

DOCUMENT RESUME

ED 093 033

EA 006 154

AUTHOR Blount, Gail, Comp.
TITLE Teacher Evaluation: An Annotated Bibliography.
Current Bibliography No. 8.
INSTITUTION Ontario Inst. for Studies in Education, Toronto.
Library.
PUB DATE Mar 74
NOTE 43p.
AVAILABLE FROM Publication Sales, Ontario Institute for Studies in
Education, 252 Bloor Street West, Toronto, Ontario
M5S 1V6 (Canada) (\$2.25)

EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE
DESCRIPTORS *Annotated Bibliographies; Classroom Observation
Techniques; Educational Accountability; Effective
Teaching; Elementary Schools; Evaluation; *Evaluation
Criteria; *Evaluation Methods; Performance Criteria;
Performance Specifications; Performance Tests;
Secondary Schools; Self Evaluation; Student Teacher
Relationship; Supervisory Methods; *Teacher
Evaluation; Teacher Qualifications; Teachers

ABSTRACT

Three interrelated frames of reference -- the purposes of evaluation, the criteria for evaluation, and the evaluators -- form the basis of the major subject divisions of this bibliography. Part one consists of general material on teacher evaluation, teacher effectiveness, and supervisory practices. Attempts to determine the qualities of a good teacher are the major concern of materials listed in part two; and citations in part three emphasize the how, when, and what of evaluation. A representative sample of the literature on classroom observation techniques is included in the latter, as well as material on student evaluation of teachers and self evaluation. Additionally, there is information on two recent objective-based innovations: performance-based evaluation and teaching performance tests. Part four brings together studies and reviews of research studies that investigate whether effective teaching can be scientifically determined. Of primary concern are attempts to correlate teacher behavior with positive changes in learners. The final section includes listings that cover this subject from an essentially Canadian point of view. (Author/MLF)

ED 093033

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM PERSON OR ORGANIZATION ORIGINATOR. POINTS OF VIEW OR OPINIONS STATED ARE SOLELY THEIR OWN AND DO NOT EXPRESS THE VIEWS OR OPINIONS OF THE NATIONAL INSTITUTE OF EDUCATION.

ED 093033

TEACHER EVALUATION

AN ANNOTATED BIBLIOGRAPHY

Compiled by

Gail Blount

THE LIBRARY
REFERENCE & INFORMATION SERVICES
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
TORONTO, ONTARIO
March 1974

Series Co-ordinator: Ethel Auster

CONTENTS

INTRODUCTION	v
AVAILABILITY OF MATERIAL	ix
Part I GENERAL	1
A. Books and Reports	
B. Journal Articles	
Part II- CRITERIA FOR EVALUATION	12
A. Books and Reports	
B. Journal Articles	
Part III THE PROCESS OF EVALUATION	15
A. CLASSROOM OBSERVATION TECHNIQUES	15
1. Books and Reports	
2. Journal Articles	
B. SELF-EVALUATION	17
1. Books and Reports	
2. Journal Articles	
C. STUDENT EVALUATION OF TEACHERS	19
1. Books and Reports	
2. Journal Articles	
D. TEACHING PERFORMANCE TESTS	22
1. Filmstrips and Tapes	
2. Journal Articles	
E. PERFORMANCE-BASED EVALUATION	23
1. Books, Reports, Films and Tapes	
2. Journal Articles	

Part IV RESEARCH ON TEACHING EFFECTIVENESS 26

- A. Books and Reports
- B. Journal Articles

Part V MERIT RATING 31

- A. Books and Reports
- B. Journal Articles

INTRODUCTION

The increasing number of requests for relevant literature on teacher evaluation prompted the preparation of this bibliography by the Library of The Ontario Institute for Studies In Education. Concentration is on a representative selection of North American literature over the past five years, but a few of the earlier "touchstones" have also been included. Material on evaluation at the college and university level has been omitted, as well as references to teacher education programs.

Adequate evaluation of teaching effectiveness has been of central concern to educators and researchers for many years. In fact, one writer in the area of teacher evaluation has observed that among man's perennial quests are the Holy Grail, the Fountain of Youth, and a defensible measure of teacher effectiveness! Factors such as rising costs, increased questioning of the evaluation process at the school level, and the widespread emphasis on accountability have recently resulted in a heightened interest in evaluation.

Teacher evaluation may be considered from three interrelated frames of reference: the purposes of evaluation, the criteria for evaluation, and the evaluators.

Teachers are evaluated for a variety of purposes that can be divided into two main categories: administrative purposes and instructional purposes. Evaluation for administrative purposes (summative evaluation) involves final decisions such as teacher tenure, promotion, or salary increases; while evaluation for instructional improvement (formative evaluation) is a continuous program aimed at helping the teacher increase his or her teaching effectiveness. These two purposes are not always compatible, the criteria for evaluation tending to differ according to the purpose of the evaluation.

Mitzel has classified teacher effectiveness criteria into three categories: presage, process, and product criteria. Presage criteria relate to teacher characteristics that are present before the teaching act begins. Such criteria include those traits and background variables that the teacher brings to the job: attitudes towards students; length or type of preservice education and achievement in university courses; personal characteristics such as appearance and voice. Presage criteria are assumed to have predictive validity. Process criteria are those aspects of teacher and student behavior that are believed to be worthwhile in their own right. Although process criteria are not necessarily directly related to the primary objectives of education, their presence (or absence) in the classroom is sometimes looked for because of their assumed mediating effects on product criteria - educational outcomes. These criteria include such things as methods of instruction, interaction patterns among students and teachers, and verbal behaviors in the classroom. Product criteria depend for definition on a set of objectives towards which teaching is directed. Such criteria are viewed as measures of student performance, student attitudes, and other educational outcomes. The

use of product criteria emphasizes the assessment of teacher effectiveness in the light of effects on students. Surveys show that presage and process criteria are stressed when teachers are evaluated for administrative purposes, while product criteria with its emphasis on measurable objectives is used when teachers are evaluated for instructional improvement purposes.

A third frame of reference for considering teacher evaluation is based on who should carry it out. Traditionally the task of an administrator, usually the principal or superintendent, evaluation of teacher effectiveness has also become the concern of such involved groups as the students and teachers themselves.

These three frames of reference have been taken into account in formulating the five major subject divisions of the bibliography. Part I, General, consists of general material on teacher evaluation, teacher effectiveness, and supervisory practices. Attempts to determine the qualities of a good teacher are the major concern of Part II, Criteria of Evaluation. Several references are made to Mitzel's categories of presage, process, and product criteria. Part III, The Process of Evaluation, emphasizes the how, when, and what of evaluation. A representative sampling of the literature on classroom observation techniques is included as well as material on student evaluation of teachers and self-evaluation. Finally, there is information on two recent objective-based innovations: performance-based evaluation and teaching performance tests. Part IV, Research on Teaching Effectiveness, brings together studies and reviews of research studies that investigate whether effective teaching can be scientifically determined. Of primary concern are attempts to correlate teacher behaviors with positive changes in learners. Part V, Merit Rating, covers this controversial subject from an essentially Canadian point of view.

A summary of the literature indicates that the major controversy over evaluation reflects a widespread disagreement on the purposes and objectives of education. Trends suggest that a comprehensive evaluation program requires not only a common purpose and multiple criteria but also the involvement of all those affected by it.

ACKNOWLEDGEMENTS

The Library would like to thank Dr. Glen Scott, Assistant Coordinator of Graduate Studies, and Dr. Donald Musella, Executive Director of The Ontario Council for Leadership in Educational Administration, for their helpful suggestions and encouraging comments. Their assistance in the compilation of this bibliography was greatly appreciated.

Materials in quotation marks have been drawn from the works cited and are well within publishers' prescribed limits of free use of 500 words or less for publicity purposes. Sources used will be immediately obvious to the reader.

AVAILABILITY OF MATERIAL
INCLUDED IN THE BIBLIOGRAPHY

Most items in the bibliography are available in the OISE Library. We welcome visits from school administrators or teachers engaged in research for their boards or schools who wish to use the Library's facilities. However, heavy demands on our collection by the graduate students, the teaching and the research staff of the Institute make it necessary for us to place certain restrictions on lending material.

Books, Research Reports, Theses and Pamphlets

In general, this material is not available for loan to individuals other than our own staff or students. However, we will lend items to other libraries (through use of official interlibrary loan forms) if they cannot be readily obtained elsewhere. Interlibrary loan can be obtained through any regional public library system.

In a few cases, references have been made to dissertations which are not in our collection. This information has been mainly taken from the University Microfilms monthly publication Dissertation Abstracts International. The Library will supply on request photocopies of the full abstract (usually approximately 500 words) or information on how to obtain the complete dissertation in print or on microfilm from University Microfilms.

Journals

The OISE Library journal collection does not circulate, but we will supply single photocopies of articles. A charge of 10¢ per print is made to cover cost of reproducing material. In cases where journals are held on microfilm the charge is 15¢ per print. For invoiced orders of ten pages or less, a minimum charge of \$1.00 will apply.

ERIC Reports

A number of references have been taken from the U.S. Office of Education publication Research in Education, a monthly abstract journal which brings to the attention of researchers the vast number of reports accumulated by ERIC (Educational Resources Information Center) clearinghouses throughout the United States.

x

These items are identified in the bibliography by an "ED" number and in most cases items are available from ERIC Document Reproduction Service in "print" form or on microfiche at a lesser cost. (Microfiche is a method of reproducing up to sixty pages of text on a 4" x 6" sheet of film which must be used with a special reader to enlarge the print.) The OISE Library subscribes to all ERIC microfiche and these are available for reading in the Library. Print or microfiche copies of reports may be obtained from -

ERIC Document Reproduction Service
Leasco Information Products, Inc.
4827 Rugby Avenue
Bethesda, Maryland 20014

Films, Filmstrips, etc.

Arrangements can be made for small groups to view films or filmstrips which the Library has in its collection by contacting -

The Ontario Institute for Studies in Education
The Library
The Audio-Visual Library
252 Bloor Street West
Toronto, Ontario
M5S 1V6

May we once again emphasize that school administrators who would like to use the Library's facilities are welcome to do so. We would suggest that boards or schools who wish to undertake research contact us in advance in order to ensure that material will be available at the time of their visit. Inquiries about items in the bibliography (please note each item is numbered for convenience) or the Library's services should be addressed to -

The Ontario Institute for Studies in Education
The Library
Reference & Information Services
252 Bloor Street West
Toronto, Ontario
M5S 1V6

- 14 McMillan, William D. "Teacher Evaluation In British Columbia as Perceived by Teachers, a Survey Study." Unpublished M.A. dissertation, University of British Columbia, 1970.

Three hundred and fifty-three practicing British Columbia teachers answered a questionnaire "designed to investigate their experiences with teacher evaluation and to estimate their satisfaction and confidence with respect to the instruments, the procedures, and the evaluators." Suggestions for changes were also recorded. Major conclusions revealed that present evaluation procedures are mainly Inspectorial in nature and are only partly concerned with the improvement of instruction; that teachers generally accept present practices; and that teachers are divided as to whether a discrepancy exists between the principal's role as evaluator and as educational leader. Extensive bibliography.

- 15 McNeil, John D. Toward Accountable Teachers: Their Appraisal and Improvement. New York, N.Y.: Holt, Rinehart and Winston, 1971.

Designed for use by teachers and supervisors as an aid in the promotion and assessment of effective teaching. Author recommends pupil progress as a viable evaluative criterion rather than the current use of subjective factors. Refers to self-assessment as well as new and tested approaches such as "criterion-referenced tests," "learning for mastery," "performance or behavioral objectives," and "contract decision-making."

- 16 Mood, Alexander M. "Do Teachers Make a Difference?" Paper presented at a conference sponsored by the Office of Education, Bureau of Educational Professions Development, 1970. (Available from ERIC Document Reproduction Service ED 040 253).

The author makes a plea for more sophisticated models of the educational process. Teacher performance indicators appear to be more relevant than education, certification, or background for assessing teacher effectiveness. The effects of teachers on student achievement cannot be quantitatively shown, due to the unknown influence of home, school, and peers. Relationships between the "inputs and the outputs of education" must be pinned down before improvement can take place.

- 17 NJEA Speaks Out on ... Teacher Evaluation. Trenton, N.J.: New Jersey Education Association, 1970. (Available from ERIC Document Reproduction Service ED 045 600). Also in NJEA Review, XLIV (January, 1971), 14-18.

"This leaflet contains guidelines for local teacher associations and negotiating teams in developing teacher-board agreements on evaluation procedures and career development programs for professional staffs in New Jersey public school districts." Distinction is made between job-oriented evaluation for the granting of tenure, and career-oriented evaluation for professional development.

46 Popham, W. James: "Practical Ways of Improving Curriculum Via Measurable Objectives." NASSP Bulletin, LV (May, 1971), 76-90.

The author proposes the use of precise measurable objectives in the areas of curriculum, instruction, and evaluation. He recommends the use of a "criterion-referenced instructional model" composed of four steps: (1) statement of objectives; (2) examination of learner's position in relation to objectives; (3) creation of an instructional program; and (4) evaluation of the program.

47 Sesow, F. William. "Focus on Pupil Behavior." Contemporary Education, XLIV (February, 1973), 229-31.

The author recommends a constant review of the teacher evaluation process by school districts, an emphasis on pupil as well as teacher behavior in the makeup of teacher-evaluation measuring instruments, and a cooperative attempt by teachers and evaluators to determine behavior conducive to the ideal classroom environment.

48 Washington, Eva. "The Expert Teacher Action Study: a New Approach to Teacher Evaluation." Journal of Teacher Education, XXI (Summer, 1970), 258-63.

Describes the Expert Teacher Action Study developed by teachers and administrators in California. Each teacher-administrator team must analyze twenty-five critical variables for measuring a teacher's performance, study films of classroom activity, observe teachers in their own classrooms, confer with the teacher observed, and become involved in long-range self-evaluation programs. As a result of this program, teachers and administrators appear more willing to examine their own performances and take action towards self-improvement.

49 Worth, Walter H. "Can Administrators Rate Teachers?" Canadian Administrator, 1 (October, 1961), 1-6.

A still popular source of reference for Canadian educators, this classic article questions the emphasis that most evaluators place on the "technicalities of teaching," such as methodology and teaching performance, and recommends greater concern with "the fundamentals of learning," such as curriculum and objectives.

- 67 Simon, Anita and Boyer, E. Gil, eds. Mirrors for Behavior: an Anthology of Classroom Observation Instruments. Philadelphia, Pa.: Research for Better Schools, 1967-70.

This fifteen-volume anthology of seventy-nine classroom observation systems includes descriptions and explanations written by authors of the systems and, when available, research study findings, user's manuals, and other supplementary material. Volume one, which contains abstracts of twenty-six cognitive and affective instruments, is also printed separately in Classroom Interaction Newsletter, III (January, 1968), 1-233. A two-volume supplement was published in 1970.

2. Journal Articles

- 68 Campbell, James R. and Barnes, Cyrus W. "Interaction Analysis - a Breakthrough?" Phi Delta Kappan, L (June, 1969), 587-90.

Reviewing twelve studies on interaction analysis, the authors discover that micro-elements involved in direct/indirect ratios affect pupil achievement and attitude development in Grades K-9. Much of the article is spent in discussion and praise of Flanders's interaction analysis observation system.

- 69 Rosenshine, Barak. "Evaluation of Classroom Instruction." Review of Educational Research, XL (April, 1970), 279-301.

This description of the instruments used for the observation of classroom instruction includes suggestions of modifications for local evaluation. Also noted are potential uses of the instruments and difficulties in use and interpretation. Three major needs are summarized: more specific teaching methods to be used with teaching materials; improved observation instruments that are more perceptive of classroom interaction; and more research into the relationship between classroom events and student outcome measures.

a

- 82 Novak, John H. and Moser, Gene W. "A Study of the Effect of Timed Pupil Feedback on the Teaching Behaviors of Biological Science Teachers." Paper presented at the National Association for Research In Science Teaching Meeting, Chicago, 1972. (Available from ERIC Document Reproduction Service ED 062 147).

Biology classes from three high schools were asked to rate each ten-minute lesson interval with the responses "too fast/too slow; Interested/bored; and understand/don't understand." Comments were also requested. Conclusions showed that students can provide meaningful feedback to teachers, and that this feedback will cause teachers to change their behavior patterns.

- 83 Sabine, Gordon. How Students Rate Their Schools and Teachers. Washington, D.C.: National Association of Secondary School Principals, 1971. (Available from ERIC Document Reproduction Service ED 052 533).

This document records the responses of 1,603 high school students to questions on student protests, parents, and schools and teachers. The volume concludes with twenty self-rating questions for teachers based on characteristics reported by students as those most needed by teachers.

- 84 Stemnock, Suzanne K. The Evaluatee Evaluates the Evaluator. ERS Circular No. 5. Washington, D.C.: Educational Research Service, 1970. (Available from ERIC Document Reproduction Service ED 044 378).

Survey reports methods of initiating the assessment of central administrators, principals, and teachers by their immediate subordinates in twenty-nine school systems. Includes instruments used as well as a bibliography of forty-five items on student rating of teachers and three items on teacher evaluation of principals.

2. Journal Articles

- 85 Bledsoe, Joseph C.; Brown, Iva D.; and Strickland, Arthur D. "Factors Related to Pupil Observation Reports of Teachers and Attitudes Toward Their Teacher." Journal of Educational Research, LXV (November, 1971), 119-26.

The Pupil Observation Report (POSr) and Scale for Measuring Attitudes Toward Any Teacher (SMAT) were used to measure the perceptions of 4,368 students of the behavioral characteristics of 180 secondary teachers. These perceptions were analyzed by pupil characteristics: sex, age, grade, course mark, ability group; and teacher characteristics: age, certificate, sex, teaching field, and years of teaching experience. Significant differences were found.

Analysis of the data suggests that children do make discriminations about teachers, evidence that could be of value in planning instructional programs.

D. TEACHING PERFORMANCE TESTS

1. Filmstrips and Tapes

- 91 Popham, W. James. How to Prepare Teaching Performance Tests. [Filmstrip]. Los Angeles, Calif.: Vimcet Associates, 1971.

This filmstrip-tape program and its companion, Using Teaching Performance Tests for Instructional Improvement and Skill Assessment, are designed to help the viewer with the preparation and use of teaching performance tests. Contents include the steps involved in conducting a teaching performance test, the attributes of an effective test, and suggestions for developing one's own test.

- 92 Popham, W. James. Teaching Performance Tests and Educational Accountability. [Phonotape]. Los Angeles, Calif.: Vimcet Associates, 1970.

This well-known educator proposes the use of teaching performance tests in implementing various systems of educational accountability.

2. Journal Articles

- 93 McNeil, John. "Performance Tests: Assessing Teachers of Reading - a Proposal." Reading Teacher, XXV (April, 1972), 622, 624-27.

Discusses the use of performance tests as a means of assessing teacher effectiveness and presents a model of one set of procedures that can be followed.

- 94 Popham, W. James. "The New World of Accountability: In the Classroom." NASSP Bulletin, LVI (May, 1972), 25-31.

Shows how behavioral objectives can be used to bring about classroom accountability. Mini-lessons are one recommended means of assessing a teacher's skill in attaining instructional objectives.

- 95 Wanat, Stanley F. "Performance Tests: Assessing Teachers of Reading - a Response." Reading Teacher, XXV (April, 1972), 623, 628-33.

In response to McNeill's proposal for assessing teacher effectiveness, the author argues that performance tests are unrepresentative of a teacher's behavior, use inappropriate statistical techniques, and are punitive rather than diagnostic.

E. PERFORMANCE-BASED EVALUATION

I. Books, Reports, Films and Tapes

- 96 Armstrong, Harold R. A Teacher's Guide to Teaching Performance Evaluation. Worthington, Ohio: School Management Institute, 1972.

This guide to the Redfern approach "describes, from the evaluatee's viewpoint, the entire performance evaluation cycle; and it emphasizes techniques in setting job targets, using monitored data, self-evaluation, and evaluation conference preparation and participation."

- 97 Häegert, Daryl L. "The Role of the Appraiser In Evaluating Teaching Competence Using the Performance-Goal Approach." Unpublished Ed.D. dissertation, University of Kansas, 1972." (Dissertation Abstracts International, XXXIII, 2645-A).

Seminars by Dr. George Redfern on the performance-goal approach to teacher evaluation led to speculation on the number of seminar participants who were using this approach, and also on the role of the appraiser in evaluating teaching. Results of a survey showed that sixty per cent of the participants used the job-target approach, and that teacher attitudes were considered before the appraiser chose his role. Recommendations propose that teachers be informed of the roles used by appraisers; that appraisers adjust their role to coincide with the individual teacher; and that the appraiser and teacher work together to achieve mutually adopted objectives.

- 98 Job Improvement by Objectives. Omaha, Neb.: Westside Community Schools, 1971. (Available from ERIC Document Reproduction Service ED 071 182).

A description of one school district's teacher evaluation program including sample instruments used in the evaluation process. "By establishing commonly arrived at goals and objectives which are totally planned by the evaluator and the evaluatee, a common goal can be developed for an evaluation."

- 99 Lewis, James, Jr. Appraising Teacher Performance. West Nyack, N.Y.: Parker, 1973.

Necessary ingredients for a successful evaluation program include a clear-cut recognition of performance objectives; the setting up of a realistic plan of action as a means of achieving them; and, through measuring the results of achieving these objectives, arriving at an honest evaluation of performance. Bibliography.

- 100 Redfern, George B. Critical Incidents in Teacher Evaluation. [Tape cassette]. Worthington, Ohio: School Management Institute, 1972.

An authority on performance evaluation in education advises educators on how to handle problems in performance evaluation. Discussed are problems involving ethics, the role of teacher organizations, handling negative evaluations, staff involvement, and other sensitive issues.

- 101 Redfern, George B. Evaluating Teaching Performance. [Filmstrip]. Worthington, Ohio: School Management Institute, 1971.

A school system performance evaluation plan is described from its initiation through details of personal involvement. Part I presents an overview of the process; Part II deals with the mechanics of evaluation; and Part III discusses the planning and installation of the system.

- 102 Redfern, George B. How to Evaluate Teaching: a Performance Objectives Approach. Worthington, Ohio: School Management Institute, 1972.

Premises that assessment of performance quality is essential in this age of accountability. The author recommends establishing performance objectives, designing ways and means of achieving them, and evaluating the results of performance.

- 103 Redfern, George B. Successful Teacher Evaluation. [Motion picture]. Worthington, Ohio: School Management Institute, 1972.

Designed for use in staff training and orientation in performance evaluation, this film describes the "basic principles of performance evaluation, the complete procedural cycles, [and] correct and incorrect procedures in simulated evaluator-ee conference sessions."

2. Journal Articles

- 104 Niedermeyer, Fred and Klein, Stephen. "An Empirical Evaluation of a District Teachers' Accountability Program." Phi Delta Kappan, LIV (October, 1972), 100-03.

In the Newport-Mesa district of California, a comparison of three elementary schools using the Staff Performance Improvement and Appraisal Program was made with five schools not using the program. "Teachers and principals in SPI & A schools perceived their student performance-based accountability and evaluation system in a much more positive way than teachers and principals under traditional ... procedures."

OTHER TITLES IN THIS SERIES

Available from Publication Sales, OISE
252 Bloor Street West, Toronto, Ontario M5S 1V6

DIFFERENTIATED STAFFING. 1971. \$1.40
THE OPEN SCHOOL. 1973. \$2.25
THE NONGRADED SCHOOL. 1973. \$2.25
THE CREDIT SYSTEM. 1974. \$2.25
THE JUNIOR KINDERGARTEN. 1974. \$2.25