items clear? ____Yes ____No

If no, please discuss.

Were the items/sections sequenced properly?

____Yes ____No

If no, please discuss.

Are there any items that should be removed?

____ Yes ____ No

If yes, please specify item and provide rationale.

Are there any items that should be included?

____ Yes ____ No

If yes, please specify.

(Circle One)

Is this section a) too long, b) too short or c) just about right?

Were the codes easily understood? ____ Yes ____ No
If no, please discuss.

How long did it take you to complete this section?

Please include additional comments.

What is your overall impression of the survey?
How long did it take to complete the entire survey?
Did the sections and information flow together?
Please list all weaknesses.

Appendix J
Letter Requesting Pilot Study Participation

September 1, 1994

Dear Pilot Study Participants,

Thank you for agreeing to participate in the Teacher Evaluation Pilot Study for my doctoral studies at Western Michigan University. Your input and reaction to the overall relevancy and usefulness of the information presented on the survey will assist me in developing a quality teacher evaluation tool.

As I explained earlier, the pilot involves completing the attached survey, providing input and overall reactions to its quality, and later meeting to further discuss your impressions. As you take the survey, a) note the length of time for completion, b) use the margins for any comments, and c) refer to the blue critique sheets for more specific questions regarding the format and content of the questionnaire.

After completing the survey, you may bring it with you to our meeting or mail all forms in the enclosed envelope by September 5, 1994. Your feedback will be used strictly for modifying the survey content and design. Likewise, all comments will be handled in a confidential manner.

Realizing that this is a busy time of the school year, I would like to thank you in advance for your suggestions and reactions. Your input will prove to be invaluable.

Sincerely,

Terina Walker-Harvey
Terina Walker-Harvey



Appendix K
Pilot Study Participant Feedback

Teacher Evaluation Survey Pilot (Feedback)

Focus Groups One and Two

September 8 and 22, 1994

To assess the effectiveness of the survey, two focus groups were formed. Focus group one, consisting of ten teachers, met on September 8, 1994 and the second group, also consisting of ten teachers, met on September 22, 1994. The following comments summarize the feedback obtained from focus groups one and two. Revisions were required for survey Sections I, II, and III.

Section I: Teacher Demographics

Item D which explored the number of times evaluation occurred in the present district and other districts needed an additional response category. With the existing response categories (1-3, 4-7, 8-11, and 12+) teachers were unable to mark zero for a response. It was suggested to add "zero" as a separate option so that the choices would read (0, 1-3, 4-7, 8-11, and 12+). Overall, this section was viewed as well written and properly spaced. It was also very easy to follow and

mark.

Section II: General Evaluation Information

The statements presented in Item A needed rearranging. It was decided that the statement pertaining to effective assessment methods should precede the accomplishments of evaluation statement. For Item B, brief descriptions needed to accompany each option for the sake of clarity. As a result of the groups' comments, the literature was revisited for relevant supporting definitions. For example, Professional Development (e.g., improving teaching performance; Personnel Decisions (e.g., promotions, dismissals, tenure, continuing contracts; and accountability (e.g., compliance of district requirements).

Section III: Evaluation Procedures

The chief complaint for this section pertained to the removal of two options ("scripting" and "other") regarding evaluation procedures. It was decided that "scripting" was a component of the classroom observation process. Additionally, including an "other" option was

unnecessary since the remaining options exhausted all possibilities for evaluation procedures. Space was also provided between lines of print to ensure readability and easy tracking by respondents.

Approximately, 10 minutes were required to complete the entire survey. Both focus groups reported favorable comments pertaining to the overall effectiveness of the survey. In preparations for the actual administration of the survey study, the aforementioned recommendations for improvement were utilized.

Appendix L
Courtesy Letter to Building Principals

November 1, 1994

Dear Principal,

Currently, I am pursuing a Doctorate Degree in the Educational Leadership Department at Western Michigan University. As partial fulfillment of my doctoral requirements, I have developed a survey study which examines teachers' beliefs regarding teacher evaluation and their willingness to participate in the process. Permission has been granted from Dr. Olsen's office to conduct my research in the Kalamazoo Public School System.

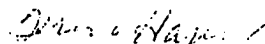
Additionally, after careful perusal of the research goals and survey instrument, the Kalamazoo Education Association has endorsed this study.

For informational purposes, the survey is not designed to assess the district's evaluation system. The survey questions, however, seek general information regarding teachers' beliefs about evaluation. It is intended that the results of this study will a) provide schools with a clearer insight regarding teachers' currently held beliefs concerning purposeful and useful evaluation procedures and criteria, b) identify viable and defensible practices for evaluating teachers, and c) define and guide the roles of stakeholders in the evaluation process.

A randomly selected sample of teachers in the district have been invited to complete a brief survey next week. All responses will be handled in the strictest confidence. Individual teachers or buildings will not be linked with any responses--only group responses will be reported. A summary of the survey results will be submitted to the district later this school year.

I am looking forward to collecting useful data from your teachers. If you have any questions regarding the upcoming survey, please contact me at (616)387-6664.

Sincerely,



Terina Harvey,
Ed.D Candidate/WMU

ENCLOSURE

Appendix M
Kalamazoo Public School's Disclaimer Letter



Meeting The Challenge!

Kalamazoo Public Schools
Office of Administration and
School-Community Relations
1220 Howard Street
Kalamazoo, Michigan 49008-1882

(616) 337-0140 Fax (616) 337-0195

| | |
|------------------------------|----------------|
| Communications & Information | (616) 337-0140 |
| Student Information Services | (616) 337-0141 |
| Athletics | (616) 337-0156 |
| Demographics | (616) 337-0133 |
| Transportation | (616) 337-0500 |

November 1, 1994

Dear Study Participants,

Permission has been granted to Terina Harvey to conduct a Teacher Evaluation Survey Study in the Kalamazoo Public School District. Mrs. Harvey is a doctoral candidate in the Educational Leadership Department at Western Michigan University (WMU). Currently, Mrs. Harvey is attempting to satisfy the final requirements of her doctoral program. Thus, this research project is not an administrative initiative. It is conducted under the supervision of Professor Uldis Smidchens and in accordance with University guidelines and standards.

Our office has been assured that all submitted surveys will be reviewed and confidentially handled by Mrs. Harvey. Survey responses will only be reported in group form. Additionally, at the conclusion of the study, all participants will receive a brief summary of the survey results.

Thank you for your participation.

Sincerely,

Dr. Stan Olson
Assistant Superintendent

/klr

Appendix N
Letter of Support From Committee Chair

College of Education
Department of Educational Leadership



Kalamazoo, Michigan 49008-5193
616 387-3879

WESTERN MICHIGAN UNIVERSITY

October 20, 1994

Dr. Stan Olsen
Assistant Superintendent
Kalamazoo Public School District
1220 Howard Street
Kalamazoo, Michigan 49008

Dear Dr. Olsen:

Thank you for granting MS Terina Harvey permission to conduct her Teacher Evaluation Survey in the Kalamazoo Public School District. Your assistance with providing the necessary information and related materials is very much appreciated. Additionally, please, be assured that the study will be conducted in accordance with Western Michigan University guidelines and collected survey responses will be handled confidentially.

Sincerely yours

A handwritten signature in black ink, appearing to read "Uldis Smidchens", written over a horizontal line.

Uldis Smidchens, Professor

Copy: T. Harvey

Appendix O
Introductory Letter to Study Participants

November 1, 1994

Dear Teacher,

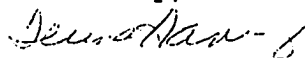
I am a doctoral candidate in the Educational Leadership Department at Western Michigan University. Currently, I am planning a survey study which examines teachers' currently held beliefs regarding teacher evaluation procedures and criteria and their willingness to participate in the process. The survey is not designed to assess the Kalamazoo School District's Evaluation System. The survey questions, however, seek general information regarding teachers' beliefs about evaluation.

After careful perusal of the research goals and survey instrument, the Kalamazoo Education Association has endorsed this study and encourages the participation of all study participants.

You are invited to participate in this very important study. Your name has been randomly selected from the pool of Kalamazoo teachers. Only a sample of teachers have been invited to participate in this study. Therefore, your participation is important and needed to ensure that the quality of the research is not diminished by a low response rate. Next week, I will mail you a copy of the survey and the return envelope. Please plan on taking a few moments to complete this brief survey. Your assistance is greatly needed in capturing currently held views about evaluation.

If you have any questions concerning the upcoming study, please feel free to contact me at (616) 387-6664. Realizing that teachers are very busy this time of the year, I would like to thank you in advance for your assistance with this endeavor.

Sincerely,



Terina Harvey, Ed.D Candidate
Western Michigan University

Enclosure

Appendix P
Survey Cover Letter

November 7, 1994

Dear Teacher,

Last week you were invited to participate in the Teacher Evaluation Survey Study. I am very interested in receiving feedback concerning your beliefs about evaluation. Remember, this survey is not designed to assess your district's system. The survey questions, however, seek general information regarding teachers' beliefs about evaluation and their willingness to assume an active role in the process.

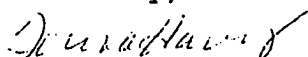
The Kalamazoo Education Association endorses this survey study and encourages the participation of all study participants.

Your assistance is greatly needed in obtaining representative views about the evaluation process. Please support this endeavor by completing the enclosed survey and returning it in the enclosed envelope by Monday, November 14, 1994. Completing this survey will take less than 10 minutes of your time.

The surveys are not coded and you are not requested to sign your name. Also, to further ensure anonymity and assist with tracking nonrespondents, you are requested to 1) mail your completed survey in the enclosed envelope and 2) separately mail the (coded) postcard which will indicate that your survey has been submitted. Upon receipt, I will discard your name from the list of nonrespondents. All surveys will be handled in the strictest confidence. Your name or building will not be linked with any responses. Only group responses will be reported. You will receive a summary of the research findings before the conclusion of the school year.

Teacher evaluation continues to ride the waves of the most recent reform issues. Please join me in this important piece of research. If you are in need of further information regarding this study, you may contact me at (616) 387-6664.

Sincerely,



Terina Harvey, Ed.D Candidate
Western Michigan University

Enclosure

Appendix Q
Brief Explanation of Study



YOUR HELP IS NEEDED AND APPRECIATED!

YOUR PARTICIPATION IN THIS STUDY WILL...

- Enable you to learn what your colleagues believe about evaluation (via an informal summary of the survey results)
- Allow you to report your beliefs and add to the literature on teacher evaluation
- Ensure representative research results
- Assist with the completion of my doctoral requirements

ALL COMPLETED SURVEYS WILL BE...

- Mailed directly to my home address
- Handled confidentially - Your survey is NOT CODED!!!
(Only group responses will be reported.)

Appendix R
Postcard Information



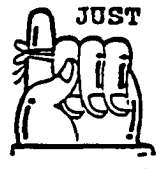
Dear Study Participants,

**Please mail this postcard once
you have completed your Teacher
Evaluation Survey.**

Thank you for your support!

Appendix S
Follow-up Letter

November 21, 1994

**JUST A FRIENDLY REMINDER!**

Please Return Your
Teacher Evaluation Survey
As Soon As Possible!

Dear Teacher,

Approximately two weeks have elapsed since you received the Teacher Evaluation Survey. As stated in an earlier letter, your survey results will provide valuable information regarding currently held beliefs about teacher evaluation.

At this point, I am still very interested in receiving your valuable feedback. All returned surveys will increase the chances of obtaining representative findings. If you have already returned your survey, thank you for your support. If you have not, please send your completed survey as soon as possible. If you require another copy of the survey, please contact me at (616)387-6664.

Realizing that this is an extremely busy time of the year, I would like to thank you for your support in this research endeavor.

Thank You,

Terina Harvey, Ed.D Candidate
Western Michigan University

Appendix T
Frequency Data for Believers on Evaluation Specifics

**Teachers Who Believe in Evaluation and Their Views
Regarding Evaluation Purposes**

| Purpose | Tenured and nontenured | | | | | | | |
|--------------------------|--------------------------------|----|----------------------------|----|-------------------------------|----|-------------------------|----|
| | Elementary (<u>n</u> = 32) | | Middle (<u>n</u> = 23) | | Secondary (<u>n</u> = 25) | | All (<u>n</u> = 80) | |
| | | | | | | | | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Professional development | 24 | 75 | 16 | 69 | 14 | 56 | 54 | 68 |
| Personnel decisions | 4 | 12 | 3 | 13 | 3 | 12 | 10 | 12 |
| Accountability | 4 | 12 | 4 | 17 | 8 | 32 | 16 | 20 |

**Teachers Who Believe in Evaluation and Their Views
Regarding Participants in the Process**

| Evaluator | Tenured and nontenured | | | | | | | |
|---------------------|--------------------------------|-----|----------------------------|-----|-------------------------------|----|-------------------------|----|
| | Elementary (<u>n</u> = 32) | | Middle (<u>n</u> = 23) | | Secondary (<u>n</u> = 25) | | All (<u>n</u> = 80) | |
| | | | | | | | | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Administrators | 32 | 100 | 23 | 100 | 24 | 89 | 79 | 99 |
| Fellow teachers | 20 | 62 | 15 | 65 | 20 | 74 | 55 | 69 |
| Students | 13 | 41 | 7 | 30 | 13 | 48 | 33 | 41 |
| Teacher being rated | 23 | 72 | 20 | 87 | 24 | 89 | 67 | 84 |

**Teachers Who Believe in Evaluation and Their
Views Regarding Procedures**

| Procedure | Tenured and nontenured | | | | | | | |
|------------------------------|--------------------------------|-----|----------------------------|-----|-------------------------------|-----|-------------------------|-----|
| | Elementary (<u>n</u> = 32) | | Middle (<u>n</u> = 23) | | Secondary (<u>n</u> = 25) | | All (<u>n</u> = 80) | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Classroom observation | 32 | 100 | 23 | 100 | 25 | 100 | 80 | 100 |
| Examine lesson plans | 23 | 72 | 17 | 74 | 19 | 76 | 59 | 74 |
| Student test scores | 9 | 28 | 9 | 39 | 8 | 32 | 26 | 33 |
| Rating scales/ checklists | 25 | 78 | 22 | 96 | 22 | 88 | 69 | 86 |
| Preconferencing | 28 | 88 | 22 | 96 | 22 | 88 | 72 | 90 |
| Postconferencing | 32 | 100 | 23 | 100 | 24 | 96 | 79 | 99 |

**Teachers Who Believe in Evaluation and Their
Views Regarding Criteria**

| Criteria | Tenured and nontenured | | | | | | | |
|--------------------------------------|--------------------------------|----|----------------------------|----|-------------------------------|-----|-------------------------|----|
| | Elementary (<u>n</u> = 32) | | Middle (<u>n</u> = 23) | | Secondary (<u>n</u> = 25) | | All (<u>n</u> = 80) | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Personal characteristics | 26 | 81 | 22 | 96 | 22 | 88 | 70 | 87 |
| Interpersonal relations | 29 | 91 | 22 | 96 | 24 | 96 | 75 | 94 |
| Instruction and classroom management | 31 | 97 | 22 | 96 | 25 | 100 | 78 | 98 |
| Professional responsibilities | 26 | 81 | 21 | 91 | 22 | 88 | 69 | 86 |

Appendix U
Frequency Data for Nonbelievers
on Evaluation Specifics

**Teachers Who Disbelieve in Evaluation and Their
Views Regarding Evaluation Purposes**

| Purpose | Tenured and nontenured | | | | | | | |
|--------------------------|--------------------------------|----|----------------------------|----|-------------------------------|----|-------------------------|----|
| | Elementary (<u>n</u> = 12) | | Middle (<u>n</u> = 18) | | Secondary (<u>n</u> = 24) | | All (<u>n</u> = 54) | |
| | | | | | | | | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Professional development | 8 | 67 | 7 | 39 | 9 | 37 | 24 | 44 |
| Personnel decisions | 2 | 17 | 3 | 17 | 6 | 25 | 11 | 20 |
| Accountability | 2 | 17 | 8 | 44 | 9 | 37 | 19 | 35 |

**Teachers Who Disbelieve in Evaluation and Their Views
Regarding Participants in the Process**

| Evaluator | Tenured and nontenured | | | | | | | |
|---------------------|--------------------------------|-----|----------------------------|----|-------------------------------|-----|-------------------------|----|
| | Elementary (<u>n</u> = 12) | | Middle (<u>n</u> = 18) | | Secondary (<u>n</u> = 24) | | All (<u>n</u> = 54) | |
| | | | | | | | | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Administrator | 12 | 100 | 16 | 89 | 23 | 96 | 51 | 94 |
| Fellow teachers | 8 | 67 | 15 | 83 | 19 | 79 | 42 | 78 |
| Students | 8 | 50 | 9 | 50 | 14 | 58 | 31 | 57 |
| Teacher being rated | 12 | 100 | 17 | 94 | 24 | 100 | 53 | 98 |

**Teachers Who Disbelieve in Evaluation and Their
Views Regarding Procedures**

| Procedure | Tenured and nontenured | | | | | | | |
|------------------------------|--------------------------------|-----|----------------------------|-----|-------------------------------|-----|-------------------------|-----|
| | Elementary (<u>n</u> = 12) | | Middle (<u>n</u> = 18) | | Secondary (<u>n</u> = 24) | | All (<u>n</u> = 54) | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Classroom observation | 12 | 100 | 18 | 100 | 24 | 100 | 53 | 100 |
| Examine lesson plans | 8 | 67 | 11 | 61 | 13 | 57 | 32 | 59 |
| Student test scores | 9 | 75 | 5 | 28 | 2 | 8 | 16 | 30 |
| Rating scales/ checklists | 9 | 75 | 13 | 72 | 19 | 79 | 41 | 76 |
| Preconferencing | 12 | 100 | 16 | 89 | 21 | 87 | 49 | 91 |
| Postconferencing | 12 | 100 | 17 | 94 | 24 | 100 | 53 | 98 |

**Teachers Who Disbelieve in Evaluation and Their Views
Regarding Evaluation Criteria**

| Criteria | Tenured and nontenured | | | | | | | |
|--------------------------------------|--------------------------------|-----|----------------------------|----|-------------------------------|-----|-------------------------|----|
| | Elementary (<u>n</u> = 12) | | Middle (<u>n</u> = 18) | | Secondary (<u>n</u> = 24) | | All (<u>n</u> = 54) | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Personal characteristics | 9 | 75 | 14 | 78 | 22 | 92 | 45 | 83 |
| Interpersonal relations | 12 | 100 | 14 | 78 | 24 | 100 | 50 | 93 |
| Instruction and classroom management | 12 | 100 | 17 | 94 | 24 | 100 | 53 | 98 |
| Professional responsibilities | 9 | 75 | 14 | 78 | 21 | 87 | 44 | 81 |

Appendix V
Frequency Data for Believers/Professional Development
and Nonbelievers/Personnel Decisions

**Teachers Who Believe/Professional Development and
Their Views Regarding Evaluation Procedures**

| Procedure | Tenured and nontenured | | | | | | | |
|------------------------------|--------------------------------|-----|----------------------------|-----|-------------------------------|-----|-------------------------|-----|
| | Elementary (<u>n</u> = 24) | | Middle (<u>n</u> = 16) | | Secondary (<u>n</u> = 14) | | All (<u>n</u> = 54) | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Classroom observation | 24 | 100 | 16 | 100 | 14 | 100 | 54 | 100 |
| Examine lesson plans | 17 | 71 | 11 | 69 | 11 | 78 | 39 | 72 |
| Student test scores | 5 | 21 | 7 | 44 | 5 | 36 | 17 | 31 |
| Rating scales/ checklists | 18 | 75 | 15 | 94 | 13 | 93 | 46 | 85 |
| Preconferencing | 21 | 87 | 15 | 94 | 14 | 100 | 50 | 93 |
| Postconferencing | 24 | 100 | 16 | 100 | 14 | 100 | 54 | 100 |

**Teachers Who Believe/Professional Development and Their
Views Regarding Evaluation Criteria**

| Criteria | Tenured and nontenured | | | | | | | |
|--------------------------------------|--------------------------------|----|----------------------------|-----|-------------------------------|-----|-------------------------|----|
| | Elementary (<u>n</u> = 24) | | Middle (<u>n</u> = 16) | | Secondary (<u>n</u> = 14) | | All (<u>n</u> = 54) | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Personal characteristics | 20 | 83 | 15 | 94 | 13 | 93 | 48 | 89 |
| Interpersonal relations | 21 | 87 | 15 | 94 | 13 | 93 | 49 | 91 |
| Instruction and classroom management | 23 | 96 | 16 | 100 | 14 | 100 | 53 | 98 |
| Professional responsibilities | 20 | 83 | 14 | 87 | 13 | 93 | 47 | 87 |

**Teachers Who Believe/Professional Development and
Their Views Regarding Evaluators**

| Evaluator | Tenured and nontenured | | | | | | | |
|---------------------|--------------------------------|-----|----------------------------|-----|-------------------------------|-----|-------------------------|-----|
| | Elementary (<u>n</u> = 24) | | Middle (<u>n</u> = 16) | | Secondary (<u>n</u> = 14) | | All (<u>n</u> = 54) | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Administrator | 24 | 100 | 16 | 100 | 14 | 100 | 54 | 100 |
| Fellow teachers | 17 | 71 | 10 | 62 | 11 | 78 | 38 | 70 |
| Students | 11 | 46 | 3 | 19 | 10 | 71 | 24 | 44 |
| Teacher being rated | 20 | 83 | 14 | 87 | 10 | 71 | 44 | 81 |

**Teachers Who Disbelieve/Personnel Decisions and Their
Views Regarding Evaluators**

| Evaluator | Tenured and nontenured | | | | | | | |
|---------------------|-------------------------------|-----|---------------------------|-----|------------------------------|-----|-------------------------|-----|
| | Elementary (<u>n</u> = 2) | | Middle (<u>n</u> = 3) | | Secondary (<u>n</u> = 6) | | All (<u>n</u> = 11) | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Administrator | 2 | 100 | 3 | 100 | 6 | 100 | 11 | 100 |
| Fellow teachers | 2 | 100 | 3 | 100 | 6 | 100 | 11 | 100 |
| Students | 0 | 0 | 2 | 67 | 3 | 50 | 5 | 45 |
| Teacher being rated | 2 | 100 | 3 | 100 | 6 | 100 | 11 | 100 |

**Teachers Who Disbelieve/Personnel Decisions and
Their Views Regarding Procedures**

| Procedure | Tenured and nontenured | | | | | | | |
|------------------------------|-------------------------------|-----|---------------------------|-----|------------------------------|-----|-------------------------|-----|
| | Elementary (<u>n</u> = 2) | | Middle (<u>n</u> = 3) | | Secondary (<u>n</u> = 6) | | All (<u>n</u> = 11) | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Classroom observation | 2 | 100 | 3 | 100 | 6 | 100 | 11 | 100 |
| Examine lesson plans | 0 | 0 | 3 | 100 | 5 | 83 | 8 | 73 |
| Student test scores | 0 | 0 | 2 | 67 | 1 | 17 | 3 | 27 |
| Rating scales/ checklists | 2 | 100 | 2 | 67 | 4 | 67 | 8 | 73 |
| Preconferencing | 2 | 100 | 2 | 67 | 5 | 83 | 9 | 82 |
| Postconferencing | 2 | 100 | 3 | 100 | 6 | 100 | 11 | 100 |

**Teachers Who Disbelieve/Personnel Decisions and Their
Views Regarding Criteria**

| Criteria | Tenured and nontenured | | | | | | | |
|--------------------------------------|-------------------------------|-----|---------------------------|-----|------------------------------|-----|-------------------------|-----|
| | Elementary (<u>n</u> = 2) | | Middle (<u>n</u> = 3) | | Secondary (<u>n</u> = 6) | | All (<u>n</u> = 11) | |
| | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % | <u>n</u> | % |
| Personal characteristics | 2 | 100 | 3 | 100 | 5 | 83 | 10 | 91 |
| Interpersonal relations | 2 | 100 | 3 | 100 | 6 | 100 | 11 | 100 |
| Instruction and classroom management | 2 | 100 | 3 | 100 | 6 | 100 | 11 | 100 |
| Professional responsibilities | 1 | 50 | 2 | 67 | 4 | 67 | 7 | 64 |

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