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ABSTRACT

This is a report on a pilot program in predicting success in teaching conducted at Fox Valley technical Institute. The goals of the program are listed as follows: a) to write a philosophy, objectives, and systematic plan for a pilot program of evaluation; b) to select a personality measurement instrument and an instructor rating scale (for supervisors and students); c) to conduct an in-service program for supervisors dealing with the administration of the rating scale; d) as an ultimate goal, to determine whether predicting teacher success is possible through these means; and e) if nothing else, to collect data to supporting hiring decisions. Findings are included in the text; and scales, tables, and a bibliography are placed as appendixes. (JA)

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PREDICTING SUCCESS IN TEACHING

A Feasibility Study
Conducted in Cooperation
With
Instructors
And
Supervisors

At

Fox Valley Technical Institute
Appleton, Wisconsin

December, 1971

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PREDICTING SUCCESS IN TEACHING

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PREDICTING SUCCESS IN TEACHING

RATIONALE FOR PROJECT

One of the most important tasks facing an employment manager or an educational administrator is the selection of personnel. While employment managers have made attempts to predict job success, many using data collection methods, educational administrators have depended upon subjective evaluations obtained from credentials or during employment interviews. Or, they have studied college grades and referred to references for subjective opinions when making decisions to hire teachers.

Unfortunately, these methods have been far from successful. The fact that there are many persons teaching today who are unhappy in their job or who are often judged incompetent, illustrates that the "shot-gun" approach has been most ineffective. Most everyone is convinced that college grades or success in business and industry are not criteria for success in teaching.

Perhaps these methods of selection were necessary in the past because of the shortage of teachers, but this is no longer true today. Most school administrators will tell you that they have experienced a surplus of applicants for the teaching vacancies which occurred during the past year. But they will quickly say that there will always be a shortage of good teachers. The problem is to identify those characteristics

which make a good teacher and then to develop selection techniques which will predict who will be successful. With the inauguration of tenure systems, and with taxpayers' demands for accountability in education, the school administrator cannot afford to make rash judgments when selecting teachers for his staff.

The role of the teacher today is changing markedly with the initiation of the systems approach to instruction and school management. Educators are being forced to evaluate what is happening in our schools, and make necessary changes in areas which are outdated and inefficient. With innovations in education, such as teaching machines and programmed materials, and with renewed emphasis on "student-centered" instruction, educators are starting to think in terms of new staffing patterns, incentive pay based on competence, and the employment of more paraprofessionals in the school environment. To attempt all these things will require systematic, continual data collecting coupled with hard research to assist in these decisions. Most important is data to support decisions to hire or not to hire persons who have applied to fill a vacancy.

STATEMENT OF GOALS

1. To write a philosophy of evaluation which will be used as the basis of an evaluation program at Fox Valley Technical Institute.
2. To write objectives for a proposed evaluation program at Fox Valley Technical Institute.
3. To develop a systematic plan to conduct a pilot program of evaluation at Fox Valley Technical Institute and to use the results of this program to attempt to predict success in teaching.
4. To select a personality measurement instrument which will be given to instructors in the pilot program of evaluation.
5. To develop an instructor rating scale which can be used by supervisors to evaluate instructors in the pilot program.
6. To develop an instructor rating scale which can be used by students to evaluate instructors in the pilot program.
7. To develop a plan to administer the personality measurement instrument and rating scales in the pilot program of evaluation at Fox Valley Technical Institute.
8. To develop a plan to select instructors to participate in the pilot program of evaluation at Fox Valley Technical Institute.
9. To conduct an in-service program for supervisors dealing with the administration of the rating scale during the evaluation of selected instructors.
10. To analyze the results of the pilot program of evaluation at Fox Valley Technical Institute and determine whether:
 - a. It is possible to predict success in teaching through the administration of a personality measurement instrument.
 - b. It is possible to effectively evaluate instruction using student or supervisors with rating scales.
 - c. There is a significant correlation between student ratings and supervisory ratings for the various dimensions of the rating scales.
 - d. There is a significant difference between the ratings of supervisors at Fox Valley Technical Institute.

STATEMENT OF GOALS (continued)

11. To interpret the results of the ratings to those instructors who participated in the pilot program of evaluation at Fox Valley Technical Institute.
12. To interpret the results of the study to those supervisors who participated in the pilot program of evaluation at Fox Valley Technical Institute.
13. To prepare a report of the findings of this study which will be submitted to the Deputy and District Directors at Fox Valley Technical Institute, together with a recommendation for the future use of this evaluation program in the system.

A REVIEW OF LITERATURE

One thing is sure - students will continue to discuss instructors, parents will continue to question them, and supervisors and administrators will continue to judge them. Educational literature contains many investigations that seek ways of evaluating teacher performance, predicting effectiveness, and using various types of ratings in preparing teachers and improving instruction. In most cases, investigations of teachers have been concerned with normative data, personality characteristics, teacher performance, and attempts to relate those variables to success in teaching.

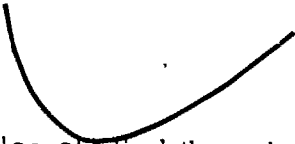
A variety of measurement devices, samples, and statistical techniques have been used to study teachers. Hundreds of investigations conducted over many years in every kind of educational system have failed to suggest a way of looking at teachers that is standardized, replicable, representative of the wishes of the profession, or acceptable to more than one group (2).

Surveys conducted by the American Council of Education in 1966 studied practices and procedures for evaluating instructors. The surveys found much similarity in procedures for evaluating instructors in many different types of schools of higher education, including technical schools and community colleges. One interpreter of the surveys stated that he expected to find a rather poor condition regarding evaluation procedures in schools but that he was surprised at the "extent and depth of the chaos. . . It is apparent that little is done to obtain anything that even approaches sound data on the basis of which reasonably good evaluation of classroom teaching can be made" (9).

An extensive recent survey of evaluation practices in California revealed nothing to dispute the contention that evaluation of instructors is often as inconsistent exercise, generally unrelated to the purpose of the institution (7). Gustad states that the best that can be said about current methods of evaluating faculty in institutions of higher education is that they are "ineffectual and little regarded" (9).

Rater bias is of particular concern in schemes of teacher assessment. The possibility of personal bias exists in any situation where individuals are assessed, and when untrained persons assess others, the problem is compounded. In his studies of teacher characteristics, Ryan was concerned with issues of unreliability, bias, and indeterminate criteria. He found that observer training was an essential first step to correlating behaviors with teacher characteristics. He states, "Only with training of observers can one expect to obtain meaningful assessments of teacher behavior" (12).

Evaluation of human performance almost invariably incorporates, either by direction or by implication, evaluation of personality. Most investigations dealing with teacher evaluation, therefore, are concerned with subjects as individuals. Most of these studies equate certain personality characteristics with teaching effectiveness. Ryans' extensive research in this domain did isolate some dimensions relating to effectiveness of teaching performance. His results though show characteristics which were very general; for example, teachers should be "understanding," "sensitive," and "have empathy." He also found, though, that teachers who were rated as "egocentric" seemed to perform as effectively in their work as those judged otherwise (13).



Dugan also studied the relative importance of selected factors in the effective teacher. She designed a questionnaire to measure such dimensions as egocentricity, mental objectivity, extroversion, and introversion. The results of this survey indicated that unselfishness and emotional stability were not proved to be necessary for successful teaching. In fact, she states, "pupils are surprised that some teachers are every bit as emotionally mature as other people; or in other words, "normal" (5).

The application of psychological tests as predictors of teaching effectiveness has been carefully reported in Gage's "Handbook." The most widely used instrument for the measurement of teacher attitudes has been the Minnesota Teacher Attitude Inventory. In spite of its popularity though, it has not lived up to its early expectations (8).

Cattell's 16 Personality Factor Test was employed in a study which attempted to answer questions regarding the resumed relationships between personality and teaching success. The data suggested that good teachers are more likely than poor teachers to be "gregarious, adventurous, and frivolous" and also to show emotional responses more readily than "poor" teachers. Lamke also found that "poor" teachers were more apt to be artistic, shy, cautious and conscientious (10).

Fielstra isolated twelve characteristics of first-year secondary school teachers which correlated positively with principals' ratings. The characteristic discriminating most between teachers rated good and excellent was adaptability to a variety of teaching situations (6).

In an effort to more precisely evaluate the research in this field, the Office of Education invited a group of educational researchers to prepare papers on their findings. Much of the research on which these papers were based comes from the study conducted in 1966 by Dr. James S. Coleman. In this "Coleman Report," the famed sociologist stated that "of the traditional indices of school quality, the only one that showed any correlation to achievement was the quality of teachers in the school." It was not teachers' experience, nor teachers' level of education that was most strongly related to student achievement, but rather the "verbal skills of the teacher, as measured by a short vocabulary test" (4).

One distinct impression which emerges from the studies by Coleman and others is that quality teachers do very much make a difference in the classroom. Data gathered by Hanushek in California and others illustrate that schools which have students of higher achievement levels have been associated with teachers who have higher verbal ability, coupled with experience and certain personality traits such as empathy and humanism (4).

Studies of faculty appraisal at all levels of education rarely examine in depth the reasons for evaluation, in spite of the fact that the objective of the evaluation must be at the core of all schemes of staff measurement. If we say that teaching can be evaluated, then we must have an acceptable definition of teaching. One such definition which may be accepted is that teaching causes learning. The better the teacher, the more learning takes place. Reasons for faculty appraisal are usually nebulous and often said to

be "to improve instruction." The typically conducted evaluation, however, seldom relates to instructional practices and even less often to the results of the instruction (1).

Some persons feel that faculty evaluation may eventually prove to enhance the development of instructional specialists. This kind of specialization suggests team teaching of one type or another. One part of the team writes objectives, another gives lectures, a third selects and produces media, and a fourth constructs and analyzes test items (3). Evaluation would then become a process by means of which one's fellow educators would influence his activities in order to encourage others to specialize (11).

To summarize the literature, one must conclude that study and assessment of instruction, for whatever purpose, must be undertaken in higher education. Dimensions of people involved in the teaching-learning process must be considered. Teacher evaluation can and should give way to valid procedures and practices of much greater potential than those currently carried on along unspecified dimensions. The need now is to discover who can teach whom and interactions of instructional situations must be identified. First, though, we must identify and specify the forms of learning to be accepted as evidence of attainment.

FOX VALLEY TECHNICAL INSTITUTE

Division of Instructional Services

Defining An Effective Instructor

The following criteria are used when employing, evaluating, and upgrading instructors at Fox Valley Technical Institute:

- I. Personal Qualities
 - A. Strong Basic Character
 - 1. Reliability
 - 2. Sincerity
 - 3. Honesty
 - 4. Flexibility
 - 5. Loyalty
 - B. Excellent Human Relations
 - 1. Understanding and concern for students
 - 2. Sense of humor
 - 3. Sound judgment
 - 4. Respect for others
 - 5. Friendliness
 - C. Interest and Enthusiasm
 - D. Effective Communications
 - 1. Good speech habits
 - 2. Adequate command of the language
 - 3. Listens effectively
- II. Professional Preparation and Growth
 - A. Adequate Preparation in Teaching Field
 - 1. State certification
 - 2. Current occupational experiences
 - 3. Current educational experiences
 - B. Active Participation in Professional Organizations
 - C. Observance of Professional Ethics
 - D. Active Participation in Educational Committee Work

III. Instructional Qualities

A. Uses Effective Instructional Techniques

1. Individualizes instruction
2. Uses current references and resources
3. Is creative and resourceful
4. Uses a variety of methods and instructional materials

B. Organizes Learning Situations

1. Defines objectives clearly
2. Validates objectives and evaluation instruments
3. Revises outlines continuously
4. Prepares lessons diligently
5. Makes clear, reasonable assignments
6. Evaluates fairly and objectively

C. Understands and Uses Educational Principles

IV. Non-Instructional Responsibilities

A. Administrators Assigned Duties Effectively

B. Shows a Willingness to Undertake Additional Assignments and Activities

1. Performs student advisor functions
2. Organizes and supports student organizations and activities
3. Prepares budgets carefully
4. Attends Program Advisory Committee Meetings

C. Contributes to Good School-Community Relationships

D. Follows School Regulations and Procedures

FOX VALLEY TECHNICAL INSTITUTE

Division of Instructional Services

Philosophy of Evaluation

An instructional program is successful only if there is long-range planning with definite goals and a systematic procedure for evaluating these goals. The Fox Valley Technical Institute District philosophy determines the goals of our programs and these affect supervision and evaluation. All personnel in the educational setting must be directly involved in evaluation. Commitment of the entire staff and faculty is necessary to the success of the project.

Our evaluation program has as its underlying objective the improvement of our staff and the upgrading of instructional programs. It is designed to provide individual assistance to all staff members; instructional, administrative, and ancillary. It recognizes that students, graduates, supervisors, and advisory members must all play a role in the evaluation process. The ultimate goal of the evaluation program is self improvement of all those involved in the educational process. Instructional Supervisors are available to assist the staff by providing services as needed. Results of evaluation studies dictate the design of in-service training programs.

Communications and coordination are essential. Every effort must be made to let staff members know what is pertinent. The supervisor must insist that all evaluation studies be complete, detailed, the objective. Continuous feedback relating to progress and problems must be provided regularly for staff and faculty as well as for administration through observation, discussion, suggestions, and constructive criticism if the main purpose of evaluation, to improve instruction, will be fulfilled.

We cannot escape the requirement for evaluation because it is our obligation to find out if we are reaching our objectives, or how well the results are filling our employment needs. Our evaluation program will be successful if everyone keeps his primary objective--the student--in mind.

FOX VALLEY TECHNICAL INSTITUTE

Division of Instructional Services

Assumptions Underlying Evaluation

The following fundamental assumptions underly the need for evaluating programs and activities at Fox Valley Technical Institute:

1. Any training program or educational activity must be validated; that is, the efficiency and effectiveness of programs must be objectively determined.
2. Any educational program or activity can be improved--no program is perfect. Even though the effectiveness of a program has been demonstrated in the past, further refinements are possible.
3. Improvements in any educational program can be effected by:
 - a. Objective evaluation of every aspect of the operation.
 - b. The application of imaginative and creative thinking by all personnel.
 - c. Collection of observations, ideas, and thinking of all personnel.
 - d. Critical analyses of findings, ideas, and alternatives.

FOX VALLEY TECHNICAL INSTITUTE

Division of Instructional Services

Objectives of Evaluation Program

1. The primary and overriding objective of the program of evaluation at the Fox Valley Technical Institute is to collect data which will serve as a valid basis for revising and improving instructional systems and programs.
2. A secondary objective of the evaluation program is to insure that instruction is conducted in a manner consistent with the system as designed. There must be some means of insuring that the system as observed is the same as that planned.
3. Another secondary objective is to provide a basis for in-service training and upgrading. An in-service or upgrading program must be based on observed needs.
4. The steady growth of training and other program activities makes it essential that those responsible for management and administration of these activities know the accomplishment and contributions of the activities toward meeting the District goals.

FOX VALLEY TECHNICAL INSTITUTE

Division of Instructional Services

Principles of Evaluation

The following principles should guide all evaluation efforts at the Fox Valley Technical Institute:

1. Evaluation must be conducted in terms of objectives. In order for this to occur, the purpose of the evaluation program must be crystal clear to all concerned.
2. Evaluation must be cooperative. All who are a part of the process of appraisal or who are affected by it must participate in the process. Involvement is essential to the successfulness of any evaluation project.
3. Evaluation must be continuous. It must be a process that never stops although its focus and emphasis may change.
4. Evaluation must be specific. All personnel affected by evaluation need to know the process and the procedure and should be able to relate evaluation to an improvement program.
5. Evaluation must be based on uniform and objective methods and standards.
6. Evaluation must provide the means for supervisors and administrators to be able to appraise themselves, their practices, and the products.

INSTRUMENTS

GORDON PERSONAL PROFILE

This instrument was selected because it provides a simply obtained measure of four aspects of personality which are significant in the daily functioning of the normal person. These four aspects are Ascendancy, Responsibility, Emotional Stability, and Sociability. They are relatively independent and psychologically meaningful traits which have been found to be important in determining the adjustment and effectiveness of an individual in many social, educational and industrial situations.

The principal attributes of the Profile are the result of its development from factor analysis approach and of its use of the "Forced Choice" technique. The respondent is asked to mark one item in each section as being most like himself and one as being least like himself. Thus, through this forced-choice technique, individuals must make what, in effect, is a three-level ranking within each set of four items. One cannot respond favorably to all items as may be done in the usual personality inventory. The Profile, therefore, is less susceptible than most other similar instruments to distortion by individuals who want to make a good impression.

This instrument was selected after consultation with an Assistant Director of Student Services at a Technical Institute and a certified School Psychologist from the Wausau Public School System. A copy is shown in Appendix A of this report.

SUPERVISOR RATING SCALE

This instrument was designed after consultation with five supervisors who were to use the instrument when evaluating instructors. It was decided to design it following the basic format of the dimensions of the Gordon Personal Profile; namely, Ascendancy, Sociability, Responsibility, and Emotional Stability. This would allow the researcher to compare dimensions among instruments.

Two additional dimensions were added to this instrument. One of these, knowledge of subject, was added because it was felt that this criteria may be significantly important in terms of the successful teacher and it was decided to test this concept. Also, it was decided to add a comparative dimension whereby the rater could rank this teacher based on other teachers he had known. A copy is found in Appendix B of this report. There is also an extensive set of directions and rating standards which were developed for use by supervisors in an effort to get more consistency among raters. Copies are available from Fox Valley Technical Institute.

STUDENT RATING SCALE

A number of student rating scales were found to be in use by teachers at Fox Valley Technical Institute. After consultation with a number of instructors in the system, though, it was decided that it would be best to design a new instrument following the format of the Supervisor Rating Scale. This would allow comparison between ratings by students and ratings by supervisors. A copy is found in Appendix C.

INTERVIEWER RATING SCALE

This instrument was designed but was not used in this study. It has been developed in order that results can be compared with Supervisor Ratings and Student Ratings at a later date. It has dimension similar to those scales in order that comparisons would be possible. Appendix D contains a copy of this instrument.

QUESTIONNAIRE FOR PARTICIPANTS

This instrument was designed in order to give the participating instructors an opportunity to react to the study. Instructors were given an opportunity to evaluate the purpose of the study, the quality of the instruments, the administration of the evaluation system, and the results of the evaluation. This instrument is found in Appendix E.

SUMMARY OF FINDINGS

Introduction

Anyone who works with people is continually making decisions.

If a decision maker obtains better information, he will have a better chance of attaining the results he desires. This was a major objective of this study--to attempt to obtain better information about teachers and the active process of instruction at Fox Valley Technical Institute.

In order to do this it was necessary to examine the Philosophy of the District and then prepare a philosophy of evaluation which was consistent with the District goals and also to define the principles and objectives of an evaluation program which could then be designed. Included in this organization of a systematic evaluation program for Fox Valley Technical Institute was the development of the mechanical aspects of the system. This dealt with the preparation and selection of instruments and the devising of an efficient scoring system which would produce data that would be practical for interpretation.

Of much greater importance in the designing of an evaluation system is the orientation and educational program for instructors and supervisors who are vital participants in the program. This was of critical importance in this study--to provide useful information to instructors and supervisors in order

that they might, with assistance if desired, analyze the data collected, interpret the data as it pertains uniquely to themselves, and thereby improve their performance as instructors or supervisors.

Finally, and most important, the principal goal of this study was to determine the profile of a successful teacher and then attempt to determine whether it would be possible to predict success in teaching by using personality tests and student and/or supervisor ratings.

In order to meet these major goals, a number of specific objectives were listed and then a number of questions developed which the writer felt needed to be answered. These questions were as follows:

1. Are the instruments which were selected or prepared worthwhile?
2. Is there any significant correlation among the various dimensions on the different instruments?
3. Can the Gordon Personal Profile be an indicator of magnitude of scores or of variability on the rating scales?
4. What is the relationship of each teacher with his peers on the Student and Supervisor Rating Scales?
5. What is the profile of the instructors who were ranked highest by the students and supervisors and what is the profile of the instructors who were ranked lowest by the students and supervisors?
6. How do individual supervisor ratings compare with the other supervisor ratings?

The Findings

1. ARE THE INSTRUMENTS WHICH WERE PREPARED OR SELECTED WORTHWHILE?

The Gordon Personal Profile was selected because it provided a simply obtained measure of aspects of personality which are significant in

that one supervisor had a considerable number of omits, especially on items 8, 9, 10, 11, 19, 22 and 24.

The same procedure may be used when analyzing and reviewing the data found on Table II which is located in Appendix G. The high correlation coefficients probably indicates that there may have been a "halo effect" which influenced the students or the students felt that all of the items are essential to good teaching. All items of the score correlate significantly with item 27, with these items correlating highest:

- Item 1 - Answers questions effectively.
- Item 3 - Is easily understood.
- Item 4 - Has pleasing mannerisms.
- Item 10 - Keeps things moving smoothly.
- Item 18 - Doesn't get easily upset.
- Item 19 - Is calm and easy going.
- Item 20 - Has my respect.
- Item 21 - Exercises good judgement.
- Item 22 - Displays self confidence.
- Item 23 - Is real expert at what he's doing.
- Item 24 - Can demonstrate effectively.
- Item 26 - Always knows what he's talking about.

Using the "Split Half" method, reliability coefficients of .86 and .92 were obtained on two groups of Student Rating Scales. Specific information on this is in Table III which is found in Appendix H of this report.

2. IS THERE ANY SIGNIFICANT CORRELATION AMONG THE VARIOUS DIMENSIONS ON THE DIFFERENT INSTRUMENTS?

Table IV, found in Appendix I, shows the statistical relationship of the various dimensions (sub-scales) of the instruments. The correlations between similar sub-scales for students and supervisors are of interest and

most are significant. Variables 2, dealing with sociability, and 3, dealing with personal characteristics, appear to be the only ones that are not significant. Variables with highest correlations are 1, communications (.66), and 5, knowledge of subject (.65).

Statistically, the highest relationship between the ranking of the instructor and other dimensions on the Supervisor Rating Scale are found in "responsibility" (.91) and "communications" (.86). On the Student Rating Scale the highest relationship between instructor rank and the other dimensions are in "organization of course (.90)," "knowledge of subject (.90)," and "communications (.89)."

As shown in Table IV, there are not many Gordon scores that are significant. A correlation of $-.46$ exists between "Personal Characteristics" (Student Scale) and "Emotional Stability." This would seem to indicate that the higher the score on the Gordon for "Emotional Stability," the lower the student ranking for "Personal Characteristics."

A negative correlation ($-.59$) also exists between Supervisor Rating on "Sociability" and "Ascendancy" on the Gordon Test. This means that the more ascendant the instructor is rated on the Gordon, the less highly-rated he is on "sociability" on the Supervisor Scale. A positive correlation (.52) also exists between the supervisor's rating of "sociability" and "responsibility" on the Gordon.

Some significant inter-correlations exist between the following subscale of the Gordon as shown in Table IV:

Ascendancy - Sociability ($-.55$)
Ascendancy - Responsibility (.68)

Sociability - Emotional Stability (.64)
Sociability - Responsibility (.42)

3. CAN THE GORDON PERSONAL PROFILE BE AN INDICATOR OF MAGNITUDE OF SCORES ON VARIABILITY ON THE RATING SCALES?

It appears from the data gathered that the extreme value on the Gordon Test has more effect on the variability of opinions than on the magnitude of rating scores. A negative correlation on Table V found in Appendix J indicates that as the Gordon Score increases, the standard deviation of the ratings decreases. Likewise as the Gordon Score decreases the Standard Deviation increases. In other words, a teacher with high scores on the dimensions of the Gordon Scale shown below would receive ratings with a smaller range of values than those teachers with low Gordon Scores.

(Supervisor Scale)

Ascendancy - Personal Characteristics (-.47)
Ascendancy - Responsibility (-.46)
Emotional Stability - Sociability (-.52)
Responsibility - Personal Characteristics (-.45)

(Student Scale)

Ascendancy - Personal Characteristics (-.53)
Sociability - Knowledge of Subject (-.43)
Emotional Stability - Communications (-.43)
Responsibility - Personal Characteristics (-.46)

Conversely, instructors with low scores in the Gordon dimensions shown above would be apt to receive less consistent ratings on the dimensions of the rating scales shown.

4. WHAT IS THE RELATIONSHIP OF EACH TEACHER WITH HIS PEERS ON THE STUDENT AND SUPERVISOR RATING SCALES?

There are twelve graphs shown in the Appendices which may be used to show the relationship of each instructor to the other instructors who partic-

Lowest - Relationships with Students
Communications
Knowledge of Subject
Responsibility

Highest - Personal Characteristics

By contrast, Table XIX shows the same kind of profile as calculated from the Supervisors Ratings. The five "best" instructors scored highest to lowest on these dimensions:

Highest - Responsibility
Communications
Sociability
Personal Characteristics

Lowest - Knowledge of Subject

"Poorest" instructors scored as follows:

Lowest - Sociability
Knowledge of Subject
Responsibility
Communications

Highest - Personal Characteristics

6. HOW DO INDIVIDUAL SUPERVISOR RATINGS COMPARE WITH OTHER SUPERVISOR RATINGS?

Table XX shown in Appendix 4 compares ratings by the four different supervisors. The following general conclusions can be made:

Supervisor #2 is the "easiest" rater.
Supervisor #3 is the "toughest" rater.

Conclusion

A major objective of this study was to obtain better information about teachers and the process of instruction at Fox Valley Technical Institute. Without question this objective was accomplished. A great amount of statistical

data was gathered and organized by at least a portion of the instructional staff at the school. In addition, a system of evaluation, including a philosophy, objectives, and principles of evaluation, was organized.

Instruments were selected and tested, and there is evidence to indicate that the Rating Scales were adequate for the purpose intended.

As stated earlier, though, the most important goal of this study was to provide useful information to instructors and supervisors in order that they might improve their performance and thereby do a better job of teaching or supervising. This important goal was met, in the opinion of this writer, as evidenced by personal conferences and sessions with teachers and supervisors. The results of this study will continue to assist instructors, participants and others in order that they may continually strive for self improvement.

The Final Goal of this study was to determine what is a profile of a successful teacher and then attempt to predict success in teaching by using personality tests and/or student and supervisor's ratings.

A profile of the successful teacher has been developed and is included in this study. Although there is some evidence that the Gordon Personal Profile will predict consistency of ratings in certain dimensions, there is no evidence to indicate that it would be a valuable predictor of success in teaching.

As in most educational research, further study and testing is needed and strongly suggested. Evaluation of the various educational systems, including instruction, will continue to be demanded, and justifiably so, by the various segments of our population who use or support the systems. It is most important that these evaluations be based on objective and continued research.

APPENDIX A

By Leonard V. Gordon

Name _____ Age _____ Sex _____

Date _____ Marital Status _____

School or Firm _____

Grade or Occupation _____

City _____ State _____

Percentile Rank	A	R	E	S
99				
95				
90				
75				
50				
25				
10				
5				
1				
Score →				
Percentile Rank →				

Norms used _____

Directions:

In this booklet are a number of descriptions of personal characteristics of people. These descriptions are grouped in sets of four. You are to examine each set and find the one description that is *most like you*. Then make a solid black mark between the pair of dotted lines following that statement, in the column headed M (*Most*).

Next examine the other three statements in the set and find the one description that is *least like you*; then make a solid black mark between the pair of dotted lines following that statement, in the column headed L (*Least*). Do *not* make any marks following the two remaining statements.

Here is a sample set:

	M	L
has an excellent appetite.....		
gets sick very often.....		
follows a well-balanced diet.....		
doesn't get enough exercise.....		

Suppose that you have read the four descriptive statements in the sample and have decided that, although several of the statements may apply to you to some degree, "doesn't get enough exercise" is *more like you* than any of the others. You would fill in the space following that statement in the column headed M (*Most*), as shown in the sample.

You would then examine the other three statements to decide which one is *least like you*. Suppose that "gets sick very often" is *less like you* than the other two. You would fill in the space following that statement in the column headed L (*Least*), as shown in the sample above.

For every set you should have *one and only one* mark in the M (*Most*) column, and *one and only one* mark in the L (*Least*) column. There should be *no* marks following two of the statements.

In some cases it may be difficult to decide which statements you should mark. Make the best decisions you can. Remember, this is not a test; there are no right or wrong answers. You are to mark certain statements in the way in which they most nearly *apply to you*. Be sure to mark *one* statement as being *most like you* and *one* as being *least like you*, leaving two statements unmarked. Do this for every set. Turn the booklet over and begin.

Start with this page. Mark your answers in column **A** →

a good mixer socially.....
lacking in self-confidence.....
thorough in any work undertaken.....
tends to be somewhat emotional.....

not interested in being with other people.....
free from anxieties or tensions.....
quite an unreliable person.....
takes the lead in group discussion.....

acts somewhat jumpy and nervous.....
a strong influence on others.....
does not like social gatherings.....
a very persistent and steady worker.....

finds it easy to make new acquaintances.....
cannot stick to the same task for long.....
easily managed by other people.....
maintains self-control even when frustrated.....

able to make important decisions without help..
does not mix easily with new people.....
inclined to be tense or high-strung.....
sees a job through despite difficulties.....

not too interested in mixing socially with people..
doesn't take responsibilities seriously.....
steady and composed at all times.....
takes the lead in group activities.....

a person who can be relied upon.....
easily upset when things go wrong.....
not too sure of own opinions.....
prefers to be around other people.....

finds it easy to influence other people.....
gets the job done in the face of any obstacle.....
limits social relations to a select few.....
tends to be a rather nervous person.....

doesn't make friends very readily.....
takes an active part in group affairs.....
keeps at routine duties until completion.....
not too well-balanced emotionally.....

Turn the page and go on.

Mark your answers in column B

	B	A
	M L	M L
assured in relationships with others		
feelings are rather easily hurt		
follows well-developed work habits		
would rather keep to a small group of friends		
	M L	M L
becomes irritated somewhat readily		
capable of handling any situation		
does not like to converse with strangers		
thorough in any work performed		
	M L	M L
prefers not to argue with other people		
unable to keep to a fixed schedule		
a calm and unexcitable person		
inclined to be highly sociable		
	M L	M L
free from worry or care		
lacks a sense of responsibility		
not interested in mixing with the opposite sex		
skillful in handling other people		
	M L	M L
finds it easy to be friendly with others		
prefers to let others take the lead in group activity		
seems to have a worrying nature		
sticks to a job despite any difficulty		
	M L	M L
able to sway other people's opinions		
lacks interest in joining group activities		
quite a nervous person		
very persistent in any task undertaken		
	M L	M L
calm and easygoing in manner		
cannot stick to the task at hand		
enjoys having lots of people around		
not too confident of own abilities		
	M L	M L
can be relied upon entirely		
doesn't care for the company of most people		
finds it rather difficult to relax		
takes an active part in group discussion		
	M L	M L
doesn't give up easily on a problem		
inclined to be somewhat nervous in manner		
lacking in self-assurance		
prefers to pass the time in the company of others		

A	R	E	S

APPENDIX B
FOX VALLEY TECHNICAL INSTITUTE
SUPERVISOR'S RATING SCALE

INSTRUCTOR _____ DATE _____

KEY: N - No Chance to Observe 1 - Poor 2 - Needs Improvement
3 - Average 4 - Above Average 5 - Superior

		Comments
I. COMMUNICATIONS		
1-A. Answers questions effectively	N-1-2-3-4-5	
2-B. Has well modulated voice	N-1-2-3-4-5	
3-C. Uses proper grammar	N-1-2-3-4-5	
4-D. Has pleasing mannerisms	N-1-2-3-4-5	
5-E. Is enthusiastic	N-1-2-3-4-5	
6-F. Speaks clearly and fluently	N-1-2-3-4-5	
II. RESPONSIBILITY		
7-A. Is punctual and reliable	N-1-2-3-4-5	
8-B. Has displayed leadership abilities	N-1-2-3-4-5	
9-C. Accepts additional assignments	N-1-2-3-4-5	
10-D. Manages activities effectively	N-1-2-3-4-5	
III. SOCIABILITY		
11-A. Works well with other teachers	N-1-2-3-4-5	
12-B. Has displayed leadership abilities	N-1-2-3-4-5	
13-C. Smiles a great deal	N-1-2-3-4-5	
14-D. Knows students well	N-1-2-3-4-5	
15-E. Has a good sense of humor	N-1-2-3-4-5	
IV. PERSONAL CHARACTERISTICS		
16-A. Maintains self-control	N-1-2-3-4-5	
17-B. Is steady and composed at all times	N-1-2-3-4-5	
18-C. Appears to be self confident	N-1-2-3-4-5	
19-D. Is free from tension and anxiety	N-1-2-3-4-5	
V. KNOWLEDGE OF SUBJECT		
20-A. Is an expert in his subject	N-1-2-3-4-5	
21-B. Uses current references in class	N-1-2-3-4-5	
22-C. Department teachers rely on him for information	N-1-2-3-4-5	
23-D. Can always answer questions on subject	N-1-2-3-4-5	

COMMENTS:

24. How would you rank this teacher?
- _____ A. The best teacher I've known
- _____ B. Definitely better than average
- _____ C. About the same as other teachers I have known
- _____ D. Is not as good as other teachers I have known
- _____ E. Is among the worst teachers I have ever known

Supervisor



APPENDIX C

FOX VALLEY TECHNICAL INSTITUTE

STUDENT EVALUATION OF INSTRUCTION

NAME OF INSTRUCTOR _____ DATE _____

KEY: 1 -- Poor 2 -- Needs Improvement 3 -- Average 4 -- Above Average 5 -- Superior

I ABILITY TO COMMUNICATE EFFECTIVELY

- | | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1-A. Answers questions effectively | | | | | |
| 2-B. Uses proper grammar | | | | | |
| 3-C. Is easily understood | | | | | |
| 4-D. Has pleasing actions and mannerisms | | | | | |
| 5-E. Displays enthusiasm about subject | | | | | |

Comments

II ORGANIZATION OF COURSE

- | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 6-A. Has material ready for class | | | | | |
| 7-B. Content is in logical sequence | | | | | |
| 8-C. I can keep up with his instruction | | | | | |
| 9-D. Has materials which are current | | | | | |
| 10-E. Keeps things moving smoothly | | | | | |

III RELATIONSHIP WITH STUDENTS

- | | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------|---|---|---|---|---|
| 11-A. Has genuine interest in me | | | | | |
| 12-B. Is friendly toward me | | | | | |
| 13-C. Has sense of humor | | | | | |
| 14-D. Is fair when dealing with me | | | | | |
| 15-E. Is willing to give extra help | | | | | |
| 16-F. Knows me well | | | | | |
| 17-G. Lets me talk and ask questions | | | | | |

IV PERSONAL CHARACTERISTICS

- | | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|---|---|---|---|---|
| 18-A. Doesn't get easily upset | | | | | |
| 19-B. Is calm and easygoing | | | | | |
| 20-C. Has my respect | | | | | |
| 21-D. Exercises good judgement | | | | | |
| 22-E. Displays self-confidence | | | | | |

V KNOWLEDGE OF SUBJECT

- | | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 23-A. Is a real expert at what he is doing | | | | | |
| 24-B. Can demonstrate effectively | | | | | |
| 25-C. Uses current references in class | | | | | |
| 26-D. Always knows what he's talking about | | | | | |

COMMENTS:

- 27- How would you rank this teacher?
- A. The best teacher I ever had
 - B. Definitely better than average
 - C. About the same as other teachers I have known
 - D. Is not as good as others I have known
 - E. Is among the worst teachers I have ever had

APPENDIX D
INTERVIEW RATING SCALE

NAME _____ DATE _____

OBSERVER _____

KEY: N - No Chance to Observe 1 - Poor 2 - Needs Improvement
3 - Average 4 - Above Average 5 - Superior

I COMMUNICATIONS

Comments

1-A. Answers questions effectively	N-1-2-3-4-5
2-B. Has well modulated voice	N-1-2-3-4-5
3-C. Uses proper grammar	N-1-2-3-4-5
4-D. Has pleasing mannerisms	N-1-2-3-4-5
5-E. Is enthusiastic	N-1-2-3-4-5
6-F. Speaks clearly and fluently	N-1-2-3-4-5

II RESPONSIBILITY

7-A. Has had steady employment	N-1-2-3-4-5
8-B. Has assumed leadership roles	N-1-2-3-4-5
9-C. Has accepted additional assignments	N-1-2-3-4-5
10-D. Credentials reveal evidence of responsibility	N-1-2-3-4-5

III SOCIABILITY

11-A. Has been a "joiner"	N-1-2-3-4-5
12-B. Has worked with youth groups	N-1-2-3-4-5
13-C. Smiles a great deal	N-1-2-3-4-5
14-D. Participates in sports and activities	N-1-2-3-4-5
15-E. Has a good sense of humor	N-1-2-3-4-5

IV EMOTIONAL STABILITY

16-A. Maintains self control	N-1-2-3-4-5
17-B. Is steady and composed at all times	N-1-2-3-4-5
18-C. Appears to be self confident	N-1-2-3-4-5
19-D. Is free from tension and anxiety	N-1-2-3-4-5

V KNOWLEDGE OF SUBJECT

20-A. Has extensive occupational experience	N-1-2-3-4-5
21-B. Has extensive related education	N-1-2-3-4-5
22-C. Subscribes to related publications	N-1-2-3-4-5
23-D. Can discuss subject intelligently	N-1-2-3-4-5

COMMENTS:

24-How would you rank this applicant?

- ☐ A. One of the best I've ever interviewed
☐ B. Definitely better than average
☐ C. About the same as other applicants I've interviewed
☐ D. Is not as good as other applicants I've interviewed
☐ E. Is one of the worst applicants I've interviewed

APPENDIX E

FOX VALLEY TECHNICAL INSTITUTE

"Predicting Success in Teaching,"

QUESTIONNAIRE FOR PARTICIPANTS

DIRECTIONS: Because you have played a very active and important role in a pilot study dealing with predicting success in teaching, I would appreciate your help to evaluate the study by completing this questionnaire. Just circle the appropriate number using the key which is shown below. Don't forget to add any comments you have, using the reverse side if necessary.

KEY: N - Not Applicable 1 - Poor 2 - Needs Improvement
3 - Average 4 - Above Average 5 - Superior

I. PURPOSE OF STUDY

- | | Comments |
|-----------------------------------|-------------|
| 1. Was clear to me | N-1-2-3-4-5 |
| 2. Was educationally important | N-1-2-3-4-5 |
| 3. Was personally important to me | N-1-2-3-4-5 |

II. QUALITY OF THE INSTRUMENTS

- | | |
|----------------------------|-------------|
| 4. Gordon Personal Profile | N-1-2-3-4-5 |
| 5. Student Rating Scale | N-1-2-3-4-5 |
| 6. Supervisor Rating Scale | N-1-2-3-4-5 |

III. ADMINISTRATION OF EVALUATIONS

- | | |
|---|-------------|
| 7. Proper selection of students | N-1-2-3-4-5 |
| 8. Proper administration of Student Rating Scale | N-1-2-3-4-5 |
| 9. Proper administration of Supervisor Rating Scale | N-1-2-3-4-5 |

IV. RESULTS OF THE EVALUATIONS

- | | |
|---|-------------|
| 10. Were clearly interpreted to me | N-1-2-3-4-5 |
| 11. Were helpful to me personally | N-1-2-3-4-5 |
| 12. Will improve my teaching | N-1-2-3-4-5 |
| 13. Gave me insights I didn't have before | N-1-2-3-4-5 |

V. WHAT IS YOUR REACTION TO THIS TYPE OF EVALUATION? (Check one)

- ☐ Excellent, I would participate again
☐ Mixed feelings, I don't know if I'd participate again
☐ Terrible, I would not participate again

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1		.59	.13	.31	.74	.06	.15	.07	.48	.56	.01	.49	.29	.67	.53	-.00	.41	.71	.65	.49	.29	.45	.72	.25
2			.76	.77	.74	.86	.57	.56	.47	.74	-.01	.59	.58	.11	.17	.15	.83	.76	.89	.48	.32	.20	.44	-.13
3				.65	.11	.77	.51	.44	.16	.55	-.20	.51	.39	.29	.34	.15	.77	.48	.58	.42	.14	.04	.35	.23
4					.52	.69	.40	.41	.13	.60	.11	.64	.61	.16	.11	.49	.75	.50	.78	.36	.14	.11	.76	.14
5						.76	.43	.70	.79	.79	.24	.38	.32	.70	.52	.24	.45	.87	.81	.50	.37	.61	.61	-.19
6							.45	.60	.46	.63	.15	.53	.42	.49	.57	.21	.73	.80	.87	.42	.31	.33	.48	-.04
7								.62	.55	.67	.36	.44	.39	.48	.50	.55	.50	.30	.57	.36	.31	.27	.62	-.21
8									.59	.71	.25	.30	.29	.74	.63	.27	.31	.61	.61	.21	.41	.52	.50	.06
9										.68	.50	.16	.10	.37	.51	.50	.33	.50	.41	.25	.22	.62	.48	-.39
10											.29	.46	.12	.58	.41	.47	.56	.72	.75	.49	.50	.50	.55	-.13
11												.06	-.16	.09	.11	.38	-.01	.26	.19	.15	.29	.47	.25	-.15
12													.35	.14	.27	.29	.64	.40	.58	.22	.24	-.06	.17	-.17
13														.27	.51	.48	.47	.78	.57	.37	.02	-.28	.05	-.05
14															.57	.12	.23	.57	.61	.51	.21	.17	.69	.1
15																.47	.32	.36	.47	.10	.01	.32	.40	-.19
16																	.50	.11	.39	.73	-.07	.79	.16	-.48
17																		.57	.71	.55	.11	.93	.11	.72
18																			.27	.55	.54	.51	.33	-.12
19																				.58	.48	.19	.56	-.07
20																					.12	.21	.61	.11
21																						.24	.13	-.11
22																							.41	-.15
23																								-.21

Table 1

Inter-Correlations Among Items

on

Supervisor Rating Scale

Appendix F

Significance
 .05 Level = .423
 .01 Level = .537

Appendix G

[illegible]

TABLE III

STUDENT RATING SCALE - RELIABILITY TEST
(SPLIT-HALF METHOD)

CLASS # 1 - BASIC EXPERIENCES

CLASS # 2 - DATA PROCESSING

Student	Odd Items	Even Items	ΣX^2	ΣY^2	ΣXY	Student	Odd Items	Even Items	ΣX^2	ΣY^2	ΣXY
1	48	49	2304	2301	2352	1	65	54	4225	2916	4000
2	52	50	2704	2500	2600	2	63	62	3969	3844	3906
3	51	48	2601	2304	2458	3	65	65	4225	4225	4095
4	54	54	2916	2916	2916	4	65	65	4225	4225	4095
5	51	48	2601	2304	2448	5	65	65	4225	4225	4095
6	53	51	2809	2916	2862	6	61	61	3721	3721	3741
7	56	52	3136	2704	2912	7	63	61	3969	3721	3945
8	63	62	3969	3844	3906	8	63	61	3969	3721	3945
9	58	56	3364	3136	3200	9	65	65	4225	4225	4095
10	49	49	2401	2401	2401	10	57	52	3249	2704	2964
11	42	44	1764	1936	1848	11	65	62	4225	3844	4040
12	46	41	2116	1681	1886	12	49	51	2401	2601	2490
13	52	50	2704	2500	2630	13	63	62	3969	3844	3945
14	54	51	2916	2601	2754	14	63	62	3969	3844	3945
15	49	45	2401	2025	2205	15	56	55	3136	3025	3051
16	42	40	1764	1600	1680	16	61	63	3721	3969	3741
17	65	65	4225	4225	4225	17	63	63	3969	3969	3969
18	63	62	3969	3844	3906	18	61	63	3721	3969	3741
	940	920	49800	47838	48749		1108	1092	69401	67464	67464

$$r = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}$$

$$= \frac{18(48749) - (940)(920)}{\sqrt{[18(49800) - (940)^2][18(47838) - (920)^2]}}$$

$$= \frac{15682}{\sqrt{160183200}}$$

$$r = .97$$

$$r = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}$$

$$= \frac{18(67462) - (1108)(1092)}{\sqrt{[18(69401) - (1108)^2][18(67464) - (1092)^2]}}$$

$$= \frac{4380}{\sqrt{25888836}}$$

$$r = .87$$

APPENDIX H

Student Rating Scale							Supervisors Rating Scale							Gordon Personal Profile			
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4
	.66	.71	.88	.85	.89	.95	.66	.40	.66	.67	.68	.69	.69	-.00	.05	-.39	-.03
		.34	.58	.77	.66	.79	.36	.10	.30	.48	.60	.46	.37	-.13	.05	-.28	-.16
			.62	.49	.62	.74	.22	.06	.32	.15	.30	.28	.27	.10	-.13	-.46	.05
				.78	.90	.89	.47	.17	.46	.56	.53	.55	.48	.17	.08	-.15	-.06
					.90	.90	.46	.32	.45	.55	.65	.53	.49	-.13	.35	-.16	-.16
						.92	.44	.28	.47	.52	.56	.51	.47	.03	.26	-.16	-.02
							.49	.23	.50	.54	.64	.57	.52	-.00	.08	-.34	-.09
1							.77	.77	.90	.41	.86	.95		-.27	.11	-.13	-.21
2								.77	.77	.33	.78	.86		-.59	.52	.12	-.37
3									.81	.38	.78	.89		-.29	.16	-.30	-.18
4										.50	.91	.93		-.29	.25	-.00	-.30
5											.53	.50		-.10	.12	-.24	-.08
6												.89		-.34	.30	-.04	-.26
7														.33	.17	-.16	-.25
1															.55	.15	.68
2																.64	-.42
3																	-.29
4																	

Relationship Among the Dimensions
ON
the Different Instruments

Appendix I

Student Rating Scale

1 = Communications
2 = Relationships with Students
3 = Personal Characteristics
4 = Organization of Course
5 = Knowledge of Subject
6 = Rank
7 = Total Score

Supervisors' Rating Scale

1 = Communications
2 = Sociability
3 = Personal Characteristics
4 = Responsibility
5 = Knowledge of Subject
6 = Rank
7 = Total Score

Gordon Personal Profile

1 = Ascendancy
2 = Sociability
3 = Emotional Stability
4 = Responsibility

Significance
.05 Level = +.423
.01 Level = +.537

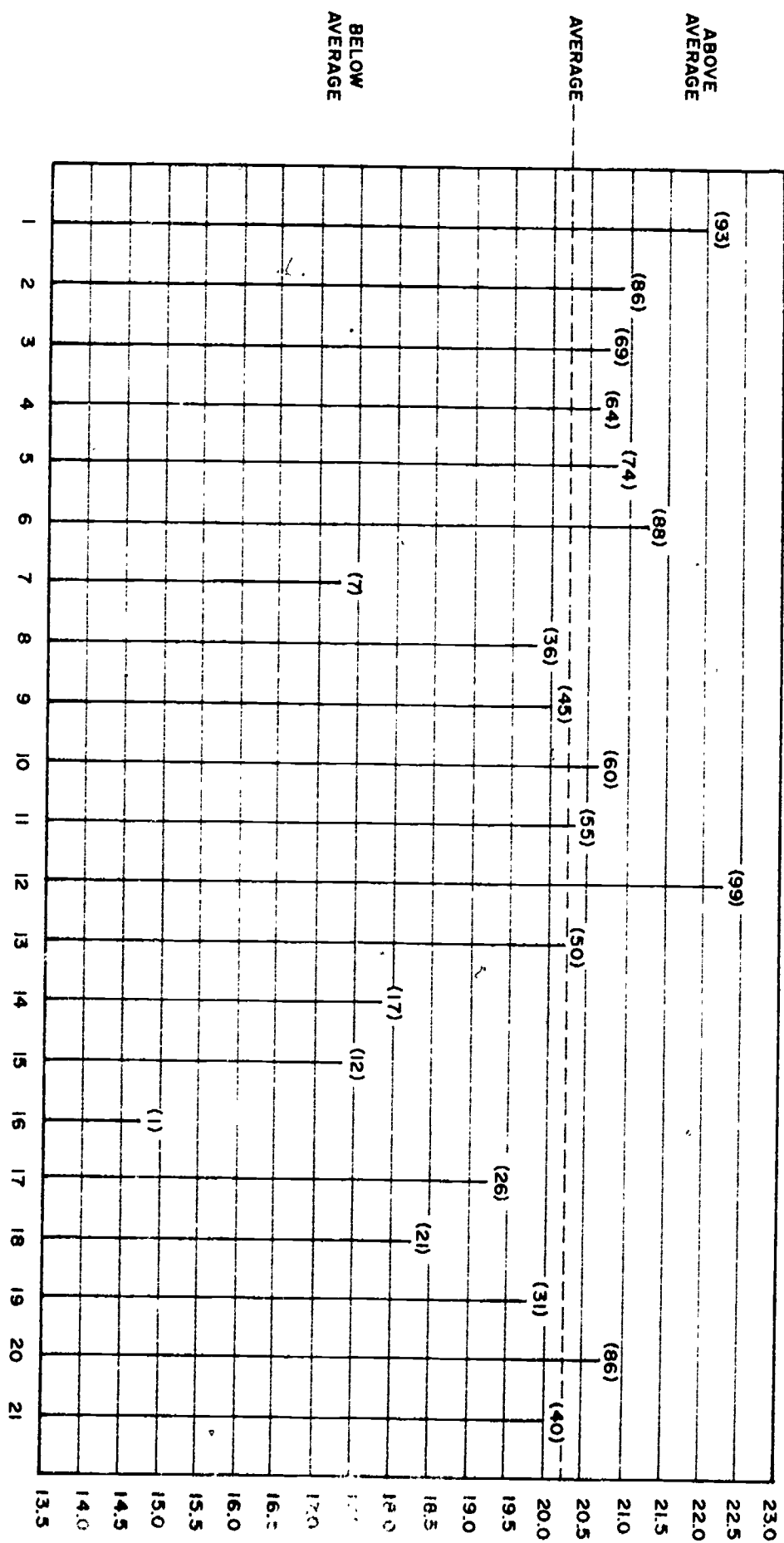
Table V
Variability—Gordon Scores vs. Ratings
Appendix J

	Supervisors' Rating, S.D. (S.D.)				
	1	2	3	4	5
Ascendancy	-0.1478	-0.1203	-0.1729	-0.1576	-0.2775
Sociability	-0.0707	-0.0650	-0.0401	-0.1369	-0.2165
Emotional Stability	-0.0455	-0.5164	-0.1637	-0.0798	-0.0156
Responsibility	-0.1154	-0.1125	-0.1514	-0.0037	-0.1974

Sub Scale		Key	
# 1	S.D. Communications	# 1	S.D. Ascendancy
# 2	S.D. Sociability	# 2	S.D. Sociability
# 3	S.D. Personal Characteristics	# 3	S.D. Personal Characteristics
# 4	S.D. Responsibility	# 4	S.D. Responsibility
# 5	S.D. Knowledge of Subject	# 5	S.D. Knowledge of Subject
# 6	S.D. Rank	# 6	S.D. Rank
# 7	S.D. Total Score	# 7	S.D. Total Score

TABLE VI

RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
STUDENT RATING SCALE
(COMMUNICATIONS)



BELOW
AVERAGE

ABOVE
AVERAGE

AVERAGE

(INSTRUCTOR)

TABLE VII
RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
SUPERVISORS' RATING SCALE
COMMUNICATIONS

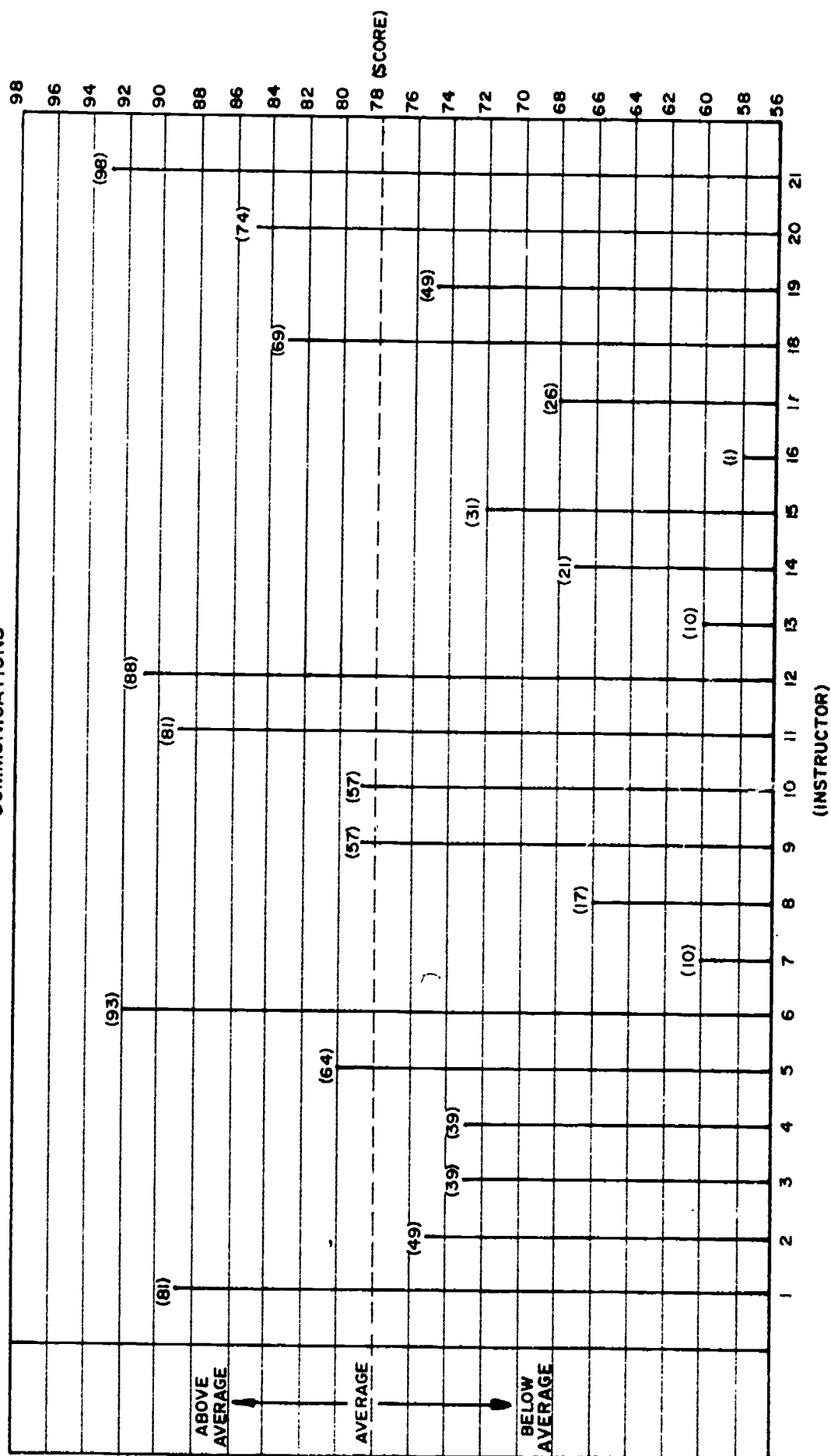


TABLE VIII
RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
STUDENT RATING SCALE
(RELATIONSHIP WITH STUDENTS)

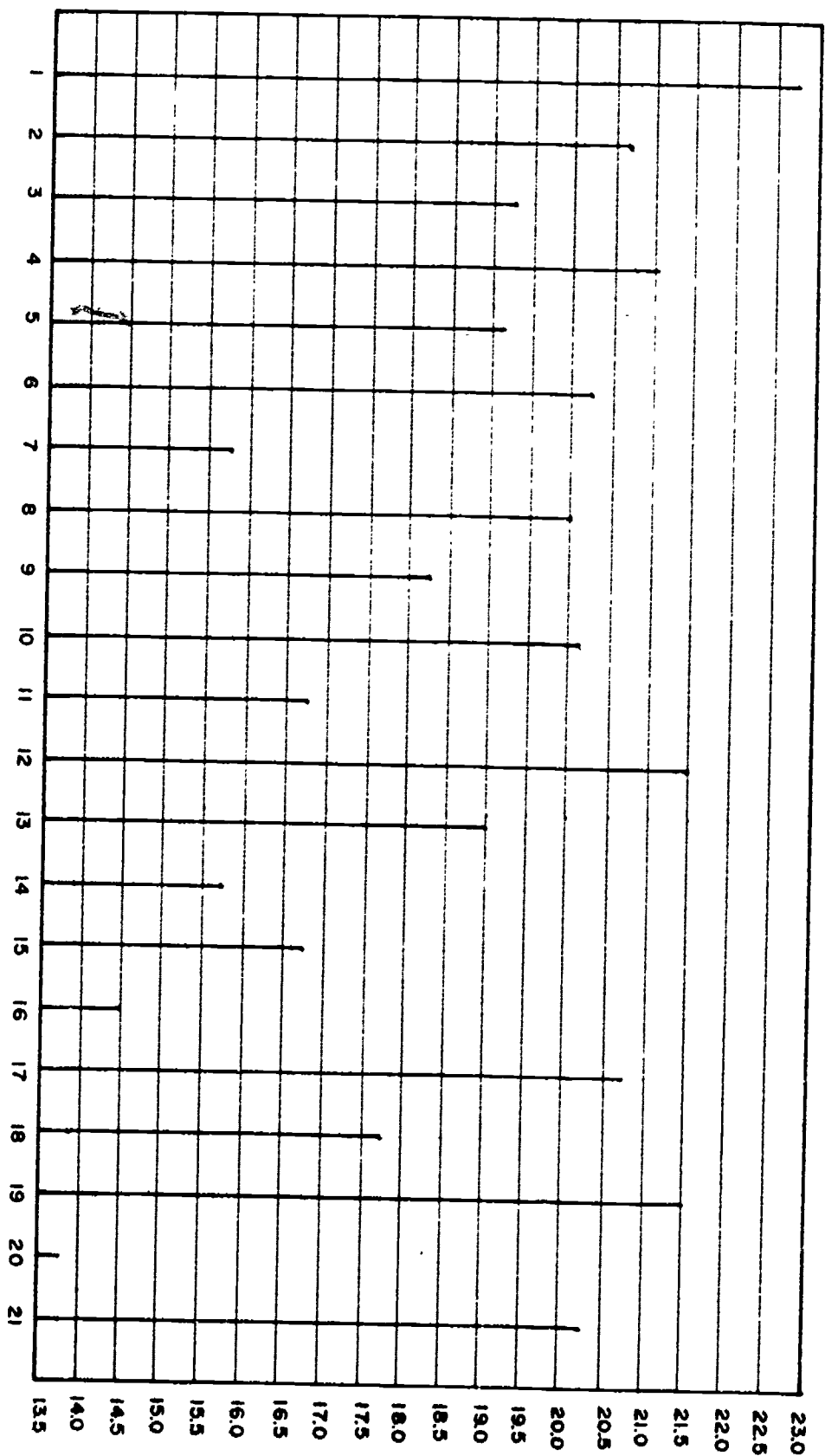


TABLE IX
RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
: SUPERVISORS' RATING SCALE
(SOCIABILITY)

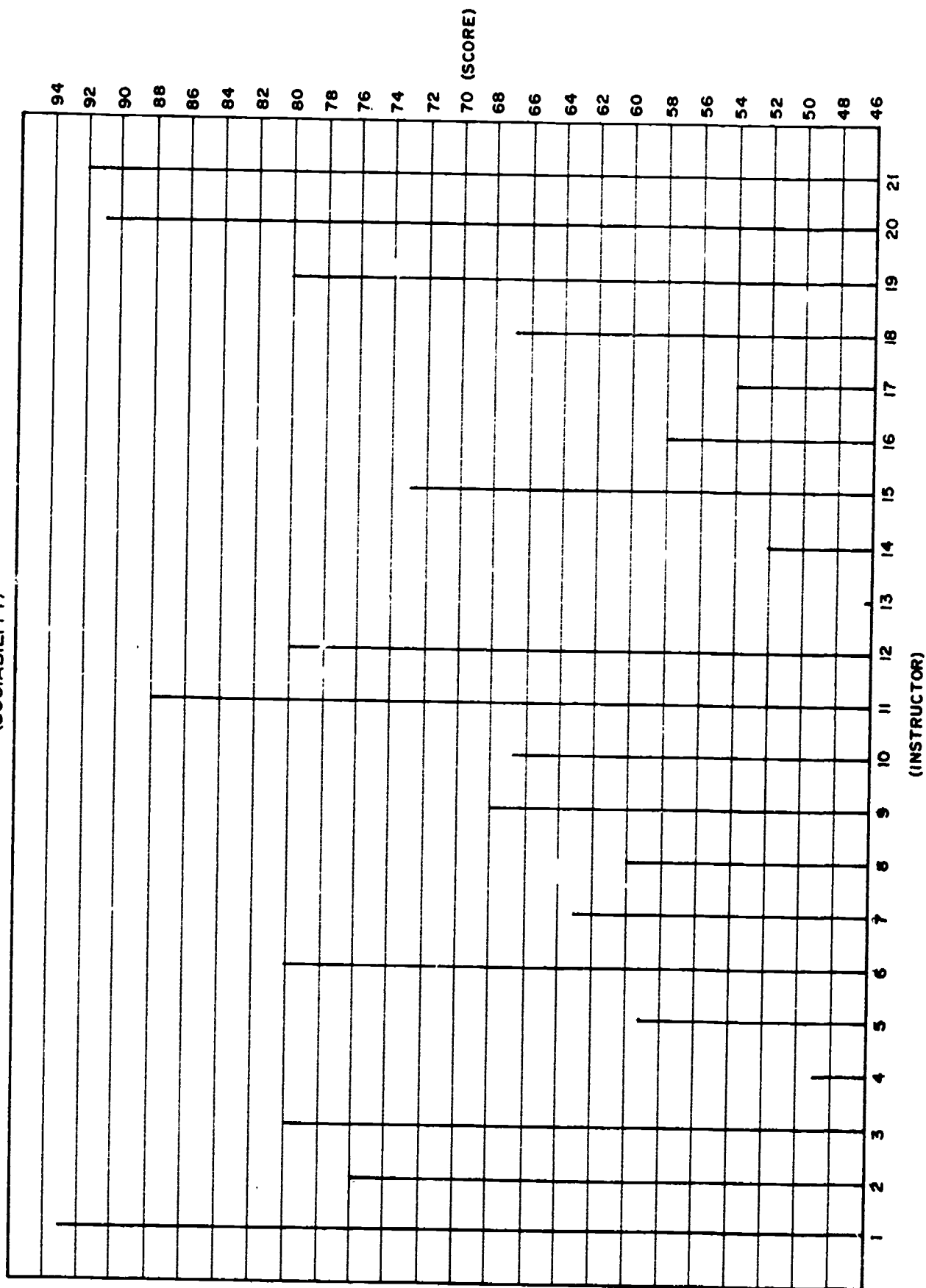


TABLE X
RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
STUDENT RATING SCALE
PERSONAL CHARACTERISTICS

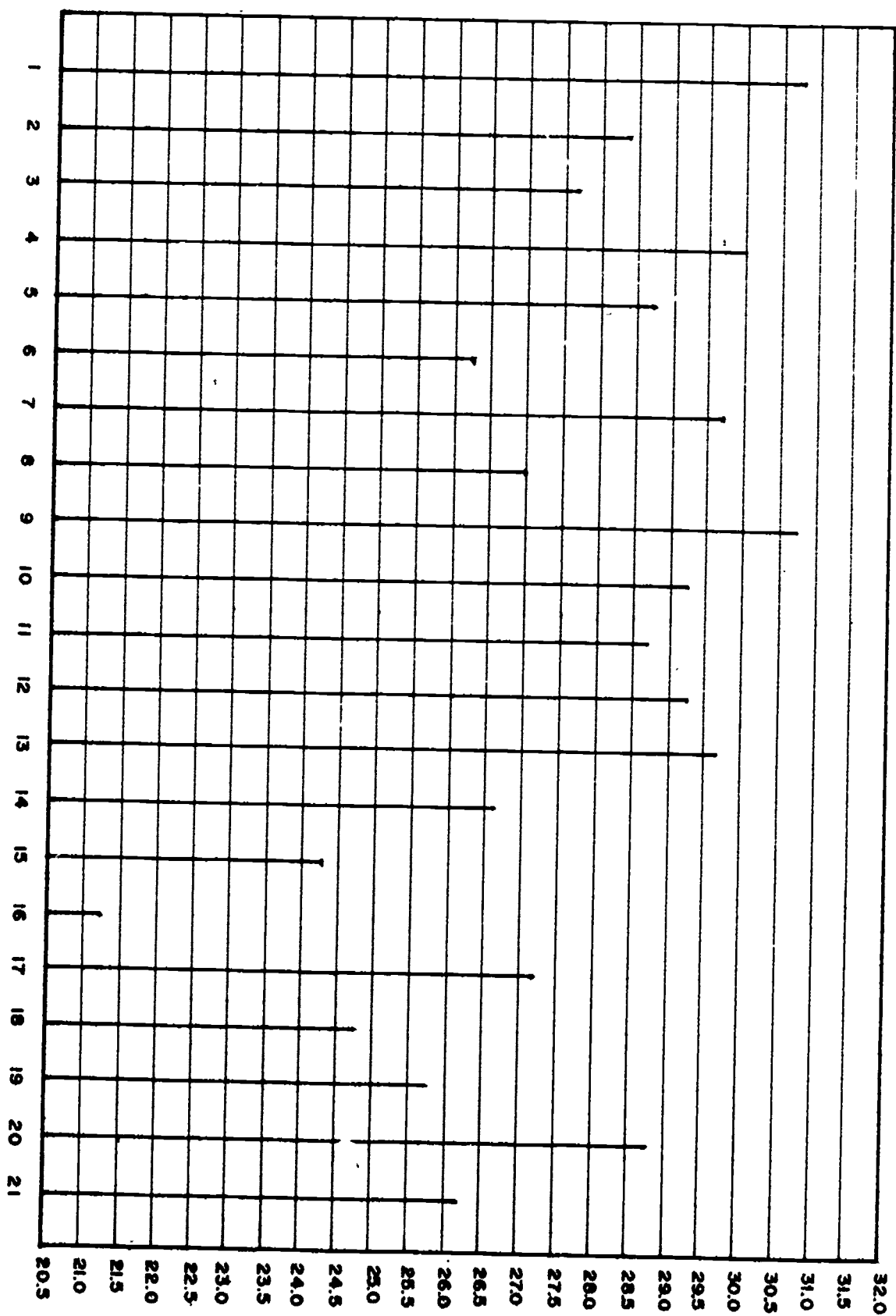


TABLE XI
RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
SUPERVISORS' RATING SCALE
(PERSONAL CHARACTERISTICS)

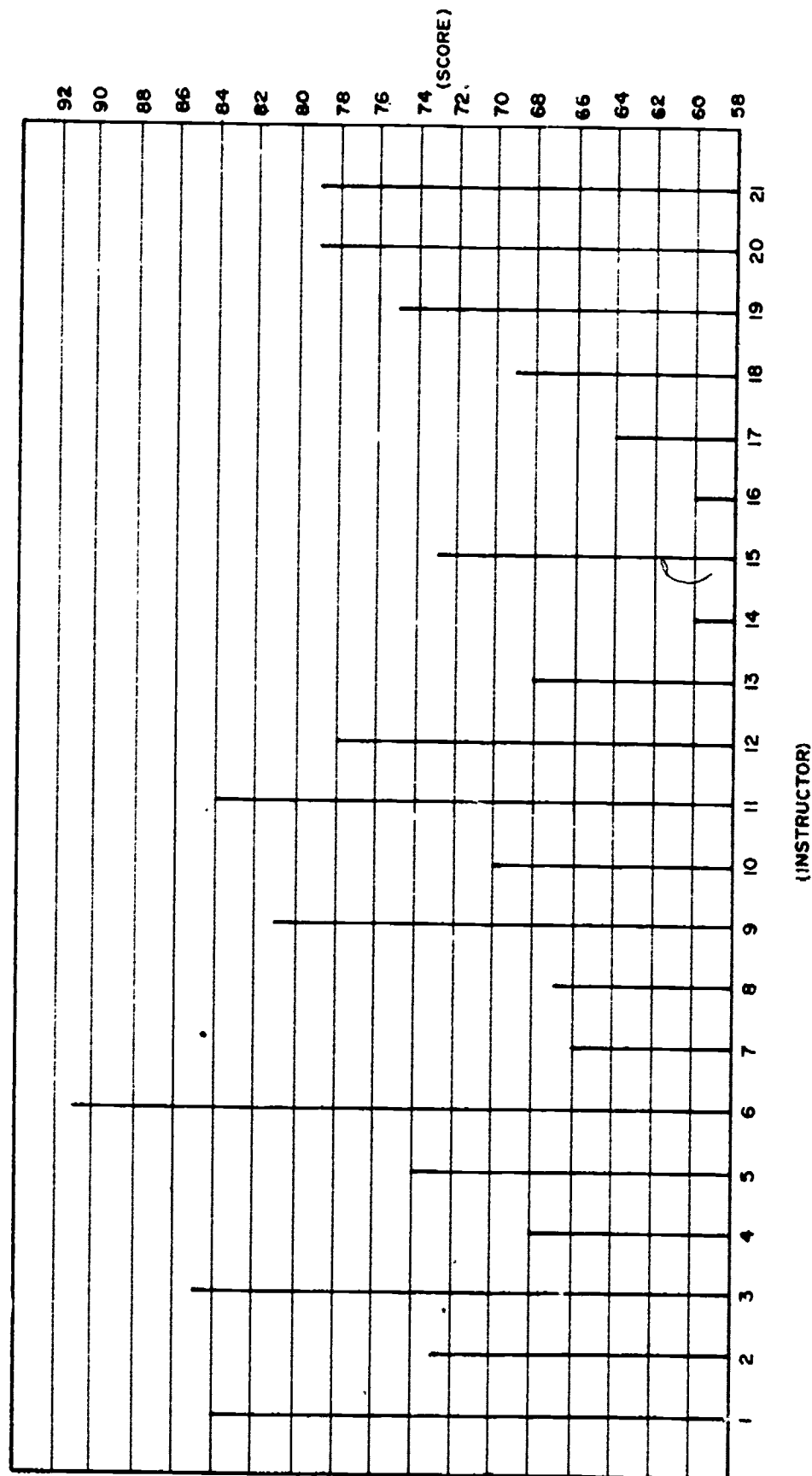


TABLE XII
RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
STUDENT RATING SCALE
ORGANIZATION OF COURSE

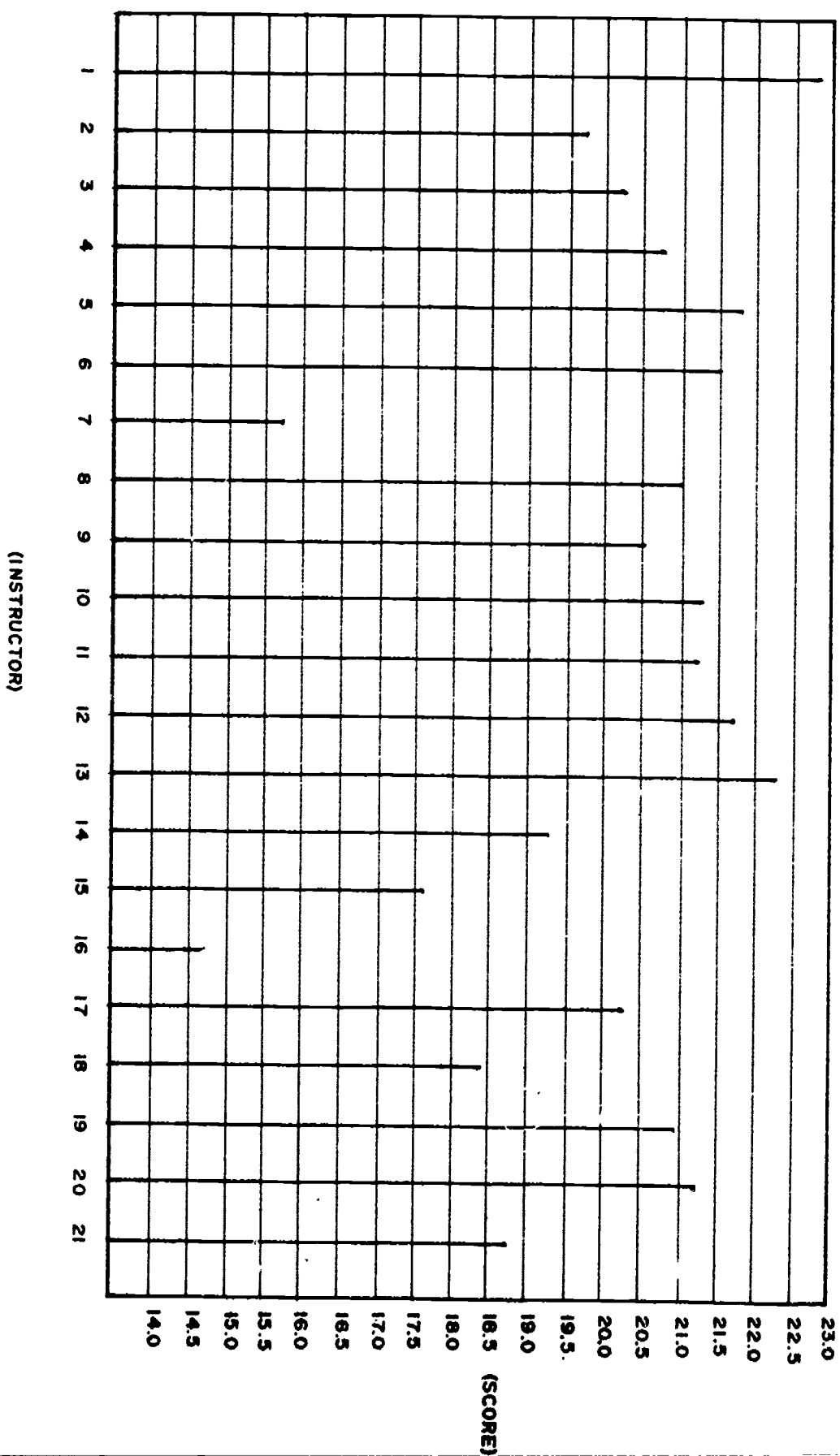
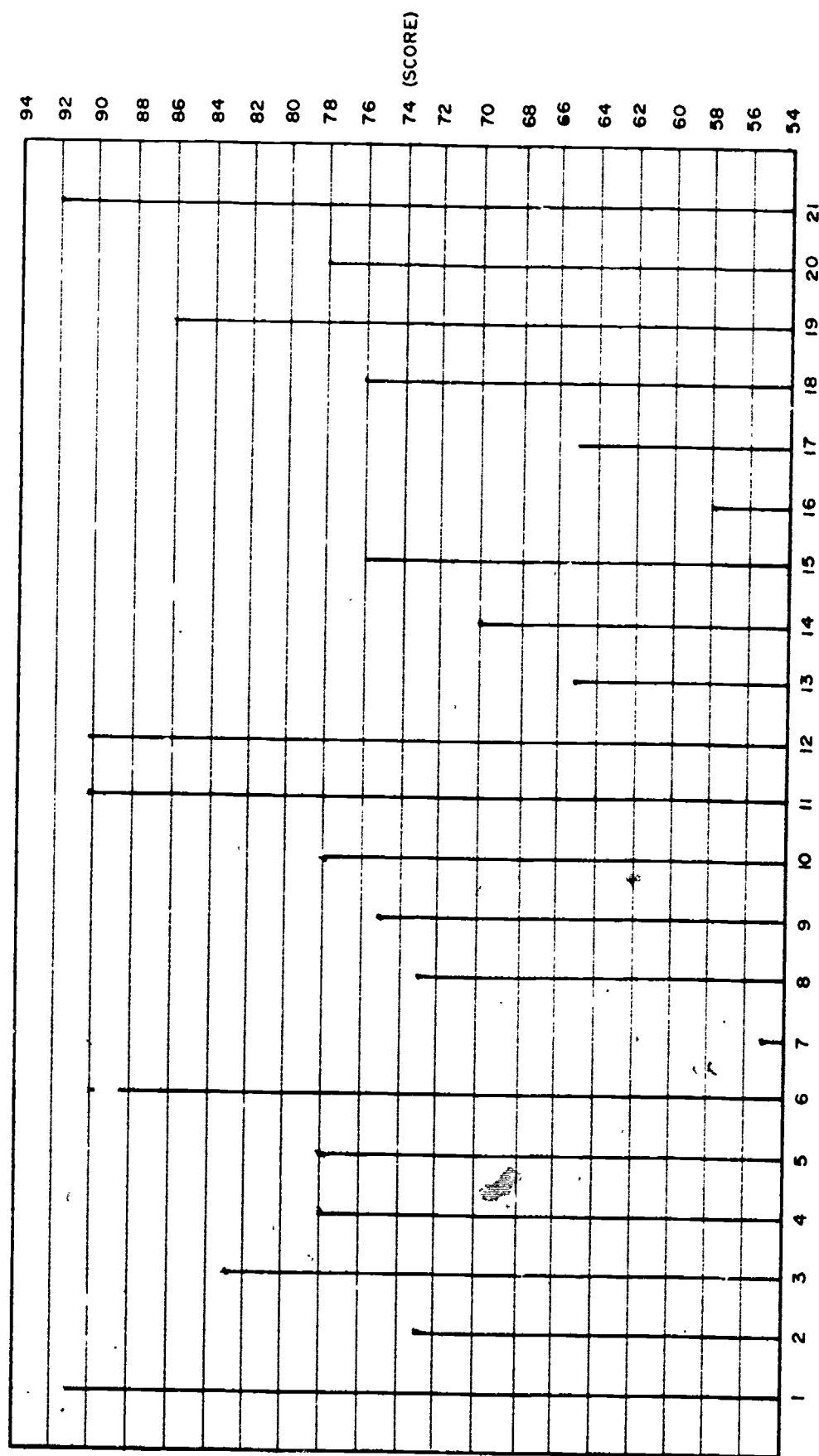


TABLE XIII

RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
SUPERVISORS' RATING SCALE
(RESPONSIBILITY)



(INSTRUCTOR)

APPENDIX R
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TABLE XIV
RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
STUDENT RATING SCALE
KNOWLEDGE OF SUBJECT

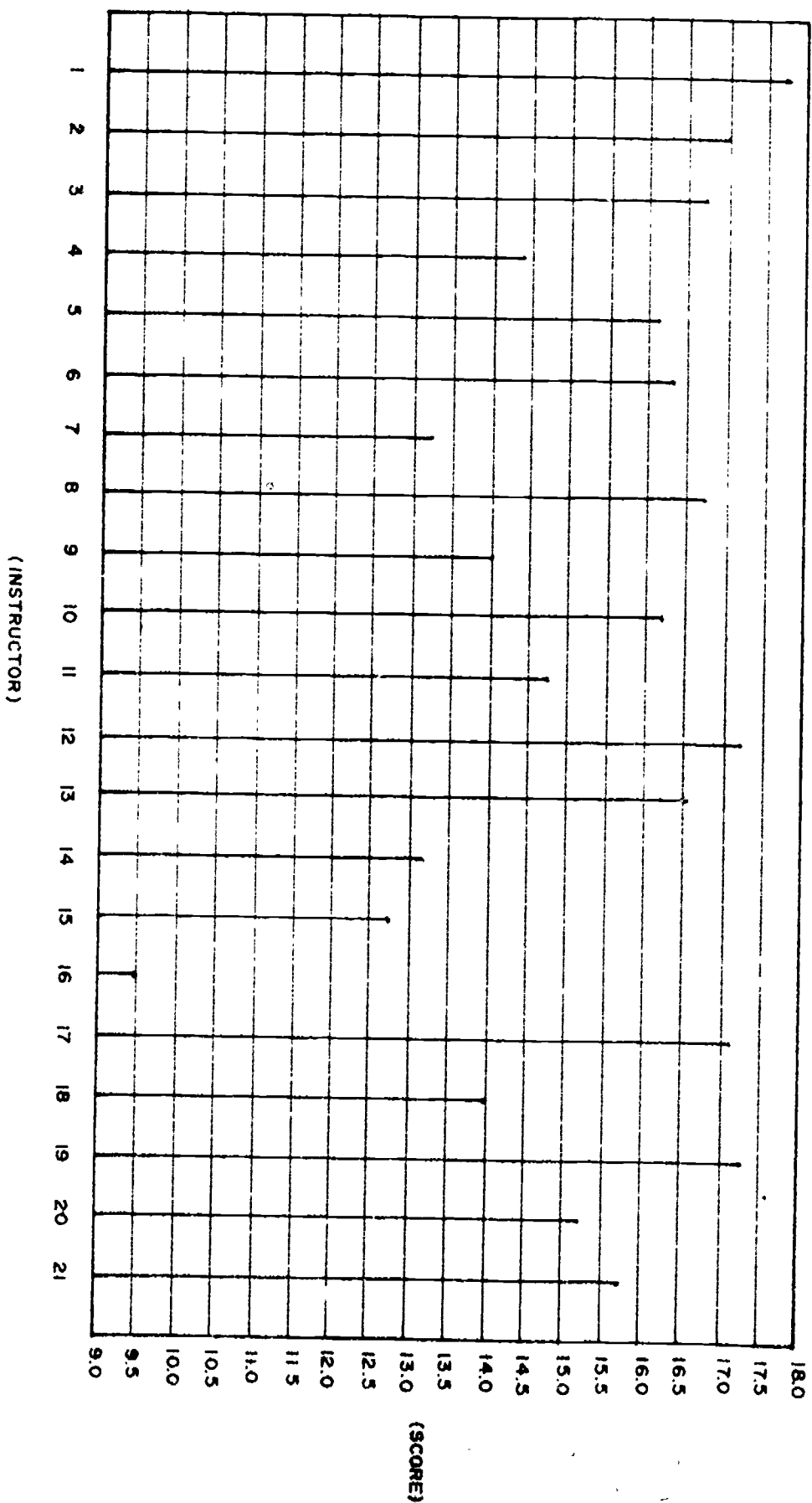
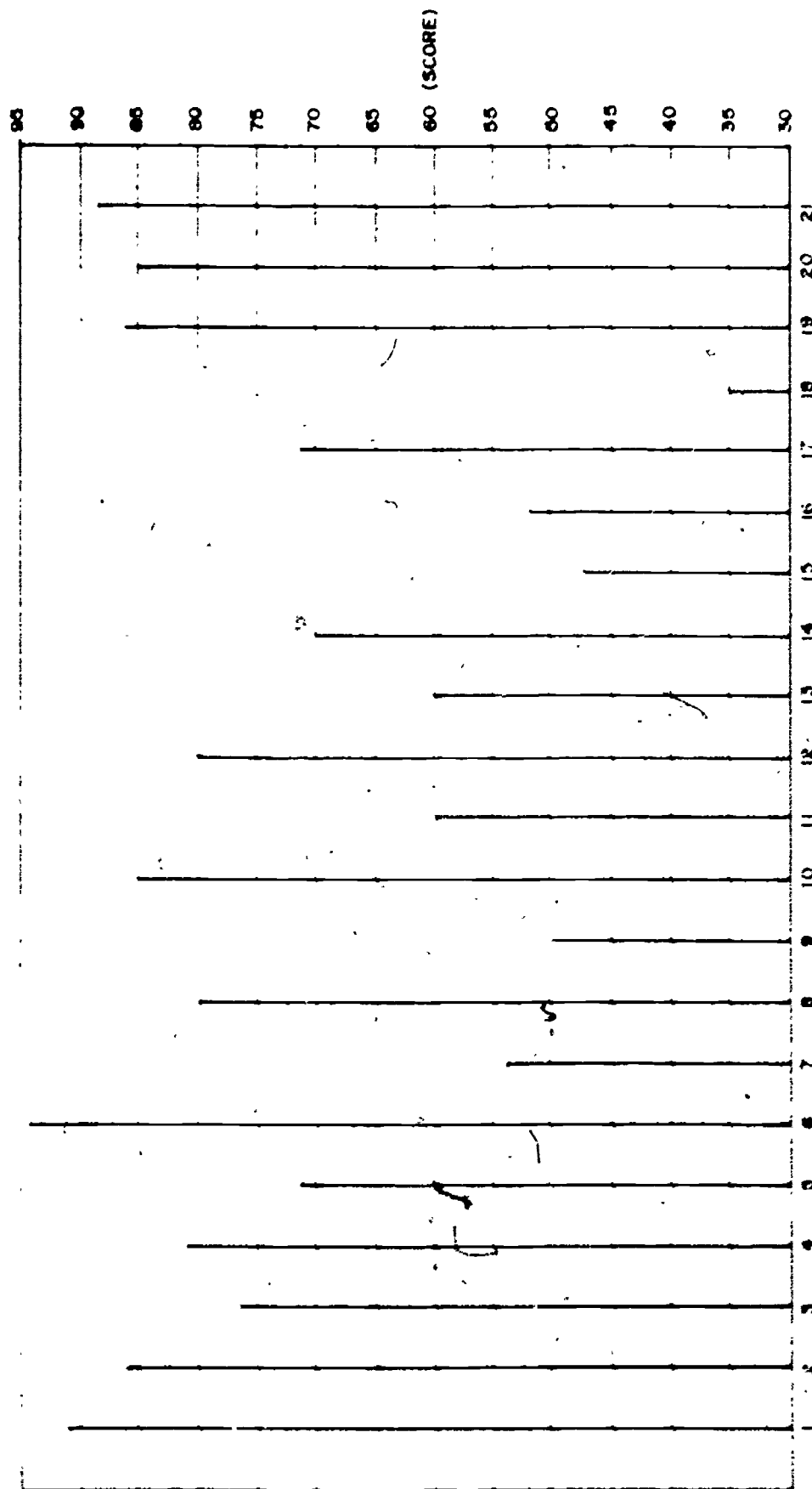


TABLE XV

RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
SUPERVISORS' RATING SCALE
(KNOWLEDGE OF SUBJECT)

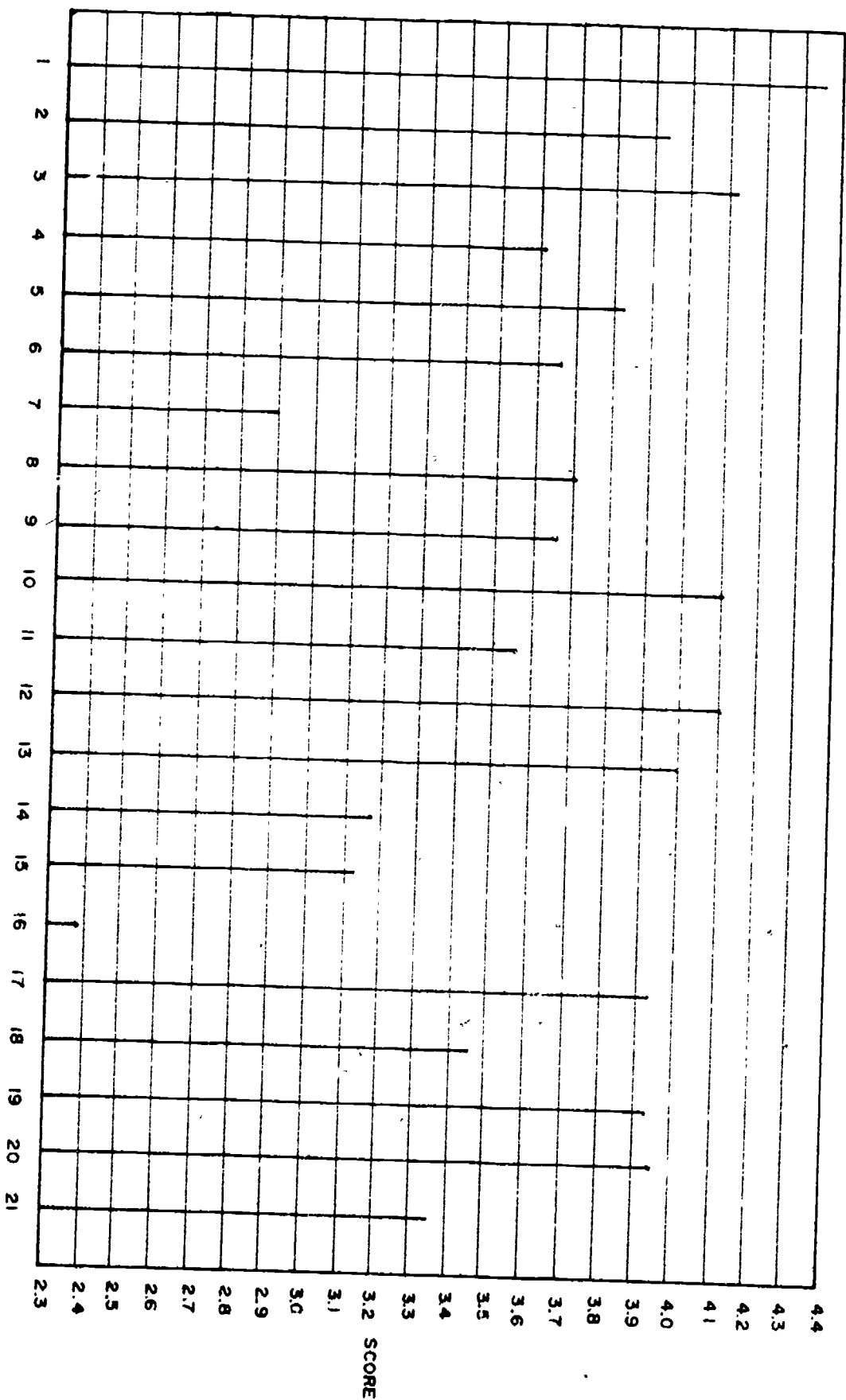


(INSTRUCTOR)

APPENDIX I

4.

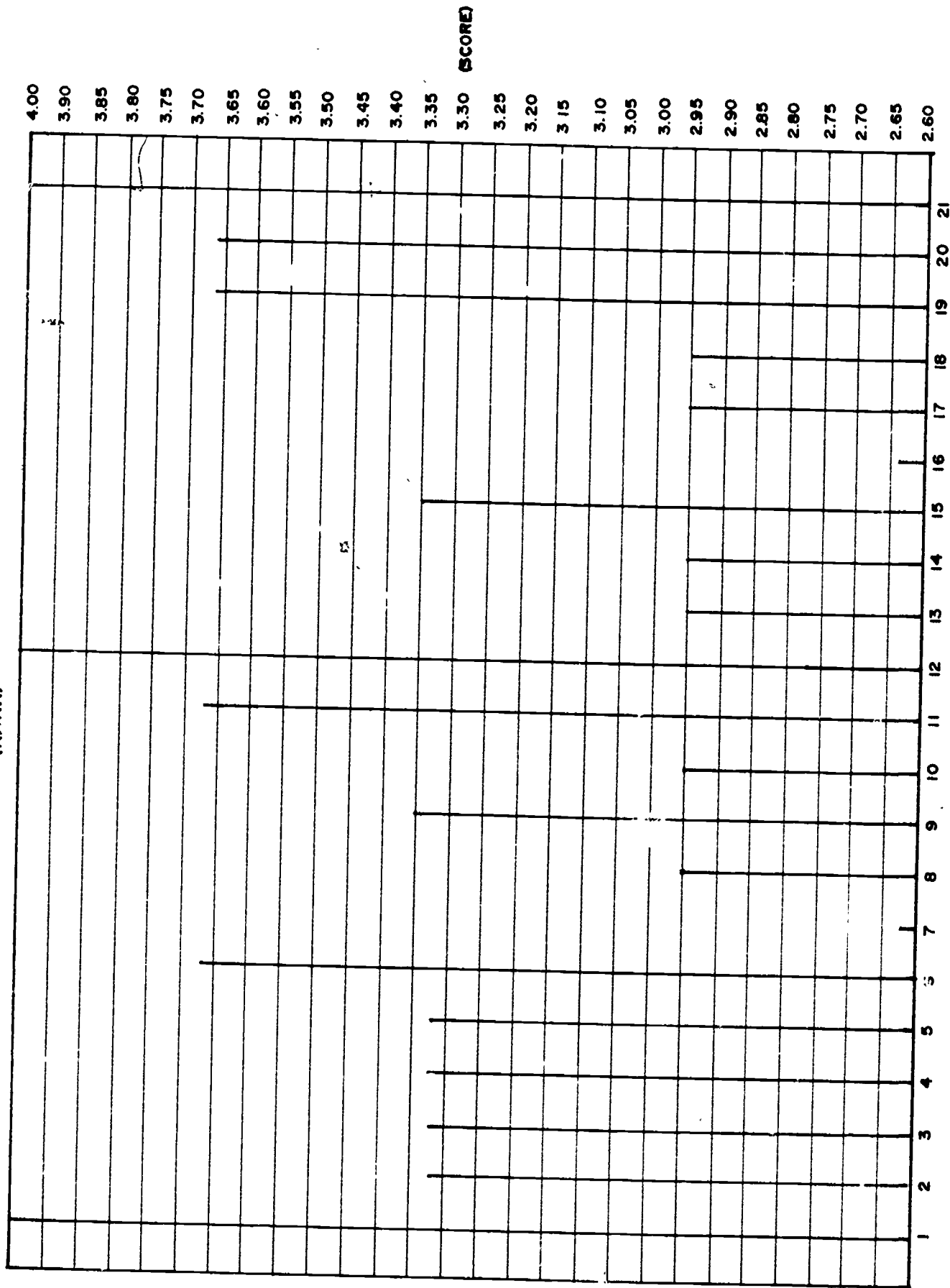
TABLE XVI
RELATIONSHIP OF INSTRUCTOR TO HIS PEERS
STUDENT RATING SCALE
RANK



(INSTRUCTOR)

APPENDIX U

RELATIONSHIP OF INSTRUCTOR TO HIS PEERS SUPERVISORS' RATING SCALE (RANK)



(INSTRUCTOR)
APPENDIX V
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TABLE XVIII

PROFILE OF FIVE "BEST" AND FIVE "POOREST" STUDENTS' RATINGS

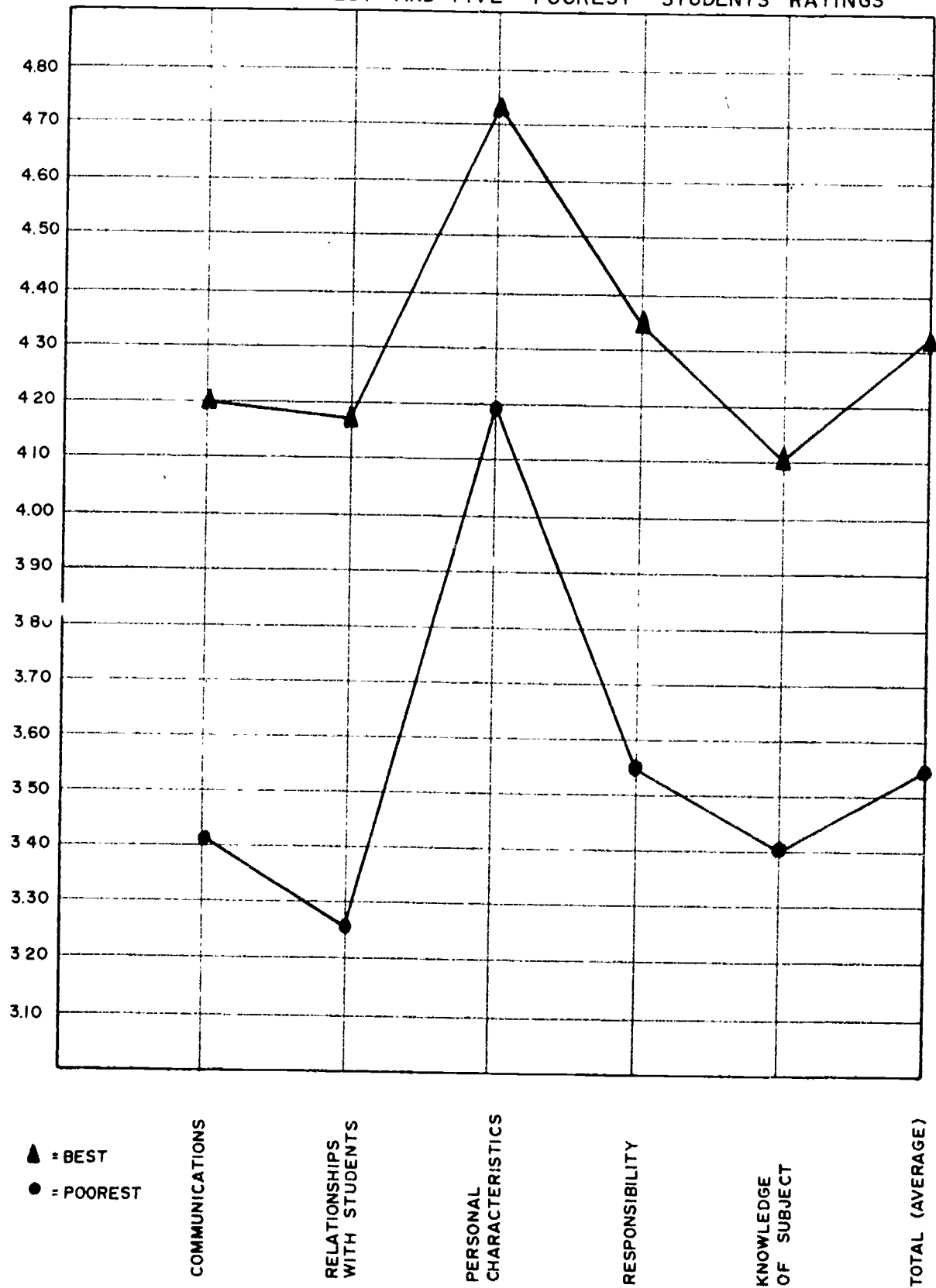


TABLE XIX

PROFILE OF FIVE "BEST" AND FIVE "POOREST" SUPERVISORS' RATINGS

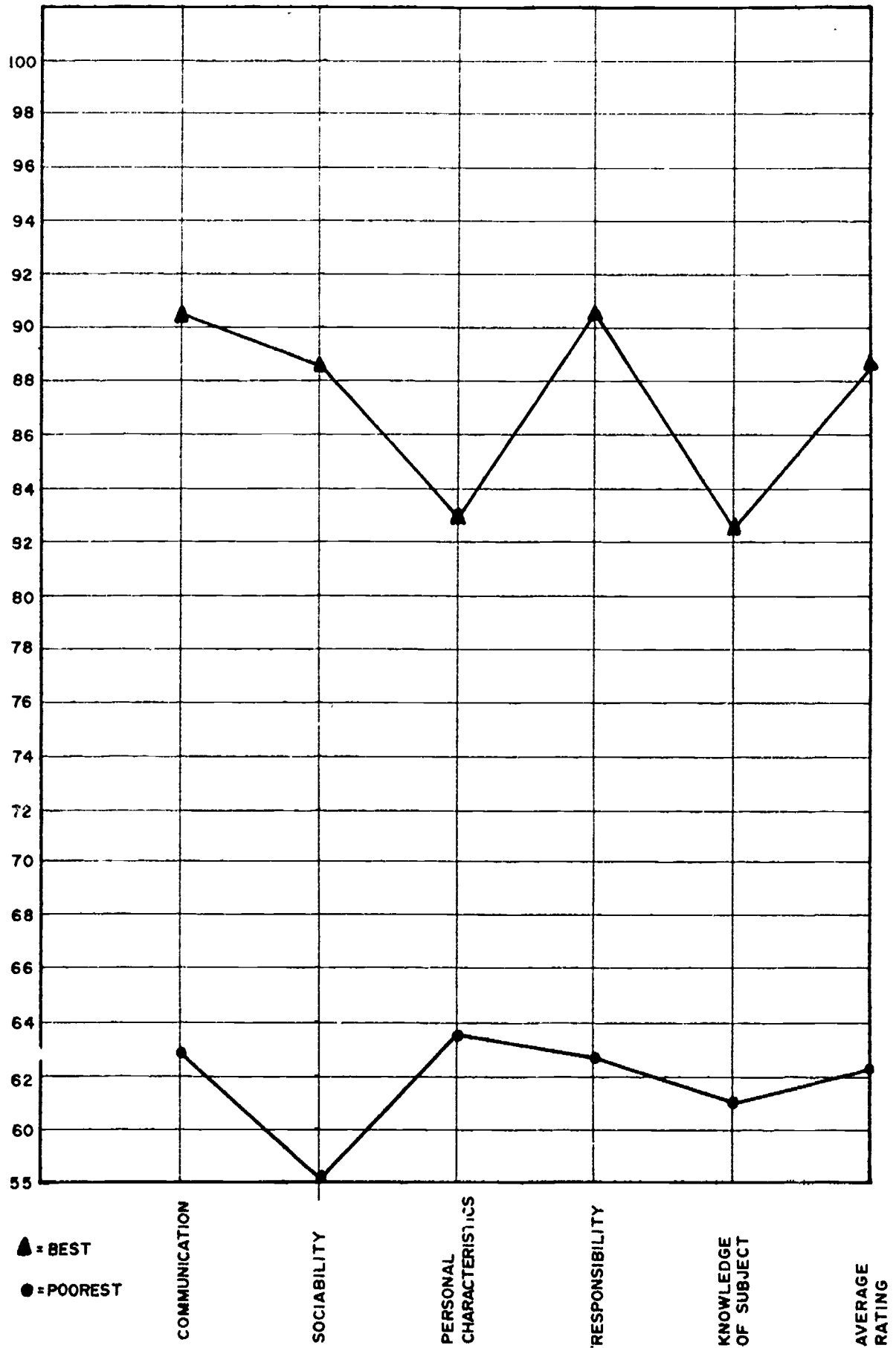
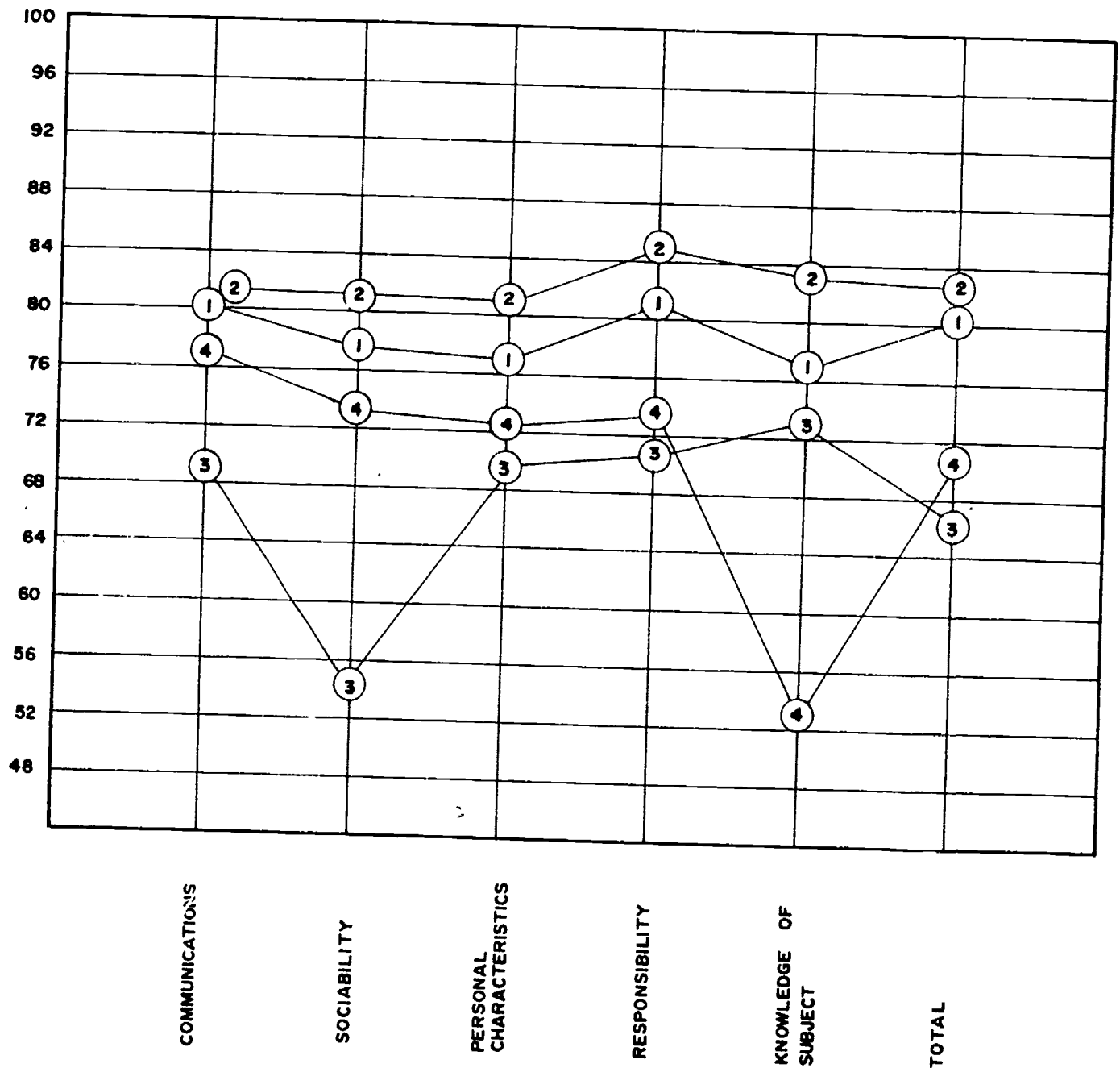


TABLE XX
COMPARISON OF SUPERVISORS' RATINGS



SUPERVISOR NO. 1 = (1)
 NO. 2 = (2)
 NO. 3 = (3)
 NO. 4 = (4)

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