DOCUMENT RESUME

ED 063 923 JC 720 154

TITLE	The Evaluation of Community College Teaching: Models in Theory and Practice.
INSTITUTION	California Junior Coll. Association, Sacramento.
PUB DATE	Apr 72
NOTE	100p.; Proceedings of a conference on the Evaluation of Teaching, sponsored by the California Junior College Association, Burlingame, California, April 13, 1972
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Administrator Role; *Evaluation Criteria; *Evaluation Methods; Evaluation Techniques; Faculty Evaluation; *Junior Colleges; *Models; Self Evaluation; Student Role; *Teacher Evaluation; Teacher Rating; Teacher Role; Trustees

ABSTRACT

This report presents the proceedings of the Conference on Models for the Evaluation of Teaching. The papers included are: (1) Teachers and Their Evaluation; (2) A Performance-Centered Model for the Evaluation of Teaching; (3) A Learner-Centered Model; (4) Evaluation as a Change Mechanism--A Management Model; (5) Faculty Roles in Evaluation; (6) The Role of the Administration in the Evaluation of Teaching; (7) The Trustee Role in the Evaluation of Teaching; (8) The Trustee--and Teacher Evaluation in California Community Colleges; and (9) The Student Role in Evaluation of Community College Teaching--A Proposal for Balance and Fairness. The appendices contain sample teacher evaluation forms, a faculty development model, and a selected bibliography. (RN)

THE EVALUATION OF COMMUNITY COLLEGE TEACHING:

MODELS IN THEORY AND PRACTICE

Proceedings of a conference on the Evaluation of Teaching,
sponsored by the California Junior College Association,
Burlingame, California
April 13, 1972

INTRODUCTION

The passage of the Rodda bill (SB 696, 1971 legislative session) mandated that evaluation of teaching take place on a regular basis in community colleges in California. Some colleges already had programs for the evaluation of teaching in operation. Other colleges were faced with the difficult task of trying to develop equitable and balanced evaluation programs within a short period of time. Recognizing that teaching is both a high calling and a complex process and the difficulty of the task of evaluating teaching--a science that is not very advanced in most colleges in America--the staff of the California Junior College Association solicited papers from several colleges that have had some experience with evaluating teaching and from individuals who have studied the process of participation in evaluation by the segments of the academic community (trustees, administrators, faculty, and students).

The result was a Conference on Models for the Evaluation of Teaching held in Burlingame, California, on April 13, 1972. Due to the requests for assistance by the colleges and the amount of expressed interest in the conference, the California Junior College Association decided to publish the proceedings of the conference. In addition to the papers presented at the conference, the staff of CJCA has assembled several information resources which are included in the appendices. These items include sample evaluation forms, a faculty development model, and a selected bibliography. The format of the publication is specifically designed for use by community college evaluation committees which might want to reproduce or share papers which can be easily separated from the packet.

The staff of CJCA would like to thank the conference presentors for taking time from busy schedules to develop special presentations for the CJCA conference and also to thank the many researchers and community college district personnel who have contributed to the preparation of these proceedings.

California Junior College Association
2017 "O" Street
Sacramento, California 95814

April 28, 1972

PROCEEDINGS OF THE
CALIFORNIA JUNIOR COLLEGE ASSOCIATION
CONFERENCE ON MODELS FOR THE EVALUATION OF TEACHING

April 13, 1972
Burlingame, California

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TEACHERS AND THEIR EVALUATION

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The question is never whether teachers, at any level, are going to be evaluated--they inevitably are and must be, at least by their pupils and probably by themselves--but whether they are going to be evaluated fairly, adequately, and effectively.

The great fear of the teacher himself, of course, in this regard, is that an evaluation, especially conducted by an administrator, will be unfair; so there is a huge supply of stories about the class visitor who happened to come on a day when everything went wrong, or who generalized on the basis of a ten-minute observation, or who did not really understand what the teacher was trying to do, and so on. Therefore, fairness seems to have to do mainly with whether the teacher has been looked at when performing characteristically, and whether the teacher's own pedagogical intentions have been sufficiently taken into account. However, on the latter point we need to be a little wary, I think, of the teacher who insists that only his own criteria may be employed. The unsatisfactoriness of this claim can be seen by taking an extreme case. To the teacher who complained that all he was trying to do was to keep the students amused, and therefore the only relevant question was whether indeed they were amused, we might want to reply: "But why did you not have higher purposes than that?" In short, not just success in fulfilling intentions, but success in developing adequate aspirations is part of what good teaching surely means.

The teacher is evaluated adequately, in general, when due attention is paid to all relevant aspects of his performance, including the nature of the subject matter, the quality of the students, the special circumstances of the teaching/learning situation, and the teacher's own characteristics. Here the great danger is that something important may be overlooked. The teacher who may be fairly deemed to lack charisma, may nevertheless provide a powerful model of thoughtfulness to his students. Contrariwise the flashy lecturer may at the same time be teaching superficiality of problem-attack--not of course explicitly by endorsement but perhaps even more insidiously by example.

The third of my initial group of aspects of evaluation has to do with the use made of whatever issues as an evaluation. My colleague Chester Case, rightly I think, puts very great emphasis upon teacher development. The glib phrase "in-service education" may mask more than it reveals about the possibilities of taking a given teacher where he is and helping him move to at least slightly higher ground. I use the word slightly with great deliberateness, for it is my increasingly strong belief that in this respect as with virtually all other kinds of development, the good may be the enemy of the better. Seldom does any of us succeed in wholesale reformation of any aspect of our character or personality. Even with a healthy dose of behavioral objectives, a straight shot of PPBS, and an earnest promise of a raise in salary or a return to the salt mines, teachers do not, in my experience, go from bumblers one term to spellbinders the next. But too many people, having made this obvious-enough observation conclude that teachers are born, not made, so efforts at improvement are futile. Having had several years of experience assisting adults, many of them very set in their ways, achieve a reasonable competence in discussion-leading, I just do not accept this doctrine of defeatism.

Similarly I can go with those who say that teaching is an art, not a science; but I stop short of a presumed implication of this homily: namely that an art cannot be taught. Swimming is an art too, and piano playing, and flying an airplane: they are alike in one notable respect and that is that they are all eminently teachable. But for the teaching of any art we have to have a climate conducive to the search for ways of improving; one aspect of this climate is the whole, intricate process of evaluation. To know how to start, we have, obviously, to know where we are, no less than to have some fairly good notion of where we want to be. And this means evaluation. But evaluation itself flourishes in some climates, withers and dies in others. As Socrates famously taught, the one condition necessary to learning is some sense of present ignorance or other deficiency. Self-satisfaction or obliviousness to present shortcomings does not of course invite evaluation. But I have begun to wonder whether teacher-evaluation might not best flourish in a condition of continual evaluation of virtually every aspect of the whole learning milieu. Recently, I was talking with two students in Education about their profound dissatisfaction with the testing-grading patterns of graduate work. They maintained, with some good supporting arguments, that the whole fear-pressure-competitive atmosphere is profoundly inimical to deep learning. I wanted to go part way with them, and yet I couldn't be persuaded that non-judgmentalism was the answer either. Casting about for some healthier model of constructive evaluation, my inner eye lit on the homely instance of the piano teacher and her pupil. There is where almost constant appraisal goes on--so much so that any such teacher knows and helps her pupil know exactly how things stand at any given moment. Final examinations then become absurd or even overall global grades, for there is the ongoing exceedingly <u>particularized</u> criticism by which the teacher and student are working toward improvement. Suppose now we broaden this example, and think of this appraisal also being periodically directed toward the book of exercises used, toward the lighting and the piano stool, toward the pacing of the assignments, toward the variety of pieces being worked on, toward the teacher's <u>showing</u> as well as telling: then we have come a long way toward what I take to be a desideratum: the climate of constructive evaluation. This of course requires sharing of goals and a certain pervasive humility and desire for improvement on <u>all</u> sides. But in such a circumstance I think a teacher, no whit less than the student, would be in a fair way to get better. You object, of course, that our budgets won't quite allow one-to-one classes, and I agree; but I'm not sure that we couldn't still make progress toward that atmosphere, even in a more economical milieu.

I am amazed, by the way, to hear that some people still wonder if there is a legitimate place for student evaluation of teaching. John Dewey said about democracy that there is one thing the people know better than any expert or authority, and that is where the shoe pinches. In schools, the students are the people.

But there is another respect in which I want to continue this analogy between improving our teaching arts and improving the practice of the aesthetic arts. Once, a good long time ago now, I had some G.I. Bill allowances left, and decided to use them learning some incidental skills only indirectly related to my career goals. For one thing, I took a class in oil painting, a source of amazement and amusement to my friends who knew me to be utterly devoid of talent in the whole area of the visual arts. But I was lucky enough to draw a teacher who had an uncanny ability to look at even the most gauche of dabblers, sense what he was <u>trying</u> to do, and still more subtly, sense the <u>way</u> he was going about it. Or to put it another way, to sense his student's own, inevitably unique style, however

inchoate that style still was. Then what he managed to do was to work with each student in his terms: not to impose his own, infinitely more developed, style on his charges, but to help them realize what was latent within them. With me, the odds were so strongly against him, that even he could make only modest gains, but by dint of combined efforts we did manage to get me up to about a fifth grade level, and considering where I started from, that was none too bad.

What I want of course to suggest is that teachers differ, and differ profoundly, in teaching styles. Some few teachers I know are masters of two or even three styles, and I strongly agree with Wilbur McKeachie and others that the development of a battery or a repertoire of teaching skills is eminently desirable; but perhaps it is about as much as most of us can accomplish if we become reasonably proficient in a very few techniques and succeed in developing a distinctive style to a point where the powers inherent within it are realized to a degree. The evaluation of teachers, whether conducted by students, colleagues, administrators, or by themselves, needs, I do believe, to take serious account of this simple but important truth: there is not one but a number of viable styles of teaching. I may prefer Van Gogh to Manet or Rouault to Matisse, but it is absurd to lament that one does not paint like the other.

As a start on this problem, think for a moment of Whitehead's great analysis of the rhythms of education. You will remember that he spoke of the stage of Romance, the stage of Precision, and the stage of Synthesis. In the approach to any subject, most of us need to deal first generally with large, interesting, even fascinating matters. Before the child is ready to talk about the depths of harbors, the economics of importing raw materials, or the deterioration of the western watershed, he will get into geography through the tales of explorers and ship captains, of savage natives and the discovery of exotic animals, of the search for gold and the forays of pirates. But romance is for a time only, and at some point must give way to hard, probably less enthralling facts and figures, measurements and classifications, details, and disagreements among experts. But this too, Whitehead says, is a stage which some but not all transcend. The great ideal, he put it, is, in education, to see the forest by means of the trees; so that we ultimately return to a kind of generality of view, a kind of sweep and synthesis, but at a far more sophisticated level than that at which we romantically began.

Now, it seems to me that this little scheme already furnishes us with some kinds of good teachers. Is there any one of us who cannot think of those whose talents do not lie more in precision than in romance; or vice versa? If the third category has fewer masters to count, still not many of us are so unlucky as not to have encountered some gifted synthesizers of knowledge and vision. I don't at all know that one talent is intrinsically any better than another; all are necessary, and therefore we ought to be ready to recognize that excellence in any of these ways merits prizing and praise. And in any of these ways, too, I think, development is feasible; aided development, if the would-be helper has the good sense to identify the mode in which the other person is working, his bent, his possibilities.

Let me now make a few remarks on teaching procedures, as I shall call them. Thus, lecturing is a teaching procedure. Let us start with it.

Lecturing varies along a continuum ranging from formal to informal. The most formal lecture is the memorized address, perhaps mainly familiar to most of us from the performances of the itinerant lecturers who hit our campuses as stops

on the circuit. Not only are their words decided in advance, but the timing of the stories, the emphases, the very gestures may be rehearsed. Next most formal is the read paper, a procedure which might be thought by the inexperienced to admit of little variation in quality of delivery, but old conference-goers like us know better. There is the reader who is obviously tied by hoops of steel to his manuscript, and there is the kind who manages to maintain quite a good deal of audience contact in spite of the wad of paper on the lectern.

At the far end of the continuum is that sort of informality of lecturing which is hardly distinguishable from a conversational monologue. Here, our picture is perhaps of the instructor sitting on top of his desk, swinging his feet, chatting. Or pacing up and down, like Aristotle.

According to one rather thorough report of classroom procedures at a variety of colleges, formal lecturing is relatively unusual and declining. Informal lecturing, no doubt interspersed with some sort of discussion--at the very least the entertaining of questions--is the most usual procedure.

In my experience, high skill in formal lecturing is uncommon. I recall that in one college with which I was associated, it was necessary to find lecturers for a Humanities class of some 1200 students. A great many of one's colleagues one just could not imagine in such a situation. Others one could imagine--until they were seen in action, when they became unimaginable and unthinkable.

What one soon discovers about such an assignment is that it requires a kind of preparation one is very unlikely to engage in for a class of fifty--I say fifty in order that the contrast should still be lecture size. But with fifty one can still be aware of most of the individuals in the room, and use their facial expressions for feedback. With the very large group one has to be sensitized to noise cues of various kinds.

I have said that the ability to lecture both formally and effectively is pretty rare; furthermore, I have seldom encountered teachers who claim for themselves this ability. That is to say, I imagine that in this respect teachers tend to be highly realistic. However, it is well known that all teachers are by their own admission well above average in teaching ability: it is in the more informal situations, normally with rather smaller groups than we have recently been talking about, that the great bulk are supposed to shine. I am sorry to have to say at this point that I believe there are almost as few who can lead a good discussion as can deliver a powerful address. But let me suggest that the reasons are different in the two cases: I suspect that it takes a certain kind of personality to do a really bang-up job at formal lecturing. I do not mean just one kind, but a relatively small group of kinds. Changing personalities is notoriously difficult; if one is not temperamentally qualified, probably he can hardly hope for more than adequacy by dint of a conscientious program of improvement. Discussion-leading tends to be inept, however, mainly because the function simply has not been cultivated. Perhaps most teachers think of conducting a discussion as such a "natural" activity, that, like breathing, they needn't think about it, practice it, or seek to improve it. One just does it. But then one probably does it badly.

If lecturing varies according to degree of formality, discussion leading differs according to how tightly the reins are held, or--to put it another way--according to how narrowly or widely "relevance" is interpreted. At one pole

anything goes: free association, sudden changes of subject, quite personal reminiscenses, and so on. At the opposite pole, a strong attempt is made to get the group to arrive at positions decided upon (by the leader) well in advance. My own preference is for calling neither of these procedures a discussion. The one has its own name, inelegant but with great currency: "bull session." The other may be not improperly considered a disguised lecture, the leader acting more as ventriloquist than as eliciter. But even discussions properly so-called can differ vastly with respect to how tightly they are structured--to give in to a term greatly popular just now. I shall return to this point when we turn to "style."

Some there are who make no distinction between a discussion and a recitation, but the difference is great and important. A recitation is really a kind of class drill, a collective exercise in memory, and an oral examination.

Teacher: Who wrote the Declaration of Independence? Robert? (No answer) Class? (chorus) Jefferson. And so on. If the chorus is loud enough, Robert will presumably be humiliated and thus made to remember next time--or to block worse than ever.

I do not think that recitation need detain us longer, so I pass on to something that is not precisely a procedure, but more of a format: the seminar. The seminar is a combination of formal lecturing and discussion. The seminar typically falls into two parts, the presentation of the student papers, and the period before the first such paper is ready. This early period may be filled by "lecturettes" from the professor, or discussion by the group. Not infrequently it will seem a contrived filling-in of time, a kind of "vamp until ready," but the skillful professor will make a strong effort to establish during this period a commonality in the group, without which the student papers are altogether likely to be windowless monads politely endured and ignored in the hope that one in his turn will be silently suffered. Interestingly, a frequent saying among students about seminars is that they are a waste of time except for what went into writing one's own paper. When, however, the early stages have established common ground, to which the papers may be legitimately required to relate, and then under leadership of the professor genuine discussion of the papers is brought out, rather than just some desultory questions--and students are pretty adroit at lofting fat, lazy balloons of questions for their colleagues to pop--the seminar can be an unusually valuable experience for everybody concerned.

If we turn now from this account of procedures to the matter of styles, I must rush to confess that I have no adequate definition of style. In one sense it is the teacher's signature, the distinctiveness of his manner, and here, perhaps, one naturally thinks of mannerisms and idiosyncracies: the eyes habitually uplifted to the ceiling or perhaps beyond, the back-of-the-chair-balancer, the light cord twitcher. One of my favorite teachers was a notorious hypochondriac who from time to time took a rough reading of his pulse and of his temperature in the course of lecturing. Any group of alumni can swap little stories like that one, perhaps about "old Doc Whatsisname" who without notice of a clock, miraculously began his peroration one minute before the bell, gathered up his books and notes and made his way to the door, twisted the knob as the signal sounded, and fled. But it is not style in the sense in which everybody necessarily differs from everybody else that I want to discuss today, but style as the operative conception of the teaching act. We may try to get at this if we ask a colleague: What do you <u>do</u> when you teach? If he says, "Oh, I lecture," then we have to follow up with another question.

That is, lecturers differ from each other stylistically. For instance, there are the hams, the organizers, and the thinkers. I do not intend any invidious distinctions here; I believe in the virtues of all three. The ham is the one who justifies his style by emphasizing motivation. He says, with not a little truth, "You can't teach them unless you can get their attention. To get their attention, you have to ham it up a bit." Normally he will be talking about undergraduates, and perhaps particularly when congregated in large numbers. One anthropologist of my acquaintance is very likely, when the lecture gets around to certain cousins of homo sapiens, to stalk around the lecture platform with his hand dangling near the floor, and even to pounce onto the desk if he fancies the class is unusually somnolent that day. Some lecturers are skillful at the quick cartoon on the board, and I know one chemistry professor who always stops the show by writing two formulas on the board simultaneously, one with each hand. The ham professor is often a skillful mimic with voice or gesture, and may range widely over the platform as he goes through the motions of the characters he is presenting. In one lecture I remember, skillful use was made of the platform, by the extemporaneous construction of a historical time line to give a graphic illustration of how short is the time of massive technological advance in the history of mankind.

The ham may use the full dynamic range of his voice, may fall readily into dialect, may be unusually uninhibited in the use of his body, or he may like the shock effect of props, as when a marine zoologist may reach down and pull out of a gunny sack some unlikely looking creature just extracted from the deep. Obviously the use of audio-visual aids greatly extends the resources of this type of performer.

The ham tends to be memorable, lively, entertaining, the subject of many reports over the lunch table. You don't sleep in his classes, and that's not a small claim. Surely the commonest student complaint is about <u>boring</u> classes. His great and besetting temptation, of course, is to distract more than to instruct. He may be the kind of professor whom students never forget, but the content of whose lectures scarcely survives the hour. However, we may be too ready to condemn this type of colleague because of a success which most of us cannot, or dare not, emulate.

Very different is the style of the organizer, the systematizer, the synthesizer. If the ham is given to shaking a skeleton at his audience, the highly organized colleague shakes only the skeleton of the <u>argument</u>. He is much given to dealing in epochs and ages, influences and effects, classes and groups, parallels and contrasts. Utterly charmed with the discovery that not only Verdi and Wagner, but Kierkegaard for extra measure, were born in the same year, he will find himself unable to resist the temptation to find that they synbolize three chief forms of nineteenth century romanticism. He is devoted to Chaucer and Dryden for having so accommodatingly died exactly at the end of their centuries. He is pleased to discover that Plato's dialogues may be catalogued as Early, Middle, and Late, and infinitely grateful to Schopenhauer for permitting of influences not only from Germany and England, but from Greece and even India. The High Renaissance and the Low he will never tire of distinguishing, and the three principal causes of the stock market crash in 1929.

He is given to beginning his lecture with a brief recapitulation of the one immediatley preceding, followed by a pointed transition; naturally he would not end without a summary of the major points. Sometimes he is a master of

blackboard organization; the grandest masters do not content themselves with mere outlines, but are likely to draw diagrams, with the final, quite unpredictable stroke at the end of the hour showing indisputably that the whole intricate process assumes the form of an hour-glass.

My third stylist amongst lecturers is The Thinker. Again I say, the distinction is not invidious: it is not that the others fail to think; rather, it is only that this type thinks visibly as well as aurally. He thinks on his feet and in the glare of the spotlight. He is Emerson's Man Thinking in full view.

We are told that Socrates was susceptible to becoming fixed in thought for long periods; in our own day the world's champion--he died undefeated and they retired the trophy--was Ludwig Wittgenstein, to whose lectures at Cambridge, American visitors were wont to go, only to find the master deep in silent thought before his admiring students, perhaps with his head pressed to the wall for an hour at a time. Admittedly with such an eccentric genius, aprocrypha abound, but it is well attested that Wittgenstein was much given to trying to think through a problem, whether it had been presented by a student or by himself, and not to be content with the answer of conventional wisdom. Apparently his public thinking periods were inspirational, inspiring others to think too, then and there.

The thinking lecturer, if his sincerity is contagious, can be pretty impressive. In his presence there is no place for passive listening--the passive type will just go to sleep or leave for want of either entertainment of substance to take notes on. If one is attuned to what is going on, one shares the excitement of not only being present at but somehow sharing in the act of creativity.

Defenders of the thinker-style point out that a lecture is an uneconomic means of conveying information, but is irreplaceable as a way of demonstrating what it is like to work through a problem. We are told that in place of the vague generalities of most educational ends, we should specify desired behaviors: how do we want our students to act, specifically, as a result of our tutelage? The thinker's answer is definite. That student will have learned, if and only if he has learned to attack a problem, to analyze it, to engender and entertain hypotheses, to elaborate them, to test for adequacy and consistency, to look for alternative explanations of equal or superior power and validity.

A very similar style is sometimes observable in the discussion leader. He is the one who probes, who, seldom content with the answers he gets to his questions, likes to go to work on them, to turn them over and thump them--or better still to elicit this kind of evaluative analysis from members of his group. His whole posture, the meditative tamping of his pipe, the head scratching, the furrowed brow all say: Now let's look at this together and see if we can come up with something. This leader is a logician. You will recall Sydney Smith's saying of the two women leaning out of their adjacent tenement windows shouting at each other, that they could not agree because they were arguing from different premises. Our logician doesn't mind that so long as the premises are made explicit, along with the deductions that may validly be drawn therefrom. The student who stays aloof from this procedure, looking upon it as a spectator only, represents in so far, a failure of the leader, for he wants a full team effort, even if the results are by no means agreed upon by those present.

A second cousin is the badgering discussion leader. He delights in carefully prepared traps into which he beckons, cajoles, and finally drives his chosen victims. He is a bear for consistency, forever saying, "But how do you

reconcile that with what you were maintaining a moment ago?" Contentious by nature, he is scrupulously fair in subjecting to attack those with whom he is in sympathy in the argument as much as those he secretly hates or despises.

Another interesting type is one I am tempted to call the disappearing leader. Permissive in the extreme, he is happiest when the discussion has been taken out of his hands and handed back and forth among the participants, which is the more likely to occur if a good fight can be started. I recall a friend of mine rushing into my room during an intellectual retreat at Colby College in Maine, one summer, elated because the group he had been leading had for two hours forgotten his existence. "I asked only one question," he shouted; "after that, it was all theirs and all I did was listen." There are even recorded instances of the initial question not being necessary. The fully permissive leader will simply wait patiently for someone to say something, hoping against hope that it will be vastly provocative.

However, this kind of patience is a rare virtue. Far commoner is the impatient leader, no doubt brought up in the era of the radio, in which silence is obscene. Often, just as someone is collecting his wits and about to strike, the leader's patience will run out and he will blurt out a restatement of his question, usually just different enough to require the thoughtful participant to start all over again.

This can be almost as annoying as that leader given to hydra-headed questions. "What," he will ask, "do you make of the charge that Wallace Stevens is a hedonist? Can you see in his verse any evidence of his career as an insurance man? Can you justify the comparison sometimes made between him and Ezra Pound?" Smart actuaries have declared this type of leader to be uninsurable.

Nearly related is a style that I might liken to a smoke ring puffer. I have in mind the person who dearly loves to ask questions, who comes prepared with a long list of them, and refuses to adjourn the meeting until the list has been finished. He will waft a question over the heads of his group, and watch to see who makes a pass at it. But he is not especially interested in the answer, and makes little attempt to deal with it, for he has another question in readiness.

I suppose that most leaders make an honest effort to involve as many as possible in the discussion, realizing that they will be lucky indeed if they do not quickly uncover a taciturn twenty percent who never volunteer and when directly called upon discover a great penchant for the conversation-stopping one-word answer. "Do you suppose the second world war might have been avoided if Hitler had been assassinated in 1937?" "No."

I recall seeing it laid down as a rule of good discussion that one should not fix upon a single student to engage in prolonged discussion. I even copied the words down: "Dialogues with any one student <u>should be avoided</u>." Perversely this immediately brought to mind one of the most skillful leaders I ever saw in action. He would fix upon some student right at the beginning, frequently a lip-biting coed, and start with her. Thirty minutes later he might still be talking to her, and by now she'd be talking back, and the two of them acting as if the rest of the class had just gone away, instead of which all the others were sitting there as if at a championship tennis match, empathizing every stroke and volley. Clearly the ideal is to <u>involve</u> everyone in the class, but there are other kinds of involvement than talking. Indeed I can recall instances in which

as a participant, for one reason or another I couldn't get my oar in, but feeling, nevertheless, at the end of the discussion that delicious tiredness that comes from energetic participation. How irrelevant to effective teaching and effective learning is much of our ego-gratification behavior. Yet thus intramurally, it is perhaps permitted to suggest that not a few of the brethren we left at home to tend the shop are not oriented either to a subject matter or to students, but to themselves. I like to think that students are not often fooled in this respect. They do--we need to remind ourselves from time to time--criticize their professors pretty severely, not merely in the fashion of the tout sheet regularly put out at Berkeley, but in every nook and cranny of the campus and environs. "He knows his subject matter, but not how to put it across." "He obviously would rather be working on his research than in class." "He tells us stuff we can get out of the textbooks." "He hasn't revised his notes for years." Luckily good things are said too. The kind I particularly like to hear, speak of the teacher's irrepressible enthusiasm for his field, or of his curiosity in the presence of a problem, or of his constant search for a more telling way of making a point, or of his humility in the presence of the really big issues, or of the pleasure he evidently takes in listening as well as in talking.

Our chief concern here has been to show some few of the commoner styles which are associated with the principal types of classroom procedure, lecture and discussion, and to imply that good evaluation must be sensitive to the variety of teaching procedures and styles that may (and do) promote learning.

Before closing I want to remark on a phenomenon that I fancy to be real, though it has, so far as I know, received little other notice. It might be summarily labeled, "The Rejection of the Good Teacher." I mean not rejection by research-oriented administrators or colleagues, but by students.

Here is a scrap of dialogue I've invented to suggest the nature of this new trend, if it is that:

-- Who is the best teacher you ever had?

-- Oh, I don't know, I don't think much in those terms.

-- What do you mean?

-- Well, Good Teachers or Best Teachers--all that seems to me entirely relative to the individual student. Your best teacher may be my worst.

-- True, but so what?

-- Well, then why is it important for me to tell you who my favorite is? He (or She) would just be my favorite.

-- Still, I think you're exaggerating the difference. Most people find milk nutritious, and only the rare one is allergic to it. Similarly, some teachers are exceptionally valuable to a large number of students, on the other side, some are valuable to only a few--if any.

-- Yes, but there's another thing that more and more bothers me about the whole idea of the "good teacher," even if we could agree about his identity, or the criteria for judging him. I'm inclined to think that

the so-called Good Teacher may be something of a menace. Notice that he is almost always somebody with an assertive personality. Well, I think of teaching as "facilitating learning" and I strongly suspect that those Big Personalities teach themselves more than teach us. That is, they are show-offs, hams. Pretty entertaining and impressive maybe, but do they really teach? Don't they in fact tend to build a dependency relation?

-- That's odd, I think that the really good teacher affords us an important model. It needn't be of somebody who comes on strong. It certainly needn't be--and I think better not be--a model Authoritarian. But maybe in a quiet, but astute way, still a model.

-- Well, I reject the whole idea of models. Why should I model myself on somebody else. I'm my own model. Not that I'm ideal, of course, but I mean I've got to decide what I want to be. And not somebody else. And I don't want to be somebody else either.

-- According to you, then, we just ought to get rid of teachers. . . .

-- Well, maybe not, but de-emphasize them--move them into the background. Yes, that's it. I'd like "teachers" to be there--when I need them. Let me come to them. Yes, that's it: don't call me (or on me); I'll call you. That's what I want teachers to be.

-- Sort of Resource Persons?

-- Exactly. I don't want them to motivate me, inspire me, fill me full of knowledge, make me learned, or anything of the sort. But I'd like them to be there in case I need some specific sort of help.

-- I'd call this the "Reference Librarian" model of a teacher.

Is it true--as I sometimes think--that anti-authoritarianism has in our time gone so far as to include "good" models too in its rejection?

Still, you will point out, and rightly, that even the non-teacher, the reference-librarian teacher, the resource-person teacher, the unobtrusive teacher, the one who as an old friend of mine said about himself, is visible only at very low tide--still even he may be relatively effective or relatively ineffective. True; and I would say again that he who is relatively ineffective in this, as in the other modes, may improve. There is scarcely any finer challenge to the administrations, the faculties, yes, and the student bodies, of all our institutions of learning, to work toward the achievement of a cooperative and constructive climate for the development of better teaching. Someone has recently pronounced the following words: "In higher education there are no bad teachers--only poor students." His point, of course, is that, in his own words, "A clutch of active, interested students who put the pressure on the instructor to be cogent, thoughtful, and, on a few occasions, brilliant make a class good." (Harry S. Broudy, "On the Way to the Forum," THE EDUCATIONAL FORUM, March 1972, p. 300) Of course there is something to this, but I dread the thought of teachers loitering around waiting to have the pressure put on them. The teacher worth his salt is first of all the one who wants to be worth his salt: by becoming, in fuller measure, what he claims to be: a teacher. And that means evaluation. And the imaginative use of

what is thereby uncovered, in the interest of development. It is hard. But as all of us know, teaching is hard: I close with the words of the existential philosopher, Martin Heidegger:

> Teaching is even more difficult than learning. We know that; but we rarely think about it. And why is teaching more difficult than learning? Not because the teacher must have a larger store of information, and have it always ready. Teaching is more difficult than learning because what teaching calls for is this: to <u>let</u> learn. . . . The teacher is ahead of his apprentices in this alone, that he has still far more to learn than they--he has to learn to let them learn. . . . If the relation between the teacher and the taught is genuine, therefore, there is never a place in it for the authority of the know-it-all or the authoritative sway of the official. It still is an exalted matter, then, to become a teacher--which is something else entirely than becoming a famous professor. (WHAT IS CALLED THINKING)

A PERFORMANCE-CENTERED MODEL FOR THE EVALUATION OF TEACHING

Eldon L. Rodieck
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Fullerton Junior College

I find myself in a position of quandary similar to that of the mosquito who arrived at a nudist convention--he knew what he was there for, but he didn't know where to begin. To try to tell you all about a performance-centered model for evaluating teaching in some 30 minutes is a similar experience. I can only give you the highlights of some of our experiences and let you draw your own inferences and conclusions adapted to your particular purposes.

Let me start by giving you a bit of historical background on the program now in use at Fullerton Junior College. During the spring of 1960, the Fullerton Union High School and Junior College District approved the establishment of a Personnel Division to become active July 1, 1960. The Trustees specified that the role of this new division be defined with respect to the use of a Professional Growth Committee directed at attaining teacher participation in a program of in-service training. Further, that standards and techniques for teacher evaluation with improvement of instruction as a primary goal be developed, and the role of administrative responsibility be defined with respect to such evaluation procedures. In addition, general policies for deciding teacher tenure were to be established with acceptable standards for promotion defined and made clear to all staff. Suitable forms for such personnel evaluation were also to be developed.

Subsequently, a representative Professional and Instructional Effectiveness Study Group (now known as the Professional and Instructional Effectiveness Committee, or PIE Committee for short) was formed and defined its objectives thus:

1. To recommend policies and procedures which would establish a positive climate in which competencies of all staff members (teachers and administrators) can be developed to their maximum.

2. To recommend policies and procedures for cooperatively evaluating staff and to define the roles of all personnel involved in the evaluation procedure.

3. To recommend a program for professional growth, development, and enrichment of staff members.

4. To recommend operational procedures for the Division of Personnel Services.

In addition, the Study Group undertook limited objectives in matters relating to classified personnel.

The composition of the PIE Committee was of utmost importance and was finally determined to include the following:

1. Member of the Board of Trustees.

2. Four administrators from the central administration (you will recall the District was a joint high school-junior college district).

3. Six teachers (four elected by the faculties of the four high schools and two by the junior college).

4. One principal elected by the high school principals.

5. One administrator elected by the college administration.

I won't bore you with the details of the hours of work required to develop what has become our procedure; but I am certain you can appreciate the fact that it was no small task. I think I can say without equivocation, as one who has served on this group for some time, that without exception all deliberations which later became policies were developed in a very positive atmosphere. At no time was our effort directed toward a punitive or derogatory approach. This, I feel, has been the heart of the program and, perhaps remarkably in today's frustrations, continues to remain so.

Some of the philosophies developed and enunciated through continued study of a dynamic program have surfaced as criteria and become the genesis of a number of beliefs, attitudes, and principles:

1. <u>General--applicable to all personnel</u>

   a. The administration of education should give major emphasis to the development of each staff member to his highest potential.

   b. Each staff member has individual differences which cause him to be most effective in reaching goals through use of these differences. Supervision and evaluation must capitalize on these differences rather than attempt to cast all individuals into the same mold.

   c. A program of improvement and evaluation of personnel implies an obligation on administration to provide the best possible "climate" and incentive for self-improvement.

   d. Individuals grow to achieve their highest potential through positive rather than negative approaches. Thus supervision and evaluation should draw out the best in people rather than be punitive.

   e. High staff morale--motivated towards desirable goals--is the "priceless ingredient" of a school system or an individual school.

   f. Evaluation is inevitable. Thus it is essential that it be organized and designed to emphasize important criteria. Otherwise it may be based on whim, caprice or extraneous matters. It must be as objective as is possible.

   g. Policies and procedures which involve personnel--their selection, retention, supervision, and evaluation--need to be stated, understood and available to all concerned.

   h. An individual who has been evaluated should know of the specifics of his evaluation and have adequate opportunity to discuss these with those making the evaluation.

i. Even though the principle of administrative responsibility and accountability demands that top administration be ultimately responsible for evaluation, it is essential that evaluation of personnel be based on detailed observations of several competent persons.

j. Supervision and evaluation of personnel is a continuous process calling for clarity by all concerned. Although highest personal attainment is the expectation, a sense of realism cautions that, human frailties being what they are, expectation is seldom reached.

k. Supervision and evaluation must encourage creativeness and new and constructive approaches and ideas in members of staff. Thus <u>results</u> are more important than too great a worship of standardized procedures.

2. <u>As applied particularly to teachers</u>:

a. Teachers should be evaluated by those who are accountable to higher authority for the effectiveness of the educational program.

b. Major responsibility for initiating and carrying out the program of supervision and evaluation should be where the teacher is best known--at the Department or Division level.

c. Department heads particularly need more time available to carry out the added and heavy responsibilities of supervision and evaluation.

d. Particularly with probationary teachers in their first year or two, extensive and well-planned help programs should be available when needed. Emphasis must be placed on positive assistance. When needed, all resources of the District should be made available.

e. When position security is questioned or when an individual believes that an injustice has been done in personnel matters, he should have a regularized means of review and hearing by a group on which his peers are represented.

3. <u>As applied particularly to administrators</u>:

Three principles of leadership are basic to the Study Group proposals for the evaluation of administrators. These are:

Administrative leadership is not measured by the isolated and individual success of an administrator. Rather, it is measured by the degree of success he has helped bring to those accountable to him.

Administrative leadership in public education is not granted by contract or title. It must be won from those the administrator would lead.

The success of an administrator is measured more by the leadership he uses in accomplishing his program than by the controls or authority which he uses.

It then follows that:

a. Administrators should be evaluated primarily by those whom they would lead.

b. Administrators should be under an evaluation scrutiny even more searching than for teachers.

c. To avoid harmful inbreeding, gain greater objectivity and encourage new ideas, recognized leadership from outside the District should be included on evaluation teams for top administrators.

To properly provide for adequate and meaningful evaluation, suitable time must be allowed; and it became quite obvious in the early deliberations of the Study Group that a Load Index (LI) was necessary for each person responsible for evaluation. This was particularly true for Division or Department Heads. The LI was finally defined as follows:

Each permanent teacher equals 1.0.

Each probationary teacher equals 1.5.

The sum equals the LI for any division or department. (Thus a Division having, as an example, 7 permanent and 6 probationary teachers would have an LI of 16.)

This is then converted into a released time (RT) factor for Division Heads based upon the following:

LI	RT as fraction of total load
2-7	1/5
8-14	2/5
15-21	3/5
22-28	4/5

It was felt that all Division Chairmen should teach at least 1/5 time; thus a maximum of 4/5 was allowed for each Division Chairman. In any division which exceeded the 4/5 allocation for LI, additional time was allowed, still on the basis of 1/5 for each 7 LI, but was assigned at the discretion of the Division Chairman to Department Heads or lead instructors. We have some divisions allocated as much as 6/5 RT.

Administrators are expected to assume evaluation as a part of their regular assignment.

On July 1, 1965, the Fullerton Union High School and Junior College District was formally dissolved, and the North Orange County Junior College District was formed. Shortly thereafter Cypress College became a reality and the District then became a multi-college district. As a result, the PIE Committee was revised in composition to include the following:

1. One Board Member, ex officio.

2. Chancellor, ex officio.

3. Vice Chancellor, Educational Services.

4. Dean of Instruction from each campus.

5. One Division Chairman from each campus, selected by the Division Chairmen of each respective campus.

6. Five faculty representatives from each campus, elected by the respective Faculty Senates.

This provides for a broadly represented group with a total of fifteen members plus two ex-officio. A workable size, yet providing adequate input from all areas.

Let me emphasize that the Committee has been heavily faculty-oriented and as such has always had excellent rapport with all levels of the academic communities on each campus. The acceptance has been positive and in general very effective. Input has been by faculty, choices by faculty, for the faculty. The procedures developed have been positive and dynamic, witnessed by the fact that each year modifications in practices are recommended to the Board--recommended because changes are necessary to remain active and effective. Some areas have been particularly difficult to define. The Committee has worked hard and long on developing an effective and valid administrative evaluation instrument. Several modifications have been tried, and the last instrument for Division Chairmen elicited considerable response from the faculty, actually better than 80 percent--a marked improvement from the 20 to 30 percent response on previous evaluations. Peer evaluation is practiced to some extent, but is still too limited in the eyes of the Committee. This is our present task. Student evaluation has been available on a voluntary basis for several years. The Student Body is now developing their own evaluation booklet for students. We continue to study and hopefully progress.

Many of you are saying to yourselves, philosophies are fine, but how about the mechanics of the program. I have tried to touch on points of emphasis in developing a program that for many of you, I hope, will save some unnecessary exploration. Hopefully, you can profit from our efforts. I have provided Dr. Deegan with our formal document along with suitable forms for the evaluation procedures. These, I understand, will be made available to all of you. To take time to discuss that which you can read for yourselves would not only insult your intelligence but would also take much more time than I have been allocated. Obviously, I haven't covered everything, and I am certain some of you may have some questions. I am at your service any time to try to answer any questions you might have.

Let me outline briefly the basic steps in one or two parts of the evaluation program. Each year a specific calendar of dates is established by the PIE Committee. This calendar (page iii of Professional Personnel Program) provides a timetable for all phases of evaluation. Obviously, the probationary teacher commands the most attention, and to these people are directed most of our effort. Each new instructor participates in two or three group orientation meetings on the campus, usually prior to the beginning of classes in the fall. At this time, he is briefed on many of our procedures, including some information on evaluation. Shortly after classes begin, he is formally contacted by his Division Chairman and

advised of all phases of evaluation, including a copy of the program. Then he is visited in the classroom by at least two people, the Division Chairman and the Dean of Instruction or his designate. The instructor may also be visited by the Department Chairman, Administrative Dean, and/or President. A peer may also be involved if such a request is made either by the instructor himself or an administrator. After the visit, each evaluator has an oral interview with the instructor and completes the necessary forms, including the signature of the instructor either approving or disapproving the evaluation. This is then followed by a supervisory conference at which time all evaluators along with the Vice Chancellor, President, and Administrative Dean, Instruction, develop a summary evaluation for each probationary teacher. Channel placement "A," "B," or "C" is the result. "A" obviously means excellent and implies no assistance is needed. "B" is satisfactory, but indicates a need for special assistance which is defined in the summary. "C" is an indication that serious problems exist, so serious that even though a special assistance program is prescribed, a question is raised as to whether or not a new contract should be offered.

Following the supervisory conferences, the instructor has an interview with either the President or the Administrative Dean, at which time the summary evaluation is discussed. Again signatures of all involved are included on the report. This document, along with all evaluations, becomes a part of the instructor's personnel file. This data, as you can well guess, becomes the support for hearings on dismissal that might occur. This procedure is followed at least once each semester until dismissal or tenure is granted.

One particular facet of the above comes to the front, and that is if a probationary instructor has three successive Channel "A" placements, he needs only be evaluated by the Division Chairman--a fringe benefit for the administration.

After tenure is granted, a permanent instructor is visited only by the Division Chairman every other year in a supervisory conference. Suitable forms are provided for this visit as well, and become part of the instructor's cumulative file.

Voluntary evaluation forms to be filled out by students are provided each instructor to be used at his discretion and for his edification. He may share these evaluations with anyone, or no one, as he chooses. Many share them with me, and I find it very valuable in assisting an instructor.

Counselors are also evaluated, but in this case are visited only by the Administrative Dean, Admissions and Guidance. The same procedures follow for them, be they probationary or permanent staff.

Procedures for review are defined and follow established patterns, both legal and District required.

Although our procedure may seem involved and detailed, I assure you it has been effective for us. Perhaps it can provide you with some new ideas for your evaluation program.

It seemed that the kindergarten teacher was having "Show and Tell." Each one of the youngsters showed and described his particular item. It finally became Johnnie's turn, and his thing for the day was a ballon. He described it as best he could and then began to hesitate. Teacher said, "Johnnie, go ahead, tell us what a balloon really is." Johnnie hesitated a little longer and finally said, "Well, a balloon is nothing with a skin around it." I hope I haven't described a balloon for your today.

A LEARNER-CENTERED MODEL

William F. Shawl
Dean of Academic Affairs
Golden West College

A model for the evaluation of teaching cannot be too abstracted if it is to be of value. It should have the character of a blueprint adequate for building an evaluation program. The model should have a rationale, a statement of purpose, and a set of goals and objectives. It is in this vein that we have developed the "learner-centered model."

The Rationale

The community colleges pride themselves upon being teaching institutions, unlike our four-year partners in higher education who are more or less research-oriented. What is teaching--to which our institutions are so dedicated? Teaching is causing learning, no more, no less. Inferences that learning has taken place are made by observing changes in learner actions. By assessing the learner's abilities before instruction and then gathering evidence of the learner's altered responses after instruction, we can infer that learning has taken place. Teaching, thus, can be inferred by determining what learning has occurred; if no evidence of learning can be produced, no inference of teaching can be made. This is the key question for an evaluation system--did anyone learn anything? If we are truly a teaching institution, our evaluation system must be based upon the answer to this question.

The Purpose

Evaluation of the teaching process should be in terms of the stated objectives of the faculty member. The question is no longer whether to evaluate, but what shall we evaluate in the college classroom. A common problem occurs when evaluation is concerned only with the instructional means employed (what the instructor does) without explicit consideration of the ends the instructor is trying to achieve (what the student does). In such instances, the evaluator may rate the faculty member according to the evaluator's personal standards regarding what form classroom activity should take. The instructor's goals and objectives may be at considerable variance with those of the evaluator. Thus, the evaluation process should emphasize stated goals and objectives or the ends of the instructional process. The A.S.C.C.C. has passed a resolution that any evaluation process must take into consideration the instructor's stated goals and objectives. There is, I believe, general agreement that the ultimate criterion of teaching success is student growth--the logical end of that process. We should, therefore, evaluate what students learn. Faculty members are best suited to determine what is to be learned. The preparation of specific learning objectives communicates to the learner and the evaluator the instructor's intent. The purpose, therefore, of the evaluation process is to determine whether these objectives have been met. Evidence may indicate that some objectives have been met and others have not. What follows is an analysis of the teaching strategies, learner activities, and media involved in assisting students to meet these objectives. What could have been done to facilitate more learners reaching the objective? Was the testing system appropriate for testing for that objective? Did it test for what we wanted students to learn? In short, the purpose of this evaluation plan is to analyze learner successes and failures and to improve our instructional program so that more learners succeed.

How the Model Was Developed

Our model was developed at Golden West College over the past four years in response to a feeling expressed that the classroom visit was not the only method of evaluating teaching. It began with fourteen teachers who chose to participate in this learner-centered plan rather than the traditional classroom visitation. There are currently 76 of 143 faculty members who have opted for this system of evaluation. The program is now recognized as a part of the Coast Community College District procedures for personnel evaluation and is in use at Orange Coast College as well as Golden West College.

The Learner-Centered Plan

Our procedures for evaluation and improvement of instruction are twofold and have instructor options built in. The improvement of instruction phase of our district plan is separated from the evaluation phase. Most instructors do not become involved in the evaluation procedures unless the efforts expended in the improvement phase are not sufficient and an evaluation team is recommended. Additional information on the evaluation team's activities are available should any of you be interested.

There are two types of procedures available in the Coast Community College District to assist in the improvement of instruction. The Improvement of Instruction Visitation Committee involves classroom visits by peers and administrative staff. The Improvement of Instruction through Assessment of Student Learning procedure does not routinely involve classroom visits but stresses the collection of evidence of student achievement of defined objectives. In this latter option the individual faculty member, in consultation with his Division Chairman and the Dean of Academic Affairs, establishes a hierarchy of expected learnings for a specific course, and the three of them agree upon a technique for validating outcomes. This process begins with a meeting of these three people at the beginning of the semester. Discussion revolves around appropriateness of objectives and their relevance to community college students. Written objectives are to be shared with the student to assist in the learning process. This initial conference results in an informal "contract" between the instructor and his Division Chairman and Dean, indicating what his students will learn, and what system will be used in gathering evidence that sutdents are meeting the agreed-upon objectives. The teacher, Division Chairman, and Dean agree upon the goals they are seeking and the methods they will accept in evaluating student learning. This is more valid than "visiting" a classroom in the traditional sense of evaluating instruction in that the totality of the course is being evaluated, not just what the instructor does one hour of one day.

Although these discussions must begin with objectives, a good deal of the dialogue concerns the use of appropriate media and teaching techniques to assist students in meeting stated objectives. When the objectives have been agreed upon, the next logical step is to determine appropriate learning strategies to help the student reach the objective. Discussion of techniques for helping students to reach stated learning objectives stresses what the student will do and de-emphasizes what the instructor will do. This is quite the reverse of the traditional classroom visitation where the emphasis is upon what the teacher does. The initial conference concludes with an agreement upon objectives to be shared with the students, and a commitment by the instructor to furnish evidence that his students are meeting these objectives. In gathering evidence of student success, it becomes immediately clear that the teacher's testing system must test whether the student

has met the objectives. Instructors must know what test items test for which objectives. Students are quick to recognize irrelevant test items and ask how they relate to agreed-upon objectives. Evidence may be gathered on other than standard examinations. There are means of measuring student gain by use of a pre-test post-test technique. Simply giving a comprehensive test the first week of class, and the same test the last week. This does two things, it tells the instructor where the student is at the beginning of the course (thus allowing the instructor to plan better), and how much he has gained in these areas as a result of the course. Some course objectives may have already been met. Student success in meeting some objectives is measured by questionnaires seeking responses regarding out-of-class activities. Some evidence is subjective observation of student behavior by the instructor. Follow-up evidence is also collected after some time has elapsed. Each technique is used to determine whether students are meeting specific objectives. A second meeting is scheduled in late spring with the faculty member, Division Chairman, and Dean for the purpose of reviewing evidence. During these discussions, evidence regarding specific objectives is discussed. If the group is not satisfied with student progress on some objectives, it re-examines the objective, the test items, and the learning strategy being used. In many cases, it may be decided to alter one or the other, or perhaps all three to try to get better results. This, of course, becomes the best kind of in-service training for the instructor and more meaningful supervision for the Division Chairman and Dean. It allows for free exchange of ideas about how to improve student performance in a setting which is conducive to the acceptance of change. The faculty member's resources or the college's resources can be reallocated in this meeting to better assist student learning.

Precise specification of objectives is a device which can enhance communication between instructor and student, between instructor and colleagues, and most important between instructor and himself regarding purposes of a unit, a course, or a curriculum. Our plan is actually supervision by the objectives of instruction rather than supervision of instructors.

We feel that learning will take place if the student and the instructor know what is to be learned. The student should not have to play "guess me" with the instructor about what is to be learned. The best system for improving classroom instruction is one which concerns itself with the learner. Those concerned with the instructional program, faculty and administrators, should therefore be willing to state specifically what a student will learn and commit themselves to provide evidence that this is the case. The purpose of a college is to help students learn. Can we judge ourselves in any other terms?

Problems and Recommendations

The development of learning objectives and the collection of evidence of student learning is time consuming, especially when starting from scratch. Colleges and faculty members can share in development of objectives and evaluative data on student learning. This can and should be encouraged. Administrators will need to learn about objective preparation, test development, media selection, and become involved in the learning process themselves. This seems to fit in with the educational leadership roles described for many of us. We should become directly and actively involved in the total learning environment--not be observers of part of it.

Last but not least, make this system voluntary for those faculty members really concerned with learner success. Don't force it on the total faculty. Work with those who can and want to develop such a system. Others will follow if it seems to fit their needs. The "learner-centered model" is for faculty who are dedicated to providing successful learning experiences for all their students.

THE TRUSTEE--AND TEACHER EVALUATION IN CALIFORNIA COMMUNITY COLLEGES

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Member, Board of Trustees
Antelope Valley Joint Junior College District

Introduction - By invitation from the California Junior College Association, this paper was prepared for presentation at the Association's April 13, 1972, conference--Models for the Evaluation of Community College Teaching--at Burlingame, California. In response to the invitation,[1] this paper discusses the role of the trustee in the evaluation of teaching with emphasis placed mostly on the (a) problems, (b) expectations, and (c) potentials of the evaluation process. Primary influences upon this discussion include Senate Bill 696, the contribution of the Ad Hoc Committee on Tenure and Evaluation,[2] the guidelines from the California Community College Board of Governors,[3] the writer's involvement (Attachment A) as a trustee and his experiences with evaluation and career development programs in the Federal Government and American Industry.

Role of the Trustee

Basically the role of the community college district board of trustees on the topic of teacher evaluation is the same as it is for other operational topics, namely, one of (a) setting philosophy, (b) approving policy and goals, (c) reviewing progress and (d) enacting specific executive/administrative action prescribed by law or district policy. Even though the trustee is the one individual in the school organization farthest removed from classroom instruction and student learning, he has opportunity to influence the topic of teacher evaluation in ways that bear directly upon the degree of success or failure his community college district will experience in meeting the new State law (Senate Bill 696). Specifically what is there for him to do other than to "lean back in his executive armchair" and "watch the parade go by," especially if the faculty and administration "bring up" an excellent proposal covering the entire subject, including philosophy, policy, goals, and procedure? If the faculty and administration do all this--and they should--the trustees still have their hands full. Attachment B lists some of the crucial questions that concern trustees.

Attachment C is an abbreviated list of documents recommended for reading by trustees. As we know, the topic of teacher evaluation is highly controversial, very frustrating, and apparently complex. Very soon the reader recognizes a language or "jargon" problem. Key words like performance, evaluation, appraisal, measurement, and rating mean different things to different people. Take performance. Throughout my career the word performance, whether associated with the laboratory chemist or an aircraft engine, has been linked with output (effect) dimensions (recognized by Webster). Cohen and Brawer[4] use teacher's performance to be "not his effect" (also recognized by Webster). Most confusing! Listen to any group of six faculty and administrators discuss evaluation for an hour and you'll likely observe ambiguity and misunderstanding rampant. We need a glossary of definitions for use statewide in our community colleges. Until one is available and adopted, the local district should prepare one for use in their own program.

Back to the role of the trustee. First is his (the board member's) commitment to the program. Commitment is looked at by the faculty in two ways.

Both are important and are clearly evident to the faculty. Without both, the chances of success, especially in districts where the program is new, are very slim. The two actions needed by the board are:

1. Apply annual evaluation formally and systematically to the district board, the superintendent and his immediate administrators.

2. Budget appropriate costs of the program annually.

Employees being evaluated with the expectation that they are to improve their output watch carefully to see whether their leaders are subject to the same principle. "What's-good-for-the-goose-is-good-for-the-gander" is important to the workers, even professionals. Sometimes it's difficult if not impossible for top officials to "buckle down" and subject themselves to evaluation and improvement. It's so much easier to prescribe "medicine" for the workers and remain immune to similar treatment. Community college faculty can be expected to be just as sensitive to this aspect of an evaluation program as are professional workers in American Industry and U.S. Government organizations, if not more so. The merit of full commitment by top leaders in an organization has been thoroughly proven in thousands of American Industry and U.S. Government personnel evaluation/development programs.

The Foothill Community College District has a three-part opinionnaire[5] applicable to evaluation of board (self-appraisal), superintendent, and district. The Foothill instrument, or modifications of it, can be helpful to trustees in discussing and acting upon this topic.

Getting to the budget item, trustees need to endorse and continually reinforce, "The underlying purpose of evaluation is to improve." Emphasis must be evident through district philosophy, policy, and program implementation. The evaluation function should not be expected to stand alone. If it does for long (2-3 years) it's bound to shrivel, meet the bare minimum of the law, become a sham and end up being a liability that the college could do better without. Besides finding "how are we doing?," we have to do something progressively with the information and the results obtained.

Fortunately, virtually all writers,[6] be they teachers, research specialists or superintendents, in the area of evaluation agree on the one point; namely, the purpose underlying evaluation of teachers and their teaching is to improve the effectiveness of instruction. True, those individuals electing to antagonize the leaders and demoralize the workers cite the coupling of two subjects--evaluation and dismissal in SB 696. The logic and importance of specifying by law termination and due process procedures is self-evident and need not be misconstrued as the principal reason for evaluation. From a properly oriented, well-managed evaluation/development program, employee dismissal evolves automatically and supportably as a "last resort action." This adds to the reasons local boards need to be emphatic about the underlying purpose of their teacher evaluation.

How do California community colleges look collectively as promoters and sponsors of the personnel development function (also called professional growth, in-service training, in-service improvement, etc.)? My review of district policy books (53 of 68 districts) in October, 1971, revealed fewer than 30% included any mention of professional growth, in-service training, or similar phrases. Attachment D, a copy of one district's recently revised policy, is representative

of the approach reflected by most of the 30%. A few (5 or 6) expand the discussion to two or three pages but the underlying philosophy and policy remains the same. Clearly, boards as employers have been placing nearly all, if not all, the burden of teacher personnel development upon the individual employees. School districts, including community colleges, have as strong a set of reasons as any organization in our nation for wanting to improve effectiveness. The "want" unfortunately doesn't come from a profit-loss statement as in industry. Even though doctors, lawyers, and other "self-made" trustees may differ with me, groups of teachers need help from their employer if the group is to improve at a reasonable pace--even though substantial responsibility inherently rests with the individual for his personal development.

The following section of the report contains a listing of some of the major problems, expectations and potentials which, in the writer's judgment, must be considered if we are to develop effective and realistic evaluation programs.

Problems	Expectations	Potentials
1. Commitment including annual evaluation of District Board, Superintendent, President, Deans.	District Boards generally balky over being evaluated themselves. 50% in California may initially accept and half of these will "peter-out" in three years.	100% of District Boards committed to evaluation and improvement with evaluation of Board, Superintendent and his immediate subordinates occurring annually. Adds substantially to climate for successful program throughout District. All levels sincere in evaluation/improvement can and do improve their performance.
2. Integration of evaluation/development into a single annual program clearly supported in budget.	Boards unwilling to shift priorities for support of a beneficial evaluation program with funds. 65% in California within three years will degenerate to token effort, the minimum required by law (SB 696).	All Boards can manage to fund a worthwhile program of evaluation/development. Good program possible within 2% of annual operating budget. Program can increase quantity as well as quality output.
3. Setting District/College goals and assessing progress.	Goals will be generalized statements with few specifics to measure to. Progress status based on observation and judgment of leaders supported by examples, favorable and unfavorable. Annual supplement of goals to increase specificity.	Goals can suffice as goals but will not satisfy those wanting specific objectives to work to and measure against.
4. Level of effort in balance: not too little, not too much.	Five years required in a college to reach a "happy medium." Many mistakes initially. 5% of colleges will go "overboard." 50% will do too little.	Demoralization of organization need not result from evaluation if properly planned and implemented. Opposite can occur to the benefit of students, entire staff and the local community.

Problems	Expectations	Potentials
5. Training of leaders and evaluators.	90% of Superintendents and Presidents will lead using background and convictions they now possess. 10% will upgrade with workshops and study. 75% of colleges will hold group discussions with evaluators. Most evaluator training will be gained "by doing it."	Fairness and objectivity can increase rapidly at the start with on-campus training of evaluators. Further expertise can come from doing, redoing, adding, changes, etc., etc., over a 10-year period.
6. What's in it for me?	Teachers in California community colleges will restudy and reassess their needs/motives during next 3-5 years and awaken to reward for performance. (See note-Attachment E.)	Some form of merit pay can evolve from evaluation/improvement thus increasing motivation for the program.
7. Position (job) descriptions.	Job descriptions will come relatively easy. Mostly from the bottom up. Many misunderstandings, mostly small, will clear up. Some "duties" will be eliminated. "Hired help" may have to increase some.	Job descriptions will increase confidence, trust, understanding between faculty and administration.
8. Released time/workload.	Faculty to demand "released time" for evaluation/development activities called for or offered by employer. "Release" counted from current workload whether or not teacher is doing a full load (minimum of 450 WSCH or equal). Evaluation to be on employer's time. Development to be 1/2 on employee's time, 1/2 on employer's time.	Time required for evaluation can come down to 6-8 hours/evaluatee within 3 years. Development of self-appraisal can be best time-saver and best improvement tool (self-operating and self-perpetuating).

	Problems	Expectations	Potentials
9.	Establishing and maintaining motivational climate aside from salary.	Maintenance of motives keeping professionals interested in evaluation/improvement will be constant problem for college administrators.	Common-interest subject, namely, improved instruction for benefit of students, college and community can indirectly improve motivational environment throughout District. This with direct "readout" from evaluation and desire by each professional for improvement can be boon to teaching and learning environment.
10.	Overly ambitious evaluator.	Peers and administrators will expect too many improvements, especially in personal traits, too fast. Result is a demoralizing effect.	1 or 2 serious challenges (recommendations for improvement) per year, together with 2 or 3 trivia, can provide plenty of opportunity and activity for any one individual. 3 or 4 can become very depressing.
11.	Handling and storage of evaluation results.	"Confidential" treatment will afford plenty of "leakage" from peers, leaders and even the evaluatee.	Morale and motivational environment can be augmented beneficially if individuals, especially administrators (including department heads), will refrain from blabbing.
12.	Teacher who obstinately and continually opposes the program.	Small percentage (2-3%) will leave teaching field. Small percentage (1-2%) will degrade (on self-defeating course) until fired. Small percentage (2-3%) will continue to oppose and still be good enough to "stay on." Included in latter will be some "near-retirees."	In time (10 years) all professionals in any given college will genuinely participate providing the program is clearly an integral part of its philosophy, operational goals and way of life--not just a fake.

	Problems	Expectations	Potentials
13.	Lack of measurable criteria against which to rate good and bad teaching.	Arguments on measurability and nonmeasurability of teaching will continue for decades and centuries. Key to progress with District's program is through compromise in that evaluation, perhaps non-ideally, will be of both (a) the professional and (b) his effects.	Use of non-ideal target in evaluation (not solely work effect) can and should suffice so long as trend in District is toward work-effect. Constant improvement in looking at work-effect, in quality and quantity, can and will evolve.
14.	Writing instructional objectives suited to evaluation (including definable segments of observable behavior, of both student and teacher).	Trend will continue to be outline of course content. Training (education) and time (2-3 years) will be needed to get good quality objectives (leaning toward measurable achievement objectives). Department heads or best-equipped few will help others.	Progress (year by year) can be made with faculty-devised objectives giving strengthened foundation to evaluation.
15.	Faculty resistance to evaluations by students.	Evaluation by students to continue to form a very important input. 90% of teachers will respond favorably to input by students. Selected examples of student inputs will continue to be ridiculed.	Student evaluations can increase faculty-student interests. Learning can increase. Teaching can increase.

	Problems	Expectations	Potentials
16.	Use of self-appraisal equipment.	Faculty to move slowly to tape-recorder, audio-visual in self-appraisal. O.K. for students in speech, music, drama, athletics, etc. (imposed by faculty). Ego shattering for professionals?	Self-evaluation/improvement can develop into best approach. Inherent advantages are many (7). Can be ego builder for good progressive instructors.
17.	Peers as evaluators with too few facts.	Instructors will continue to favor peer evaluation as first preference whether or not peers are equipped with facts. Results will be trait-oriented rather than effect-oriented.	Peer team can fill important role as neutral "middle-ground" instrument (partly evaluator, partly administrative, partly advisor) even though main inputs are from self-evaluation and evaluation by students.
18.	Change for the sake of change.	3-5% of professionals, both administrators and teachers, will misconstrue change as improvement (partly to impress the boss). The immovables at teacher level will "balance out" the jittery ones. Top leaders promoting change unfounded are most damaging to morale.	Well "thought-out" change can minimize wasted effort and adverse impact on morale of teachers and students.
19.	Rigidity of evaluation rules/procedures.	Written District methods will provide for plenty of flexibility. Opponents to program will cry "too much pressure forcing conformity." Flexibility will fade in practice unless reviewed and encouraged periodically by Board/ Superintendent.	Systematic evaluation can be sufficiently flexible to accommodate changes as advancements in teaching, learning, and evaluation arise--and to accommodate department and course peculiarities.

Problems	Expectations	Potentials
20. State-of-the-art in evaluation and instructional improvement.	Literature in the field will continue chasing its own tail until results from new research are available. Too typical is Miller's 1972 book,[8] 1/3 thickness is bibliography naming reports specified by most writers for 4-5 years.	Researchers can flourish and be of immediate benefit in evaluation, instructional improvement and learning achievement by researching in situ with the function/process.
21. Dissemination of new information-research findings, instructional techniques.	Information to be harbored by relatively few at each college. Faculty in general slow to appreciate findings as they become available. Evaluation/improvement program will increase alertness to new info.	All faculty can be made knowledgeable of research results through small expenditure of time, money. Results come slowly. Direction for specific research can come from faculty as experience grows in evaluation/development. Colleges without behavioral or research specialist can name employee for liaison and info distribution.
22. Research instead of instruction.	Population of researchers (full-time and part-time) will grow. New revelations and significant findings will be slow and difficult to come by.	5-6% of California community colleges best equipped to perform research can suffice for entire state. Other 90% can adapt, instruct, evaluate, and feed back results.

Summary

A composite evaluation/improvement program properly supported in each community college can substantially enhance the effectiveness of the college, especially in terms of student gain. Properly administered, the evaluation/improvement program can produce an upwardly increasing state of morale and interest in both the college work-force and the student body, particularly if some form of evaluation applies annually to the entire work-force, including noncertificated, and the board of trustees.

At the outset, evaluation/improvement activities are going to cost community college districts money, either at the expense of more taxes or at the expense of a current budget item(s). In time, results of the program should show in quantity output of the college as well as quality.

Evaluation can be expected to increase the chances that excellence in teaching will be recognized--and rewarded with dollars.

Is California finally "off and running" with the subject of teacher evaluation in its community colleges in an enduring and beneficial manner? The views and actions of trustees in each college district will markedly influence how history answers this question in the next three years.

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4. Cohen, Arthur M., and Brawer, Florence B. Confronting Identity: The Community College Instructor. 1971. Prentice-Hall, Englewood Cliffs, New Jersey.

5. Foothill Community College District letter, with attachments, to California School Boards Association (Attn. Ron Myron), signed by Mary Lou Zoglin. July 9, 1971. Los Altos Hills, California.

6. -----"Bibliography on Teacher Evaluation." Compiled by D. M. Ross. March 14, 1972. Antelope Valley College, Lancaster, California.

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8. Boyer, Marcia. "Teacher Evaluation: Toward Improving Instruction," Junior College Research Review, Volume 4, No. 5. 3 pp. January, 1970. ED 035 408.

9. Miller, Richard I. Evaluating Faculty Performance. 1972. Jossey-Bass, Inc., San Francisco and Washington, D.C.

Attachment A

The Writer's Involvement in Evaluation as a Trustee

1. Member of Trustees, Antelope Valley Joint Junior College District - five years.
2. Chairman, School Personnel Committee, Community College Section, California School Boards Association.
3. Member, Chancellor's Advisory Committee on Evaluation Guidelines.
4. Compiler of "Bibliography on Teacher Evaluation" dated March 28, 1972, (300 items), Antelope Valley College.
5. Attendee, California Teachers Association-sponsored CCA SB 696 Workshop, March 7, 1972, Downey, California.
6. Attendee, Teachers' Evaluation Workshop, December 9-10, 1971, Burlingame, California.
7. Attendee, meetings of Ad Hoc Committee on Evaluation and Tenure (November, 1970; January, 1971).

Attachment B

Crucial Questions of Interest to Trustees

1. Will evaluation turn out to be a curse or an asset in my District?
2. What is key, in my District, to making it an asset?
3. How much will it cost?
4. What priority should evaluation and in-service training receive relative to other budgetary needs?
5. How much of the cost, if any, should be borne by the teacher? What should be the ratio of employer's time versus employee's time to be expended for teacher development (professional growth)?
6. What are the expected district goals from evaluation? To what time schedule?
7. How will the Superintendent, the Board and others know whether the evaluation/development program is producing the desired results?
8. Is our present leadership capable of stimulating and successfully administering a systematic evaluation program?
9. What is needed from outside of the District as compared to inside for success of the program?
10. How should we treat the teacher who proves to be uncooperative with evaluation/development?

Attachment C

Recommended Reading for Trustees

1. Shannon, Thomas A. "A 'Birds-Eye View' of the State Law Governing Evaluation--of Certificated Employees of Community College Districts in California." December 31, 1971. 2 pp. San Diego Community College District.

2. -----"Personnel Evaluation Guidelines." California Community College Board of Governors (Action 720252). February 17, 1972. 5 pp. Sacramento, California.

3. -----"Administration of Tenure." Section 5 (6 pp.). April, 1971. Final report by Ad Hoc Committee on Tenure and Evaluation for California Community Colleges, Sacramento, California.

4. Axen, Richard (Ed.) "Summary of Group Discussions at: Community College Teacher Evaluation Workshop, December 9-10 at San Francisco." December 10, 1971. 10 pp. San Francisco State College.

5. Cohen, Arthur M., and Brawer, Florence B. "Measuring Faculty Performance," Chapter 15, pages 175-187, Confronting Identity. 1972. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

6. -----"The Improvement of Junior College Instruction," (Occasional Report No. 15, UCLA Junior College Leadership Program, March, 1970). Section III Article by William Shawl entitled, "The Definition of Specific Objectives: A Program for Improving Instruction," pages 49-54.

7. Boyer, Marcia. "Teacher Evaluation: Toward Improving Instruction," Junior College Research Review, Volume 4, No. 5. 3 pp. January, 1970. ED 035 408.

8. Deegan, William L. "The Student Role in Evaluation of Community College Teaching--A Proposal for Balance and Fairness." 8 pp. November 12, 1971. California Junior College Association, Sacramento, California.

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Professional Growth

Professional growth is interpreted to mean the increasing of the teacher's value to the college and community. Professional growth involves the gaining of new insights and/or the mastery of improved professional techniques.

The Governing Board expects instructors and administrators to acquire ever-increasing professional skill and competence, to maintain high personal standards, to work actively to promote good staff morale and to adhere to a professional code of ethics.

All full-time certificated employees shall file an annual report of such activities.

Attachment E

Motivation for Improvement

Are teachers in California community colleges genuinely motivated to improve their performance using evaluation as a supportive element? Will the motivation last? If strong motivation factors exist, what are they? Are they related to the climate of employment in the college or are they solely within the man?

Salary, as salary schedules in California are administered, has to be excused (or nearly so) from giving strong incentive for performance improvement--at least in the sense teacher evaluation is being guided to meet SB 696. True, to move from column to column in a salarly schedule the teacher is required to gain more college credits, if not an advanced degree. While this is virtuous, the result doesn't necessarily bring improvement in instruction or in student achievement. Moving from step to step in a column, while at one time may have been related to teacher performance, is now so automatic as to be nonrelated.

Deleting salary from consideration, it seemingly gets tougher to answer, "What's in it for me?"

Most individuals perform so as to gain those rewards or satisfactions important to them personally. And this is not totally a selfish outlook. Some people choose to extend great efforts for others and value the opportunity to do so. Are community college teachers in general from this lot of humanity? Not so, if the press for salary and fringe benefits is any indication of their interests.

Other causes for wanting to improve in performance usually are:

1. Opportunity anticipated for advancement in responsibility and authority (not salary).

2. New and more complex challenges in present work assignment.

3. Recognition (not money) by peers and superiors.

4. Consequences of his performance.

The last item can relate to threat (adversity), or to the inward personal satisfaction that comes from "a job well done"--in our case the education of a student.

In the teaching field, it's not logical to think of threat as a motive-cause except in those rare isolated cases involving suspension or dismissal. When threat is the cause, motivational forces of the administrator and the teacher have parted company and have headed in self-defeating directions. The teacher is motivated to protect himself; to "save his hide." The President or Superintendent is motivated to "get rid of him." Nothing harmonious prevails.

Back to basics. We are wrong when we as supervisors say, "The job of improving people in our organization is a job of motivating them." Basically, man is motivated by his needs. When the need is satisfied it is no longer a motivator of behavior. Titles aren't it, salary bonuses aren't it, job security isn't it (he has this). Is it because he wants to be an achiever?

Admittedly, working conditions contribute to a favorable motivational climate. A climate that is motivational usually is one where:

1. A minimum of threat is present.

2. Coercion and manipulation is largely absent.

3. Recognition and acceptance of human differences is apparent to everyone.

4. Willingness to listen constructively is evident from top to bottom and vice versa.

5. People react nondefensively.

6. High concern is shown for self-esteem.

7. Employees are, at least partially, masters of their own destiny.

8. High interpersonal competence is expected as well as high technical competence.

But again, most people's needs are met by salaries, merit pay, titles, promotions, challenging assignments (problems to solve)--and a basic need to achieve. Organization does and can respond to many needs of the employee. If top management, Trustees and Superintendent, can better understand teacher motives related specifically to evaluation/improvement in California community colleges, improved management can result. Why hasn't the California community college teacher been willing to be recognized (rewarded) with money for superior performance? Will he continue to be motivated for improvement once in the pending evaluation program?

Someone, a member of faculty, an administrator, anyone who is convinced they understand the basics of teacher motivation (or lack thereof) coupled with evaluation/improvement in California community colleges--please write a journal article or a paper for the enlightenment of trustees.

EVALUATION AS A CHANGE MECHANISM--A MANAGEMENT MODEL

Max Tadlock
President, Tadlock Associates Inc.

This evaluation and change model was developed by Tadlock Associates Inc. (TAI) as a management tool aimed at stimulating change in educational systems where uneasiness exists about the probability that the usual educational methods will yield the highest and best benefits for the resources expended. This model was developed by TAI for AAJC for presentation at their Airlie House Conference on change in educational systems.

It was derived from management techniques used by TAI to create a climate for change during evaluation and planning projects with clients inside and outside the educational world. Key elements of the model have been integrated in the evaluation systems designed for Brookdale Community College in New Jersey, the extensive field service program of LaVerne College centered in California, and the six-state Mountain-Plains Program designated by USOE as a national research and development model for career education.

Underlying the model are the following premises:

1. That the purpose of evaluation is to improve the system and its product.

2. That staff members are ego-involved with their programs, processes, and products and thus are success oriented.

3. That causing a faculty member to deal with the successes and failures of his program will promote change in the direction of greater success.

4. That professional staff are no less individual than students and therefore equally individual in their capabilities, interests, and energy levels.

5. That everybody would prefer to be recognized for doing a good job than for doing a poor job.

6. That no simple system and no simple solution will be satisfactory in dealing with a complex problem involving people.

7. That the ultimate test of the system is its product measured against resources consumed.

8. That attempting to design and apply this ultimate test yields significant and positive changes in the system.

In developing this model we began with the assumption that all were interested in improving--that is, changing the educational enterprise to yield better results. Further, it seemed to us that the most significant change called for is a shift of focus from teachers and teaching to learners and learning.

Further we have assumed that any changes wrought must occur within existing dollar frameworks. This presumes the current system is not operating at maximum efficiency; if it were, then obviously changes in output could occur only if additional resources are made available. The inference is that we are not getting the highest and best results from our current allocation of resources; therefore, we need to reallocate what we have; that is, change our priorities.

Thus if we identify areas needing change, then we will undoubtedly have to pay for that change with the resources currently being allocated to something of lower priority, or productivity. For example, if

-- your counselors have a 400-student case load, and

-- you expect them to make an impact on each student <u>through individual counseling</u>, then

your evaluation of counselor performance will be whether he spent one hour per semester with each counselee. On the other hand, if you forced the counselor to measure and evaluate his impact on the student rather than his compliance with the individual counseling pattern, he might recommend that you give up this pattern as ineffective under the circumstances and that his resources be expended in group counseling for greater ultimate impact. You would then be giving up the cherished myth of individual attention through one-to-one counseling for hopefully a greater end result (to be measured, of course). Or you might even give up your professional counseling program, or change it radically, to use students as counselors.

The point is, if your evaluation system is to measure whether your staff are meeting the mechanical requirements of the present system--contact hour load, numbers of preparation, grading curves, professional programs attended, students transferred, <u>ad nauseam</u>--then you are measuring compliance with processes which have little evidence of educational validity. But if your goal is measurable improvement in the student, then you have little choice but to measure the effectiveness of your staff in relationship to their role in causing change in their students.

That this is an infinitely harder evaluation task is undeniable. And it is <u>not</u> an administrative responsibility, if for no other reason than the administration of a college could not hope to accomplish it. For this and some critical management reasons, it should be assigned directly to the staffs performing the primary missions to be evaluated. The management responsibility is to see that they apply themselves to this basic task, that their efforts yield results, and that those results get the kind of exposure which will reward success and create sufficient tension that change will result where appropriate.

The key as in any effective motivational system is to cause the individuals involved to want to change. Educators are people, just like students, are affected by the very same motivational forces, and are individual in their drives and reactions. The secret in an evaluation system is to get the best and the most out of them--exactly what they wish for themselves in most instances--and to avoid designing your evaluation system just to catch the few nonproductive minnows at the surface.

The most effective motivational tools available to management fall in two classes:

Primary--

1) Recognition: desire to be recognized for a job well done and to escape being recognized for our weaknesses is the strongest tool available, and very little used in educational management.

2) Force: a very powerful tool, ingrained in us from childhood, but one which is quickly eroded by overuse.

3) Self image: this accounts for the self-actualizers and self-starters as well as those who cheat on or embezzle the system because they feel themselves victims rather than contributors.

Secondary--

4) Tension: equilibrium theory holds that the organism normally seeks a state of rest, that is, no change, and that moderate tension creates a climate for learning or change (excessive tension will yield either erratic behavior or immobilization).

5) Gain: material gain, although real in its effect, is grossly over-estimated as a motivational tool once the individual has reached his basic income needs.

6) Logic: only a few are persuaded by this alone; however, no system can survive long if its logic is flawed.

7) Politics: the impact of people interacting, it too often becomes a game of double-bluff rather than a subtle employment of good human engineering principles.

The model suggested here builds in opportunities to utilize these management tools. It does so by focusing not on evaluation as such, which of itself tends to be a negative, that is, threatening force. Rather it commits the institution to an active program of research and design which will invite scrutiny of existing efforts and change where appropriate, with the focus on programatic results rather than the more threatening focus on individual performance.

The use of an R&D model as an evaluation mechanism presupposes several things. One, the institution is prepared to reallocate enough resources to make the effort worthwhile. Unless released time and sufficient support funds for essential expenses, research assistance, and equipment are made available, the institution is only kidding itself that anything worth evaluating will result. There is no free lunch! Everything costs something--in time, money, supplies, and psychic energy. What is expended in one effort cannot be expended in another, despite the attempts of many colleges to piggy-back their hopeful program for

educational improvement on a system already spending all its resources, no matter how unwisely some of the resources may be spent. Priorities may need to be changed to find the money.

Another presupposition must be that some things will fail. It is absolutely critical that the people involved understand that the sin is not failure--it is persistent failure.

Another presupposition is that the ultimate decision-makers, the trustees, will turn at least two-thirds of their attention to educational matters (not an unreasonable request). If they do this, then the administration and staff can begin to expose their own efforts to the audience with the most motivational clout. Only if someone is willing to look, listen, and care will this model do what it is designed to do.

As a system, it requires that the administration initiate a continuous, deliberate, and sensitive public information flow, internally and externally, which by virtue of the exposure it gives to those involved in development and change will sharpen their need for success and will give public recognition for a job well conceived and done.

Staff need made available to them professional recognition of another sort. Stipends should be available, not as a reward for past successes, but as a professional grant to allow staff to pursue pilot programs of promise. Attached to such stipends should be a strict accountability requirement for the advantages which will accrue to the college as a result of the grant. Industrial data as are available point up that no less than five percent and preferably 10 percent of the staff and funds of an institution should be engaged in R&D if the institution is to keep pace with the changes under way in the world. For infusions of fresh blood, students and community members should be made full partners in the R&D and in subsequent evaluations--with full credit extended to them.

In this model as proposed, there is a kind of put-up-or-shut-up-ness which applies equally to all three levels of the college operation--the faculty to prove their vaunted expertise as educators, the administration to prove that it can do more than just the housekeeping chores which occupy most of its time, and the trustees to prove that they are more interested in the educational mission of the college than a misspent line item in the monthly budget.

FUNCTIONS	RESPONSIBILITY	RECOMMENDATION	PILOT	EVALUATION	PHASE IN/OU EXISTING SY
• Institutional Objectives • Priorities • Phasing	Evaluation Task Force	Institution-- Wide R&D Plan		Against Goals and Priorities	Developme of Strategie and Tactics for Change
• Program Objectives • Identify Options • Identify Operational Realities	Program Development Teams	Interdisciplinary R&D Plan	Pilot Operation	Against Existing Programs	
• Program Objectives • Identify Options • Identify Operational Realities	Individual Project Development	Individual R&D Plan	Pilot Operation	Against Existing Programs	
• Direction • Information • Process Evaluation • Output Evaluation • Climate Control for Change	PPBS Management Team	Procedures Information Scheduling	Implementation Support	Cost Benefit Factors	Schedule Implementat Climate Control

(Continuous process support through information, implementation, and evaluation

RECOMMENDATION	PILOT	EVALUATION	PHASE IN/OUT OF EXISTING SYSTEM	EVALUATION
Institution--Wide R&D Plan		Against Goals and Priorities		
Interdisciplinary R&D Plan	Pilot Operation	Against Existing Programs	Development of Strategies and Tactics for Change	Evaluate for Continuation, Modification, or Removal
Individual R&D Plan	Pilot Operation	Against Existing Programs		

Procedures Information Scheduling	Implementation Support	Cost Benefit Factors	Schedule for Implementation	
			Climate Control	

support through information, implementation, and evaluation

FACULTY ROLES IN EVALUATION

Chester H. Case
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INTRODUCTION

My topic, as listed in the program, is "The Role of the Faculty in the Evaluation of Teaching." I would like to expand the topic to read, "The Roles of the Faculty in the Design, Application and Follow-Through of the Evaluation of Teaching."

When the faculty's part in the design, application and follow-through on evaluation is considered, we can see more clearly a variety of potential faculty roles. I would like to name some of these roles now, and come back to them later: Initiator, Inventor, Monitor, Evaluator, Teacher, Learner. Words that describe these roles would include: active, risk-taking, persistent, frustrating, complicated, rewarding.

Faculty's Pivotal Role

Faculty is in a particularly strategic position to make or break any evaluation system that a college might devise to meet the mandate of the law. Of course, the other parties involved in the educational process are going to have a strong impress on the shape and spirit of any evaluation system: students, administrators, trustees. But I am going to try to show that the faculty can be the prime movers in creating an evaluation system that truly contributes to the improvement of learning.

What is behind the contention that faculty plays a pivotal role in the design, application and follow through on evaluation? Primarily because the evaluation of instruction comes to bear on them and the conduct of their professional lives. If an evaluation system is simply manufactured and laid down upon them, they will very likely get mulish about it, subvert it or cripple it with faint compliance. But if the evaluation system is the creation of the faculty, they are more likely to go along with it. In short, when the faculty wants a system, the sky's the limit. Let me try a few more reasons: since a good evaluation system is very much like a good learning system, we can assume that the college's expert teachers . . . the directors of learning . . . will possess the necessary expertness to teach one another. Further, since fundamental changes in the "sociology" of the teaching profession could be precipitated by an effective evaluation system, the faculty will be the key group in accepting or rejecting the changes.

The Comprehensive Program in Faculty Development

In discussing faculty role in the evaluation of teaching, I am working from this assertion: the evaluation system should be part of a larger comprehensive program in faculty development. It should be a means to an end, not an end in itself. (I am alluding to a model for comprehensive faculty development, "The Tri-Cluster Model," which I have begun to develop. (See Appendix B.) A comprehensive program in faculty development is a well articulated system for teaching and learning that has as its chief objective the continuing growth and development of the faculty member toward the end of improving the learning of students.

So conceived, a comprehensive program in faculty development would rest on six interlocking premises, as follows:

1. The paramount goal of the faculty development program is the facilitation of learning by students.

2. The facilitation of learning is the result of effective instruction, as it may occur in a variety of settings and in a variety of modes.

3. To instruct effectively, the faculty member needs to develop in at least these areas;

   as a scholar/practitioner,
   as a person,
   as a communicator,
   a planner,
   a skilled and versatile instructional strategist,
   and as a participant in a complex organization.

4. To induce continuing development of the faculty member, the program in faculty development should be comprehensive, open-ended, and ongoing.

5. The comprehensive program in faculty development should be conceptualized as a curriculum.

6. As a curriculum, the program should be geared to the needs of the faculty member as a learner.

The potential for faculty roles is larger than that of popping into a classroom, or reviewing course materials submitted for evaluation. The roles of the faculty include evaluation, but also include an active part in program design, application and follow-through. It is a set of challenging roles.

Now to get more specific about the roles of the faculty, as it engages in the complicated business of designing, applying and following through on an evaluation system integrated into a comprehensive program in faculty development. For convenience, each of the phases . . . design, application and follow-through . . . can be taken separately.

PHASES AND ROLES

Planning Phase

Initiator: Given the stimulus to develop an evaluation procedure, a college faculty can launch into the design of a comprehensive program by taking the constructive role of Initiator. As a first step in fulfilling this role, the faculty could begin by working out a viewpoint on the matter of evaluation. I believe that the faculty would be on the way toward a rationale if it skirted around the quality control approach to evaluation as much as possible, and set its sights on a developmental model, looking to an evaluation system that has promise of being a learning experience for the evaluated rather than a one-shot measurement procedure.

As an initiator, the faculty will very likely stir up some considerable controversy within itself. In planning for a comprehensive program, the faculty

will encounter formidable obstacles in the form of deep-rooted opinions, feelings, and beliefs, and discussion-stopping non sequiturs. But by taking on these obstacles, their constraining, dampening influence can be lessened. One obstacle will be the recurrent assertion heard from faculty members, "I don't have enough time." Another obstacle will be the tenacious belief that classroom visits cannot work because the presence of a stranger (the evaluator) in the classroom upsets the fragile relationship between teacher and students. Another, the stubbornly maintained belief that an instructor can really be evaluated only by an instructor from the same subject area. There is the belief, too, that "good teachers are born, not made," which tends to negate the basic assumption that skill as an instructor can be acquired, that instruction can be improved.

I think it would be productive, too, for the faculty to declare a moratorium on the fruitless quest for the definition of the "good teacher." Decades of research have failed to turn up the definition, and to continue the search is to waste precious time and energy. Better, maybe, to look for those kinds of instruction that are effective in achieving stated objectives. I also think further efforts toward inventing the ultimate rating scale could be given up, and the energy used to explore techniques for following up on evaluation.

Discoverer: In the planning phase, the faculty can set out to discover answers to important questions about faculty, its traits, values, patterns of behavior, dynamics of change, and resistance to change. This would be useful as very little is known in a scientific way about faculty, though there is an abundant lore. A comprehensive program for faculty development should be planned like a curriculum, that is, with an assessment of the needs of the learners, in this case the faculty. Yet, how much do we know well enough to use as a basis for the design of a curriculum to meet the needs of faculty members as they evolve through major career stages? What are the needs of the faculty member at the early career stage? At the mid-career stage? At the late career stage?

One of the more intriguing chapters in the lore of the teaching profession is on the DEADWOOD phenomenon. Everybody knows about deadwood. He's that other guy, stigmatized by a reputation of remote origins. The skeleton in everybody's closet. A professional scandal. Yet, who in fact is the deadwood faculty member? How did he get that way? How many are there? I doubt that very many faculty members choose to be deadwood. Some get that way through obsolescence, as when a program folds up or required courses are no longer required and students stay away in droves. These are cases of "innocent deadwood." Certainly this case of deadwood would require different handling than the faculty member who, for whatever mysterious tides carry a person to a kind of energyless, spiritual dead end, has gradually lost vitality and interest in teaching.

It is my impression, which I cannot support with data, that the deadwood phenomenon is exaggerated out of proportion, and is maybe something in the order of a projection of a collective anxiety. But there is enough truth and reality to the phenomenon to inspire a faculty playing the role of discoverer to do some hard and probing research into its cause and cure.

There are other things the faculty discoverers will want to question. Why do so many faculty shy away from active student participation in evaluation? Why is there an apprehension of evaluation procedures, especially when those procedures are effective enough to hold up a mirror in which an instructor can see

himself clearly and unmistakably. Maybe, it is as an instructor once said to me, musing out loud about evaluation, "Some people just don't want to know that much about themselves."

I am wondering, though, if the sting and anxiety that evaluation has for some could not be lessened if the procedures were cast in the mold of a developmental program. Would not evaluation have a different meaning if an instructor were not hit in the face with his shortcomings, but were given continuing feedback by colleagues he trusts and if he has access to compassionate support in working for improvement?

Inventor: Right now we should be in the midst of a year of prolific invention, of experiment, or widespread sharing back and forth from campus to campus. This conference is most timely. There should be many more conferences of a workshop nature on a district, regional, statewide basis, formal and informal. Each faculty will need all the help it can get, if it is serious about invention. It is too easy to do what is known and familiar, to respond to the challenge of the Rodda Bill by eleborating pre-existing models. It is difficult to get away from the quasi-juridical models of evaluation, quality control style, that poise the evaluator and the evaluated in an adversary relationship. Perhaps this is because we tend toward political-legal models in the organizational life of our colleges.

Informed by what it has learned about itself, and building from a sound theoretical rationale, the faculty-inventors could set their minds to inventing new policies, new procedures, new organizational arrangements, new wrinkles in finance, new roles. Let me mention a few inventions that have cropped up already.

1. New roles: Since a weakness in our profession is the absence of pre-service preparation to teach, excepting perhaps the academic preparation, what may be needed is an updated faculty intern position. The intern could be assigned a balanced load of teaching assignments and professional development. Interlocking with the intern could be an updated version of the master instructor, who is given assigned time to work with interns. To coordinate the professional development of the intern and the rest of the faculty, could be the type of administrator, staff not line, who is called in some parts of the country the Education Development Officer, or Professional Development Coordinator.

2. Financing: Perhaps this technique for financing a comprehensive program could be further pursued: to establish ADA-bearing classes relating to professional development for instructors. Another wrinkle would be to refrain from hiring new instructors high on the salary schedule, but to hire beginners low on the schedule and use the difference to support a portion of the professional development program. An even larger project would be to begin serious advocacy for special budget support from the state for professional development projects and programs.

3. Organizational arrangements: The 4-1-4 plan for the academic year has exciting possibilities as a basis for professional development. The inter-semester would be a fine time to set instructors off on projects of curriculum development, exploring new teaching methods and materials, to engage in self-study.

4. Definition of a workload: Needed is a new definition of a professional workload, one that takes the pressure off faculty members and makes an opening for participation in professional development. For instance, a start might be to think of a 10 percent assignment of a load to professional development.

Some people may remain skeptical about faculty taking the role of inventor. My optimism and faith in the ability of faculty to invent has a solid base. Last December, I organized a weekend seminar in Faculty Development. Participating were faculty and administrators from a number of colleges. We just barely scratched the surface, of course, but the momentum of invention that started in that short time, the rapid proliferation of ideas, was indeed a cause for optimism.

But here again is another needed invention: a well-motivated pattern of interaction among faculty to produce invention.

Monitor: Monitoring and managing the comprehensive program will not, of course, be the exclusive responsibility of the faculty. It is important, though, that the faculty play an active role in overseeing the program. Feedback in respect to the attainment of program objectives will have to be continuously sought, and a process for adjustment and change will be required.

Application of Evaluation Phase

Evaluator: Faculty has the opportunity to play a special and productive role in the actual evaluation of teaching. There are on every campus wise and compassionate instructors who have a deep familiarity with rhythms of the classroom, who possess an empathic bond with other instructors born of common experiences, and who have an awareness of the many modes in which teaching/learning move. And who can effectively communicate in a tense situation pregnant with potential for misunderstanding. These seeming paragons are appropriate nominees for the role of evaluator. They are not so rare as one might think.

Yet, even these potential evaluators need preparation, practice and perfection in applying the arts of evaluating. In the application phase, I think it appropriate for a faculty to set out to train well for the work of evaluation. Walking into a classroom is easy to do. To observe, to note, to describe, to provide feedback, are difficult. In preparing for evaluation, it is important to develop skills such as the observation of instruction, to develop schema for describing it, and to develop skill in communicating observations to the observed.

A faculty serious about peer evaluation should undertake a thorough program in learning how to evaluate. A comprehensive program should include learning compenents to develop skills. For instance, a faculty could arm up for classroom visits by peer teaching exercises.* Other exercises could include role playing and other techniques that develop skill and sensitivity in the giving and receiving of feedback.

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*Case, Chester, and Neil McCallum, "Introducing SPT/VTR:P; Sequenced Peer Teaching/ Video-tape Recording: Playback," Ohlone College, 1971. Available through ERIC.

Probably, though, the point toward which all of this leads is this: the establishment of a climate of candor and openness between the evaluated and the evaluator, such that evaluations can really mean something. There has been enough of the kind of evaluations that amount to the exchange of valentines, or are the products of a tacit mutual agreement to not really say anything at all.

Follow-Through on the Results of the Evaluation Phase

Teacher, Learner: Faculty will have to play a key role in the follow-through on evaluation. Faculty can become faculty to itself. Teachers become learners.

Evaluation will suggest areas for remediation, and the comprehensive program should provide a way for meeting remediation needs. Growth-oriented evaluation will also motivate successful instructors to explore new techniques to add to their repertoire, and the comprehensive program should provide a means. For these purposes, the faculty itself is a great resource. Faculty can teach each other, in the form of seminars, workshops, short courses, informal communication. An invention that is needed is a way to share the wealth, to overcome the isolation of faculty members and the taboos that hinder free intervisitation and solicitation of help. Just think how a faculty could enrich itself if the local campus expert on each of these topics were to share with the rest of the faculty,

group process in the classroom,
students as teachers,
preparation of instructional objectives,
developing auto-tutorial curriculum,
questioning strategies,
techniques of discussion leading,
effectiveness in communication,
uses of field experience,
effective interpersonal relations.

CONCLUSION

So far, in discussing the role of the faculty in the evaluation of teaching, I have stressed positive, active roles that the faculty might play at the stages of designing, applying and following through on evaluation within the context of a comprehensive program in faculty development. I have made no attempt to be empirical and descriptive of what is actually happening in the field today, but have been talking about what could happen.

This just scratches the surface. A good many questions have been raised and not answered. When the terms faculty and role are used, a semantic confusion sets in. Faculty, after all, is an imprecise term that can mean a collective entity, an official organ of the faculty such as the senate, a committee, the professional organization, or an individual. Faculty could refer to the instructional personnel of a college, a district, the state or national body.

Here, faculty has been taken to mean a collective entity, on the college level. Faculty is assumed to have capabilities of decision-making and sustained activity. Role is another imprecise term. Here, the commonplace usage has been taken, that is, role means a part, or function, played in the organizational life of the college. The concept role denotes a regularized pattern of expectation and obligation, and an interlocking with other organizational roles. I have not attempted to get into the nature of the interplay of roles.

Only suffice it to say that other organizational roles will change when faculty roles change. The roles of administration, trustee, and student can be played to either help or hinder the faculty as it moves toward roles of initiator, inventor, evaluator, teacher, learner. In these roles, faculty needs all the help encouragement, patience, and understanding it can get. Administration, for instance, can contribute much by taking a expeditor and resource role, as well as colleague participant.

One final practical concern to conclude upon.

How will a faculty organize and mobilize to play the kinds of roles I have suggssted? Each college will probably respond differently. The standard response would probably be for the senate to take the lead or a standing committee will take the job. In the long run, the ad hoc-racy approach may be more productive. Set up special task force teams consisting of members of the college community who are ready, willing, and able. Give them time, space, and support and the responsibility to self-destruct when the job is done. Avoid overburdening already existing entities. Get some new faces into the act. Stage weekend retreats, brainstorming workshops, engage outside help from other colleges, universities, other professions. <u>In short, use new and different processes if new and different products are desired</u>.

THE ROLE OF THE ADMINISTRATION IN THE EVALUATION OF TEACHING

John S. Hansen
Assistant Superintendent, Education
State Center Community College District

In a 1971 AAJC publication, Accountability and the Community College, by Roueche, Baker, and Brownell, the failure of most teachers to recognize that they are amateur teachers is cited. Persons purporting to be teachers may be physicists, historians, or linguists--subject matter specialists--and endowed with iron posteriors from sitting in classrooms for twenty years or so but they are not teachers when they receive their B.A.s, M.A.s, or Ph.D.s or whatever. If they continue with the teaching mystique, unevaluated and loyal to their subject matter above all else, they will remain amateur teachers until they retire, according to the authors or this recent publication.

In a recent seminar paper submitted to B. Lamar Johnson of UCLA by John Menzie, it was stated that one of the great difficulties in developing an evaluation system is the incredibly fuzzy mystique that education and in particular college and university faculty attach to teaching. They often consider teaching beyond evaluation and beyond the legitimate concerns of the public. There is also the feeling extant among many that appointment to a faculty really comes from God and not from any mortal faculty selection committee. The argument then goes that having been appointed by God they are answerable only to God or in his absence to whichever national association He belongs to.

It follows, I am sure, that many administrators, when it comes to evaluation of administration, hold similar views concerning their divine status.

It is my belief, however (and I express this view with a high degree of confidence), that the general public not only feels that faculty members, both administrative and nonadministrative, fall somewhat short of achieving divinity, but the public also expects accountability in public education to a greater degree than they feel presently exists. SB 696 is only one of the many recent expressions--and in this instance a result, also--of the public's concern in respect to accountability in education.

My original understanding of my assignment as a presentor in today's conference was that I should prepare some comments on the general subject of "administrative perceptions in respect to evaluation of certificated personnel in community colleges" rather than "The Role of the Administration in the Evaluation of Teaching" as the program indicates. Consequently, my remarks will not be totally focused on the program topic.

In addition to passing along to you some of my opinions--and those of certain other persons to whom I have spoken or whose papers or articles I have read--I decided to obtain, and to summarize for you, the opinions of other California community college administrators. Hence, early last month, I mailed out brief questionnaires to all of this State's community college presidents and superintendents. The ninety responses received by April 7 were tabulated and copies of this tabulation have been distributed to you (see attachment).

As you will note, the questionnaire assumed three facets of evaluation: (a) selection of personnel, (b) improvement of professional performance, and (c) personnel retention determinations.

In reference to question 1, 21 respondents indicated that they regard evaluation, in its three aspects, as the single most important factor in respect to the achievement of the goals of community college education. Sixty-three said they regarded evaluation as one of the most important factors, and four indicated that while it is an important factor there are others which are more important. After reading the enumeration of the factors which the four respondents mentioned as being more important than evaluation, I concluded that their replies were based upon incorrect or incomplete assumptions regarding the three-faceted nature of evaluation.

The unanimous choice of the "shared but significant" response to 2.a. is particularly significant, I feel. Comments indicated the further view that administrative participation in respect to all three aspects of evaluation is "imperative"; but, at the same time, the view was conclusively indicated that administrators should not "go it alone" in any aspect of evaluation.

In respect to the role of nonadministrative faculty, item 3 responses point up the clear need, in the opinion of the respondents, for participation of such personnel in all three evaluation processes. The appropriateness and value of such participation was indicated to be somewhat greater in the area of improvement, followed by selection and retention in that order.

In respect to the student role, a majority of respondents indicated that students have a place--not nearly as large a place as nonadministrative faculty members, but nonetheless a place--in the processes of evaluation. Somewhat greater importance was attached to the student role in the improvement aspect. Unlike item 2, however, retention came in second and selection was third.

Responses to items 5 and 6 were virtually identical. The eight "no" responses in all instances came from multi-institution districts where, it was reported, Boards of Trustees hold college presidents primarily responsible--or at least equally responsible with the district's chief administrator (superintendent or chancellor)--in respect to recommendations pertaining to initial employment and retention. Some of the comments from the "yes" respondents were somewhat ascerbic, incidentally, and implied that anyone asking questions to which the answers were so obvious was naive, if not stupid. Some of the kinder comments relative to questions 5 and 6 were the following:

> Who else would be held responsible?
> The law requires it.
> Board policy so specifies.
> Job description says so.
> He is the only one who can be disciplined by loss of position for failure to perform.
> Superintendent cannot delegate this responsibility even though he can (and should) accept aid and advice.

In regard to the administrative perception of Board expectations in the area of improvement of professional performance (item #7), the large majority of responses indicated that Boards of Trustees do not feel that the administration

solely should perform this function. When compared with responses to item 2, however, there is evidence that, in a few of the districts where administrators feel evaluation for improvement should be shared, these same administrators are of the opinion that their Boards regard this process as one which should be conducted solely by the administration.

As indicated by the replies to question #8, about 65% of the respondents feel that the administration's role under SB 696 will change. The kinds of change anticipated were primarily along the line of less complete dependence upon administrative evaluation with more emphasis on self, peer, and student evaluation. Generally, however, less administrative time involvement under SB 696 was not forecast. Many of the "no" respondents reported that they are currently doing everything the Rodda Bill will require.

Many of the affirmative replies to question #9 indicated that additional costs will be entailed because of more administrative time involvement, faculty expectations for released time, and additional clerical assistance. Negative replies to this question were often accompanied by such explanations as "we are already doing all that is required" and "this function is a professional responsibility and as such should not be compensated."

Over 75% of the persons responding to question #10 indicated that they felt their districts would assume (albeit in some instances reluctantly) any additional costs entailed in implementing SB 696 properly. A view expressed by several persons who checked "no" in answer to this question was that their districts could not afford the additional cost and, therefore, would only go through the motions of meeting SB 696 requirements.

Although a slight majority favored a "no" response to question #11, many of those responding in the negative explained that they felt more State support was needed but they opposed "categorical aid" which creates problems in fiscal planning. One respondent checked both "yes" and "no" because, as he explained it, he "dislikes the philosophy of earmarked funds but we need the funds." Another individual expressed his opposition to the specifying of funding for evaluation purposes in that it would result, he said, "in setting up a new bureaucracy to carry out a program that won't be very effective anyway." Still others gave vent to their continuing frustration and vexation concerning "just one more state-mandated requirement which has cost implications but which doesn't provide additional state funding."

And so, what are some of the general conclusions which can be drawn from the questionnaire responses received from 90 California community college superintendents, presidents, and deans of instruction? (In the interest of accuracy, it should be noted that in a number of instances the questionnaires had been dealt off to deans of instruction or assistant superintendents of education for response.)

SUMMARY:

1. In the interpretation of the questionnaire results, it is evident that participation in the evaluation processes by nonadministrative personnel is widely accepted--and I believe in most instances welcomed--by virtually all of the responding administrators. However, there was a split on the question of the extent of participation felt to be appropriate for nonadministrative faculty members.

2. Generally, administrators feel students have a role, too, but they are inclined to the view that the student role is a somewhat less needed one.

3. Although the opinion came through clearly that Boards of Trustees hold superintendents and presidents responsible for recommendations on selection and improvement, it was also indicated that most Boards assume that the administration receives help in evaluation, with specific reference to the improvement aspect.

4. By almost a 2 to 1 majority, a change in the role of administration is foreseen under SB 696. However, this change is not expected to result in less output of administrative time.

5. In order to implement SB 696 properly, additional costs are predicted, with most respondents indicating that their districts will pick up the tab (even though they may fumble a bit in the process).

6. The state should increase funding to facilitate evaluation, "yes," but to do so on an earmarked or categorical basis, "no."

These, then, are some general conclusions which I believe can reasonably be drawn from the responses to a brief and somewhat hastily-devised questionnaire. At least from the standpoint of numbers responding, I feel the questionnaire was a successful one and I hope the summarized results are of some interest and use to you.

The last portion of my presentation will consist of some random personal views on evaluation:

1. There is nothing as important in community college education as good teaching. We have a great deal of it going on in our institutions; however, there could be even more good teaching and less amateur teaching in California community colleges if we worked harder at evaluation--and, undoubtedly, SB 696 is giving us a shove in that direction. The virtual elimination of community college credential course requirements in professional education further emphasizes the need, I feel, for strong in-service programs for the improvement of instruction.

2. I believe that evaluation is a continuous process and should be conducted in a continuous program.

3. Evaluation of teachers should be an integral part of the total evaluation system of a college. If everyone is being evaluated, the individual should fear the process less for himself.

4. Evaluation should be directly related to student outcomes whatever the processes might be. The placing of emphasis on student outcomes, not-so-incidentally, also increases the likelihood that differing teaching styles can be recognized, accepted, and even encouraged.

5. The teacher, students, peers, and administrators all should have a role in the evaluation of teachers.

6. Student participation can be most valuable, and has the least negative potential, when information and opinions from students in large numbers are obtained and utilized in a systematic fashion. As individuals, students should not serve on evaluation committees which are empowered to make recommendation on retention.

7. An inexperienced teacher should not be assigned a full teaching load in his first semester when he must also carry the burden of evaluation.

8. There should be an appeals process through which the teacher can adjudicate adverse evaluations before presentation to the Board of Trustees.

9. The importance of maintaining a cooperative constructive climate for evaluation is vital. However, the hard fact is that one inescapable aspect, and necessary outcome, of evaluation is the development of information to be utilized by Boards of Trustees in retention determinations. The Rodda Bill makes this fact clear.

   Hopefully, however, the fact that there is an undeniably threatening aspect of evaluation will not have a significantly adverse effect upon the "constructive climate" so necessary in an effective program for instructional improvement. Certainly, praise and recognition of merit, which should be amply provided, will help to maintain a positive feeling toward evaluation.

10. Some persons are blessed with a greater abundance of natural teaching talent than are others. Some persons can benefit more than others from a given program of evaluation. Consequently, one should guard against euphoric expectations for a program of evaluation, no matter how sound it might be; conversely, however, a "doctrine of defeatism" is clearly improper and unwarranted.

A recent county counsel opinion "finds no requirement in the law for students to become a part of the evaluation procedure. It is not even clear that fellow teachers are entitled to participate in the procedure. We recognize that the suggested guidelines from the Board of Governors of the California Community Colleges indicate that teachers and students should participate. The weight you give these guidelines is, of course, a matter of Board determination and not a matter upon which this office could comment. We note that Sections 13481 and 13481.05 both grant the Board of Trustees of the District the power to develop and conduct the required evaluations. The only requirement regarding outside advice seems to be in Section 13481.05 which requires that the governing board consult with the faculty in establishing the procedures."

It follows from this opinion--and also coincides, I feel, with sound management practice--that in personnel matters each Board of Trustees should place reliance on and take action based upon the recommendations of its chief administrator who is in a clearly accountable position. The chief administrator, of course, should use all of the resources at his disposal to insure that the evaluation processes in his district are functioning effectively. I would assume, furthermore, that Board members should expect and require their top administrator to carry out responsibilities in this area fully, fairly, and efficiently.

In fact, and in conclusion, I believe that the chief administrator's role in the evaluation of teaching can be described both succinctly and broadly by this statement:

> He should use the full authority and influence of his position to assure the maintenance of a viable program of evaluation. I can think of no other area of his responsibility which should carry a higher priority.

Questionnaire on Evaluation of Certificated Personnel

For the purpose of this questionnaire, the term "evaluation of certificated personnel" is assumed to have three facets:

a. selection of personnel
b. improvement of professional performance
c. personnel retention determinations

1. In respect to the achievement of the goals of community college education, how important, in your opinion, is the maintenance of an effective program for the evaluation of certificated personnel?

Check one

21 Such a program is the single most important factor
63 It is one of the most important factors
4 It is an important factor but is not as important as the following (please enumerate):

2. How do you perceive the role of administration in the evaluation of certificated personnel in respect to:

a. selection (check one): complete and unshared 0 , shared but significant 89 , nominal only 0 .
Comment:

b. improvement (check one): complete and unshared 1 , shared but significant 86 , nominal only 2 .
Comment:

c. retention (check one): complete and unshared 9 , shared but significant 79 , nominal only 1 .
Comment:

3. How do you perceive the role of the nonadministrative faculty in the evaluation of certificated personnel in respect to:

a. selection (check one): essential 30 , important 44 , has a place 14 , unneeded 1 .
Comment:

b. improvement (check one): essential 42 , important 39 , has a place 6 , unneeded 1 .
Comment:

c. retention (check one): essential 21 , important 47 , has a place 19 , unneeded 2 .
Comment:

4. How do you perceive the role of students in the evaluation of certificated personnel in respect to:

   a. selection (check one): essential 3 , important 5 , has a place 45 , unneeded 36 .
   Comment:

   b. improvement (check one): essential 11 , important 33 , has a place 39 , unneeded 7 .
   Comment:

   c. retention (check one): essential 5 , important 14 , has a place 50 , unneeded 21 .
   Comment:

5. Do you believe that the governing board of your district holds the chief administrator of your district ultimately responsible in respect to recommendations for selection? yes 81 , no 8 . Why?

6. Do you believe that your board holds the district's chief administrator ultimately responsible in respect to recommendations for retention? yes 82 , no 8 . Why?

7. Do you believe that your board feel the administration solely should conduct the aspect of evaluation dealing with improvement of professional performance? yes 14 , no 76 . Why?

8. Under SB 696 (Rodda), do you foresee changes in the administration's role in the evaluation process? yes 57 , no 31 . If yes, please explain:

9. To implement fully SB 696, do you feel that additional costs would be entailed? yes 54 , no 27 . Comment:

10. If you believe that additional costs would be entailed, do you think your district will assume these costs? yes 46 , no 15 . Comment:

11. Do you feel the state should provide "earmarked" funding for the evaluation of certificated personnel? yes 38 , no 42 . Comment:

12. Any other observations you wish to send along on this subject will be appreciated.

Name of Respondent _____ College or District _____

Please return the completed questionnaire, in the envelope provided, to John S. Hansen, Assistant Superintendent, Education, State Center Community College District, 924 North Van Ness Avenue, Fresno, California 93728.

THE TRUSTEE ROLE IN THE EVALUATION OF TEACHING

Marian W. La Follette
President, Board of Trustees
Los Angeles Community College District

Thousands of words have been written since the fatal days of 1968 and 1969 when rebellious students, prodded in too many instances by militant, anti-establishment professors, inflicted havoc on an educational system thought by many to be second to none.

Certainly, in terms of numbers, the United States--through the generosity of its taxpayers--is educating more of its students than any other country. One-third of all students in the world pursuing higher education are American. More Americans, fifty percent, have finished secondary school than any other people. No other nation comes close to matching the 6,500,000 students in our United States colleges and universities, and according to the Digest of Reports and Recommendations (December 1968 to October 1971) of the Carnegie Commission on Higher Education, this figure will continue to rise until the year 2000, with an increase of at least 3 million students by 1976.

Certainly, too, in terms of economic achievement, as compared to that of other countries, we have far out-distanced the rest of the world with an economy that allows a greater number of Americans to work fewer hours for a better standard of living, with far greater opportunities for personal enjoyment and self-advancement. But as classrooms burned, violence erupted, and administrators were held captives in their own kingdoms, it became obvious to those supporting education that all was not well and that the disease seemed to have as its very center of growth those capped and gowned individuals protected by the iron shield of tenure.

According to the Carnegie Commission on Higher Education in their report, "Dissent and Disruption," state legislation was enacted in 29 of the 50 states in 1969 and 1970 to deal with campus unrest. Of these, 6 states enacted legislation concerning faculty-employee discipline while "numbers of others added restrictive amendments to appropriation bills, using budget allocations as leverage to bring colleges and universities into line." (Editorial Projects for Education, Inc.)

In California, public reaction forced the passage of the Stull and Rodda bills to bring about changes in the tenure laws for the first time in 21 years.

A typical editorial in support of revision was the editorial of June 1971 on Los Angeles radio station, KPOL, "A Good Time to End Tenure," from which I quote the following: "Under present tenure laws, it is virtually impossible to get rid of a bad teacher. Department heads know their people, and even though bad apples may be professionally ostracized, in the case of colleges they still hold on and on . . . so unless a teacher staggers into class drunk or in his birthday suit, he will for the most part be safe from charges or discharge." This statement, truth of fiction, does represent the prevailing attitude of 1970-71, an attitude which has developed, according to Dr. Alex Sherriffs, because "Tenure has been the reason given to the public for inability to cope with a highly visible though small number of extravagantly irresponsible faculty members. Management cannot 'throw the rascals out' because of tenure. (And, by implication, they might if tenure were abandoned.)"

Public reaction forced the revision of tenure. Now, the burden is on the educational establishment to clean its own house. Insecurities, fears, and misapprehensions of educators must be exchanged for a healthy acceptance of the charge mandated by the public. In a recent evaluation study of the Los Angeles Community College District during the summer of 1971, conducted by the Innovations Committee, Los Angeles Pierce College, with the Los Angeles Community College Academic Senate, some of these concerns and attitudes were made known through a questionnaire submitted to 256 of the District faculty and administration.

Let me share with you, with the permission of Assistant Professor Benson R. Schulman, Chairman, some of the conclusions indicated by the study. Out of a total of 164 responses tabulated, which included 16 administrators, 42 department chairmen, 68 tenured and 38 probationary faculty members, the following concerns were some of those indicated: 1) too frequent evaluation interferes with academic freedom, adversely affects morale, and resembles surveillance (faculty and administration disagreed); 2) evaluation procedures should avoid irrelevant political, social, personal views and habits of the individual; 3) inefficient and too frequent evaluation of tenured instructors will pose a heavy burden on department chairmen and administrators by demanding additional duties and increased paper work; and 4) frequent evaluation can stifle creativity and innovation among teachers.

The only positive finding listed was that self-evaluation should be included in the total process. Carrying the study to the last step after including a review of literature on the subject of evaluation, ten copies of a questionnaire were mailed to the 94 California community colleges as follows: one administrator, one department chairman, three probationary and substitute teachers, and five tenured instructors. At the date of the written report, the Innovations Committee had received 502 responses from a total of 940, and the analysis of these responses confirmed the results of the pilot study conducted within the Los Angeles Community College District, with the number one reaction to frequent evaluation being that it resembled surveillance.

Again, the study revealed agreement that evaluation procedures should avoid political tests, that unorthodox instruction is harder to evaluate than conventional, that existing evaluation serves administrative convenience, self-evaluation should be included within the total process, and lastly, instructors do not do their best work when being observed.

As an elected representative of the community, I can only conclude from this study that evaluation becomes almost synonymous with surveillance in the minds of our educators, and it is this attitude that will destroy any positive results for instructor accountability which the public expects.

Evaluation is not new. Sprint Hall, Whiteley, and Mosher indicate more than 2,000 studies have been made since 1900 on teacher effectiveness. In business administration and management, performance appraisal programs have been used to some degree since hiring became a matter of competition because of numbers involved with limited positions to fill.

From a paper by Winston Oberg, Professor of Management at the Graduate School of Business Administration, Michigan State University, pitfalls similar to those which are of concern to education are enumerated: 1) performance appraisal programs demand too much from supervisors; 2) standards and raters tend to vary widely and often unfairly; 3) personal values and bias can replace organizational standards (this incidentally in my estimation presents the greatest threat to the

validity of a teacher evaluation program, for the political pressures within the faculty structure are so dominant and powerful in some instances that a completely objective appraisal would be impossible); and Professor Oberg continues, 4) in many cases, the value of the ratings is reduced by supervisory resistance to time involved, so the quick, easy way out is to rate everyone average or above; and 5) that performance appraisals interfere with the more constructive coaching relationship that should exist between a superior and his subordinates.

If we correlate this to the educational personnel structure, the department chairmen--who most instructors feel are the logical evaluators--are placed in the role of judge which, it could be argued, tends to negate the more important role of teacher and coach--a vital service for those interested in achieving professional growth.

A truly effective evaluation procedure will include established goals; superior, peer, self, and student evaluation; and will be of a continuous nature with opportunities for appraisal and reappraisal on an informal basis.

Certainly, freedom of instructional methods must be encouraged, instructors are not robots who teach in a mechanized vacuum, or are students receiving units of uniform capabilities and motivations.

Basically and ideally, the evaluation process should begin with the selection and appointment of the beginning teacher but, now, we find ourselves in the difficult position of attacking the problem from the middle and, since we are dealing with people, there is no possibility of surgery to carve out the chunk of irresponsibility found in some educators for a transplant of the responsibility expected by the community supporters of higher education. It would behoove those professionals in the field of education to demand accountability of all members of their own profession with documented records--be it a check list or a one-page critical analysis. Actually, a combination of both would be preferable--a check list to grade basic, commonly agreed on skills, and the critique to record exceptional areas for commendation or improvement.

Although there has been little mention of the administrator in this presentation, it would seem apparent to all involved that the boards of trustees must rely on the personnel division staff, working with the administrators of the district, to implement and coordinate the evaluation processes once the process has been approved by the board. Any board that does not have confidence in the caliber and quality of its administrators is doomed not only to suspicion and unease concerning the ultimate outcome of any evaluation plan, but it is left without the complete assurance of a successfully executed evaluation with which to reassure the community.

Thus, it would seem apparent that any evaluation procedure should begin with an ethics evaluation committee to determine the strengths and weaknesses, with subsequent opportunities for growth of each administrator. Such a committee could be composed of one trustee, the superintendent, an assistant superintendent (depending on the area of discipline), the college president where the administrator being evaluated serves, and a faculty member appointed by the president of the academic senate.

Additionally, the board of trustees, working with the superintendent, should evaluate the performances of their college presidents and their adherence--along with the other administrators--to a professional code of ethics. The code should include: dedication to the concept that all aspects of administration must

contribute toward the educational goals of the students, knowledge of and involvement in the college's respective community, evidence of professional growth, participation in governmental affairs which support the community colleges, and the practice of all aspects of academic responsibility.

If the administrators, along with the faculty members, address themselves in a positive manner to the challenge of evaluation to build and strengthen their own profession, and if records are available to base suggestions for improvement or action for dismissal of the "bad apples," if necessary, trustees can assume their responsibility of communicating to the public the facts which prove not only professional accountability but superior quality of instruction. Without an honest evaluative procedure--one which has teeth--the trustees will remain limited in their effectiveness on working to restore confidence in California's educational system.

THE STUDENT ROLE IN EVALUATION OF COMMUNITY COLLEGE TEACHING - A PROPOSAL FOR BALANCE AND FAIRNESS

William L. Deegan
Staff Associate
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As the 1960's was an era of expansion, innovation, and reform in higher education, it appears that the 1970's will be an era of accountability for that expansion, innovation, and reform. With the much talked about taxpayer revolt and the ensuing calls for belt tightening and cost-benefit studies, the colleges of America will be called on to increasingly compete for, and justify expenditure of, scarce dollars. Perhaps nowhere is the increased interest in educational accountability more vocal than in the growing demand by legislatures and the public for reviews of tenure and evaluation of teaching. In the 1971 legislative session in California, a number of bills were introduced that dealt with reform of tenure laws.[1] AB 293 (Stull),[2] which was signed by the Governor, and SB 696 (Rodda),[3] which is expected to be signed by the Governor, both contain provisions for frequent evaluation of teaching to be a main ingredient in the granting and maintaining of tenure.

In many cases, faculty, themselves, are proposing programs for evaluation of teaching. The Ad Hoc Committee on Tenure and Evaluation for the California Community Colleges, a committee representing seven major faculty associations in California, recently delivered its report (the result of a year's study) to the Board of Governors of the California Community Colleges. The report concluded:

> "That evaluation of certificated employees' performance is of central importance to the teaching profession and that it provides an excellent technique for the improvement of instruction. Even though adequate evaluation procedures are costly in terms of time and effort, trustees, administrators and individuals must consider evaluation as a professional responsibility of the highest priority. Evaluation should be seen not only as a fact-finding effort, but as a significant contribution to the continued growth and development of experienced, as well as inexperienced, faculty members."[4]

Mixed in with the legislative and taxpayer calls for evaluation of teaching are student demands for a voice in the evaluation process. As those most directly affected by the teaching effort, students are increasingly proposing evaluation procedures and, in some cases, conducting and publishing independent student evaluations of faculty performance. There should be a role for students in the teacher evaluation process. However, the kind of role students can play in evaluation should take into account both their limited perspectives and their potentials for positive contributions. As James Jarett has written, "The question cannot be whether evaluation will occur, but only how it can be more sensitively contrived and its result more intelligently used."[5]

It was in the spirit of the Jarett statement that the present research review and proposal was undertaken. Recognizing the complexity of the teaching process generally, and the differences in goals, methods, and student needs and interests within disciplines, it was felt that any final judgment of specific criteria to be used in the evaluation of teaching must be left to individual disciplines. However, it was felt that two main goals could be achieved in the paper. First, to review many of the problems that researchers have reported in studying the student role in evaluation of teaching, and second, to suggest a set of necessary conditions for institutions to consider in developing programs for the evaluation of teaching and a student role in that evaluation.

Problems in Past Programs of Student Evaluation of College Teaching

The question of what role, if any, students are to play in the evaluation of teaching is often an emotional one. Teaching is a high calling and a complex process which requires recognition of both short-term and long-term student needs. The call for a student role in evaluation of teaching is not a new one. Research on the student role in teacher evaluation has been documented in several recent publications (for example, see Astin and Lee,[6] Kent,[7] and Cohen and Brawler[8]). Perhaps the current status of teacher evaluation is best summed up by Astin and Lee who wrote:

> "Currently most institutions, unwittingly perhaps, engage in evaluation practices which, because they emphasize other academic activities, stand in the way of improving undergraduate teaching. It is obvious that institutions suffer from an inability to evaluate classroom effectiveness. Undergraduate teaching will continue to be neglected until those who evaluate, recognize, and reward the faculty find methods of accurately assessing teaching effectiveness. Only then will the high importance assigned to undergraduate teaching be more than a matter of lip service."[9]

While many past attempts at student evaluation of teaching have had mixed results, the studies have produced evidence on a number of problems which colleges considering working with students to develop evaluation procedures would be wise to avoid. Among the most serious problems are the following:

1. Failure to relate student abilities and procedures for student evaluation to criteria and goals of evaluation - Often, student attempts at evaluation of teaching fail to recognize the aspects of teaching that students can evaluate and those that they cannot evaluate. Unfortunately, many student evaluations seek to measure everything about teaching instead of selecting precise aspects of teaching and trying to research them in a systematic manner. As Cohen and Brawler have written:

> "Evaluation of instructors is often an inconsistent exercise, archaic, and in large measure, unrelated to apparent purpose. An extensive, recent survey of evaluation practices in California junior colleges revealed nothing to refute that contention."[10]

While individual colleges and disciplines should determine specific policies on goals of evaluation and areas of teaching which students are competent to evaluate, research studies have suggested a number of general areas where students should have a strong voice.

Among the several areas of evaluation, students are probably competent to evaluate the effectiveness of the teacher in stimulating their learning, the extent of achievement of stated course objectives, the degree of interest the course provoked for them, the best and worse aspects of the course, their reaction to written course materials and to classroom styles and format, the need for, or value of, special aspects of the course, and to make suggestions for consideration by the teacher.

To supplement these general areas, there have been many attempts to develop specific areas of evaluation. For example, a research study conducted at Western Michigan University developed a list of 35 criteria items of effective teaching which were then used in assessing effective teaching in different subject fields.[11] It was found that certain academic areas appeared to have their own pattern of values and that different criteria were important for different teaching areas. The study is leading to further research in a continuous process of refining and improving the level of sophistication in developing criteria and refining the measurement of evaluation goals. The purpose of this brief research reference is to point out that research is helping us to uncover both general and specific areas of student interest and competence in the evaluation process (e.g., see Asher,[12] Gustad,[13] Astin and Lee,[14] and Kent[15]), but it is up to academic professionals to use this research and to assist students to relate their abilities and their evaluation procedures. To do less is to remain entrenched in the problems of the past in the evaluation process.

2. Inadequate evaluation instruments - A second problem with student evaluation of teaching concerns the quality of the evaluation instruments themselves. While lengthy discussions and informal feedback are always welcome and necessary sources for information on the teaching process, more systematic and objective means of assessing teacher effectiveness are also needed. Unfortunately, many instruments are neither systematic nor objective, as Kent has written:

> "Judging from most of the rating forms which I looked at, I must conclude that too often there are good grounds for the faculty member's distrust of devices now used for student evaluations."[16]

Among the serious pitfalls of student evaluation instruments are instruments which:

- are biased toward the academic showman
- favor the easy grader
- lack validity or reliability as assessment tools
- fail to recognize differences among levels of education or special needs of subject matter areas
- are highly personality oriented
- fail to give a balanced assessment of both good and bad aspects of the course.

The lack of balance is a special concern because it is just as important for a teacher to gain knowledge of the things he does well as it is for him to learn of his failures. Without this kind of evaluative balance, many instruments may distort the teachers perspective and actually be a disservice to the goal of improving teaching.

3. Lack of return of survey instruments from students - Despite all the professed student interest in teacher evaluation, a third problem that many colleges encounter is low percentage returns of survey instruments. Often, survey instruments are distributed by student government associations on a campuswide basis, or are passed out the last day of class to be mailed back. Returns of 5-10 percent are not uncommon. Unfortunately, small percentage returns often come from those most critical of the instructor or those most impressed with him. Reports based on these kinds of biased returns often become vindictive weapons for personal attack. A systematic program for dissemination of student survey instruments with opportunities for more in-depth feedback (through discussion) to teachers must be developed by community colleges. To leave the student evaluation of teaching to chance returns of survey instruments is unfair to both the teachers and the future students of those teachers.

4. Student publications - A final major problem concerning the student role in evaluation of teaching is the compounding of the problems of inadequate criteria, biased instruments, and small percentage returns of survey instruments, by publishing the results of these "findings" in student guides to courses. Among the more serious problems with these publications are:

   - substitution of personal attack for objective evaluation
   - evaluation of men and women rather than teaching process and content
   - oversimplification and generalization about courses or individuals
   - overemphasis on requirements for grades or grading practices of instructors
   - lack of useful information about the course, its procedures, and its objectives.

   While there is a role for student publications about the evaluation of teaching, many of the abuses of the past still linger in the minds of faculty and remain a sensitive and complicated matter for institutions to deal with in considering the evaluation of teaching.

The Necessary Conditions for the Evaluation of Teaching

In reviewing these past problems with student evaluation of teaching, there is no intention to eliminate a student role in the evaluation process. Despite the problems and dangers of unfair or imcompetent student evaluation, there are many positive aspects of giving students a role in the evaluation of teaching. As Gustad has written:

> "As for students, they are probably reasonably good sources of information when they are asked the right questions. In the present conditions of academia, they are virtually the only direct observers. Ratings based on observations can be useful provided competent observers are involved."[17]

It is up to educators to assist students to "ask the right questions" and recognize their own limits and potentials for evaluating teaching so that they will be "competent observers." Recognizing that a student role is a necessary but not sufficient condition for the evaluation of teaching, we must now consider the other necessary conditions for evaluation of teaching so that the student role can be seen in perspective. The following other necessary, but not sufficient, conditions might be considered by colleges developing a model for the teacher evaluation process and a student role within that process.

1. Clear institutional policies on the role and importance of the evaluation of teaching - The very first necessary condition for an effective program for evaluation of teaching is a strong commitment by the college to make the program work. To accomplish this, clear institutional policies on the evaluation of teaching must be developed. Representatives of all segments (faculty, trustees, administrators, and students) should be involved in developing a clear set of institutional policies to help set a framework for the evaluation process to occur. At the very minimum, clear institutional policies should be developed on the goals of evaluation, the frequency of evaluation, the publication of findings, and the uses of data gathered in the tenure and promotion process. Careful attention must be given to the delicate process of allowing effective evaluation to occur, without infringing on academic freedom or allowing the process to become a weapon for periodic purges of controversial faculty. Adequate procedures to assure due process and faculty appeal and review of evaluation findings should also be a part of the institutional policy framework.

2. A second necessary condition for evaluation is the involvement of a number of evaluative perspectives - The high calling of teaching and the complexity of the process make it imperative that evaluation be done in a number of ways and from a number of perspectives--no single source should become "the" evaluation source. In the long run, the best evaluation must be done by the professional teacher himself. Without his interest in improving, the evaluation process can only help weed out a few of the poorest teachers. Assuming the professional's desire to grow and improve, several sources of information might be considered to aid the teacher to obtain a number of perspectives on both positive and negative aspects of his approach to teaching. For example, many colleges around the country are experimenting with video tapes of lectures and discussion sessions which are then played back for the instructor's review. This kind of opportunity for the teacher to personally review himself in action is an exciting development which has had favorable receptions among many teachers and graduate students. A quick sample of other kinds of evaluative perspectives being used around the country include:

   - evaluation by alumni of both courses and programs through seminars and discussions
   - classroom visitations by faculty peers
   - in-service programs and informal discussion sessions
   - self-evaluation techniques (some using video tape, others using guidelines or seminars for faculty reaction)
   - periodic visits by teams of faculty (like accrediting teams) to review courses and departments, as well as teaching process and content.

While colleges would probably not want to use all of these techniques, the use of a number of perspectives should be a main ingredient in the evaluation process.

3. Systematic procedures for dissemination and collection of evaluation instruments and the use of other evaluation techniques - As indicated earlier in the paper, the procedures of, and returns from, student evaluation instruments are too important to be left to chance. The biases, inadequacies, and low percentage of returns of survey instruments of many student evaluation programs has been documented in several studies. The important point is to learn from those studies and develop procedures to overcome the problems of low student participation in the evaluation process. One technique that might be considered in developing a system for dissemination and collection of survey instruments is to disseminate student surveys the first week of class along with a discussion of course objectives, and the teaching methods employed to attain those objectives. Teacher expectations of student performance and a statement to students of what they can expect in the teacher's performance should also be presented and discussed with the class. This kind of orientation to both the objectives of the course and the procedures to be employed in reaching those objectives should be a necessary part of all educational programs. Students could then relate progress toward objectives from both a course-stated and a personal viewpoint. The last week of classes should have one day reserved for collection of survey instruments and discussion of the educational benefits (and liabilities of the course), thus insuring a large and representative return of survey instruments and an opportunity for an in-depth discussion to augment data reported in the instruments.

   While there are certainly many other approaches to the systematic dissemination and return of evaluation data, the important point is that the procedure be systematic and not left to chance as so many data collection procedures have been in the past.

4. Systematic procedures for the exchange of information - One of the unfortunate aspects of many evaluation processes today is the lack of opportunity to discuss findings even when evaluations do occur.* While many deans, instructors, and students do engage in informal discussions, opportunities should be provided for regular exchanges of information among faculty, between faculty and students, and between administrators and faculty. As with the need for a systematic data collection system, it is important that procedures for the exchange of information become a regular occurrence on the campus. Unless we consider evaluative information, act on it, and continue to improve it, the whole process of evaluation will be relatively useless. As William James has written, "differences that make no difference are no difference." If we are to make a positive difference in the teaching process, then the challenge of using information on the evaluation of teaching must be faced.

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*For an interesting proposal concerning information exchange in the teacher evaluation process, see Case, Chester H., Beyond Evaluation: The Quality Control Model of Evaluation and the Development Model for Faculty Growth and Evaluation, University of California, Berkeley, January, 1971.

5. Guidelines on publications of the results of evaluation - If all of the aforementioned problems and necessary conditions for the evaluation of teaching are considered, many of the dangers of publishing the results of evaluations can be overcome. Nevertheless, a clear set of institutional guidelines for publishing evaluations should be available for student consideration. Students should have the benefit of a set of guidelines that suggest balance and fairness in both the methodology of the study and the publication of the findings of the study. There is a role for student publication of the results of evaluation, but it should be a role devoted to analysis of the course and its objectives rather than a personal investigation or vindictive attack against the teacher. The review of personal characteristics of the professor should be done by the dean or faculty review committee and should make use of student reports and survey instruments as one of several resources. However, to single out college teachers in student publications for public scrutiny of personality or personal characteristics is both unfair and unwise and will not lead to the kind of results that the whole process of evaluation is supposed to produce.

The time and expense of a publication might be better justified by devoting the publication to providing information for the serious student. Thus, publications might include information about the objectives of the course, student evaluation of the extent to which those objectives were reached, the style of the course (e.g., amount of lecture, discussion, use of coordinated instruction techniques, etc.), the emphasis on papers vs. examinations, and special aspects of the course (e.g., field trips, special sessions or speeches, and independent projects). Throughout the publication, a diligent effort to maintain a balanced perspective on both the positive and negative aspects of the course must be maintained. Too many evaluations and too many students review only the negative aspects of the teaching process. A fair and balanced perspective must be maintained or the entire process is jeopardized.

A balanced and well prepared student evaluation of courses could be a useful source of information about specific courses and a source of information to compliment and expand the capsule descriptions of courses found in most college catalogues. The evaluation could be a useful aid to the serious student without becoming either a vindictive weapon or a guide to the easy grader. The risks are apparent, but so are the benefits. Hopefully, more colleges will test this kind of approach so more objective and fair evaluation publications can be developed.

In Conclusion

The main goals of this paper were to review some of the problems, limits, and potentials of the student role in evaluation of teaching and to propose a set of necessary conditions for a fair and balanced evaluation procedure. The demands of the public and the legislatures of this country in the 1970's appear to be for more accountability for both dollars expended and results of the educational process. Special attention seems to be reserved for an evaluation of teaching. While some progress has been made in the area of evaluation of teaching, the time appears ripe for an all out effort to more systematically evaluate the teaching process. A student voice in the evaluation process is both necessary and inevitable. The immediate task for educators is to insure that the student voice is both fair and

effective, with a realistic recognition of the goals, criteria, limitations, and potentials of the student. Special care must be taken to assure that evaluations are balanced in approach and not used as weapons for personal attack. Perhaps the spirit of the evaluation enterprise is best summed up by John Gustad who wrote:

> "It is not so much that what we are doing is demonstrably bad. Rather, we are demonstrably ignorant about entirely too much of what we are doing. At least as much as our students, we need to learn which of our teaching practices are appropriate and adequate and which are not so that we can learn to do better. To this end, we need to be able to set standards for our own behavior. We need to do, in short, what we are asking our students to do. But this should not be too much to ask of a profession made up of men and women who have chosen to spend their lives learning."[18]

R E F E R E N C E S

1. Sacramento Scene, Volume 4, Number 3, June 4, 1971, California Junior College Association, Sacramento, pp. 3-5.

2. Assembly Bill 293 (Stull), California State Legislature, 1971 Session, Sacramento, California.

3. Senate Bill 696 (Rodda), California State Legislature, 1971 Session, Sacramento, California.

4. Administration of Tenure, Report of the Ad Hoc Committee on Tenure and Evaluation for the California Community Colleges, April, 1971, p. IV.

5. Jarett, J., Report of the Committee on Undergraduate Teaching, University of California, Berkeley, p. 78.

6. Astin, A., and Lee, C., "Current Practices in the Evaluation and Training of College Teachers," in Lee, C., Improving College Teaching, American Council on Education, Washington, D.C., 1967.

7. Kent, L., "Student Evaluation of Teaching," in Lee, C., Improving College Teaching, American Council on Education, Washington, D.C., 1967.

8. Cohen, A., and Brawler, F., Measuring Faculty Performance, American Association of Junior Colleges and ERIC Clearinghouse for Junior College Information, Washington, D.C.

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10. Cohen, A., and Brawler, F., op. cit., p. IX.

11. Asher, E. J., Differential Weighting of Teacher Evaluation Criteria, Office of Institutional Research, Western Michigan University, Kalamazoo, Michigan, May, 1969.

12. Ibid.

13. Gustad, J., "Evaluation of Teaching Performance, Issues and Possibilities," in Lee, C., Improving College Teaching, American Council on Education, Washington, D.C., 1967.

14. Astin and Lee, op. cit.

15. Kent, op. cit.

16. Kent, op. cit., p. 328.

17. Gustad, J., op. cit., p. 276.

18. Ibid., p. 281.

APPENDIX A

SAMPLE FORMS FOR THE EVALUATION OF TEACHING

The enclosed sample forms for the evaluation of teaching have been reproduced to help colleges that have expressed an interest in reviewing some of the approaches to evaluating teaching currently being used. The sample forms are from the Community College District, North Orange County; the Center for Research and Development in Higher Education at the University of California, Berkeley; and Modesto Junior College.

The forms include samples for student evaluation, counselor evaluation, and administrative evaluation, plus a set of suggested procedures for evaluation and improvement of instruction from Golden West College.

These evaluation forms were developed by Robert C
Wilson and Evelyn R. Dienst, Center for Research
and Development in Higher Education, University o
California, Berkeley. Form SMF

STUDENT DESCRIPTION OF TEACHERS

Instructor_____ Department_____ (1-
(4-

Course number or title_____ (7-

I. The following items reflect some of the ways teachers can be described. For the instructor named above, please circle the number which indicates the degree to which you feel each item is descriptive of him or her. In some cases, the statement may not apply to this individual. In these cases, check Does not apply or don't know for that item.

		Not at all descriptive				Very descriptive	Doesn't apply or don't know	
1.	Discusses points of view other than his own	1	2	3	4	5	( )	(1(
2.	Contrasts implications of various theories	1	2	3	4	5	( )	
3.	Discusses recent developments in the field	1	2	3	4	5	( )	
4.	Presents origins of ideas and concepts.	1	2	3	4	5	( )	
5.	Gives references for more interesting and involved points	1	2	3	4	5	( )	
6.	Presents facts and concepts from related fields	1	2	3	4	5	( )	
7.	Emphasizes conceptual understanding	1	2	3	4	5	( )	
8.	Explains clearly	1	2	3	4	5	( )	
9.	Is well prepared	1	2	3	4	5	( )	
10.	Gives lectures that are easy to outline	1	2	3	4	5	( )	
11.	Is careful and precise in answering questions	1	2	3	4	5	( )	
12.	Summarizes major points	1	2	3	4	5	( )	
13.	States objectives for each class section	1	2	3	4	5	( )	
14.	Identifies what he considers important	1	2	3	4	5	( )	
15.	Encourages class discussion	1	2	3	4	5	( )	
16.	Invites students to share their knowledge and experiences	1	2	3	4	5	( )	
17.	Clarifies thinking by identifying reasons for questions	1	2	3	4	5	( )	(26

		Not at all descriptive				Very descriptive	Doesn't apply or don't know	
18.	Invites criticism of his own ideas	1	2	3	4	5	( )	(2
19.	Knows if the class is understanding him or not	1	2	3	4	5	( )	
20.	Knows when students are bored or confused	1	2	3	4	5	( )	
21.	Has interest in and concern for the quality of his teaching	1	2	3	4	5	( )	
22.	Has students apply concepts to demonstrate understanding	1	2	3	4	5	( )	
23.	Has a genuine interest in students	1	2	3	4	5	( )	
24.	Is friendly toward students	1	2	3	4	5	( )	
25.	Relates to students as individuals	1	2	3	4	5	( )	
26.	Recognizes and greets students out of class	1	2	3	4	5	( )	
27.	Is accessible to students out of class	1	2	3	4	5	( )	
28.	Is valued for advice not directly related to the course	1	2	3	4	5	( )	
29.	Respects students as persons	1	2	3	4	5	( )	
30.	Is a dynamic and energetic person	1	2	3	4	5	( )	
31.	Has an interesting style of presentation	1	2	3	4	5	( )	
32.	Seems to enjoy teaching	1	2	3	4	5	( )	
33.	Is enthusiastic about his subject	1	2	3	4	5	( )	
34.	Seems to have self-confidence	1	2	3	4	5	( )	
35.	Varies the speed and tone of his voice	1	2	3	4	5	( )	
36.	Has a sense of humor	1	2	3	4	5	( )	(4
	(Additional items may be presented by the instructor and/or department)							
37.		1	2	3	4	5	( )	
38.		1	2	3	4	5	( )	
39.		1	2	3	4	5	( )	
40.		1	2	3	4	5	( )	

	Not at all descriptive				Very descriptive	Doesn't apply or don't know
41.	1	2	3	4	5	( )
42.	1	2	3	4	5	( )
43.	1	2	3	4	5	( )
44.	1	2	3	4	5	( )
45.	1	2	3	4	5	( )
46.	1	2	3	4	5	( ) (55)

II. 1. How does the instructor of this course compare with other teachers you have had at <u>this school</u>?

Among the very worst			About average			Among the very best	
1	2	3	4	5	6	7	(56)

2. How does the instructor of this course compare with other teachers you have had in <u>this department</u>?

Among the very worst			About average			Among the very best	
1	2	3	4	5	6	7	(57)

You are invited to comment further on the course and/or effectiveness of this instructor especially in areas not covered by the questions.

Community College District, North Orange County

ADMINISTRATIVE POSITION_____

_____

EVALUATION OF THE EFFECTIVENESS OF CAMPUS ADMINISTRATION

Directions: Rate administrators on the E-S-N scale for each of the following categories. Fill in only those items you have had an opportunity to observe. Make your remarks specific.

E = Excellent
S = Satisfactory
N = Needs improvement

E	S	N

I. LEADERSHIP

a. Initiates and develops new ideas.

b. Accepts suggestions on professional matters.

c. Encourages professional growth.

d. Practices democratic leadership.

e. Makes timely and effective decisions.

f. Delegates responsibility with commensurate authority.

g. Works effectively in the community for the support of schools.

h. Does effective planning for the future.

i. Encourages students to identify with and help develop the total campus program.

j. Is concerned with basic issues rather than trivia.

Remarks:_____

_____

E	S	N

Overall rating for the above category.

II. STAFF MORALE

E	S	N

a. Gives assistance to faculty in maintaining a high level of academic performance.

b. Supports two-way communication with staff.

c. Inspires a desire for excellence in performance in faculty and staff.

d. Gives recognition to staff proficiencies and accomplishments.

e. Permits and encourages new and differing approaches to classroom and school program.

(Continued)

E	S	N

f. Commands the loyalty and respect of staff.

g. Consistently promotes a high level of student conduct and citizenship.

Remarks: _____

_____

E	S	N

Overall rating for the above category.

E	S	N

III. SUPERVISION AND EVALUATION OF PERSONNEL

a. Evokes a receptive attitude toward evaluation.

b. Recognizes the merits of differing methods and techniques.

c. Quickly recognizes problems and cooperates in effecting solutions.

d. Has ability to give constructive criticism in a friendly, firm manner.

e. Creates an atmosphere in which you feel secure.

Remarks: _____

_____

E	S	N

Overall rating for the above category.

E	S	N

IV. PERSONAL QUALITIES

a. Has physical and mental vigor necessary for the position.

b. Is sensitive to feelings of associates and acts accordingly.

c. Works objectively with different types of people.

d. Has broad intellectual and cultural interests and understandings.

e. Has a personality that is easy to adjust to.

Remarks: _____

_____

E	S	N

Overall rating for the above category.

COMMUNITY COLLEGE DISTRICT - NORTH ORANGE COUNTY

Professional Development Conference Report for Permanent Teachers

When a teacher is granted tenure and permanent status with the Community College District, North Orange County, he has shown professional competence and promise of continued development.

This conference is to be used as a special occasion for reflection upon the nature of effective teaching. The specific activities listed below are generally accepted as those in which effective teachers show continuing interest, inquiry and experimentation. It is intended that these items be used to stimulate a teacher to re-examine his own activities with a view toward improvement of himself, his teaching, his institution, and his profession.

Appraisals, commendations, suggestions and/or recommendations should be written after each of the areas listed below. Specific statements are most helpful to all those concerned.

A. TEACHING-LEARNING SITUATION:

(An effective teacher assesses periodically the extent to which his method of presentation interests, stimulates, and challenges his students. He examines the content of his courses and, as needed, changes and reorganizes the content and teaching materials for pertinence and timeliness. In this effort he makes his out-of-class lesson assignments varied and meaningful. In striving to improve student learning he experiments occasionally with different methods of motivation and student evaluation. A teacher is alert constantly to signs of student interest and learning as the best evidence of effective teaching.)

B. SUBJECT MATTER FIELD:

(An effective teacher keeps up-to-date with research, literature, and methods in his subject matter field through reading journals and books in the field, and through attending professional conferences, workshops, or demonstrations. Periodically he takes additional course work, conducts independent research or study, or publishes or presents articles or papers in his field.)

C. ADMINISTRATIVE, DIVISIONAL AND SPECIAL ASSIGNMENT AREAS:

(A conscientious teacher cooperates with institutional policies and clerical requirements. He works effectively with his colleagues to develop and carry out divisional activities. He fulfills his special assignments and extra-class duties as assigned.)

D. DEVELOPMENT OF TEACHING AS A PROFESSION:

(A conscientious teacher strives continuously to improve teaching as a profession. He holds membership in professional organizations, and he has a record of participation in local professional organizations and campus committees. He maintains high professional ethics.)

E. OTHER COMMENTS:

(Any general comments concerning the teacher, teaching situation, or other.)

F. TEACHER COMMENTS:

(A teacher may wish to respond to this conference with comments regarding his teaching. He may cite special programs or experiments in which he is engaged, or he may outline intended activities toward improvement of instruction.)

Probationary Teacher Evaluation Form

This form is composed of some selected general descriptions of activities which relate to district philosophy of what is a good teacher. It is to be as a guide sheet to aid the evaluator in observing and evaluating teacher performance objectively and fairly. It is hoped that this instrument will c tribute positively to programs of improvement of instruction and selection of competent staff.

Evaluator estimates and appraisals of instruc performance are indicated by the following symbols:

E - Interpret instructor performance as outstanding in this area. . . . . Satisfactory to District
S - Interpret instructor performance as strong in this area . . . . . Satisfactory to District
N - Interpret instructor performance as satisfactory in this area . . . . . Satisfactory to District
LEFT BLANK - Had no opportunity to observe performance relating to this area. . . . . Unsatisfactory to District

Where "N" ratings are given in this area, examples of instructor behaviors relating with this area must be recorded. Behavior reflecting special stre in an area may be recorded in some instances for the purpose of instructor commendation. (Where examples are cited, be descriptive and specific and indicate whether or not they are typical of the instructor. Record exactly what happened in a situation, not merely your reaction to what happened.)

A. EVALUATION OF THE TEACHING-LEARNING SITUATION:

1. I observed techniques of lesson presentation which I thought to be well executed, understanding that there are various acceptable methods, techniques and philosophies of sound education. (I note factual or theoretical evidence that students learn from teacher's techniques: laboratory or shop demonstration and supervision methods, lectures, discussions, questioning, panels, committees, etc.)

2. I evaluate teaching planning and organization of class activities as adequate. (I note evidence of teacher use of out-of-class time in preparation of courses of study, demonstration materials, laboratory materials, lecture notes, syllabi to students, examinations, use of audio-visual aids, etc.)

3. I observed student motivation and class control techniques which I believed appropriate to the particular learning situation, understanding that there are various acceptable methods and techniques, and differing levels of student maturity (student participates in an active, positive and responsible way in the learning situation).

4. I evaluate teacher direction of lesson-connected out-of-class learning activities as being adequate, understanding that there are various acceptable methods, techniques and philosophies of sound education (lesson assignments, papers, reports, field trips, projects, etc.)

5. I evaluate teacher's learning-evaluation techniques as being adequate, understanding that there are various acceptable methods, techniques and philosophies of sound education (tests, grading practices, etc.)

6. I observed personal characteristics of this teacher which I believe will contribute to his success in the teaching-learning situation (voice, mannerisms, etc.)

B. EVALUATION OF PROFESSIONAL PREPARATION OF TEACHER:

1. I evaluate this teacher as having adequate depth and breadth of subject matter preparation (knowledge of fact, detail and relationship concepts in field, craftsmanship, etc.)

2. I evaluate this teacher's knowledge in related subject matter areas to be adequate to enable him to make the subject matter meaningful to students (use of examples, parallels, etc.)

3. I evaluate that this teacher's knowledge is reflected well in the course content and organization (more than a repeat of text materials, etc.)

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3. I evaluate that this teacher's knowledge is reflected well in the course content and organization (gives more than a repeat of text materials, etc.)

C. EVALUATION OF TEACHER'S COOPERATION WITH ADMINISTRATIVE POLICIES, DIRECTIVES AND CLERICAL REQUIREMENTS:

1. I believe this teacher has adequately met administrative clerical needs (attendance and grade records filled out properly and turned in on time, text and library book requests completed, etc.)

2. I believe this teacher has carried out satisfactorily special assignments and departmental duties.

3. I believe this teacher has satisfactory concern for the care of school property.

D. EVALUATION OF TEACHER'S PROFESSIONAL DEVELOPMENT:

1. I interpret teacher activity as representing continuing effort toward professional improvement. (Additional course work, attendance at workshops and conferences, independent research or study, personal library, articles or papers in field published or presented, etc.)

2. I interpret teacher activity as representing a contribution to the further improvement of teaching as a profession (membership and activity in professional organizations, participation in committees of local professional organizations, papers and reports in field published, etc.)

E. OTHER COMMENTS:

(Any general comments concerning the teacher, the teaching situation, or other.)

Fold here for ease of reading.

81 A

Teacher's Name _____ Division _____ Campus _____

Date(s) of Visitation(s) _____ Year in District _____ Evaluator _____

Lesson Subject Matter _____

A	E	S	N	
				A.
				1.
				2.
				3.
				4.
				5.
				6.

In the space provided below, write comments or cite examples of teacher activities in each evaluation area. Be descriptive and specific, and indicate whether typical or not. Please number comments to correspond with criteria.

	B.
	1.
	2.
	3.
	C.
	1.
	2.
	3.

A.
1.
2.
3.
4.
5.
6.

B.
1.
2.
3.

C.
1.
2.
3.

D.
1.
2.

OTHER COMMENTS:

I have read and discussed this evaluation with the Division Chairman. _____ Teacher's Signature _____ Date

Signature of Evaluator _____ Date _____

Community College District, North Orange County

STUDENT REACTION CHECK LIST

PLEASE READ THE ENTIRE CHECK LIST BEFORE MARKING. CHECK ONE ITEM IN EACH GROUP.

Instructor's Name_____

Course_____

1. KNOWLEDGE OF THE SUBJECT In this course the instructor:
   1.____Proved himself to be a master of the subject.
   2.____Was well prepared in the subject.
   3.____Sometimes gave the impression of not knowing the subject.
   4.____Knew the subject poorly.

2. PRESENTATION Consider the instructor's lectures or classroom presentations. In this class the instructor:
   1.____Presented lessons which were superior in organization and content.
   2.____Gave well-organized lectures or presentations.
   3.____Usually made good presentations but not consistently so.
   4.____Lessons often lacked preparation or a plan.

   1.____Lectures were lively with frequent use of illustration or examples.
   2.____Lectures had variety and good use of illustrative material.
   3.____Lectures were factual or stilted.
   4.____Class presentations somehow overshot the students or were otherwise ineffective.

3. EXPLANATIONS In explaining difficult parts of the material:
   1.____The instructor's explanations were exceptionally clear and to the point.
   2.____Explanations were clear and satisfactory.
   3.____Explanations were usually clear and sufficient.
   4.____Frequently the instructor made fuzzy explanations or evaded the points.

4. ANSWERING QUESTIONS AND ENCOURAGING DISCUSSION When students asked questions or wished to discuss a point:
   1.____The instructor welcomed questions and encouraged discussion.
   2.____Answered questions but did not encourage discussion.
   3.____Gave partial answers and discouraged discussion.
   4.____Lectured all the time so that students couldn't get a word in edgewise.
   5.____Wasted time by encouraging trivial or pointless discussion.

5. ATTITUDE TOWARD INDEPENDENT THINKING AND DIFFERING VIEWPOINTS The instructor:
   1.____Stimulated and encouraged independent thinking on the part of the student.
   2.____Recognized differing viewpoints and tried to avoid being dogmatic.
   3.____Was somewhat intolerant or biased.
   4.____Was autocratic in making the course a presentation of his own views.

6. RELATIONSHIP BETWEEN THE STUDENTS AND THE INSTRUCTOR The feeling within the class group was:
   1.____Cordial and cooperative--really a pleasure.
   2.____Pleasant, with a cooperative feeling within the group.
   3.____A neutral relationship--neither especially cordial or antagonistic.
   4.____The instructor tended to antagonize the students.

7. ATTITUDE TOWARD THE STUDENT In dealing with the students, the instructor:
   1.____Was always considerate and interested in the students.
   2.____Was courteous and generally interested in the students.
   3.____Gave the impression of being aloof or disinterested in students.
   4.____Was unnecessarily brusk, sarcastic, or discouraging toward students.

8. SENSE OF HUMOR In my opinion the instructor:
   1.____Had a fine sense of humor which added to the class.
   2.____Had humor enough to carry the class successfully.
   3.____Tried too hard to be humorous or witty.
   4.____Took himself and the subject much too seriously.

9. SELF-CONFIDENCE In this class the instructor:
   1.____Commanded unusual respect because of his self-confidence and presence.
   2.____Was self-confident and inspired confidence.
   3.____Was fairly self-confident.
   4.____Was lacking in self-confidence and assurance.
   5.____Should have repressed an overly aggressive or positive manner.

10. ASSIGNMENTS In making assignments, the instructor:
   1.____Always made exceptionally clear and definite assignments.
   2.____Made clear and definite assignments.
   3.____Assignments were rather indefinite, but the students understood the plan.
   4.____Often failed to give assignments or was indefinite.

11. PREPARATION OF ASSIGNMENT Considering the nature of the subject, as I see it:
   1.____This course required more preparation than was reasonable--a "work horse course."
   2.____Required about as much preparation as other courses of its type.
   3.____Required less preparation than other courses of its type.
   4.____Required little preparation--course was on the "easy side."

12. EXAMINATIONS AND GRADING In this class the instructor:

As to fairness of the examination
   1.____Gave very fair examinations over the material assigned.
   2.____Had a good examination system.
   3.____Examinations were inconsistent, some were fair, others unfair.
   4.____Examinations were unfair or generally inadequate.

As to the number of examinations
   1.____Gave the right number of examinations.
   2.____Gave too few examinations.
   3.____Gave too many examinations.

As to fairness in giving marks and recognition
   1.____Was fair and impartial to all.
   2.____Tried to be fair.
   3.____Showed favoritism.
   4.____Was unreasonable in his grading standards.

13. CHECK THE ITEMS WHICH YOU BELIEVE APPLIED TO THE INSTRUCTOR:
   1. Yes__No__He presented current and up-to-date material.
   2. Yes__No__He applied his material to present-day problems and situations.
   3. Yes__No__He made use of library materials, films, maps, etc.
   4. Yes__No__His voice could be heard clearly and easily.
   5. Yes__No__He was reasonably prompt in returning student papers.
   6. Yes__No__He began the class on time and he dismissed it on time.
   7. Yes__No__He made himself available to students for help outside of class.

14. On the back of this sheet you may comment on those points that you especially liked or disliked about this instructor's teaching. Please remember the purpose is to be helpful.

Modesto Junior College
Student Evaluation of Teaching
Rating Form

KNOW YOUR TEACHER

The purpose of this questionnaire is to help students to find a course with the type of teachers they prefer.

1. What is your present grade in this class?

   0) A 1) B 2) C 3) D 4) F 5) Credit/No-credit

2. What is your present standing? 0) Freshman 1) Sophomore 2) Other

3. Why are you taking this course?

   0) Required 1) Required, but would have taken it anyway

   2) Elective

4. Are the course objectives outlined clearly by the instructor?

   9) Very clearly 8) 7) 6) 5) Satisfactorily 4) 3) 2) Not at all 1) 0) Don't know

5. To what degree does the instructor follow the course outline?

   9) Strictly 8) 7) 6) 5) Flexible 4) 3) 2) Not at all 1) 0) Don't know

6. Does the text follow the course objectives?

   9) Very well 8) 7) 6) 5) Satisfactorily 4) 3) 2) Not at all 1) 0) Does not apply

7. To what degree does lab work follow the course objectives?

   9) Very well 8) 7) 6) 5) Sometimes 4) 3) 2) Not at all 1) 0) Does not apply

8. How much emphasis does the instructor place on regular attendance?

   9) Great emphasis 8) 7) 6) 5) Moderate 4) 3) 2) Very little 1) 0)

9. Is the instructor available for individual help when needed?

9) Frequently 8) 7) 6) 5) Sometimes 4) 3) 2) Never 1) 0) Don't know

10. What type of tests does the instructor usually give?

0) Essay 1) Short answer/Fill-in 2) Problem solution

3) Multiple choice 4) Oral 5) A combination of these

6) No tests

11. Are the tests closely related to the course material?

9) Very well 8) 7) 6) 5) Moderately 4) 3) 2) Vaguely 1) 0) Does not apply

12. What provisions does the teacher provide for improving low grades?

0) Make-up tests 1) Drop one test 2) Personal conference

3) Extra assignments 4) No provisions 5) Others

13. If you are absent for a test, what provision is there for taking the test?

0) Make-up test 1) Drop one test 2) Personal conference

3) No provision 4) Other

14. Do you feel his grading is fair?

9) Very fair; grades based on several measures of achievement 8) 7) 6) 5) Moderately fair; grades based on few measures of achievement 4) 3) 2) Vaguely; grades based on very limited evidence 1) 0) Don't know

15. Is a special project required (i.e., term paper, journal, field trips, etc.)?

0) Required 1) Suggested for extra credit 2) Not required

16. Is the amount of homework related to the units given for the course?

9)	8)	7)	6)	5)	4)	3)	2)	1)	0)
Too much				About right			Not enough		Does not apply

17. Does the homework help in learning the course material?

9)	8)	7)	6)	5)	4)	3)	2)	1)	0)
Very well				Some			Not at all		Does not apply

18. Are the homework assignments discussed to your satisfaction after being turned in?

9)	8)	7)	6)	5)	4)	3)	2)	1)	0)
Very well				Satisfactorily			Not at all		Does not apply

19. Does the instructor stimulate interest in this course?

9)	8)	7)	6)	5)	4)	3)	2)	1)	0)
Quite a lot				Some			None		Does not apply

20. What is the classroom atmosphere?

9)	8)	7)	6)	5)	4)	3)	2)	1)	0)
Always free, relaxed, open				Usually free, relaxed, open			Unpredictable		Tense

21. Is original or creative thinking encouraged in this class?

9)	8)	7)	6)	5)	4)	3)	2)	1)	0)
Very much				Moderately			Never		Does not apply

22. Is the instructor prepared for each class?

9)	8)	7)	6)	5)	4)	3)	2)	1)	0)
Very well				Satisfactorily			Not at all		Don't know

23. What type of presentation does the instructor <u>most</u> <u>often</u> use?

9)	8)	7)	6)	5)	4)	3)	2)	1)	0)
Lecture only				Lecture with class participation			Group discussion		Does not apply

24. Are teaching aids used in the course?

9) Extensively 8) 7) 6) 5) Occasionally 4) 3) 2) Never 1) 0) Does not apply

25. What is your general estimate of the course material?

9) One of the most interesting informative or useful courses 8) 7) 6) 5) Moderately interesting, informative or useful course 4) 3) 2) One of the least interesting, informative or useful courses 1) 0)

26. Would you want to take a course from this instructor again?

0) Yes - without reservations

1) Yes - only if necessary

2) Don't care

3) Absolutely no

APPENDIX B

A CONCEPTUAL SCHEME FOR A COMPREHENSIVE PROGRAM IN FACULTY DEVELOPMENT:

The Tri-Cluster Model

Prepared for the Satori Faculty Development Workshop/Conference
December, 1971

The Cooperative Internship Program
University of California, Berkeley

CHESTER H. CASE

Director, Cooperative Internship Program
University of California, Berkeley

FOREWORD

In conceptualizing the Tri-Cluster Model I have tried to develop a logical, coherent, and persuasive way of organizing a comprehensive faculty development program. I do not regard the model as a finished product. It is more of a progress report, and its intended use is that of a catalyst.

The Tri-Cluster Model is intended to be a starting point for the challenging task of gathering, analyzing, evaluating, integrating, and synthesizing the many intriguing and potent proposals that have been prepared for the Satori Faculty Development Workshop/Conference.

Chester H. Case

A CONCEPTUAL SCHEME FOR A COMPREHENSIVE PROGRAM IN FACULTY DEVELOPMENT:

The Tri-Cluster Model

INTRODUCTION

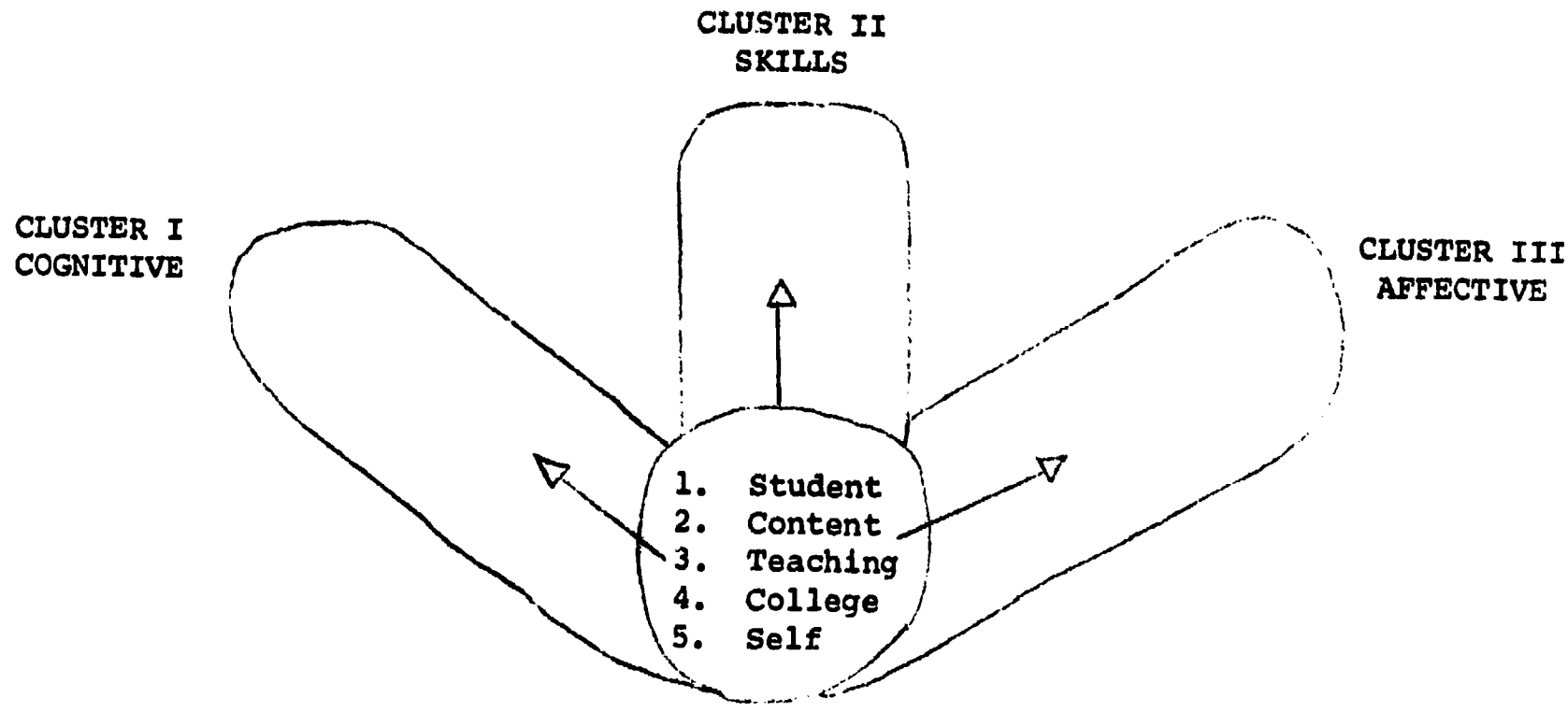
Faculty development...which aims, I believe, at the inducement of student learning through effective instruction...is bound to move soon to the center stage as a principal concern of the community college movement. A necessary first step in dealing with this concern is the development of an organizing framework and theoretic basis for programs in faculty development. In an attempt to take that first step, this conceptual scheme is presented.

THE TRI-CLUSTER CONCEPT

What would a full-blown, comprehensive faculty development program modelled upon the Tri-Cluster concept look like? Foremost, the program would be an integral part of the college, dedicated to the enhancement of student learning, an end achieved by means of the improvement of instruction and instructors. The program would be a curriculum, essentially, even a college within a college. The clientele...the student body...are members of the college community; roles shift, faculty becomes faculty to itself.

The Tri-Cluster program would be an exemplification of what we know to be progressive and effective in curricular designing. It is anchored solidly to five problem/issue areas: the student, course content, instructional strategies, the college, and the self. These central problem/issue areas are shared by all three clusters. The clusters distinguish themselves from one another primarily in their approach and direction. One cluster emphasizes cognitive learning. Another emphasizes skill development. The third emphasizes affective learning. The clusters overlap. They are not mutually exclusive, but they stand apart from one another by virtue of the way each conceptualizes the problem/issue, the learning episodes it employs, and the outcomes emphasized.

Schematically, the Tri-Cluster model would appear as follows:



The structure allows for variations in treatment of any of the basic topics. Cluster I centers upon information, and would find seminars, workshops, lectures, symposia appropriate procedures. Cluster II is less concerned with information; it centers about the development of skills. Appropriate to this focus would be small groups, generally task oriented and structured. To deal with its focus, affective learning, Cluster III uses small group learning, such as T-groups, sensitivity, and encounter groups.

The continuum from Cluster I through Cluster II to Cluster III is one from considerable structure to little structure, from cognitive to affective learning.

Thus, with the variability in approaches, the individual learner (the faculty member, counselor, librarian, administrator, student, in short, members of the college community) can assess his needs, his state of readiness, the focus of his interest, and step on or off the clusters at those points most appropriate to him.

In the Tri-Cluster curriculum, there are no prerequisites, nor required courses. Of course, there are no grades though evaluation is continual and thorough and designed to promote personal development and growth. Dedicated to the concept of individual differences, the curriculum makes it possible for the learner to set his point of entry, set his own pace, to move through the curriculum within a cluster, among clusters...all depending upon his self-concept, learning style, intensity of need, and degree of motivation.

Learners and the Curriculum: Two Examples

One faculty member, at the outset of his career, might perceive his greatest need to be that of coming to terms with what to teach (selecting course content), how to teach it (planning instructional strategies), and who he is to teach to (student characteristics). To pursue his interests, he might elect to begin with seminars on student characteristics in Cluster I. Also in Cluster I, a workshop series on curriculum design might promise to answer his questions on the formulation of instructional objectives. Needing feedback on his own evolving teaching style, he might look to Cluster II to find and join a group engaged in observing and critiquing one another's teaching using a peer teaching format with video-taped playback. Thus, he has pieced together an entry curriculum which puts him in touch with up-to-date information, involves him with colleagues from throughout the campus, and very likely, will awaken in him a desire to explore, when ready, interpersonal relations.

Another faculty member with eight or ten years experience may be nagged by a feeling that he has hit a plateau. The term "deadwood" may have a premonitory meaning to him. His classes may be going well enough, but lacking in the excitement he once experienced. His choice for an entry point may be in Cluster III, where he finds a sensitivity group being formed around a skilled facilitator. At the same time, he may see the peer teaching group as a means to obtain feedback, perhaps the affirmation of effective procedures, perhaps the identification of ineffective procedures.

PREMISES

The Tri-Cluster model aspires to this goal: as a learner, the member of the college community can select a curricular pattern that will lead to the enhancement of his effectiveness in inducing learning. Foundational to this goal are six interlocking premises, which should now be made explicit.

1. The paramount goal of the faculty development is the facilitation of learning by students.

2. The facilitation of learning is the result of effective instruction, as it may occur in a variety of settings and in a variety of modes.

3. To instruct effectively, the faculty member needs to develop in at least these areas: as a scholar/practitioner, as a person, a communicator, a planner, as a skilled and versatile instructional strategist, as a participant in a complex organization.

4. To induce continuing development of the faculty member, the program in faculty development should be comprehensive, open-ended, ongoing.

5. The comprehensive program in faculty development should be conceptualized as a curriculum.

6. As a curriculum, the program should be geared to the needs of the faculty member as a learner.

A CLOSER LOOK AT THE CLUSTER CONCEPT AND CURRICULUM

The Cluster Concept

By conceptualizing the basic cluster plan, an organizational convenience is gained. The clusters become a structural framework upon which to build a multifaceted curriculum. The clusters correspond to the well-known demarcation of the domains of learning into the cognitive, the skills, and the affective. With each cluster having a domain as its identifying characteristic, learning activities, materials, goals and objectives, and evaluation procedures can be developed with theoretic unity and coherence.

By speaking of clusters, certain difficulties are avoided. The clusters are not boundaried levels with an implicit hierarchy of value, prestige, or difficulty. By virtue of being lateral and parallel, the clusters afford the learner ready movement from one to another. And, each cluster is commodious. Any proposed activity can be assigned to a home cluster by application of the touchstone criteria, "Does it have most to do with cognitive learning, the development of skills, or effective learning?"

A program built upon the cluster scheme would be comprehensive, wide-ranging, and various. Yet, each component within each cluster is finite. Each component is subject to the rigor of stipulating objectives and susceptible to evaluation. The possibility of imposing the canons of accountabliity is enhanced.

The Value of the Curricular Approach

A curriculum, when it is well and seriously planned, has stated goals and objectives, makes assumptions (informed, it is hoped) about the beneficiary learner, has a definable content center, and describes an agency for instruction. That curriculum is accorded a judgment of value and is assigned a priority. It becomes "official" when it is accorded a share of college resources and assigned a time slot.

Components of the conventional faculty development program tend to be fragmented, unconnected, and difficult to evaluate. By conceiving of the faculty development program as a curriculum, it is possible to achieve internal coherence.

Five Curricular Areas

Five areas can be determined, which appear to cover most of the basic concerns and issues in faculty development. (This is not intended as an exhaustive list.)

1. Student: student characteristics, student needs, student expectations, student-faculty role relations, student learning styles;

2. Course content: selecting teaching materials, designing curriculum, evaluation procedures, developing course objectives, standards;

3. Instructional strategies: assessing appropriateness of strategies, auto-tutorial instruction, student-centered instruction, collaborative instruction, multimedia and instruction;

4. The college: organizational mission, goals and procedures, institutional governance and decision-making processes, relations with the community, faculty recruitment and induction, finance and budgeting;

5. Self: developing skills in communication and interpersonal relations, self-evaluation and personal growth, peer evaluation for development, self-renewal.

Illustration: How Each Cluster Would Treat a Topic

So far, the Tri-Cluster model has been presented in abstract terms. To be more concrete, this illustration suggests how a topic, in this case "Students," would be treated in each Cluster.

Cluster I; Cognitive. The emphasis in Cluster I is on information. Information is located, disseminated, processed, in teaching/learning settings most appropriate for cognitive gain. Within Cluster I, the topic "Student" might be approached through a program of activities which could begin with individual reading of a bibliography of salient research, followed by seminars, workshops, symposia, lectures, panel presentations, role playing, sociodrama, interviews. A coordinated series of events might be planned, to extend throughout the year.

Cluster II; Skills. The emphasis of Cluster II is on skill development. In respect to the topic "Student," skill objectives might be diagnosis of learning disability, intercultural interaction, interviewing, student advisement. Small groups can engage in workshop sessions in which skills can be explained, demonstrated, practiced, and critiqued. Short-run research projects could be organized to develop skill in identifying student needs.

Cluster III; Affective. The emphasis of Cluster III is on affective learning. Values, attitudes, beliefs, commitments relate to affective learning. In this cluster, congruence and conflict in student-faculty values could be explored in encounter groups. Another project could be to plan for learning episodes in the community, perhaps in the manner of the "urban plunge" and immersion experience under the guidance of knowledgeable residents of urban areas.

ISSUES IN ORGANIZATION AND STRATEGY

In moving from conceptualization to implementation and maintenance, many problems will be encountered. Some cannot be foretold, but others can be identified in advance.

Developing a Managing Entity

To set up a comprehensive program will require a considerable initial investment of energy and time for planning, coordination, maintenance, evaluation, and revision. The convenient thing to do would be dump the program in the lap of the Dean of Instruction, his office being the logical place for day-to-day management, solution of logistical problems, for continuing advocacy in competition for organizational resources. To do so would not be productive in the long run. It might also appear appropriate to dump it in the lap of the faculty, since it would appear logical that the indispensable faculty consensus behind a program would be best generated by having the prospective partipants in the program give it shape and manage it. But again, success would not be a likely outcome of this approach. Who, or what, then, should manage the program? Taking the question in smaller parts:

1. What should the form of the managing entity be,

2. What would be the scope of the managing entity's operations,

3. To whom would the managing entity report,

4. Should the managing entity be related to other colleges, a consortium of colleges, to a "professional school" at a college or university?

Incentive System

How can the participation of the members of the college community be attracted? At present, incentives for "in-service" development include salary increments, released time, sabbatical leaves, small grants, titles, and increases in responsibility and authority. The reward of being a participant in an experimental effort is sometimes an incentive. Also, threats of negative evaluation, dismissal, and undesirable assignments should be considered incentives.

Yet, these incentives do not reach effectively throughout the college community. This truism is summed up in the statement frequently heard in discussions of projects for faculty development, "Those who are already doing well will come in; those who need it the most won't have anything to do with it." How can an incentive system be devised? To break the question down:

1. What forms of reward are effective as incentives,

2. How shall incentives be awarded, and who shall award them,

3. Can evaluation for job retention be separated from evaluation for development?

Allocation of Resources

A comprehensive program will require a share of the college's resources, in terms of money, time, energy, and facilities. With the present circumstances

of financial stringency, a new program would have stiff competition. The question is, "What is the claim of the faculty development program on a college's resources?" Aspects of the question can be put as follows:

1. How shall a share be determined, how will the allocation be rationalized,

2. By whom and how will the resources allocated be distributed and by what criteria,

3. If a comprehensive program in faculty development were "costed out," what would the figures be?

Changes in the Social Environment

There would be slight chance for the success of a comprehensive program if it were to be simply laid down upon existing organizational structures. Some fundamental changes will be required in the patterns of obligation and expectation, delineation of duties and relationships.

It has been suggested that a key step as a prelude to a serious effort at a faculty program would be the installation of an administrative office, perhaps titled "education development specialist," whose concern is principally for the development of faculty and the improvement of learning. Another new position could be that of intern instructor, and another, colleague-collaborator who would be an experienced faculty member whose responsibility would include working with new faculty.

The question, then, is "What organizational changes are indicated?" Aspects of this question are:

1. What new positions need to be created, with what role definitions, rewards, authority, and responsibility,

2. What processes of "adult socialization" must be recognized and taken into account as a help or hindrance to faculty development,

3. What reordering of the prestige and status system would serve the program?

The "Normal" Workload

Nonparticipation in any but the most obligatory kinds of faculty development functions (like the first-of-the-year "command performances") is a common pattern. A reason frequently cited by faculty members for nonparticipation, "lack of time." Most faculty development activities are regarded by many faculty as additive to an already overburdened assignment. Likely, then, the concept of a "normal" workload needs to be redefined so that participation in faculty development activities can be incorporated as a regular and expected professional obligation, with appropriate adjustments in teaching assignments, scheduling of classes, and nonteaching duties. The negative perception of faculty development activities raises this question, "How can the 'normal' load be redefined in a realistic and workable way?" Aspects of this question are:

1. If faculty developments are to be incorporated into a "normal" load, what will be subtracted,

2. How can acceptance of the new definition be attracted,

3. How can the faculty development activities be integrated into an instructor's schedule?

A Success Model

Probably, most instructors evolve a private model of success. An instructor's model may be an amalgam of bits and pieces of those several success models that float through the teaching world, that is, the academic disciplinarian model, the business-industrial model, the bureaucratic model.

As a task complementary to the design of a faculty development program, a success model should be evolved. It should be consonant with the goals of the organization and compatible with the faculty development program. The success model should legitimate variations in teaching styles, curricular organization, and relations with students. The model should be universalistic while accommodating pluralism.

The question may be posed, "What can be invented as a viable success model?" Facets of this question are:

1. What are the attributes of the successful instructor,

2. How can a success model be generated so as to attract allegiance,

3. Who is the arbiter of "success?"

Assessing Faculty Needs

Because a curriculum is largely shaped to meet the needs of the intended learner, it is important to arrive at some operating generalizations concerning faculty needs. Faculty needs are many, and are widely discussed in a variety of forms. Yet, little is available by way of empirical data. The basic question is, "What are faculty needs?", which can be broken down into these subquestions:

1. In what ways do the needs of the isntructor manifest themselves (a) in the beginning of a career, (b) in midcareer, (c) in late career,

2. How do the needs of the faculty member as a person and as an instructor relate,

3. What needs are the most pressing?

IN CONCLUSION

Here, in a brief and abstract conceptualization, is an organizational scheme for a comprehensive faculty development program. Shaped by the theoretic

construct of separable domains of learning, the Tri-Cluster model provides a framework upon which to build the particulars of topics, events, to set objectives and evaluation procedures, to deploy personnel, and to allocate resources.

In building the comprehensive program along the lines of the Tri-Cluster model, two major premises are urged. One, that the faculty member be regarded as a learner. Two, that the program be conceived of as a curriculum.

Very difficult problems will be encountered in translating the Tri-Cluster concept from theory to practice. The problems are made all the more difficult by the paucity of solid knowledge of the specifics of faculty needs, of the mores, taboos, conventions of the profession of community college teaching, of the realities of the informal and formal organization of colleges. It may turn out, in fact, that when all is known that needs to be known, the Tri-Cluster model will be deemed unworkable.

Yet a beginning must be made. The exciting resurgence of interest in faculty development (as a means of improving learning) has already generated a host of fertile concepts, inventions, inspirations. The imminent need to develop sound evaluation procedures, to improve the quality of instructional objectives, to achieve organizational resilience through flexibility and responsiveness in the faculty, these too urge the rapid development of comprehensive programs for faculty. The Tri-Cluster model is offered as a starting point.

APPENDIX C

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*The staff of CJCA would like to acknowledge the contribution of Mr. Donald M. Ross, Member, Board of Trustees, Antelope Valley Joint Junior College District, for his assistance in the prepration of this bibliography.

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