

INFORMATION TO USERS

The most advanced technology has been used to photograph and reproduce this manuscript from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book. These are also available as one exposure on a standard 35mm slide or as a 17" x 23" black and white photographic print for an additional charge.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

U·M·I

University Microfilms International
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
313/761-4700 800/521-0600



Order Number 8904493

Teacher supervision and evaluation practices

Johnston, Jeffrey R., Ph.D.

The University of Nebraska - Lincoln, 1988

U·M·I
300 N. Zeeb Rd.
Ann Arbor, MI 48106



TEACHER SUPERVISION AND EVALUATION PRACTICES

by

Jefrey R. Johnston

A DISSERTATION

Presented to the Faculty of

The Graduate College in the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Interdepartmental Area of Administration,
Curriculum and Instruction

Under the Supervision of Professor Alvah M. Kilgore

Lincoln, Nebraska

August, 1988

TITLE

TEACHER SUPERVISION AND EVALUATION PRACTICES

BY

Jefrey R. Johnston, Ph.D.

APPROVED

DATE

Alvah M. Kilgore

August 10, 1988

Ward Sybouts

August 10, 1988

L. James Walter

August 10, 1988

SUPERVISORY COMMITTEE

GRADUATE COLLEGE

UNIVERSITY OF NEBRASKA

TEACHER SUPERVISION AND EVALUATION PRACTICES

Jefrey R. Johnston, Ph.D.

University of Nebraska, 1988

Advisor: Alvah M. Kilgore

Teacher supervision and evaluation practices were examined in Nebraska schools. Quantitative and qualitative methodology was incorporated in the study.

A questionnaire mailed to one hundred fifty randomly selected principals sought the principals' perceptions of supervision and evaluation practices in their schools. Ten classroom teachers supervised by each principal were randomly selected to respond to the same questionnaire.

A factor analysis of the questionnaire data found factors that were related to the principals' supervisory practices. Involvement in classroom life, reporting of classroom observation data, efforts to conduct preconferences, and use of alternative sources of information were described by the factors.

Multivariate tests found significant differences between the perceptions of principals and teachers. Individual schools were ranked by computing mean score differences between the principal and the teachers supervised by the principal. The rankings ranged from schools with common perceptions between the principal and teachers to different perceptions between the principal and teachers.

Three schools with common perceptions and three schools with different perceptions were studied in context. Documents related to

supervision and evaluation were collected and interviews were conducted with the superintendent, principal, and teachers to gather information regarding the factors, the implemented components of the supervision and evaluation program, and the documents.

Principals in schools where common perceptions were held emphasized formative evaluation. These principals visited classrooms frequently, communicated with teachers regarding instruction, involved teachers in setting instructional goals, reported classroom observation information objectively, conducted preconferences, used sources of information in addition to classroom observations, were committed to supervision in instruction, and collaborated in their work with teachers.

Principals in schools where different perceptions were held emphasized summative evaluation. These principals rarely visited classrooms, used questionable criteria in classroom observations and evaluations, did not communicate with teachers regarding instruction, exhibited less commitment to supervision of instruction, and showed little collaboration with teachers.

ACKNOWLEDGMENTS

I wish to express my sincere thanks and appreciation to:

Dr. Alvah M. Kilgore, my advisor, for his advice, motivation, and friendship.

Dr. L. James Walter, for helpful suggestions and consultation throughout my doctoral program.

Dr. Glenn Nierman, Dr. Ward Sybouts, and Dr. Stanley Vasa for their suggestions and contributions toward completion of this study and the manuscript.

Gail Kopplin, Superintendent, Gretna Public Schools, who provided support and time to complete this project.

Pam Werling and Marcia Coyan, who helped in many ways to get this study completed.

Suzie Sybouts, who accepted the task of typing and preparing the final manuscript.

My parents, John and Aileen Johnston, who provided me a philosophical base from which to work.

My sons, Ryan and Kyle, who anxiously awaited the completion date and kept me company in the basement.

And especially my wife, Susie, for her love and companionship.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION.	1
	Context of the Problem.	1
	Statement of the Purpose.	4
	Research Questions.	4
	Definitions	5
	Assumptions	6
	Limitations of the Study.	7
	Methodology	7
	Significance of the Study	8
II.	REVIEW OF LITERATURE.	10
	Introduction.	10
	General Context of Teacher Supervision and Evaluation.	11
	Formative and Summative Evaluation.	13
	Classroom Observation as a Source of Information.	16
	Criteria of Classroom Observation	18
	Alternative Sources of Information.	20
	Training Opportunities.	25
	Conferences between Principals and Teachers	27
	Summary	32
III.	METHODOLOGY	34
	Purpose of the Study.	34
	Population and Sample	35
	Instrumentation	35
	Procedures.	40
	Data Analysis.	41
IV.	PRESENTATION AND ANALYSIS OF DATA	44
	Introduction.	44
	Description of the Subjects	45
	Description of the Principals	45
	Description of the Teachers	46
	Perceptions of Principals and Teachers Regarding Supervision and Evaluation Practices.	46
	Summary of Factor Analysis.	52
	Perceptions of Principals and Teachers.	53
	Summary of Tests of Significance.	54
	Context of Supervision and Evaluation Practices	55
	Selection of Schools for Qualitative Study.	56
	School A.	61

CHAPTER	PAGE
School B.	75
School C.	89
Similarities Among Schools A, B, and C.	100
School D.	105
School E.	120
School F.	132
Similarities Among Schools D, E, and F.	142
Contrasts between the Two Groups of Schools	148
 V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	 153
Summary of the Study.	153
Examination of Quantitative and Qualitative Data.	156
Conclusions	156
Recommendations	165
 REFERENCES.	 169
 APPENDIX A - Letter of Permission from the University of Nebraska Institutional Review Board for the Protection of Human Subjects.	 179
 APPENDIX B - Cover Letter Mailed to Principals in March, 1988	 181
 APPENDIX C - Cover Letter Mailed to Teachers in March and April, 1988.	 183
 APPENDIX D - Second Request Letter Mailed to Principals	 185
 APPENDIX E - Principal and Teacher Questionnaire.	 187

LIST OF TABLES

TABLE		PAGE
1	Principal and Teacher Responses to Questionnaire. . . .	47
2	Loadings for Variables on the Involvement Factor. . . .	48
3	Loadings for Variables on the Reporting Factor.	49
4	Loadings for Variables on the Preconferences Factor . .	49
5	Loadings for Variables on the Information Sources Factor.	50
6	Principal and Teacher Mean Scores for the Four Factors.	53
7	Multivariate Test of Significance for All Factors Regarding Principal Perceptions and Teacher Perceptions	54
8	Univariate Tests of Significance for All Factors Regarding Principal Perceptions and Teacher Perceptions	55
9	Selected Schools for Qualitative Study Sample	57
10	Ranks of Schools Based on Mean Scores	59
11	Contrasts between Factors and Implementation Com- ponents of Schools with Different Perceptions and Schools with Common Perceptions	152
12	Contrasts between Factors and Implementation Com- ponents of Schools with Different Perceptions and Schools with Common Perceptions	159

CHAPTER I

INTRODUCTION

Context of the Problem

Teachers' perceptions of supervision and evaluation may be in sharp contrast to the perceptions of the administration and school board. While school districts intend that evaluation will improve instruction, teachers perceive evaluation as a perfunctory duty assigned to the principal (Hawley, 1982).

Reports of teachers' negative attitudes toward evaluation are numerous. Pine and Boy (1975) theorized that teachers hold negative attitudes toward evaluation because they are not involved in the process of evaluation. Arbitrary criteria and haphazard evaluation approaches contribute to negative attitudes toward evaluation. Soar, Medley, and Coker (1983) stated that subjective, unreliable, biased, and irrelevant criteria are reasonable cause for concern. Arguments concerning administrators' lack of expertise, time, and skills for evaluation contribute to perceptions of evaluation as a suspect activity (Norris, 1980; Wise, Darling-Hammond, McLaughlin, & Bernstein, 1984). These perceptions characterize the principal as one who observes classrooms infrequently, using unknown criteria to arrive at a subjective evaluation of instruction.

McGreal (1983) cited a host of symptoms associated with evaluation problems. Among them are poor teacher-supervisor attitudes, confusion regarding formative and summative evaluation, inadequate

measurement devices, misinformation regarding the teaching act, lack of reliable data collection, and lack of training for evaluators.

Negative perceptions of supervision and evaluation practices may be a result of administrators' confusing evaluation purposes (McGreal, 1983). School districts report that teacher evaluation is most often conducted for the primary purpose of improving teaching performance. Kowalski (1978), in a study of teacher evaluation programs across the country, found that the most frequently stated purposes were improvement of teaching performance; renewing probationary teacher contracts; making recommendations for tenure; recommending dismissal; promoting staff; selecting teachers for salary increments; making commendations; reducing staff; making longevity pay increments; and distributing merit pay awards. The varied purposes within a single district are signs of inconsistency that lead to ineffectiveness in supervision and evaluation (Wise et al., 1984).

The different purposes of summative evaluation and formative evaluation are clear in the literature regarding evaluation (Barber & Klein, 1983; Nevo, 1983; Patton, 1982; Scriven, 1981). Summative evaluation has the primary purpose of enabling management to make decisions regarding personnel. These purposes include decisions about promotion, retention, and termination (Barber & Klein, 1983; Educational Research Service, 1978). Raths and Preskill (1982) cited decision-making features of summative evaluation, including validation of the selection process, rewarding superior performance, protecting students from incompetence, or supplying information to modify

assignments. Summative evaluation is characterized by accountability. This includes teacher accountability to an administrative authority and school-wide accountability to the public (Nevo, 1983).

Formative evaluation has the purpose of improving teacher performance (Kowalski, 1978; McGreal, 1983). Formative evaluation is a process of development in which the supervisor works closely with the employee (Barber & Klein, 1983; Patton, 1982). The primary goal of improved performance depends on cooperation, motivation, and guidance from the supervisor (Darling-Hammond & others, 1983). Teacher involvement in the process is crucial (McGreal, 1983). Characteristic procedures of formative evaluation involve teachers in goal setting and the design of pertinent criteria (Darling-Hammond, 1983; Fuller, 1982; Manatt, 1984).

The formative or summative purposes of teacher evaluation programs should be expressed in complementary practices (Barber & Klein, 1983; McGreal, 1983; Raths & Preskill, 1982; Wise et al., 1984). Effective programs are organized so that the practices of teacher evaluation match the school district's stated purposes (McLaughlin & Pfeiffer, 1986).

Practices of teacher evaluation most often consist of a formal process conducted between building principals and teachers. Across the nation, 97.9% of the school districts reported formal evaluation practices (Kowalski, 1978). In Nebraska schools, Melick (1985) found that all but one of two hundred forty-seven school districts had a formal teacher evaluation process or intended to adopt one. Nebraska law has outlined formal procedures for the supervision and evaluation of

teachers. The principal must observe probationary teachers in the classroom for two instructional periods annually. The principal must denote deficiencies in work performance, provide the teacher with a list of deficiencies, and provide suggestions and assistance in overcoming the deficiencies (State of Nebraska School Laws, 1987).

Studying principals' and teachers' perceptions of teacher supervision and evaluation practices may help identify effective and ineffective practices. A thorough description of these practices may lead to improved supervision and evaluation of instruction.

Statement of the Purpose

The purpose for conducting this study was to determine principals' perceptions and teachers' perceptions of supervision and evaluation practices in Nebraska schools.

A second purpose for conducting the study was to examine in context the supervision and evaluation programs in schools where principals and teachers have common perceptions or different perceptions of the supervision and evaluation practices.

Research Questions

The following research questions were addressed in the study:

1. What are the perceptions of principals regarding supervision and evaluation practices?
2. What are the perceptions of teachers regarding supervision and evaluation practices?

3. What supervision and evaluation practices are found in schools where principals and teachers have common perceptions of supervision and evaluation programs?

4. What supervision and evaluation practices are found in schools where principals and teachers have different perceptions of supervision and evaluation programs?

Definitions

The following definitions were assigned to terms and concepts in this study:

Supervision and evaluation. The process of collecting and analyzing information about a teacher's work-related behaviors.

Formative evaluation. A process of development in which the supervisor works closely with the teacher for the primary goal of improvement of instruction.

Summative evaluation. A process of information-gathering to enable administrators to make decisions about promotion, retention, and termination of teacher personnel.

Classroom observation. A practice associated with supervision and evaluation in which the principal visits the classroom to collect information about teacher performance.

Informal classroom observation. A practice associated with supervision and evaluation in which the principal visits the classroom for a brief period of time to observe instruction. Information is not collected using the district evaluation documents during an informal classroom observation.

Perception. An awareness, insight, or knowledge of supervision practices.

Class III schools. School districts in Nebraska operating elementary and secondary grades with a resident population between 1,000 and 100,000 (Nebraska Department of Education, 1987).

Commitment to supervision and evaluation. The school district's provisions for leadership and allocation of resources for evaluation (Wise et al., 1984).

Competence in supervision and evaluation. The school district's assurance that evaluators have the necessary expertise to evaluate instruction (Wise et al., 1984).

Collaboration in supervision and evaluation. Development of a common understanding between teachers and administrators regarding evaluation goals and processes (Wise et al., 1984).

Compatibility in supervision and evaluation. Use of an evaluation system that matches purposes and practices within the organizational context (Wise et al., 1984).

Assumptions

The following assumptions were made by the investigator:

1. Teachers and principals have perceptions about supervision and evaluation which can be identified by using a questionnaire.

2. Principals and teachers can accurately report their perceptions of supervision and evaluation practices.

3. Supervision and evaluation practices can be observed.

Limitations of the Study

This study was subject to the following limitations:

1. The study was restricted to Class III school districts in Nebraska.
2. The study measured perceptions of principals and teachers regarding supervision and evaluation practices.
3. The study was limited to the extent that perceptions of principals and teachers were reflective of actual supervision and evaluation practices.
4. The study used a single observer to record supervision and evaluation practices in selected school settings.

Methodology

The research design in this study was descriptive with validation provided by on-site visits. Survey methodology was the primary data collection method. Questionnaires were mailed to participating principals and teachers. The questionnaires were designed to gather perceptions of principals and teachers regarding supervision and evaluation practices. Variables that were related were identified by factor analysis. A multivariate t-test identified differences among the variables.

A second part of the study used qualitative methodology. The purpose of the qualitative study was to examine in context the observable practices and procedures of supervision and evaluation in a small group of schools. Information regarding supervision and

evaluation practices was collected through on-site observations, interviews, and document collection.

Significance of the Study

Commonalities of successful supervision and evaluation programs have been identified (McGreal, 1983). The commonalities of the supervision and evaluation systems are: an appropriate attitude toward evaluation; use of an evaluation model complementary to the desired purpose; separation of administrative and supervisory behavior; goal setting; a narrowed focus on teaching; improved classroom observation skills; use of additional sources of data; and a training program complementary to the evaluation system. Similarly, a study conducted for the Rand Corporation (Wise et al., 1984) identified necessary conditions for successful teacher evaluation: match of educational goals, management style, conception of teaching, and community values; strong commitment to evaluation; clear decisions as to the purpose of teacher evaluation; efficient resources; and teacher involvement.

According to McGreal (1983), the essential factor enabling successful supervision and evaluation is an emphasis on the improvement of instruction. All components of the program must be consistent with the goal of improvement of instruction. McGreal clearly distinguished between summative functions designed for administrative purposes and formative functions designed for the improvement of instruction.

A second factor in the development of supervision and evaluation systems is the involvement of teachers (McGreal, 1983).

Teachers, particularly tenured teachers, change their behavior in classrooms only when they want to do so. They must be partners in the system. (p. 41)

Commonalities of successful supervision and evaluation and essential conditions for effective evaluation have been identified (McGreal, 1983; Wise et al., 1984). These commonalities and conditions have implications for the design of supervision and evaluation programs in Nebraska schools. School districts desiring successful supervision and evaluation programs may benefit by an empirical examination of all or part of the commonalities and conditions.

In this study, the perceptions of the participants in supervision and evaluation were identified, and the supervision and evaluation practices were examined in context. This identification and examination of practices may provide insight into successful supervision and evaluation practices in Nebraska schools.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this study was to determine perceptions of principals and teachers regarding supervision and evaluation practices in Nebraska Class III schools. Additionally, the study examined in context the supervision and evaluation practices in schools where principals and teachers had common perceptions or different perceptions of supervision and evaluation practices. Behind the purposes of the study were the beliefs that certain supervision and evaluation practices are effective, and that both principals and teachers perceive a successful practice when it occurs. Secondly, there are practices of supervision and evaluation that are complementary to summative evaluation, and there are practices of supervision and evaluation that are complementary to formative evaluation. Practices that are complementary to the intended purpose will be effective. Practices that are formative in nature, that truly intend to improve instruction, will be perceived by principals and teachers to be the most successful.

The literature discussing teacher supervision and evaluation contained opinions held by authors and results of actual research studies. The chapter includes information regarding the general context of supervision and evaluation; formative evaluation and summative evaluation; classroom observations conducted by the principal; alternative sources of information regarding teacher performance;

training opportunities for teachers; and conferences between principals and teachers.

General Context of Teacher Supervision and Evaluation

School districts have reported many purposes for teacher evaluation. The most-often named purposes of evaluation include improvement of teaching performance, renewal of probationary teacher contracts, recommendations for tenure, recommendations for dismissal, promotions, selection for salary increments, commendations, reduction of staff, longevity pay increments, and merit pay awards (Kowalski, 1978).

Multiple purposes of evaluation may be conflicting. Wise, Darling-Hammon, McLaughlin, and Berstein (1984) recommended that school districts decide on a major purpose and conduct their evaluation practices in accordance with the purpose. McLaughlin and Pfeiffer (1986) echoed that opinion and suggested that effective evaluation systems have organized practices that reflect the purpose. Similarly, institutions with successful evaluation systems are those that separate the summative types of decisions from formative activities (McGreal, 1983).

Principals have recognized the problems with supervision activities and the confusion of formative and summative roles. Stiggins and Bridgeford (1984) studied the current uses of formative and summative evaluation. Through a review of literature and a series of case studies, their study indicated that summative evaluation was emphasized in school districts primarily because of collective bargaining agreements with teachers' associations. The emphasis on

summative evaluation became an organizational barrier to the improvement of instruction. Surveys of administrators conducted by the American Association of School Administrators showed that administrators as well as teachers would like more trust in the evaluation process. Additionally, administrators wanted a link to instructional improvement and knowledge of how to conduct conferences and observations (Lewis, 1982).

McGreal (1983) provided a focus for teacher evaluation by stating the rights of educational institutions and teachers. Educational institutions have the right to make supervision and personnel decisions, to collect and act on information concerning employees, and to retain the right of cooperation from teachers. Teachers have professional rights of reasonable job security and participation in certain professional decisions which affect their classroom work and the right to be supervised under a system which uses objective evidence, fair procedures, and is humanitarian in nature.

Credible teacher supervision and evaluation systems have been developed. McGreal's (1983) commonalities of effective evaluation emphasized improvement of instruction, the involvement of teachers, and complementary purposes and practices. The Rand study (Wise et al., 1984) considered either formative or summative purposes as appropriate when the purpose was accompanied by commitment of leadership and resources, competence of the evaluator, collaboration between administrators and teachers, and compatibility of evaluation purposes and practices.

Major components of successful teacher evaluation systems as they are defined in the literature are addressed in this study. Purposes and practices identified by McGreal (1983) and Wise et al. (1984) serve as a framework for the examination of supervision and evaluation in Nebraska schools.

Formative Evaluation and Summative Evaluation

The purposes of supervision and evaluation systems may be described by the characteristics and processes inherent in formative evaluation systems and summative evaluation systems (Barber & Klein, 1983; Educational Research Service, 1978; Nevo, 1983; Patton, 1982; Scriven, 1981). Patton (1982) discussed the overlap between formative and summative evaluation, but cited the emphasis on improvement in formative evaluation and the emphasis on accountability in summative evaluation.

Summative evaluation has been used to describe the judgmental function of evaluation for making personnel decisions about employees (Kowalski, 1978). Summative evaluation has the primary purpose of enabling management to make decisions regarding personnel. These decisions include promotion, retention, and termination (Barber & Klein, 1983). Other decision-making features of summative evaluation include validating the selection process, rewarding superior performance, protecting students from incompetence, and supplying information to modify assignments (Raths & Preskill, 1982). Summative evaluation is characterized by accountability, such as teacher accountability to an administrative authority and school-wide

accountability to the public (Nevo, 1983). Scriven (1981) designated summative evaluation as a primary activity because personnel decisions involve careers. Additionally, Scriven determined that without the judgmental power of summative evaluation, there could be no determination of whether an activity was good or bad, and thus there could be no determination as to whether improvement was needed.

Formative evaluation seeks to improve performance (Kowalski, 1978; McGreal, 1983; Nevo, 1983). Formative evaluation is a process of development in which the supervisor works closely with the employee (Barber & Klein, 1983; Patton, 1982). Since the primary goal is improvement of performance, changing employee behaviors depends on cooperation, motivation, and guidance from the supervisor (Darling-Hammond & others, 1983).

An analysis of formative evaluation systems demonstrated that teachers improved and changed behavior with constructive feedback. A study of the perceptions of 2,500 teachers in a large school district indicated that teachers' views of the effectiveness of their principal were related to the communication with the principal. A factor analysis demonstrated that the principal's affective skills and interpersonal skills related to communication ranked as the strongest factor (Watson, 1985). Bulcock (1984) studied formative evaluation models and suggested that formative evaluation is largely theoretical and untested. Analysis of prior studies, however, indicated that teachers did improve their teaching behaviors when supervised through a formative model of evaluation. Other studies reported similar conclusions. Natriello and Dornbusch (1980), after reviewing

studies of teacher satisfaction, expressed the opinion that teachers wanted more frequent sampling of their teaching and more frequent feedback regarding their teaching. Negative feedback regarding performance was not a cause of dissatisfaction.

Characteristics of formative supervision and evaluation include procedures and processes complementary to the improvement of instruction. Complementary practices rely on teacher involvement, frequent observation of instruction, and de-emphasis of comparative measures between teachers (McGreal, 1983). Other complementary practices include cooperation between teachers and administrators in setting goals, personal interaction between teachers and administrators, low prescriptiveness from the supervisor on work tasks, and teacher input into the criteria of evaluation (Darling-Hammond et al., 1983; Fuller, 1982). Similarly, characteristics of formative evaluation include teacher involvement in the collaborative development of performance criteria, goal setting, the use of multiple sources of data gathered objectively, analysis of data with teacher input, and conferencing with teachers in a clinical-type setting (Stiggins, 1984).

McGreal (1983) measured the test of effectiveness of formative evaluation by the relationship between teachers and supervisors. Teacher satisfaction was reported to be strongly related to perceptions that evaluators used the same criteria, made frequent samplings of teacher performance, and allowed the teachers to have input into criteria which affected them (Natriello & Dornbusch, 1981). Teacher perceptions were seen as an integral part of an effective supervision and evaluation system. Perceptions which must exist for the process

to be effective include mutual trust between administrators and teachers, open channels of communication, commitment to individual and institutional learning, and the visibility of evaluation activities (McLaughlin & Pfeifer, 1986).

A study of the informal efforts of principals to encourage teacher improvement indicated that principals were more likely to foster staff development when their informal communications focused on professional matters (McEvoy, 1985). McEvoy conducted school observations, interviewed staff and students, and collected data with a behavioral instrument. Effective staff developers were those principals who disseminated information and materials about professional growth opportunities, focused on professional themes, encouraged teachers to experiment, solicited teachers' responses to educational concerns, and publicized teacher achievements. Similarly, Armstrong (1985) studied the importance that principals placed on supportive behavior. One hundred principals were administered a series of instruments designed to assess their value of independence for teachers. Following the administration of the instruments were interviews to collect data regarding principals' teacher-supportive behavior. Results indicated that teachers were supportive of principals who were collaborative and promoted self-reliance and independence.

Classroom Observation as a Source of Information

Classroom observation has been the most practical and frequently used source of information regarding instruction. Classroom

observation was initially conducted for research purposes, but later became a valuable tool in the supervision and evaluation of teaching (Evertson & Holly, 1981; Flanders, 1970; Rosenshine, 1971; Simon & Boyer, 1974).

Kowalski (1978) reported on 366 school districts surveyed across the nation. Virtually all school districts relied on classroom observation as a source of information, ranging from three observations a year to one observation every three years. Additionally, the collection of data during classroom observations has been almost exclusively from the principal's point of view. Use of outside observers or use of data collection instruments has been rare. The principal's observational tools have been district-derived checklists or narrative reporting.

The major purpose of observation has been to collect "descriptive data regarding a predetermined aspect of the teacher's performance" (McGreal, 1983). Observation information has been most useful for formative feedback in the efforts to improve teaching (Scriven, 1981). However, school districts have also used classroom observation for summative purposes (Kowalski, 1978).

Procedures for classroom observations have been discussed in the literature. Shinn (1976) studied a group of principals who had received training in the use of observation instruments. Shinn found that teachers who were observed by principals trained in observation techniques were more likely to desire feedback, wanted feedback more frequently, and were observed more frequently by principals. McGreal

(1983) discussed methods for principals or supervisors to improve their observational skills:

1. The reliability and usefulness of classroom observation is directly related to the amount and type of information supervisors have prior to the observation.
2. The narrower the focus supervisors use in observing classrooms, the more likely they will be able to accurately describe the events related to that focus.
3. The impact of observational data on supervisor-teacher relationships and on the teacher's willingness to fully participate in an instructional improvement activity is directly related to the way the data is recorded during observation.
4. The impact of observational data on supervisor-teacher relationships and on the teacher's willingness to fully participate in an instructional improvement activity is directly related to the way feedback is presented to the teacher. (p. 97)

Additionally, Stodolsky (1984) and Evertson and Holly (1981) reported that observations must be conducted frequently to enhance the quality of the information gathered. Scriven (1981) warned observers about being prejudicial and the abnormal classroom behaviors as a result of their presence.

Criteria of Classroom Observation

Deciding what to observe may be as important as deciding how to observe. McGreal (1983) discussed a "narrowed focus on teaching" as a common ground of understanding for supervisors and teachers. According to McGreal, the narrowed focus in his study of over 300 school districts was the teacher effectiveness research or portions of Madeline Hunter's work. The narrowed focus as a way of looking at teaching must meet the following criteria:

1. A strong empirical base
2. A close approximation to practice
3. A "common sense" orientation
4. Perspectives and skills that are potentially generalizable across subject areas and grade levels (p. 71)

Teacher effectiveness studies have evolved from process-product research (Cruikshank, 1986; Hosford, 1984; McGreal, 1983; Medley, 1982). Process-product research is a study of teaching processes (such as teacher skills, teacher behavior, or teacher methods) and their relationship or cause of a product such as student achievement or student attitude (Rosenshine, 1971). This body of research has become acceptable to teachers because it approximates practice, appeals to a feeling of common sense regarding the teaching act, and skills have been broadly generalized across subject areas and grade levels (McGreal, 1983).

Findings from process-product research are numerous in the literature on effective teaching. Hosford (1984) categorized research studies into five areas including time on task, expectations teachers hold for students, monitoring student progress, level of difficulty of assigned work given to students, and organization of the classroom. McGreal (1983) emphasized the body of research regarding the instructional areas of climate, planning, and management.

Process-product research has outlined other instructional areas that may serve as criteria for principals when they evaluate instruction. These instructional areas include clarity of presentation (Berliner, 1976; Rosenshine, 1971); classroom management (Edmonds, 1981; Levin & Long, 1981); use of time (Berliner, 1984;

Stallings, 1985); questioning skills (Costa, 1985; Rowe, 1974, 1986); and teacher expectations (Brophy & Good, 1974; Kerman & Martin, 1980).

Madeline Hunter's work has received a great deal of attention as a narrowed focus on teaching. In Nebraska schools, Hunter's work was mentioned as one of the most used "models" (Melick, 1985). Hunter discussed the elements of teaching and the essential elements of instruction. Elements of teaching included knowledge of child growth and development, classroom management, planning skills, knowledge and use of materials, human relations skills, and knowledge of content. Within Hunter's elements of teaching were instructional skills and the essential elements of instruction. The essential elements of instruction included teaching at the appropriate level of difficulty, teaching to the objective, monitoring learning and adjusting instruction, and using the principles of learning. Hunter has also become known for features of lesson design. These lesson design components include establishing an anticipatory set, statement of objectives, instructional input, modeling, and checking for understanding (Hunter, 1976).

Alternative Sources of Information

The literature addressing alternative sources of information for supervision and evaluation described the potential use of students, teacher peers, parents, observation instruments, and classroom artifacts. Use of alternative sources of information in school districts has been rare. The principal is the primary or sole supervisor in

over 90% of elementary and secondary schools (Kowalski, 1978). Melick (1985) conducted a survey of evaluation procedures in Nebraska schools and found that principals most often used district-derived checklists to record information.

Popham (1975) suggested that any educational evaluation should use more than a single measure because of the complexity of educational tasks. Epstein (1985) and Borich (1976) sought the use of multiple judges in teacher evaluation and determined that the use of additional and alternative sources of information increased fairness and objectivity. Millman (1981) added that multiple sources were more credible and humane. Doyle (1983) summed up the value of multiple sources of gathering information with arguments for validity, reliability, and generalizability.

Potential sources for the supervision and evaluation of teaching included information from students (Dinham, 1986; Gudridge, 1980; McGreal, 1983; Scriven, 1982); teaching peers (Benzley, 1985; Koppich, 1986; McGreal, 1983; Singh, 1984); parents (Epstein, 1985; Kowalski, 1978; McGreal, 1983), teachers themselves (Kowalski, 1978; McGreal, 1983; and classroom artifacts (Herman, 1976; Hosford, 1984; Kowalski, 1978; McGreal, 1983; Savage, 1982).

In addition to these sources, a host of observation instruments has been made available to aid the supervisor in collection of information (Acheson & Gall, 1980; Borich & Madden, 1977; Evertson & Holly, 1981; Hosford, 1984; McGreal, 1983; Simon & Boyer, 1974; Stallings, 1977). The instruments enable principals, supervisors, or teachers

to gather objective and valid information concerning instruction. Borich and Madden (1977) included information regarding the validity, reliability, and availability of various instruments. Their collection of instruments allows the gathering of information about teachers, classrooms, and students. Acheson and Gall (1980) listed a set of observation instruments to record: transactions of verbatim; teacher questioning, teacher directions and structuring statements; movement patterns of students and teachers; verbal flow and interaction; and on-task behaviors. Other instruments included observer or student-administered checklists, anecdotal records, and video and audio records.

Research regarding the use of student evaluation has been conducted primarily in higher education (Abrami, Perry, & Leventhal, 1982; Centra, 1977; Dunkin, 1986; Sullivan & Skanes, 1974; Williams & Ware, 1976). Findings were generally related to reliability and validity and voiced caution about proceeding with student ratings of instruction. These studies looked at student evaluation as a summative tool used for rating effectiveness of instruction.

At elementary and secondary levels, the use of students' observations regarding the classroom was determined to be beneficial when attempting to describe classroom life rather than trying to make judgments about the teacher (McGreal, 1983). Scriven (1981) discussed the gains made possible to an instructor when the information from students was presented for self-improvement rather than for ratings. Dinham and Stritter (1986) reviewed studies relating to student ratings and found that attitude toward teaching changed when student feedback was combined with expert consultation. Teacher

involvement in the development of student questionnaires also enhanced the utility of instrumentation to improve instruction (Savage, 1982).

Teachers represented an additional source of instructional improvement. A study of California teachers indicated that 87% of the teachers believed they could improve instruction by working with other teachers, but only 6% were allowed to do so (Koppich & others, 1986). Benzley (1985) interviewed teachers in a large school district which used a process of peer review and assistance. Teachers identified by principals were paired with a teacher whose skills were deficient. Benzley's study found there to be strong teacher acceptance of the program and benefits for the recipients of peer supervision as well as the peer supervisors. Singh (1984), in a discussion of peer evaluation, proposed three approaches for peer supervision including team teaching, reflective teaching, and videotaping. Team teaching was viewed as a structured opportunity for frequent collegial feedback. Reflective teaching provided opportunities for teachers to teach demonstration lessons, practice the lessons, and discuss as a peer group the ways in which the lessons might be improved. Finally, Singh discussed videotaping of classroom instruction with feedback from colleagues. Smyth (1986) provided arguments that clinical supervision was properly an activity conducted between teachers rather than teachers and administrators.

Self-evaluation was an additional source of data. Like other sources of information, self-evaluation was seen as a summative tool in the rating of teachers or as a formative tool for self-improvement

(Barber & Klein, 1983). Self-evaluation as a formal activity was reported by over one-third of the school districts in a study by Kowalski (1978). Most of the districts in the survey study used self-evaluation as an option. Many districts also asked teachers to share the self-evaluation results with the building principal. Brighton (1965) discussed the ratings given by teachers in self-evaluation reports. Marginal teachers and insecure teachers had a tendency to overrate their performance while secure teachers tended to underrate their performance. Both groups had difficulty being objective in their self-disclosure.

Use of parents for formal collection of information was rare. Kowalski (1978) reported less than .6% of school districts using formal information from parents. McGreal (1983) and Kowalski (1978) perceived information from parents as best used for public relations purposes. A study comparing principals' and parents' views of teaching found that parents rated teachers higher when the teacher involved them, when the child was in a primary grade in school, or when few discipline problems were noted. Principals rated teachers based on school performance, but tended to rate higher those teachers who involved parents (Epstein, 1985).

An additional source of information was artifacts from the classroom. Artifacts included objects such as lesson plans, tests, lab and project results, kits, maps, other examples of student work, worksheets and workbooks, study guides, dittos, and audiovisual materials (Savage, 1982). Empirical studies of the use of artifacts in the classroom were limited. Use of time studies by Stallings (1984)

indicated that students spent at least one-third or more of their time interacting directly with classroom material. Stallings reported that 35% of effective teachers' time was given to student interaction with the classroom materials, while 50% of the time was spent in interactive instruction. According to McGreal (1983), students interacted with teacher-made materials as often as they interacted with the teacher. The discussion, analysis, and review of teacher-made materials may become one of the elements for the teacher and supervisor to consider in planning, observing, and conferencing (Kowalski, 1978).

While alternative sources of information were seen as important in the literature, the use of alternative sources has been rare. Kowalski (1978) found that information from students was used in less than 2% of school districts; information from teaching peers was used in 3% of school districts; and information from parents was used in less than 1% of school districts.

Training Opportunities

Training opportunities consisted of staff development and inservice components of the supervision program (McGreal, 1983). Staff development has generally been considered a broader function than inservice. Staff development was defined as the total experience of being competent and satisfied (Dale, 1982). Inservice, a subset of staff development, was defined as a planned program or series of programs designed to promote instructional growth and competence (Rogus, 1983).

Staff development and inservice were often viewed as informal

activities. A study of principals and their use of time indicated that the best staff developers were principals who spent the majority of their time communicating with teachers. Those who encouraged staff development were those who offered specific suggestions, communicated concern and professional knowledge, were aware of teacher activities, and respected the teacher as a colleague and professional (McEvoy, 1985). Informal communication was related to trust. Teachers were apt to want to work with the principal when they had developed mutual trust (Armstrong, 1985; Freer & Dawson, 1985; Lemley, 1983). Administrators also desired more trust in the process of supervision (Lewis, 1982).

Goal setting was one component of staff development. The setting of goals was viewed as either a summative or formative activity (McGreal, 1983). Goal setting as a formative activity emphasized analysis rather than appraisal (Goens, 1982; McGreal, 1980).

Coaching was discussed as an integral component of training systems in the literature concerning staff development. Coaching involved the study of theory, demonstration of a teaching model, practice of the model with feedback, and coaching on-site and in the classroom. The difference between coaching and traditional inservice systems was the transition of learning. Coaching went beyond dissemination of knowledge found in most inservice programs (Brandt, 1982). In order for teachers to learn a skill and successfully transfer the use of the skill to the classroom, a continuous pattern of feedback found in the coaching process was crucial (Joyce, 1981; Joyce &

Showers, 1983). Joyce and Showers analyzed over 200 studies of training methods for teachers. The components of successful application of skills into the classroom were: presentation of instructional theory or skill; modeling or demonstration of theory or skill; practice of the skill in classroom settings; feedback regarding performance of the skill; and coaching for application of the skill to the classroom. Coaching involved concrete, hands-on assistance with the teaching skill. Dunleavy (1983) cited the importance of concrete feedback inherent in the coaching process. Dunleavy surveyed 59 beginning teachers in a large school district. Results indicated that the coaching model, through emphasis of observational learning and follow-up of implementation, provided necessary feedback from the beginning teachers' viewpoint. Additionally, the need for principals to give special considerations to the assignments of beginning teachers was indicated in the study.

Conferences Between Principals and Teachers

Conferences conducted between principals and teachers were a major component of supervision and evaluation discussed in the literature. The process of conferencing conducted between principals and teachers involved clinical supervision or a modification of clinical supervision.

Clinical supervision has been an attempt to focus the direction and critical evaluation of teaching (Karier, 1982). Clinical supervision was developed by Cogan and Goldhammer as a process in which the supervisor and teacher established a professional relationship of

mutual trust and planning. The process included planning with teacher involvement, preparing for classroom observation, observing instruction, analyzing instructional data, planning a conference between the supervisor and teacher, carrying out the conference, and renewing the plan and recycling the process (Cogan, 1973; Goldhammer, 1969). Clinical supervision implies collegiality and collaboration between teachers and supervisors (Garmen, 1982).

A modified process of clinical supervision was identified by Squires (1983) as pre-conference planning, classroom observation, and post-observation conferencing. The pre-conference plan established goals for a classroom observation. The classroom observation collected data regarding the goals. Following analysis of the data, a post-conference was held to share the meaning of the analysis. Acheson and Gall (1984) developed three phases of clinical supervision. The phases were generalized to a planning conference, classroom observation, and a feedback conference. McGreal (1983) defined a similar process as modified clinical supervision. This process involved pre-conference planning, observation using a narrowly focused instrument, and participatory post-conference analysis.

Clinical supervision models or modified clinical supervision models were viewed as summative processes or formative processes. Glickman and Tamashiro (1980) described these variations as they attempted to help supervisors discover their own beliefs and actions regarding supervision of teachers. A self-administered inventory was designed to help administrators assess their supervisory style.

Glickman and Tamashiro defined directive supervision, collaborative supervision, and non-directive supervision. Directive supervision was the model closest to resembling a summative process. Directive supervisors used technical skills to compare teacher performance with known standards. The supervisor's duty in directive supervision was to inform, direct, and model the known standards. Collaborative supervision assumed that teaching was a process of problem solving. The supervisor guided, interacted with, and focused the teacher on the problems at hand. Collaboration indicated involvement between the supervisor and teacher. Non-directive supervision involved the supervisor as a non-judgmental listener. The supervisor facilitated self-awareness and clarification of problems and experiences for the teacher. By use of this model, teachers were treated as strong professionals and placed in nearly equal standing with the supervisor.

Diverse views have been held of supervision. Roberts (1984) surveyed 24 school districts regarding their supervisory practices. Supervisors and central office personnel to whom the supervisors reported held different views of the purposes of supervision. Supervisors viewed supervision as an accountability process, while central office personnel intended supervision to be for the improvement of instruction. Paulin (1981) surveyed 150 elementary teachers and 200 secondary teachers regarding their perceptions of supervision and evaluation. Teachers' perceptions of evaluation were related to how much control they had over the teaching area being evaluated. Greater input into evaluation decisions and greater trust of the evaluators'

expertise were related to perceptions of effectiveness.

McGreal (1983) emphasized the necessity of separating formative and summative behavior to be effective. Most supervisors functioned in the summative role, describing the performance to the subordinate and applying the performance to standards. In this sense, supervision became a threat, an activity designed for administrators as they fulfilled their legal and job responsibilities (Acheson & Gall, 1980).

The supervision process as a formative activity provides objective feedback to teachers, helps teachers diagnose and solve instructional problems, develops instructional strategies, and develops a positive attitude about professional development (Acheson & Smith, 1986). A formative process increases teacher responsibility and should allow time for teachers to work in collegial groups as peer supervisors (Fitzgerald, 1984).

Communication between teacher and supervisor is crucial to the formative process of supervision. Griego (1981) offered suggestions regarding the interpersonal communications between supervisors and teachers. These included overcoming barriers to effective interaction, such as threatening the self-esteem of the teacher. The supervisor's focus must be on the performance rather than the performer and oriented toward the future. Toppins (1983) examined verbal patterns of interactions between supervisors and teachers and offered an instrument designed to help supervisors analyze their verbal behavior in conferences. Supervisory talk is analyzed for the

supervisor's support-inducing communication. This includes praise or criticism, acceptance of teacher ideas, asking the teacher for information or giving information, asking for opinions or giving opinions, and asking for suggestions or giving suggestions (Toppins, 1983).

Problems in supervision exist when activities lack an organizational focus, when more positive perceptions are held by administrators than teachers, and when teachers are anxious about the administrator's involvement in supervision (Hoppengarden, 1984). Hoppengarden's discussion suggested that collegial supervision might involve the principal in arranging a peer supervisory system. The principal's role in a peer system would be that of providing activities, serving as a facilitator rather than administrator, implementing the model, and evaluating the process.

Clinical supervision is a relatively new process and theoretical in nature (Garmen, 1982). Studies regarding the effectiveness of clinical supervision have been few because of the recency of its inception and because of the nature of supervision. Pavan (1984) attempted to analyze the research on clinical supervision. Pavan discussed the difficulties with the methodological and design problems of the studies. While a few researchers suggested that clinical supervision was a favorable supervision practice, none of the studies reported statistical significance.

Summary

Formative evaluation and summative evaluation, classroom observations conducted by the principal, alternative sources of information regarding teacher performance, training opportunities provided to teachers, and conferences conducted by the principal through models of clinical supervision and modified clinical supervision have been discussed in the review of literature. The practices described were derived from theory and empirical evidence regarding supervision and evaluation.

1. Many purposes for supervision and evaluation programs were reported. The purposes of summative evaluation and formative evaluation were often confused.

2. Practices of formative evaluation involved teachers in their supervision and included objective and frequent feedback. A desire to improve instruction was demonstrated. These practices can lead to mutual perceptions between principals and teachers.

3. When supervision and evaluation have meaningful criteria and information is collected using the criteria, objectivity can be enhanced.

4. Sources of information about teacher performance were limited to the principal's observations. Other sources of information were available for use by the principal.

5. Training activities for teachers included school district activities and individual activities conducted between principals and teachers.

6. Conferences between principals and teachers were enhanced when teachers were allowed participation in the conference.

CHAPTER III

METHODOLOGY

Purpose of the Study

The purpose of this study was to determine principals' perceptions and teachers' perceptions of supervision and evaluation programs in Nebraska schools.

A second purpose of the study was to examine in context the supervision and evaluation programs in schools where principals and teachers had common perceptions or different perceptions of supervision and evaluation practices.

The following questions were addressed in the study:

1. What are the perceptions of principals regarding supervision and evaluation practices?
2. What are the perceptions of teachers regarding supervision and evaluation practices?
3. What supervision and evaluation practices are found in schools where principals and teachers have common perceptions of supervision and evaluation programs?
4. What supervision and evaluation practices are found in schools where principals and teachers have different perceptions of supervision and evaluation programs?

Population and Sample

The population studied was the set of building principals and the classroom teaching staffs among Class III school districts in Nebraska. The population consisted of 507 principals and 6,317 teachers in Class III school districts (Nebraska Department of Education Information Services, 1988).

The sample from the population consisted of 150 building principals from proportionate numbers of elementary and secondary school buildings. Ten classroom teachers supervised by each principal were also selected. Teachers who worked in multiple buildings were not included in the sample. Principals and teachers were selected by the Nebraska Department of Education Information Services division using a sampling formula. Sample size was determined by establishing the number of responses based on the statistical treatments used (Chatfield & Collins, 1980).

A second sample was drawn for the qualitative portion of the study. Schools selected for the qualitative study were among the highest ranked and lowest ranked schools based on mean score differences between principal scores and teacher scores.

Instrumentation

A survey design was used in the study to gather information regarding principals' perceptions and teachers' perceptions of supervision and evaluation practices. Survey research has been useful for gathering descriptive information and studying relationships (Babbie,

1973; Borg & Gall, 1983).

Procedures of qualitative analysis were also used in the study. The purpose of the qualitative analysis was to examine in context the observable practices of supervision and evaluation.

Questionnaires have been developed which measure attitudes and perceptions of supervision and evaluation purposes and practices (Hammer, 1987; Melchior, 1973; Shinn, 1976). For this study, a questionnaire was developed to measure perceptions of supervision and evaluation. Questionnaire items were derived from the literature regarding effective supervision and evaluation purposes and practices (Acheson & Gall, 1980; Cogan, 1973; McGreal, 1983).

The questionnaire was edited by a university authority on questionnaire design. Additionally, the questionnaire was examined by two elementary principals, two secondary principals, two elementary teachers, and two secondary teachers from a variety of school buildings and school districts. The purpose of this examination was to elicit suggestions or changes to improve or clarify items in the survey instrument. Criteria developed by Babbie (1973) were used to determine question clarity and to deal with failures to respond, multiple answers, qualified answers, and direct comments. Finally, a pilot questionnaire was administered in five elementary and secondary schools to provide a preliminary examination of responses from principals and teachers.

Questionnaires were coded to match the responses of principals and teachers and for mailing second requests to nonrespondents. Participants were advised of the coding and assured that anonymity was protected.

Procedures of qualitative analysis were also used in the study. Qualitative methodology is often used to examine organizations in context (Bogdan, 1972; Miles & Huberman, 1984; Stake, 1976). The purpose of qualitative analysis was to examine in greater depth the observable practices and procedures of supervision and evaluation.

Qualitative analysis is a systematic method for drawing conclusions (Miles & Huberman, 1984). The methodology of qualitative analysis produces descriptive data from observable behaviors. These descriptive data are useful for developing understanding of patterns. The emphasis on validity produced by qualitative methodology complements the emphasis on reliability in quantitative methods (Miles & Huberman, 1984; Taylor & Bogdan, 1984).

Qualitative methods have been used to distinguish between formative evaluation and summative evaluation processes, to study individual educational programs, and to provide descriptive judgments (Stake, 1976). The appropriateness of qualitative methodology was exemplified in a Rand Corporation study of teacher evaluation practices (Wise et al., 1984). Interview techniques and the collection of documents in a case study of effective teacher evaluation systems were used in this study. The Rand study identified four school systems with effective evaluation practices. Conclusions of effectiveness were based on the literature regarding teacher evaluation, interviews with staff, and collection of documents from the teacher evaluation practices in each school district. Four implementation practices needed for the development of successful evaluation were defined in the study: commitment from top-level leadership; competence of the

evaluators; administrator-teacher collaboration; and compatible process and support systems.

Similar data collection procedures of staff interviews, observations in schools, and document analysis were used in a study of school improvement. Quantitative data derived from questionnaires were used to complement and guide the qualitative analysis (Huberman & Miles, 1984; Miles & Huberman, 1984).

Guidelines for the use of qualitative data include wariness of the observer's interactions with the subjects in the organization. The observer must make efforts to be unobtrusive, neutral, and systematic (Bogdan, 1972; Stake, 1976; Taylor, 1984). Interview questions should be based on the principal research questions in the study and guided by an empirical or theoretical framework, seek clarity of information, identify general themes, and identify subtopics for further investigation (Bogdan, 1972; Miles & Huberman, 1984; Taylor, 1984).

Systematic methods of data collection are essential and should be planned prior to observation in the organization. Organizational observation in schools may consider the setting (schools, classrooms, and offices), the actors (principals and teachers), the events (classroom observations, conferences, etc.), and the processes (formative evaluation and summative evaluation) (Miles & Huberman, 1984).

Data regarding the supervision and evaluation documents were systematically collected in this study. Data were collected for each school in the qualitative sample to describe the following areas:

supervision and evaluation documents; supervision and evaluation procedures; school observable climate; factors as determined by procedures of factor analysis; the district's commitment to supervision and evaluation; competence of the evaluator; collaboration between teachers and administrators; and compatibility of supervision and evaluation purposes and practices.

Supervision and evaluation documents were examined for a complete description of the district's supervision and evaluation criteria and procedures. Supervision and evaluation procedures were described through examination of the documents and interviews with the principal. School observable climate was described to determine if there was pertinent information from teachers or principals that might affect their perceptions of the supervision and evaluation process. Four factors, determined by factor analysis of the questionnaire, were described through the interviews and documents. Finally, the district's implementation of supervision and evaluation practices was examined to describe the commitment from top-level leadership, competence of the evaluators, collaboration between administrators and teachers, and compatibility of the purpose and practices.

Similarities in the descriptions of the practices for each school were examined through qualitative analysis. Similarities in three schools with common perceptions between principals and teachers, similarities in three schools with different perceptions between principals and teachers, and similarities and differences between the groups of schools were examined in the study.

Procedures

Principals in the sample were contacted by mail requesting their participation in the study. The purpose of the study and the desired involvement of the principal and a preselected sample of his or her teachers was explained through the mailing. The mailing included a stamped, self-addressed envelope for ease of return.

For each principal who returned a questionnaire, a set of questionnaires was mailed to ten classroom teachers supervised and evaluated by the principal. Halpin (1957) suggested that at least four teacher respondents per leader is desirable. The mailing to principals and teachers included a cover letter explaining the study, a statement of the human rights governing the study, and a copy of the questionnaire.

The second part of the study was a qualitative study using on-site observations, interviews with staff, and document collection. Schools selected for this part of the study were identified through analysis of the questionnaire data. Three of the schools whose principals and teachers perceived common supervision and evaluation practices were asked to participate in a follow-up to the questionnaire. Three of the schools whose principals and teachers held different perceptions of supervision and evaluation were also asked to participate.

The principals of the six schools selected were contacted by mail and a telephone call to arrange for on-site observations, interviews, and document collection. The principals were asked to provide

documents regarding the supervision and evaluation program and to arrange interviews with three teachers. Additionally, principals were asked to identify a central office figure to whom they reported regarding supervision and evaluation of teachers. This person was also interviewed.

Data Analysis

Data collected from the questionnaire were used to analyze the first two research questions in the study:

1. What are the perceptions of principals regarding supervision and evaluation practices?
2. What are the perceptions of teachers regarding supervision and evaluation practices?

Intepretation of these research questions involved two steps. First, techniques of multivariate research were utilized to examine relationships between the variables (Babbie, 1973; Gnanadesikan, 1977; Green, 1976). The multivariate technique of factor analysis enables the management of a large number of variables. Factor analysis searches for clusters of variables that are moderately or highly related (Borg & Gall, 1983; Chatfield & Collins, 1980). The advantage of factor analysis is that patterns among the variables are discovered (Babbie, 1973; Borg & Gall, 1983; Chatfield & Collins, 1980). Factor analysis is used in social science research because the researcher is able to interpret variables in a meaningful way (Chatfield & Collins, 1980). Using procedures of factor analysis, the

supervision and evaluation practices were clustered into factors of like groups.

Variables were displayed to demonstrate the factor analysis. This procedure is called factor loading (Borg & Gall, 1983; Green & Carroll, 1976). Factor loading allows the expression of the variables in reduced clusters of like groups (Borg & Gall, 1983). The interpretation of how the groups are alike is the duty of the researcher (Chatfield & Collins, 1980).

A multivariate t test was computed following the factor analysis. Hotelling's T^2 is a multivariate t test that enables the discovery of significant differences among variables (Chatfield & Collins, 1980; Gnanadesikan, 1977). This test was computed on the factors to discover the significant differences between principals' perceptions and teachers' perceptions regarding the factors.

Another set of statistical procedures involved computing the mean score differences between principals and teachers. Mean scores were computed for the principal and the group of teachers under supervision of the principal. The scores for each variable were summed according to the factor. This allowed an examination of the differences in mean scores between the principal and teachers in each building. The differences in mean scores were ranked from highest difference to lowest difference for each of the buildings in the study.

The second purpose of this study was to examine the supervision and evaluation programs in schools where principals and teachers had common perceptions of supervision and evaluation practices

or where principals and teachers had different perceptions of supervision and evaluation practices. The following research questions were studied:

3. What supervision and evaluation practices are found in schools where principals and teachers have common perceptions of supervision and evaluation programs?

4. What supervision and evaluation practices are found in schools where principals and teachers have different perceptions of supervision and evaluation programs?

Using procedures of qualitative analysis, an in-depth study of a small sample of schools was conducted. The observable differences in the factors identified by the questionnaire data were reported. Three sources of information, including observations, document collection and interviews with staff members, were considered by qualitative analysis.

Analysis of qualitative information was represented in text and by a matrix representing similarities and differences between the groups of schools studied. Graphic representation of qualitative information provides a legitimate framework for the analysis of qualitative information (Miles & Huberman, 1984). Miles and Huberman (1984) displayed matrices from their studies by role of the participant and clusters of concepts.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of the study was to determine principals' perceptions and teachers' perceptions of supervision and evaluation practices in Nebraska schools. A second purpose was to examine in context the supervision and evaluation practices in schools where principals and teachers had common perceptions or different perceptions of the supervision and evaluation practices. Four questions provided a basis for the study:

1. What are the perceptions of principals regarding supervision and evaluation practices?
2. What are the perceptions of teachers regarding supervision and evaluation practices?
3. What supervision and evaluation practices are found in schools where principals and teachers have common perceptions of supervision and evaluation programs?
4. What supervision and evaluation practices are found in schools where principals and teachers have different perceptions of supervision and evaluation programs?

The data for this study were collected by two methods. First questionnaires were mailed to 150 principals in Nebraska Class III schools. The questions were written to gather Likert-type responses regarding principals' perceptions of supervision and evaluation

practices. For every principal who responded to the questionnaire, a similar questionnaire was mailed to a sample of teachers supervised and evaluated by the principal.

A second method of data collection involved a study of the context of supervision and evaluation practices. Data were collected for the qualitative study through on-site observations, interviews with central office leaders, principals and teachers, and the collection of supervision and evaluation documents in a sample of schools. Six schools were identified for data collection by a statistical rank-ordering procedure.

This chapter presents the questionnaire and qualitative data and then analyzes the questionnaire and qualitative data. The first part of the chapter is devoted to a description of the subjects involved in the study. The next sections present the research questions, the data collected, and the analysis performed to respond to the questions.

Description of the Subjects

Description of the Principals

One hundred fifty principals were randomly selected from elementary schools and secondary schools in Nebraska Class III school districts. Selection was stratified so that the sample represented the proportion of elementary schools and secondary schools in the population.

The questionnaire was mailed to principals of the schools in

early March, 1988. A reminder letter and second questionnaire was sent to nonresponding principals two weeks following the initial mailing. One hundred thirty-three principals returned the questionnaire, representing a return rate of 88.6%.

Description of the Teachers

For each questionnaire returned, a similar questionnaire was sent to a sample of classroom teachers supervised by the principal. The sample of classroom teachers was randomly selected from the staff of classroom teachers in the building. A maximum of ten teachers from each building was selected for the sample. Fewer classroom teachers were selected if there were not ten classroom teachers employed in the building. There were 1,087 classroom teachers in the sample. Questionnaires were returned by 725 classroom teachers, representing a return rate of 66.7%. The return rate reflects the initial mailing. A second mailing to classroom teachers was not conducted. Questionnaires returned after April 15 were not included in the study.

The number of responses from principals and teachers are reported in Table 1.

Perceptions of Principals and Teachers Regarding Supervision and Evaluation Practices

In this section, the presentation and analysis of data address the first and second research questions which guided the study:

1. What are the perceptions of principals regarding supervision and evaluation practices?

Table 1
Principal and Teacher Responses to Questionnaire

Subject	Responses	Sample Size	Percent of Responses
Principals	133	150	88.6
Teachers	725	1087	66.7

2. What are the perceptions of teachers regarding supervision and evaluation practices?

Principals' perceptions and teachers' perceptions were obtained by asking participants to respond to 27 questionnaire items related to supervision and evaluation practices in their school settings.

The questionnaire items were first analyzed through factor analysis. Factor analysis was employed to identify the groupings of supervision and evaluation practices. Four factors with eigenvalues of 1.0 or greater were extracted from the subjects' responses. These factors were labeled Involvement, Reporting, Preconferences, and Information Sources.

Varimax rotation was used to maximize the loadings of individual variables on each factor. Only factor loadings greater than or equal to .40 were included in the interpretation of the factors. The sets of factors and the variables with loadings of .40 or greater are contained in Tables 2 through 5.

Table 2

Loadings for Variables on the Involvement Factor

Item Statement	Loading
The principal and teachers work together for the improvement of instruction.	.81
The principal often talks with teachers about instructional issues.	.69
The principal makes recommendations that improve instruction.	.68
There are instructional standards based on meaningful criteria.	.64
The principal listens more than he or she talks in a conference.	.64
The principal suggests or arranges activities for the improvement of instruction.	.63
The principal is involved in classrooms.	.62
Supervision and evaluation improve the quality of instruction.	.61
The principal involves teachers in establishing instructional goals.	.61
The principal knows teachers' strengths and weaknesses.	.59
The principal frequently visits classrooms.	.56
Formal training opportunities for teachers are arranged or provided.	.53
The principal arranges for teachers to get help from other teachers.	.53
Supervision and evaluation procedures are understood by teachers.	.47
The principal analyzes instructional materials like teaching units or tests or quizzes.	.46
Evaluation involves more than the principal's opinion.	.45

Eigenvalue = 9.91

% variance explained = 36.7

Table 3
Loadings for Variables on the Reporting Factor

Item Statement	Loading
The principal provides a written report of the classroom observation.	.78
The principal gives objective information about the classroom observation.	.72
The principal meets with the teacher to discuss what was observed.	.67
The principal collects information objectively.	.57
The principal remains in class the entire instructional period.	.54
The principal makes verbatim notes of all or parts of the lesson.	.51

Eigenvalue = 2.37
 % variance explained = 8.8

Table 4
Loadings for Variables on the Preconferences Factor

Item Statement	Loading
The principal involves the teacher in deciding what to observe prior to a classroom observation.	.81
The principal finds out the lesson objectives prior to a classroom observation.	.70
The principal meets with the teacher prior to a classroom observation.	.63

Eigenvalue = 1.56
 % variance explained = 5.8

Table 5

Loadings for Variables on the Information Sources Factor

Item Statement	Loading
The principal includes information from many sources when evaluating teachers.	.45
The principal gathers information about teacher performance from students or colleagues or parents.	.41

Eigenvalue = 1.12

% variance explained = 4.2

As portrayed in Table 2, the variables which made up the Involvement factor indicate that principals and teachers perceived a number of variables as being related to the principals' involvement in the classroom. Efforts in improvement of instruction, communication, and visiting classrooms were described in the variables. Principals scoring high on this factor would appear to have been visible in classrooms and oriented toward communication with teachers regarding instruction. Involvement was a powerful factor, accounting for 36.7% of the variance.

The variables which made up the second factor, Reporting, are displayed in Table 3. Reporting variables were related to the classroom observation and the conference following the classroom observation. Principals scoring high in Reporting collected information objectively during their observations and provided meaningful feedback to the teacher regarding the classroom observation.

The variables which made up the third factor, Preconferences, appear to have been related to the communications between the principal and teacher prior to a classroom observation. Principals scoring high on Preconferences were probably active in seeking out teachers to discuss the lesson prior to observing the lesson. The loadings for the variables of Preconferences are summarized in Table 4.

The final factor in the factor analysis was Information Sources. Information Sources dealt with the principal's use of alternative sources of information for the collection of data regarding teacher performance. The variables of Information Sources are displayed in Table 5. The use of alternative sources of information, such as

students, colleagues, parents, or other sources, were explicitly stated in the variables.

Summary of Factor Analysis

The clustering of the 27 supervision and evaluation variables into four factors was achieved through factor analysis. The factors were Involvement, Reporting, Preconferences, and Information Sources. A group of variables moderately or highly correlated with one another was described by each factor.

Principals with high scores on the Involvement factor appeared to be visible in classrooms and oriented toward communication with teachers regarding the improvement of instruction. High scores on Reporting were related to objective collection of information and the provision of meaningful feedback to teachers regarding the classroom observation. Preconferences, the third factor, described principals' efforts to seek out teachers to discuss the lesson prior to the classroom observation. Principals scoring high on the Preconferences variable were probably active in seeking out teachers for discussion prior to the observation. The last factor was Information Sources. A high score on Information Sources indicated that the principal used organized sources of information in addition to classroom observations.

Principals with low scores in Involvement were probably not visible in classrooms nor did they actively communicate with teachers. Low scores in Reporting could have indicated a lack of objectivity and/or a lack of meaningful feedback to teachers. Low scores

in Preconferences indicated the principal did not converse with teachers prior to classroom observation. Finally, low scores in Information Sources indicated that the principal relied primarily on his or her own perceptions.

Perceptions of Principals and Teachers

Principals and teachers had different perceptions of the supervision and evaluation practices of all four factors. In the sample of principals and teachers in Class III schools, principals had more positive perceptions than teachers of supervision and evaluation practices. The mean scores for principals and teachers in the sample are shown in Table 6; the mean scores of the principals indicate they held more positive perceptions of supervision and evaluation practices.

Table 6

Principal and Teacher Mean Scores for the Four Factors

Factor	Principals		Teachers	
	M	SD	M	SD
Involvement	57.5	5.9	49.1	10.5
Reporting	27.3	2.4	25.8	4.0
Preconferences	11.3	2.5	9.9	3.5
Information Sources	13.4	2.5	10.9	2.9

Principals' perceptions and teachers' perceptions in Class III schools were significantly different. A multivariate t test, Hotelling's T^2 , demonstrated the different perceptions of principals and teachers for all the factors. The significant difference is displayed in Table 7.

Table 7

Multivariate Test of Significance for All Factors Regarding
Principal Perceptions and Teacher Perceptions

T^2	F	DF	Significance of F
.11235	22.49896	4	.000*

* $p < .05$

Significant differences between principals' perceptions and teachers' perceptions were also found for each of the individual factors. Each of the factors was treated separately by a univariate F test. A significant difference between principals and teachers existed on each of the factors of Involvement, Reporting, Preconferences, and Information Sources. The results of the treatment of the four factors are shown in Table 8.

Summary of Tests of Significance

Principals and teachers had different perceptions of supervision and evaluation practices. The perceptions of the principals and teachers were different on each of the factors found in the factor analysis. Principals' perceptions of supervision and evaluation

practices were more positive than teachers' perceptions of the supervision and evaluation practices.

Table 8

Univariate Tests of Significance for All Factors Regarding
Principal Perceptions and Teacher Perceptions

Factor	SS	Error	F	Significance
Involvement	7345.29	79044.20	74.71	.000*
Reporting	423.28	11789.30	28.87	.000*
Preconferences	186.11	9418.27	15.88	.000*
Information Sources	625.18	6912.04	72.72	.000*

*p < .05

Context of Supervision and Evaluation Practices

The third and fourth research questions which guided the study are addressed by the presentation and analysis of data in this section.

3. What supervision and evaluation practices are found in schools where principals and teachers have common perceptions of supervision and evaluation programs?

4. What supervision and evaluation practices are found in schools where principals and teachers have different perceptions of supervision and evaluation programs?

The supervision and evaluation practices were studied in

context by conducting a qualitative study in six schools. Three schools in which principals and teachers had different perceptions of the supervision and evaluation programs were studied. These schools were identified for purposes of this study as School A, School B, and School C. Three schools in which principals and teachers had common perceptions of the supervision and evaluation programs were studied. These schools were identified as School D, School E, and School F. The schools in both groups represented a junior/senior high school, a junior high school, and an elementary school.

Selection of Schools for Qualitative Study

The schools were chosen based on accessibility, geographic location, matching the sizes of staffs, and the rankings of certain mean scores. Accessibility was gained by securing permission to conduct the study from the superintendent and principal. Geographic location was considered insofar as selected schools were within a 150-miles radius of Omaha, Nebraska. The size of the staff supervised directly by the principal was matched. The junior/senior high schools from the upper ranks and lower ranks were matched for staff size; the junior high schools from the upper ranks and lower ranks were matched for staff size; and the elementary schools from the upper ranks and lower ranks were matched for staff size. Rankings of mean scores served as the final criterion for selection.

Schools were ranked if the principal and at least four teachers responded to the questionnaire. In addition, the questionnaires must have been filled out completely so that an accurate factor

score could be obtained. From the 133 schools that participated in the questionnaire, 105 schools were selected for the rankings. The number of schools in the qualitative study sample is shown in Table 9.

Table 9

Selected Schools for Qualitative Study Sample

Original Sample	Responses from Sample	Selected for Qualitative Study Sample
150	133	105

School A, School B, and School C were schools selected from the lower ranks. These were schools in which the principal and teachers held different perceptions of supervision and evaluation practices. School A, School B, and School C were near the bottom of the rankings in the difference in mean scores and the total teacher mean scores. They were among the schools with the greatest differences between the perceptions of principals and the perceptions of teachers. They also were ranked among the schools with the lowest teacher mean scores. The principal mean scores in School A, School B, and School C were in the middle of the range of rankings.

School D, School E, and School F were schools selected from the upper ranks. These were schools in which the principal and teachers held common perceptions of supervision and evaluation practices. School D, School E, and School F were near the top of the ranks in the least difference in mean scores between principals

and teachers. School E was ranked 42nd in the difference in mean scores, but the teachers' total score exceeded the principal's score. Teachers in School E had more positive perceptions of supervision and evaluation than did the principal, ranking second among the 105 schools. Teacher total scores in School D and School F were also among the upper ranks. The principal total scores were in the middle of the range of rankings. This was similar to the principals' rankings in School A, School B, and School C.

The rankings for the difference in mean scores between the principal and teachers in the building, the total mean scores of teachers in an individual school building, and the mean score for the principal in the individual school building are shown in Table 10. Individual schools that were selected are also identified in Table 10.

The six schools selected represented three schools with different perceptions of supervision and evaluation practices and three schools with common perceptions of supervision and evaluation practices. The three schools with different perceptions of supervision and evaluation practices were: School A (junior/senior high), School B (junior high), and School C (elementary). The three schools with common perceptions of supervision and evaluation practices were: School D (junior/senior high), School E (junior high), and School F (elementary).

Observations of the supervision and evaluation practices are reported for School A, School B, School C, School D, School E, and

Table 10

Ranks of Schools Based on Mean Scores

Rankings of Mean Score Difference Between Principal and Teachers	Ranking of Teacher Total Mean Score	Ranking of Principal Total Mean Score
.56* School F	117.01	129
.62	116.98* School E	126
.75	116.56* School F	125
.88	115.83	125
1.00	114.13	124
1.29	112.29	123
1.37	111.00	123
2.72	110.73	123
3.00	110.25	122
3.13	110.13	122
3.16	109.75	122
3.25	109.00	121
3.31	107.42	121
3.50	106.84	121
3.83	106.84	121
4.08	106.08	120
4.13	105.91	120
4.86	105.75	120
5.00	105.67	120
6.40	105.56* School D	119
6.44* School D	105.16	119
6.76	105.14	118
6.99	104.96	118
7.16	104.84	117
7.16	104.50	117
7.17	104.00	117
7.27	103.96	116* School F
7.44	103.75	116
7.58	103.69	116
7.75	103.42	115
8.00	103.10	115
8.60	103.01	114
8.91	103.00	114
9.04	102.50	114
9.16	102.40	114
9.25	102.27	114
10.17	102.24	114
10.33	101.75	114
10.51	101.50	114* School B
10.90	101.49	114* School C
10.96	101.43	114

Table 10 (continued)

Rankings of Mean Score Difference Between Principal and Teachers	Ranking of Teacher Total Mean Score	Ranking of Principal Total Mean Score
10.98* School E	101.38	113
11.01	101.21	113
11.40	101.11	113
11.40	101.00	112* School D
11.60	100.83	112
12.50	100.75	112
12.50	100.00	112
13.16	99.40	112
14.17	98.99	111
14.17	98.87	111
15.13	98.67	111
15.33	98.28	111
15.33	98.20	111
15.58	97.63	110
15.89	96.12	110
16.25	96.06	110
16.50	95.83	110
16.83	95.44	110
17.00	95.12	110
17.25	94.67	110
17.56	93.87	109
18.15	93.60	109
18.73	93.50	109
18.89	92.83	108
19.40	92.82	107
20.00	91.90	107
20.12	91.83	107
20.33	91.60	107
20.50	91.60	107
20.88	91.60	107
21.01	91.12	107
21.33	90.80	107
21.40	90.60	106* School E
22.13	90.56	105
22.17	89.67	105
23.26	89.50	104
23.56	89.00	103
23.57	87.99	103
23.80	87.72	102
24.00	87.69	102
24.31	87.60	102
25.80	87.20	102
26.80	86.67	102
26.90	85.17	102

Table 10 (continued)

Rankings of Mean Score Difference Between Principals and Teachers	Ranking of Teacher Total Mean Score	Ranking of Principal Total Mean Score
27.10	83.85	102
27.28	83.00	102
28.00	82.88	101
28.80	82.44	101
29.88	81.74	101
30.18	81.20	100
31.40	81.08	99
31.92	80.84	98
32.01	78.20	98
32.20	76.90	98
32.39	76.82	97
32.94	76.41	97
34.00	76.24* School B	96
37.59	76.00	93
37.56* School B	74.61	93
41.00	71.43* School A	92
43.57* School A	68.51* School C	88
45.49* School C	67.00	86
48.00	56.00	59

*Selected School and Score

School F. Observations of the supervision and evaluation practices are followed by an analysis of the similarities among the schools where different perceptions were held between principals and teachers; an analysis of the similarities among the schools where common perceptions existed between principals and teachers; and an analysis of the similarities and differences between the two groups of schools.

School A

School A was a junior/senior high school in which different perceptions were held between the principal and teachers. The

principal supervised and evaluated 21 teachers.

School A sources of information included the supervision and evaluation documents, interviews with the superintendent, principal, and three teachers, and observations within the school. The teachers interviewed were tenured teachers with from 10 to 15 years of experience. The level of experience was typical of the experienced staff in the school. Supervision of two probationary teachers was discussed with the superintendent and principal. The two probationary teachers were not interviewed at the request of the administration.

School A supervision and evaluation documents. School A had no official board policy statement regarding supervision of teachers. The board adopted the official form, "Teacher's Evaluation Form." The form began with the following statement:

The purpose of teacher evaluation in [School A] is twofold: First it is the improvement of instruction and secondly it is to determine the effectiveness of the classroom teacher.

A four-point scale was used on the form to identify the principal's rating of the teacher in several categories.

[Directions]: There are two approaches within this form for evaluation--a four-point scale and written comments. Use the following ranking scale:

1. Commendable
2. Satisfactory
3. Acceptable but needs improvement
4. Unacceptable

Categories of rated items included observable teaching behaviors, non-teaching behaviors, and other items not observable but related to the teaching assignment. The document used four pages

to describe 46 statements in six categories. Each statement was rated by the principal on the four-point scale. The first category, "Personal Qualities," included six items related to appearance, voice, willingness to work with students outside of class, self-control and adjustment, acceptance of suggestions, and staff relationships. "Performance," the second category, was described by four statements related to sense of responsibility, four statements related to teaching techniques, two statements related to motivation of pupils, and six statements related to organization of work. The third category was "School Environment," described by three statements related to pupil control, a statement related to physical condition of room, and two statements related to teacher-pupil relationships. "Pupil Growth," the fourth category, was described by four statements related to individual student needs and three statements related to student evaluation. "Professional Qualities" was described by two statements related to professional growth. Finally, "Community Relationships," the sixth category, was described by statements related to reporting grades to parents, interpreting pupil growth to parents, and developing relationships with parents and community.

The last page of the "Teacher's Evaluation Form" required a brief narrative report from the principal, to be signed by the principal and teacher. The narrative comments fell into categories of "Commendations and Suggestions" and "Recommendations." Two items under "Recommendations" were "Concern" and "What is to be done."

Two other forms were used in the evaluation process but were

not officially adopted by the board. These forms were developed by the principal after he had received six hours of training in Hunter's Instructional Theory into Practice courses through a nearby Educational Service Unit. The forms used were the "Pre-Visit Session Form" and the "Supervision Form." The former was designed to enlist the teacher in a description and conference as a form of clinical supervision. The teacher was asked to respond to the following six items prior to the conference: (1) What will be taught at the visitation time? (2) objectives, (3) What has been taught to lead up to this lesson? (4) techniques to be used, (5) What teaching will follow up this lesson? and (6) concerns.

The classroom observation was conducted with the "Supervision Form." The "Supervision Form" listed several items and their description. The items were intended to correspond with the Hunter training received by the principal. These items included starting the lesson, teaching to an objective, instruction, modeling, check for understanding, guided practice, summarization of the lesson, and independent practice. At the end of each of the items, three lines were provided for the principal to describe what had been observed in the classroom. At the end of this form was the following paragraph:

The principal and teacher will work together to arrange at least one visit each year for the purpose of supervision. A growth objective will be identified through a cooperative effort between the principal and the classroom teacher. New methods and techniques related to this objective will be explored and attempted.

A final form used by the principal of School A was the "Staff

Observation/Evaluation Report." This report was used in day-to-day supervisory situations in which the principal thought that problems or commendations should be documented. The form listed no categories or guidelines other than "Comments." The form required the signatures of the principal and teacher.

In summary, the following supervision and evaluation documents were used in School A: (1) "Teacher's Evaluation Form," to determine improvement of instruction and effectiveness of the teacher; (2) "Supervision Form," to identify teacher cooperation and growth toward new methods; (3) "Pre-Visit Session Form," used in a clinical supervision pre-conference; and (4) "Staff Observation/Evaluation Report," to document commendations and reprimands.

School A supervision and evaluation process. Principal A explained the process of using the forms. The "Supervision Form" was used for classroom observations and supervision. The intent of the form was to identify a "growth objective . . . through a cooperative effort between the principal and the classroom teacher." None of the teachers interviewed was conversant regarding the form. The teachers did remember that the form had "a Hunter orientation" and that comments had been written on the form. None of the teachers participated in the development of a "growth objective."

The principal reported that the "Teacher's Evaluation Form" was used with all tenured teachers annually and twice annually with probationary teachers. The "Teacher's Evaluation Form" became a part of a conference following a classroom observation. Probationary

teachers' second classroom visit was unscheduled, as were many of the visits with the tenured teachers. "We get a performance when we know ahead of time," stated the principal in regard to the unannounced classroom observations.

The "Pre-visit Session Form" was reported by the principal to be "used during the informal observation." This reference was to the observation conducted using the "Supervision Form." None of the teachers interviewed conferred with the principal prior to the classroom observation. All teachers recorded information on the form and gave it to the principal. One teacher, however, reported that his form was always turned in following the observation.

The final form, the "Staff Observation/Evaluation Report," was used only a few times, according to the principal. An occasional use was for a commendation, but the most frequent use was to reprimand teachers. In particular, this form was used with two probationary teachers who were not returning the following year. None of the teachers interviewed had seen the form.

The principal reported that both probationary teachers had difficult times in their teaching assignments. Primary problems cited by the principal were discipline and planning. A number of complaints about these two teachers had been received from students and other teachers. Each teacher had received two "Teacher's Evaluation Form" observations and conferences. The "Supervision Form" had not been used with either teacher. The "Staff Observation/Evaluation Report" had been used with these teachers after certain incidents, or had been used to describe general problems such as decreasing enrollment in

one of the teacher's elective classes. The principal reported "frequent visits" to the classrooms of these teachers. An exact number could not be reached other than "many, many, times."

School A observable climate. Observations of the school climate revealed two issues that were apparent. First, dissatisfaction with a recent school board decision was mentioned by the principal and all teachers. The dissatisfaction arose from the board's reversal of a decision reached by a committee of teachers, the principal, and the activities director. The committee had recommended an action regarding three students who had broken the activity code. Earlier in the school year, the board upheld a similar decision by the committee. After reversing the committee's decision, the board changed the conduct code after the recent incident. "They did it because of who those kids were," reported one of the teachers.

A second indicator of climate involved the lack of consensus regarding any type of school goal. The superintendent reported a move to AA status and increased professional growth opportunities for administrators and staff. The principal had goals "to continue with our good programs," which included "high achievement of our students, athletic programs, and the band." The principal offered that he would "like to continue what we are doing." None of the teachers expressed a concrete goal. One teacher reported that "we stand for education at its best." The other two teachers expressed an interest in "continuing to get better." At a recent meeting, one teacher reported, the principal discussed a goal of eliminating

students walking the halls without a hall pass.

Teachers expressed that they liked the principal as a person and enjoyed talking with him. The nature of the discussions had to do with "small talk at lunch time," student activities, or problems with students. Communication was noninstructional in nature. Regarding an innovation one of the teachers was planning in his classroom, the teacher reported that it would not be a topic of discussion with the principal because "I won't tell him and he won't ask."

School A observations regarding Factor I, Involvement.

Teachers reported infrequent classroom appearances by the principal. While each had been afforded one formal classroom evaluation in accordance with the board policy, that was the extent of classroom contact with the principal. One teacher reported "maybe five visits if you count just now when he walked into my room with you." The second teacher could not recall a visit other than his formal evaluation, and the third stated "twice in the last six or seven years."

Formal communications were unfocused and infrequent. Teachers stated they had one staff meeting a month "whether we need it or not. Sometimes I think the staff meeting creates the need to discuss something." All teachers cited the clearing of hallways and the use of a pass system as the major goal accomplished in staff meetings during the recent school year. Formal communications with the school board and superintendent were strained because of the reversal of the committee's decision regarding the activity code.

Informal communications were noninstructional in nature. Two

of the teachers appeared at ease in their conversations with the principal. They talked of the principal joining in for lunch in the lounge or of small talk over coffee.

School A observations regarding Factor II, Reporting. The observation/evaluation information was objectively gathered during the classroom observation and objectively reported by the principal in the conference. The observation information was not valid, according to the teachers. One teacher reported that objective information was given but that it did not make any difference because the form "was just a bunch of stuff. If I was not modifying curriculum for special ed. kids, that would be important and I would look at that. But I'm probably not going to change much else." Asked for examples of what changes had been suggested, this teacher talked about turning in lesson plans on time. He felt it was appropriate to turn them in on time, but "I don't get too worried about something like that." One teacher reported that no suggestions were ever given. "He sees me as a master teacher and offers no advice." The third teacher thought that "if I changed he wouldn't notice anyway." When asked about any changes he had made and where he got the motivation, the teacher reported that he was designing a student evaluation form to administer to his students. The principal had given him a three ("acceptable but needs improvement") in the relationships area. The purpose of the teacher's use of the student evaluation was to prove to the principal that "he's wrong. He only says that because he gets one or two complaints. But he never comes in to find out."

The criteria from which the principal reported his classroom observations depended on which one of the two forms was used. The criteria on the "Supervision Form" corresponded with elements from Hunter's work. All teachers recognized the Hunter background. Only one teacher had any training related to the criteria. The criteria from the "Teacher's Evaluation Form" included classroom behaviors and nonclassroom behaviors. No research base was cited for the development of the criteria. Examination of the "Teacher's Evaluation Form" indicated vague classroom teacher behaviors and observable teacher behaviors. For example, the principal rated teachers on personal qualities such as "appearance" and "self-control and adjustment." The reason as to why the principal used the "Supervision Form" for some observations and the "Teacher's Evaluation Form" for other observations was unclear. Only the "Supervision Form" described classroom behaviors.

The conference following a teacher observation with the "Teacher's Evaluation Form" was conducted within two to three weeks as reported by each teacher.

School A observations regarding Factor III, Preconferences.

Preconferencing was nonexistent in School A. Two teachers filled out the "Pre-visit Session Form" for the principal. The third teacher filled it out and turned it in "after the classroom visit." The principal reported that the "Pre-visit Session Form" was not used with the two probationary teachers.

School A observations regarding Factor IV, Information Sources.

Alternative sources of information for use in supervision and evaluation were not formally gathered by the principal. The principal gathered information informally from parents, other teachers, and students to help him make decisions about the quality of the probationary teachers' instruction. He had also used information regarding enrollment trends in one of the teacher's elective classes. No formal process for gathering the data existed. The principal confessed that no comparative information existed regarding the same kinds of information about other teachers in the school.

The following observations were made about the factors of Involvement, Reporting, Preconferences, and Information Sources in School A:

<u>Involvement</u>	Infrequent formal classroom visits by principal Infrequent informal classroom visits by principal Unfocused formal communications Noninstructional informal communications
<u>Reporting</u>	Objective reporting of observation information Confused observation criteria Lag time between observation, post-conference
<u>Preconferences</u>	No pre-conference conducted
<u>Information Sources</u>	No formal alternative information gathering Subjective use of information

School A commitment to supervision and evaluation. The superintendent did not take an active role in supervision and evaluation practices. Principals were not required to report to him on a regular basis but the superintendent wanted to be consulted "when there was a problem teacher." The supervision and evaluation process was in

existence and developed by the principals prior to the superintendent's arrival.

The superintendent eliminated the practice of board review of teacher's files, teacher evaluation forms, and discussions about teacher performance that had occurred with the previous superintendent and school board in executive session. His intention in doing so was "to prevent bias on the part of the board if they ever had to be in a teacher dismissal hearing. It is the administrators' job to evaluate teachers. If they don't like that they can send us hiking." The superintendent described how he enlisted the board's cooperation when he recommended dismissal of an assistant principal. The employee sought a board hearing with legal representation and was denied reinstatement. From that time on, the board had confidence in the system.

The superintendent's main entry into classroom life had to do with his support of staff development activities. Since his arrival in the district, his goal was to "try to get everybody out each year" by allowing professional days for teachers. Principals were sent to national training workshops in the Teacher Expectations Student Achievement (TESA) program. A set of teachers was also trained at the national level and provided district workshops for teachers. The superintendent reported that two-thirds of the staff had voluntarily participated in TESA programs within the school. The superintendent also initiated a practice of sending principals to national conferences, something which had not been done prior to his arrival.

The superintendent reported his pride at having an "excellent teaching staff" and outstanding student body. The superintendent saw the goals of the district as a "continuation of excellence," a move to become AA accredited, and a continued focus on staff development.

School A competence in supervision and evaluation. As reported earlier, the superintendent did not take an active role in the supervision of instruction. Documents related to supervision and evaluation were not monitored by the superintendent. Changes had been made in the board's role to comply with legal requirements of due process. The superintendent also was concerned that legal requirements were met in the supervision and evaluation of the two probationary teachers.

Training for the principal was loosely related to supervision and evaluation of instruction. Staff development opportunities were being initiated by the superintendent in TESA and previous training had been afforded in Hunter. These staff development activities were not actively incorporated into supervision and evaluation practices. For example, while the superintendent reported that nearly two-thirds of the staff and the principal had completed the TESA program, none of the TESA materials was observable in the principal's supervision and evaluation practices.

The principal was inactive in the supervision and evaluation of classrooms. He infrequently observed classrooms and confused supervision and evaluation criteria when observing teachers.

School A collaboration in supervision and evaluation. There were few, if any, examples of collaboration between principals and teachers. Teachers reported little validity in the evaluation criteria. Preconferences were not held even though they were stated as being a formal component of the "Supervision Form." Post-conferences were held as long as three weeks following the observation. Teachers reported no meaningful opportunities for input at staff meetings.

School A compatibility in supervision and evaluation. Supervision and evaluation purposes and practices were not compatible. The purpose of the "Supervision Form" was designed to be formative and the process was compatible with improvement of instruction. No evidence existed that the process was conducted, however. All reports from teachers indicated that the process was not being followed. The use of the "Teacher's Evaluation Form" was purely summative and confused the stated purposes of "improvement of instruction" and "to determine the effectiveness of the teacher." No teachers reported they had changed any instructional behaviors as a result of supervision and evaluation. Observations of the criteria indicated little validity when contrasted with current literature regarding teaching effectiveness. Additionally, no research studies or rationale were cited. While some staff development activities in Hunter's Instructional Theory into Practice and the Teacher Expectations Student Achievement program existed, none of the activities was a part of the principal's supervisory repertoire. Common language from the programs was not verbally expressed by the teachers or the principal.

The following is a summary of the implementation components of teacher evaluation in School A:

<u>Commitment</u>	Inactive leadership role Staff development unrelated to supervision of instruction Focus on legal processes
<u>Competence</u>	No training provided to meet stated purposes Infrequency of instructional supervision
<u>Collaboration</u>	Minimal interaction between principal and teachers
<u>Compatibility</u>	Confusion between formative and summative practices Criteria invalid to meet purposes

School B

School B supervision and evaluation documents were described in "A Program of Teacher Evaluation." The document described the philosophy, goals, purpose, procedure, and the seven official forms which were used in evaluation.

The philosophy statement read:

. . . the evaluation process recognizes good teaching as one of the most important elements in a sound educational program. Evaluation will be used as a means for recognizing an individual's strengths, accomplishments, and areas of needed improvement.

Three goals were stated following the description of philosophy:

(1) "improve instruction," (2) "motivate teachers to render the highest level of professional service," and (3) "provide a basis for making administrative decisions." The purpose of the philosophy and goals was "to maintain and improve the instruction of students in [School B]."

The procedure required principals to provide an outline of teacher evaluation during the preschool workshop week. The procedure stated that "all permanent certified employees shall be evaluated at least once a year and probationary certified employees at least twice a year." The procedure statement ended with reference to Nebraska school law due process procedures.

Seven documents were provided for supervision and evaluation. The first document was the "Pre-Classroom Visit Form." This form was given to the teacher by the principal "to be completed by the instructor and a preconference will be held." The form directed the teacher to describe objectives, methods of teaching to be used, materials or resources to be used, the anticipated student behavior, and special instructions for the supervisor regarding the impending observation.

The "Teacher Evaluation Classroom Visitation Form I" was an "observation sheet [to be] completed by the administrator following the supervisor's visit to the classroom." The form was to provide focus for a "conference to be held with the teacher following the visit to discuss the visitation."

The "Teacher Evaluation Classroom Visitation Form I" included a description of seven "teaching skills" which included classroom routine, subject matter presentation and explanation, questioning, praise, variability, motivation, and classroom management. Each of the "teaching skills" had from three to seven descriptive statements. The statements described both observable and unobservable

classroom behaviors. The principal's task was to observe the skills, rate the teacher as "satisfactory" or "needs improvement," and provide comments in the two lines provided.

Some of the "teaching skills" statements approximated current literature regarding effective teaching. Examples included "ample time to answer questions," "routine procedures command attention," "current concepts related to previous learning," and "rules are clear and consistently enforced." Other statements were not clearly connected to literature on effective teaching. These examples included "teaching is enhanced by a pleasant attitude," "reflection on feelings," and "helping students feel their presence and participation is desirable and of value."

The "Teacher-Administrator Plan for Improvement" was used when "the classroom visitation form shows an area of needed improvement. . . . This is necessary for amending, terminating, or not renewing a contract." The form listed four parts to be described to the teacher by the principal. The first description was "the present condition that needs to be changed." This condition was followed by "the evaluator's expectation of what the condition should be," the "plan for achieving the desired expectation," and "the method for evaluation of the plan."

The "Teacher Evaluation Coordination Factors Form II" described "personal/professional traits." This form was to be completed for every teacher during the second semester. A rating scale of "satisfactory" and "needs improvement" identified the principal's rating of each of the personal and professional traits.

Seven "personal/professional traits" were described by two to six indicator statements. The traits included time management, plans and preparation, evaluations and reports, collaboration with support personnel, compliance with administrator directives, credibility factors, and desirable out-of-class behavior.

The indicator statements for the traits included observable and unobservable behaviors. Observable traits included adherence to school hours, turning in lesson plans, maintaining student files, and caring for school equipment. Unobservable behaviors included "teacher is a good team worker" and "assisting and supporting in the creation and maintenance of esprit de corps within the building and district."

The "Summary Statement of Teaching Skills and/or Abilities from Classroom Observations" was a form that summarized the "Teacher Evaluation Classroom Visitation Form I" and the "Teacher Evaluation Coordination Factors Form II." This form was completed prior to May 15, or April 15 if a contract was to be nonrenewed or terminated. The form provided three lines to describe teaching skills/abilities, two lines for personal and professional traits, and three lines for comments.

The final document was "A Record of an Anecdotal Incident of Observation Involving an Instructor." This form was designed for "when significant events, positive or otherwise, occur"

A summary of the supervision and evaluation documents and their stated purposes in School B follows:

<u>A Program of Teacher Evaluation</u>	Described philosophy, goals, purposes, procedures, and forms
<u>Pre-Classroom Visitation Form</u>	Described lesson for conference prior to observation
<u>Teacher Evaluation Classroom Visitation Form I</u>	Listed classroom observation criteria
<u>Teacher-Administrator Plan for Improvement Observation</u>	Described needed improvements after deficiencies noted in classroom
<u>Teacher Evaluation Coordination Factors Form II</u>	Summary of classroom observation form and personal/professional traits form
<u>Anecdotal Incident Record</u>	Documentation of significant events

School B supervision and evaluation process. Principal B explained the use of the forms and the supervision and evaluation practices actually carried out with teachers. The principal supervised and evaluated a different set of teachers each year. The 48 teachers in the building were divided into three sets of 16 teachers for supervision and evaluation purposes. The principals and assistant principals supervised a different set of 16 teachers each year. "We see different things as individuals," the principal explained. The rotation each year "avoided personality conflicts."

The "Pre-Classroom Visitation Form" was used with all teachers. "That gives them an opportunity to be at their best." One day prior to the observation, the form was turned in to the principal. The teacher scheduled the class and date to be observed.

The principal noted that he did not always confer with teachers prior to the classroom observation. "Realistically, the

time element can be a problem sometimes so the preconference slips by."

Classroom observations were conducted using the prescribed forms. The principal arrived for the classroom observations with pencil and notepad in hand. He paraphrased and took notes during the observation "using the green form ('Teacher Evaluation Classroom Visitation Form I') as a guide. I don't want to rely on my memory."

The conference following the observation was conducted "in a day or two." The conference centered on the "Teacher Evaluation Classroom Visitation Form I." The principal reported that "satisfactory" ratings were usually given. "I seldom use 'needs improvement' unless it is blatantly bad." Comments were written on the form "if something impresses me." An example of a typical written comment was "good use of questioning skills."

The "Teacher Evaluation Factors Form II" was used during the second semester in conjunction with the conference following the "Teacher Evaluation Classroom Visitation Form I." The principal viewed this form as necessary documentation and expressed a wish to better document the personal and professional traits listed on the form.

The "Summary Statement of Teaching Skills and/or Abilities from Classroom Observation" form was used prior to March 15. This form summarized the "Teacher Evaluation Classroom Visitation Form I" and the "Teacher Evaluation Coordination Factors Form II." The form indicated the principal's recommendation regarding re-employment and included summary comments.

The "Teacher-Administrator Plan for Improvement" was not used by the principal. The form entitled "A Record of an Anecdotal Incident or Observation Involving an Instructor" had been used about ten times in the last five years.

School B observable climate. Two areas were observed to have an impact regarding teachers' perceived climate of the school. The first area involved planning. A loosely-defined goal of working toward a middle school concept was mentioned by the principal and teachers. The principal reported they were "exploring usable concepts from the middle school." No concrete goal was expressed other than "exploration." Each of the three teachers interviewed stated that the middle school was being discussed. There was no consensus that this was a goal, however. One teacher thought it was a district-wide goal that was being promoted by a school board member. This teacher thought that at the building level "we have a lot of individual goals." A second teacher observed that the middle school "might be a goal" but that in his view there was no coherent goal the staff worked toward. The third teacher had been involved in a committee focusing on the middle school. In his view, the goal was "nothing every teacher focuses on." The teacher also saw the movement as being initiated by the school board.

A second observation related to teachers' perceptions of climate was the lack of formal communication patterns in the building. For example, there was no formal meeting time with the principal. The principal initiated a plan to reserve Tuesday afternoon or

Wednesday morning for staff meetings. Teachers had the option of attending either meeting. The meetings were conducted by an assistant principal rather than the principal. This assistant had other district duties and was assigned to work outside the building half of the time. The probationary teacher reported that he had not attended a meeting in two years because he coached after school and had outside duty before school.

One teacher reported his frustration with communication patterns when the assistant principal approved a project that had been planned for over a year. After initiating the project, the principal rejected the project after a parent complaint. Up to that point, the teacher perceived little or no communication with the principal regarding the project.

School B observations regarding Factor I, Involvement. Formal and informal interaction between the principal and teachers was infrequent. The documents described in "A Program of Teacher Evaluation" indicated that formal interaction existed four times for tenured teachers and six times for probationary teachers. Formal interactions described in the document included the preconference, the observation and post-conference, and the conferences using the "Teacher Evaluation Factors Form II" and the "Summary Statement of Teaching Skills and/or Abilities from Classroom Observations."

Observations of the actual forms used and interviews with the principals and teachers suggested there were few formal interactions carried out. No preconferences were conducted.

One observation was conducted (two for the probationary teacher), and one conference was conducted which combined the observation and the other two forms. In practice, the formal interactions had been reduced to one conference following the observation.

Informal classroom observations were not conducted at all. The probationary teacher reported the principal was in his classroom only for the two formal observations required. "He would show up on request, not that I would want him there," reported the probationary teacher. The tenured teachers also reported no informal observations.

Communication with the principal was infrequent and non-instructional. The probationary teacher reported the principal was difficult to communicate with and that he most often discussed coaching responsibilities with an assistant principal. Both tenured teachers communicated with an assistant principal regarding curriculum matters. This arrangement was provided by the principal as a part of the job responsibilities of the assistant principal. Staff meeting communication was provided by the assistant principal. The teachers viewed these meetings as being "housekeeping duties."

School B observations regarding Factor II, Reporting. Teachers saw little validity in the observations and conferences conducted by the principal. Referring to the criteria for the observation, one teacher reported, "this other stuff is a waste. I haven't paid much attention to them." "They must feel rushed for time," reported one of the tenured teachers. He expressed that no comments had been given to him regarding the observations. The probationary teacher reported,

"We don't get enough positive feedback. It's not individualized. Some constructive criticism is probably needed."

The conferences following the observations were observed to be lacking in feedback for teachers. Each reported that "satisfactory" marks had been given without written feedback. A tenured teacher reported that the conferences should be "more supportive, more . . . substantial and concrete." Asked what he would like to see in a conference, the probationary teacher replied, "actual examples of how you could improve your teaching."

Observations indicated the principal combined the use of three forms into the post-observation conferences. The three forms included the "Teacher Evaluation Classroom Visitation Form I," the "Teacher Evaluation Coordination Factors Form II," and the "Summary Statement of Teaching Skills and/or Abilities from Classroom Observations." The teachers were confused when given the actual district forms and asked to comment on them. "I may have had this once," remarked a teacher regarding the "Teacher Evaluation Coordination Form II." A tenured teacher did not recall that it had been used. A probationary teacher thought it was used both times following the observation. The only form all three teachers remembered was the "Summary Statement of Teaching Skills and/or Abilities from Classroom Observations." This form indicated the principal's recommendation for re-employment.

School B observations regarding Factor III, Preconferences.

As reported earlier, preconferences were not conducted. The pre-conference form was used to describe the lesson. "A Program for

Teacher Evaluation" required the use of the form to conduct a pre-conference. All three teachers reported that preconferences were not conducted with them.

School B observations regarding Factor IV, Information Sources.

An alternative source of information regarding instruction was not gathered by the principal. Classroom observation information, conducted annually, was the only formal source of information regarding teacher performance. The principal expressed an interest in establishing individual goals with teachers at year-end and reviewing the goals the next fall. Teachers reported they perceived parents to be influential in the principal's decisions.

A summary of the observations of the factors, Involvement, Reporting, Preconferences, and Information Sources, follows:

<u>Involvement</u>	Lack of formal feedback to teachers Lack of informal feedback regarding instruction Lack of formal communications
<u>Reporting</u>	Criteria of observations considered invalid by teachers Teacher desire for more instructional feedback
<u>Preconferences</u>	Preconference not conducted
<u>Information Sources</u>	No formal source of information Teacher concern regarding parent influence

School B commitment to supervision and evaluation. An assistant superintendent was responsible for the supervision and evaluation program. Principals reported to him and sent their completed evaluation forms to him. The principal, referring to the influence of the

central office, reported that "I don't know if they read them." The central office kept the forms on file in notebooks labeled for each school. At the end of the school year, the forms went into teachers' permanent files. This appeared to be the major function of the assistant superintendent regarding the supervision and evaluation program.

The assistant superintendent reported that the supervision and evaluation process was designed about five years ago after administrators had attended a workshop on teacher evaluation. The workshop was sponsored by the school district.

Revisions to the process were being conducted by volunteer principals. Teachers served on this committee at the request of the principals. Following this committee's recommendation, the forms would be sent to all teachers in the school district for their input. The major change would be to expand the rating scale to a four-point scale. New ratings would include "unsatisfactory," "needs improvement," "meets district standards," and "exceeds district standards." The assistant superintendent saw this as an "opportunity to pat people on the back." Examination of the new forms indicated the same criteria would be used. Individual goal setting was also being discussed by the committee.

School B competence in supervision and evaluation. The practices of supervision and evaluation observed in School B were not carried out as described by the guiding document, "A Program of Teacher Evaluation." The reports intended to be generated by the

principal were not being completed. The principal boiled down supervision and evaluation into one observation and one conference for tenured teachers and two observations and conferences for probationary teachers.

The committee developing the new supervision and evaluation forms worked independently of the assistant superintendent. They were not working with a consultant, nor were they reading any specific professional literature regarding evaluation. Their work focused on the revision of existing forms.

Training for principals had been provided through viewing a videotape on clinical supervision prior to the beginning of the school year. A summer retreat was being planned that would include an inservice "on the new forms." Referring to the training provided for principals, the assistant superintendent reported that "we don't do enough of that I suppose."

Training for teachers regarding the criteria involved in the supervision and evaluation forms was nonexistent. "Teachers don't know it as well as they should," declared the principal. The district had provided some inservice on topics related to gifted education and learning styles. Neither topic was included as a criterion on the form.

School B collaboration in supervision and evaluation. Little evidence existed of collaboration between principals and teachers. All teachers interviewed expressed a desire for more feedback regarding instruction and for more involvement from the principal.

"Evaluation should occur two or three times and more than that for new people," reported a tenured teacher. Another teacher reported that "evaluation is a farce. I would like to see principals in classrooms more so they know what we do."

Goal setting was a topic for the committee revising the evaluation forms. No goal setting occurred in the building, however.

School B compatibility in supervision and evaluation. The goals of teacher evaluation were reported to be to "improve instruction," "motivate teachers to render highest level of professional service," and "provide a basis for making administrative decisions." No evidence could be found that supported any of the goals being carried out. The supervision and evaluation program confused summative purposes and formative purposes. Additionally, the reported lack of involvement in the classroom made it difficult for the principal to have an accurate picture of the teacher's performance.

Observations of the implementation components of teacher evaluation for School B are summarized as follows:

<u>Commitment</u>	Top level commitment restricted to collection of forms Emphasis on summative evaluation
<u>Competence</u>	Infrequent observations, conferences Training lacking for principals Little classroom involvement on the part of the principal
<u>Collaboration</u>	No collaboration observed
<u>Compatibility</u>	Practices contrary to published guide Confusion of formative and summative evaluation

School C

School C was an elementary school in which the principal and teachers held different views of supervision and evaluation practices. The principal supervised and evaluated 22 teachers in the building. The principal also had responsibility for another small elementary building and served as the district administrator for the special education program. Principal C had the largest staff to supervise and evaluate of the schools in the study. The principal stated that he did not have an immediate supervisor to whom he reported regarding supervision and evaluation of teachers.

Sources of information within School C were the supervision and evaluation documents and interviews with the principal and three teachers.

School C supervision and evaluation documents. School C had one official evaluation document for teacher evaluation. This document was the "Teacher Performance Report." Two documents were being used by the principal during classroom observations. One document was the "Classroom Visitation and/or Teacher-Administrator Conference Form." This form was designed by the principal. The second document was the "Classroom Observation Report," which was designed by another principal in the district.

The "Teacher Performance Report" was a lengthy form. The form included a variety of classroom behaviors, out-of-class behaviors, ratings, and narrative statements supplied by the principal. Each category and the subheadings were described by two to seven indicator

statements. The categories, subheadings, and examples of one indicator statement for each subheading are listed as follows:

Administrative recommendations

- Re-election
- Conditional re-election
- Dismissal

Instructional Performance

- Knowledge of subject matter
 - Remains current in the subject matter.
- Presentation
 - Main points are summarized.
- Supplements to the Curriculum
 - More than one primary source of material is used.
- Clarity
 - Defines new words.
- Questions
 - Ample time given to answer questions.
- Praise
 - General words of praise are given.
- Assistance to Learning
 - Responds to student requests for help.
- Listening
 - Facial expression indicates interest and patience.
- Courtesy
 - Intonation and facial expressions are congruent.

Classroom Organization and Management

- Lesson Plans
 - Learning objectives stated.
- Task-Oriented Behavior
 - Time on task is 75-90%.
- Environment
 - Encourages an atmosphere that generates acceptance of all.
- Discipline
 - Deals effectively with disruptive students.
- Knowledge of Students
 - Knows the students' names.

Professional Conduct

- Collaboration with Special Personnel
 - Students are referred as needed.
- Grade Reporting
 - Report cards are complete and accurate.
- Communications with Parents
 - Parents know what major skills are being emphasized.

Professional Improvement
 Pursues professional improvement.
 Extra-Curricular and Extra Duty
 Attends extra-curricular events.

Personal Conduct
 Punctuality
 Observes school hours.
 Cooperation
 Works willingly with others toward common goals
 of the district.
 Enthusiasm
 Enjoys working with students.
 Tactfulness
 Diplomatic.
 Demeanor
 Maintains even temperament.
 Grooming
 Well groomed

Dates and Length of Visit

Areas of Greatest Strengths

Suggestions for Improvement

Teacher Comments

The "Classroom Visitation and/or Teacher-Administrator Conference Report" was used with probationary teachers during classroom observations. The form was an open-ended form with no criteria listed. Two headings, "Strengths Observed" and "Weaknesses Observed" ("which need improvement"; "which could use improvement") were listed on the form with five lines provided for the principal to write the observed strengths or weaknesses. The statements in parentheses following the "Weaknesses Observed" heading were to be circled by the principal.

A second form for reporting observational information was entitled "Classroom Observation Report." This form had been used by the principal only a few times. The form was designed by another principal and included short references in the left margin for the

principal to use as a guide when observing. The principal reported that the form was designed to meet the criteria of TESA (Teacher Expectations Student Achievement). The principal and three teachers had been trained in the program by district trainers who had attended a national TESA workshop. The criteria of the "Classroom Observation Report" also included criteria developed by Hunter. The references included the following areas:

Anticipatory Set

- Focuses attention of student
- Provides practice
- Develops readiness
- Sets stage for learning
- Raises level of concern

Objectives

- Communicates the what and why

Input

- Provides that which is necessary to learn; may use lecture, book, film, diagram, demonstration, etc.

Check for Understanding

- Verifies the acquisition of essential information

Guided Practice

- Allows learners to perform the task while being supervised; provides for error correction

Independent Practice

- Provides opportunity for application and practice

The following criteria also included single word descriptors: (1) lecture, (2) activity, (3) discussion, (4) drill and practice, (5) questioning, and (6) integrated.

School C supervision and evaluation process. The principal noted that he used either the "Classroom Visitation and/or Administrator Conference Form" or the "Classroom Observation Report" to

observe probationary teachers in the classroom. The reports were used to collect information for the "Teacher Performance Report." The "Teacher Performance Report" served as the basis for the conference with teachers. This occurred twice with probationary teachers and once for tenured teachers.

There was no immediate written feedback for probationary teachers unless there was a problem observed by the principal that needed to be corrected. "If there is a problem I write them [the teacher] up," stated the principal. In order to "write them up" the principal used the "Classroom Visitation and/or Teacher-Administrator Conference Form" to list the observed strengths and weaknesses. The principal observed probationary teachers three times "informally."

Tenured teachers were observed once each year. Observational information collected by the principal was recorded and given to the teacher on the "Teacher Performance Report." The conference with the "Teacher Performance Report" occurred from one day to three weeks following the observation, according to the teachers interviewed. Teachers reported that the observations lasted from twenty-five minutes to three hours.

School C observable climate. The principal in School C reported a great deal of stress related to his position. Responsibility for two elementary buildings as principal, along with district responsibilities for special education, were taking a toll.

The principal reported the school board perceived "there were too many administrators." Examination of the administrative staffing

in the school district indicated that there were significantly fewer administrators in the district than in the other conference schools. The total staffing ratio per pupil was the fifth highest in the state of Nebraska.

An attitude of helplessness permeated the conversations with the principal and teachers. The principal reported his lack of time for supervision and evaluation. When asked to participate in the study of supervision and evaluation practices, the principal commented, "I hope you can find some [practices]. I just don't have the time." A teacher noted that staff development days had been eliminated for the district staff. "We were told that money was not budgeted last year." The principal also reported the board indicated there would be no salary increases for administrators in the coming year.

School C observations regarding Factor I, Involvement. The principal infrequently conducted formal observations of classroom instruction. The tenured teachers reported that the principal conducted annual observations and conferences. One of the teachers stated that "one year I think he forgot me." The observations and conferences were conducted twice with probationary teachers. Although there were probationary teachers in the building, none was interviewed for the study. Two of the probationary teachers had agreed with the principal to resign, according to the principal. These teachers had received three observations. At least one of these observations was conducted with another principal in the district attending the observation with Principal C.

Informal observations were rare. One teacher, who had district committee responsibilities, reported that the principal was frequently in her room. The purpose of these visits was related to the committee work of ordering materials, organizing achievement tests, and writing curriculum objectives. Two other teachers reported that the principal was rarely in their classrooms. "He's not in my classroom," reported one of the teachers. The other stated, "not this year." The principal reported that the probationary teachers who had agreed to resign had received three informal observations.

Staff meeting communications were oriented toward the principal making announcements. "We have them as they are needed," reported the principal. Most meetings were to explain or clarify bulletin announcements. The meetings were directed and dominated by the principal. Teachers perceived they had little input into staff meetings. One exception was at a meeting in which teachers helped write a building policy about outdoor recesses during cold weather.

School C observations regarding Factor II, Reporting. Classroom observations were conducted using unclear and unfocused criteria. The documents used by the principal to conduct an observation included criteria loosely-derived from the Teachers Expectations Student Achievement program, criteria from the work of Hunter, and criteria from the "Teacher Performance Report" that included observable and nonobservable behavior. Since pre-conferences were not conducted, nor was a preconference form used, the principal had a great deal to observe.

Teachers reported that the observations were not very helpful. "First of all, we're not supposed to talk about this," reported a teacher in reference to her evaluation. This was a suggestion given by the principal. "I think there's a lot of bias that goes into it." None of the teachers had received comments on the district forms that gave them feedback regarding their teaching.

Conferences with the principal following an observation were held from one day to three weeks following the observation. The conference information shared by the principal came from the "Teacher Performance Report" and not specifically from the classroom observation. Criteria on the "Teacher Performance Report" was a mixture of observable and unobservable behavior from classroom settings and from outside the classroom setting.

School C observations regarding Factor III, Preconferences.

Preconferences were not conducted in School C. No description of the lesson was given to the principal prior to the classroom observation. In most cases, the principal chose to observe at unannounced times.

School C observations regarding Factor IV, Information

Sources. The principal included another principal from the school district when he conducted classroom observations of teachers who were "having trouble." The purpose of the additional principal was to lend credibility to the observations. Both probationary teachers who agreed to resign received a classroom observation with two

principals in attendance. The principal stated, "We really gave that guy a whack on that evaluation. It's getting to be that's the only way to do it."

No other sources of information were gathered regarding teacher performance. Observations of the factors in School C (Involvement, Reporting, Preconferences, and Information Sources) are summarized as follows:

<u>Involvement</u>	Infrequent formal classroom observations Infrequent informal classroom observations Lack of communication between principal, teachers
<u>Reporting</u>	Observation, conference criteria unclear Lag time between observation, conference Absence of written feedback
<u>Preconferences</u>	Preconferences were not conducted
<u>Information Sources</u>	Principal used additional observer

School C commitment to supervision and evaluation. School C lacked commitment regarding supervision and evaluation of teachers. The principal was provided with little time for supervision and evaluation. He served as principal in two schools and served as the district administrator for special education. The principal noted that he did not report to a central office administrator regarding supervision and evaluation. "That is the principal's responsibility. He [superintendent] doesn't read them."

Staff development opportunities were rare and were generally unrelated to the supervision and evaluation criteria. The district did provide training for two teachers and another principal in the

TESA program. None of the teachers interviewed had received this training from the district. Professional development opportunities for the principal were the result of the district paying his dues to belong to the Nebraska Council of School Administrators.

School C competence in supervision and evaluation. The principal in School C was provided little time for supervision and evaluation of teachers. Responsibilities for two buildings and special education was a workload more demanding than that of other principals in the study. "I don't have time for this," reported the principal.

The documents used for supervision and evaluation were almost exclusively for summative purposes. The principal's statement that "teachers either do it [good instruction] or they don't" reflected his practice of few observations and no comments or suggestions as to how teachers could improve. This philosophy carried over into the supervision of the probationary teachers who agreed to resign. They were observed a total of three times during the school year. Teachers did not really expect instructional help from the principal. "We pretty much run our own rooms," reported a teacher. The feedback the teachers received was in the form of ratings on the "Teacher Performance Report."

School C collaboration in supervision and instruction. Evidence of collaboration between the principal and teachers was not observed. Teachers were congenial to the principal. The principal reported that

the teachers interviewed for the study were "good gals." There was no evidence of a project or a goal that the principal and teachers worked toward. One teacher reported there was not a school goal but she was proud of "the teaching that goes on here." Other teachers reported on their classroom goals such as satisfaction with "the Heath Reading program" or a volunteer mothers' program initiated by one teacher.

The "Teacher Performance Report" was designed solely by principals.

School C compatibility in supervision and evaluation. There was no clear purpose for teacher supervision and evaluation other than the summative ratings the principal gave teachers based on one observation and conference a year. The infrequency of observations and conferences formed a weak basis for the summative ratings. Teachers perceived that the principal was probably "biased" regarding his ratings. They also perceived there to be no feedback for purposes related to improvement of instruction. Observations indicated that the process of supervision and evaluation could not yield valid information for summative evaluation purposes or for formative evaluation purposes.

Perhaps the reason that supervision and evaluation existed was to fulfill legal requirements only. The process did provide the minimal evaluation requirements mandated by law.

A summary of the implementation components of teacher evaluation in School C follows:

<u>Commitment</u>	Lack of commitment from board, superintendent
<u>Competence</u>	Lack of time for supervision and evaluation Emphasis on summative evaluation
<u>Collaboration</u>	No evidence of collaboration
<u>Compatibility</u>	No clear purpose for evaluation and no clear process for evaluation

Similarities Among Schools A, B, C

Schools A, B, and C were schools in which the principal and teachers had different perceptions of teacher supervision and evaluation practices. Certain conditions in the schools were observed to be similar for each of the factors and for each of the implementation components.

The principal's involvement as an instructional leader was described by Factor I. Observations of instructional involvement indicated that in all three schools there were infrequent visits to the classroom. Formal classroom observations were conducted infrequently and informal classroom observations were conducted infrequently.

In all three schools, one formal observation was the norm. One formal classroom observation for tenured teachers fulfilled the legal requirements of Nebraska law and fulfilled district requirements in two of the schools. In certain cases, teachers reported they had not been observed at all during the course of the year.

Informal classroom observations and classroom visits were also rare. The principals' involvement in the classroom outside of the formal observations was limited. For all three principals,

teachers reported the principal visited their classrooms not at all or only to deliver a message. Of the nine teachers supervised by the three principals, only one teacher reported that a principal frequently visited her classroom. The nature of the visits was administrative rather than instructional.

Communications between principals and teachers were infrequent and dealt with noninstructional issues. One of the principals was perceived by teachers to be difficult to talk with and they chose to work with an assistant principal. One of the principals visited teachers socially in the lounge. The third principal was unavailable largely because of district-wide responsibilities.

Formal communication at staff meetings was noninstructional. None of the principals or the teachers reported a visible instructional goal or other school goal. Communications at the meetings were related to daily chores. Most communication was directed from the principal to the teachers with little interaction or teacher involvement.

Factor II was comprised of the classroom observation criteria and the reporting of the criteria to the teacher. In all three schools, the classroom observation criteria and the evaluation criteria had little face validity with the teachers. Comments from teachers in each of the schools indicated that the criteria "was just a bunch of stuff" or "a waste" or that "there's a lot of bias that goes into it." The principals reported no problems with their understanding of the criteria.

The documents outlining the criteria, and the forms used with the teachers, focused on summative ratings of the teachers' performance. The forms had very little space available for comments from the principal and few comments or no comments were given.

Conferences between principals and teachers to discuss observation information were not held immediately after the observation was conducted. The range of time was from one day to three weeks in School C. Conferences in School B ranged from one day to several weeks following the observation. Principal B used several forms in the conference and waited to review the forms with teachers when he had completed them all.

Preconferences to collect information about an upcoming classroom observation (Factor III) were not conducted. Preconference forms existed in School A and School B. The preconference forms were used to describe the lessons and were turned in to the principal prior to the observation. In School A, one teacher turned in the form after the observation. Preconference forms were not used in School C. Classroom observations were announced in School A and School B. The principal in School C usually conducted unannounced classroom observations.

Alternative sources of information (Factor IV) were not observed in the three schools. None of the principals collected formal information other than through classroom observations. The principal in School C used another principal to observe with him when he had a teacher whom he perceived to be lacking in instructional skills.

The similarities among schools with different perceptions between principals and teachers regarding the factors of Involvement, Reporting, Preconferences, and Information Sources are summarized as follows:

<u>Involvement</u>	Infrequent formal classroom observations Infrequent informal classroom observations Communication infrequent and noninstructional
<u>Reporting</u>	Observation criteria without face validity Teachers reported lack of meaningful feedback Lag time between observations and conferences
<u>Preconferences</u>	Preconferences not conducted
<u>Information Sources</u>	No formal alternative sources of information collected

Similarities were also observed for each of the implementation components in schools with different perceptions between the principal and teachers.

Commitment to supervision and evaluation practices was lacking from the central offices of Schools A, B, and C. In none of the schools did the superintendent or a central office staff member charged with overseeing the supervision and evaluation program take an active role in the program. In two of the schools, principals sent forms to the central office. In School C, the principal reported to no superior. In the three schools, feedback regarding the principal's supervision and evaluation of teachers was limited to those instances in which there were problems that the principal was compelled to report to the superintendent.

Staff development opportunities were limited for the principal and the teaching staff. Staff development activities for teachers

were unrelated to the classroom observation and evaluation criteria. The superintendent in School A reported he had taken an active role in staff development and had budgeted funds for teachers and principals to attend national workshops. No teacher interviewed in School A had been denied an opportunity for a professional visit. Some opportunity for staff development attendance outside of the school existed for teachers in School B. School C teachers had no opportunities for leaving the school for professional visits. None had taken part in district-wide optional training activities.

Training for principals in supervision and evaluation was generally not a focused activity by the school districts. Principal B had attended a one-day session on clinical supervision in which videotapes were presented and discussed. Principal A attended a national convention for principals a year earlier. Principal C had attended a summer workshop on teacher evaluation at district expense.

Competence in supervision and evaluation was not fostered by the school districts, as evidenced by the lack of supervision of principals and the lack of training for principals. The infrequency of formal and informal observations and conferences indicated that supervision and evaluation were not a priority for the principals.

Collaboration between principals and teachers was not observed. Individual planning or goal setting did not occur. School-wide planning or goal-setting was vague or nonexistent. Preconference opportunities for planning with teachers were not used. Post-conferences focused on summative ratings by the principal.

Compatibility was the last implementation component. In all of the schools, principals or the documents the principals used indicated that supervision and evaluation were to be conducted for the improvement of instruction. Almost no evidence indicated that formative activities were actually being carried out. Conferences in all schools focused on the ratings principals gave to teachers. Virtually no information from the classroom observation was shared in written form. The practices were clearly summative.

Teachers perceived there to be a lack of validity in the criteria on the evaluation forms. In addition, the lack of formal and informal classroom observations made it difficult to observe reliability in the principals' ratings.

A summary of the implementation components among schools with different perceptions between principals and teachers follows:

<u>Commitment</u>	Lack of commitment from central office regarding supervision and evaluation program
<u>Competence</u>	Lack of training for principals Infrequent observations, conferences
<u>Collaboration</u>	Collaboration between principals, teachers not observed
<u>Compatibility</u>	Confusion of formative and summative purposes and practices

School D

School D was a junior/senior high school in which the principal and teachers shared common perceptions of supervision and evaluation practices. The principal supervised 24 teachers in the building.

Sources of information from School D regarding supervision and evaluation practices included interviews with the superintendent, the principal, and three teachers. The teachers held from five years of experience to fifteen years of experience. Documents related to supervision and evaluation were also examined.

School D supervision and evaluation documents. Documents related to supervision and evaluation were described in "Teacher Evaluation." This document outlined the philosophy and process of evaluation, described the criteria for evaluation, and included forms used with classroom teachers and separate forms for certain teaching specialists. "Teacher Evaluation" was designed by the principal. The 1987-88 school year was the first year it had been used.

The purpose of evaluation described in the document was to "upgrade the quality of education being offered to the pupils and to improve the performance of the staff." More specifically, the document described the following purposes of evaluation of teaching:

1. To provide teachers with objective feedback on the current state of their instruction
2. To diagnose and solve instructional problems
3. To help teachers develop skill in using instructional strategies (lasting patterns of behavior)
4. To help teachers develop a positive attitude about continuous professional development
5. To make personnel decisions

The "Teacher Evaluation" document also described the roles of the superintendent, principal, and teacher in regard to evaluation. The superintendent was to "have the final responsibility for recommending to the Board of Education the retention or releasing of professional staff" The principal's role was described as being "responsible

for the formal evaluation of each staff member assigned." The teacher was "to establish a working rapport with the principal," "keep the principal informed," "seek assistance whenever needed," and "become familiar with the various procedures and regulations . . . in order to maintain a harmonious building atmosphere."

The evaluation procedure outlined by the "Teacher Evaluation" document was as follows:

All tenured teachers will be evaluated twice before January 15, by the principal, with at least one evaluation to last at least one full class period. After each evaluation, each teacher will be given a copy of the Evaluation Summary report which includes a statement of help given by the Principal, and recommendations including performance that might be cause of nonrecommendation for re-employment. On January 15, a report will be given to each teacher as to whether his/her performance is acceptable. If there are areas of concern where improvement is needed for re-employment, the specific areas should be given to the teacher in writing at this time. The teacher will then be evaluated two (2) more times before March 31, with at least one being the entire class period. On March 31, the Principal will give a copy of the final evaluation to the teacher and this evaluation will include the Principal's recommendations for re-employment which will be given to the Superintendent.

The same dates apply to all probationary teachers. The only change is that all probationary teachers will be evaluated four (4) times by January 15, with at least two being for an entire period.

The next area described by the document was goal setting.

Teacher evaluation is a cooperative and continuing program intended to improve instructional quality. To provide for mutual understanding between teachers and the Principal, the evaluation program must indicate clearly the goals toward which teachers should be working.

During the first month of the school year, teachers will, in writing and using an appropriate form:

1. determine his/her individual goals for the school year.
2. outline means for attaining the goal(s).
3. set time limits for goal(s) to be accomplished.
4. define evaluation procedure and standards.

Once the proposed goal or list of goals has been prepared, teachers will meet with their building principal. . . . All goal setting forms and evaluations will become part of the teacher's personnel file.

Procedures for observation included arrangements for a "pre-conference" and a "post-observation." The preconference was designed to discuss what would occur during the observation. The post-conference was held to discuss the observations and to review job targets from the goal-setting procedures.

Observation criteria focused on "specific skills . . . which research indicates are related to significant differences in children's learning and quality of the classroom environment. A lesson should have some basic components. The building principal will be looking for the following components during classroom observation." The components included several items dealing with expectations of students and items corresponding with the instructional design literature promoted by Hunter.

Two alternative kinds of observations were also used. A time-on-task instrument formed the basis of one observation. A videotaped self-observation was a voluntary activity for another observation.

Forms were established for each of the procedures described. The principal also modified forms and created new forms to meet unique situations.

The "Teacher Self Appraisal" form listed several performance areas in which the teachers rated themselves. The form included

observable and unobservable behaviors.

The "Professional Goals Form" helped establish the job targets for the school year. The goal was described by the teacher with a specific indicator of what the teacher would do to carry out the goal.

The "Pre-Conference" form provided space for the teacher to describe materials, activities, objectives, teacher behaviors to be observed, unusual circumstances which the principal should be aware of during the lesson, and how the teacher would determine whether students had mastered the lesson.

The "Observation" form was an open-ended form designed to provide a narrative description of the observation. The "Observation" form included a column along the left margin for the principal to denote times and frequencies of observed behavior.

The "MCREL Time on Task" form recorded activities that were noninstructional in nature. This form had been used prior to the principal's arrival in the school. The principal retained use of the form for some observations.

The "Post-Conference" form outlined a procedure in which the principal and teacher worked together to design the reading of the final report after the observation. The principal provided either a narrative report derived from the criteria, or a time-on-task report derived from the time-on-task instrument. Prior to acceptance of either of these observation reports, the principal and teacher used the following form to reach agreement on the report. The first statement on this form was to be completed by the teacher. The statement

read:

- I. Was the observation and analysis complete and accurate?
 Yes ____ No ____

If no, is it now complete and accurate?
 Yes ____ No ____

The remaining items on the form attempted to clarify the principal's position and the teacher's position. The items required teacher comments about the observed lesson and analysis, the principal's comments about the observed lesson and analysis, the resources and programs that the principal made available to the teachers to improve or enhance their performance, and agreements made. The agreements section required the teachers to decide who was going to be involved in the plan for improvement, what they should do, and when the task would be done.

The "Mid-Year Evaluation Report" was a summative report that indicated to the teacher that "your performance of both teaching and non-teaching duties is considered at least acceptable at this time." The form then listed an area of concern to be described by the principal. If there were no problems that had the potential for loss of job security, the form was simply an indication that performance was acceptable.

The "Mid-Year Evaluation Report" was accompanied by the "Plan of Assistance" if there were problems to be corrected. This report listed a "Statement of Deficiency" and a "General Statement for Plan of Assistance" that was written by the principal to inform the teacher and help the teacher if problems existed.

The "Evaluator's Summary Report" was the final summative report that was completed for all teachers by March 15. This report provided teachers with a "General Statement of Strengths and Weaknesses" and "Recommendations and Summary of Help Given." The principal and teacher signed this report and sent it on to the superintendent for final action by the school board.

Two alternative forms used by the principal were designed by teachers. These forms were designed to help evaluate special education teachers and the library media specialist. Both forms included the description of specific duties. The library media duties were to be checked as being "accomplished" or as needing "more emphasis." Following each item, space was available for comments. The special education items also had space for comments but included a five-point scale ranging from "outstanding" to "needs improvement."

A summary of the supervision and evaluation documents in School D and their stated purpose is as follows:

<u>Teacher Evaluation</u>	Descriptive of purpose, process, forms
<u>Teacher Observation</u>	Narrative report of classroom observation or time on task
<u>Teacher Self-Appraisal</u>	Self-appraisal rating by teachers
<u>Professional Goals Form</u>	Development of teacher-made, measured goals
<u>Preconference</u>	List of class objectives for pre-conference purposes
<u>Post-Conference</u>	Clinical supervision type report following classroom observations

<u>Mid-Year Evaluation Report</u>	Summative report with deficiencies listed
<u>Plan of Assistance</u>	Outline of help provided by principal for teacher with deficiencies
<u>Evaluator's Summary Report</u>	Final summative report due March 15
<u>Library Media Specialist</u>	Professional growth form for media position
<u>Special Education</u>	Designed to record observation information in special education class

School D supervision and evaluation process. Analysis of the forms indicated all were used as described in the district "Teacher Evaluation" document. For classroom teachers, the principal conducted two goal conferences, two observations with preconferences and post-conferences, and an "Evaluator Summary Report." Every teacher completed a "Teacher Self-Appraisal" form. Alternative forms were used for the teaching specialists in special education and library media. The "Mid-Year" form and "Plan and Assistance" were used with a teacher who had difficulty the prior year.

School D observable climate. Teachers reported a high degree of involvement and cooperation with the principal. All discussed that the principal's appearance in their classrooms was a common event. Teachers perceived him to be highly professional and very likeable. "I think he has a vision. An idea of how he'd like things to be," reported one of the teachers.

School goals centered on professional involvement and achievement. The teachers interviewed verified they had spent at least one

professional day to work on their own goal. The goals described were independent of each other and highly individualized. One exception was a project the principal had initiated. This project was designed to give recognition to a student, teacher, or patron who had gone above and beyond the ordinary expectations of performance. Recipients of recognition were nominated by another student, teacher, or patron. Nominees' nameplates were displayed prominently in the entryway to the building.

One other item of note was the display of student achievements. On either side of the entryway were displays of recent trophies, honors, awards, and pictures. Distinct and equal displays were given to athletic achievements, fine arts achievements, and academic achievements. Attention had been given to creative ways of displaying fine arts and academic awards, including pictures, news articles, student work, and programs from fine arts events. The impression was that fine arts and academic accomplishments were given as much recognition as athletic achievements.

School D observations regarding Factor I, Involvement. Teachers in School D received frequent formal feedback from the principal. Each of the forms described by the "Teacher Evaluation" document was carried out in practice. The frequency of formal feedback was conducted by the principal as stated in the document. The principal and teachers participated in two formal goal-setting conferences, two pre-conferences, two formal observations, two post-conferences, and two summative reports. "I have him come in more than that," stated a

teacher who estimated that four to six formal observations had been conducted every year with him.

Informal feedback was also frequently given to teachers. The principal estimated that he visited every classroom to watch instruction "at least twenty times." These visits lasted for at least five minutes and were followed by a discussion with the teacher. "We have several sit and talks," according to one of the teachers. This teacher sought the principal for consultation on a regular basis. "He's in my room almost every day," commented a physics instructor.

The principal found ways to keep teachers highly involved in conferences, goal setting, and staff development. Conferences were almost purely from the clinical supervision model. High participation and interaction formed the basis of the pre-conference and post-conference. The post-conference report was approved and changed by the teacher before it was accepted as an official record.

The "Professional Goals" form was another example of high interaction. The "Professional Goals" form was the topic of a conference with each teacher in September and May. All teachers verified they had been involved in goal-setting conferences with the principal in September and May. One teacher stated, "We talked yesterday about our goals for next year." A second teacher reported that "it [goal setting] has an advantage. By his following up on it I was more aware. It was helpful." Each of the three teachers discussed their classroom goals and what had been completed during the year. The goals were related to classroom instruction and classroom improvements.

Goals were teacher-initiated. Each of the teachers reported spending at least one professional day at a workshop or on a school visit to pursue the goal. "I'm gone a lot," reported a physics teacher, who explained he had received "five or six" professional days during the year. The other two teachers had received two professional days and one professional day, respectively. Asked what the principal's role was in goal setting, one teacher reported that "he monitors accomplishments."

The goal-setting process, the observations and conferences, and the frequent interactions were formative in nature. "I think a lot of schools focus on getting rid of teachers instead of helping them," reported the principal. "I encourage a lot of communication. I get in their classrooms and they come in a lot." One of the teachers remarked, "His goal is to improve our professional skills."

Analysis of the documents verified the formative nature of supervision and evaluation. The only summative process designed by the principal was a check mark as to teachers' recommended re-employment on the "Evaluator's Summary Report" and the verification of acceptable performance on the "Mid-Year" report. The forms designed by the special education teacher and the library media instructor had summative ratings.

School D observations regarding Factor II, Reporting. Teachers stated that the principal was objective in his reporting of their performance. "Much more objective than evaluations I've had in the past. He has specific things." Another teacher reported that "it's

accurate."

Comments of the observations consisted of Hunter's "plan for effective lessons" or the MCREL Time on Task instrument.

Post-conferences, as reported earlier, were highly participatory. Since teachers verified the narrative reports of the time-on-task reports, they had the opportunity to affect the final report. The form allowed teachers' involvement. This was not a form designed to allow only dissenting opinions, however. The final report was a version of the narrative that was written by the principal, changed by the teacher if so desired, and signed by both parties.

School D observations regarding Factor III, Preconferences.

Preconferences were conducted for each of the teachers interviewed. The process of preconference, observation, and post-conference followed a clinical supervision model. The principal reported that he also conducted formal observations that were unannounced visits. None of the teachers reported that process, however.

School D observations regarding Factor IV, Information Sources.

Alternative sources of information were not gathered in a formal way. The principal stated that he considered information he received from students and parents when he supervised teachers. The only formal alternative source of information was a voluntary activity for teachers. Two of the teachers interviewed and two other teachers responding to questions reported they had been encouraged to videotape and review their classroom instruction. The principal indicated that he wanted to expand the use of videotaping the following year and that he was

"thinking about using student evaluations."

A summary of the observations of the factors Involvement, Reporting, Preconferences, and Information Sources in School D follows:

<u>Involvement</u>	Frequent formal feedback regarding instruction Frequent informal feedback regarding instruction High teacher participation in goals, conferences Formative nature of purpose, practices
<u>Reporting</u>	Objectivity in observations Meaningful observation criteria Participatory post-conference
<u>Preconferences</u>	Preconferences conducted
<u>Information Sources</u>	No formal sources of information used Some use of instruments, videotape

School D commitment to supervision and evaluation. Commitment to supervision and evaluation was present primarily through the principal's office. The principal acted independently of the superintendent. The only role the superintendent played was to make recommendations regarding employment of teachers based on the "Evaluator's Summary Report."

The principal's commitment to staff development activities was supported through the budget and was ample to provide professional experiences at the state and local level. All teachers reported they had participated at workshops, etc. One teacher reported that she probably had "many more opportunities than I use." The principal attended one national conference each year through district funding

and had several professional subscriptions and memberships paid by the district. One of the principal's noted staff development activities was to provide teachers with books, articles, and videotapes that he had found through these subscriptions and memberships.

The principal devoted a portion of every meeting to staff development activities. He also wrote a brief note or copied an article and provided that information in the weekly bulletin to teachers.

School D competence in supervision and evaluation. The principal developed a clearly defined process of supervision and evaluation that was formative in nature. Summative and formative activities were clearly delineated. Summative activities were limited to one statement on the "Mid-Year" report and one statement on the "Evaluator's Summary Report." No rating scales of any kind existed unless it was designed by a teacher. The process was clearly designed to improve instruction with the aid of teachers' involvement. One teacher reported, "You're going to get to do your job. He's going to help you. The formal things, the evaluations . . . when you go to him for help you get it."

School D collaboration in supervision and evaluation. Collaboration between principal and teachers was observable in the goal-setting process, the preconferences, and the post-conferences. In every activity, teachers reported they had equal opportunity for input into instructional decision making. Observations of the forms and the working documents related to the forms verified that teachers were

involved. The process was a pure form of clinical supervision in which teachers and the principal worked together.

School D compatibility in supervision and evaluation. The purpose of evaluation described in the "Teacher Evaluation" document was to "upgrade the quality of education being offered to the pupils and to improve the performance of the staff." The forms, the process, and the activities described by the principal and the teachers, as well as the observations of supervision and evaluation documents, supported the intended purpose. The described purpose was intended to be formative evaluation. The practice was the same.

Summative practices were carried out to meet the intent of deriving personnel decisions regarding re-employment. Summative evaluation activities and formative evaluative activities were separate activities and were not confused.

Observations of the implementation components of teacher evaluation in School D are summarized as follows:

<u>Commitment</u>	Highly motivated principal Emphasis on staff development activities
<u>Competence</u>	Clearly defined formative evaluation process
<u>Collaboration</u>	Teacher involvement in goal setting, conferences
<u>Compatibility</u>	Separation of formative and summative evaluation Emphasis on formative evaluation

School E

School E was a junior high school in which the principal and teachers shared common perceptions of the supervision and evaluation practices. The principal in School E supervised and evaluated 18 teachers.

School E sources of information included the supervision and evaluation documents, interviews with the superintendent, principal, and three teachers, and observations within the school. The teachers interviewed were tenured teachers with six years, eleven years, and twenty-seven years of experience. These teachers had experience typical of the experienced staff in the building.

School E supervision and evaluation documents. School E had a lengthy document related to the supervision and evaluation process. This document was adopted in 1984 under the leadership of the newly-appointed superintendent. The document included the job description, board policy, purpose and procedure, and the forms to be used in supervision and evaluation of teachers. Similar processes were also adopted in 1984 for the evaluation of the superintendent and for the evaluation of the principals.

Supervision and evaluation of teachers were described in a document entitled "Instructional Staff . . . Supervision and Appraisal." The introduction to the document stated:

One key to effective instruction in [School E] is an appraisal and supervision program that encourages staff members to improve their job skills. The evaluation plan is based on the principle that every individual is capable of improving. The process presented in this document identifies what constitutes good teaching and

provides a systematic procedure for assessing teaching performance.

The job description for teachers included "performance duties and expectations." These were divided into instructional behaviors and employee behaviors. The "instructional behaviors" listed six criteria which described "a common understanding of the criteria used in the evaluation." The six criterion statements follow:

1. The instructor is competent in the subject area(s) of instruction.
2. The instructor makes effective use of instructional methods and materials.
3. The instructor demonstrates competency in management and control in the classroom.
4. The instructor demonstrates evidence of planning and organization.
5. The instructor evaluates student performance.
6. The instructor creates an atmosphere conducive to classroom learning.

The "instructional behaviors" were described by four to eleven statements. The statements described observable and un-observable teacher behaviors. Statements also described classroom behaviors and out-of-class behaviors. Examples of these statements include:

- "Is aware of the total classroom situation."
- "Supervises others in accordance with law and policies of the school system."
- "Develops and maintains positive standards of conduct."
- "Identifies short and long term instructional objectives."
- "Shows students, whenever possible, how material applies to the real world."

"Employee behaviors" were described by four criteria:

1. The instructor demonstrates personal traits and leadership qualities which serve as a model for students.
2. The instructor adheres to and enforces written and dated administrative regulations and school board policy which have been communicated to the employee.

3. The instructor cooperates with the personnel of the school district.
4. The instructor assumes responsibility for a continuing personal program of professional improvement.

The "employee behaviors" were described by four to ten statements. Examples of "employee behavior" statements were:

- "Displays pleasing personal appearance, grooming, and dress."
- "Is punctual and in regular attendance."
- "Displays loyalty and confidentiality in working relationships with fellow staff members and administration."
- "Uses organized self-appraisal techniques to improve individual performance."

Procedures outlined by "Instructional Staff . . . Supervision and Appraisal" were "requirements for building principals as they fulfill responsibilities of supervisor, appraiser, evaluator of certified staff." Among the required procedures were the following:

"Each formal announced observation shall be preceded by a pre-observation conference between the teacher and evaluator."

"Formal observations of first year instructors shall be no less than two for the first semester of school and one for the second semester. After the first year of employment probationary teachers shall be evaluated once per semester. Formal observations for permanent instructors are to be no less than one per year and are to occur no later than the first Monday in March."

"Except when the evaluator and teacher agree to extend the deadline or when the evaluator's or teacher's absence or an emergency prevents it, the evaluator will conduct the post conference and shall provide the teacher with a written appraisal report within three (3) working days of the formal observation."

"Observations during the fourth quarter shall be for the purpose of preparing for the next year's job targets or documentation for non-renewal/cancellation purposes."

"All written appraisal reports are to be filed in the superintendent's office no later than the end of each quarter in which they occur, with the exception of those that occur just prior to the Friday preceding the March

Board Meeting. A copy of each 'pre' or 'post' conference report shall be attached to the formal appraisal report."

"The evaluator's recommendations of a staff member's performance will be due to the Board of Education no later than the March Board meeting."

Three forms were provided for evaluation of instruction. The first form was the "Pre Observation Conference Report." This form listed four areas to be addressed by the principal and teacher. The teacher was to complete the form in writing and then participate in a conference with the principal. The items to be completed included "instructional topic to be addressed," "instructional method(s) to be employed," "special equipment or materials to be utilized," and "unusual circumstances or elements that may be encountered."

The second form was documentation of deficiencies regarding "instructional behaviors" or "employee behaviors." This form required the principal to note ". . . the following deficiencies, both in and out of the classroom." The second portion of the form was "Suggestions for Improvement." This section stated that "Improvement is the responsibility of the teacher; however, the following suggestions are made to assist the teacher with overcoming the deficiencies noted above."

A third form, the "Instructional Staff Appraisal Form: was used for summative purposes. This was the form due on March 15. The form included a three-point rating scale. Ratings included "Meets District Standard," "Below District Standard," and "Substantially Below District Standard." Contents of the form were the "instructional behaviors" and "employee behaviors."

A major portion of the supervision and evaluation program was the Classroom Observation report. This report was not on a specific form. The report was a written narrative which considered the criteria from the "instructional behaviors" and the "Pre Observation Conference Report."

A summary of School E supervision and evaluation documents and their stated purpose follows:

<u>Pre Observation Conference Report</u>	Information for conference prior to classroom observation
<u>Classroom Observation</u>	Written narrative describing classroom observation
<u>Deficiencies</u>	Description of deficiencies and suggestions for improvement
<u>Instructional Staff Appraisal Form</u>	Summative ratings of "instructional behaviors" and "employee behaviors"

School E supervision and evaluation process. Principal E explained the use of the forms and the actual supervision and evaluation process in his school building. The process varied from the process described in the district-wide document.

The principal stated that he always met with teachers prior to a classroom observation. The "Pre Observation Conference Report" was used. The three teachers interviewed verified that the pre-conference had been held with them the same day or the day prior to the observation.

The principal used the district criteria during the observation but added and deleted criteria liberally. "I shift some things if they're not germane" reported the principal. Determination of

what was germane was dependent on information gathered from the pre-conference. "My teachers have seen that," reported the principal in reference to the "instructional behaviors." They were not a major portion of the principal's classroom observations, however.

The classroom observation form used by the principal was developed on his own. The principal used the form to record notes during the classroom observation. The contents of the form included:

1. Commencement
 - Time
 - Orderliness
 - Process Familiarity
2. Context
3. Presentation Quality
 - Teacher Voice Quality
 - Volume
 - Rate
 - Inflection
 - Materials
 - Appropriateness
 - Quality
 - Quantity
4. Overall Organization
5. Student Response or Interaction
6. Classroom Atmosphere
7. Closure
 - Review
 - Assignment
 - Drill

The principal did not cite a source for the development of the criteria. Teachers were conversant about the observation criteria and appeared to be familiar with the contents. Two of the teachers mentioned that the principal had cited bad habits in "teacher voice quality" and accepted that the principal's report was accurate and valid.

The "Deficiencies" report had not been used by the principal.

In fact, the principal eliminated the top half of the form so that the entire form was "suggestions for improvement."

The "Instructional Staff Appraisal Form" was conducted annually with each teacher. The principal reported that all his staff had received ratings in the "meets standards" category. In previous years, a "superior performance" was in use. This category was eliminated for the present school year at the request of the district principals. They had difficulty explaining to teachers the difference between "superior performance" and "meets standards." "The bouquet part comes in our comments after the observations," reported the principal as he explained how good performance was cited.

School E observable climate. The School E staff was committed to developing a middle school concept. The first year of the middle school movement was dedicated to developing "student families." This program was initiated in the school by the principal and a group of teachers who had visited several middle schools across the state.

The "student family" activity was mentioned by the three teachers, the principal, and the superintendent. "We have worked real hard on this and had a lot of help," reported the principal. The staff had been provided one half day each month to work on the middle school concept. Activities during this half day included school visits, speakers, and discussion at staff meetings. Four staff members made extended visits to observe middle schools and bring ideas back to share with the staff. Teacher comments in regard to the positive events occurring in the school were related to the middle school

goal. "It's great," reported on teacher. "We have a great atmosphere around here." The twenty-seven year teacher reported that the middle school goal tended "to get teachers to get together and talk about kids and help each other out."

Responding as to why the middle school goal was receiving enthusiastic responses, one teacher reported that "It's because of him [the principal]. He's the guy who holds us together." One activity in which the principal involved himself was as a teacher participant in the "student family."

School E observations regarding Factor I, Involvement. The principal in School A was highly visible. Teachers reported him to be active in the "student family" project, actively working with students, frequently visiting classrooms, and frequently talking about school issues with teachers.

Formal preconferences, observations, and post-conferences were conducted three times with probationary teachers and two times with tenured teachers. Informal classroom visits were estimated by the principal to be "twice a day through December." Teachers reported that he was in classrooms frequently. "He's in a lot. He roams. Even when I was teaching in the trailer he was in a lot," reported the eleven-year teacher. "I think he's in my room all day long sometimes," reported the twenty-seven year teacher. "He knows what I'm doing."

Staff meetings were purposeful, according to the teachers. The middle school was a frequent topic at staff meetings. "Whatever

we talk about, it's real communication," reported the six-year teacher.

School E observations regarding Factor II, Reporting. Observations of the criteria and the descriptive statements of the criteria indicated loose resemblance toward current effective teaching research. No citations for the criteria were given. The superintendent and the principal had no references to research when asked to cite the rationale for the criteria.

The principal was dissatisfied with the process and criteria. "I find this practice superficial," the principal stated in reference to the "instructional behavior" and the "employee behavior" rating scales. "I don't know that you should direct your whole appraisal system around trying to get bad teachers. We should focus on staff development rather than evaluation."

Teachers reported that the principal's comments were accurate and objective. "He just mentions everything," reported the eleven-year teacher. "I've never disagreed with the guy. If it were just this stuff alone [the criteria] it wouldn't be good."

When teachers were asked what information they were given from the classroom observation that was helpful, two of them mentioned the "teacher voice quality" items. "It's good to know," stated the veteran teacher. "He's also very positive. But I like the adult part of the conference, talking with him." The presentation of the information in the conference was mentioned by another teacher. "He's objective and he's complimentary, too. I always want to do better after he talks to me."

School E observations regarding Factor III, Preconferences.

The principal and each of the teachers reported that the "Pre Observation Conference Report" formed the basis for a conference prior to an observation. This was the requirement cited in board policy. None of the teachers thought that the form was ever completed without a conference prior to the observation.

School E observations regarding Factor IV, Information Sources.

No formal alternative sources of information were gathered. "He talks with students a lot," reported one of the teachers. None of the teachers reported that this was not a fair practice. "He listens to us and he listens to the kids. He always considers both sides when something goes wrong and he's always fair with all of us," the teacher continued.

A summary of the observations of the factors Involvement, Reporting, Preconferences, and Information Sources follows:

<u>Involvement</u>	High principal visibility Frequent informal classroom visits Purposeful meetings
<u>Reporting</u>	Principal dissatisfaction with criteria Objectivity
<u>Preconferences</u>	Preconferences conducted
<u>Information Source</u>	No formal alternative sources of information Teacher reports of principal's fairness

School E commitment to supervision and evaluation. The superintendent reported that he expected each principal to provide him with the written observation reports and the dates of the conferences. The job description for the position of principal states that "The building

principal will file written notes for each observation/visitation, or incident, and will maintain a record of all dates and times as well as subject matter observed and recorded." The principal indicated that he sent the forms to the superintendent and that they became items of discussion.

School E competence in supervision and evaluation. Principal E was offered some training in supervision and evaluation. Training opportunities included workshops on teacher evaluation conducted by the Nebraska Council of School Administrators and training provided by the district's legal counsel. A staff development calendar was prepared by the superintendent. Staff development activities were focused on the middle school goal and curriculum work.

There was not a sound knowledge base regarding instruction. For example, the "instructional behaviors" and the "employee behaviors" were not credible among the teachers or the principal. No citations of current teacher effectiveness literature were mentioned in the district documents or in conversations with the superintendent, principal, or teachers. There were no activities related to classroom instructional techniques for the teachers or supervision techniques for the principals.

The principal was faithful to the clinical supervision model of participatory preconferences, observations, and postconferences.

School E collaboration in supervision and evaluation. Teachers were satisfied with participation in supervision and evaluation conferences in School E. Teachers participated in the preconferences

and post-conferences at the classroom level. Design of the actual forms and process was left to the superintendent at the district level and the principal at the building level. No formal input had been afforded teachers until concerns had been expressed regarding the "superior performance" category that had been removed in 1986-87.

School E compatibility in supervision and evaluation. Supervision and evaluation practices conducted by the principal were formative in nature. The principal provided narrative feedback that teachers accepted as usable information to improve their classroom performance.

Summative practices were evident in the rating scales. An orientation toward summative evaluation was observed in the superintendent's discussions regarding ratings. The superintendent also collected group data for comparative information regarding the ratings. The group data existed to "complete legal requirements." The superintendent expressed some reluctance about going to a three-point rating scale from a four-point rating scale. He conceded when principals and teachers voiced concern over the ratings.

Observations concerning the implementation components of teacher evaluation in School E are summarized as follows:

<u>Commitment</u>	Accountability to superintendent
<u>Competence</u>	Principal active in clinical supervision Lack of training in valid instructional criteria for supervision and evaluation
<u>Collaboration</u>	Frequent interaction between principal and teachers Individual teacher participation in conferences

Compatibility

Formative orientation of principal
Summative orientation of superintendent

School F

School F was an elementary school in which the principal and teachers had common perceptions of the supervision and evaluation practices. The principal supervised and evaluated 17 teachers.

School F sources of information included the supervision and evaluation documents, observations of the school setting, and interviews with the superintendent, principal, and three teachers. The teachers interviewed were tenured teachers with seven, nine, and twenty-one years of experience.

School F supervision and evaluation documents. The formal evaluation documents were adopted by the school district prior to the principal's arrival. The documents, "Criteria for Teacher Evaluation," and "Teacher Evaluation Form," were used by the principal to meet district requirements. The principal added the "Pre-Observation Inventory."

The introductory remarks of the "Criteria for Teacher Evaluation" stated:

Rating the effectiveness of teachers in [School F] falls into the five categories listed on the previous pages. Included below is a description of each category and the items an interviewer should be looking for when conducting the evaluation.

The categories included "Productive Teaching Techniques," "Positive Interpersonal Relations," "Organized, Structured Class Management," "Intellectual Stimulation," and "Desirable Out-of-Class

Behavior." The categories were described by six to seven statements.

The statements were "taken from some of the research on effective teaching," reported the superintendent. Observations of the statements indicated that many were unrelated to current teacher effectiveness research. Examples of statements included:

Clarity in presentation (voice, assignments, explanations).

Variability in materials, activities, etc.

Instructor uses probing questions for understanding of concepts, relationships and for feedback to the teacher.

Shows respect for students and fellow workers.

Tolerant and demonstrates self-control.

Businesslike or task-oriented behavior.

Uses class time efficiently.

Has objectives and is teaching toward them.

Fair.

Available.

Enthusiasm.

Teacher reports pupil progress to parents in an effective manner.

The "Teacher Evaluation Form" used the criteria to rate teachers in each of the categories. The form listed the five categories, provided a section for "Additional Comments," and provided an area for "Teacher-Observer Conference" information. The "Teacher-Observer Conference" information was to be a summary of the conference following an observation.

The ratings were on a three-point scale. The principal was to assign the teacher a rating of "Superior," "Satisfactory," or "Needs Improvement."

The "Pre-Observation Inventory" was a form designed by the principal. The principal intended for the form to serve as a focus for a classroom observation. The "Pre-Observation Inventory" directed the teacher to "complete and submit to principal prior to classroom visitation." The form contained five areas for the teacher to discuss in writing:

Objectives. State such things as what students are expected to know, comprehend, apply or do upon completion of the lesson.

Methods. (Lecture, discussion, question, demonstration, small group, large group).

Materials or resources. Texts, worksheets, maps, audio-visuals, chalk-board, etc.

Describe anticipated student behaviors; i.e., reaction to lesson, concerns, rough spots, etc.

Instruction to supervisors. Specific items observer should look for. Information that will help you make decisions about the effectiveness of the plan.

School F supervision and evaluation process. The process of supervision and evaluation provided for two formal classroom observations and two conferences for probationary teachers and one formal classroom observation and one conference for tenured teachers. The principal reported that he conducted the number as required by district procedures. Tenured teachers interviewed verified that they had participated in one observation and one conference.

The principal used the "Pre-Observation Inventory" as an

announcement that the observation was impending. Teachers chose the lesson, time, and date of the observation. "I want the very best and want teachers to be ready for that," stated the principal. Some experienced teachers did not participate in preconference sessions with the principal. Other teachers did participate in a preconference. "This is used when the comfort level and communication is not as strong."

The observation was conducted with the principal taking notes for a narrative report. The "Criteria for Teacher Evaluation" formed the basis for some of the observation report. Most of the criteria and the language in the report came from Madeline Hunter's work. The principal was "trained in Hunter" and had provided inservice for the teaching staff.

During the observation the principal took notes and tape recorded the verbal interaction. The tape was used to help the principal be accurate in the narrative report. "I make it a point to discuss observations as opposed to evaluations," he stated.

Another supervision and evaluation practice involved videotaping. Four teachers were involved in videotaping their own classroom instruction. They analyzed the tapes themselves, retaped, and then submitted an observation to the principal on tape. These teachers analyzed the tapes using Flander's Interaction Analysis instruments or provided their own commentary. "It's the process that is important, not the marks [on the evaluation form]," reported the principal.

School F observable climate. Observations of the school climate indicated that the principal was highly visible in the building. The principal reported that he was in every classroom every day. Teachers and students were accustomed to him being there. Teachers and students did not look up when he entered unless he spoke up to get their attention. One teacher reported that on one occasion "he walked in and taught the lesson for me."

A tour of the building was provided for the observer with an introduction and opportunity to visit with teachers who were not working with students at the time. Teachers were friendly, laughed easily, and seemed at ease with the principal and the observer in attendance in their room. Two of the teachers spoke of their video-taping project.

One goal of the school was visibly represented throughout the school. The teachers and students were trying to read ten thousand books by the end of the school year. Signs regarding this event were placed throughout the building. Students came to the principal to announce their own book count. The principal asked several students, "What's going on in your classroom that's good?" Most responses had to do with how many books had been read.

The walls of every classroom were covered from floor to ceiling with student work. Art work, pieces of writing, and projects were displayed prominently.

School F observations regarding Factor I, Involvement. The principal was a frequent visitor to classrooms, reporting that he was

in every classroom every day. Teachers verified the principal's report. Two of the teachers reported that the principal had taught their classes sometime during the year. While the teachers were being interviewed for the study, the principal taught their classes. This was the only school of the six schools observed in which teachers were released for the interview. In the other schools, teachers used their break time.

Staff meetings in the school were highly interactive. Meetings were held in the teachers' lounge. On a marker board in the lounge, the principal wrote items for the agenda. Teachers were free to add agenda items. The twenty-one year veteran teacher reported, "We have always worked well together." Meetings were held monthly or as needed for discussion purposes. Teachers reported high teacher-principal interaction during the meetings. Only one exception was noted when the principal "took a real long time explaining something that needed to be explained to us." The topic of the meeting was budget problems and possible staff reductions for the following year.

Informal communications were also frequent. The principal exercised with several staff members outside of school hours. Teachers viewed him to be quite accessible and interesting to talk to. "He's the only principal I've learned something from," stated the seven-year teacher.

School F observations regarding Factor II, Reporting. The principal and teachers had little regard for the "Teacher Evaluation Form." "We hate these [rating forms]," said the nine-year teacher.

The principal reported that the form "doesn't play a heavy role. It's the process, not the marks I make it a point to discuss observations, not evaluations."

The criteria on the form had both valid statements and invalid statements. They were not related to the content of the principal's supervision with the Hunter criteria.

The narrative observations written by the principal were perceived to be objective. "He's very fair," reported the seven-year teacher. "[He] does a good job working with teachers," reported one of the teachers in a classroom who had been involved in the video-taping project. "Not everybody feels nonthreatened," said another teacher who was visited in a classroom. "But sometimes that's the way it works."

School F observations regarding Factor III, Preconferences.

The "Pre-Observation Inventory" was used with most teachers to record information prior to the observation. Observations and interviews with teachers indicated that preconferences were seldom conducted. Teachers interviewed did not attend a formal preconference with the principal.

School F observations regarding Factor IV, Information Sources.

Observational information was the primary source of information about teacher performance. The principal used audiotape to enhance his narrative observation report. Volunteer teachers used videotape for self-analysis of their teaching. Teachers also submitted these tapes

to the principal for his use in conducting an observation. When teachers perceived their videotape to be suitable, they gave it to the principal.

Observations of the factors Involvement, Reporting, Preconferences, and Information Sources are summarized as follows:

<u>Involvement</u>	Frequent informal classroom visits Interactive staff meetings Frequent informal communications
<u>Reporting</u>	Dissatisfaction with formal criteria Objectivity of observations, criteria
<u>Preconferences</u>	No preconferences conducted
<u>Information Sources</u>	Audiotape recordings used during observations Experimentation with videotaped observations

School F commitment to supervision and evaluation. The superintendent indicated that supervision and evaluation purposes and practices had changed since he first became superintendent 13 years ago. At one time, the school board discussed and voted on each teacher as a part of the evaluation process. Within his second year, the school board understood that "the role of the superintendent is that of administrator and the role of the board is that of policy maker." The superintendent was comfortable that the process now "was helping the staff improve."

"The principal is the greatest single denominator in that building," the superintendent noted. The district paid for the principal's attendance at national conferences. The district also supported the principal's absences as a result of his leadership

position in an educational organization. "He was gone 13 days this year for that," reported the superintendent. Training for the principal in supervision and evaluation was not provided by the district.

The supervision and evaluation criteria did not reflect the emphasis in the district regarding staff development. Teachers had not received training other than that which the principal provided out of the building budget for Hunter workshops. Principals and teachers also perceived a lack of validity in the criteria established by the district.

School F competence in supervision and evaluation. The principal received no direct training from the district in supervision and evaluation. Attendance at workshops and training from university work provided the principal with the expertise to carry out the supervision and evaluation practices.

Narrative observation reports were well received by the teachers. "He's very fair," stated one teacher. The Hunter language was accepted by teaching staff since they had been trained through inservices provided by the principal.

The principal was independent in his role as evaluator. He sought out training for himself and he provided training for his staff. Any level of competence was attained not through district efforts but through his own efforts.

School F collaboration in supervision and evaluation.
Teachers and the principal collaborated in work toward the improvement

of instruction. The teachers were involved in the selection of the principal four years earlier. Many of the original staff were still employed so they had an understanding of what the principal would be doing with them in supervision and evaluation.

A few teachers worked directly with the principal in the videotaping of their classrooms, allowing him to operate the camera and help them produce the best shots of their instruction. One teacher developed a video presentation with the principal for viewing by other teachers.

There was no observed reluctance on the part of teachers to work with the principal. On the contrary, he appeared to be active in working with teachers. The school goal of reading ten thousand books was an example. The principal was active in promoting the activity. Asked whose idea this goal was, one teacher said, "all of ours."

School F compatibility in supervision and evaluation. The district process and the process used by the principal were not compatible. The district's "Teacher Evaluation Form" was a summative instrument. The principal's narrative report was a formative instrument.

The day-to-day work of the principal was toward the improvement of instruction. Frequent classroom visits, the principal's efforts "to discuss observation and not evaluation," and the cooperative efforts to develop videotaped observations were consistently formative evaluation activities. The "Teacher Evaluation Form" and

the "Criteria for Teacher Evaluation" were not formative.

Observations of the implementation components of teacher evaluation in School F are summarized as follows:

<u>Commitment</u>	Lack of district training in evaluation Professional release time for principal
<u>Competence</u>	Strong principal efforts to supervise
<u>Collaboration</u>	Evidence of teachers and principal working together.
<u>Compatibility</u>	Principal process formative; district process summative.

Similarities Among Schools, D, E, and F

Schools D, E, and F were schools in which the principal and teachers had common perceptions of supervision and evaluation practices. Certain conditions in the schools were observed to be similar for each of the factors and for each of the implementation components.

The principal's involvement as an instructional leader was described by Factor I. Frequent informal classroom observations were conducted by the principals in each of the schools. Communication was frequent between principals and teachers in these schools and the communication was related to instruction or a school goal.

Formal classroom observations were conducted twice for tenured teachers and more frequently for probationary teachers. An exception was school F, in which one formal observation was held.

Informal classroom observations were numerous in all three schools. Principal F, who conducted one formal observation annually, reported daily classroom visits. Principal D reported extended

informal visits "at least 20 times." Principal E reported that he visited classrooms "twice a day through December." Teachers verified the frequent classroom visitations.

Communication between principals and teachers in these schools was instructional in nature. Communication was frequent and related to a school or classroom goal. All three schools had highly visible goals. Interviews with the principal, teachers, and observations with the school indicated evidence of communication and work toward mutual goals. In School D, the emphasis was on individual improvement and school achievements. In School E, the goal was to work to build "student families" as part of a middle school concept. In School F, the school goal was to promote the reading of literature.

Similarities regarding Factor II, the reporting of observational information, indicated objective reporting but some dissatisfaction on the part of principals regarding district criteria.

The principals in School E and School F went beyond the scope of their districts' evaluation documents in efforts to provide meaningful feedback to teachers. Both sets of documents confused in-class and out-of-class behavior and were only loosely-related to teacher effectiveness literature. Documents provided summative ratings and room for comments. Principal E and Principal F followed district procedures in filling out the documents and providing summative ratings. They also wrote lengthy narrative reports to the teacher following the classroom observation. "He just mentions everything," reported a teacher in School E regarding the principal's

comments on the narrative form. Principal F used criteria and language from Hunter in a narrative report. Principal D also used Hunter criteria in addition to time-on-task instrumentation.

All three principals reported that their focus was on staff development rather than evaluation. Thus, they modified the district process to provide a developmental focus. Principal F reported, "I make it a point to discuss observations, not evaluations." Principal E stated, "We should focus on staff development rather than evaluation." A teacher in School D remarked that "his goal is to improve our professional skills."

Factor III was the existence of preconferences. The preconference activity was a similar one for the principals in these three schools. Principals D and E always conducted a preconference, according to the teachers interviewed. Principal F did not always conduct a preconference but frequently did so.

The use of alternative sources of information, Factor IV, was present in varying degrees among the three schools. Principal D and Principal F had conducted videotaping of instruction on a volunteer basis. Both principals had interests in increasing the practice of videotaping. A time-on-task instrument was used by Principal D. Principal E did not use a formal alternative source of information but teachers indicated he was in frequent contact with students and used that information in an objective way. "He listens to us and he listens to kids. He always considers both sides when something goes wrong and he's always fair with all of us," reported a teacher in School E.

The similarities among schools with common perceptions between principals and teachers are summarized according to the factors, Involvement, Reporting, Preconferences, and Information Sources:

<u>Involvement</u>	Frequent information classroom observations Frequent communications between principals, teachers regarding instruction School-wide goals established
<u>Reporting</u>	Objective reporting of classroom observations Principals dissatisfied with district criteria
<u>Preconferences</u>	Preconferences conducted or information collected
<u>Information Sources</u>	Voluntary videotaping Some use of recordings, instruments

Similarities were observed for each of the implementation components in schools with common perceptions between principals and teachers.

Commitment on the part of the district to supervision and evaluation of instruction was not overly strong. The principals in Schools D, E, and F acted fairly independently of the superintendents. The superintendents did not provide specific feedback to principals but recognized they were highly motivated to work with their teaching staffs and allowed them to do so. The principals did provide the superintendent with copies of the district evaluation documents for each teacher.

As reported in Factor I, the principals in these schools made a commitment to staff development. Again, they worked fairly independently. School districts did not provide a focused staff

development program. Principals understood their job to be developing staff rather than evaluating staff. Principal D and Principal F devoted staff meeting time to instructional issues. Principal D used part of each meeting to discuss an article, watch a videotape, or discuss some aspect of instruction. Principal F provided his own training in Hunter criteria for his staff. He used his building budget, district-provided early dismissal times, or after-school meetings to provide staff development activities. Principal E received the most support from the school district for staff development. His superintendent encouraged the middle school movement and helped fund the travel for staff and to bring in consultants to the school.

Competence of the evaluators was the second implementation component. The principals in Schools D, E, and F made a commitment to supervision of instruction. They were in classrooms frequently, discussed school goals with teachers, and worked with staff to meet school goals or instructional goals.

The criteria developed by the district for principals' use in evaluating staff were loosely-related to teacher effectiveness literature. The principals and teachers reported little face validity in the contents of the forms. Principals in Schools D and F developed criteria to go beyond district criteria. All principals chose to focus on staff development rather than evaluation.

Collaboration between administrators and teachers was the third implementation component. Much evidence existed regarding collaboration between principals and teachers. Teachers in all

of these schools were conversant regarding school goals and could discuss their activity in working toward the goal. They were also supportive of the goal. Principal D had an individualized approach to supervision and worked directly with individuals on their own goals as well as the school goal.

Compatibility, the last implementation component was observed through the efforts of the principal. In general, the district process and the principals' process were incompatible. The principals recognized this and made efforts to go beyond the district criteria to provide formative activities in the school building. School E and School F criteria at the district level were unfocused and related to summative evaluation. Principals E and F carried out their district responsibility and went far beyond to provide formative supervision. The School D district process was an exception. It was clearly a formative purpose followed by the principal's formative practice.

The similarities among schools with common perceptions between principals and teachers regarding implementation components are summarized as follows:

<u>Commitment</u>	Leadership from superintendents delegated to principals Emphasis on staff development
<u>Competence</u>	Principals motivated to supervise teachers Criteria of evaluation not necessarily valid
<u>Collaboration</u>	Principals and teachers collaborate in goal setting
<u>Compatibility</u>	Principals emphasize formative evaluation Districts emphasize summative evaluation

Contrasts between the Two Groups of Schools

Contrasts were observed in the supervision and evaluation practices in the two groups of schools. Schools A, B, and C were schools in which principals and teachers had different perceptions of supervision and evaluation practices. Schools D, E, and F were schools in which principals and teachers had common perceptions of the supervision and evaluation practices. Contrasts regarding the supervision and evaluation practices were noted for each of the four factors and for each of the implementation components.

The principals' involvement as instructional leaders was described by Factor I. The sharpest contrast between the two groups of schools regarding involvement had to do with the frequency of observations and the nature of communication between principals and teachers.

In schools with different perceptions, the principal conducted one formal classroom observation. Some teachers in schools with different perceptions reported they had not been observed at all. In schools with common perceptions, the principal conducted two or more formal classroom observations. One tenured teacher in School D reported as many as six formal observations in a year. The observed norm in the schools was one formal observation in Schools A, B, and C, and two formal observations in Schools D, E, and F.

The frequency of informal classroom observations was more contrasting. Principals in schools with different perceptions rarely set foot in classrooms. On the few occasions they did, it

was to deliver a message. Principals in Schools D, E, and F, those schools with common perceptions between principals and teachers, were frequently in classrooms. The fewest informal classroom observations was "at least 20 times" in School D. Principals in School E and School F were involved in classroom visits almost daily. Reports of informal classroom observations were verified by teachers.

Communications between principals and teachers were frequently related to instructional issues in Schools D, E, and F. Communications included interactions between principals and teachers at staff meetings, individual conferences, and conversations between principals and teachers. Communications in Schools A, B, and C were infrequent and were related to messages, bulletins, and announcements.

Factor II was the reporting of formal classroom observations. In both groups of schools, there were noted problems in the face validity of the criteria used for the observations. The district processes and documents confused teaching and nonteaching behavior, formative and summative purposes, and formative and summative practices. In schools with different perceptions between principals and teachers, the principals proceeded to supervise and evaluate using only the district documents. In schools with common perceptions between principals and teachers, the principals reported their dissatisfaction with the criteria and went beyond the criteria to provide meaningful supervision activities. Principals in Schools D, E, and F provided a focus on formative activities and staff development activities. In the absence of valid criteria, they did the best they could to

circumvent the district documents. The result, perhaps, was that their teachers reported objective and meaningful feedback. Teachers in Schools A, B, and C expressed their dissatisfaction with the lack of meaningful feedback regarding instruction.

The use of preconference information prior to an observation was inherent in Factor III. Observable contrasts between the two groups of schools indicated that preconferences were not conducted in schools with different perceptions. In many cases, preconference information was not even shared in written form and submitted to the principal. Preconferences were nearly always conducted in schools where principals and teachers had common perceptions of the supervision and evaluation practices.

Factor IV, the use of alternative information sources, was also contrasting in the two groups of schools. Schools A, B, and C had no alternative sources of information that were collected formally. In Schools D, E, and F, some experimentation with videotaping took place and some instrumentation to collect information was present. Both groups of principals reacted to information from students or parents. How the principals reacted was perceived differently by the teachers in each group. Teachers in Schools D, E, and F generally accepted that principals solicited information from students and used it appropriately.

Contrasts were also observed in the implementation components. The central offices in all six schools were not active in their supervision and evaluation programs. Superintendents in Schools D, E, and F consciously delegated authority to the principals or recognized

their expertise and allowed them to be independent. In Schools A, B, and C, the superintendents remained inactive. They were not overly involved and apparently did not expect their principals to be highly involved in supervision and evaluation.

Competence of the evaluator, the second implementation component, focused on the principals' activeness in supervision and evaluation. As reported in Factor I, principals were active supervisors and evaluators in Schools D, E, and F. Principals were inactive in Schools A, B, and C. When the district did not provide documents that competently helped evaluate teachers, the principals in Schools D, E, and F developed their own meaningful processes.

Collaboration between principals and teachers was the third implementation component. There was little evidence of principals and teachers working together in Schools A, B, and C. Many examples of collaboration existed in Schools D, E, and F. Examples included school-wide goal setting, individual goal setting, and high teacher participation in conferences and meetings.

The last implementation component was compatibility of the supervision and evaluation purposes and practices. In both groups of schools, the district documents and processes were summative in nature. An exception was School D, which was almost entirely formative in purposes and practices. Principals in schools with different perceptions between principals and teachers used the district process. Principals in schools with common perceptions between principals and teachers developed their own process. The processes were formative in nature.

Examples of the contrasts in supervision and evaluation practices between the two groups of schools are shown in Table 11.

Table 11

Contrasts between Factors and Implementation Components of Schools with Different Perceptions and Schools with Common Perceptions

	Different Perceptions Schools A, B, C	Common Perceptions Schools D, E, F
<u>Factors</u>		
Involvement	1 formal observation Infrequent informal observations Noninstructional communications	2 or more formal observations Frequent informal observations Instructional communications
Reporting	Criteria without face validity Teachers reported lack of meaningful feedback	Criteria cause of principal dissatisfaction Teachers reported objective feedback
Preconference	Preconference not conducted	Preconference conducted
Information Source	No alternative sources	Some instrumentation
<u>Implementation Components</u>		
Commitment	Lacking from central office	Delegated to principal by central office
Competence	Infrequent observations and conferences	Principal motivated to supervise
Collaboration	Not observed	Collaborative goal setting
Compatibility	Confusion of formative and summative evaluation	Separation of formative and summative evaluation

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The purpose of this study was to determine principals' and teachers' perceptions of supervision and evaluation practices in Nebraska Class III schools. A second purpose of the study was to examine in context the supervision and evaluation programs in schools where principals and teachers had common perceptions or different perceptions of the supervision and evaluation practices.

The study examined the literature regarding teacher supervision and evaluation. The purposes of formative and summative evaluation guide the practices of teacher supervision and evaluation. In many districts, formative evaluation and summative evaluation are confused and result in conflicting practices of supervision and evaluation. Practices aligned with formative evaluation are truly designed for instructional improvement. Practices aligned with summative evaluation are an essential component of supervision and evaluation but have the primary intent of allowing districts to make personnel decisions. School districts and principals that separate formative evaluation and summative evaluation are likely to proceed with consistent practices.

The objectivity with which the principal supervises and evaluates teachers has to do with the use of meaningful criteria and the use of information sources in addition to that gathered

by the principal. Teacher involvement in the process enhances the perceptions of objectivity and provides trust in the supervision and evaluation process.

The population for the study was the building principals and classroom teachers in Nebraska Class III schools. A stratified random sample of 150 principals responded to a questionnaire designed to measure perceptions of supervision and evaluation practices. A random sample of classroom teachers supervised by each of the 133 responding principals received the same questionnaire. The sample of classroom teachers numbered 1087 and elicited 725 responses.

A factor analysis of the principals' responses and teachers' responses identified four common supervision and evaluation practices: Involvement, Reporting, Preconferences, and Information Sources. The principals' visibility in classrooms and their communications with teachers to improve instruction were described by the factor, Involvement. The principals' collection of information and the feedback given to teachers regarding a classroom observation were described by the factor, Reporting. The principals' efforts to discuss an instructional lesson with the teacher prior to conducting a classroom observation were described by the factor, Preconferences. Finally, the principal's use of organized sources of information in addition to classroom observations was described by the factor, Information Sources.

The principals and teachers in the study held different perceptions of supervision and evaluation practices. As a group, principals had more positive perceptions of the supervision and evaluation

practices than teachers.

The supervision and evaluation practices were studied in context by conducting a qualitative study in six schools. Three schools were studied whose principals and teachers had different perceptions of the supervision and evaluation practices. Three schools were studied whose principals and teachers had common perceptions of the supervision and evaluation practices.

Differences in the supervision and evaluation practices between schools with common perceptions and schools with different perceptions were described by the qualitative study. Different practices were observed in the two groups of schools for the factors of Involvement, Reporting, Preconferences, and Information Sources. Differences were also found in the two groups of schools for the implementation components of successful evaluation programs. These components were commitment to supervision and evaluation, competence of the evaluator, collaboration between administrators and teachers, and compatibility of the purposes and practices.

Examination of Quantitative and Qualitative Data

This study relied on quantitative and qualitative data. The sets of data were examined individually and used to complement one another in the data analysis. Procedures of factor analysis, multivariate analysis, and computations of mean score differences allowed for an examination of principals' and teachers' perceptions. The difference in principals' and teachers' perceptions measured by the

quantitative data enabled the description and analysis of the qualitative data. The reliability of the quantitative methodology complemented the validity of the qualitative methodology.

Enhanced by the study of quantitative and qualitative data, the supervision and evaluation practices were described in a depth not allowed by a quantitative or qualitative study alone. Important information was gained by analysis of empirical data. Specifically, the factors were described and knowledge was provided that principals and teachers perceived the factors differently by the empirical data. The different perceptions were great in some schools and small in other schools. The knowledge that different perceptions existed did not, however, provide insight into the essence of the differences. These differences were given meaning when described by qualitative analysis. The supervision and evaluation practices in schools where principals' perceptions and teacher perceptions were similar or different were portrayed by this description. Through the examination of the quantitative data and the qualitative data, a rich description of school supervision and evaluation practices was provided by the study. The striking difference in the description of the two groups of schools provided insight into successful supervision and evaluation practices.

Conclusions

A number of conclusions have been inferred from this study. The conclusions that were reached from the analysis of the quantitative

and qualitative data are discussed in this section.

1. Principals had different perceptions than teachers regarding supervision and evaluation practices in Nebraska Class III schools. In general, principals saw supervision and evaluation practices in a much better light than teachers did. Teachers were less complimentary than principals in all aspects of supervision and evaluation practices.

A multivariate test of significance demonstrated the statistical difference in the principals' perceptions and the teachers' perceptions at the .05 level. Disagreement also existed between principals and teachers regarding each of four factors identified in a factor analysis. These factors were labeled Involvement, Reporting, Preconferences, and Information Sources. A univariate test of significance found statistical significance for each factor at the .05 level. The principals' involvement in instructional improvement, the principals' reporting of classroom observations to teachers, the principals' use of preconference techniques prior to classroom observations, and the principals' use of alternative sources of information in gathering data about teacher performance were described by the factors. Principals' perceptions and teachers' perceptions were different for each of the factors.

2. Perceptions of principals and teachers in individual Class III schools ranged from common perceptions of supervision and evaluation practices to disparate perceptions of supervision and evaluation practices.

There was a striking range of perceptual differences among the schools. Of the 105 schools, 15 schools had teachers who were more positive than the principal regarding the supervision and evaluation practices. Most schools had teachers who were less positive than the principal about the supervision and evaluation practices in their buildings. There were many schools in which a great deal of difference existed between principals' perceptions and teachers' perceptions. The six schools selected for the qualitative study exemplified the range of perceptions found in the schools. Schools A, B, and C had mean score differences of 43.57, 45.49, and 37.56, respectively. The mean score differences in these schools far exceeded the median mean score difference of 15.33. Schools D, E, and F had mean score differences of 6.44, 10.98, and .56, respectively. There was a wide range of perceptions between principals and teachers in the two groups of schools.

3. Contrasting supervision and evaluation practices existed between schools with common perceptions and schools with different perceptions. These contrasting practices, described in the qualitative portion of the study, were more striking than the broad range of perceptual differences found in the quantitative portion of the study. Strong examples of the differences in supervision and evaluation practices were found in the qualitative study. These differences are displayed in Table 12.

Schools in which principals and teachers had different perceptions of the supervision and evaluation programs shared certain characteristic practices. The principal was generally uninvolved in

Table 12

Contrasts between Factors and Implementation Components of Schools with Different Perceptions and Schools with Common Perceptions

	Different Perceptions Schools A, B, C	Common Perceptions Schools D, E, F
	<u>Factor</u>	
Involvement	1 formal observation	2 or more formal observations
	Infrequent informal observations	Frequent informal observations
	Noninstructional communications	Instructional communications
Reporting	Criteria without face validity	Criteria cause of principal dissatisfaction
	Teachers reported lack of meaningful feedback	Teachers reported objective feedback
Preconference	Preconference not conducted	Preconference conducted
Information Source	No alternative sources	Some instrumentation
	<u>Implementation Components</u>	
Commitment	Lacking from central office	Delegated to principal by central office
Competence	Infrequent observations and conferences	Principal motivated to supervise
Collaboration	Not observed	Collaborative goal setting
Compatibility	Confusion of formative and summative evaluation	Separation of formative and summative evaluation

classroom life. Few formal classroom observations were conducted, and infrequent informal classroom observations were conducted. Communication between principals and teachers in these schools was infrequent and noninstructional in nature. The supervision and evaluation documents lacked face validity and teachers reported little meaningful feedback from their principal about instruction. Preconferences were not conducted. Principals relied on what little classroom information they derived from their infrequent visits to make supervisory decisions.

Schools in which principals and teachers had common perceptions of the supervision and evaluation program were characterized by practices which contrasted with the schools where different perceptions existed between principals and teachers. These schools had principals who were active in classroom life. They conducted more frequent formal observations and frequent informal observations. Principals' communications with teachers focused on school and classroom improvements. When district documents lacked validity, principals changed the focus of their supervision to provide meaningful criteria. Classroom observations were objectively discussed with teachers. Principals conducted preconferences to enhance the quality of their classroom observations. They attempted to gather information from alternative sources to enhance their credibility.

Implementation components of successful evaluation programs were also examined in the qualitative portion of the study (Wise et al., 1984). These components included commitment to supervision and evaluation, competence of the evaluator, collaboration between

principals and teachers, and compatibility of the purposes and practices. The implementation components in schools where principals and teachers had different perceptions were in contrast with the schools where principals and teachers had common perceptions.

In schools where principals and teachers had different perceptions, strong commitment to supervision and evaluation was lacking. The competence of the evaluator was hampered by infrequent observations and conferences with teachers. Collaboration between principals and teachers was not observed. Finally, confusion of formative and summative purposes and practices made supervision and evaluation practices incompatible. District processes emphasized ratings of teachers to satisfy summative decision making.

In schools where principals and teachers had common perceptions there was an observed commitment on the part of the principal to provide supervision of teachers. The principals' efforts to become involved in classroom life enabled frequent classroom observations and conferences. Collaboration between principals and teachers was evident in goal-setting practices and mutual school-wide improvement efforts. Finally, these schools separated formative and summative practices. Principals emphasized formative aspects of evaluation even when district documents required them to conduct summative evaluation tasks.

4. Schools with common perceptions between principals and teachers approximated formative evaluation practices described by the literature.

The purpose of formative evaluation is to improve performance (Kowalski, 1978; Nevo, 1983). Characteristics of formative evaluation described by McGreal (1983) include teacher involvement, frequent observation of instruction, and de-emphasis of comparative measures of teachers.

These characteristics were found in schools with common perceptions between principals and teachers. Teachers had a great deal of involvement built into the supervision process. They had a part in the development of goals for their classroom. They had frequent opportunities to discuss instruction with their principal. The principals in these schools frequently observed instruction. Principals in Schools D, E, and F involved themselves in the classroom almost daily. Finally, the evaluation systems in these schools did not focus on numerical ratings of teachers. The focus was on performance in the classroom and how that performance could become better. This emphasis on improvement was the intent of principals and was verified by the teachers supervised by the principals.

5. School districts with similar perceptions between principals and teachers accommodated summative evaluation requirements while focusing on formative evaluation. This conclusion may state one of the strongest discrepancies between the schools with common perceptions between principals and teachers and the schools with different perceptions between principals and teachers. Schools with different perceptions met the minimum requirement of summative evaluation, determination of re-employment status, and provided almost

no formative evaluation. Schools with common perceptions met the minimum requirement of summative evaluation and focused on improvement of instruction.

Principals, as designated by Nebraska law, must make recommendations regarding teachers' re-employment. All six principals of schools in the qualitative study made this summative recommendation. In schools with different perceptions between the principal and teachers, the principals' supervision activities were directed toward, and culminated with, the recommendation regarding re-employment. Once these principals had determined the status of a teacher, their supervision activities ended. Almost no formative activities took place. The principals gathered so little evidence regarding instruction that they even jeopardized the validity of their summative judgments. The few classroom observations and conferences conducted with teachers made formative evaluation an impossibility. Classroom teachers in these schools stated that the supervision and evaluation activities did not help them improve instruction.

In schools with common perceptions between principals and teachers, the principals went beyond the minimum requirement of summative evaluation. These principals focused on improvement of instruction to help them form the basis for decision making regarding re-employment. The intent of their frequent observations and conferences with teachers was to improve instruction. Reports from teachers in these schools verified that improvement of instruction was the intent of supervision and evaluation.

6. The principal was the key figure in determining the supervision and evaluation practices. The principal determined his own supervisory behavior, regardless of the legal requirements or the district requirements under which the principal must operate.

Nebraska law mandates the principal to be the expert in supervision and evaluation of teachers. The principal is required to conduct two classroom observations with probationary teachers, denote deficiencies in work performance, and provide suggestions and assistance to overcome the deficiencies (Nebraska School Laws, 1987). As observed in Schools A, B, and C, some principals were hard-pressed to denote deficiencies and provide assistance to overcome deficiencies.

In contrast, some principals competently carry out the law and fulfill the intent of "providing suggestions and assistance." Principals in Schools D, E, and F denoted deficiencies and strengths. They provided assistance for probationary teachers and tenured teachers.

The contrast in the principal's supervision activities in the two sets of schools had little to do with the district requirements. In both sets of districts, the requirements placed upon the principal were similar. The principals were to carry out the law in regard to their supervision of probationary teachers. The principals were to fulfill requirements of supervision and evaluation established by their school districts. These requirements were similar in both sets of schools. In general, all schools required a minimum

of two observations of probationary teachers and one observation of tenured teachers. In Schools D, E, and F, the principal exceeded district requirements. In Schools A, B, and C, the principal carried out the minimum district requirements. Superintendents or central office figures in the two sets of schools had similar expectations of the principals' frequency of supervision. None of the principals' supervisors indicated they wanted more or less supervision. Their expectations were filled by the maintenance of district standards.

The reason for principals' desire to supervise and evaluate in Schools D, E, and F were beyond the scope of this study. Demographic data regarding training or experience were not collected. Informal observations indicated that the principals in Schools D and F were younger and less experienced than the principals in Schools A, B, and C. Principal E, however, had experience similar to the principals in Schools A, B, and C. Clearly, the expectations established by the law and by the local districts were not the reasons for greater attention to supervision. The principals' behaviors, not the requirements placed on the principal, determined the actual supervision and evaluation practices.

Recommendations

Several recommendations are made based on the experiences associated with this study. The recommendations fall into two categories: recommendations for further research and recommendations for the profession.

The quantitative/qualitative study of supervision and evaluation practices should be encouraged. The combination of empirical study with the description and analysis enabled by qualitative study provides insight into the essence of supervision and evaluation practices.

Similar studies should be conducted to compare the characteristics of effective principals and the characteristics of their schools. Demographic data on the principals were not collected for this study. There were striking differences in the supervision behaviors in the two sets of schools. Perhaps there were relationships between the principals' effective supervisory behaviors and other variables. The principals' training, commitment, or experience as they relate to effective supervision behaviors could be examined in other studies.

The characteristics of the schools in which common perceptions were held and different perceptions were held is also a recommended area of study. Quantitative/qualitative studies might enhance the description of effective schools. For example, in this study, the difference in teachers' attitudes toward supervision and evaluation activities was discussed. Teachers in schools with common perceptions had positive perceptions of supervision and evaluation. Teachers in schools with different perceptions had more negative perceptions of supervision and evaluation. High agreement between principals and teachers regarding supervision practices might also be related to high agreement toward instructional programs, curriculum development, or learning climate. A study of effective school characteristics as

they relate to principals' behaviors in other educational endeavors might be enlightening.

A study could be conducted to determine the quality of the personal/professional interactions between principals and teachers. The criteria of successful supervision and evaluation practices have been established. A study examining how principals interact with teachers in conferences and personal interactions might delineate professional skills from personal traits.

The expectations of the principal's supervisor did not form a specific component of this study. There may be school districts in which superintendents or central office personnel have certain expectations of the principal's supervisory behaviors. A study examining these schools as compared to schools in which there is little direction from the central office could help determine how principals can improve their supervisory skills.

School district personnel would be prudent to review the criteria of their teacher supervision and evaluation program. The large number of schools with questionable criteria and the inattention to supervision and evaluation found in the study are cause for concern. Meaningful criteria for the supervision and evaluation of instruction must be established in school districts. The criteria in many districts with successful evaluation programs have been the research on teacher effectiveness or the instructional strategies espoused by Madeline Hunter (McGreal, 1983).

There should be expectations within school districts for the principals to be strong instructional leaders. Principals should

be actively involved with teachers in the improvement of instruction. Active involvement includes principals and teachers in goal setting, frequent classroom observations, frequent instructional conferences and communications, and objective collection of classroom performance data.

REFERENCES

REFERENCES

- Abrami, P. C., Perry, R. P., & Leventhal, L. (1982). The relationships between student personality characteristics, teacher ratings, and student achievement. Journal of Educational Psychology.
- Acheson, K. (1985). The principal's role in instructional leadership. Eugene, Oregon: Center for Advanced Technology in Education, University of Oregon. (ERIC Document Reproduction Service ED 254 960)
- Acheson, K., & Gall, M. D. (1980). Techniques in the clinical supervision of teachers. New York: Longman, Inc.
- Acheson, K., & Smith, S. C. (1986). It is time for principals to share the responsibility for instructional leadership with others. Eugene, Oregon: Oregon School Study Council. (ERIC Document Reproduction Service Ed 267 510)
- Armstrong, M. H., & Trueblood, C. (1985). The importance of principal's values and their relationship to the promotion of teachers' professional growth. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois. (ERIC Document Reproduction Service ED 263 668)
- Babbie, E. (1973). Survey research methods. Belmont, California: Wadsworth Publishing Company, Inc.
- Barber, L. W., & Klein, K. (1983, December). Merit pay and teacher evaluation. Phi Delta Kappan.
- Benzley, J. et al. (1985). Peer evaluation: An interview study of teachers evaluating teachers. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois. (ERIC Document Reproduction Service ED 260 099)
- Berliner, E. (1982, October). Time on task. Educational Leadership.
- Berliner, D. (1983). The half-full glass: A review of research on teaching. Using what we know about teaching. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Bogdan, R. (1972). Participant observation in organizational settings. Syracuse: Syracuse University Press.

- Borg, W. R., & Gall, M. D. (1983). Educational research, an introduction (4th ed.). New York: Longman.
- Borich, G. D., & Madden, S. K. (1977). Evaluating instruction: A sourcebook of instruments. Reading, Massachusetts: Addison-Wesley Publishing Company.
- Brandt, R. (1982, October). On improving teacher effectiveness: A conversation with David Berliner. Educational Leadership.
- Brighton, S. (1965). Increasing your accuracy in teacher evaluation. Englewood Cliffs, New Jersey: Prentice-Hall.
- Brophy, J. E., & Evertson, C. M. (1976). Learning from teaching: A developmental perspective. Boston: Allyn & Bacon.
- Brophy, J. E., & Good, T. L. (1974). Teacher-student relationships: Causes and consequences. New York: Holt, Rinehart, & Winston.
- Bulcock, J. W. (1984). Why can't we define good teaching? Paper presented at the Annual Meeting of the Canadian Society of Education, Guelph, Ontario. (ERIC Document Reproduction Service ED 248 207)
- Centra, J. A. (1977). Student ratings and their relationship to student learning. American Educational Research Journal.
- Chatfield, C., & Collins, A. J. (1980). Introduction to multivariate analysis. London: Chapman & Hall.
- Cogan, M. L. (1973). Clinical supervision. Boston, Massachusetts: Houghton-Mifflin.
- Costa, A. L. (1985). Teacher behaviors that enable student thinking. Developing minds. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Cruikshank, D. R. (1986, Winter). Profile of an effective teacher. Educational Horizons.
- Dale, L. E. (1982, October). What is staff development? Educational Leadership.
- Darling-Hammond, L., Wise, A. E., & Pease, S. R. (1983, Fall). Teacher evaluation in the organizational context: A review of the literature. Review of Educational Research.
- Dinham, S. M., & Stritter, F. F. (1986). Research on professional education. Handbook of research on teaching (3rd ed.). New York: Macmillan Publishing Company.

- Doyle, K. O. (1975). Student evaluation of instruction. Lexington, Massachusetts: D. C. Heath & Company.
- Dunkin, M. J. (1986). Research on teaching in higher education. Handbook of research on teaching (3rd ed.). New York: Macmillan Publishing Company.
- Dunleavy, T. et al. (1983). Review of the literature and teacher survey for the Virginia beginning teacher assistance program. Roanoke, Virginia: Virginia State Department of Education. (ERIC Document Reproduction Service ED 265 093)
- Edmonds, R. (1981, October). Effective schools for the urban poor. Educational Leadership.
- Eisner, E. (1982). An artistic approach to supervision. Supervision of teaching: 1982 ASCD yearbook. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Epstein, J. L. (1985, August/September). A question of merit: Principals' and parents evaluations of teachers. Educational Researcher.
- Evertson, C. M., & Holly, F. M. (1981). Classroom observations. Handbook of teacher evaluation. Beverly Hills, California: Sage Publications.
- Feldvebel, A. M. (1980, May). Teacher evaluation: Ingredients of a credible model. The Clearing House.
- Fitzgerald, J., & Muth, R. (1984, March). It takes more than money to improve teaching. NASSP Bulletin.
- Flanders, N. A. (1970). Analyzing classroom behavior. New York: Addison-Wesley.
- Freer, M., & Dawson, J. (1985). Don't evaluate your teachers. Phi Delta Kappan.
- Fuller, B. et al. (1982). The organizational context of individual efficacy. Review of Educational Research.
- Gage, N. L. (1978). The scientific basis of the art of teaching. New York: Teachers College Press.
- Gagne, R. J. (1974). Essentials of learning for instruction. Hinsdale, Illinois: Dryden Press.
- Gall, M. (1980, December). The use of questions in teaching. Educational Research.

- Garmen, N. B. (1982). The clinical approach to supervision. Supervision of teaching. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Glickman, C., & Tamashiro, R. T. (1980, December). Determining one's beliefs regarding teacher evaluation. NASSP Bulletin.
- Gnanadesikan, R. (1977). Methods for data analysis of multivariate observations. New York: John Wiley & Sons.
- Goens, G. A. (1982, February). Myths about evaluation. Phi Delta Kappan.
- Goldhammer, R. (1969). Clinical supervision. New York: Holt, Rinehart, & Winston.
- Good, T. L. (1984). Observation and the evaluation of teaching: The formative process. Bloomington, Indiana: Phi Delta Kappa.
- Green, P. E., & Carroll, J. D. (1976). Mathematical tools for applied multivariate analysis. New York: Academic Press.
- Griego, G. (1981). The administrator-teacher interpersonal interaction during the evaluation process. (ERIC Document Reproduction Service ED 014 237)
- Gudrige, B. M. (1980). Teacher competency, problems, and solutions. Arlington, Virginia: American Association of School Administrators.
- Halpin, A. (1957). Manual for the Leader Behavior Description questionnaire. Columbus: The Ohio State University Bureau of Business Research.
- Hammer, L. E. (1987). The relationship among teacher preference in teacher evaluation processes, subject and grade levels taught, and teacher personality types. Unpublished doctoral dissertation, University of Nebraska-Lincoln.
- Hawley, R. A. (1982). Assessing teacher performance. Amherst, Massachusetts: Education Research Associates.
- Herman, J. J. (1976). Developing a staff development program. NASSP Bulletin, 60(401).
- Hoppengarden, J. D., & Walker, R. (1984, April). Collegial support: An alternative to principal-led supervision of instruction. NASSP Bulletin.
- Hosford, P. L. (1984). The art of applying the science of education. Using what we know about teaching. Alexandria, Virginia: Association for Supervision and Curriculum Development.

- Huberman, S. M., & Miles, M. B. (1984). Innovation up close: How school improvement works. New York: Plenum Press.
- Hunter, M. (1976). Prescription for improved instruction. El Segundo, California: TIP Publications.
- Joyce, B. (1981). A memorandum for the future. Staff development/organization development. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Joyce, B., & Showers, B. (1983). Power in staff development through research on training. Alexandria, Virginia: Association for Supervision and Staff Development.
- Karier, C. (1982). Supervision in the historic perspective. Supervision of teaching. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Kerman, S., & Martin, M. (1980). Teacher expectations and student achievement. Bloomington, Indiana: Phi Delta Kappa.
- Kilgore, A. M., & Others (1985). Developing and implementing a comprehensive teacher assessment system. Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development, Chicago. (ERIC Document Reproduction Service ED 253 945)
- Koppich, J., & Others (1986). A view from the classroom: California teachers' opinions on working conditions and school reform proposals. Berkeley, California: School of Education. (ERIC Document Reproduction Service ED 270 452)
- Kowalski, J. P. S. (1978). Evaluating teacher performance. Arlington, Virginia: Educational Research Service, Inc.
- Lemley, R. E. (1983). Evaluation: The key to effective learning. NASSP Bulletin, 67(461).
- Levin, T., & Long, R. (1981). Effective instruction. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Lewis, A. C. (1982). Evaluating educational personnel. Arlington, Virginia: American Association of School Administrators.
- Manatt, R. (1984). Teacher performance evaluation, practical application of research. Ames, Iowa: Iowa State University.
- McEvoy, B. (1985). Everyday acts: Staff development as continuous and informal routine. Paper presented at the Annual Meeting of the American Educational Research Association. (ERIC Document Reproduction Service ED 264 645)

- McGreal, T. L. (1980, February). Helping teachers set goals. Educational Leadership.
- McGreal, T. L. (1982, January). Effective teacher evaluation systems. Educational Leadership.
- McGreal, T. L. (1983). Successful teacher evaluation. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- McLaughlin, M. W., & Pfeifer, S. (1986). Teacher evaluation: Learning for improvement and accountability and case studies. Stanford: Stanford University, Education Policy Institute.
- Medley, D. M. (1982). Teacher competency testing and the teacher educator. Charlottesville, Virginia: Bureau of Educational Research, School of Education, University of Virginia.
- Melchior, J. A. (1973). Teacher perceptions of the teacher evaluation process. Unpublished doctoral dissertation, University of Iowa.
- Melick, D. L. (1985). A survey of teacher evaluation procedures. Nebraska ASCD News and Notes.
- Miles, M. B., & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. Beverly Hills, California: Sage Publications.
- Millman, J. (1982). Teacher evaluation. Portland, Oregon: Northwest Regional Educational Lab.
- Natriello, G., & Dornbusch, S. M. (1980). Pitfalls in the evaluation of teachers by principals. Administrators' notebook. Chicago: University of Chicago.
- Nebraska Department of Education (1987). Nebraska education directory. Lincoln, Nebraska: Nebraska Department of Education, Management Information Services.
- Nebraska school laws (1987). Fremont, Nebraska: Hammond & Stephens Company.
- Nevo, D. (1983, Spring). Conceptualization of educational evaluation: An analytical review of the literature. Review of Educational Research.
- Norris, W. R. (1980). Seven premises for improving teacher evaluation. NASSP Bulletin, 64(434).

- Patton, M. Q. (1982). Practical evaluation. Beverly Hills, California: Sage Publications.
- Paulin, P. (1981). The politics of evaluation at the local level: A view through teachers' perspectives. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California. (ERIC Document Reproduction Service ED 014 018)
- Pavan, B. N. (1984). Clinical supervision: Research in schools utilizing comparative measures. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois. (ERIC Document Reproduction Service ED 255 516)
- Pfeifer, R. S. (1986). Enabling teacher effectiveness: Teachers' perspectives on instructional management. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco. (ERIC Document Reproduction Service ED 270 868)
- Pine, G. J., & Boy, A. V. (1975). Necessary conditions for evaluating teachers. NASSP Bulletin, 59(395).
- Popham, J. (1975). Teacher evaluation: The wrong tests for the right job. Paper presented at the Annual Meeting of the National Council of Measurement in Education and the Annual Meeting of the American Educational Research Association, Los Angeles. (ERIC Document Reproduction Service ED 199 298)
- Raths, J., & Preskill, H. (1982, January). Research synthesis on summative evaluation of teaching. Educational Leadership.
- Roberts, J. M., & Newcombe, E. I. (1984). Supervision: Practice and preference in the state of Maryland. Philadelphia, Pennsylvania: Research for Better Schools.
- Rogus, J. F. (1983). Building an effective staff development program: A principal's checklist. NASSP Bulletin, 67(461).
- Rosenshine, B. (1971). Teaching behaviors and student achievement. London: National Foundation for Educational Research.
- Rowe, M. B. (1974). Relations of wait time and rewards to the development of language, logic, and fate control: Part two: Rewards. Journal of Research in Science Teaching.
- Rowe, M. B. (1986). Wait time: Slowing down or speeding up! Journal of Teacher Education, 37(1).

- Savage, J. B. (1982, December). Teacher evaluation without classroom observation. NASSP Bulletin.
- Scriven, M. (1981). Summative teacher evaluation. Handbook of teacher evaluation. Beverly Hills, California: Sage Publications.
- Sergiovanni, T. (1982). Supervision of teaching. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Shinn, J. L. (1976). Teacher perceptions of ideal and actual supervisory procedures used by California elementary principals: The effects of supervisory training programs sponsored by the Association of California School Administrators. Unpublished doctoral dissertation, University of Oregon, Eugene.
- Simon, A., & Boyer, E. G. (1974). Mirrors for behavior III: An anthology of classroom observation instruments. Wyancote, Pennsylvania: Communications Materials Center.
- Singh, R. (1984). Peer evaluation: A process that could enhance the self-esteem and professional growth of teachers. Education, 105(1).
- Smyth, J. W. (1986). Peer clinical supervision as empowerment versus delivery of a service. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco. (ERIC Document Reproduction Service ED 274 090)
- Soar, R. S., Medley, D. M., & Coker, H. (1983, December). Teacher evaluation: A critique of currently used methods. Phi Delta Kappan.
- Splitt, D. (1985). How to conduct the evaluation process: Tips for principals from NASSP. Reston, Virginia: National Association of Secondary School Principals.
- Squires, D. A., Huitt, W. G., & Segars, J. K. (1983). Effective schools and classrooms: A research-based perspective. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Stake, R. E. (1976). Evaluating educational programmes. The need and the response. Paris, France: Organisation for Economic Co-operation and Development.
- Stallings, J. (1977). Learning to look. Belmont, California: Wadsworth Publishing Company.

- Stallings, J. (1984). Findings from the research in teaching: What we have learned. Houston, Texas: University of Houston.
- Stallings, J. (1985, May). Translating research into practice. The Journal of Staff Development.
- Stiggins, R., & Bridgeford, J. J. (1984). Performance assessment for teacher development. Portland, Oregon: Northwest Regional Educational Lab. (ERIC Document Reproduction Service ED 242 717)
- Stodolsky, S. (1984, November). Teacher evaluation: The limits of looking. Educational Researcher.
- Sullivan, A. M., & Skanes, G. R. (1974). Validity of student evaluation of teaching and the characteristics of successful instructors. Journal of Educational Psychology.
- Taylor, S. J., & Bogdan, R. (1984). Introduction to qualitative research methods. New York: John Wiley & Sons.
- Toppins, A. D. (1983). Analyzing supervisory conferences: Did you hear what I think I said? Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development, Houston Texas. (ERIC Document Reproduction Service ED 251 951)
- Walberg, H. J. (1984). What makes schooling effective? A synthesis and a critique of three national studies. Contemporary Education: A Journal of Reviews.
- Watson, P. et al. (1985). The school makes a difference: Analysis of teacher perceptions of their principal and school climate. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois. (ERIC Document Reproduction Service ED 266 529)
- Williams, R., & Ware, J. E. (1976, February). Validity of student ratings under different incentive conditions: A further study of the Dr. Fox Effect. Journal of Educational Psychology.
- Wise, A. E., Darling-Hammond, L., McLaughlin, M. W., & Bernstein, H. T. (1984). Teacher evaluation: A study of effective practices. Santa Monica, California: The Rand Corporation.

APPENDIX A

Letter of Permission from the University of Nebraska
Institutional Review Board for the Protection
of Human Subjects



The University of Nebraska
Institutional Review Board
For the Protection of
Human Subjects

180
Office of the Executive Secretary, IRB
42nd and Dewey Avenue
Omaha, NE 68105
(402) 559-6463

February 19, 1988

Jefrey Johnston
Administration, Curriculum & Instruction
UNL

IRB # 317-88

TITLE OF PROPOSAL: Perceptions of Supervision and Evaluation Practices
in Nebraska Schools

Dear Mr. Johnston:

I have reviewed your Exemption Information Form for the above mentioned research project. According to the information provided this project is exempt from IRB review under 45 CFR 46:101B 3.

It is understood that an acceptable standard of confidentiality of data will be maintained.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ernest D. Prentice'.

Ernest D. Prentice, Ph.D.
Executive Secretary

EDP/lmb

APPENDIX B

Cover Letter Mailed to Principals in March, 1988



Center for Curriculum and Instruction
 Elementary/Secondary Education
 118 Henzlik Hall
 Lincoln, NE 68588-0355

Dear Principal,

Principals understand how difficult it is to supervise and evaluate teachers. A number of national reports oversimplify the process of supervision and evaluation or shift supervision and evaluation tasks away from the principal. But the reality is that principals are the school professionals who carry out this difficult task.

Nebraska law has mandated that the principal is the expert evaluator in the school. That is why you have been selected to share your perceptions of the supervision and evaluation process. The enclosed survey asks for your perceptions of supervision and evaluation purposes and practices.

The survey is part of a study examining views of supervision and evaluation. A second part of the study will ask teachers for their perceptions of supervision and evaluation purposes and practices. The study will help principals do what they have always wanted to do, provide better service to the students in Nebraska schools.

This survey is being sent to a small random sample of principals. Your participation is needed to ensure that Nebraska's principals are heard. Field tests indicate that ten minutes will be needed to complete the survey.

After you return the survey, a sample of your teachers will be asked for their perceptions. Again, about ten minutes will be required. Your response, and your teachers' responses, will remain anonymous.

Please contact us if you have any questions about the survey.

Cordially,

Jefrey R. Johnston
 Jeffrey R. Johnston
 801 South Street
 Gretna, NE 68028
 402-332-3265

Aivah M. Kilgore
 Aivah M. Kilgore
 27 Henzlik Hall
 Lincoln, NE 68588-0355
 402-472-2015

APPENDIX C

Cover Letter Mailed to Teachers in March and April, 1988



Center for Curriculum and Instruction
Elementary/Secondary Education
118 Henzlik Hall
Lincoln, NE 68588-0355

Dear Teacher:

Because of national issues such as merit pay and educational excellence, teacher supervision and evaluation processes are undergoing examination and reassessment. A valuable and often overlooked source of information about supervision and evaluation is teachers. The need to get feedback from teachers is why you have been randomly selected to participate in this survey.

The purpose of the survey is to determine the perceptions of supervision and evaluation practices in Nebraska schools. The survey is part of a study examining principals' perceptions and teachers' perceptions. Your principal was randomly selected, agreed to participate, and returned a survey. Now we need your participation.

This survey is being sent to a sample of teachers. Your participation is needed to ensure that Nebraska's teachers are heard. Field tests indicate that ten minutes will be needed to complete the survey. You have our assurance that your response will remain anonymous.

Please contact us if you have any questions about the survey.

Cordially,

Handwritten signature of Jeffrey R. Johnston in cursive.

Jefrey R. Johnston
801 South Street
Gretna, NE 68028
402-332-3265

Handwritten signature of Alvah M. Kilgore in cursive.

Alvah M. Kilgore
27 Henzlik Hall
Lincoln, NE 68588-0355
402-472-2015

APPENDIX D

Second Request Letter Mailed to Principals




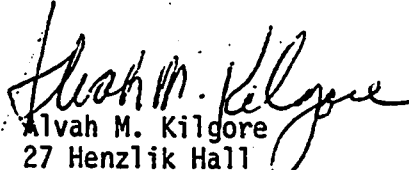
Center for Curriculum and Instruction
Elementary/Secondary Education
118 Henzlik Hall
Lincoln, NE 68588-0355

Dear Colleague,

We have enclosed a second copy of the questionnaire sent to you earlier in case the original was misplaced. We would really appreciate it if you would return the questionnaire to us. You were one of a small sample randomly selected to participate, and we cannot emphasize enough the importance of your perceptions. We again assure you that any comments you make will be kept confidential.

Cordially,


Jeffrey R. Johnston
801 South Street
Gretna, NE 68028
402-332-3265


Alvah M. Kilgore
27 Henzlik Hall
Lincoln, NE 68588-0355
402-472-2015

APPENDIX E

Principal and Teacher Questionnaire

TEACHER SUPERVISION AND EVALUATION

Teacher supervision and evaluation describes the interaction between principals and teachers, including: classroom observations, conferences, and appraisals.

Please identify your perception of each statement regarding supervision and evaluation as it pertains to your school.

Use the following scale to record your perceptions:

- 5 Strongly Agree
- 4 Agree
- 3 Uncertain
- 2 Disagree
- 1 Strongly Disagree

- ___ 1. Supervision and evaluation improve the quality of instruction.
- ___ 2. Evaluation involves more than the principal's opinion.
- ___ 3. The principal involves teachers in establishing instructional goals.
- ___ 4. The principal analyzes teacher-made instructional materials like teaching units or tests or quizzes.
- ___ 5. Formal training opportunities for teachers are arranged or provided.
- ___ 6. The principal frequently visits classrooms.
- ___ 7. The principal and teachers work together for improvement of instruction.
- ___ 8. There are instructional standards based on meaningful criteria.
- ___ 9. The principal listens more than he/she talks in a conference.
- ___ 10. The principal gathers information about teacher performance from students or colleagues or parents.
- ___ 11. The principal suggests or arranges activities for improvement of instruction.
- ___ 12. The principal knows teachers' strengths and weaknesses.

- ___ 13. The principal makes recommendations that improve instruction.
- ___ 14. Supervision and evaluation procedures are understood by teachers.
- ___ 15. The principal often talks with teachers about instructional issues.
- ___ 16. The principal includes information from many sources when evaluating teachers.
- ___ 17. The principal arranges for teachers to get help from other teachers.
- ___ 18. The principal is involved in classrooms.

CLASSROOM OBSERVATIONS AND CONFERENCES

A Classroom Observation is the formal visit to the classroom conducted by the principal for supervision and evaluation purposes.

A Conference is the formal discussion that takes place before or after the Classroom Observation.

Use the following scale to record your perceptions:

- 5 Always (at all times)
- 4 Usually (commonly or ordinarily used)
- 3 Sometimes (occasionally; once in awhile)
- 2 Seldom (rarely, infrequently)
- 1 Never (at no time)

The principal:

- ___ 19. Meets with the teacher prior to a Classroom Observation.
- ___ 20. Finds out the lesson objectives prior to a Classroom Observation.
- ___ 21. Involves the teacher in deciding what to observe prior to a Classroom Observation.

During a Classroom Observation, the principal:

- ___ 22. Remains in the class the entire instructional period.
- ___ 23. Collects information objectively.