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ABSTRACT

In order to develop teacher and administrator evaluation systems based on specific measurable criteria, a research population of three groups (full-time students, teachers, and administrators) was drawn from the 57 North Carolina technical institutes and community colleges. Random samples selected from 16 institutions were surveyed, with findings based on responses from 181 students, 150 teachers, and 92 administrators. From field testing of the evaluation instruments at six institutions it was concluded that the evaluation criteria developed were valid. Survey results indicated that generally attitudes of all three groups toward evaluation were not favorable. Teachers held the lowest attitude while administrator attitude was the most favorable. It was felt that the low level of attitude was due to the evaluation systems currently in use. Each group felt that evaluation of a teacher's or an administrator's effectiveness should be based on a combination of information sources. Teachers and administrators agreed on how often evaluation should be conducted and that the time should be determined by the institution. They also responded positively to all the criteria listed for both groups and were fairly close in their rankings of both sets of criteria. Included in the report are literature reviews on both teacher and administrator evaluation and the teacher and administrator evaluation forms developed. Detailed responses are presented in narrative and tabular form. Appended are the 11 evaluation forms used in the study including the survey instrument, teacher and administrator opinionnaire, student evaluation forms, teacher and administrator self-evaluation forms, and evaluation forms for chairman, peer, and staff. (MF)

THE DEVELOPMENT AND TESTING OF A
CRITERION REFERENCED EVALUATION SYSTEM FOR FACULTY AND ADMINISTRATORS
IN
TECHNICAL INSTITUTES/COMMUNITY COLLEGES

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## Students the Focus



Past, present, and future are all embodied in students.

THE end is contained in the means. The fact that the talents a person has, the opportunities, have implications, expectations, is easy to ignore, or never learn. Yet as eyes are made for seeing, so is a person made for being and becoming. Each life has a destiny. To ignore it is to mock what might be. To pursue it is in some measure to demonstrate human potential. It may fill a long life to do this. But the good who die young may already have done so.

Universities exist to serve mankind, universal mankind, directly and/or indirectly, each and every one. The primary purpose of universitie is to inspire and guide students in the fulfillment of their individual destinies. Universities are not merely havens where scholars may warm themselves in an atmosphere of erudition, admire each other in display of intellectual achievement. Such centrifugal enjoyments are good, but they lead nowhere beyond themselves. Profound researchers have their day, but it is a barren day if it ends only on library shelves.

The life of the intellect ought not to end so. It should be a march. It should move on, beyond itself and into the future. It should be timeless, instinct with past as well as present and supremely with future.

And past, present, and future are all embodied in students. Students are the focus of the true academic life. It is for them that universities exist. Not to indulge or coddle them. Their lives must not be centrifugal either. They need to be stirred to the joys of the life of the mind, as it has been from the beginning, is now, and ever shall be.

Shall be, that is, if each generation of students are truly thus awakened, guided, and dedicated as bearers and exemplars of their individual portions of that joy into the years, the ages, to come.

JG

ABSTRACT

Pollack, J. David.  Criterion Referenced Evaluation of Administrators

and Faculty in Technical Institute and Community Colleges.

The primary purpose of this research is to develop teacher and admin-

istrator evaluation systems based upon specific measurable criteria.  The

environment for the study was the North Carolina Technical Institute/Com-

munity College System.  (NCTI/CCS).

The population for this research consisted of three groups found in

each of the individual institutions of the NCCCS during the winter quarter,

1974-1975 school year.

a.  Students included all students in all institutional curricula who

were classified as full-time students by the individual institutions.

b.  Teachers included those full-time persons of the institutions who

were primarily engaged in classroom teaching.

c.  Administrators included all full-time persons in positions in the

institutions who were involved in the supervision of classroom teachers and

those persons who although were not directly concerned with supervision of

teachers, nevertheless had some responsibility bearing on the success or

failure of the teaching mission.

A two-stage stratified systematic sample design was used in this study.

In the first stage, institutions were drawn with equal probability from a

stratified listing.  In the second stage, ultimate sample units (students,

teachers and administrators) were drawn at a constant proportional rate from

stratified listings.  In both stages, first selections were made randomly.

Sixteen institutions were selected from which a sample of 299 faculty-admin-

istrators and 323 students were drawn. A questionnaire was developed, test-
ed and mailed to each sample unit. The findings were based on responses
from 181 students, 150 teachers and 92 administrators.

It was found that generally attitudes of students, teachers and admin-
istrators toward evaluation were not very favorable. Teachers held the
lowest attitude while the administrator attitude was the most favorable.
Administrator and student attitudes were significantly more favorable toward
evaluation than teachers.

In determining and comparing attitudes about who should be included in
the evaluation processes it appeared that each group believed evaluation
of a teacher's effectiveness and/or an administrator's effectiveness should
not be the responsibility of any one source of evaluative information or
group, but a combination of sources.

In determining and comparing attitudes as to how often evaluation should
be conducted by the various sources, we find that teachers and administrators
are reasonably close in their thinking. The first two responses on the
five -common sources are in the same order for both groups.

In examining attitudes as to when evaluation should be conducted, we
find that most teachers and administrators feel this should be determined
by the institution.

In determining and comparing attitudes on criteria for evaluation, we
find that teachers and administrators are fairly close in their rankings
of both sets of criteria. We also find that teachers and administrators
responded positively to all of the criteria listed for both groups.

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I would also like to express my gratitude to those institutions and individuals, throughout the North Carolina Community College System, whose cooperation in assistance and information made this research possible.

Last, but not least, I would like to thank my wife, Nancy, for her help and encouragement, and of course my two boys, Davey and Robert, for just being boys, and my 1976 edition Sarah Elizabeth for being a baby girl.

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# INTRODUCTION

## Purpose of Study

Instructional quality and management ability are functions of many variables. One of these variables is the evaluation process used to assess faculty and administration performance. Most institutions presently use some sort of rating system based upon a list of generalized traits and methods to evaluate faculty, and many of the institutions use a similar list of generalized traits and methods to evaluate administration, also. In both cases, the evaluation systems are too generalized and inflexible to evaluate the performance of each teacher or administrator. The primary purpose of this research is to develop teacher and administrator evaluation systems based upon specific measurable criteria. This study has four major objectives:

1. Survey a sample of North Carolina Technical Institute/Community College administrators, teachers and students to determine:

    a. Their general attitudes toward evaluation.
    b. Who should be included in the evaluation of teachers and administrators.
    c. The criteria for evaluation of teachers and administrators.
    d. When and how often teachers and administrators should be evaluated.

2. Develop evaluation systems that will allow evaluation of faculty and administration based upon specific measurable criteria.

3. Field test both instruments in several institutions to assess man-hours, determine weak points, strong points, etc.

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4. Prepare and disseminate a complete report of all findings to all institutions in the North Carolina Community College System.

## Background Information

The guaranteed acquistion of basic skills by all of the citizens is the primary goal of education in the United States. "In principle the American educational commitment has been that every student should have access to an adequate education," but access to an education is not enough. (23,2) "Each student has an inalienable right to be taught what he needs to know in order to take a productive and rewarding part in our society."

> Traditionally education has espoused the notion that teachers are dispensers of knowledge and that students are the recipients. This idea has merit but lacks at least two basic ingredients:
>
> 1. The fact that a teacher dispenses information is not evidence in and of itself that a student has learned anything.
> 2. Learning does not require the presence of a second person. (14,81)

In this age of accountability emphasis must change from teaching to learning. The old commitment of access to an education must be changed to a new commitment -- that every student shall learn. "(23,4) Most students can master what we have to teach them; it is up to the instructor to find the means which will enable them to do it."

The teacher's role is probably the most important single factor in the teaching-learning process. The teacher's performance in the classroom will determine whether our schools meet, or fail to meet, the challenge of our times. (23,4) "Rouche states, 'unless there has been learning, there is no evidence that there has been teaching.'"

The "age of accountability" is a term found constantly in today's educational literature, but just what does accountability mean? According to Webster's dictionary, accountable means responsible and responsible means accountable for one's behavior. (29,3) In educatic circle, accountability simply means that educators, teachers and administrators, should be held responsible for educational outcomes -- f what the student learns. "It refers to the process of expecting each member of an organization or a social system such as an educational in stitution, to answer to someone for doing specific things according to specific plans; against certain time tables to accomplish tangible per formance results." (23,3) Both administrators and teachers are respo: sible for their performance, and it is in their interest as well as th students' interests that they be held accountable. The sole purpose for the existance of the educational institution is the teaching-learning process; everything else exists -- or should exist -- to facilitate this function. (23,5)

"Without accountability for results, educational practice is unverified, and good educational practice is not identified." (23,4) Specifically defined objectives, learning techniques, and evaluation are all basic to accountability. For teachers, the most valid criteria for assessment of performance is student performance. Teachers can and will be held accountable for the success or lack of success of their students. (14,83)

Thus far instruction has received the major emphasis, but administration is coming under increasing demands for accountability of performance. Taxpayers, trustees, donors, and students have a right to

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expect more efficient management. With present economic conditions more efficient management of higher institutions is essential. Careful examination fo cost - effectiveness if not done internally, will be done externally by the new experts working for legislatures and governors. (11,5)

The role of administrator is changing from fund raiser and maintainer of status quo to one who must be interested in and certainly accountable for the learning of students in his institution. The dollars spent, books in the library, square footage of classroom space per student, or Ph. D. -r-student ratio will no longer be the criteria for good management. Education is going to be held accountable for its educational output. (20,82)

## Definition of Terms

An understanding of the key terms as applied to this research is essential before any definitive statements concerning this research can be made. The terms used in this study are defined as follows:

a. Teacher effectiveness: "the ability of a teacher to create a meeting and an interaction between the physical, intellectual, and psychological interests of the student and some given subject - matter content; the ability of the teacher to relate the learning activities to the developmental process of the learners and to their current needs and interests." (11,86)

b. Administrator effectiveness: the extent to which the performance of the administrator produces satisfactory results through the control, direction and management of the administrator; satisfactory results shall be judged in terms of the objectives of the activity.

c.  _Evaluation_:  the process of ascertaining the value, through the
use of formal - structured instruments and/or procedures, of the persons
responsible for administration and instruction in an institution.

d.  _Evaluative criteria_:  the standards against which the admin-
istrator and/or teacher performance shall be measured.

e.  _Administrators_:  those persons in positions of control and
management of all matters pertaining to school affairs, and those persons
in control and management of those aspects of administration directly
related to the instructional process.  They are primarily non-teaching
persons.  (11,15)

f.  _Classroom_:  includes all formal or structured instruction con-
ducted in a classroom, shop, or laboratory.

g.  _Teachers_:  all full-time persons at the institution whose primary
function is classroom teaching.

h.  _Students_:  all students who are classified as full-time by the
individual institution.

## Research Limitations

As is the case with any research study, there are limitations to
the study.  The first of three general limitations is that this study
was limited to administrators, teachers, and students of the NCTI/CCS;
therefore, the results will be most applicable to this system.  Second,
only full-time administrators, teachers, and students were included in
this study.  Part-time institutional personnel were excluded because
time, money, and research personnel were insufficient to overcome the
difficulties in compiling rosters of part-time personnel.  The final
limiting factor is change over time.  This study as conducted may or

may not be representative of the system or any particular institution

at some future point in time.   (23,10)

REVIEW OF THE LITERATURE ON TEACHER EVALUATION

## The Good Teacher

"After several decades in attempts to analyze teaching affective-ness, Professor A. S. Barr is reported as saying that his main contrib-ution had been to find so many things that did not work." (25,25)
In the study of teacher effectiveness, the term "good teacher" turns out to be almost as vague and diffuse as the range of human experience re-lative to teaching. Teaching effectiveness is not tied or related to any single overall pattern of teacher conduct. Yet this "competencies" approach, to teach the beginner to be like the expert, still dominates in teacher education. However, research has shown that good teaching is not a direct function of general traits and methods. In an exhaustive study on teaching procedures, skills, and methodology, Ryans concluded that personal characteristics played the greatest role in teacher effect-iveness. He was able to extract only three major dimensions of teacher behavior:

Pattern X    Friendly, understanding, sympathetic
                        vs
             Aloof, Egocentric, restricted

Pattern Y    Responsible, systemic, businesslike
                        vs
             Unplanned, slipshod

Pattern Z    Stimulating, imaginative, surgent
                        vs
             Dull, routine (25,26)

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In a similar study by the Center for Research and Development in Higher Education at Berkeley, a list of the first eight characteristics all fall into the X, Y, and Z patterns that Ryans found in his study.

1. Dynamic--energetic person          .80
2. Explains clearly                   .78
3. Interesting presentation           .76
4. Enjoys teaching                    .74
5. Has a genuine interest in students .74
6. Friendly toward students           .71
7. Encourages class discussions       .70
8. Discusses other points of view     .70  (18,24)

These two studies and many others support the finding that it is more what a person is than what he does that is important to the full development of his pupils. As a teacher, the most valuable and the most accessible tool which an instructor can use is his own personality.

> Teaching is a highly personal matter, and the highly successful practit'oner of the art attains his eminence by being the sort of person he is rather than by practicing a set of competencies abstracted from the performance of other master teachers. An effective teacher is a unique human being who has learned to use himself effectively and efficiently for carrying out his own and society's purposes. This 'self as instrument concept' rejects the concept of the teacher as a technician applying rather mechanically the methods he has been taught. (25,26)

> Just as different students learn different things in different ways at different rates under different circumstances, so do different teachers teach different things (or perhaps the same thing) in different ways under different circumstances (or perhaps the same circumstances). (20,88)

There are many styles and techniques of teaching. The style that a particular teacher developes will depend on what he is teaching, his knowledge of techniques, his own personality, and most important, how he wants his students to change their behavior. Each teacher has his own style which reflects what the teacher plans to say and what he plans to do in order to say it. The teacher, like an artist, has to develop certain skills and learn to use the various tools of the profession.

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Mastery of the skills and tools of his art are essential to becoming

an adept craftsman or an expert teacher. In addition to mastery, the

artist must have something to say. "The intent of any work of art is

to cause the beholder to be somehow different from what he was before

he beheld, and so it is with teaching." (20,88) "The good teacher is

not the one who flunks 60 per cent of his students; rather he is the one

who says when students finish his course, 90 per cent of them can do the

things sought." (14,82) In other words, the teacher wants his students

to behave differently or do the things sought after completing the course.

To bring about a change in behavior, the teacher must develop a plan.

Dianne Peters calls this plan a "course design."

There are four essential elements in a course design or plan:

(1) The conceptual framework--The point of view or window through
which a teacher sees his subject matter and the student to
whom he is going to teach it.

(2) The statement of objectives--Objectives are the student's
building blocks and should be written in behavioral outcomes.
Thus written, they underscore what it is a student must do to
demonstrate that he knows.

(3) Learning activities--Learning activities are the specific
learning processes developed by the teacher to achieve the
behavior sought. Learning is individual, so there can be
almost as many different kinds of learning activities as there
are students.

(4) Evaluations--Evaluations enable the student and the teacher to
know how far along each student is toward achieving the ob-
jectives. (20,89)

In developing his course design the instructor should ask himself

three questions: (1) What is worth knowing? (2) What is this college's

purpose? and (3) Who are the students? This last question has been

overlooked far too long. Many instructors do not know or attempt to

know their students as individual human beings, and therefore cannot

individualize their instructional techniques so that individualized learning takes place. A course design requires a lot of hard work. Once it is complete and put on paper, the teacher has the means to e-valuate what he does at his fingertips. "Whenever an instructor takes pride in his course design, he has become accountable to himself as a professional." (20,90) Thus we see that self-evaluation is basic to the concept of accountability and that effective teaching needs a plan.

## Who Should Evaluate?

Teaching is too diverse and complex to be fairly evaluated by just one source. Several sources which could be used are: (1) self-eval-uation, (2) student evaluation, (3) peer evaluation, (4) alumni eval-uation, (5) evaluation by department heads, (6) evaluation by admin-istrators, (7) evaluation by outside consultants, and (8) evaluation by employers of students.

## Self-Evaluation

Self-evaluation is more or less a continuous process, but the use of a systematic, well-planned self-evaluation is rare. (15,35) Research studies on self-evaluation are few in number, and those that are avail-able are not conclusive. In a study conducted at the Jacksonville Naval Air Technical Training school, a comparison of supervisor rating, student rating, and self-ratings was made. A high degree of correlation was found between the student and self-rating, but supervisor's rating show-ed no correlation on the following measures; intelligence, level of schooling, teaching experience, or desire to teach. Teachers who expressed a great desire to teach were rated superior by their students. In another

study, using fifty college teachers, teachers who were rated superior

showed more accuracy in their self-rating than those rated inferior.

(17,27) In another study conducted by Centra only a modest correlation

(.21) was found between students' ratings and instructors' self-rating.

Although research indicates that many individuals constantly over-

rate or underrate their performance, self-evaluation can be most mean-

ingful to the teacher trying to improve this performance when compared

with other sources of evaluation. "The main advantage of a self-eval-

uation is that the employee knows best his goals; and, therefore, he

should best be able to judge the degree to which he is able to achieve

his goals." (13,42) The teacher, as a professional, should be account-

able to himself. "When a teacher establishes his won worth, he becomes

genuinely accountable for what he can become." (17,88)

## Student Evaluation

The use of students as a source of evaluation is not a new idea.

Many standard forms, such as the Purdue rating scale (over 30 years),

have been in existence for several decades. (17,35) The School of

Education at Oklahoma Agricultural and Mechanical College was using stu-

dent evaluations as early as 1922. In one survey, in which 804 colleges

responded, slightly less than 40 per cent used student ratings regularly,

but the number of colleges using student evaluations is increasing all

the time. (23,23)

In spite of the increasing use of student evaluations, there are

many who still question the use of students as a source of evaluation.

Some still question the reliability and validity of student ratings, but

the evidence for good reliability is clear and consistent. "The picture

of reliability over time is also consistent in that the ratings of alumni

correlate well with earlier ratings as students or with students cur-

rently studying with the same professors." (17,31)  The evidence on the

validity of student evaluations is not as numerous or conclusive as that

on reliability, but there are several studies (Creager, 1950; Hildebrand,

1971; Mc Keachie, 1971) which indicate that student evaluations are valid

procedures for assessing the quality of teaching.  (17,32)

Some opponents feel that the complexity of the teaching-learning

process is just too difficult to capture by any set of words.  But like

so many other terms (love, hate, empathy, etc.)  which are difficult

to capture with words, these feelings are more successfully subject to

clinical treatment than to mystical aspersions.  "The argument of com-

plexity, therefore, cannot be considered adequate justification for not

using student-rating forms, especially because evaluation in some form

by somebody does take place." (17,34).

Still others say that students are too immature to evaluate effect-

ive teaching.  The immaturity agrument is a carryover from an earlier

era when teacher-student relationships where more formal, but this con-

cept is faulty on two counts:  First, no consideration has been given

to the students of today.  Students in our day and time are pushed into

early intellectual and emotional maturity.  In the area of testing per-

formance and reasoning ability the average student today may be as high

as one standard deviation above the average student of a generation ago.

Also, the fact that the average age of puberty has been decreasing stead-

ily for many decades is a well documented fact.  We also know that the

amount of education that a student receives has increased tremendously

over the past several decades. Today's students have had a great deal

of experience in evaluating and in being evaluated, and they are more

mature than past generations. Second, the immaturity position is based

upon the concept of Teaching-as-Telling, but teaching, as any teacher

knows, is much more than just telling.

Although there are some who question the use of student evaluation,

most of those who have written on the subject conclude that students

can evaluate fairly and perceptively. (17,31)  The individual student

knows best whether he is or is not learning, whether he can or cannot

understand, and whether he is stimulated to learn or bored to death,

and as Howe points out;

> We have the obvious fact that students do pay for the instruct-
> ion they receive; they are not simply a necessary evil to be tol-
> erated as a part of the educational endeavor, but are the purpose
> of it.  The opinions of those who eat the pudding certainly ought
> to be considered if we wish to know how the pudding tastes.  (18,27)

## Peer Evaluation

In one study on peer evaluation, 29.2 per cent of the junior colleges

responding used some sort of peer evaluation as one of the sources in

evaluating teaching effectiveness, but the use of this source of eval-

uation is not widespread.  (23,27)  Evaluation by one's peers appears

to be a very logical source of evaluation for several reasons.  A fellow

employee who has the same job as another employee will possess more in-

depth knowledge of the requirements for that job than any other individual.

He is also in the best position to offer a specific, objective analysis

of strengths and weaknesses and to offer spec'ic suggestions, based

upon his own experience on the job, in overcoming any weakness that

might be revealed. A group of peers posses a special type of friendship and this makes the evaluation process less threatening, and creates a much more relaxed atmosphere. And of course, the very fact that each co-worker is trying to help his fellow employee improve his performance creates much higher morale amoung the entire employee group. There are also several disadvantages in the use of peer evaluations. The peers limited perspective of the total operation may result in the omission of some very important information. To act as an evaluator without the authority or responsibility puts the fellow worker in a very unfair po- sition. The fact that the evaluator is a member of the same group auto- matically bias the assessment. Another problem is the peer's evaluation may not agree with that of the immediate supervisor who has to make recommendations as to hiring, firing and promotion. Peer evaluation could also create resentment of a co-worker by the evaluatee if the re- sults are unfavorable, which in turn could create intra-group conflict as well. Finally, the expense of peer evaluations could be very high.

Research on peer evaluation is very limited, but several studies which have been made support the reliability and the validity of this source of evaluation. (23,29) When used as part of a total evaluation process, peer rating can be very he.pful in assessing teaching effective- ness.

## Alumni Evaluation

Alumni are older, more mature and have job experience that current students do not have and would seem to be a more logical and a more valid source of evaluation than current students. However, the available re- search does not support this idea. In one study a very close relation-

ship was found between student and alumni (within five years) ratings of
teachers. In another study between alumni (out ten or more years) and
student ratings the average ratings given to seventeen instructors were
positively correlated. (23,31)

Although these two studies are not conclusive by any means, they
do indicate that current students evaluate instructors as well as alumni
who have been out of school for quite sometime. In view of this close
agreement between student and alumni evaluations plus the procedural
problems and cost involved, it appears there would be very little, if
any, real benefits from alumni evaluations.

However, to exclude alumni evaluation from this study on such meager
evidence particularly in the junior/community college environment would
not be reasonable. It could be of great value to the individual instruct-
or particularly if used as part of a overall comprehensive evaluation
process.

## Evaluation by Department Heads

The department head is directly responsible for the day-to-day
production level of all the employees in his department. His training,
job experience, and job assignment put him in the best position to con-
duct evaluations of department members, and since he is responsible for
the performance of his department, he must evaluate if he is to be held
accountable. His day-to-day contacts with all department members puts
him in the best position to provi valid, unbiased comparative staff
evaluations, and since he is respo le for each employee's output his
evaluations will have the greatest impact on department personnel. Al-
though department heads should evaluate their subordinates, there are

several disadvantages from this source. The department head's position

as supervisor creates a type of interference to the evaluation process.

Another problem is the fact that the department head in many cases has

not taught in the classroom for quite sometime, and may not be able to

produce an objective evaluation based upon current knowledge or method-

ology. The supervisor also has the problem of determining what good

production levels are for the various tasks in his department. It is

extremely difficult for one individual to be knowledgeable in the various

disciplines within the department. Finally, the department head; for

fear of morale problems, concern for his subordinate's welfare, concern

about his own acceptance, or for a variety of similar reasons, often

finds it very difficult to "call them as he sees them." (43,49)

This source of evaluation by itself would not be fair to the eval-

uator or the evaluatee, but when used as a part of a comprehensive pro-

gram, it will be a very valuable source of evaluation.

## Evaluation by Administrators

Administrators, as managers of the institution, are responsible

for the educational output, and therefore, should be invloved in the

evaluation process. Just exactly what their role in the evaluation

process should be is hard to say. Some administrators have never had

any formal instructions in the methods of teaching and many of those

who have, have never taught in the classroom. Also, the very nature of

many administrators jobs is so broad (such as the president) that it

would be extremely difficult for them to be directly involved in teacher

evaluation. On the other hand, some administrative positions are very

narrow (such as the business manager) in scope and have very little direct

involvement with the teaching process.

In spite of these drawbacks, we still have the obvious fact that administrators are in charge of the institution; and therefore, should be involved in the evaluative process.

## Evaluation by Outside Consultants

This source of evaluation offers several advantages. Since he is outside the institution and has nothing personally at stake at the local institution, his evaluations will not be baised by local problems, etc. The consultants brought in to evaluate are experts in their fields, and as experts are up to date on the latest research findings and the most successful evaluation processes. Of course, the fact that the consultants are outside the institution creates several disadvantages to this source of evaluation. The outside consultants bring with them their own value systems and will tend to evaluate in terms of these values. Another factor is that items that are considered important by local personnel may not be viewed as important by the consultants and may be completely neglected. The biggest problem is that consultants are not cheap and the cost to the local institution could be extremely high. (13,47)

In spite of these drawbacks, outside consultants could be a valuable source of evaluation particularly if used as part of a comprehensive system. The frequent use of outside consultants would be impractical because of the high cost involved, but once every three to four years could prove very valuable to the local institution. This source could detect general trends, serve as a quality control, check on the institutional evaluation system, and provide a valuable source of information on new developments in education.

Evaluation by Employers of Former Students

Community colleges and technical institutes are evaluated day in and day out by members of the local community. Most of the people in a community have an opinion concerning the local institution, but only a few have first hand knowledge of the educational output of the institution. These few with first hand knowledge are the employers of former students. As employers they know what qualifications and requirements are needed for a particular job. When the employer hires a student, he does so because of the qualifications that the institution says he has. However, the student will not be judged on his qualifications; he will be judged by his perf mance on the job.

Since the employer is using a product of the institution, it seems only logical to include him as a part of the evaluation process. After all, he is in the best possible position to judge the employee's (student) performance. In his judgement of the student, he also judges the teacher and the school, and his opinions are vital if quality education is to be maintained. The employer's opinions, whether good or bad, will have a tremendous effect upon the respect and prestige of the institution and the individual instructor.

Other Relevant Reviews of the Literature

Although there is research material available on most of the above sources, very little research has been done on the many possible com- binations that could be used. One question about the sources which is not answered by research is, what is the relative importance of the var- ious possible sources when used in several different combinations?

Although there is some evidence on most of the above sources of

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evaluation which tend to support its reliability and validity, none of

the available evidence on the above sources, with the possible exception

of student evaluation, is sufficient to conclude that it could be used

as solitary source of evaluation. (18,36) This it would seem leads us

to the solution of the evaluation problem, and that is to use a combina-

tion of sources. However, we still have the most important question to

answer: which sources of evaluation should be included?

The majority of those doing research on evaluation conclude that

some sort of combination should be used, however the difficult task of

deciding which groups to include and what their relative importance is

still has not been solved.

In one study conducted on a combination of sources which was based

upon the reliability of each of the sources, it was found that much of

the time and effort determining the reliabilities of the raters and

combining their ratings using differential weights was a waste of time.

Elimination of the lowest rater did very little to improve the composite

reliability, even were large differences in the reliabilities of the

raters existed. (18,37)

None of the available sources of evaluation, according to the re-

search are very useful when used as a solitary source of evaluation.

This would suggest that some sort of combination of sources should be

used for the assessment of teacher's classroom performance. One of the

purposes of this research is to establish the combination of raters to

be used and the relative importance of each to the evaluation process.

Since the majority of the available research is from the elementary and

secondary levels and not at all conclusive, the combination of raters

and their relative importance will be based upon the perceptions of the

students, teachers, and administrators in the NCTI/CCS.

# REVIEW OF THE LITERATURE ON ADMINISTRATOR EVALUATION

## The Good Administrator

In the study of administrative effectiveness, we find a wide variety
of administrative positions with a wide variety of jobs to perform.
Many of these positions are very narrow in scope, while others are very
broad in scope. Although each administrative position has a definite job
to perform which is related to the basic institutional mission, there is
no common denominator, such as the student-teacher relationship, between
administrative positions. Thus we find the term "good administrator" even
more difficult to define the term "good teacher".

To many people the administrator should be an educator; a teacher, an
expert in instruction; to others, he should be adroit manager of the organ-
ization; to still others, he should be a public relations expert. (4,2)
In other words, the administrator must fill a variety of roles. The
good administrator must be aware of all the various roles he must play,
and he must develop a plan-of-action to insure continued personal and
professional growth in each of these roles.

In developing a plan-of-action the administrator must ask himself
three questions: (1) What is this school's purpose? All educational
programs exist in a larger context than their own specific boundaries,
but they all interact together in some fashion. The good administrator
is aware of this context and just how his particular program fits into
the larger context. (19,1) (2) What are the various roles for this
administrative position? The good administrator will identify the various

roles of his position, establish role priorities, and develop his plan-of-action accordingly. Failure to do so will result in an unbalanced development which will eventually have a detrimental effect on the administrator's overall effectiveness. (3) What are the internal and/or external constraints on this administrative position? Constraints must be considered in the development of performance objectives; otherwise the objectives may be unrealistic. A plan-of-action requires a lot of thought and hardwork, but once it is complete and put on paper, the administrator has a map to success and a means of evaluating what he does at his fingertips.

## Who Should Evaluate?

Administration like teaching is a very complex, diverse process and cannot be fairly evaluated by just one source. Several sources which could be used are: (1) self evaluation, (2) student evaluation, (3) peer (other administrators) evaluation, (4) alumni evaluation, (5) evaluation by administrator's staff, (6) evaluation by immediate supervisor, (7) evaluation by teachers, (8) evaluation by outside consultants, and (9) evaluation by lay residents.

### Self-Evaluation

Research on administrative self-evaluations is non-existant, but self-evaluation could prove to be a very valuable source of information. After all, it is the individual administrator who best knows his goals, and it is he who should best be able to judge whether he has or has not achieved his goals. Self-evaluation when used as a part of a comprehensive system should serve as a valuable source for improvement of performance.

## Student Evaluation

All schools exist for and because of the teaching-learning process. Administrators, although not directly involved in the teaching-learning process, as managers of the school should be held accountable for the achievement or lack of achievement of the students attending their school.

Although the student-administrator relationship is not as involved as the student-teacher relationship, it is nevertheless extremely important to the effectiveness of the individual administrator. Since administrators are responsible for institutional success (student achievement), they must solicit the opinions of the students concerning their (administrators) effectiveness.

Students, because of their limited contact with administrators, will have very little to offer concerning actual job performance, but nevertheless, they will have opinions about the effectiveness of a given administrator. The good administrator wants to know how students view his effectiveness and actively seeks their opinions.

As mentioned earlier, the administrator has a variety of roles to play and certainly one of those roles is his relationship with students, and therefore, students should be given consideration as a possible source of evaluation.

## Peer (other administrators) Evaluation

Another role of the administrator is his relationship with other administrators. As a part of the management of the institution the administrators relationship with other administrators is extremely important to his effectiveness as an administrator.

The administration must function as a close knit team if the institutional objectives are to be met. The individual administrator must perform his job, and certainly one part of this job is to seek ways to improve his performance. Other administrators, since they have similar problems, could provide valuable insight to weaknesses in administrative performance and offer many ideas from their own experience as to ways and means for improvement.

## Alumni Evaluation

Alumni as former students of the institution appear to be logical sources of evaluative information. They are more mature, have jobs, and as members of the community can have tremendous effect on the effectiveness of the institution.

Research on this source found that a high correlation existed between current students and alumni on teacher evaluation, and that very little additional evidence if any would be gained from this source. For this reason it is felt very little value would be gained for administrative evaluation as well. However, since there is no evidence available for this conclusion, alumni as a possible source of administrative evaluation has been included in this research study.

## Evaluation by the Administrator's Staff

An administrator's staff plays a very important role in the effectiveness of the individual administrator. Their performance is directly related to their opinions and feelings toward their supervisor. Since the administrator's staff has a great effect on the administrator's performance, their opinions and feeling should certainly be solicite as a part of the of the evaluation process.

The individual staff member knows best whether job assignments are fair, whether instructions are or are not clear, and whether he enjoys or hates his job. The concerned administrator listens to his staff to find out if they are or are not satisfied and takes corrective action when problems arise. Most staff members will be fair, objective, and suggestive if they feel retaliation will not follow, and that their efforts will produce positive results. Awareness of what is happening in the division and of what areas, particularly personnel management, need improvement are the results of staff evaluation.

## Evaluation by Immediate Supervisors

The immediate supervisor is directly responsible for the day-to-day production level of all the employees (administrators) in his department. His training, job experience, and job assignment put him in the best position to conduct evaluations of department members, and since he is responsible for the performance of his department, he must evaluate if he is to be held accountable. His contacts with all immediate subordinates (administrators) puts him in the best position to provide valid, unbaised comparative staff evaluations, and since he is responsible for each subordinate's output, his evaluations will have the greatest effect on department personnel. Although immediate supervisors should evaluate their subordinates, there are several disadvantages from this source. The immediate supervisor's position creates a type of interference to the evaluation process. Another problem is the fact that the immediate supervisor in many cases has not been directly involved with this specific task for quite sometime, and may not be able to produce an objective evaluation based upon current knowledge or methodology. The supervisor also had the

problem of determining what good production levels are for the various tasks in his department. It is extremely difficult for one individual to be knowledgeable in the various disciplines within the department. Finally, the immediate supervisor; for fear of morale problems, concern for his subordinate's welfare, concern about his own acceptance, or for a variety of similar reasons, often finds it very difficult to "call them as he sees them."

This source of evaluation by itself would not be fair to the evaluator or the evaluatee, but when used as a part of a comprehensive program, it will be a very valuable source of evaluation.

## Evaluation by Teachers

One of the most important aspects of the administrator's effectiveness is his relationship with the teachers. The administrators, as managers of the institution, determine institutional policies, who will be hired, what salaries will be paid, who will be fired, etc., and as a result have a tremendous influence on teachers. The opinions that teachers hold toward the administrator are extremely important to his effectiveness as an administrator. The good administrator is aware of this fact and actively seeks the opinions of teachers concerning his effectiveness.

The administrator-teacher relationship is extremely important to the institution. Dissention between the two groups or individuals of the two groups must not be allowed to continue. Administrators must listen to teachers and actively seek their opinions if they are going to be effective as administrators.

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## Evaluation by Outside Consultants

This source of evaluation offers several advantages. Since he is outside the institution and has nothing personally at stake at the local institution, his evaluations will not be baised by local problems, etc. The consultants brought in to evaluate are experts in their fields, and as experts are up to date on the latest research findings and the most successful evaluation. The outside consultants bring with them their own value systems and will tend to evaluate in terms of these values. Another factor is that items that are considered important by local personnel may not be viewed as important by the consultants and may be completely neglected. The biggest problem is that consultants are not cheap and the cost to the local institution could be extremely high.

Inspite of these drawbacks, outside consultants could be a valuable source of evaluation particularly if used as part of a comprehensive system. The frequent use of outside consultants would be impractical because of the high cost involved, but once every three to four years could prove very valuable to the local institution. This source could detect general trends, serve as a quality control check on the institutional evaluation system, and provide a valuable source of information on new developments in education.

## Evaluation by Lay Residents

The community college/technical institute by definition is considered to be a part of the local town, county, or area in which it is located. Institutional programs are built on the needs and wants of the local community. The large variety of courses that are offered allow participation by practically all of the local adult members.

Although the vast majority of the local members have very little
direct contact with the local institution, most of these people have an
opinion or opinions about the institution. These opinions may be based
on hearsay, but whatever the basis, the opinions of the lay residents will
have some effect on the local institution.

Lay residents should certainly be included as a source of institution-
al evaluation, however, they do not appear to be a good source for evaluation
of individual administrators. Most lay residents identify with the in-
stitution as a whole, not with individual administrators or teachers. Those
who know the institution through personal contact are so few in number that
it would be extremely hard to come up with a reliable, valid evaluation.

The one position that might benefit from lay resident evaluation is
the president, since many lay residents identify the institution and
president very closely. However, as a part of a total comprehensive
source of administrative evaluation, lay residents do not appear to be a good
choice. Research on this source is non-existent, and because of the
lack of information, evaluation by lay residents has been included in this
research study.

Other Relevant Reviews of the Literature

Administrator evaluation is a subject that has received very little
attention thus far. Most of the available research is on sources and
combinations of sources for teacher evaluation. However, the same ques-
tions that exist in teacher evaluation, also exist in administrator eval-
uation.

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The reliability and validity of the various sources of administrator evaluation have not been established by research, nor has any conclusive research been done on the various possible combination of sources. However, most of those who have done research in this area, feel that some sort of combination of sources would provide a better evaluation process than the use of a single source of evaluation. (17,77)

For this reason administrators and teachers in the NCTI/CCS have been solicited for their opinions as to which sources of evaluation should be included, and the relative importance of each source to administrative evaluation.

## RESEARCH DESIGN

### Introduction

The design of this research was influenced by the fact that it
was conducted, in part, in cooperation with a doctoral dissertation proj-
ect submitted by Mr. Arlie R. Smith to the Graduate Faculty of North
Carolina State University at Raleigh. The title of his dissertation
was "Student, Teacher and Administrator Attitudes Related to Evaluation
of the Classroom Effectiveness of Community College Teachers", and was
under the direction of Dr. J. Conrad Glass, Jr. of North Carolina State
University. The principal areas of cooperation were in definition of the
population, sample design and selection, instrumentation, and data collec-
tion including editing, coding, and tabulation. The analyses, interpre-
tation and reporting of results were treated as separate functions in
order to accomplish the objectives of each of the two original projects.
The decision to cooperate was based on the fact that a combination of
resources would permit doubling the originally planned sample size, and
it was believed that better results would be achieved from one combined
questionnaire than two individual questionnaires, on basically the same
material, sent out at separate but approximately the same time.

### Sample Design and Selection

The sample design and selection for this research were recommended
by Mr. Robert G. Templin, Jr., Research Consultant, retained for this
purpose. The following description of the sample design and selection

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has been adapted from Templin's report with only minor modifications.

## Sample Design

As in most instances of educational research employing a survey research design, it is not possible to collect data from every respondent relevant to this study but only from some fractional part of all the possible respondents.

The sample design for this study is a two-stage stratified systematic sample. For reasons described below, this particular design was considered to be the most appropriate after careful consideration of several alternative designs including simple random, stratified, and other multi-staged systematic designes.

As the word "systematic" implies, the selection of sampling units involves a progression through the sampling frame selection every $\underline{K}$th sampling unit, starting with a random selection of the first unit. This design was selected for its property of distributing the sample more uniformly over the entire population while producing a relatively bias-free and random-based process of selection. (2,514) Snedecor and Cochran note that "systematic sampling" often gives more accurate results that simple random sampling. (24,519)

The universe from which the sample was drawn was defined as all full-time students, teachers, and administrators enrolled or employed in the NCTI/CCS during the winter quarter, 1974-75. Based on estimates of resources available to conduct the survey, the statistical tests to be employed, and the assumption that institutions were relatively homogeneous while institutional populations were comparatively heterogeneous with regard to critical varible characteristics,(16,52) it was deter-

mined that optimum sample size should consist of sixteen institutions in the first stage and two sub-samples (one of faculty and administrators, and the other of students) of three hundred each for a total of six hundred participants in the second stage.

Having defined the sample universe, the primary sampling units in the first stage (institution), and the ultimate sampling units in the second stage (faculty-administrators and students), the first stage sampling frame (the collection of primary sampling units which may be un-ambiguously defined and indentified) was completed using data on institutional characteristics supplied by the North Carolina Department of Community Colleges.

To establish confidence in the unbiased nature of the selection process and to prevent the systematic cycle from possiblly coinciding with periodic variations or wave lengths distributed within the first stage sampling frame, two safeguards were added to the design: stratification dimensions and a two-sample selection.

Stratification dimensions were added to assure that the sample would be representative of the population in terms of the critical factors of this research and to assure an adequate number of cases for subgroup analysis. (3,121) On the basis of projections of institutional size, institutions were stratified by size of student enrollment on the sampling frame. Using the concept of "paper zones," (7,167) four equal size strata were created. Within each of these strata, institutions were further stratified by type of institution (community college or technical institute). The resulting first stage sampling frame is shown in Table 1.

# TABLE 1

## INSTITUTIONAL SAMPLING FRAME AND SAMPLE SELECTION

| Institution | Projected Population | | | Sample 1 | Sample 2 |
|---|---|---|---|---|---|
| | Faculty | Administrators | Students | | |
| **Paper Zone 1** | | | | | |
| 1. Central Piedmont Community College | 376 | 104 | 3865 | | |
| 2. Davidson County Community College | 71 | 23 | 1223 | | |
| 3. Wayne Community College | 103 | 27 | 1194 | | |
| 4. Gaston College | 94 | 23 | 1119 | | |
| 5. Sandhills Community College | 85 | 23 | 1027 | | |
| 6. Southeastern Community College | 65 | 21 | 1018 | | |
| 7. Coastal Carolina Community College | 56 | 23 | 958 | | |
| 8. Fayetteville Technical Institute | 110 | 31 | 1633 | | |
| 9. Cleveland County Technical Institute | 37 | 17 | 1431 | | |
| 10. Guilford Technical Institute | 97 | 35 | 1114 | | |
| 11. Forsyth Technical Institute | 83 | 23 | 1047 | | |
| 12. Wake Technical Institute | 77 | 21 | 1010 | | |
| 13. Rowan Technical Institute | 52 | 21 | 977 | | |
| 14. Durham Technical Institute | 68 | 21 | 970 | | |
| **Paper Zone 2** | | | | | |
| 15. Lenoir Community College | 97 | 27 | 939 | | |
| 16. Wilkes Community College | 75 | 21 | 726 | | |
| 17. College of the Albemarle | 52 | 17 | 673 | | |
| 18. Rockingham Community College | 65 | 21 | 660 | | |
| 19. Surry Community College | 48 | 17 | 650 | | |
| 20. Western Piedmont Community College | 53 | 21 | 613 | | |
| 21. Asheville-Buncombe Technical Institute | 77 | 21 | 865 | | |

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TABLE 1--Continued

| Institution | Projected Population | | | Sample 1 | Sample 2 |
|---|---|---|---|---|---|
| | Faculty | Administrators | Students | | |
| **Paper Zone 2--Continued** | | | | | |
| 22. Catawba Valley Technical Institute | 65 | 23 | 816 | | |
| 23. Central Carolina Technical Institute | 50 | 21 | 797 | | |
| 24. Pitt Technical Institute | 54 | 21 | 748 | | |
| 25. Cape Fear Technical Institute | 59 | 31 | 742 | | |
| 26. Haywood Technical Institute | 37 | 17 | 639 | | |
| 27. Technical Institute of Alamance | 58 | 21 | 636 | | |
| 28. Piedmont Technical Institute | 35 | 17 | 596 | | |
| **Paper Zone 3** | | | | | |
| 29. Mitchell Community College | 39 | 15 | 574 | | |
| 30. Caldwell Community College and Tech Inst | 42 | 17 | 533 | | |
| 31. Isothermal Community College | 34 | 14 | 493 | | |
| 32. Craven Community College | 42 | 17 | 469 | | |
| 33. Richmond Technical Institute | 37 | 17 | 536 | | |
| 34. Wilson County Technical Institute | 42 | 17 | 523 | | |
| 35. Carteret Technical Institute | 31 | 13 | 497 | | |
| 36. Halifax County Technical Institute | 29 | 13 | 460 | | |
| 37. Robeson Technical Institute | 53 | 21 | 459 | | |
| 38. Sampson Technical Institute | 26 | 13 | 454 | | |
| 39. Mayland Technical Institute | 22 | 12 | 433 | | |
| 40. Martin Technical Institute | 24 | 12 | 419 | | |
| 41. Randolph Technical Institute | 28 | 13 | 414 | | |
| 42. Beaufort Technical Institute | 33 | 17 | 412 | | |

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TABLE 1--Continued

| Institution | Projected Population | | | Sample 1 | Sample 2 |
| | Faculty | Administrators | Students | | |
|---|---|---|---|---|---|
| Paper Zone 4 | | | | | |
| 43. Vance-Granville Technical Institute | 23 | 12 | 403 | | |
| 44. Johnston Technical Institute | 35 | 17 | 392 | | |
| 45. Edgecombe Technical Institute | 28 | 17 | 383 | | |
| 46. Blue Ridge Technical Institute | 22 | 13 | 364 | | |
| 47. James Sprunt Institute | 31 | 13 | 343 | | |
| 48. Southwestern Technical Institute | 30 | 13 | 316 | | |
| 49. Tri-County Technical Institute | 39 | 17 | 316 | | |
| 50. Nash Technical Institute | 24 | 12 | 266 | | |
| 51. Roanoke-Chowan Technical Institute | 27 | 13 | 238 | | |
| 52. Anson Technical Institute | 15 | 10 | 213 | | |
| 53. Stanley Technical Institute | 25 | 13 | 203 | | |
| 54. McDowell Technical Institute | 15 | 10 | 197 | | |
| 55. Montgomery Technical Institute | 12 | 10. | 188 | | |
| 56. Bladen Technical Institute | 19 | 12 | 128 | | |
| 57. Pamlico Technical Institute | 7 | 9 | 49 | | |

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Instead of making a single systematic draw resulting in a first stage sample of sixteen institutions, it was decided to make two separate sample selections to reduce the chance coincidence with periodic variation on the sampling frame. In addition, the adopted two-sample design offered the attractive feature that either one of the samples could have been used to the exclusion of the other without completely destroying the integrity of the sample design and selection if resources had required a reduction of overall sample size.

The second stage sampling frame consisted of two tests (one of full-time faculty and administrators and the second of full-time students) for each institution selected from the first stage sample draw. The faculty-administrator sampling frame was stratified by faculty-administrator dimensions with faculty further stratified by teaching curriculum (occupational faculty including both vocational and technical teachers, college transfer, and general education). The faculty was not stratified into vocational and technical curricula because of the several institutions which were unable to clearly distinguish between the two. The student sampling frame was also stratified by curriculum (technical, vocational, college transfer, general education, and special education). The consequence of this design was that at each of the sample institutions there were two listing: one containing all full-time faculty and administrators, and the other containing all full-time students; each of these listings was stratified; and one sub-sample from each listing was drawn, resulting in a total of thirty-two sampling frames and sample selections for the research project during the second stage.

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## Sample Selection

Inasmuch as this research had the dual objectives of studying faculty and administrators on the one hand and students on the other, the only feasible technique for yielding the sample sizes desired while maintaining a sample design which accorded equitability of selection was that of drawing the primary sampling units with equal probability and the ultimate sampling units at a constant proportional rate. To approximate the attainment of desired sample sizes, the sample proportions employed for the second stage were 30 percent for the faculty-administrator sub-sample and 3 percent for the student sub-sample.

Implementing the sample design, the first stage sample of institutions was selected through two separate systematic draws of eight institutions each, using the sampling ratio

$$\frac{N_1}{n_1} = ISG,$$

where $N_1$ was the primary sampling unit population (57), $n_1$ was the desired first stage sample size (8), and ISG was the "Institutional Sampling Gap" (7.125). For the first sample, the number "8" was randomly selected from a table of random digits and identified on the sampling frame. Then by a systematic process of adding the ISG to "8" and each subsequent number, the seven remaining institutions were selected. The second institutional sample of eight was selected in the same manner starting with the random selection of the number "17".

A modification had to be made to the listing of the first sampled draw because one of the institutions selected declined to participate in the study. The replacement selection was made by first restricting the random selection to technical institutes not already selected into either of the

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two institutional samples, but which were in the same strata as the

declining institution. Under this criterion five institutions were

available as replacements, and were numbered consecutively prior to the

random selection. The second institution selected as a replacement also

decided not to participate, and the process was repeated. The third

institution selected by this process agreed to participate.

The second stage of the sample selection involved the indentification

of three sub-samples of ultimate sample units: full-time teaching fac-

ulty, administrators and students. A complete listing of all full-time

faculty, administrators and students was obtained from each of the six-

teen institution selected for inclusion in the sample. After the lists were

purged of all unqualified or duplicate names, a list was prepared of

the fu          dering them by program, $\underline{i.e.}$, occupational including tech-

nical and vocational, college transfer, and general, and alphabetical

within each of the programs. On the administrator list, the names were

reordered alphabetically and added to the end of the faculty listing.

Once this single list was constructed, containing occupational faculty,

transfer faculty, general faculty and administrators, it was numbered

consecutively beginning with number "1" with the first occupational fac-

ulty member through the last administrator. The sample units were then

selected, using the sampling ratio.

$$\frac{N_{fa}}{n_{fa}} = FASG,$$

where $N_{fa}$ was the total number of faculty and administrators on the list,

$n_{fa}$ was the desired sample size determined by multiplying the sample

proportion, which was a constant 30 percent for faculty and administrators,

times $N_{fa}$, the total number of faculty and administrators on the list,

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and FASG was the "Faculty-Administrator Sampling Gap." At this time
a number was selected from a table of random digits and located on the
faculty-administrator listing and became the first unit in this sample
unit. Then, the FASG was added to this number and each subsequent number
until it was done $n_{fa}$ times.

, The same procedure was essentially followed for the student sample.
The listings were ordered by technical, vocational, college transfer,
general education, and special credit students and alphabetically within
each group. After numbering the total list consecutively, the sample
was selected using the sampling ratio

$$\frac{N_s}{n_s} = SSG,$$

where $N_s$ was the total number of students on the list, $n_s$ was the desired
sample size determined by multiplying the sample proportion, which was
a constant 3 percent for students, times $N_s$, the total number of students
on the list, and SSG was the "Student Sampling Gap." The results of both
selection processes are shown by institution in Table 2.

Limitations

As in the case of any scientific sampling, there are limitations
to the design and procedures used. The first of three general limitations
was that to the degree the assumption regarding the homogeneity of in-
stitutions and the heterogeneity of faculty, administrators and students
was false, we could expect the larger will be the sampling error. (16,52)

Second, while the first stage sampling frame was limited to two
stratification dimensions (institutional size and type) and thus result-
ed in a more than adequate distribution of these dimensions in the sample,
it could not be stratified any further. The consequence of this limited

## TABLE 2

### INSTITUTION SAMPLES AND ETURN INFORMATION

| Institution and Code | Faculty-Administrator Sample Unit | | | | Student Sample Unit | | | |
|---|---|---|---|---|---|---|---|---|
| | Actual Population | Sample Size | Number of Returns | Per cent of Return | Actual Population | Sample Size | Number of Returns | Per cent of Return |
| **Sample 1** | | | | | | | | |
| 01 | 61 | 19 | 16 | 84.2 | 945 | 29 | 19 | 65.5 |
| 02 | 103 | 31 | 25 | 80.6 | 1000 | 30 | 12 | 40.0 |
| 03 | 87 | 27 | 22 | 81.5 | 1118 | 34 | 16 | 47.1 |
| 04 | 61 | 19 | 15 | 78.9 | 570 | 18 | 13 | 72.2 |
| 05 | 49 | 15 | 12 | 80.0 | 464 | 14 | 11 | 78.6 |
| 06 | 53 | 16 | 15 | 93.8 | 605 | 19 | 9 | 47.3 |
| 07 | 36 | 11 | 10 | 90.9 | 412 | 13 | 5 | 38.5 |
| 08 | 16 | 5 | 4 | 80.0 | 49 | 2 | 1 | 50.0 |
| **Sample 2** | | | | | | | | |
| 09 | 72 | 22 | 18 | 81.8 | 666 | 20 | 15 | 75.0 |
| 10 | 97 | 30 | 21 | 70.0 | 831 | 25 | 14 | 56.0 |
| 11 | 46 | 14 | 11 | 78.6 | 554 | 17 | 12 | 70.6 |
| 12 | 54 | 17 | 13 | 76.5 | 460 | 14 | 8 | 57.1 |
| 13 | 52 | 16 | 13 | 81.3 | 357 | 11 | 4 | 36.4 |
| 14 | 27 | 9 | 7 | 77.8 | 281 | 9 | 4 | 44.4 |
| 15 | 105 | 32 | 27 | 84.4 | 950 | 29 | 15 | 51.7 |
| 16 | 52 | 16 | 13 | 81.3 | 1297 | 39 | 23 | 60.0 |
| Total | 971 | 299 | 242 | 80.9 | 10559 | 323 | 181 | 56.0 |

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stratification is that some genographical clustering occurred with urban institutions noticeably absent.  To the extent that these dimensions are related to the variables under investigation in this study, the larger will be the sampling error.

Third, the actual sample size achieved during the selection process varied somewhat from the desired sample size since data on which sample calculations were based were population projections made on the most recent data available from the Department of Community Colleges.  The variability between the desired and the actual sample sizes, however, was minimal and should have no effect on the intergrity of the research design.

Finally, the necessity to replace one of the institutions originally selected into the sample must be recognized as a possible source of bias or the research results.

## Instrumentation

The instrument designed and used for the collection of data in this research is a combined questionnaire encompassing the data essential for accomplishment of the objectives of both research studies.  The design of this research required that certain demographic data be collected from students, teachers and administrators, as well as information on attitutdes of the  groups regarding the evaluation of the effectiveness of teachers in the classroom and the effectiveness of the administrator on the job.  A copy of the combined questionnaire is enclosed as Appendix A.  The primary impact on the combined questionnaire was the increase in length.  Considerable effort was made to keep the instrument as brief as possible.  All questions designed and included to collect data re-

levant to Smith's study were also determined to be useful to this re-
search study. Clarification of questions occurs in the discussion of
the questionnaire.

The questionnaire consisted of seven sections. The first section
provided brief general instructions for completion of the questionnaire.
The second section included the study's definitions of teacher effect-
iveness and evaluation, which were considered necessary to the respond-
ent in completing the questionnaire.

The third section was designed to obtain demographic information
pertinent to the study, to include current status, (i.e., students, teacher
or administrator), sex, age, and tenure in their current status (for
administrator and teachers only) which included total time in similar
positions within the NCTI/CCS.

The fourth section was designed to collect data on the attitude
related to the general hypothesis, that teachers and administrators are
motivated to a better performance by evaluation. This portion of the
questionnaire was adapted from an instrument developed by Wagoner and ·
O'Hanlon for use in their study of teacher attitudes toward evaluation. (23,7)
The adaptation involved minor rewording of some of the individual questions
to remove the teacher directed posture of the questions and make them
applicable for collecting the attitude of students and administrators
as well. In an effort to obtain a more valid measurement of the respond-
ent's attitude toward evaluation, seven questions were used rather than
just one, and they were constructed to obtain from the respondent a re-
spondent a rsponse on his/her attitude about evaluation as it applies
to others, as well as to himself. The questions, as constructed, were

also designed to obtain data on present and ideal evaluation practices.
This questionnaire was originally developed through the use of a panel
of experts and was tested in a small pilot study. There are two possible
responses to each of the questions: "Yes, in most cases" and "No, in
most cases." "Yes" responses were assigned a value of "2" and "no" responses
a value of "1." On this basis, a score was determined for each respond-
ent; "14" indicat .g the most favorable attitude toward evaluation and
"7" the least favorable. (23,71)

The design of the next section (Section V) of the questionnaire was
based on the need for data on the attitudes of students, teachers and
administrators as to the relative importance of the various possible
sources of evaluative information on teacher's and administrator's job
effectiveness. The sources under consideration for this study were --
self, peer, student, administrator, alumni, department head (immediate
supervisor), outside consultants, and employers of former students.
Participants were asked to rate the importance of each of the sources
by checking ore of five descriptive scales: (1) Absolutely should not
be included, (2) Probably should not be included, (3) Maybe (Inclusion
depends on local circumstances that differ between institution), (4)
Probably should be included, and (5) Absolutely essential. For the
purpose of the statistical analysis the responses were assigned values
of one to five, commencing with one for the most negative response.

The sixth section was designed to collect data on the attitudes of
teachers and administrators as to how often and when evaluation of teachers
and administrators should be conducted by each source. On question
"R", participants were asked to designate how often evaluation should

be conducted by placing the number of their response in the box provided

by each source: (1) once/quarter, (2) once every other quarter, (3)

once/course, (4) twice/course, (5) twice/year, (6) once/year, (7) once/

2 years, (8) once/3 years, (9) once/4 years, and (10) not at all. On

question "S" participants were asked to designate when evaluation should

be conducted by placing the number of their response in the box provided

by each source: (1) within time periods established by each institution,

(2) at a time specified by the evaluated, (3) at a time specified by the

evaluator(s), (4) at an unannounced time, (5) all of the previous state-

ments, (6) statements 2, 3, and 4, and (7) never.

The seventh and final section was designed to determine the criteria

for evaluation and the relative importance of each of the criteria as

perceived by teachers and administrators. On question "T", teachers and

administrators were asked to rate the importance of each of the criteria

relative to teacher evaluation by checking one of six descriptive scales:

(1) poor idea, (2) maybe, (3) good idea, (4) should do, (5) must do, and

(X=6) eliminate. For the purpose of computer analysis, the responses

were assigned values of 0 - 5, commencing with zero as the most negative

response. On question "U", teachers and administrators were asked to rate

the importance of each of the criteria relative to administrator eval-

uation by checking one of six descriptive scales. The descriptive scales

and the computer analysis process were exactly the same as those used

in question "T."

The survey instrument was pretested for clarity and interpretive

quality in order to increase the accuracy and thoroughness of response

information. This pretest was accomplished with a group of sixty-seven

students, twenty-four teachers and ten administrators at Carteret Tech-
nical Institute, Morehead City, North Carolina, an institution in the
NCTI/CCS. This institution was not selected into the sample of this study.
The selection of the participants was not made by a random method or
any other scientific procedure. A tabulation was made of the results
of this pretest and where it appeared there was some misunderstanding of
a question, appropriate modifications were made. Improvements were
made in cases where questions were not answered or were answered incom-
pletely, as well as in those cases where it appeared that the respondents
misunderstood the intent of the question. In addition, recommendations
of the researcher's advisory committee were used as a basis for refine-
ments of the questionnaire.

## Collection and Coding of Data

After design and construction of the sample and development of the
survey instrument, the data were collected by mail during February and
March, 1975. The questionnaires were attached to cover letters explain-
ing the purpose of the research and soliciting the cooperation of the
respondents in careful and prompt completion and return of the request-
ed information. This initial mailing was made 31 January, 1975 to stu-
dents, teachers and administrators from fifteen of the sixteen instit-
utions selected in the sample (institutions 02 through 16 in Table 2).
A copy of the cover letter is enclosed as Appendix B. In addition to
the cover-letter and questionnaire, a self-addressed, stamped envelope
was enclosed for return mailing. Two weeks after the initial mailing
(15 February, 1975), a follow-up letter was sent to all students, teachers
and administrators at the same institutions to which the initial mail-
ing had been made. A copy of this letter is enclosed as Appendix C.

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This mailing also included a questionnaire and a self-addressed, stamped envelope for return mailing.

The initial mailing was not made to the sixteenth institution until 15 February, 1975, due to the necessity to substitute for one of the Technical Institutes who declined to participate. The follow-up mailing was made to this institution on 28, February, 1975.

As shown in Table 2, the mailing was made to a sample of 323 students and 299 faculty-administrators for a total sample mailing of 622. A total of 181 student responses were received for a response of 56 per cent. The faculty-administrator response rate was 80.9 per cent on 242 responses. The faculty-administrator sample unit response consisted of 150 faculty and 92 administrator responses. The overall response rate was 68 per cent on 423 responses. Responses received after 7 April, 1975 were not used.

During the period 15 March to 6 April, 1975, the returned question-naires were reviewed and prepared for coding. Those reflecting unusable data (those primarily using incorrect response scales or interpreting the response scales incorrectly) were discarded. They were not included in the response rates cited above. In addition, during this period de-cisions were made as to the format for arranging the data on computer cards and a code manual was prepared for use in keypunching, programming and analyzing the data. The questionnaires were delivered to a commer-cial keypunch firm for keypunching on 7 April, 1975. To maximize accuracy in the coding process, all cards were verified during the keypunch op-eration, and an accuracy check was made from a computer listing of all data recorded on the computer cards.

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## ANALYSES AND INTERPRETATIONS

### Characteristics of Respondents

This section describes some of the characteristics of the respond-
ents by sample unit, i. e.; student, teachers and administrators.  The
characteristics presented include those that were considered independent
variables in this research.

### Student Characteristics

Relevant characteristics of students include sex, age, type of
program and type of institution.  These characteristics are depicted
in Table 3.

### TABLE 3

### STUDENT RESPONDENT CHARACTERISTICS

| Characteristic | Number of Respondents | Percent |
|---|---|---|
| **Sex** | | |
| Male | 121 | 67 |
| Female | 60 | 33 |
| Total | 181 | 100 |
| | | |
| **Age Group** | | |
| Under 30  years | 138 | 76 |
| 30-40 years | 24 | 13 |
| Over 40 years | 19 | 11 |
| Total | 181 | 100 |
| | | |
| **Type of Program** | | |
| College Transfer | 48 | 26 |
| General Education | 5 | 3 |
| Technical | 90 | 50 |
| Vocational | 31 | 17 |
| Other | 7 | 4 |
| Total | 181 | 100 |
| | | |
| **Type of Institution** | | |
| Community College | 67 | 37 |
| Technical Institute | 114 | 63 |
| Total | 181 | 100 |

Teacher Characteristics

Relevant characteristics of teachers include sex, age, tenure, type of degree, type of program, and tupe of institution. These characteristics are depicted in Table 4.

TABLE 4

TEACHER RESPONDENT CHARACTERISTICS

| Characteristic | Number of Respondents | Percent |
|---|---|---|
| **Sex** | | |
| Male | 88 | 59 |
| Female | 62 | 41 |
| Total | 150 | 100 |
| **Age Group** | | |
| Under 30 years | 36 | 24 |
| 30-40 years | 47 | 31 |
| Over 40 years | 67 | 45 |
| Total | 150 | 100 |
| **Tenure** | | |
| Less than 5 years | 87 | 58 |
| 5-10 years | 48 | 32 |
| Over 10 years | 15 | 10 |
| Total | 150 | 100 |
| **Type of Degree** | | |
| High school diploma, equivalent, or less | 21 | 15 |
| Associate degree | 8 | 6 |
| BS or BA | 40 | 29 |
| Masters degree | 69 | 49 |
| Doctorate | 2 | 1 |
| Total | 140[a] | 100 |
| **Type of Program** | | |
| College Transfer | 31 | 21 |
| General Education | 6 | 4 |
| Other | 7 | 5 |
| Technical | 62 | 42 |
| Vocational | 42 | 28 |
| Total | 150 | 100 |
| **Type of Institution** | | |
| Community College | 67 | 45 |
| Technical Institute | 83 | 55 |
| Total | 150 | 100 |

[a]Ten respondents failed to complete this question

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Administrator Characteristics

Relevent characteristics of administrators include sex, age, tenure, type of degree, and type of institution. These characteristi s are depic- ed in Table 5.

TABLE 5

ADMINISTRATOR RESPONDENT CHARACTERISTICS

| Characteristic | Number of Respondents | Percent |
|---|---|---|
| **Sex** | | |
| Male | 74 | 81 |
| Female | 17 | 19 |
|    Total | 91<sup>a</sup> | 100 |
| **Age Group** | | |
| Under 30 years | 23 | 25 |
| 30-40 years | 29 | 32 |
| Over 40 years | 39 | 43 |
|    Total | 91<sup>a</sup> | 100 |
| **Tenure** | | |
| Less than 5 years | 55 | 60 |
| 5-10 years | 32 | 35 |
| Over 10 years | 5 | 5 |
|    Total | 92 | 100 |
| **Type of Degree** | | |
| High school diploma, equivalent, or less | 0 | 0 |
| Associate degree | 5 | 5 |
| BS or BA | 21 | 23 |
| Masters degree | 53 | 58 |
| Doctorate | 13 | 14 |
|    Total | 92 | 100 |
| **Type of Institution** | | |
| Community College | 29 | 32 |
| Technical Institute | 63 | 68 |
|    Total | 92 | 100 |

<sup>a</sup>One respondent failed to complete this question.

## General Attitudes Toward Evaluation

### Teacher Evaluation

The respondents were asked:. Please read each question carefully
and check either "Yes, in most cases" or "No, in most cases," whichever
more clearly describes your feeling about the statement.

TABLE 6

ATTITUDES TOWARD TEACHER EVALUATION

| Teacher Evaluation | Mean Scores | | |
|---|---|---|---|
| | Students | Administrators | Teachers |
| Should teaching be evaluated each year? | 1.839 | 1.934 | 1.890 |
| Is evaluation an effective means of improving the competence of a teacher? | 1.801 | 1.826 | 1.724 |
| Are evaluations of teacher's competence accurate? | 1.683 | 1.791 | 1.559 |
| Should the teacher's reemployment depend upon evaluation? | 1.585 | 1.637 | 1.489[a] |
| Is evaluation an effective means of eliminating incompetent teachers? | 1.572 | 1.456[a] | 1.384[a] |
| Is it possible to evaluate a .teacher's competence accurately? | 1.546 | 1.670 | 1.475[a] |
| Should teachers be paid according to their competence as determined by evaluation? | 1.519 | 1.511 | 1.435[a] |

[a]Mean scores below "1.5" indicate more "No's" than "Yes's"

The questions contained in Table 6 were designed to ascertain the
attitudes of students, administrators and teachers toward teacher eval-
uation. In order to analyze the above information each "Yes" response
was given a value of "2" and each "No" response a value of "1". A mean
score of "2" would indicate all "Yes's", whereas a mean score of "1"
would indicate all "No's" to a particular question with a score of "1.5"

indicating an equal member of "Yes's" and "No's" on a particular question.
As can be seen from Table 6: student responses to all of the above ques-
tions were positive, administrator responses were positive on all of the
above questions except one, but teacher responses were positive on only
three of the seven questions. This indicates that students and administra-
tor both have overall positive attitudes toward evaluation, whereas teach-
ers appear to have an overall negative attitude toward teacher evaluation.

In Smith's study using the same questions found in Table 6, he used
a composite score for all of the above questions for each group of re-
spondents. A total score of "14" would indicate the most positive score,
while a score of "7" would indicate the most negative response with a
score of "10.5" indicating a neutral position. Mr. Smith found that stu-
dents and administrators hold a significantly more favorable attitude
toward evaluation than teachers. However, the overall combined scores
(Table 7) on each group was only slightly more than 10.5 which suggest
that none of the three groups hold a highly favorable attitude toward
evaluation of the effectiveness of the teacher in the classroom. (23,85),

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T-RATIOS OF MEAN ATTITUDE SCALE SCORES

| Group | df | Mean Attitude Scale Scores | t-ratio |
|---|---|---|---|
| Teachers | 134 | 10.83 | 3.5[a,b] |
| Administrators | 89 | 11.81 | |
| Teachers | 134 | 10.83 | 3.11[a,c] |
| Students | 179 | 11.56 | |
| Administrators | 89 | 11.81 | .95[b] |
| Students | 179 | 11.56 | |

TABLE 7 Continued

[a]Significant at .05 level.

[b]Based on an assumption of an equal variance of the population determined by a non-significant F-value at the .05 level.

[c]Based on an assumption of an unequal variance of the population determined by a significant F-value at the .05 level. (17,85)

## Administrator Evaluation

The respondents were asked:  Please read each question carefully and check either "Yes, in most cases," or "No, in most cases," whichever more clearly describes your feelings about the statement.

### TABLE 8

#### ATTITUDES TOWARD ADMINISTRATOR EVALUATION

| Administrator Evaluation | Mean Scores Students[a] Administrators | Teachers |
|---|---|---|
| Should administrators be evaluated each year? | 1.932 | 1.895 |
| Is evaluation an effective means of improving the competence of an administrator? | 1.831 | 1.711 |
| Are evaluations of administrator's competence accurate? | 1.727 | 1.489[b] |
| Is it possible to evaluate an administrator's competence accurately? | 1.701 | 1.467[b] |
| Should the administrator's reemployment depend upon evaluation? | 1.617 | 1.489[b] |
| Should administrators be paid according to their competence as determined by evaluation? | 1.568 | 1.450[b] |
| Is evaluation an effective means of eliminating incompetent administrators? | 1.483[b] | 1.359[b] |

TABEL 8 Continued

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The questions contained in Table 8 were designed to ascertain the attitudes of administrators and teachers toward administrator evaluation. The questions are the same as those asked for teacher evaluation with only minor modifications for administrator evaluation. The analysis of the data was done in the same manner as for teachers, i. e., "Yes's" were given a value of "2" and "No's" a value of "1". A mean score of "2" wo·· indicate all "Yes's", whereas a mean score of "1" would indicate all "No's" to a particular question with a score of "1.5" indicating an equal number of "Yes's" and "No's" on a particular question. As can be seen from Table 8: administrator responses were positive on all the above questions except one, but teacher responses were positive on only two of the seven questions. This indicates that administrators hold a favorable attitude toward administrator evaluation, but teachers appear to have an overall negative attitude toward administrator evaluation.

When comparing the composite scores (Administrators - 11.837, Teachers - 10.793) on the above data, we find that the administrators favor administrator evaluation even more highly than they do teacher evaluation. Teachers, on the other hand, are less favorable to administrator evaluation than to teacher evaluation. Although administrators have a significantly more favorable attitude toward administrator evaluation than teachers, the mean scores, which are only slightly above 10.5, indicate that neither group holds a highly favorable attitude toward administrator evaluation.

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Although all three groups (Students, Administrators and Teachers) have positive attitudes toward evaluation, the margin is very slim. It appears that most respondents favor evaluation of teachers and administrators, but they have very little faith in the evaluation process, particularly teachers. This lack of faith comes from the way evaluation processes or systems have been used in the past. Far too often in the past the major goal of evaluation - the improvement of instructional performance and management performance - has been overlooked or completely ignored.

The major goal of evaluation must be to offer positive avenues for improvement of performance by the individual evaluatee, but improvement of performance will not occur until all parties involved (directly or indirectly) in the teaching - learning process accept this as the major goal. Mere acceptance of the major goal is not enough, however. Many systems have already accepted the above as the major goal of evaluation but fail because of inadequate feedback and guidance. We must remember that evaluation is not something done to the individual, but rather something that is done for the individual.

## Attitudes Toward Specified Sources of Teacher Evaluation

Respondents to this section were asked to rate the importance of each of the sources by checking one of five de:  tive scales: (1) Absolutely should not be included, (2) Probably should not be included, (3) Maybe (Inclusion depends on local circumstances that differ between institutions), (4) Probably should be included, and (5) Absolutely essential. For the purpose of analysis the responses were assigned valves of one to five, with one as the most negative response.

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TABLE 9

MEAN SOURCE ESSENTIALITY SCORES–TEACHER EVALUATION

| Evaluation Source | Teachers R Mean | | Administrators R Mean | | Students R Mean | |
|---|---|---|---|---|---|---|
| Department Heads | 1. | 4.309 | 2. | 4.333 | 3. | 3.956 |
| Students | 2. | 4.201 | 1. | 4.522 | 1. | 4.378 |
| Administrators | 3. | 3.854 | 3. | 4.133 | 2. | 4.043 |
| Self | 4. | 3.845 | 4. | 4.044 | 5. | 3.162 |
| Peers | 5. | 3.335 | 5. | 3.483 | 4. | 3.509 |
| Alumni | 6. | 3.084 | 6. | 2.744 | 6. | 2.987 |
| Employers of Former Students | 7. | 2.457 | 7. | 2.488 | 8. | 2.471 |
| Outside Consultants | 8. | 2.197 | 8. | 2.088 | 7. | 2.506 |

R=Rank

The sources in Table 9 have been ranked according to the teacher mean scores received by each of the sources. For purposes of this research a mean score of 3.0 or better was considered a positive response, and therefore, should be included as a source of evaluation information. The first five sources, although not in the same order, (Table 9) received positive scores from all three groups of respondents. The last three sources (with the exception of alumni) all received negative scores from the three groups of respondents and were eliminated as possible sources of evaluation information. Alumni, although receiving a positive score from the teachers, was eliminated as a possible source for two reasons: (1) research indicates that the results of this source would be essentially the same as that from the students, and (2) two (administrators and students) of the three responding groups rejected alumni as a possible source of evaluation information.

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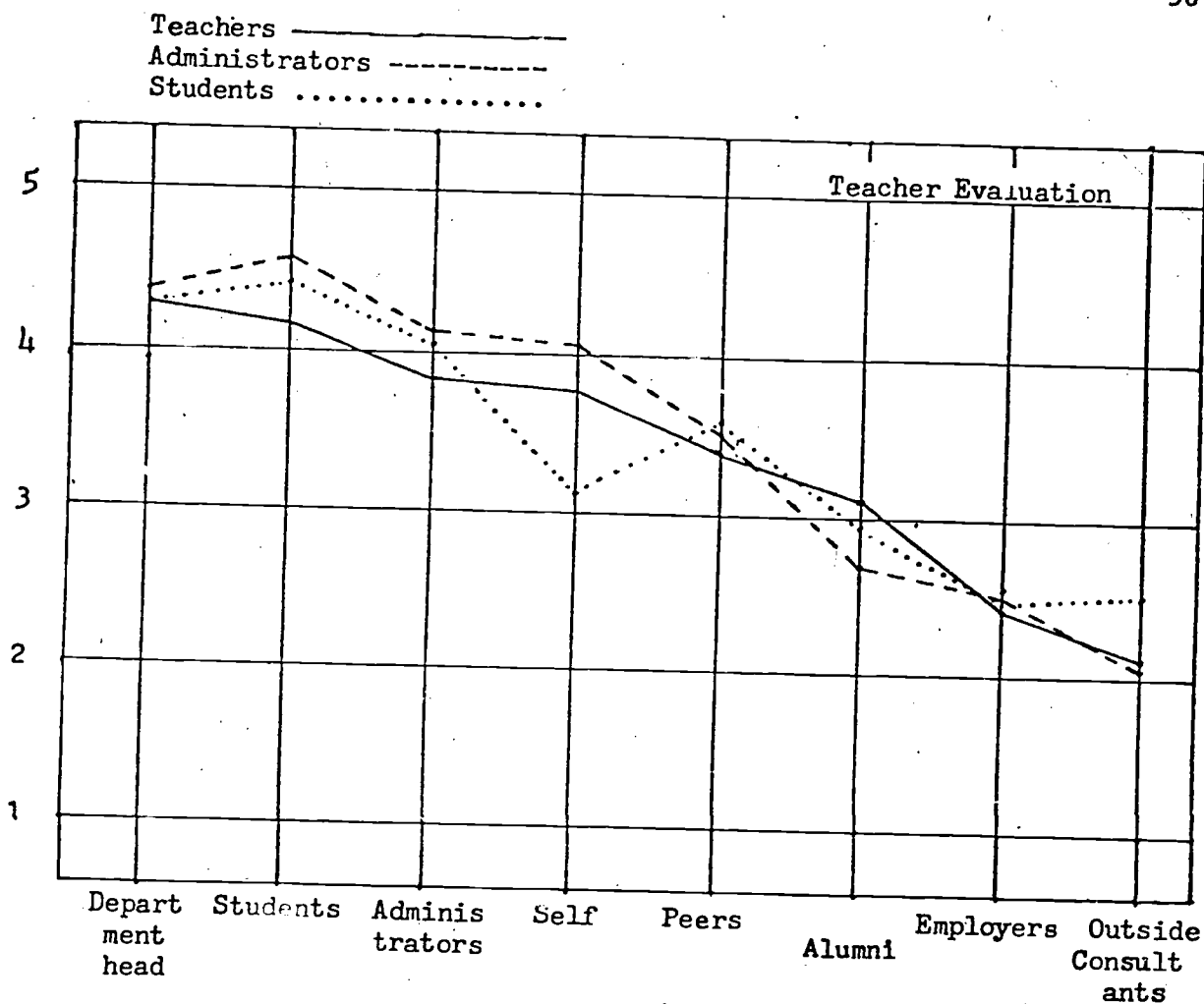
Figure 1. Relationship of Teacher, Admin-
istrator, and Student Evaluative Source Means

Attitudes Toward Specified Sources
of Administrator Evaluation

Respondents to this section were asked to rate the importance of each

of the sources by checking one of five descriptive scales: (1) Absolutely

should not be included, (2) Probably should not be included, (3) Maybe

(Inclusion depends on local circumstances that differ between institutions),

(4) Probably should be included, and (5) Absolutely essential. For the pur-

pose of analysis the responses were assigned values of one to five, with

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one as the most negative response.

TABLE 10

MEAN SOURCE ESSENTIALITY SCORES-ADMINISTRATOR EVALUATION

| Evaluation Source | Administrators R. Mean | | Teachers R Mean | |
|---|---|---|---|---|
| Immediate Supervisor | 1. | 4.626 | 1. | 4.510 |
| Self | 2. | 4.077 | 4. | 3.850 |
| Administrative Staff | 3. | 3.855 | 3. | 4.084 |
| Teachers | 4. | 3.824 | 2. | 4.146 |
| Peers | 5. | 3.670 | 5. | 3.570 |
| Students | 6. | 3.263 | 6. | 3.319 |
| Alumni | 7. | 2.450 | 7. | 2.769 |
| Lay Residents | 8. | 2.329 | 8. | 2.521 |
| Outside Consultants | 9. | 2.219 | 9. | 2.492 |

R=Rank

The sources in Table 10 have been ranked according to the administra-
tor mean scores received by each of the sources. For purposes of this
research a mean score of 3.0 or better was considered a positive response,
and therefore, should be included as a source of evaluation information.
As can be seen from Table 10 the first six sources, although not in the
same order, received positive scores from both groups of respondents.
The last three sources received negative scores from both groups of re-
spondents and were eliminated as possible sources of evaluation.

Attitudes as to How Often Evaluation
Should Be Conducted By Each Source

Respondents to this section where asked to determine how often they
should be evaluated by each source by checking one of ten possible selec-
tions:  (1) once/quarter, (2) once every other quarter, (3) once/course,
(4) twice/course, (5) twice/year, (6) once/year, (7) once/2 years, (8)

once/3 years, (9) once/4 years, and (10) not at all. All responses over
ten per cent or the first three responses are shown in Table 11.

## TABLE 11

### ATTITUDES AS TO HOW OFTEN EVALUATION SHOULD BE CONDUCTED

| Administrator | | | Source | Teacher | | |
|---|---|---|---|---|---|---|
| # | Responses (87)[a] | % | | # | Responses (148)[a] | % |
| 33 | once/year | 37.93 | Self | 59 | once/year | 39.86 |
| 28 | once/quarter | 32.18 | | 52 | once/quarter | 35.13 |
| 12 | twice/year | 13.79 | | 17 | not at all | 11.48 |
| | (86) | | | | (148) | |
| 49 | once/year | 56.97 | Peers | 76 | once/year | 51.35 |
| 14 | not at all | 16.27 | | 38 | not at all | 25.67 |
| 10 | twice/year | 11.62 | | 12 | once/quarter | 8.10 |
| | (84) | | | | (150) | |
| 34 | once/year | 40.47 | Students | 53 | once/year | 35.33 |
| 17 | once/quarter | 20.23 | | 49 | once/quarter | 32.66 |
| 10 | not at all | 11.90 | | 15 | once/course | 10.00 |
| | (86) | | | | (146) | |
| 44 | not at all | 51.16 | Alumni | 48 | not at all | 32.88 |
| 18 | once/year | 20.93 | | 46 | once/year | 31.50 |
| 11 | once/4 years | 12.79 | | 25 | once/ 2 years | 17.12 |
| 9 | once/2 years | 10.46 | | | | |
| | (85) | | | | (143) | |
| 48 | not at all | 56.47 | Consultants | 79 | not at all | 55.24 |
| 15 | once/year | 17.64 | | 27 | once/year | 18.88 |
| 3 | once/4 years | 9.41 | | 12 | once/4 years | 8.39 |
| | | | Administrators | | (149) | |
| | | | | 106 | once/year | 71.14 |
| | | | | 15 | once/quarter | 10.06 |
| | | | | 9 | twice/year | 6.04 |
| | | | Department Heads | | (147) | |
| | | | | 93 | once/year | 63.26 |
| | | | | 32 | once/course | 21.76 |
| | | | | 11 | twice/year | 7.48 |
| | | | Employers | | (145) | |
| | | | | 65 | not at all | 44.82 |
| | | | | 42 | once/year | 28.96 |
| | | | | 19 | once/2 years | 12.10 |
| | (81) | | Teachers | | | |
| 52 | once/year | 64.19 | | | | |
| 7 | twice/year | 16.66 | | | | |
| 6 | not at all | 10.71 | | | | |

TABLE 11--Continued

| # | Administrator Responses (84) | % | Source | # | Teacher Responses | % |
|---|---|---|---|---|---|---|
| 39 | once/year | 46.42 | Immediate Supervisor | | | |
| 24 | twice/year | 28.57 | | | | |
| 11 | once/quarter | 13.09 | | | | |
| | (82) | | Lay Residents | | | |
| 49 | not at all | 59.75 | | | | |
| 17 | once/year | 20.73 | | | | |
| 7 | once/2 years | 6.09 | | | | |
| 5 | once/4 years | 6.09 | | | | |
| | (84) | | Administrator's Staff | | | |
| 46 | once/year | 54.76 | | | | |
| 14 | twice/year | 16.66 | | | | |
| 9 | not at all | 10.71 | | | | |

[a] ( ) Total respondents on each source

The first two responses on the five common sources (Self, Peers, Students, Alumni, and Consultants) are the same for both administrators and teachers. This seems to indicate that administrators and teachers are in close agreement as to how often evaluation should be conducted. The first response of both groups supports this idea, since there is only one source (Alumni) where the difference in the percentage of response is greater than six percent. However, when comparing the second responses of both groups, we find that three of the common sources (Peers, Students, and Alumni) have a difference in the percentage of response greater than nine percent.

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Furthermore, when comparing the first and second teacher responses, we find that the first choice on all but three sources (Self, Students, and Alumni) is better than double or almost double the percentage of the second response. The first and second responses on Self, Students, and Alumni are so close that either response would be considered appropriate for this research. However, when comparing the first and second administrator responses, we find only one source (Self) in which a clear cut margin between the first and second responses is not evident.

## Attitudes as to When Evaluation Should Be Conducted By Each Source

Respondents to this question were asked to determine when they should be evaluated by each source by checking one of seven possible choices: (1) Within time periods established by each institution, (2) At a time specified by the evaluated, (3) At a time specified by the evaluator(s), (4) At an unannounced time, (5) All of the previous statements, (6) Statements 2, 3, and 4, and (7) Never.

After reviewing the responses to this question, it was felt that choice number one should not have been included since the majority is naturally going to accept whatever is established by the institution. For this reason all choices that received ten per cent or better or that had ten or more respondents are shown in Table 12. However, the bias created by choice number one does not allow conclusive evidence to be drawn as to when evaluation should be conducted by each of the sources.

TABLE 12

ATTITUDES AS TO WHEN EVALUATION SHOULD BE CONDUCTED

| 1. within time periods established by each institution | 4. at an unannounced time |
|---|---|
| 2. at a time specified by the evaluated | 5. all of the previous statements |
| 3. at a time specified by the evaluator(s) | 6. statements 2, 3, and 4 |
|  | 7. never |

| Administrator | | | Source | Teacher | | |
|---|---|---|---|---|---|---|
| # | Responses | % | | # | Responses | % |
| | (86)[a] | | | | (145)[a] | |
| 54 | 1 | 62.79 | Self | 83 | 1 | 57.24 |
| 9 | 5 | 10.46 | | 21 | 2 | 14.48 |
| | | | | 13 | never | 8.96 |
| | | | | 11 | 4 | 7.58 |
| | | | | 10 | 5 | 6.89 |
| | (86) | | | | (144) | |
| 47 | 1 | 54.65 | Peers | 69 | 1 | 47.91 |
| 11 | never | 12.79 | | 32 | never | 22.22 |
| 9 | 4 | 10.46 | | 16 | 4 | 11.11 |
| | (85) | | | | (144) | |
| 45 | 1 | 52.94 | Students | 87 | 1 | 60.41 |
| 10 | 4 | 11.76 | | 19 | 4 | 13.19 |
| 9 | 5 | 10.58 | | 10 | 2 | 6.94 |
| 9 | never | 10.58 | | 10 | never | 6.94 |
| | (84) | | | | (142) | |
| 40 | never | 47.61 | Alumni | 59 | 1 | 41.54 |
| 27 | 1 | 32.14 | | 48 | never | 33.80 |
| | | | | 11 | 2 | 7.74 |
| | (83) | | Consultants | | (146) | |
| 44 | never | 53.01 | | 70 | never | 47.94 |
| 22 | 1 | 26.50 | | 47 | | 32.19 |
| | | | | 13 | | 8.90 |
| | | | Administrators | | (143) | |
| | | | | 86 | 1 | 60.14 |
| | | | | 22 | 4 | 15.38 |
| | | | | 9 | 2 | 6.29 |
| | | | Department Heads | | (144) | |
| | | | | 86 | 1 | 59.72 |
| | | | | 24 | 4 | 16.66 |
| | | | | 15 | 3 | 10.41 |
| | | | Employers | | (144) | |
| | | | | 59 | never | 40.97 |
| | | | | 52 | 1 | 36.80 |
| | | | | 14 | 4 | 9.72 |

TABLE 12--Continued

| Administrator | | | Source | Teacher | | |
|---|---|---|---|---|---|---|
| # | Responses | % | | # | Responses | % |
| | (81) | | Teachers | | | |
| 49 | 1 | 60.49 | | | | |
| 9 | 5 | 11.11 | | | | |
| | (85) | | Administrator's Staff | | | |
| 45 | 1 | 52.94 | | | | |
| 10 | 5 | 11.76 | | | | |
| 10 | never | 11.76 | | | | |
| 9 | 4 | 10.58 | | | | |
| | (85) | | Immediate Supervisor | | | |
| 48 | 1 | 56.47 | | | | |
| 13 | 3 | 15.29 | | | | |
| 10 | 5 | 11.76 | | | | |
| | (84) | | Lay Residents | | | |
| 43 | never | 51.19 | | | | |
| 23 | 1 | 27.38 | | | | |

[a]( ) Total respondents on each source

## Evaluation Criteria-Teachers

Respondents to this question were asked to rate the importance of
each of the criteria by checking one of six descriptive scales: (X)
Eliminate, (1) Poor idea, (2) Maybe, (3) Good idea, (4) Should do, and
(5) Must do. For the purpose of analysis the responses were assigned
values of zero to five, with zero as the most negative response.

For purposes of this research a mean score of 3.0 or better was con-
sidered a positive response. As can be seen from Table 13, all of the
criteria for teacher evaluations received a mean score of 3.0 or better
by both teachers and administrators, and therefore, they have been included
as evaluation criteria for teachers.

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TABLE 13

MEAN CRITERIA ESSENTIALITY SCORES-TEACHER EVALUATION

| Evaluative Criteria | Tea. | | Adm. | |
|---|---|---|---|---|
| | $R^a$ | Mean | $R^a$ | Mean |
| Prepare thorough, for each instructional program | 1 | 4.67 | 4 | 4.58 |
| Develop clearly de: ned and appropriate goals | 2 | 4.64 | 1 | 4.77 |
| Be fair and reasonably prompt in evaluation of student performance | 3 | 4.57 | 5 | 4.52 |
| Communicate at a level appropriate to the ability of students to understand | 4 | 4.55 | 7 | 4.50 |
| Establish clearly d fined grading procedures and standards in accordance with the grading policy of the institution | 5 | 4.54 | 3 | 4.59 |
| Be punctual and consistent in attending scheduled meetings (class, labs, office hours, etc.) | 6 | 4.48 | 9 | 4.44 |
| Show concern for the academic welfare of students | 7 | 4.46 | 8 | 4.47 |
| Develop an outline for his instructional program(s) | 8 | 4.43 | 2 | 4.68 |
| Develop major (quarterly) objectives for his courses | 9 | 4.42 | 6 | 4.51 |
| Develop and/or use instructional strategies which enable students to achieve learning objectives | 10 | 4.36 | 10 | 4.37 |
| Collect and use feedback from experience with students to revise and update content, objectives, and instructional strategies | 11 | 4.33 | 12 | 4.34 |
| Evaluate textbooks, equipment, and supplies and recommend his choices for adoption by dates specified by the institurion | 12 | 4.21 | 14 | 4.19 |
| Properly and promptly perform routine administrative duties (reports, forms, grades, etc.) | 13 | 4.20 | 13 | 4.25 |
| Use evaluation instruments which measure the degree to which the student has achieved the goals and objectives of the learning sequence | 14 | 4.08 | 15 | 4.18 |
| Provide alternative methods of instruction to meet the needs of different students | 15 | 4.02 | 16 | 4.14 |
| Show evidence of professional growth by participating in some of the following activities such as: (: Internal development workshops, and/or (2) Community college/professionally sponsored workshops, and/or (3) Conference or semirars whenever possible, (4) Courses of related study, and/or (5) Local, state, and national organizations | 16 | 4.01 | 17 | 4.13 |
| Participate in evaluation of instructional programs and teaching effectiveness of his department or division | 17 | 4.00 | 20 | 4.00 |
| Teach by objectives (own) developed for the courses | 18 | 3.97 | 25 | 3.79 |

TABLE 13--Continued

| Evaluative | Tea. | | Adm. | |
|---|---|---|---|---|
| Criteria | R[a] | Mean | R[a] | Mean |
| • Give each student a copy of the course outline and objectives | 19 | 3.96 | 11 | 4.34 |
| • Attend all staff and faculty meetings, all general faculty committee meetings unless excused by his divisional chairman | 20 | 3.94 | 18 | 4.05 |
| • Participate in student advisory programs | 21 | 3.84 | 22 | 3.83 |
| • Use diagnostic procedures and instruments to ascertain student needs | 22 | 3.71 | 23 | 3.82 |
| • Participate annually in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution | 23 | 3.70 | 24 | 3.81 |
| • State the objectives in measurable, behavioral outcomes | 24 | 3.60 | 19 | 4.04 |
| • Develop minor (weekly) objectives for his courses | 25 | 3.57 | 21 | 3.89 |
| • Ask students to state their purpose and objectives for taking this course | 26 | 3.44 | 28 | 3.29 |
| • Ask students to state how they intend to accomplish their objectives | 27 | 3.34 | 27 | 3.32 |
| • Use his professional skills and abilities in community affairs | 28 | 3.28 | 26 | 3.51 |
| • Assume divisional responsibilities | 29 | 3.26 | 30 | 3.12 |
| • Serve on and/or chair divisional and college wide committees | 30 | 3.23 | 29 | 3.22 |

[a]R is the numerical ranking by the mean scores

Evaluation Criteria-Administrators

Respondents to this question were asked to rate the importance of each of the criteria by checking one of six descriptive scales: (X) Eliminate, (1) Poor idea, (2) Maybe, (3) Good idea, (4) Should do, and (5) Must do. For the purpose of analysis the responses were assigned values of zero to five, with zero as the most negative response.

For purposes of this research a mean score of 3.0 or better was considered a positive response  As can be seen from Table 14, all of the criteria for teacher evaluations received a mean score of 3.0 or better by both teachers and administrators, and therefore, they have been included as evaluation criteria for teachers.

TABLE 14 -

## MEAN CRITERIA ESSENTIALITY SCORES-ADMINISTRATOR EVALUATION

| Evaluative Criteria | Adm. $R^a$ | Mean | Tea. $R^a$ | Mean |
|---|---|---|---|---|
| • Develop long range goals for his department or area of responsibility | 1 | 4.60 | 1 | 4.57 |
| • Develop short range goals for his department or area of responsibility | 2 | 4.58 | 6 | 4.37 |
| • Demonstrate adequate knowledge in his speciality | 3 | 4.49 | 2 | 4.52 |
| • Be punctual and consistent in attending scheduled meetings (office hours, appointm ts, etc.) | 4 | 4.45 | 3 | 4.42 |
| • Organize his staff to obtain goals set for department | 5 | 4.43 | 7 | 4.28 |
| • Request budegetary support for his plans | 6 | 4.43 | 4 | 4.41 |
| • Develop job descriptions for each member of his staff | 7 | 4.41 | 8 | 4.21 |
| • Properly and promptly perform routine administrative duties (reports, forms, etc.) | 8 | 4.40 | 5 | 4.41 |
| • Establish priorities and allocate his time in accordance with his schedule | 9 | 4.36 | 9 | 4.21 |
| • Show evidence of professional growth by participating in some of the following activities such as: (1) Internal development workshops, and/or (2) Community college/professional sponsored workshops, and/or (3) Conference or seminars whenever possible, and/or (4) Courses of related study, and/or (5) Local, state and national organizations | 10 | 4.30 | 12 | 4.09 |
| • Participate annually in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution | 11 | 4.25 | 11 | 4.17 |
| • Develop organizational plans and procedures to attain goals set for the department | 12 | 4.22 | 10 | 4.19 |
| • Observe a reasonable and demanding schedule | 13 | 4.20 | 15 | 4.01 |
| • Evaluate staff members individually each year and make firm recommendations | 14 | 4.18 | 18 | 3.99 |
| • Arrange in-service experience for his staff members as need becomes apparent | 15 | 4.18 | 14 | 4.02 |
| • Submit his plans in conference and in  ing to his staff | 16 | 4.11 | 22 | 3.91 |
| • Attend all staff and faculty meetings and all divisional or department meetings unless excused by his supervisor | 17 | 4.09 | 13 | 4.05 |
| • State his performance objectives in measurable terms | 18 | 4.05 | 16 | 4.00 |
| • Submit his plans in conference and in writing to his supervisors | 19 | 4.00 | 17 | 3.99 |
| • Develop job specifications and make job assignments based on these specifications | 20 | 3.96 | 19 | 3.97 |

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TABLE 14--Continued

| Evaluative Criteria | Adm. | | Tea. | |
|---|---|---|---|---|
| | $R^a$ | Mean | $R^a$ | Mean |
| Participate in evaluation of management techniques and management effectiveness | 21 | 3.91 | 21 | 3.93 |
| Use his professional skills and abilities in community affairs | 22 | 3.86 | 27 | 3.56 |
| Serve on, or chair divisional and college wide committees | 23 | 3.77 | 25 | 3.73 |
| Develop performance objectives | 24 | 3.77 | 24 | 3.73 |
| Develop a reading program to keep up with the latest developments in his specialty | 25 | 3.75 | 20 | 3.93 |
| Participate in evaluation of instructional programs in teaching effectiveness | 26 | 3.65 | 23 | 3.88 |
| Ask his staff to develop performance objectives | 27 | 3.62 | 28 | 3.48 |
| Particpate in student advisory programs | 28 | 3.54 | 26 | 3.65 |
| Serve as sponsor or advisor for any student organization officially recognized by the institution | 29 | 3.22 | 29 | 3.03 |

R is the numerical ranking by the mean scores

The criteria listed for teachers and administrators are by no means all inclusive. They represent criteria selected from available research which are most applicable to the Community College/Technical Institute environment. Several sources, Pierce, Schulman, and ERS Circulors Number 5, 6, and 7 proved to be very helpful in selecting the lists of criteria for this study.

The evaluation criteria for teachers (Table 13) and the evaluation criteria for administrators (Table 14) have been put into numerical order by the mean scores of the teachers and administrators respectively. The second column for each set of criteria represents the numerical ranking by mean scores of the other group (administrators and teachers) of respondents. When examining the teacher criteria (Table 13), and the administrative criteria (Table 14), we find a great deal of variation in the responses of both groups, but there are only five cases (8, 18, 19, 24, and 25) in the

teacher criteria and only six cases (2, 14, 16, 17, 22, and 25) in the administrator criteria where the numerical difference is greater than three. This indicates that teachers and administrators are fairly close in their opinions about the criteria for evaluation of both groups. Furthermore, positive scores of 3.0 or better were received by all of the teacher and administrator criteria from both groups of respondents. Since all of the criteria received positive scores, all will be used in development of the evaluation instrument.
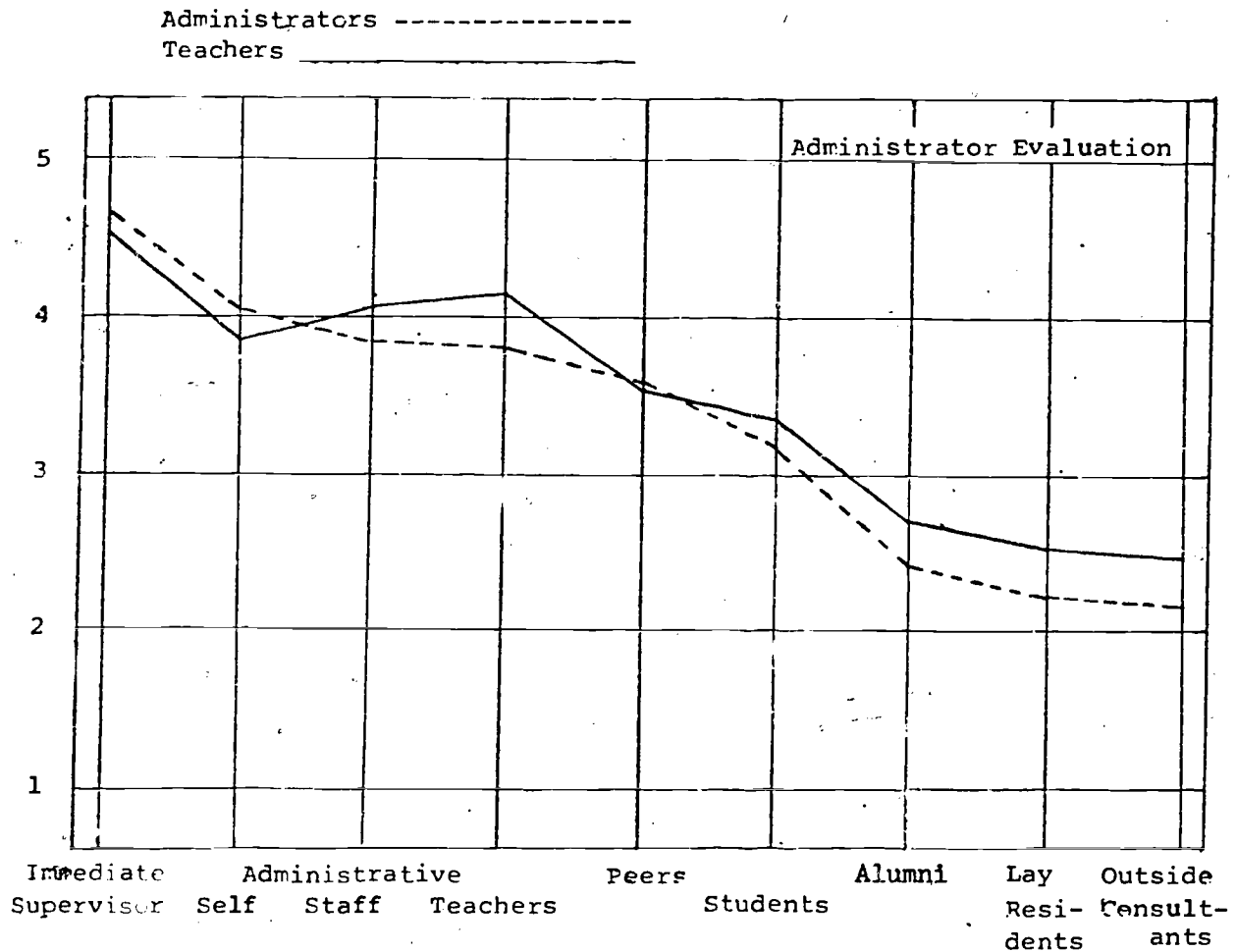


Figure 2.  Relationship of Administrator
and Teacher Evaluative Source Means

DEVELOPMENT OF EVALUATION SYSTEMS AND PROCEDURES

A good, comprehensive evaluation system will require a great deal of time and effort and it will require input from several different sources. Sources to be used for teacher evaluation are: (1) Department heads, (2) Students, (3) Administrators, (4) Self, and (5) Peers. ces to be used for administrator evaluation are: (1) Immediate Supervisor, (2) Self, (3) Administrator's staff, (4) Teachers, (5) Peers, and (6) Students.

The evaluation process for this study has been adopted from a study conducted at Burlington County College, Pemberton, New Jersey by Pierce and Schroeder. Although there are numerous evaluat. a procedures which could be used, this process (The Evaluation Practices, Reviews, and Appeals Procedure) was selected as the best method for utilizing the data collect ed in this study.

The Evaluation Practice, Reviews, and Appeals Procedure
Evaluation of Teaching Effectiveness

The Evaluation Practices, Reviews, and Appeals Procedure (EPRAP) begins with a pre-evaluation conference between the faculty member and his division chairman. The purpose of this meeting is to establish the specific objectives which the faculty member intends to accomplish during the academic year. The objectives will be based upon the teacher criteria established by this research, and they must be established by mutual agreement between the faculty member and his division chairman.

A formal evaluation should be filled out and completed once per year on each faculty member by the department chairman. This evaluation should

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be documented by three to four visits to the instructors classroom(s) during the academic year, and it should contain supplemental information to support the evaluation results.

A formal evaluation of each faculty member every year may be impractical. A more practical approach may be to evaluate experienced teacher every second or third year. If a staggered system is used each experienced teacher must be formally evaluated every second or third year, with an informal evaluation in the other year(s). An informal evaluation by the department head will start with the pre-evaluation conference for establishment of and agreement upon the objectives to be accomplished. The informal evaluation filled out by the department head should be documented by at least one visit to the classroom. If time permits, more visits may be made.

Teachers should also be evaluated each academic year by their students. If the teacher is up for formal evaluation, student evaluation should be conducted once per quarter in each course taught. The best time for this evaluation would be the last class meeting prior to the final exam. The forms should not be collected nor handed out by the teacher but by the class representative selected by the class or the teacher students should be advised not to put their names on the forms and to disguise there handwriting

After all forms have been completed, the class representative will seal them in a folder and deliver it to the department head's office immediately after class. After all final grades have been deposited with the registrar, the teacher will break the seal and tally the results. The teacher will discuss the results with the department chairman and/or dean at an appointed time.

An informal student evaluation will follow the same basic procedure as the formal student evaluation with two exceptions: (1) The student

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evaluation should be limited to one course per quarter, and (2) Discussion of results will depend on the available time of the department head.

The teacher, when up for a formal evaluation, should be evaluated at least once during the academic year by an administrator other than the department head. This evaluation should be documented by three to four visits to the instructors classroom(s) during the academic year, and it should contain supplemental information to support the evaluation results. Administrator evaluation should only be used whenever the teacher is up for formal evaluation.

Teachers should evaluate themselves each academic year, also. A self-evaluation should be filled out once per quarter 'n one course taught during the quarter. The self-evaluations should be filled out at the same time the students fill out their forms and should be turned into the department head at the same time.

Although self-evaluation is more or less a continuous process, a written formal self-evaluation should be required once p r quarter in at least one course whenever the teacher is up for a formal evaluation. The self-evaluation form should be filled out (in duplicate) at the same time the students fill out their forms. One copy should be sealed in the folder with the st dent forms and delivered to the department head by the class representative. The other copy should be delivered to the department head prior to the end of the quarter. The folder will be returned to the teacher after all final grades have been turned into the registrar, at which time the teacher will break the seal and tally the results. Discussion of the results of the student and self-evaluation should take place at a date and time established by mutual agreement.

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One final group which should be included in teacher evaluation is fellow peers. The teacher, when up for formal evaluation, should be evaluated at least once during the academic year by one or two fellow teachers selected by mutual agreement between the department head and the teacher (evaluatee). The fellow teacher ) should be from the same department and the same discipline if possible. The peer evaluation(s) should be documented by three or four visits to the instructors classroom(s) during the academic year and it should contain supplemental information to support the evaluation results. Peer evaluation should only be used whenever the teacher is up for formal evaluation.

## Team     ation

Since evaluations by the department heads, administrators, and peers are filled out once per year with three to four visits to document the results, a team approach to formal evaluation seems to be very logical.

A team consisting of the department head, one administrator, and two peers could provide several advantages: (1) By visiting the class as a team, the number of classroom visits can be limited to three or four for any one teacher, (2) By visiting as a team the documentation will occur at the same time, with the same teacher and students, and under the same conditions. This should provide a much more valid cross reference of the final evaluations. (3) By visiting as a team documentation and supplemental information should all be completed at the same time. (4) Completing the visits at the same time should allow the evaluators to fill out their forms and turn in the evaluations on each individual at approximately the same time. (5) Visiting as a team will allow some scheduling of the visits which should create a much smoother evaluation process.

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As long as each member d.     's part as scheduled, the evaluation process
should flow very smoc hl.

Each member of t... should seal his evaluation and supplemental
information .n a large folder and put it in the department head's mailbox.
The department head should compile the results and deliver a copy to the
evaluatee no later than March 31.  This should allow ample time for di.
cussion and appeal of the results.

## The Appeals Procedure

Since agreement must be reached o: numerous points between the fac-
ulty member and his division chairman, conflicts about the evaluation
process or about the results are bound to arise.  A committee o. faculty
and admininstrators (The Evaluation Practices, Reviews, and Appeals Com-
mittee or EPRAC) should be elected to settle any conflicts that arise in
the implementation of the evaluation process or about the results.  This
committee of faculty and administrators should be elected by the institu-
tional staff, and it should have an odd number of members.

Action can be initiated by petition to the EPRAC by the evaluatee or
any of the evaluators who are not satisfied with the evaluation process
or results.  Once initiated, the EPRAC chairman must request all relevant
data from all parties concerned (all evaluators of the evaluatee).  Test-
timony from all part'es will be presented at a hearing schedule. to set-
tle the dispute.  After hearing the testimony  nd examinin., the evaluation
forms and other relevant data, EPRAC will make a decision as to whether
the evaluation was conducted according to stated procedures.  ...e commit-
tee will inform all parties to the evaluatic. of their decision: which is
binding on all parties.  If the evaluation was conducted properly, the

original res lts will stand. If EPRAC is dissatisfied with the procedures, then it may require that all or part of the process be repeated and/or that further data must be submitted by all parties to the evaluation process. EPRAC will review this new material ar render its decision. The committee does not recommend action concerni ig sanctions or dismissals; it only judges the evaluation procedures with respect to the final results. If unsatisfactory results are found to be valid, the appropriate members of the administrative staff must decide what action is to be taken.

## The Evaluative Criteria-Faculty

The following list of criteria was determined by a survey of a representative sample of teachers and administrators throughout the community colleges of North Carolina. They have been divided into two major categories: (1) Instructional performance and (2) Responsibilities as a member of the college community.

Evaluative Criteria for Freehold
  I. Criteria for Evaluation of Instructional Performance
    A. Instructional performance-preparation
      1. Develop in writing
        a. Clearly defined and appropriate goals
          An outline for each instructional program
        c. Major (quarterly) objectives for each course and state them in behavioral outcomes
        d. Minor (weekly) objectives for each course and state them in behavioral outcomes
        e. Thorough lesson plans for each instructional session
      2. Evaluates textbooks, equipment, and supplies and recommends choices for adoption by dates specified by the institution
      3. Establishes in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution
      4. Uses diagnostic (pretesting) procedures and instruments to ascertain student's academic needs.
      5. Is aware of available learning resources appropriate to specified learning objectives
      6. Develops instructional strategies to enable students to achieve learning objectives

B. Instructiona performance-implementation
1. Communicates at a level appropriate to the ability of students to understand
2. Teaches by own objectives developed for course
3. Shows concern for the student's academic welfare
4. Gives each student a copy of the course outline, objectives, and method of grading
5. Asks students to state their (in writing) purpose(s) and objectives for taking this course
6. Asks students to state how they intend to accomplish (in writing) their objectives
7. Uses instructonal strategies to enable students to achieve learning objectives
8. Uses available learning resources appropriate to specified learning objectives

C. Instructional performance-evaluation of results of instruction
1. Is fair and prompt in evaluation of student performance
2. Collects and uses feedback from experience with students to revise and update both content and methodology
3. Uses evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course

II. Responsibilities as a Member of the College Community
A. Is punctual and attends all scheduled meetings (class, labs, office hours, faculty-staff me tings, etc.)
B. Properly and promptly perform routine administrative duties (reports, forms, grades, etc.)
C. Shows evidence of professional growth by participating in such activities as:
1. Internal development workshops
2. Community college/professionally sponsored workshops
3. Conf ences or seminars whenever possible
4. Courses of related study
5. Local state, and national organizations
4. Participates in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution
5. Assumes (accepts) divisional responsibilities (serves on divisional committees, additional teaching loads when necessary, etc.)
6. Participates in evaluation of instructional programs and teaching effectiveness in the department or division
7. Serves on college wide committees
8. Participates in student advisory programs and/or sponsors-advises any student organization officially recognized by the institution
9. Uses his professional skills and abilities in community affairs

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TEACHER EVALUATION FORM

_____     _____
Name of Teacher                     Date Form Completed

_____     F   W   p   S    Day_____Night_
Course Title, number, and section        Qua: .er         Curri :ulum

The following questionnaire format is of a YES-NO type asking whether a
particular instructor performance did or did not occur.  If you feel your
knowledge on a particular question .s insu. ii..ent to answer yes or no,
please check the  DON'T KNOW column.

The purpose of this evaluation is to help the teacher improve his per-
formance, so please be frank but be honest in your responses.  Do not
identify yourself on this form.  After completing this form, seal it in
a folder and put it the departmon.' head's mail box.

DID THE TEACHER IN THIS COURSE:

I.   Instructional performance-preparation          YES    NO    DON'T
                                                                  KNOW

   1.  Develop in writing clearly defined and
       appropriate goals?                           ____  ____  ____

   2.  Develop in writing an outline for each
       instructional progran?                       ____  ____  ____

   3.  Develop in writing major (quarterly) objec-
       tives for each course and state them in be-
       havioral outcomes?                           ____  ____  ____

   4.  Develop in writing minor (weekly) objectives
       for each course and state them in behavioral
       outcomes?                                    ____  ____  ____

   5.  Evaluate textbooks, equipment, and supplies
       and recommend choices for adoption by dates
       specified by the institution?               ____  ____  ____

   6.  Establish in writing clearly defined grad-
       ing procedures and standards in accordance
       with the grading policy of the institution? ____  ____  ____

   7.  Use pretesting procedures and instruments
       to ascertain student's academic needs?      ____  ____  ____

   8.  Select learning resources appropriate to
       the specified learning objectives?          ____  ____  ____

   9.  Develop instructional strategies to enable
       students to achieve learning objectives?    ____  ____  ____

  10.  Develop in writing thorough lesson plans
       for each instructional session?             ____  ____  ____

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II. Instructional performance-implementation  YES NO DON'T KNOW

1. Communicate at a level appropriate to the ability of students to understand? ___ ___ ___

2. Teach by own bjectives developed for course? ___ ___ ___

3. Show concern for student's academic welfare? ___ ___ ___

4. Give each student a copy of the course outline, objectives, and method of grading? ___ ___ ___

5. Ask students to state their purpose(s) and objectives (in writing) for taking this course? ___ ___ ___

6. Ask students to state how they intend to accomplish (in writing) their objectives? ___ ___ ___

7. Use instructional strategies to enable students to achieve learning objectives? ___ ___ ___

8. Use available learning resources appropriate to specified learning objectives? ___ ___ ___

III. Instructional performance-evaluation of results

1. Evaluate student performance and review results promptly? ___ ___ ___

2. Collect and use feedback from experience with students to revise and update both content and methodology? ___ ___ ___

3. Use evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course? ___ ___ ___

IV. Responsibilities as a Member of the College Community

1. Attend all scheduled meetings punctually (class, labs, faculty-staff meetings, etc.)? ___ ___ ___

2. Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly? ___ ___ ___

3. Show evidence of professional growth by participating in such activities as: ___ ___ ___

___Internal development workshops

___Community college/professionally sponsored workshops

___Conferences or siminars whenever possible

_____Courses of related study                         YES   NO   DON'T

_____Local, state, and national organizations                    KNOW

4.  Participate in the development and evaluation
    of the philosophy, objectives, policies, and
    procedures of the institution?                _____  _____  _____

5.  Accept divisional responsibilities (serving
    on divisional committees, additional teach-
    ing leads, etc.)?                             _____  _____  _____

6.  Participate in evaluation of instructional
    programs and teaching effectiveness in the
    department or division?                       _____  _____  _____

7.  Serve on college-wide committees?             _____  _____  _____

8.  Participate in student advisory programs and/
    or sponsor-advise any student organization
    officially recognized by the institution?     _____  _____  _____

9.  Use his professional skills and abilities
    in community affairs?                         _____  _____  _____

Please identify which Group you belong to by placing the number
of your Group in the box provided.

| | 1.  Department Head          3.  Self              5. Peer
| | 2.  Student                  4.  Administrator

## Evaluation of Administrative Effectiveness

The Evaluation Practices, Reviews, and Appeals Procedure begins with a pre-evaluation conference between the administrator and his immediate supervisor. This conference should take place prior to the beginning (JUNE 1-JULY 1) of each fiscal year. The purpose of this meeting is to establish the specific objectives which the administrator intends to accomplish during the year. The objectives will be based upon the administrator criteria establshed by this research, and they must be established by mutual agreement between the administrator and his immediate supervisor.

A formal evaluation should be filled out and completed once per year on each administrator by the immediate supervisor. This evaluation should be documented by two to three progress meetings between the administrator and the supervisor, and it should contain supplemental information to support the evaluation results.

A formal evaluation of each administrator every year may be impractical. A more practical approach may be to evaluate administrators every second or third year  If a staggered system is used each administrator must be formally evaluated every second or third year, with an informal evaluation in the other year(s)  informal evaluation by the immediate supervisor will start with the pre-evaluation conference for establishment of and agreement upon the objectives to be accomplished. The informal evaluation filled out by the immediate supervisor should be documented by at least one progress meeting. More meetings will depend on the available time of the supervisor.

Although self-evaluation is more-or-less a continuous process, a

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formal self-evaluation form should be filled out and completed once per year by each administrator. It should be filled out in duplicate. One copy should be sent to the immediate supervisor and the other kept for comparison with other evaluations. Discussion of the results of the self-evaluation and other evaluations will take place at a date and time established by mutual agreement.

Since administrator's effectiveness (to a large exter ) depends on how well he and his staff work together, he s t be evaluated by his staff each year. He should be evaluated at a minimum of once per year; however, it is felt that the adminsitrator-staff relationship is so mportant to the administrator's overall effectiveness that evaluation once per year will not be often enough to uncover and correct any problems that may arise during the year. How often it is used should be established at the pre-evaluation conference.

Teachers are another source which should be included in administrator evaluation. A formal evaluation should be filled out and completed once per year on each administrator by a small sample of teachers. Several methods of selecting the sample could be used, but the best method is a systematic-stratified process where the teachers are stratified by departments, put into numerical order and then systematically selected from the total group of teachers. This technique will insure a broad sample and give the administrator a good look at his total effectiveness with the teachers.

A group of teachers should be selected by this method by each immediate supervisor. Once selected, this group of teachers should be used to evaluate all the administrators up for formal evaluation by the immediate

supervisor. Teacher evaluation should be used only when the administrator
is up for formal evaluation. Whenever a supervisor has more than one ad-
ministrator up for evaluation, he should send out evaluation forms on only
one administrator at a time. The supervisor should include a statement
of who is to be evaluated, when it is to be completed, and where it should
be deposited.

Each teacher, after completing administrator evaluation, should seal
it in a folder and deliver it to the immediate supervisor by the speci-
fied time. After all the forms have been turned in, the supervisor should
send them to the administrator (evaluatee) who will    seals and
tally the results. Discussion of the results shoul    place t a date
and time established by mutual agreement.

Another group which should be included in ad    rator evaluation
is fellow peers. The administrator, when up for    mal evaluation, should
be evaluated at least once during the year by one or two of his fellow
peers selected by mutual agreement between the immediate supervisor and
the administrator (evaluatee). Dispers  and collection of the evaluation
forms should follow the same procedures as outlined for the teacher eval-
uations. Peer evaluation should be used only when the adminsitrator is
up for formal evaluation.

One final group which should be included in administrator evaluation
is students. The administrator, when up for formal evaluation, should be
evaluated at least once per year by a small sample of students. The best
method for selecting the sample of students is a simple-random technique.
With the exception of the sample procedure, the student evaluation pro-
cedure will follow exactly the same procedure as outlined for teacher

evaluations. Student evaluations, like teacher evaluations and peer evaluations, should be used only when the administrator is up for formal evaluation. All administrator evaluations, whether formal or informal, should be completed and turned in by March 31. This will allow ample time for discussion of the results and appeals procedures.

## The-Appeals Procedure

The appeals procedure for administrators will be exactly the same as that outlined for teachers on page 72, and the same committee (EPRAC) will be used for both teacher and administrator appeals. A new EPRAC should be elected each year. Ideally no one should be allowed to repeat until every staff member has served at least one turn on the committee.

## The Evaluative Criteria-Administrators

The following list of criteria was determined by a survey of a representative sample of teachers and administrators throughout the community colleges of North Carolina. They have been divided into two major categoties: (1) Management performance and (2) Responsibilities as a member of the college community.

```
Evaluative Criteria for Administrators
    I.  Criteria for Evaluation of Management Performance
        A.. Management performance-departmental
            1.  Develop in writing
                a.  Long-range goals  for area of responsibility (con-
                    sistent with the school's mission)
                    Short-range goals for area of responsibility
                    Organizational plans and procedures to attain goals
                    set for department
            2.  Organize staff (personnel) to obtain goals set for depart-
                ment
        B.  Management performance-personnel
            1.  Develop in writing
                a.  Job descriptions for each staff position
                b.  Job specifications
            2.  Make job assignments according to specifications
            3.  Require staff to develop written performance objectives
```

   4. Evaluate staff members each year and make firm recommen-
      dations
   5. **Arrange** in-service experience for staff members as need
      becomes apparent

C. **Management** performance-personal
   1. Demonstrate adequate knowledge in his specialty
   2. Is punctual in attending scheduled meetings (office
      hours, appointments, faculty-staff meetings, etc.)
   3. Request (seeks) support (budgetary, etc.) for plans
   4. Establishes priorities and allocates time according to
      these priorities
   5. Observes a reasonable and demanding schedule
   6. Develops (in writing) performance objectives stated in
      measurable outcomes
   7. Develops (in writing) a program (reading, etc.) to keep
      up with the latest developements in speciality
   8. Submits his plans in conference and in writing to super-
      visor
   9. Submits plans in conference and in writing to staff

II. Responsibility as a Member of the College Community
   1. Is punctual in attending scheduled meetings (office hours,
      appointments, faculty-staff meetings, etc.)
   2. Properly and promptly performs routine administrative duties
      (reports, forms, etc.)
   3. Shows evidence of professional growth by participating in
      such activities as:
      a. Internal development workshops
      b. Community college/professionally sponsored workshops
      c. Conferences or seminars whenever possible
      d. Courses of related study
      e. Local, state, and national organizations
   4. Participates in the development and evaluation of the phil-
      osophy, objectives, policies, and procedures of the institu-
      tion
   5. Participates in evaluation of management techniques and
      management effectiveness
   6. Participates in evaluation of instructional programs in
      teaching effectiveness
   7. Uses his professional skills and abilities in community
      affairs
   8. Participates in student advisory programs
   9. Serves as sponsor-advisor for any student organization
      officially recognized by the institution

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# ADMINISTRATOR EVALUATION FORM

---
Name of Administrator                     Date Form Completed

---
Position

The following questionnaire/format is of a YES-NO type asking whether a particular administrator performance did or did not occur. If you feel your knowledge on a particular question is insufficient to answer yes or no, please check the DON'T KNOW column.

The purpose of this evaluation is to help the administrator improve his performance, so please be frank but be honest in your responses. Do not identify yourself on this form. After completing this form, seal it in a folder and put it in the immediate supervisor's mail box.

| | | | |
|---|---|---|---|
| 1. Immediate Supervisor | 3. Self | 5. Peer | |
| 2. Administrator's Staff | 4. Teacher | 6. Students | |

DID THE ADMINISTRATOR:

I.  Management performance-departmental                  YES    NO    DON'T KNOW

1. Develop (in writing) long-range goals for area of responsibility (consistent with the school's mission)?

2. Develop short-range goals for area of responsibility (in writing)?

3. Develop (in writing) organizational plans and procedures to attain goals set for department?

4. Organize staff (personnel) to obtain goals set for department?

II. Management performance-personnel

1. Develop (in writing) job descriptions for each staff position?

2. Develop (in writing) job specifications?

3. Make job assignments according to specifications?

4. Require staff to develop written performance objectives?

5. Evaluate staff members each year and make firm recommendations?

6. Arrange in-service experience for staff members as need becomes apparent?

DID THE ADMINISTRATOR:

III. Management performance-personal

| | | YES | NO | DON'T KNOW |
|---|---|---|---|---|

1. Demonstrate adequate knowledge in his specialty?

2. Request (seeks) support (budgetary, etc.) for his plans?

3. Establish priorities and allocate time according to these priorities?

4. Observe a reasonable and demanding schedule?

5. Develop (in writing) performance objectives stated in behavioral outcomes?

6. Develop (in writing) a program (reading, etc.) to keep up with the latest developments in his specialty?

7. Submit his plans in conference and in writing to supervisor?

8. Submit his plans in conference and in writing to staff?

IV. Responsibility as a Member of the College Community

1. Attend all scheduled meetings punctually (office hours, appointments, etc.)?

2. Properly and promptly perform routine administrative duties (reports, forms, etc.)?

3. Show evidence of professional growth by participating in such activities as:

_____ Internal development workshops

_____ Community college/professionally sponsored workshops

_____ Conferences or seminars whenever possible

_____ Courses of related study

_____ Local, state, and national organizations

4. Participate in the de      pment and evaluation of the philosophy, objectives, policies, and procedures of the institution?

5. Participate in evaluation of management techniques and management effectiveness?

6. Participate in evaluation of instructional programs in teaching effectiveness?

7. Use his professional skills and abilities in community affairs?

8. Participate in student advisory programs?

9. Serve as sponsor-advisor for any student organization officially recognized by the institution?

FIELD-TEST REPORT

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# FIELD-TESTING OF THE EVALUATION SYSTEMS
## and
## PROCEDURES

## Introduction

The filed-test of the Criterion Referenced Evaluation Systems for Faculty and Administrators in Technical Institutes/Community Colleges was conducted during the 1975-76 Spring Quarter and involved a number of students, teachers and administrators at six field test sites.

The purpose of the Field test was to answer four major questions: (Fig. 3)
1. Should any of the sources for evaluation of teachers and administrators (determined by a survey of students, teachers and administrators in February, 1975) be excluded as a source of evaluation information?
2. Should a formal-informal procedure as proposed (previous chapter) by this research project, be used?
3. Can the teacher instrument and the administrator instrument proposed by this project, provide good useable evaluation information from each of the sources of evaluation?
4. Should any of the criteria listed be reworded or eliminated, and should any additional criteria be added?

## Field-Test Design

All 57 institutions, by a letter to each president, were asked if they would like to participate in the field-test phase of the project. Seven institutions indicated a desire to participate in the field-test. Six of the seven schools were asked to participate. The seventh school, which had just hired a new president and was also in the process of occupying a new campus at the time of the field-test, was not asked to participate.

Stratification demensions of size, type of institution, and location (Fig. 4) do exist amoung the filed-test sites. However, this was a matter of pure chance, since the project had no control over which schools would or would not agree to participate.

## FIELD TEST CHART

| MAJOR QUESTION | INSTRUMENT(S) TO BE USED | SCHEDULE OF DATA COLLECTION |
|---|---|---|
| Should any of the sources of evaluation be eliminated? | 1. Teacher administrator opinionnaire. | 1. Opinionnaires should be completed and returned by May 9, 1976. |
| Should a formal-informal procedure' as proposed by this research project, be used? | 1. Teacher/administrator opinionnaire. | 1. Opinionnaires should be completed and returned by May 9, 1976. |
| Can the teacher evaluation instrument and the administrator evaluation instrument, as proposed by this project, provide good, useable evaluation information from each of the sources of evaluation? | 1. Teacher evaluation instrument <br> 2. Administrator evaluation instrument. <br> 3. Teacher/administrator opinionnaire. | 1. Student evaluation shall be completed during one class period. <br> 2. All other sources of evaluation should be completed by April 31. <br> 3. Opinionnaires should be completed and returned by May 9, 197 |
| Should any of the criteria listed be changed, reworded, or eliminated? | 1. Teacher/administrator opinionnaire. | 1. Opinionnaires should be completed and returned by May 9, 1976. |

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Each school that participated in the field test was asked to test the teacher and administrator evaluation instruments developed by this research as thoroughly as they could. After testing the instruments, a number of teachers and administrators at each field-test gave their opinions about the evaluation procedures and instruments by answering the Teacher/Administrator Opinionnaire. A copy of the opinionnaire is enclosed as Appendix

The opinionnaire consisted of five sections. The first section provided general information and instructions for completion of the opinionnaire. The second section was designed to obtain demographic information pertinent to the study, which included current status, institution of employment, and (for teachers) their major area (technical, vocational, etc.) of instruction.

The third section was designed to obtain data about the attitudes of teachers and administrators toward the evaluation procedures and instruments used in the field-test.

The fourth section was designed to determine which source or sources of evaluation could provide good, useable information on each of the criteria listed in the field-test instruments.

The fifth and final section was designed to add, reword, or eliminate criterion as deemed necessary by the teachers and adminis- trators at the six field-test sites.

FIELD-TEST ANALYSIS
and
INTERPRETATIONS

## Characteristics of Respondents

In the initial survey of students, teachers, and administrators characteristics of sex, age group, tenure, type of degree, and type of institution were found to be insignificant in every case except one and were not included as characteristics.

## Respondent Characteristics

Relevant characteristics of respondents include status, employing institution, and area of major instructional (teachers) program. (Table 15)

TABLE 15

| Characteristic | Number of Respondents | Percent |
|---|---|---|
| Status | | |
| Department Head/ | | |
| Division Chairman | 21 | 35.6 |
| Full-time teacher | 21 | 35.6 |
| Full-time administrator | 15 | 25.4 |
| Failed to respond | 2 | 3.4 |
| | 59 | 100.0 |
| Institution | | |
| Guilford | 20 | 33.9 |
| Catawba | 5 | 8.5 |
| Carteret | 1 | 1.7 |
| Anson | 5 | 8.5 |
| Caldwell | 10 | 10.9 |
| Craven | 18 | 30.5 |
| | 59 | 100.0 |

## Sources of Teacher Evaluation According To Field-Test Results

Respondents to this section were asked to determine which sources could or could not use the proposed teacher instrument by indicating one of two possible responses: (1) cannot be used and (2) can be used. (Table 16)

TABLE 16
Percentage Responses, - Teacher Evaluation

| Evaluation Source | Yes % | No % | Unclear % |
|---|---|---|---|
| 1. Self | 30.5 | 0.0 | 69.5 |
| 2. Department Head | 30.5 | 1.7 | 67.8 |
| 3. Administrator | 15.3 | 15.3 | 69.5 |
| 4. Peer | 10.2 | 20.3 | 69.5 |
| 5. Student | 10.2 | 22.0 | 67.8 |

The sources in Table 16 have been ranked according to the percentage of positive responses received by each source. The unclear column was a result of the respondent putting check marks instead of a one or a two in the space provided. In most cases, it appears the respondent was checking those sources he felt could be used; however, the few who appeared to be answering No made it necessary to place all check mark responses in the unclear column. As can be seen from Table 16, most responses were unclear. For purposes of this research, the unclear responses were considered as no - responses. The only two sources, using the field-test instrument, that received an overwhelming "Yes" response were Self and Department Head. The Administrator as a source received an equal number of Yes's and No's. The Peer and the Student as sources received the same percentage of Yes's, but the No response for Peer evaluation was 0.1% less than double the Yes response, and the No response for student evaluation was 1.6% better than double the Yes response. From this data, it would appear that two of the evaluation sources (Self and Department Head) could use the proposed Teacher Evaluation instrument, and that three of the sources (Administrator, Peer, and Student) could not use the proposed Teacher Evaluation instrument.

## Sources of Administrator Evaluation According To Field-Test Results

Respondents to this section were asked to determine which sources could or could not use the proposed administrator instrument by indicating one of two possible responses: (1) Cannot be used and (2) Can be used. (Table 17)

Table 17
Percentage Responses - Administrator Evaluation

| Evaluation Source | Yes % | No % | Unclear % |
|---|---|---|---|
| 1. Self | 32.2 | 0.0 | 67.8 |
| 2. Immediate Supervisor | 30.5 | 1.7 | 67.8 |
| 3. Teacher | 18.6 | 13.6 | 67.8 |
| 4. Administrator's Staff | 16.9 | 16.9 | 66.1 |
| 5. Peer | 11.9 | 18.6 | 69.5 |
| 6. Student | 0.0 | 33.9 | 66.1 |

The sources in Table 17 have been reanked according to the percentage
of positive responses received by each source. The unclear column
was a result of the respondent putting check marks instead of a one
or a two in the space provided. Upon visually examining the results,
some check marks appear to be Yes's and some appear to be No's. For this
reason all check mark responses where put into the Unclear column.
The majority of responses (Table 17) were unclear. For purposes of this
research the Unclear responses were considered as No responses. Three
of the sources, using the Feild-Test instrument, received positive
responses. However, only two of those (Self and Immediate Supervisor)
were clearly Yes responses. The third source (Teacher) had only a
5% margin over the No responses. A forth source ( Administrator's Staff)
received an equal number of Yes and No responses. The last two sources
(Peer and Student) both had an excess of No responses. The student source
actually had no Yes responses. From this data, it appears that two of
the sources (Self and Immediate Supervisor) could use the proposed
administrator evaluation instrument, that a third source (Teacher) could
possibly use the Administrator instrument, and that the last three sources
(Administrator's Staff, Peer, and Student) could not use the proposed
Administrator evaluation instrument.

## Formal-Informal Evaluation

Respondents to this section were asked: do you feel that a formal-
informal evaluation process, as proposed by this research project,
is a good idea? Those who answered "Yes" were asked: how often should
a formal-informal evaluation be conducted?(Table 18)

### TABLE 18
### Formal-Informal Evaluation

| Variable | Is Formal-Informal Process a Good Idea? % | How Often? % |
|---|---|---|
| YES | 64.4 | |
| NO | 28.8 | |
| NO-RESPONSE | 6.8 | |
| Once/Two Years | | 54.2 |
| Once/Three Years | | 6.8 |
| Once/Four Years | | 1.7 |
| Once/Five Years | | 1.7 |
| No-Response | | 35.6 |

As can be seen from Table 18, 64.4% felt that the formal-informal
process, as porposed by this research project, was a good idea. From
those responding "Yes", 54.2% felt a formal evaluation should be conducted
every two years.

The Proposed Evaluation Instruments

The respondents to this section were asked; can the teacher evaluation instrument and the administrator evaluation instrument provide good, useable evaluation data from ANY of the sources of evaluation? <u>Fifty-point-eight</u> per cent said No, 44.1 per cent said Yes, and 5.1 per cent did not respond. It appears, from the above data and the data in Tables' 16 & 17, that the proposed teacher evaluation instrument and the proposed administrator evaluation instrument should be limited to use by the first two sources (Table 16) of teacher evaluation and to use by the first two sources (Table 17) of the administrator evaluation.

Teacher Criteria-Field-Test Results

Respondents to this section were asked to indicate which source or sources could provide good, useable evaluation information on each of the criteria by placing X's in the spaces provided by each of the criteria or to leave all spaces blank if they felt none of the sources could use the criterion.

For purposes of this research all responses of 56% or better were considered positive and all responses of 44% or less were considered negative. Those falling on, or between were reported as slightly positive or negative depending on their position above or below the 50% point.

The criteria listed in Table 19 were determined by a survey of teachers and administrators throughout the NCTI/CCS in February, 1975. (Table 13) The evaluation instrument developed from the 1975 survey was field-tested during the Spring Quarter 1976. Results of the Field-Test are shown in Table 19.

TABLE 19

TEACHER CRITERIA - FIELD-TEST RESULTS

| Responses % | | | | Criteria |
|---|---|---|---|---|
| Department Head (DH) | | Student (ST) | Self (SF) | Administrator (A)   Peer (P) |
| DH | ST | SF | A | |
| 76.3 | | 78.0 | | a. Develop in writing clearly defined and appropriate goals. |
| 76.3 | | 74.6 | | b. Develop in writing an outline for each instructional program. |
| 61.0 | | 71.2 | | c. Develop in writing major (quarterly) objectives for each course and state them in behavioral outcomes. |
| | | 61.0 | | d. Develop in writing minor (weekly) objectives for each course and state them in behavioral outcomes. |
| 62.7 | | 71.2 | | e. Evaluate textbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution. |

TABLE 19  Con't

TEACHER CRITERIA - FIELD-TEST RESULTS

| Responses % | | | | Criteria |
|---|---|---|---|---|
| Department Head (DH) | | | | Student (ST)  Self (SF)  Administrator (A)  Peer(P) |

| DH | ST | SF | A | |
|---|---|---|---|---|
| 55.9 | 50.8 | 69.5 | | f. Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution. |
| | 45.8 | 61.0 | | g. Use pretesting procedures and instruments to ascertain student's academic needs. |
| 54.2 | | 72.9 | | h. Select learning resources appropriate to the specified learning objectives. |
| 49.2 | | 78.0 | | i. Develop instructional strategies to enable students' to achieve learning objectives. |
| | | 72.9 | | j. Develop in writing thorough lesson plans for each instructional session. |
| | 66.1 | 71.2 | | k. Communicate at a level appropriate to the ability of students to understand. |
| | | 86.4 | | l. Teach by own objectives developed for course. |
| | 76.3 | 76.3 | | m. Show concern for student's academic welfare. |
| | 61.0 | 72.9 | | n. Give each student a copy of the course outline, objectives, and method of grading. |
| | | | | o. Ask students to state their purpose(s) and objectives (in writing) for taking this course. |
| | | | | p. Ask students to state how they intend to accomplish (in writing) their objectives. |
| | 45.8 | 74.6 | | q. Use instructional strategies to enable students to achieve learning objectives. |
| | 44.1 | 72.9 | | r. Use available learning resources appropriate to specified learning objectives. |
| | 64.4 | 84.7 | | s. Evaluate student performance and review results promptly. |
| | | 84.7 | | t. Collect and use feedback from experience with students to revise and update both content and methodology. |
| | 45.8 | 78.0 | | u. Use evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course. |
| 71.2 | | 76.3 | 45.8 | v. Attend all scheduled meetings punctually (class, labs, faculty-staff meetings, etc.) |
| 69.5 | | 67.8 | 49.2 | w. Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly. |

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TABLE 19 Con't

TEACHER CRITERIA - FIELD-TEST RESULTS

| Responses % | | | | Criteria |
| Department Head (DH) | | Student (ST) | Self (SF) | Administrator (A)   Peer (P) |

| DH | ST | SF | A | |
|---|---|---|---|---|
| 64.4 | | 78.0 | 45.8 | x. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences or seminars whenever possible, courses of related study, local, state, and National organizations. |
| 69.5 | | 71.2 | 62.7 | y. Participate in the development and evaluation of the philosophy, objectives, policies,and procedures of the institute. |
| 72.9 | | 78.0 | | z. Accept divisional responsibilities (serving on divisional committees, additional teaching loads, etc.) |
| 72.9 | | 76.3 | | aa.Participate in evaluation of instructional programs and teaching effectiveness in the department or division. |
| 67.8 | | 74.6 | 64.4 | bb.Serve on college-wide committees. |
| 61.0 | | 71.2 | | cc.Participate in student advisory programs and/ or sponsor-advise any student organization officially recognized by the institution. |
| 47.5 | | 71.2 | | dd.Use his professional skills and abilities in community affairs. |

Careful examination of Table 19 reveals serveral interesting facts. One of the more obvious facts is that the Peer (P) source of evaluation is not shown in the Responses % column which means that the percentage response to Peer evaluation on each criterion was less than 44%. A second fact is that the Self (SF) sources of evaluation received a 61.0% or better response on every criterion except (o) and (p). We also find that criterion (o) and (p) failed to receive a single positive response for any of the sources. A fourth fact is that the Department Head (DH) source of evaluation received positive responses on all of the broad instructional preparation criteria and on all of the institutional responsibility criteria except one. Table 19 also shows that the Student (ST) source of evaluation received only five responses above 50.0%, and that the Administrator (A) source of evaluation had only two responses better than 50.0%.

It appears, from the data in Table 19, that the proposed evaluation instrument could be used by the teacher as a guideline for the development of his objectives and as a means of agreement between the teacher and department head on the major (broad) instructional and institutional objectives.

## Administrator Criteria - Field-Test Results

Respondents to this section were asked to indicate which source or sources could provide good, useable evaluation information on each of the criteria by placing X's in the spaces provided by each of the criteria or to leave all spaces blank if they felt none of the sources could use the criterion.

For purposes of this research all responses of 56% or better were considered positive and all responses of 44% or less were considered negative. Those falling on, or between were reported as slightly positive or negative depending on their position above or below the 50% point.

The criteria listed in Table 20 were determined by a survey of teachers and administrators throughout the NCTI/CCS in February, 1975. (Table 14). The evaluation instrument developed from the 1975 survey was field-tested during the Spring Quarter, 1976. Results of the Field-Test are shown in Table 20.

TABLE 20

ADMINISTRATOR CRITERIA - FIELD-TEST RESULTS

Responses %

Immediate (IS) Administrator's (AS) Self (SF) Teacher (T) Peer (P) Student (ST) Supervisor Staff

Criteria

| IS | AS | SF | |
|----|----|----|---|
| 69.5 | 44.1 | 57.6 | a. Develop (in writing) long-range goals for area of responsibility (consistent of the school's mission). |
| 59.3 | | 55.9 | b. Develop short-range goals for area of responsibility (in writing). |
| 61.0 | | 55.9 | c. Develop (in writing) organizational plans and procedures to attain goals set for department. |
| 64.4 | 55.9 | 62.7 | d. Organize staff (personnel) to obtain goals set for department. |
| 66.1 | 49.2 | 61.0 | e. Develop (in writing) job descriptions for each staff position. |
| 62.7 | 50.8 | 57.6 | f. Develop (in writing) job specifications. |
| 61.0 | 54.2 | 59.3 | g. Make job assignments according to specifications. |
| 49.2 | 49.2 | 4.2 | h. Require staff to develop written performance objectives. |
| 61.0 | 47.5 | 61.0 | i. Evaluate staff members each year and make firm recommendations. |

TABLE 20 Con't

ADMINISTRATOR CRITERIA - FIELD-TEST RESULTS

| Immediate Supervisor (IS) | Administrator's (AS) Staff | Self (SF) | Teacher (T) Peer (P) Student (ST) |
|---|---|---|---|

| IS | AS | SF | |
|---|---|---|---|
| 64.4 | 61.0 | 59.3 | j. Arrange in-service experience for staff members as need becomes apparent. |
| 62.7 | 49.2 | 61.0 | k. Demonstrate adequate knowledge in his specialty. |
| 67.8 | | 61.0 | l. Request (seeks) support (budgetary, etc.) for his plans. |
| 62.7 | | 64.4 | m. Establish priorities and allocate time according to these priorities. |
| 57.6 | 47.5 | 55.9 | n. Observe a reasonable and demanding schedule. |
| 69.5 | | 52.5 | o. Develop (in writing) performance objectives stated in behavioral outcomes. |
| | | 52.5 | p. Develop (in writing) a program (reading,etc.) to keep up with the latest developments in his specialty. |
| 55.9 | | 57.6 | q. Submit his plans in conference and in writing to supervisor. |
| | 52.5 | 54.2 | r. Submit his plans in conference and in writing to staff. |
| 66.1 | | 67.8 | s. Attend all scheduled meetings punctually (office hours, appointments, etc.) |
| 69.5 | | 62.7 | t. Properly and promptly perform routine administrative duties (reports, forms, etc). |
| 66.1 | | 67.8 | u. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences local, state, and national organizations. |
| 69.5 | | 66.1 | v. Participate in the development and evaluation of the philosophy, policies, and procedures of the institution. |
| 59.3 | | 54.2 | w. Participate in evaluation of management techniques and management effectiveness. |
| 54.2 | | 66.1 | x. Participate in evaluation of instructional programs in teaching effectiveness. |
| | | 61.0 | y. Use his professional skills and abilities in community affairs. |
| 47.5 | | 57.6 | z. Participate in student advisory programs. |
| 45.8 | | 55.9 | aa. Serve as sponsor-advisor for any student organization officially recognized by the institution. |

Examination of Table 20 reveals a number of interesting facts. The first and most obvious fact is that the last three sources of evaluation, (Teacher, Peer, and Student) are not shown in the Responses % column which means that the percentage response to the last three sources on each criterion was less than 44.%. A second fact is that the Self (SF) sources of evaluation received a 52.5% or better responses on every criterion. A third fact is

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that the <u>Immediate Supervisor (IS)</u> source of evaluation received a response of 54.2% or better on all but six of the criteria. We also find that the <u>Administrator's Staff (AS)</u> sources of evaluation received eleven reportable scores; four of which where above 50.8%.

It appears, from the data in Table 20, that the proposed evaluation instrument could be used by the administrator as a guideline for the development of his objectives and as a means of agreement between the administrator and department head on the personal and institutional objectives.

<u>Attitudes Toward the Criteria Selected for use in the Field-Test</u>

Respondents to this section were asked for their opinions about each criterion by indicating one of four descriptive scales: (1) should be eliminated, (2) needs a great deal of modification, (3) should be reworded, and (4) okay as stated. If the response was a 3 or a 2, each respondent was asked to indicate any rewording or changes. Only responses of 20% or better have been shown in Table's 21 and 22.

TABLE 21

ATTITUDES TOWARD SELECTED TEACHER CRITERIA

| Responses % | | | | Criteria |
|---|---|---|---|---|
| 4 | 3 | | 2 | 1 |
| Okay as Stated | Should be reworded | | Needs a great deal of modification | Should be eliminated |
| 4 | 1 | | | |
| 71.2 | | | a. Develop in writing clearly defined and appropriate goals. | |
| 72.9 | | | b. Develop in writing an outline for each instructional program. | |
| 57.6 | | | c. Develop in writing major (quarterly) objectives for each course and state them in behavioral outcomes. | |
| 22.0 | 42.4 | | d. Develop in writing minor (weekly) objectives for each course and state them in behavioral outcomes. | |
| 76.3 | | | e. Evaluate textbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution. | |
| 61.0 | | | f. Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution. | |
| 57.6 | | | g. Use pretesting procedures and instruments to ascertain student's academic needs. | |
| 57.6 | | | h. Select learning resources appropriate to the specified learning objectives. | |
| 49.2 | | | i. Develop instructional strategies to enable students to achieve learning objectives. | |

## TABLE 21  Con't

### ATTITUDES TOWARD SELECTED TEACHER CRITERIA

| Responses % | | | | Criteria |
| --- | --- | --- | --- | --- |
| 4 | 3 | 2 | 1 | |
| Okay as Stated | Should be reworded | Needs a great deal of modification | Should be eliminated | |
| 4 | 1 | | | |
| 35.6 | 28.8 | | | j. Develop in writing thorough lesson plans for each instructional session. |
| 79.7 | | | | k. Communicate at a level appropriate to the ability of students to understand. |
| 50.8 | | | | l. Teach by own objectives developed for course. |
| 76.3 | | | | m. Show concern for student's academic welfare. |
| 74.6 | | | | n. Give each student a copy of the course outline, objectives, and method of grading. |
| 22.0 | 52.5 | | | o. Ask student to state their purpose(s) and objectives (in writing) for taking this course. |
| | 57.6 | | | p. Ask students to state how they intend to accomplish (in writing) their objectives. |
| 52.5 | | | | q. Use instructional strategies to enable students to achieve learning objectives. |
| 67.8 | | | | r. Use available learning resources appropriate to specified learning objectives. |
| 81.4 | | | | s. Evaluate student performance and review results promptly. |
| 66.1 | | | | t. Collect and use feedback from experience with students to revise and update both content and methodology. |
| 61.0 | | | | u. Use evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course. |
| 83.1 | | | | v. Attend all scheduled meetings punctually (class, labs, faculty-staff meetings, etc.) |
| 84.7 | | | | w. Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly. |
| 72.9 | | | | x. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences or seminars whenever possible, courses of related study, local, state, and national organizations. |
| 69.5 | | | | y. Participate in the development and evaluation of the philosophy, objectives, policies, and procedures of the institute. |
| 78.0 | | | | z. Accept divisional responsibilities (serving on divisional committees, additional teaching loads, etc.) |

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TABLE 21 Con't

## ATTITUDES TOWARD SELECTED TEACHER CRITERIA

| Responses % | | | | Criteria |
|---|---|---|---|---|
| 4 | | 3 | 2 | 1 |
| Okay as Stated | | Should be reworded | Needs a great deal of modification | Should be eliminated |

| 4 | 1 | |
|---|---|---|
| 69.5 | | aa. Participate in evaluation of instructional programs and teaching effectiveness in the department or division. |
| 76.3 | | bb. Serve on college-wide committees. |
| 61.0 | | cc. Participate in student advisory programs and/or sponsor-advise any student organization officially recognized by the institution. |
| 55.9 | | dd. Use his professional skills and abilities in community affairs. |

TABLE 22

## ATTITUDES TOWARD SELECTED ADMINISTRATOR CRITERIA

| Responses % | | | | Criteria |
|---|---|---|---|---|
| 4 | | 3 | 2 | 1 |
| Okay as Stated | | Should be reworded | Needs a great deal of modification | Should be eliminated |

| 4 | 1 | |
|---|---|---|
| 76.3 | | a. Develop in writing long-range goals for area of responsibility (consistent of the school's mission.) |
| 64.4 | | b. Develop short-range goals for area of responsibility (in writing). |
| 52.3 | | c. Develop in writing organizational plans and procedures to attain goals set for department. |
| 79.7 | | d. Organize staff (personnel) to obtain goals set for department. |
| 71.2 | | e. Develop in writing job descriptions for each staff position. |
| 66.1 | | f. Develop in writing job specifications. |
| 62.7 | | g. Make job assignments according to specifications. |
| 44.1 | 25.4 | h. Require staff to develop written performance objectives. |

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## TABLE 22 Con't

### ATTITUDES TOWARD SELECTED ADMINISTRATOR CRITERIA

| Responses % | | | | Criteria |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | |
| Okay as Stated | Should be reworded | Needs a great deal of modification | Should be eliminated | |

| 4 | 1 | Criteria |
|---|---|---|
| 78.0 | | i. Evaluate staff members each year and make firm recommendations. |
| 81.4 | | j. Arrange in-service experience for staff members as need becomes apparent. |
| 72.ᶜ | | k. Demonstrate adequate knowledge in his specialty. |
| ⁻.6 | | l. Request (seeks) support (budgetary, etc.) for his plans. |
| 72.9 | | m. Establish priorities and allocate time according to these priorities. |
| omitted on print out | | n. Observe a reasonable and demanding schedule. |
| 47.5 | 25.4 | o. Develop in writing performance objectives stated in behavioral outcomes. |
| 33.9 | 30.5 | p. Develop in writing a program (reading, etc.) to keep up with the latest developments in his specialty. |
| 52.5 | 22.0 | q. Submit his plans in conference and in writing to supervisor. |
| 55.9 | | r. Submit his plans in conference and in writing to staff. |
| 76.3 | | s. Attend all scheduled meeting punctually (office hours, appointments, etc.). |
| 81.4 | | t. Properly and promptly perform routine administrative duties (reports, forms, etc). |
| 76.3 | | u. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences or siminars whenever possible, courses of related study, local, state, and national organizations. |
| 79.7 | | v. Participate in the development and evaluation of the philosophy, policies, and procedures of the institution. |
| 71.2 | | w. Participate in evaluation of management techniques and management effectiveness. |
| 66.1 | | x. Participate in evaluation of instructional programs in teaching effectiveness. |
| 59.3 | | y. Use his professional skills and abilities in community affairs. |
| 59.3 | | z. Participate in student advisory programs. |
| 45.8 | 25.4 | aa. Serve as sponsor-advisor for any student organization officially recognized by the institution. |

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As can be seen from Tables' 21 and 22, only two of the four
possible categories received scores (20% or better) large enough to
report. Every teacher criterion except (p.) and every administrator
criterion received reportable scores in the fourth (Okay as stated)
category. Four of the teacher criteria (d,j,a, and p) and five of the
administrator criteria (h,o,p,q and aa) received reportable scores in
the first (Should be eliminated) category. Three of the teacher scores
(d, o & p) where high enough to eliminate them as criteria for teacher
evaluation. None of the administrator criteria received scoures high
enough to eliminate them, however, the responses in the first and
fourth categories for criterion (p) were so close that a revision or
rewording should be considered.

## Limitations

The field-test data presented in this report, at the very best, must
be considered as good indicators of the teacher and administrator
opinions since there were a number of limiting factors.

The first limiting factor was the method of choosing the field-
test sites on a voluntary basis. This automatically biased the results
since volunteers have a more favorable attitude toward evaluation than
non-volunteers. Another limiting factor was the choice of the Spring
quarter as the time period for the field-test. Wi h the end of
quarter, end of the fiscal year, and summer vacations coming up, it
just increased the work load and caused a great deal of resentment.
A third limiting factor was the length of the field-test. One quarter
did not provide the time needed to thoroughly test the proposed evalu-
ation procedures and instruments. A fourth limiting factor is that very
few of the teachers and administrators studied the proposed evaluation
procedures, and as a result their answers on the teacher/administrator
opinionnaire are based more on their opinions than actual field-test
results. A fifth limiting factor is that only 59 out of 180 teacher/
administrator opinionnaires were returned. A sixth limiting factor was
that none of the institutions actually tested the evaluation instruments
with all of the sources of evaluation. A seventh and final limitation
was the fact that each institution conducted the field test more or
less as they felt it should be done. Some schools used a large number
of students to test the teacher instrument while others used only a
handful. Some schools used the test instrument in lieu of their
own while others used it in conjunction with their current evaluation
instrument.

## CONCLUSIONS AND IMPLICATIONS

### Conclusions

The purpose of this research was to develop an evaluation system, for teachers and administrators, based upon measureable criteria. The findings were based upon two separate questionnaires. The responses of 181 full-time students, 150 full-time teachers, and 92 full-time administrators enrolled or employed in the NCTI/CCS during the Winter quarter, 1974-75 school year. The results of the second questionnaire were based upon the responses of 21 full-time teachers, 21 full-time administrators, and 2 unknown respondents enrolled or employed in the NCTI/CCS during the Spring quarter, 1975-76 school year. The findings appear to justify the following conclusions.

a. Although all three groups had positive attitudes toward evaluation, generally, attitudes toward evaluation were rather poor.

b. Although most teachers believe evaluations should be conducted each year (Table 6), most teachers have very little faith in the evaluation process. Students and administrators, although slightly more favorable than teachers, appear to have very little faith in the evaluation process, also.

c. Teachers held significantly lower attitudes toward evaluation of their classroom effectiveness than either the students or administrators.

d. Attitudes toward administrator evaluation, although positive, were also rather poor.

e. Teacher attitudes toward administrator evaluation were even less favorable than they were for teacher evaluation while the administrators were slightly more favorable toward administrator evaluation than toward teacher evaluation.

f. Students felt that the "student", "administrator", and "department head" sources of evaluation were essential to evaluation of the teacher's classroom effectiveness. However, students placed very little value on "peer" and "self" sources of evaluation.

g. Teacher attitudes toward the "department head", "student", "administrator", and "self" sources of teacher evaluation were very favorable, and teachers appeared to consider them essential to any evaluative process. They placed very little value on the "peer" source of evaluation.

h. Administrators appeared to consider the "student", "department head", "administrator", and "self" sources of evaluation essential to an evaluation system of the teacher's classroom effectiveness. They appeared to place very little value on the "peer" source of evaluation.

i. Teachers appeared to consider the "immedicate supervisor", "teacher", "administrative staff", and "self" sources essential to an evaluation system of the administrator's effectiveness on the job. They seemed to place little value on the "peer" and "student" sources of administrator evaluation.

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j. Administrators felt that the "immediate supervisor", "self", "administrative staff", and "teacher" sources were essential to an evaluation system of the administrator's effectiveness on the job. Administrators seemed to judge the "peer" and "student" sources of very little value to the evaluative process.

k. Although the teachers and administrators appeared to consider the "department head", "student", "administrator", and "self" sources of evaluation essential to teacher evaluation, they both felt that the "self" and "department head" sources of evaluation were the only sources that could use the teacher evaluation instrument developed from the initial research.

l. Although the administrators and teachers appeared to consider the "immediate supervisor", "self", "administrative staff", and "teacher", sources of evaluation essential to administrator evaluation, they both felt that the "self" and "immediate supervisor" were the only sources that could use the administrator evaluation instrument developed from the initial research.

m. Based upon results from the initial survey, teachers and administrators both had positive attitudes toward each teacher evaluation criterion and each administrator evaluation criterion. As a result, all the teacher criteria were included in the teacher evaluation instrument developed from this research, and all the administrator criteria were included in the administrator evaluation instrument developed from this research.

## Implications

The analysis of the data and the conclusions drawn therefrom should hold a great deal of significance for the administrators and teachers throughout the NCTI/CCS. The author considers the following to be important implications.

a. The low level of attitude exhibited by students, teachers, and administrators toward evaluation must come from evaluation systems currently in use. Inadequately designed or incompletely designed evaluation systems have contributed a great deal to the low level of attitude toward evaluation, but the most important factor to this low level of attitude toward evaluation is the manner in which the evaluation system is implemented. In many cases the evaluation instrument(s) are fill out, sent to the proper individuals, filed and that is the end of it. On the other hand some evaluation systems are built on negative feed back, and only those individuals who are doing poorly in the eyes of the evaluator are made aware of the results. There is no doubt that the above conditions have contributed to the low level of attitude toward evaluation.

b. The lack of a clear declaration of the purpose of the evaluation process probably contributed a great deal to the low level of attitude

toward evaluation. The primary function of the community college/ technical institutes is teaching, and therefore, the primary purpose should be to improve classroom teaching, rather than any number of other frequently used purposes. A declaration of the purpose of evaluation will go a long way toward improving attitudes toward evaluation, particularly among teachers.

c. Based on the results and conclusions of the initial survey, students, teachers, department heads, and administrators should be included in the teacher evaluation process. In view of this, evaluation systems must be developed with the involvement of all the groups mentioned above. Although all of the above groups should be involved in teacher evaluation, field-test results indicate that a single evaluation instrument cannot provide good, useable evaluation data from all of the sources.

d. Based on the results and conclusions of the initial survey, immediate supervisors, administrators, administrators' staffs, and teachers should be included in the administrator evaluation process. In view of this, evaluation systems must be developed with the involvement of all the groups mentioned above. However, as with the teacher system, field-test results indicate that a single evaluation instrument cannot provide good, useable evaluation data from all of the sources.

e. The "peer" source of evaluation was also perceived to have a positive role in the teacher evaluation process. Although "peer" evaluation appears to be a very logical, valueable sources, further research should be conducted using an instrument specifically designed for "peer" evaluation before including or excluding the "peer" source from the teacher evaluation process.

f. The "peer" and "student" sources of evaluation were also perceived to have positive roles in the administrator evaluation process. However, further research, with instruments specially designed for each group, is suggested before including or excluding the "peer" and/or the "student" sources of evaluation.

g. Based upon the field-test results, it appears that all but three of the teacher criteria are okay-as-stated. Of the three that are questionable, it appears that two should be eliminated as criteria, and the third should be rewritten.

h. Based upon the field-test, it appears that all of the administrator criteria are okay-as-stated.

i. The field-test results seered to indicate that the list of teacher criteria and the list of administrator criteria presented by this project were all inclusive. However, it is safe to assume that thirty or so criteria cannot possibly cover all of the numerous and large varieties of responsibilities and activities of the community college teacher and/or administrator.

j. Based on the field-test results, it also appeared that most teachers and administrators felt that the evaluation instruments required every teacher and administrator to have a written objective for every single one of their respective criteria. However, the probability of an individual teacher or administrator having job duties and activities covered by every one of the criteria is highly unlikely.

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k.  Based upon the field-test, it appeared that the teacher evaluation
instrument and the administrator evaluation instrument could be used by
the "self" and "department head" sources of evaluation and the "self" and
"immediate supervisor" sources of evaluation respectively.

l.  Finally, the inclusion of the other sources for teacher and
administrator evaluation will probably require the use of other instruments
specifically designed for each source of evaluation.  Instruments for the
various sources of evaluation, prepared from this research or selected
from other research material can be found in the appendices.

One final conclusion that can be drawn from this research study is
that the teacher and administrator criteria can be used as good, valid
evaluation criteria.  This conclusion is based on the fact that every single
teacher and administrator criterion received a positive score of 3.0
or better on the initial survery, and the fact that almost all of the
teacher and administrator criteria were judged to be okay-as-stated by
the field-test sites.  The instruments proposed by this study merely
represent one method of using the criteria determined by this research.

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APPENDICES

EVALUATION QUESTIONNAIRE

I.   GENERAL INFORMATION.   This is a questionnaire designed to obtain
information about evaluation of teachers and administrators in the
community colleges and technical institutes in North Carolina.  **Please
read all parts carefully and be sure to complete all questions that
apply to you.  Please note that some questions are restricted to spe-
cific groups.  Such questions are annotated and you should not com-
plete them unless you are a part of the group(s) indicated.**  In those
questions asking how you feel about specific items, please give **your**
real attitude .   all times.  When you have completed the question-
naire, please <u>check</u> to make sure all questions that apply to you have
been answered; then place it in the self-addressed envelope and drop
it in the mail.  <u>Do not place your name on the questionnaire.</u>

II.   DEFINITIONS.   The following terms are defined in order for your
complete understanding of the questions.  <u>Teacher effectiveness</u> refers
to the extent that the teacher acts in ways in the classroom that are
favorable to the development of basic skills, understandings, work
habits, desirable attitudes, value judgments, and adequate personal
adjustment of students.  <u>Evaluation</u> is used to mean a formal rating
involving use of structured instruments and/or procedures containing
criteria as determined useful to and describable of administrators and
teachers.

III.   BIOGRAPHICAL INFORMATION.   The following information is neces-
sary in order to completely analyze your opinions along with those of
the others that have been included in this survey.  Please read each
question carefully and <u>clearly place in the box provided the number of
the response which best answers the question.</u>  Question "H" is an
exception and requires you to fill in the appropriate block.

   A.   What is your current status with the community college or tech-
      nical institute?

          [  ]   1.  Full-time student    3.  Full-time administrator
               2.  Full-time teacher

B.  Sex?

☐   1.  Male
    2.  Female

C.  Race?

☐   1.  Black                3.  White
    2.  American Indian       .4.  Other (specify) _____

D.  Age?

☐   1.  Less than 20     4.  26-29     7.  50-59
    2.  20-22            5.  30-39     8.  60-65
    3.  23-25            6.  40-49     9.  Over 65

E.  (FOR STUDENTS ONLY)   In what program are you currently enrolled?

☐   1.  College transfer     4.  Vocational
    2.  General education     5.  Other
    3.  Technical

F.  (FOR ADMINISTRATORS AND TEACHERS ONLY)  What degree (highest)
do you currently hold?

☐   1.  High school diploma,   3.  BS or BA
        equivalent, or less    4.  Master's degree
    2.  Associate degree       5.  Doctorate

G.  (FOR TEACHERS ONLY)   In which of the following programs is your
major area of instruction?

☐   1.  College transfer     4.  Vocational
    2.  General education     5.  Other
    3.  Technical

H.  (FOR ADMINISTRATORS AND TEACHERS ONLY)   How much experience do
you have in each of the following areas?  (Please enter your
experience to the nearest full year.)

| | Teaching Exp. | Administrative Exp. | Other Exp. |
|---|---|---|---|
| 1.  Grades K-8 | | | |
| 2.  Grades 9-12 | | | |
| 3.  Community College/ Technical Institute | | | |
| 4.  Junior College | | | |
| 5.  4-Year Institution | | | |
| 6.  Business/Industry/ Professional | | | |
| 7.  Military | | | |

I.  (FOR ADMINISTRATORS AND TEACHERS ONLY)  How long have you been
    employed in that capacity in your current institution and in
    any similar position in the North Carolina Community College
    System?

    ☐    1.   Less than 5 years      3.   Over 10 years
         2.   5-10 years

J.  (FOR ADMINISTRATORS AND TEACHERS ONLY)  Does your institution
    have an evaluation instrument and/or evaluation procedure for
    teachers?

    ☐    1.   No
         2.   Yes
         3.   Don't know

K.  (FOR ADMINISTRATORS AND TEACHERS ONLY)  Does your institution
    have an evaluation instrument and/or evaluation procedure for
    administrators?

    ☐    1.   No
         2.   Yes
         3.   Don't know

IV.  This section of the questionnaire is designed to obtain data
about your attitude toward formal evaluation of the classroom effec-
tiveness of teachers and the competence of administrators.  Please
read each question carefully and check either "Yes, in most cases" or
"No, in most cases," whichever more clearly describes your feeling
about the statement.  In answering these questions, evaluation need
not be interpreted as evaluation by any particular individual or
group, or any combination of individuals or groups.

L.  (FOR STUDENTS, TEACHERS AND ADMINISTRATORS)

|  | Yes, in most cases | No, in most cases |
|---|---|---|
| 1. Is evaluation an effective means of improving the competence of a teacher? | | |
| 2. Are evaluations of teacher's competence accurate? | | |
| 3. Is evaluation an effective means of eliminating incompetent teachers? | | |
| 4. Should teachers be paid according to their competence as determined by evaluation? | | |

L.  (continued)

|  | Yes, in most cases | No, in most cases |
|---|---|---|
| 5.  Should teaching be evaluated each year? |  |  |
| 6.  Should the teacher's reemployment depend upon evaluation? |  |  |
| 7.  Is it possible to evaluate a teacher's competence accurately? |  |  |

M.  (FOR ADMINISTRATORS AND TEACHERS ONLY)

|  | Yes, in most cases | No, in most cases |
|---|---|---|
| 1.  Is evaluation an effective means of improving the competence of an administrator? |  |  |
| 2.  Are evaluations of administrator's competence accurate? |  |  |
| 3.  Is evaluation an effective means of eliminating incompetent administrators? |  |  |
| 4.  Should administrators be paid according to their competence as determined by evaluation? |  |  |
| 5.  Should administrators be evaluated each year? |  |  |
| 6.  Should the administrator's re-employment depend upon evaluation? |  |  |
| 7.  Is it possible to evaluate an administrator's competence accurately? |  |  |

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N.  In your opinion, what is evaluation?  (Please rate the follow-
ing definitions of evaluation in accordance with the following
scale.)

|  5  |  4  |  3  |  2  |  1  |  X  |
| --- | --- | --- | --- | --- | --- |
| Excellent | Good | Average | Fair | Poor | Eliminate |

a.  ___  an assessment of merit.

b.  ___  a method of acquiring and processing the data collected
which can be used to improve instruction and the
student's learning process.

c.  ___  an aid of clarifying the significant goals and objec-
tives of education.

d.  ___  a process for determining the extent to which students
are developing in the desired ways.

e.  ___  a system of quality control in which it may be deter-
mined at each step in the teaching-learning process
whether the process is effective or not, and if not,
what changes must be made to ensure its effectiveness
before it is too late.

O.  In your opinion, what is the purpose of evaluation?  (Please
rate the following purposes of evaluation in accordance with
the following scale.)

|  5  |  4  |  3  |  2  |  1  |  X  |
| --- | --- | --- | --- | --- | --- |
| Excellent | Good | Average | Fair | Poor | Eliminate |

a.  ___  to improve instruction.

b.  ___  to maintain and improve the effectiveness of adminis-
tration.

c.  ___  to improve task performance.

d.  ___  to screen teachers and administrators for future
promotions and/or greater job responsibilities.

e.  ___  to differentiate teaching and administrative assign-
ments.

f.  ___  to grant merit or performance pay.

g.  ___  to provide a basis for tenure decisions.

h.  ___  to let the individual teacher or administrator know,
exactly what is expected of him and the degree to which
his evaluator(s) feels he is meeting his responsibili-
ties.

1. ___ to provide information on the strengths and weaknesses
of individuals with the purpose of developing in-
service and job upgrading programs to strengthen the
individual in his areas of weaknesses.

j. ___ to provide a variety of input information for the
purpose of making wise administrative decisions in
regard to the total staff, departments and individuals.

V. This section of the questionnaire is designed to obtain your
attitude as to what sources should be included in evaluating the
teacher's classroom effectiveness and the competence of administrators.
From the scale listed below, select the response which most accurately
describes your attitude about each of the sources. If there is an
additional source that you feel should be considered, please add it
in the space provided.

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Absolutely Essential | Probably Should Be Included | Maybe (Inclusion Depends on Local Circumstances that Differ between Institutions) | Probably Should Not Be Included | Absolutely Should Not Be Included |

P. (FOR STUDENTS, TEACHERS AND ADMINISTRATORS) Teachers should be
evaluated by-

a. ___ Self (written form)

b. ___ Peers

c. ___ Students

d. ___ Administrators

e. ___ Alumni (includes former students)

f. ___ Department heads

g. ___ Outside consultants

h. ___ Employers of former students

i. ___ Other (specify) _____

Q. (FOR TEACHERS AND ADMINISTRATORS ONLY) Administrators should
be evaluated by-

a. ___ Self (written form)

b. ___ Peers (other administrators)

c. ___ Students

d. ___ Administrative staff

e. ___ Alumni (includes former students)

f. ___ Lay residents (craftsmen, business people, mechanics, etc.)

g. ___ Outside consultants

h. ___ Teachers

i. ___ Immediate supervisor(s)

j. ___ Other (specify) _____

R. (FOR TEACHERS AND ADMINISTRATORS ONLY) How often should you be evaluated by each of the sources listed below? (Please place the number designating your response in the box provided by each source.)

1. once/quarter  3. once/course   6. once/year      9. once/4 years
2. once every    4. twice/course  7. once/2 years  10. not at all
   other quarter 5. twice/year    8. once/3 years

a. Self                   b. Peers                 c. Students

[ ]                       [ ]                      [ ]

d. Alumni, including      e. Outside               f. (TEACHERS ONLY)
   former students           consultants              Administrators

[ ]                       [ ]                      [ ]

g. (TEACHERS ONLY)        h. (TEACHERS ONLY)       i. (ADMINISTRATORS
   Department heads          Employers of for-        ONLY) Teachers
                             mer students

[ ]                       [ ]                      [ ]

j. (ADMINISTRATORS        k. (ADMINISTRATORS       l. (ADMINISTRATORS
   ONLY) Administra-         ONLY) Immediate          ONLY) Lay resi-
   tor's staff              supervisor               dents

[ ]                       [✓]                      [ ]

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S.  (FOR TEACHERS AND ADMINISTRATORS ONLY)  When should your
    evaluation be conducted?  (Please place the number designating
    your response in the box provided by each source.)

1. within time periods estab-        4. at an unannounced time
   lished by each institution         5. all of the previous
2. at a time specified by the            statements
   evaluated                         6. statements 2, 3, and 4
3. at a time specified by the         7. never
   evaluator(s)

a.  Self                  b.  Peers                   c.  Students

    ☐                         ☐                           ☐

d.  Alumni, including     e.  Outside                 f.  (TEACHERS ONLY)
    former students           consultants                 Administrators

    ☐                         ☐                           ☐

g.  (TEACHERS ONLY)       h.  (TEACHERS ONLY)         i.  (ADMINISTRATORS
    Department heads          Employers of for-           ONLY) Teachers
                              mer students

    ☐                         ☐                           ☐

j.  (ADMINISTRATORS       k.  (ADMINISTRATORS         l.  (ADMINISTRATORS
    ONLY) Administra-         ONLY) Immediate             ONLY) Lay resi-
    tor's staff              supervisor                  dents

    ☐                         ☐                           ☐

VI.  (FOR TEACHERS AND ADMINISTRATORS ONLY)  This section is designed
to obtain your opinion about possible criteria to be used in evalua-
tion.  There are two questions, the first refers to criteria for
evaluating teachers, and the second refers to criteria for adminis-
trators.  Teachers and administrators should complete both questions.
Please rate each of the listed criteria in accordance with the scale
listed.

T.  Should a teacher- (Use the scale listed below)

    5           4           3         2          1            X
MUST DO   SHOULD DO    GOOD IDEA   MAYBE    POOR IDEA    ELIMINATE

a. ___  develop clearly defined and appropriate goals?
b. ___  develop an outline for his instructional program(s)?
c. ___  develop major (quarterly) objectives for his course(s)?

d. ___ develop minor (weekly) objectives for his course(s)?

e. ___ state the objectives in measurable behavioral outcomes?

f. ___ give each student a copy of the course outline and objec-
tives

g. ___ prepare thoroughly for each instructional program?

h. ___ develop and/or use instructional strategies which enable
students to achieve learning objectives?

i. ___ provide alternative methods of instruction to meet the
needs of different students?

j. ___ teach by objectives (own) developed for the course(s)?

k. ___ use evaluation instruments which measure the degree to
which the student has achieved the goals and objectives
of the learning sequence?

l. ___ show concern for the academic welfare of students?

m. ___ use diagnostic procedures and instruments to ascertain
student needs?

n. ___ communicate at a level appropriate to the ability of
students to understand?

o. ___ be fair and reasonably prompt in evaluation of student
performance?

p. ___ establish clearly defined grading procedures and
standards in accordance with the grading policy of the
institution?

q. ___ collect and use feedback from experience with students
to revise and update content, objectives, and instruc-
tional strategies?

r. ___ ask students to state how they intend to accomplish
their objectives?

s. ___ ask students to state their purpose and objectives for
taking this course?

t. ___ serve on and/or chair divisional and college wide com-
mittees?

u. ___ assume divisional responsibilities?

v. ___ use his professional skills and abilities in community
affairs?

w. ___ properly and promptly perform routine administrative
duties (reports, forms, grades, etc.)?

x. ___ participate in student advisory programs?

y. ___ participate in evaluation of instructional programs and
teaching effectiveness of his department or division?

z. ___ attend all staff and faculty meetings, all general
faculty committee meetings unless excused by his divi-
sional chairman?

aa. ___ be punctual and consistent in attending scheduled meet-
ings (class, labs, office hours, appointments, etc.)?

bb. ___ participate annually in the development and evaluation
of the philosophy, objectives, policies, and procedures
of the institution?

cc. ___ evaluate textbooks, equipment, and supplies and recom-
mend his choices for adoption by dates specified by the
institution?

dd. ___ show evidence of professional growth by participating in some of the following activities such as: (1) Internal development workshops, and/or (2) Community college/ professional sponsored workshops, and/or (3) Conference or seminars whenever possible, and/or (4) Courses of related study, and/or (5) Local, state and national organizations? (PLEASE CIRCLE HOW MANY OF THE FIVE ACTIVITIES LISTED ABOVE A TEACHER SHOULD PARTICIPATE IN.)

(5 of 5)     (4 of 5)     (3 of 5)     (2 of 5)     (1 of 5)

U. Should an administrator- (Use the scale listed below)

| 5 | 4 | 3 | 2 | 1 | X |
|---|---|---|---|---|---|
| MUST DO | SHOULD DO | GOOD IDEA | MAYBE | POOR IDEA | ELIMINATE |

a. ___ develop long range goals for his department or area of responsibility?

b. ___ develop short range goals for his department or area of responsibility?

c. ___ develop performance objectives?

d. ___ state his performance objectives in measurable terms?

e. ___ develop organizational plans and procedures to attain goals set for the department?

f. ___ develop job descriptions for each member of his staff?

g. ___ organize his staff to obtain goals set for his department?

h. ___ submit his plans in conference and in writing to his supervisors?

i. ___ request budgetary support for his plans?

j. ___ observe a reasonable and demanding schedule?

k. ___ establish priorities and allocate his time in accordance with his schedule?

l. ___ submit his plans in conference and in writing to his staff?

m. ___ develop job specifications and make job assignments based on these specifications?

n. ___ demonstrate adequate knowledge in his specialty?

o. ___ develop a reading program to keep up with the latest developments in his specialty?

p. ___ ask his staff to develop performance objectives?

q. ___ evaluate staff members individually each year and make firm recommendations?

r. ___ arrange in-service experience for his staff members as need becomes apparent?

s. ___ serve on, or chair divisional and college wide committees?

t. ___ use his professional skills and abilities in community affairs?

u. ___ properly and promptly perform routine administrative duties (reports, forms, etc.)?

v. ___ participate in student advisory programs?

w. ___ participate in evaluation of instructional programs in teaching effectiveness?

x. ___ participate in evaluation management techniques and management effectiveness?

y. ___ serve as sponsor or advisor for any student organization officially recognized by the institution?

z. ___ attend all staff and faculty meetings and all divisional or department meetings unless excused by his supervisor?

aa. ___ be punctual and consistent in attending scheduled meetings (office hours, appointments, etc.)?

bb. ___ participate annually in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution?

cc. ___ show evidence of professional growth by participating in some of the following activities such as: (1) Internal development workshops, and/or (2) Community College/professional sponsored workshops, and/or (3) Conference or seminars whenever possible, and/or (4) Courses or related study, and/or (5) Local, state and national organizations? (PLEASE CIRCLE HOW MANY OF THE FIVE ACTIVITIES LISTED ABOVE AN ADMINISTRATOR SHOULD PARTICIPATE IN.)

(5 of 5)    (4 of 5)    (3 of 5)    (2 of 5)    (1 of 5)

VII. The two questions in this section are designed to obtain your opinion of this effort to collect data on evaluation. Administrators and teachers should complete both questions.

V. What is your opinion of this questionnaire? (Please answer the following statements (1)=No or (2)=Yes.

a. ___ Are the questions clear in meaning?

b. ___ Is it thorough enough?

c. ___ Do you think we will be able to determine what a teacher and an administrator are supposed to do?

d. ___ Did we leave out some important questions? If so, what?

_____

_____

_____

W. What is your overall opinion of this research? (Please circle the number on the following scale which most appropriately represents your feeling about this research.)

|  9    8 | 7 |  6    5    4 | 3 |  2    1 |
|---|---|---|---|---|
| One of the most interesting, informative, and useful surveys. | | About average in interest, information, and usefulness. | | One of the least interesting, informative, and useful surveys. |

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Occupational Research Unit
Department of Public Education
STATE BOARD OF EDUCATION
Raleigh, North Carolina  27611

TEACHER/ADMINISTRATOR OPINIONNAIRE

I.   GENERAL INFORMATION.  This is an opinionnaire designed to obtain
information about the evaluation criteria and evaluation procedures which
are undergoing field-test at six institutions in the North Carolina Technical
Institute/Community College System.  Please read all parts carefully and be
sure to complete all questions that apply to you.  In those  questions asking
how you feel about specific items, please give your real attitute at all
times.  When you have completed your opinionnaire, please check  to make
sure all questions that apply to you have been answered; then seal it in
an envelope and deliver it to your project coordinator at your field test site.
DO NOT PLACE YOUR NAME ON THE OPINIONNAIRE.

II.  BIOGRAPHICAL INFORMATION.  The following information is necessary in order
to completely analyze your opinions along with those of the others that have
been included in this survey.  Please read each question carefully and clearly
place in the box provided the number of the response which best answers
the question.

A.   What is your current status with the Community College/Technical Institute

        1. Department Head/              3. Full-time administrator
           Division Chariman
        2. Full-time teacher

B.   At which of the following institutions are you employed?

        1. Guilford          3. Carteret          5. Caldwell
        2. Catawba           4. Anson             6. Craven

C.   (FOR TEACHERS ONLY). In which of the following programs is your major
     area of instruction?

        1. College Transfer    3. Technical          5. Other
        2. General Education    4. Vocational

III. This section of the opinionnaire is designed to obtain data about your
attitude  toward the evaluation procedures proposed for this field-test.
Please read each question carefully and select the response which accurately
describes your feeling about the statement.

D.   Which of the following sources of teacher evaluation can use or cannot use the proposed teacher evaluation instrument?

| 2<br>can be used by | 1<br>cannot be used by |
|---|---|
| a.____Department Heads | d.____Administrators |
| b.____Students | e.____Peers |
| c.____Self | f.____Any of the sources |

E.   Which of the following sources of administrator evaluation can use or cannot use the proposed administrator evaluation instrument?

| 2<br>can be used by | 1<br>cannot be used by |
|---|---|
| a. ____Immediate Supervisor | e.____Peer |
| b. ____Administrative Staff | f.____Students |
| c. ____Self | g.____Any of the sources |
| c. ____Teacher | |

F.   Do you feel that a formal-informal evaluation process, as proposed by this research project, is a good idea?

   a.____(If your answer is yes, how often should a formal evaluation be conducte

   b.____  1. Once/two years                    3. Once/three years
           2. Once/four years                   4. Once/five years

G.   Can the teacher evaluation instrument and the administrator evaluation instrument, as proposed by this project, provide good, useable evaluation from ANY of the sources of evaluation?

|       2       |       1       |
|---|---|
|     Yes       |     No        |
| a. ____        |               |

IV.   Please indicate which source or sources of evaluation/which you feel can provide good, useable evaluation information on each of the criteria listed below by placing X"s in the spaces provided by each of the criteria. IF YOU FEEL THAT A CRITERION CANNOT BE USED BY ANY OF THE SOURCES, PLEASE LEAVE ALL THE SPACES BLANK.

H.   TEACHER CRITERIA

                    5
Department Head (DH)      Student (ST)      Self (SF)      Administrator(A)   Peer (P)

| 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|
| DH | ST | SF | A | P | |
| __ | __ | __ | __ | __ | a. Develop in writing clearly defined and appropriate goals. |
| __ | __ | __ | __ | __ | b. Develop in writing an outline for each instructional program. |

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Department Head (DH) | Student (ST) | Self (ST) | Administrator (A) | Peer (P) |

| 5. SH | 4 ST | 3 SF | 2 A | 1 P | |
|---|---|---|---|---|---|
| — | — | — | — | — | c. Develop in writing major (quarterly) objectives for each course and state them in behavioral outcomes. |
| — | — | — | — | — | d. Develop in writing minor (weekly) objectives for each course and state them in behavioral outcomes. |
| — | — | — | — | — | e. Evaluate textbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution. |
| — | — | — | — | — | f. Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution. |
| — | — | — | — | — | g. Use pretesting procedures and instruments to ascertain student's academic needs. |
| — | — | — | — | — | h. Select learning resources appropriate to the specified learning objectives. |
| — | — | — | — | — | i. Develop instructional strategies to enable students to achieve learning objectives. |
| — | — | — | — | — | j. Develop in writing thorough lesson plans for each instructional session. |
| — | — | — | — | — | k. Communicate at a level appropriate to the ability of students to understand. |
| — | — | — | — | — | l. Teach by own objectives developed for course. |
| — | — | — | — | — | m. Show concern for student's academic welfare. |
| — | — | — | — | — | n. Give each student a copy of the course outline, objectives, and method of grading. |
| — | — | — | — | — | o. Ask students to state their purpose(s) and objectives (in writing) for taking this course. |
| — | — | — | — | — | p. Ask students to state how they intend to accomplish (in writing) their objectives. |
| — | — | — | — | — | q. Use instructional strategies to enable students to achieve learning objectives. |
| — | — | — | — | — | r. Use available learning resources appropriate to specified learning objectives. |
| — | — | — | — | — | s. Evaluate student performance and review results promptly. |
| — | — | — | — | — | t. Collect and use feedback from experience with students to revise and update both content and methodology. |
| — | — | — | — | — | u. Use evaluative procedures which measure the degree to which the student has achieved the goals and objectives of the course. |
| — | — | — | — | — | v. Attend all scheduled meetings punctually (class, labs, faculty-staff meetings, etc.) |
| — | — | — | — | — | w. Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly. |
| — | — | — | — | — | x. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/ professionally sponsored workshops, conferences or seminars whenever possible, courses of related study, local, state, and National organizations. |
| — | — | — | — | — | y. Participate in the development and evaluation of the philosophy, objectives, policies, and procedures of the institute. |
| — | — | — | — | — | z. Accept divisional responsibilities (serving on divisional committees, additional teaching loads, etc.) |
| — | — | — | — | — | aa. Participate in evaluation of instructional programs and teaching effectiveness in the department or division. |

H.    TEACHER CRITERIA    Con't

| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Department Head (DH) | Student (ST) | Self (SF) | Administrator (A) | Peer (P) |

| 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|
| DH | ST | SF | A | P | |
| __ | __ | __ | __ | __ | bb. Servie on college-wide committees. |
| __ | __ | __ | __ | __ | cc. Participate in student advisory programs and/or sponsor-advise any student organization officially recognized by the institution. |
| __ | __ | __ | __ | __ | dd. Use his professional skills and abilities in community affairs. |

I.    ADMINISTRATOR CRITERIA

| 6 | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| Immedicate    (IS) Supervisor | | Administrator's (AS) Staff | Self (SF) | Teacher (T) | Peer (P) | Student (ST) |

| IS | AS | SF | T | P | ST | |
|---|---|---|---|---|---|---|
| __ | __ | __ | __ | __ | __ | a. Develop (in writing) long-range goals for area of responsibility (consistent of the school's mission). |
| __ | __ | __ | __ | __ | __ | b. Develop short-range goals for area of responsibility (in writing). |
| __ | __ | __ | __ | __ | __ | c. Develop (in writing) organizational plans and procedures to attain goals set for department. |
| __ | __ | __ | __ | __ | __ | d. Organize staff (personnel) to obtain goals set for department. |
| __ | __ | __ | __ | __ | __ | e. Develop (in writing) job descriptions for each staff position. |
| __ | __ | __ | __ | __ | __ | f. Develop (in writing) job specifications. |
| __ | __ | __ | __ | __ | __ | g. Make job assignments according to specifications. |
| __ | __ | __ | __ | __ | __ | h. Require staff to develop written performance objectives. |
| __ | __ | __ | __ | __ | __ | i. Evaluate staff members each year and make firm recommendations. |
| __ | __ | __ | __ | __ | __ | j. Arrange in-service experience for staff members as need becomes apparent. |
| __ | __ | __ | __ | __ | __ | k. Demonstrate adequate knowledge in his specialty. |
| __ | __ | __ | __ | __ | __ | l. Request (seeks) support (budgetary, etc.) for his plans. |
| __ | __ | __ | __ | __ | __ | m. Establish priorities and allocate time according to these priorities. |
| __ | __ | __ | __ | __ | __ | n. Observe a reasonable and demanding schedule. |
| __ | __ | __ | __ | __ | __ | o. Develop (in writing) performance objectives stated in behavioral outcomes. |
| __ | __ | __ | __ | __ | __ | p. Develop (in writing) a program (reading, etc.) to keep up with the latest developments in his specialty. |
| __ | __ | __ | __ | __ | __ | q. Submit his plans in conference and in writing to supervisor. |
| __ | __ | __ | __ | __ | __ | r. Submit his plans in conference and in writing to staff. |
| __ | __ | __ | __ | __ | __ | s. Attend all scheduled meetings punctually (office hours, appointments, etc.). |

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I. ADMINISTRATOR CRITERIA con't

| 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Immediate (IS) Supervisor | Administrator's (AS) Staff | Self (SF) | Teacher (T) | Peer (P) | Student (ST) |

| 6 | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| IS | AS | SF | T | P | ST |

___ ___ ___ ___ ___ ___ t. Properly and promptly perform routine administrative duties (reports, forms, etc).

___ ___ ___ ___ ___ ___ u. Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences or seminars whenever possible, courses of related study, local, state, and national organizations.

___ ___ ___ ___ ___ ___ v. Participate in the development and evaluation of the philosophy, policies, and procedures of the institution.

___ ___ ___ ___ ___ ___ w. Participate in evaluation of management techniques and management effectiveness.

___ ___ ___ ___ ___ ___ x. Participate in evaluation of instructional programs in teaching effectiveness.

___ ___ ___ ___ ___ ___ y. Use his professional skills and abilities in community affairs.

___ ___ ___ ___ ___ ___ z. Participate in student advisory programs.

___ ___ ___ ___ ___ ___ aa. Serve as sponsor-advisor for any student organization officially recognized by the institution.

V. This section of the opinionnaire is designed to obtain data about your attitude toward the evaluation criteria selected for use in this field-test. There are two questions, the first refers to criteria for teachers, and the second refers to criteria for administrators. Teachers and administrators should complete both questions. Please place the number of your response in the space provided which accurately describes your feelings about each of the criteria. IF YOUR SELECTION IS 3 OR 2 PLEASE INDICATE YOUR REWORDING OR CHANGES IN THE SPACE PROVIDED.

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Okay as stated | Should be reworded | Needs a great deal of modification | Should be eliminated |

J. TEACHER CRITERIA

Instructional performance-preparation

a._____ Develop in writing clearly defined and appropriate goals.

b._____ Develop in writing an outline for each instructional program.

c._____ Develop in writing major (quarterly) objectives for each course and state them in behavioral outcomes.

J.    TEACHER CRITERIA. con't

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Okay as stated | Should be reworded | Needs a great deal of modification | Should be eliminated |

d.____Develop in writing minor (weekly) objectives for each course and state them in behavioral outcomes.

e.____Evaluate textbooks, equipment, and supplies and recommend choices for adoption by dates specified by the institution.

f.____Establish in writing clearly defined grading procedures and standards in accordance with the grading policy of the institution.

g.____Use pretesting procedures and instruments to ascertain student's academic needs.

h.____Select learning resources appropriate to the specified learning objectives.

i.____Develop instructional strategies to enable students to achieve learning objectives.

j.____Develop in writing thorough lession plans for each instructional session.

Instructional performance-implementation

k.____Communicate at a level appropriate to the ability of students to understand.

l.____Teach by own objectives developed for course.

m.____Show concern for student's academic welfare.

n.____Give each student a copy of the course outline, objectives, and method of grading.

o.____Ask students to state their purpose(s) and objectives (in writing) for taking this course.

J.    TEACHER CRITERIA   con't

Instructional performance-implementation

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Okay as stated | Should be reworded | Needs a great deal of modification | Should be eliminated |

p.____Ask students to state how they intend to accomplish (in writing) their objectives.

q.____Use instructional strategies to enable students to achieve learning objectives.

r.____Use available learning resources appropriate to specified learning objectives.

Instructional performance-evaluation of results

s.____Evaluate student performance and review results promptly.

t.____Collect and use feedback from experience with students to revise and update both content and methodology.

u.____Use evaluative procedures which measure the degree to which the student have achieved the goals and objectives of the course.

Responsibilities as a member of the college community

v.____Attend all scheduled meetings punctually (class, labs, faculty-staff meetings, etc.)

w.____Perform routine administrative duties (reports, forms, grades, etc.) properly and promptly.

x.____Show evidence of professional growth by participating in such activities as: Internal development workshops, community college/professionally sponsored workshops, conferences or seminars whenever possible, courses of related study, local, state, and national organizations.

y.____Participate in the development and evaluation of the philosophy, objectives, policies, and procedures of the institution.

J. TEACHER CRITERIA con't

Responsibilities as a member of the college community

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Okay as stated | Should be reworded | Needs a great deal of modification | Should be eliminated |

z.____Accept divisional responsibilities (serving on divisional committees, additional teaching leads, etc.)

aa.____Participate in evaluation of instructional programs and teaching effectiveness in the department or division.

bb.____Serve on college-wide committees.

cc.____Participate in student advisory programs and/or sponsor-advise any student organization officially recognized by the institution.

dd.____Use his professional skills and abilities in community affairs.

K. ADMINISTRATOR CRITERIA

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Okay as stated | Should be reworded | Needs a great deal of modification | Should be eliminated |

Management performance-departmental

a.____Develop (in writing)long-range goals for area of responsibility (consistent with the school's mission).

b.____Develop short-range goals for area of responsibility (in writing).

c.____Develop (in writing) organizational plans and procedures to attain goals set for department.

d.____Organize staff (personnel) to obtain goals set for department.

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K.    ADMINISTRATOR CRITERIA    con't

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Okay as stated | Should be reworded | Needs a great deal of modification | Should be eliminated |

Management performance-personnel

e._____Develop (in writing) job descriptions for each staff position.

f._____Develop (in writing) job specifications.

g._____Make job assignments according to specifications.

h._____Require staff to develop written performance objectives.

i._____Evaluate staff members each year and make firm recommendations.

j._____Arrange in-service experience for staff members as need become apparent.

Management performance-personal

k._____Demonstrate adequate knowledge in his specialty.

l._____Request (seeks) support (budgetary, etc.) for his plans.

m._____Establish priorities and allocate time according to thses priorities.

n._____Observe a reasonable and demanding schedule.

o._____Develop (in writing) performance objectives stated in behavioral outcomes.

p._____Develop (in writing) a program (reading, etc.) to keep up with the latest developments in his specialty.

q._____Submit his plans in conference and in writing to supervisor.

r._____Submit his plans in conference and in writing to staff.

K.   ADMINISTRATOR CRITERIA   con't

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Okay as stated | Should be reworded | Needs a great deal of modification | Should be eliminated |

Responsibility as a member of the College Community

s.____Attend all scheduled meetings punctually (office hours, appointments,etc)

t.____Properly and promptly perfrom routine administrative duties (reports, forms, etc.)

u.____Show evidence of professional growth by participating in such activities as: internal development workshops, community college/ professionally sponsored workshops, conferences or seminars whenever possible courses of related study, local,state, and national organizations.

v.____Participate in the development and evaluation of the philosophy, policies, and procedures of the institution.

w.____Participate in evaluation of management techniques and management effectiveness.

x.____Participate in evaluation of instructional programs in teaching effectiveness.

y.____Use his professional skills and abilities in community affairs.

z.____Participate in student advisory, programs.

aa.____Serve as sponsor-advisor for any student organization officially recognized by the institution.

## STUDENT EVALUATION FORM

Name of Teacher _____     Date Form Completed _____

_____     F  W  SP  S          Day    Night
Course Title, number, and section     Quarter                Curriculum

The following questionnaire format is of a YES-NO type asking whether the behavior did or did not occur. The purpose of this evaluation is to improve the teachers instructional performance by pointing out areas that need improvement as students see it.

Do not sign your name, and print or otherwise disguise your handwriting. Please be fair and honest in your responses.

After completing the questionnaire, turn it into the class representative (student). The class representative, after all forms are in, will seal them in a large envelope and deliver it to the Academic Dean's or Department Head's office immediately after class. The contents will not be returned to the teacher until after all final grades have been deposited with the registrar.

DID THE TEACHER IN THIS COURSE:

I. Personal Relationships With Students                                    YES    NO

    1. Know or attempt to know student's?                                _____  _____

    2. Talk with students before and/or after class?                     _____  _____

    3. Give advice or assistance with persnal problems upon
       student's request?                                                _____  _____

    4. Discuss (answer questions) extraclass issues?                     _____  _____

    5. Compliment students on good answers?                              _____  _____

    6. Encourage (answer) all relevant questions in class?              _____  _____

    7. Treat all students equally regardless of sex, race, major,
       etc.?                                                             _____  _____

    8. Ridicule, "ride" or otherwise embarrass students?                _____  _____

    9. Give individual help with course material?                        _____  _____

    10. Lose control of himself in class (shout, curse, etc.)?          _____  _____

    11. Bother (harass) students during recitation, quizzes, etc.?      _____  _____

    12. Make threats concerning classwork?                               _____  _____

    13. Make threats concerning personal behavior?                       _____  _____

    14. Accept legitimate excuses, explanations for missing
        quizzes, etc.?                                                   _____  _____

    15. Refuse to listen to or recognize other viewpoints in
        class?                                                           _____  _____

    16. Say or indicate in some way that students are inferior?         _____  _____

    17. Provide special "help" sessions for course material
        (individual and/or class)?                                      _____  _____

II. Classroom Administration.

|   |   | YES | NO |
|---|---|---|---|
| 1. | Meet all scheduled (rescheduled) classes? | ___ | ___ |
| 2. | Arrive on time for all classes? | ___ | ___ |
| 3. | Inform class if he would be absent? | ___ | ___ |
| 4. | Discuss quiz dates or deadlines with students? | ___ | ___ |
| 5. | End classes at end of classtime? | ___ | ___ |
| a. | Frequently let the class out early? | ___ | ___ |
| b. | Frequently hold class past scheduled time? | ___ | ___ |
| 6. | Distribute a course outline or study plan (course objectives)? | ___ | ___ |
| 7. | Follow course outline or study plan? | ___ | ___ |
| 8. | Give examples of quiz items? | ___ | ___ |
| 9. | Require and grade homework. | ___ | ___ |
| 10. | Return papers and quizzes promptly? | ___ | ___ |
| 11. | Permit classroom disturbances? | ___ | ___ |
| 12. | Make false statements concerning course requirements (number of cuts, grading, etc.)? | ___ | ___ |
| 13. | Give excessive work? | ___ | ___ |
| 14. | Encourage use of library? | ___ | ___ |

III. Student Participation

|   |   | YES | NO |
|---|---|---|---|
| 1. | Ask students preference as to topics covered? | ___ | ___ |
| 2. | Ask students to critique his teaching? | ___ | ___ |
| 3. | Schedule quizzes, deadlines, etc., at the convenience of the class majority whenever possible? | ___ | ___ |
| 4. | Encourage (ask for) discussion, questions, or student opinions? | ___ | ___ |
| 5. | Ask quesions to determine class (individual) understanding of course material? | ___ | ___ |
| 6. | Encourage class members to suggest guest speakers, field trips, etc.? | ___ | ___ |

IV. Classroom presence

|   |   | YES | NO |
|---|---|---|---|
| 1. | Appear well groomed? | ___ | ___ |
| 2. | Speak clearly and distinctly? | ___ | ___ |
| a. | Mumble? | ___ | ___ |
| b. | Talk too softly? | ___ | ___ |
| c. | Talk in a monotone? | ___ | ___ |
| 3. | Use dramatic gestures (phrases) to emphasize important points? | ___ | ___ |
| 4. | Use humor in lecture to illustrate points? | ___ | ___ |
| 5. | Use a variety of audio visual materials? | ___ | ___ |
| 6. | Read lectures from notes or book? | ___ | ___ |
| 7. | Appear nervous, ill-at-ease during lecture? | ___ | ___ |

YES  NO

8. Talk or present material to rapidly? ___ ___

9. Give rambling, disorganized lecture? ___ ___

10. Look at students during lecture? ___ ___

11. Use language students understand? ___ ___

12. Use profane language excessively? ___ ___

V. Organization and Presentation of Material

1. Begin class with a review of previous work? ___ ___

2. Stress, in some way, important points in the material? ___ ___

3. Use current, pertinent, and/or personal examples to illustrate a point? ___ ___

4. Show usefulness of material in "real world"? ___ ___

5. Admit not knowing answer to a quesion? ___ ___

6. Use outside references to supplement **course?** ___ ___

7. Distribute handouts/notes to supplement lecture? ___ ___

8. Use visual aids to supplement lecture? ___ ___

9. Provide for field trips? ___ ___

10. Have guest lecturers? ___ ___

11. Have full command of the subject matter? ___ ___

Give lectures different from (supplement) text? ___ ___

Cover all course requirements? ___ ___

14. Avoid trivial detail? ___ ___

15. Answer questions; work problems if requested? ___ ___

16. Lecture over students heads? ___ ___

17. Give erroneous information about course material? ___ ___

18. Refuse to explain material? ___ ___

19. Make students learn "on their own"? ___ ___

20. Follow course schedule? ___ ___

21. Prepare for class? ___ ___

VI. Evaluation of Student Performance

1. Base tests on relevant (covered) material? ___ ___

2. Base tests on knowledge of principles rather than memorization? ___ ___

3. Base tests on emphasized material? ___ ___

4. Make tests too easy? ___ ___

5. Make tests too difficult? ___ ___

6. Schedule quizzes at regular intervals? ___ ___

7. Allow adequate time to complete tests? ___ ___

8. Provide proper environment for test (quiet, etc.)? ___ ___

9. Control cheating on tests? ___ ___

10. Comment on (correct) returned papers, quizzes, etc.? ___ ___

YES   NO

11. Permit additional work to improve grade? ___ ___

12. Disregard lowest test score in grading? ___ ___

13. Use same test every quarter? ___ ___

14. Refuse to explain grading system? ___ ___

15. Tell how students are to be graded? ___ ___

16. Curve grades? ___ ___

17. Return all papers and quizzes? ___ ___

18. Grade all quizzes and assignments? ___ ___

19. Give makeup tests at mutual convenience? ___ ___

20. Grade on such things as major, sex, race, athlete, etc.? ___ ___

21. Grade on class attendance? ___ ___

22. Give final grades in accord with test scores? ___ ___

23. Grade on final exam only? ___ ___

24. Pass/fail a predetermined percentage of the class? ___ ___

25. Try to have makeup tests excessively difficult? ___ ___

26. Change a clearly unfair grade? ___ ___

27. Consider effort, participation, application in assigning final grade? ___ ___

28. Use student to grade work? ___ ___

VII. Interest in Job of Teaching

1. Make derogatory comments about teaching? ___ ___

2. Make derogatory comments about the course? ___ ___

3. Indicate he would rather consult and/or do research? ___ ___

4. Criticize fellow teachers? ___ ___

5. Encourage students to enter the teaching profession? ___ ___

## TEACHER SELF-EVALUATION FORM

| Name of Teacher | Date Form Completed |
|---|---|

| | F  W  SP  S | Day    Night |
|---|---|---|
| Course Title, number, & section | Quarter | Curriculum |

The following questionnaire format is of a YES-NO type asking whether the behavior did of did not occur. The purpose is to give the teacher a visible means of comparing what he thinks he does to what the students think he does, so that he will be able to detect areas in his teaching that need improvement.

Please be completely honest with yourself.

After completing the questionnaire, and after all student forms are in, turn your form in to the class representative. He will seal your form and all the student forms in a large envelope and deliver it to the Academic Dean's or Department Head's office immediately after class. After all final grades have been deposited with the registrar, the teacher will break the seal and tally the results. The teacher and the dean or department head will discuss the results and the teacher's plan-of-action at a date and time they agree upon.

IN THIS COURSE DID I:

I. Personal Relationships With Students

                                                                     YES   NO

1. Know or attempt to know student's?

2. Talk with students before and/or after class?

3. Give advice or assistance with persnal problems upon student's request?

4. Discuss (answer questions) extraclass issues?

5. Compliment students on good answers?

6. Encourage (answer) all relevant questions in class?

7. Treat all students equally regardless of sex, race, major, etc.?

8. Ridicule, "ride" or otherwise embarrass students?

9. Give individual help with course material?

10. Lose control of myself in class (shout, curse, etc.)?

11. Bother (harass) students during recitation, quizzes, etc.?

12. Make threats concerning classwork?

13. Make threats concerning personal behavior?

14. Accept legitimate excuses, explanations for missing quizzes, etc.?

15. Refuse to listen to or recognize other viewpoints in class?

16. Say or indicate in some way that students are inferior?

17. Provide special "help" sessions for course material (individual and/or class)?

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II. Classroom Administration                                         YES    NO

    1. Meet all scheduled (rescheduled) classes?        \_\_\_\_  \_\_\_\_

    2. Arrive on time for all classes?        \_\_\_\_  \_\_\_\_

    3. Inform class if I would be absent?        \_\_\_\_  \_\_\_\_

    4. Discuss quiz dates or deadlines with students?    \_\_\_\_  \_\_\_\_

    5. End classes at end of classtime?        \_\_\_\_  \_\_\_\_

        a. Frequently let the class out early?    \_\_\_\_  \_\_\_\_

        b. Frequently hold class past scheduled time?  \_\_\_\_  \_\_\_\_

    6. Distribute a course outline or study plan (course objectives)?    \_\_\_\_  \_\_\_\_

    7. Follow course outline or study plan?    \_\_\_\_  \_\_\_\_

    8. Give examples of quiz items?    \_\_\_\_  \_\_\_\_

    9. Require and grade homework.    \_\_\_\_  \_\_\_\_

  10. Return papers and quizzes promptly?    \_\_\_\_  \_\_\_\_

  11. Permit classroom disturbances?    \_\_\_\_  \_\_\_\_

  12. Make false statements concerning course requirements (number of cuts, grading, etc.)?    \_\_\_\_  \_\_\_\_

  13. Give excessive work?    \_\_\_\_  \_\_\_\_

  14. Encourage use of library?    \_\_\_\_  \_\_\_\_

III. Student Participation

    1. Ask students preference as to topics covered?    \_\_\_\_  \_\_\_\_

    2. Ask students to critique his teaching?    \_\_\_\_  \_\_\_\_

    3. Schedule quizzes, deadlines, etc., at the convenience of the class majority whenever possible?    \_\_\_\_  \_\_\_\_

    4. Encourage (ask for) discussion, questions, or student opinions?    \_\_\_\_  \_\_\_\_

    5. Ask quesions to determine class (individual) understanding of course material?    \_\_\_\_  \_\_\_\_

    6. Encourage class members to suggest guest speakers, field trips, etc.?    \_\_\_\_  \_\_\_\_

IV. Classroom presence

    1. Appear well groomed?    \_\_\_\_  \_\_\_\_

    2. Speak clearly and distinctly?    \_\_\_\_  \_\_\_\_

        a. Mumble?    \_\_\_\_  \_\_\_\_

        b. Talk too softly?    \_\_\_\_  \_\_\_\_

        c. Talk in a monotone?    \_\_\_\_  \_\_\_\_

    3. Use dramatic gestures (phrases) to emphasize important points?    \_\_\_\_  \_\_\_\_

    4. Use humor in lecture to illustrate points?    \_\_\_\_  \_\_\_\_

    5. Use a variety of audio visual materials?    \_\_\_\_  \_\_\_\_

    6. Read lectures from notes or book?    \_\_\_\_  \_\_\_\_

    7. Appear nervous, ill-at-ease during lecture?    \_\_\_\_  \_\_\_\_

YES    NO

8.  Talk or present material to rapidly?

9.  Give rambling, disorganized lecture?

10. Look at students during lecture?

11. Use language students understand?

12. Use profane language excessively?

V. Organization and Presentation of Material

1.  Begin class with a review of previous work?

2.  Stress, in some way, important points in the material?

3.  Use current, pertinent, and/or personal examples to illustrate a point?

4.  Show usefulness of material in "real world"?

5.  Admit not knowing answer to a quesion?

6.  Use outside references to supplement course?

7.  Distribute handouts/notes to supplement lecture?

8.  Use visual aids to supplement  lecture?

9.  Provide for field trips?

10. Have guest lecturers?

11. Have full command of the subject matter?

12. Give lectures different from (sup  ment) text?

13. Cover all course requirements.

14. Avoid trivial detail?

15. Answer questions; work problems if  requested?

16. Lecture over students heads?

17. Give erroneous information about course mate ial?

18. Refuse to explain material?

19. Make students learn "on their own"?

20. Follow course schedule?

21. Prepare for class?

VI. Evaluation of Student Performance

1.  Base tests on relevant (covered) material?

2.  Base tests on knowledge of principles rather than memorization?

3.  Base tests on emphasized material?

4.  Make tests too easy?

5.  Make tests too difficult?

6.  Schedule quizzes at regular intervals?

7.  Allow adequate, time to complete tests?

8.  Provide proper environment for test (quiet, etc.)?

9.  Control cheating on tests?

10. Comment on (correct) returned papers, quizzes, etc.?

YES    NO

11. Permit additional work to improve grade?

12. Disregard lowest test score in grading?

13. Use same test every quarter?

14. Refuse to explain grading system?

15. Tell how students are to be graded?

16. Curve grades?

17. Return all papers and quizzes?

18. Grade all quizzes and assignments?

19. Give makeup tests at mutual convenience?

20. Grade on such things as major, sex, race, athlete, etc.?

21. Grade on class attendance?

22. Give final grades in accord with test scores?

23. Grade on final exam only?

24. Pass/fail a predetermined percentage of the class?

25. Try to have makeup tests excessively difficult?

26. Change a clearly unfair grade?

27. Consider effort, participation, application in assigning final grade?

28. Use student to grade work?

VII. Interest in Job of Teaching

1. Make derogatory comments about teaching?

2. Make derogatory comments about the course?

3. Indicate I would rather consult and/or do research?

4. Criticize fellow teachers?

5. Encourage students to enter the teaching profession?

CHAIRMAN EVALUATION FORM

---

Name of Teacher _____          Date Form Completed _____

_____    F  W  SP  S _____          Day  Night _____
Course Title, number, and section    Quarter                Curriculum

The following questionnaire format is of a YES-NO type asking whether a
particular instructor performance did or did not occur.  The chairman should
determine whether the teacher is following his course outline, is teaching and
testing by his objectives, and if learning is taking place.  The chairman
should also determine if non-instructional objectives are being met, and if
the performance of routine administrative duties are being done satisfactorily.

After all evaluation team members have turned in their forms, the chairman will
examine all of the forms, including student and self-evaluation forms, and make
suggestions for improvement of the teacher's performance.  He will send a copy
of each team member's results and a copy of his suggestions to the teacher.

DID THE TEACHER IN THIS COURSE:

I.  Instructional performance--preparation                                      YES    NO

   1.  Develop in writing clearly defined and appropriate goals?              ____  ____

   2.  Develop in writing an outline for each instructional program?          ____  ____

   3.  Develop in writing long range (quarterly) objectives for each
       course and state them in behavioral outcomes?                          ____  ____

   l   Develop in writing short range objectives for each course
       and state them in behavioral outcomes?                                 ____  ____

   5.  Develop in writing thorough lesson plans for each instruc-
       tional session?                                                        ____  ____

   6.  Evaluate testbooks, equipment, and supplies and recommend
       choices for adoption by dates specified by the institution?            ____  ____

   7.  Establish in writing clearly defined grading procedures and
       standards in accordance with the grading policy of the insti-
       tution?                                                                ____  ____

   8.  Uses pretesting procedures and instruments to ascertain
       student's academic needs?                                             ____  ____

   9.  Select learning resources appropriate to the specified
       learning objectives?                                                   ____  ____

  10.  Develop instructional strategies to enable students to achieve
       learning objectives?                                                   ____  ____

II. Instructional performance--implementation

   1.  Communicate at a level appropriate to the ability of students
       to understand?                                                         ____  ____

   2.  Show concern for the students' academic performance?                   ____  ____

   3.  Teach by own objectives developed for course?                          ____  ____

   4.  Give each student a copy of the course outline, objectives,
       and method of grading?                                                 ____  ____

   5.  Use instructional strategies to enable students to achieve
       learning objectives?                                                   ____  ____

YES    NO

6. Use available learning resources appropriate to specified
learning objectives?                                    ____ ____

III. Instructional performance--evaluation of results

1. Evaluate student performance and review results fairly and
promptly?                                               ____ ____

2. Collect and use feedback from experience with students to
revise and update both content and methodology?        ____ ____

3. Use evaluative procedures which measure the degree to which
the student has achieved the goals and objectives of the
course?                                                 ____ ____

IV. Responsibilities as a Member of the College Community

1. Atte:  all scheduled meetings punctually (class, labs, office
hours, faculty-staff meetings, etc.)?                   ____ ____

2. Perform routine administrative duties (reports, forms, grades,
etc.) properly and promptly?                           ____ ____

3. Show evidence of professional growth by participating in such
activities as:                                         ____ ____

____Internal development workshops

____Community college/professionally sponsored workshops

____Conferences or siminars whenever possible

____Courses of related study

____Local, state, and national organizations

____Other approved activities

4. Accept divisional responsibilities (evaluation of instruc-
tional programs and teaching effectiveness, divisional commit-
tees, additional teaching loads when necessary, etc.)? ____ ____

5. Serve on college-wide committees?                   ____ ____

6. Participate in student advisory programs and/or sponsor or
advise any student organization officially recognized by the
institution?                                           ____ ____

(Signature)_____
                Division Chairman/Department Head


(Signature)_____
                        Teacher


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PEER EVALUATION FORM

| Name of Teacher | Date Form Completed |
|---|---|

| Course Title, number, and section | F W SP S<br>Quarter | Day Night<br>Curriculum |
|---|---|---|

The following questionnaire format is of a YES-NO type asking whether a
particular instructor performance did or did not occur. The peer should
determine whether the teacher is following his course outline, is teaching
and testing by his objectives, and if learning is taking place. The peer
evaluation should be limited to instructional performance.

After completing this form, turn it in along with suggestions for improvement
of the teacher's performance to the division chairman.

DID THE TEACHER IN THIS COURSE:

I. Instructional performance--preparation                                    YES    NO

1. Develop in writing clearly defined and appropriate goals?            ____ ____

2. Develop in writing an outline for each instructional program?        ____ ____

3. Develop in writing long range (quarterly) objectives for each
   course and state them in behavioral outcomes?                        ____ ____

4. Develop in writing short range objectives for each course
   and state them in behavioral outcomes?                               ____ ____

5. Develop in writing thorough lesson plans for each instruc-
   tional session?                                                      ____ ____

6. Evaluate testbooks, equipment, and supplies and recommend
   choices for adoption by dates specified by the institution?          ____ ____

7. Establish in writing clearly defined grading procedures and
   standards in accordance with the grading policy of the insti-
   tution?                                                              ____ ____

8. Uses pretesting procedures and instruments to ascertain
   student's academic needs?                                            ____ ____

9. Select learning resources appropriate to the specified
   learning objectives?                                                 ____ ____

10. Develop instructional strategies to enable students to achieve
    learning objectives?                                                ____ ____

II. Instructional performance--implementation

1. Communicate at a level appropriate to the ability of students
   to understand?                                                       ____ ____

2. Show concern for the students' academic performance?                 ____ ____

3. Teach by own objectives developed for course?                        ____ ____

4. Give each student a copy of the course outline, objectives,
   and method of grading?                                               ____ ____

5. Use instructional strategies to enable students to achieve
   learning objectives?                                                 ____ ____

6. Use available learning resources appropriate to specified
learning objectives?                                            ___  ___

III. Instructional performance--evaluation of results

1. Evaluate student performance and review results fairly and
promptly?                                                       ___  ___

2. Collect and use feedback from experience with students to
revise and update both content and methodology?                ___  ___

3. Use evaluative procedures which measure the degree to which
the student has achieved the goals and objectives of the
course?                                                         ___  ___

## TEACHER SELF EVALUATION FORM

This form is to be completed by the teacher and brought to the Chairman's conference after the chairman has visited your class.

Name of Teacher _____     Date Form Completed _____

| Area I - General Characteristics | Acceptable | Unacceptable |
|---|---|---|
| 1. Appearance | ☐ | ☐ |
| 2. Ability to get along with: | | |
|     Fellow Teachers | ☐ | ☐ |
|     Parents | ☐ | ☐ |
|     Chairman | ☐ | ☐ |
|     Other Administrators | ☐ | ☐ |
|     Secretaries, custodians, | | |
|       cafeteria workers | ☐ | ☐ |
|     Teacher Aides | ☐ | ☐ |
|     Others | ☐ | ☐ |
| 3. Health | ☐ | ☐ |
| 4. Attendance Record | ☐ | ☐ |

Area II - Specific Teaching Variables                     Variable Weighting:

1. I feel my knowledge of my teaching area is:

       / 5 / 4 / 3 / 2 / 1 /                     10
    Excellent                    Poor

2. I feel my knowledge of individual student's interests, abilities and needs is:

       / 5 / 4 / 3 / 2 / 1 /                     10
    Excellent                    Poor

3. I believe that my goals and objectives for my lessons are to me:

       / 5 / 4 / 3 / 2 / 1 /                     10
    Very Clear                    Not Clear

4. I believe that my goals and objectives for my lessons are to my students:

       / 5 / 4 / 3 / 2 / 1 /                     10
    Very Clear                    Not Clear

5. I believe my ability to use a variety of techniques and tools for instruction is:

       / 5 / 4 / 3 / 2 / 1 /                     5
    Excellent                    Poor

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6. I individualize the student's program in my classes:

/ 5 / 4 / 3 / 2 / 1 /          10
Very Much                    Not at All

7. The classroom procedures that I use are:

/ 5 / 4 / 3 / 2 / 1 /          10
Well Organized               Confusing

8. I make my lessons for the students:

/ 5 / 4 / 3 / 2 / 1 /          10
Very Interesting             Boring

9. My explanations to the students are:

/ 5 / 4 / 3 / 2 / 1 /          10
Very Clear                   Confusing

10. My concerns for each student are:

/ 5 / 4 / 3 / 2 / 1 /          10
Outstanding                  Poor

11. My grading practices are:

/ 5 / 4 / 3 / 2 / 1 /          5
Very Fair                    Not Fair

12. I come to my classes:

/ 5 / 4 / 3 / 2 / 1 /          10
Well Prepared                Poorly Prepared

13. The homework I assign is:

/ 5 / 4 / 3 / 2 / 1 /          5
Very Purposeful              Not Purposeful

14. My control of student behavior is:

/ 5 / 4 / 3 / 2 / 1 /          5
Excellent                    Poor

15. My classroom assignments are:

/ 5 / 4 / 3 / 2 / 1 /          10
Reasonable and clear         Unreasonable and
                             Confused

16. My students treat me with:

/ 5 / 4 / 3 / 2 / 1 /          5
Respect                      Disrespect

17. I would rank myself, compared to other teachers, as:

/ 5 / 4 / 3 / 2 / 1 /     158      0
Outstanding                  Poor

Note: All 10 point weightings received 2 points    Total
per interval, all 5 points weightings receive 1.   Weighting = _____

Area III - Overall Statements

1.    I believe that my singlemost strength is _____

_____

_____

2.    I believe that my singlemost weakness is _____

_____

_____

3.    I believe I can best improve my teaching by (Place an "X" by the statements you feel best describe your feelings.)

        More concise instructional objectives
        Greater individualization of student's programs  _____
        Gleater explanations  _____
        Greater individual student participation  _____
        Clearer goals  _____
        Clearer assignments  _____
        More teacher assistance to individual students  _____
        Greater use of interesting teaching  _____
        Greater use of multi-media materials  _____
        Better teacher preparation  _____
        Fairer grading practices  _____
        Greater concern for individual students  _____
        Better control of student behavior  _____
        Better teacher preparation of subject matter  _____
        Better teacher preparation of teaching techniques  _____

        Others (name):

        _____  _____
        _____  _____
        _____  _____
        _____  _____
        _____  _____

4.  I believe I could best be helped in improving my teaching by:

        Taking a course in writing behavioral objectives  _____
        Taking a course in the use of media  _____
        Visiting other teachers who do an excellent job  _____
        Having my classroom lessons periodically video-
            taped and reviewed by myself and another teacher
            or chairman or other (name):  _____

        _____
        _____
        _____

## TEACHER YEARLY PERFORMANCE OBJECTIVES FORM

Name of Teacher _____     Date Form Completed _____

This form is to be completed in triplicate with two copies given to
your Department Chairman and one copy retained by you. Department
Chairman's copies should be presented by November 1st, yearly. Your
statements will be reviewed at a chairman's conference as a part of
the total evaluation procedure.

I expect to improve my teaching this year by accomplishing the following:

In area of subject area knowledge:

1. _____

   _____

2. _____

   _____

In the area of techniques of instruction:

1. _____

   _____

2. _____

   _____

In the area of individualizing instruction;

1. _____

   _____

2. _____

   _____

In the area of clarification of instructional objectives for myself
and my students:

1. _____

   _____

2. _____

   _____

In the area of positive reinforcement of each student:

1. _____

_____

2. _____

_____

In the area of communication and cooperation with:

A. Fellow Teachers:
1. _____

_____

2. _____

_____

B. Building Administrators:
1. _____

_____

2. _____

_____

C. Students:
1. _____

_____

2. _____

_____

D. Parents:
1. _____

_____

2. _____

_____

E. Other School Employees (cafeteria, custodial, secretarial):
1. _____

_____

2. _____

_____

F.  Teacher Aides:

1. _____

_____

2. _____

_____

G.  District Level Participation in Future Planning:
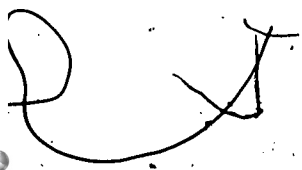
1. _____

_____

2. _____

_____

In the area of other performance objectives (name):

1. _____

_____

2. _____

_____

## Immediate Supervisor Evaluation Form

| Name of Administrator | Date Form Completed |

Position

The following questionnaire format is of a YES-NO type asking whether a particular administrator performance did or did not occur. The supervisor should determine whether short-range departmental goals have been accomplished, whether the administrator's personal objectives have been met, whether his department is still working toward their long-range goals, and whether routine administrative duties have been performed satisfactorily.

The supervisor will furnish his subordinate with a copy of his evaluation at their conference to discuss the results of the evaluation.

DID THE ADMINISTRATOR:

YES  NO  I.  Management performance--departmental

____  ____  1.  Develop in writing long-range goals for area of responsibility consistent with the mission of the school?

____  ____  2.  Develop in writing short-range goals for his area of responsibility?

____  ____  3.  Develop in writing organizational plans and procedures to attain goals set for department?

____  ____  4.  Organize personnel to obtain goals set for department?

II.  Management performance--personnel

____  ____  1.  Develop in writing job descriptions for each staff position?

____  ____  2.  Develop in writing job specifications?

____  ____  3.  Make job assignments according to specifications?

____  ____  4.  Require staff to develop written performance objectives for approval?

____  ____  5.  Evaluate staff members each year and make firm recommendations?

____  ____  6.  Arrange in-service experience for staff members?

III.  Management performance--personal

____  ____  1.  Establish priorities and allocate time according to these priorities?

____  ____  2.  Develop written performance objectives stated in measureable outcomes?

____  ____  3.  Submit plans in conference and in writing to supervisor?

____  ____  4.  Submit plans in conference and in writing to staff?

____  ____  5.  Seek support for plans?

____  ____  6.  Demonstrate management ability?

____  ____  7.  Develop (in writing) a program to keep up with the latest developments in his speciality?

IV.  Responsibilities as a member of the college community

____  ____  1.  Is punctual in attending scheduled meetings (office hours, appointments, faculty-staff meetings, etc.)?

____  ____  2.  Properly and promptly performs routine administrative duties?

DID THE ADMINISTRATOR:

YES   NO   3.  Show evidence of professional growth by participating in
              activities such as:

              ____  Internal development workshops

              ____  Community college/professionally sponsored workshops

              ____  Conferences or seminars whenever possible

              ____  Courses of related study

              ____  Participation in local, state, and national orgaizations

              ____  Other approved activities

____ ____  4.  Accept management responsibilities (evaluation of management
              effectiveness and practices, instructional programs, staff, etc.)?

____ ____  5.  Accept divisional responsibilities (divisional committees,
              additional administrative duties when necessary, etc.)?

____ ____  6.  Serve on college-wide committees?

____ ____  7.  Participate in student advisory programs and/or sponsor or
              advise any student organization officially recor    ed by the
              institution?

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ADMINISTRATOR SELF-EVALUATION FORM

Name of Administrator                          Date Form Completed

Position

The following questionnaire format is of a YES-NO type asking whether action
did or did not occur.  This form is identical to the supervisor's form and
offers a direct comparison of what the administrator thinks he does to what
his supervisor thinks he does.

On or before the beginning of each evaluation period, each administrator will
submit a copy of his self-evaluation and any other relevant data (teacher
evaluation, subordinate evaluation, etc.).  This data and the observations by
the supervisor will be the subject of a conference between the two prior to the
end of each evaluation period.

DID I:

YES  NO  I.   Management performance--departmental

___  ___  1.  Develop in writing long-range goals for area of responsibility
              consistent with the mission of the school?

___  ___  2.  Develop in writing short-range goals for my  area of responsibility

___  ___  3.  Develop in writing organizational plans and procedures to attain
              goals set for department?

___  ___  4.  Organize personnel to obtain goals set for department?

         II.  Management performance--personnel

___  ___  1.  Develop in writing job descriptions for each staff position?

___  ___  2.  Develop in writing job specifications?

___  ___  3.  Make job assignments according to specifications?

___  ___  4.  Require staff to develop written performance objectives for approval

___  ___  5.  Evaluate staff members each year and make firm recommendations?

___  ___  6.  Arrange in-service experience for staff members?

         III. Management performance--personal

___  ___  1.  Establish priorities and allocate time according to these priorities

___  ___  2.  Develop written performance objectives stated in measureable outcome

___  ___  3.  Submit plans in conference   in writing to supervisor?

___  ___  4.  Submit plans in conference :  in writing to staff?

___  ___  5.  Seek support for plans?

___  ___  6.  Demonstrate management ability?

___  ___  7.  Develop (in writing) a program to keep up with the latest develop-
              ments in my speciality?

         IV.  Responsibilities as a member of the college community

___  ___  1.  Is punctual in attending scheduled meetings (office hours, appoint-
              ments, faculty-staff meetings, etc.)?

___  ___  2.  Properly and promptly performs routine administrative duties?

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DID THE ADMINISTRATOR:

YES    NO    3.  Show evidence of professional growth by participating in
                  activities such as:

                  _____  Internal development workshops

                  _____  Community college/professionally sponsored workshops

                  _____  Conferences or seminars whenever possible

                  _____  Courses of related study

                  _____  Participation in local, state, and national orgaizations

                  _____  Other approved activities

_____  _____   4.  Accept management responsibilities (evaluation of management
                  effectiveness and practices, instructional programs, staff, etc.

_____  _____   5.  Accept divisional responsibilities (divisional committees,
                  additional administrative duties when necessary, etc.)?

_____  _____   6.  Serve on college-wide committees?

_____  _____   7.  Participate in student advisory programs and/or sponsor or
                  advise any student organization officially recognized by the
                  institution?

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Name of Supervisor                        Date Form Completed

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Position

The following questionnaire format is of a YES-NO type asking for your opinion on the following questions.

Do not sign your name, and please be fair and honest in your responses.

After completing this questionnaire, seal it in an envelope and put it in your supervisor's mailbox.

YES   NO

_____ _____ 1. Do you find talking with your supervisor a positive experience?

_____ _____ 2. Is your supervisor easy to get along with?

_____ _____ 3. Does your supervisor welcome your suggestions?

_____ _____ 4. Is your supervisor as willing to compliment you for good work as he is to find fault with your mistakes?

_____ _____ 5. When you make a mistake, does your supervisor - in a constructive way - discuss it with you?

_____ _____ 6. Does your supervisor realize the problems and difficulties that confront you in carrying out your responsibilities?

_____ _____ 7. When you talk with your supervisor do you feel that an honest exchange of ideas is possible?

_____ _____ 8. When your supervisor gives instructions to you, do they seem sound?

_____ _____ 9. When your supervisor gives you instructions, are they clearly stated?

_____ _____ 10. When you are dealing with your supervisor on a problem, does he have the ability to ask questions which get at the heart of the matter?

_____ _____ 11. Does your supervisor usually let you know how you are doing?

_____ _____ 12. When you complain about something to your supervisor, does he listen and discuss the matter in a fair, logical way?

_____ _____ 13. When you want to see your supervisor, is he available?

_____ _____ 14. Can you depend on your supervisor to keep his commitments?

_____ _____ 15. Is your supervisor decisive?

_____ _____ 16. Does your supervisor generally inform you in advance of impending changes that affect you?

_____ _____ 17. Does your supervisor admit it when he is wrong?

_____ _____ 18. Does your supervisor serve as a resource of current practices and trends in his area of expertise?

_____ _____ 19. Does your supervisor allow you an opportunity to participate in staff meetings?

_____ _____ 20. Does your supervisor encourage a full range of opinions at staff meetings?

YES     NO

____  ____21.  Are your supervisor's meetings informative?

____  ____22.  Is the agenda for staff meetings wisely selected?

____  ____23.  Does your supervisor encourage your initiative in innovation?

____  ____24.  When innovation is attempted, does your supervisor help you
              to assess the project?

____  ____25.  Does your supervisor encourage you to assist in the evaluation
              of on-going projects?

____  ____26.  Does your supervisor assist you in solving difficulties with
              interpersonal relationships?

Name of Administrator

Date Form Completed

Position

This questionnaire format is of a YES-NO type asking the teacher for his opinion on each of the following questions. The purpose of this evaluation is to provid the administrator with information about how others see him. This information should be used by the administrator to enhance his own personal and professional growth.

Do not sign your name, and please be fair and honest in your responses.

After completing this questionnaire, seal it in an envelope and put it in the administrator's mailbox.

YES    NO

___ ___ 1. Is the administrator's appearance neat and appropriate?

___ ___ 2. Does the administrator speak clearly?

___ ___ 3. Does the administrator use correct English?

___ ___ 4. Is the administrator able to meet frustration without becoming hostile toward teachers, administrators, and others?

___ ___ 5. Does the administrator show a respect and concern for others?

___ ___ 6. Is the administrator open-minded, happy in his outlook on life?

___ ___ 7. Is the administrator able to work effectively with others?

___ ___ 8. Is the administrator's office neat and attractive?

___ ___ 9. Does the administrator's office have a congenial and friendly atmosphere?

___ ___ 10. Does the administrator communicate pertinent information to teachers and students?

___ ___ 11. Is the administrator receptive to new ideas?

___ ___ 12. Is the administrator willing to accept advice and suggestions from others?

___ ___ 13. Is the administrator enthusiastic about his work?

___ ___ 14. Does the administrator ever ridicule or otherwise embarrass anyone publically?

___ ___ 15. Do you find talking with this administrator a positive experience?

___ ___ 16. Is the administrator's behavior ethical and professional?

___ ___ 17. Does the administrator appear to be well organized?