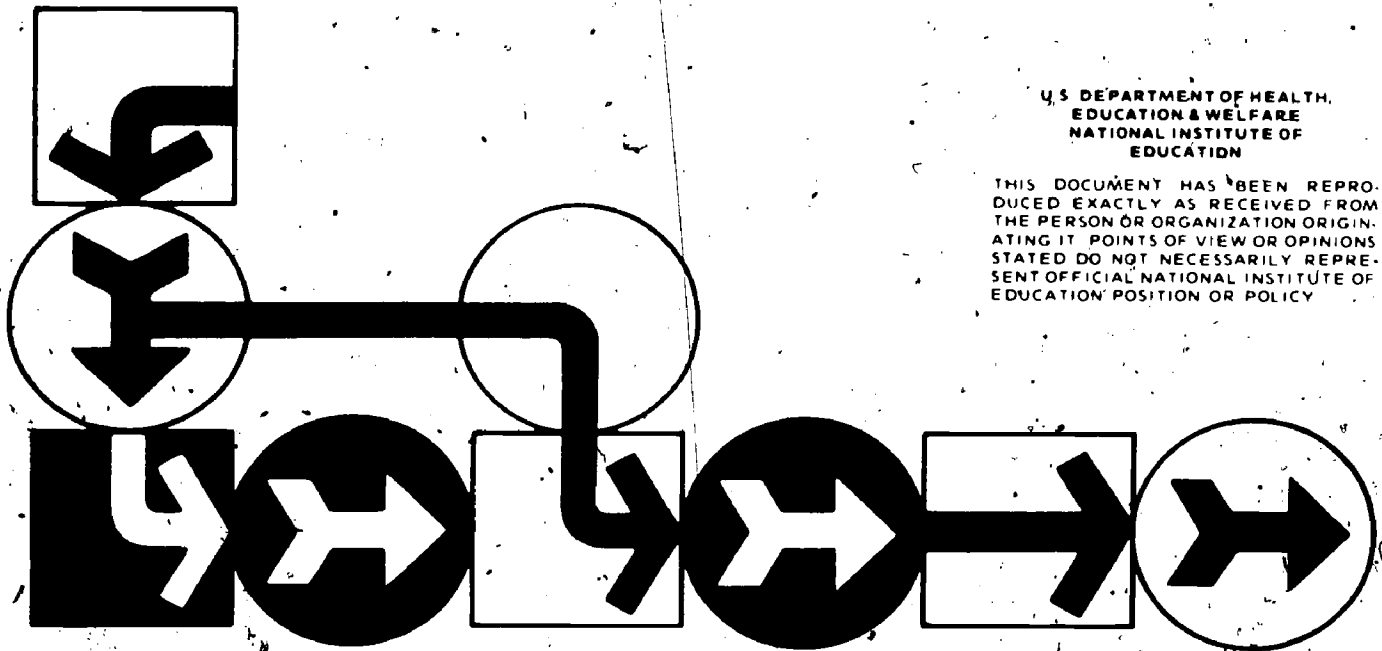DOCUMENT RESUME

ABSTRACT.
        This learning module on appraising the personnel
development needs of vocational teachers is one of six competency
based modules designed for both preservice and inservice education of
vocational education administrators. It reviews the type of
observable classroom and laboratory competencies a teacher should
possess, the concepts and principles necessary to an effective
appraisal system, and provides a variety of sample instruments that
could be used in the appraisal process. Provided are four self-paced
learning activities including performance objectives, information
sheets, and student self checks with model answers provided. The
fourth learning activity (to be performed in an actual setting) is to
be assessed by a qualified resource person. A performance assessment
form for this final activity is provided. Also contained in this
module is a list of resources (materials, people) needed for the
activities, and a list of defined terms used in the modules. This
module is basically self-contained but it is recommended that a
qualified resource person guide, assist and evaluate the learner's
progress. (A final report of the project that developed these modules
is available in two documents--CE 016 505-506. A guide on use of the
modules is available as CE 016 507.) (JH)

APPRAISE THE PERSONNEL DEVELOPMENT NEEDS

OF VOCATIONAL TEACHERS

Competency-Based Vocational Education Administrator Module

THE CENTER FOR VOCATIONAL EDUCATION

The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210

THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research

- Developing educational programs and products

- Evaluating individual program needs and outcomes

- Installing educational programs and products

- Operating information systems and services

- Conducting leadership development and training programs

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APPRAISE THE PERSONNEL DEVELOPMENT NEEDS

OF VOCATIONAL TEACHERS

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FOREWORD

The need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of trained vocational administrators at both the secondary and post-secondary level. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of Part C--Research of the Vocational Education Amendments of 1968, funded The Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education."

The project had two major objectives as follows:

- To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.

- To develop and field test a series of prototypic competency-based instructional packages and a user's guide.

The identification of competencies was based upon input from a select group of experienced vocational administrators participating in a DACUM (Developing A Curriculum) workshop and the results of an extensive and comprehensive literature search and review. The merger of the DACUM and literature review task statements resulted in a list of 191 task statements that described all known functions and responsibilities of secondary and post-secondary vocational administrators. These task statements were submitted by questionnaire to a select national group of 130 experienced secondary and post-secondary administrators of vocational education for verification. Ninety-two percent (92%) of these administrators responded to the verification questionnaire and indicated that 166 of the 191 statements were competencies important (median score of 3.0 or higher) to the job of vocational administrator. For additional information about the procedures used to establish the research base upon which this and other modules in the series were developed, see The Identification and National Verification of Competencies Important to Secondary and Post-secondary Administrators of Vocational Education, available from The Center for Vocational Education.

High priority competencies were identifed and six prototypic modules and a user's guide were developed, field tested, and revised. The materials are organized in modular form for use by both preservice and inservice vocational administrators. Each module includes performance objectives, information sheets, learning activities, and feedback devices to help the module user

(learner) acquire the specified competency. While the modules are basically self-contained, requiring few outside resources, they are not entirely self-instructional. A qualified resource person (instructor) is required to guide, assist, and evaluate the learner's progress.

The titles of the modules, which reflect the competencies covered are:

- Organize and Work with a Local Vocational Education Advisory Council
- Supervise Vocational Education Personnel
- Appraise the Personnel Development Needs of Vocational Teachers
- Establish a Student Placement Service and Coordinate Follow-up Studies
- Develop Local Plans for Vocational Education: Part I
- Develop Local Plans for Vocational Education: Part II

For more information on the development and field testing procedures used, see The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education. For more information about the nature and use of the modules, see the Guide to Using Competency-Based Vocational Education Administrator Materials. Both of these documents are available from The Center.

Several persons have contributed significantly to the development of this module on appraising the personnel development needs of vocational teachers. Special recognition goes to Barry Hobart, Graduate Research Associate, for his extensive review of the literature and for his writing of major portions of the manuscript.

Thanks are also due to Kristy L. Ross, Program Assistant, for her editing and formatting of the module; and to Glen E. Fardig, Research Specialist, for his critique of the manuscript and helpful suggestions. Recognition is also due to Robert E. Norton, Project Director, for writing portions of the manuscript and for his overall guidance and content review of the manuscript; and to James B. Hamilton, Professional Development in Vocational Education Program Director, for his administrative assistance.

Finally appreciation is also extended to Russ Gardner, Kent State University; Aaron J. Miller, Ohio State University; Don McNelly, University of Tennessee; and Charles Parker, Utah State University; who served as field site coordinators for the field testing; and to the local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement.

Robert E. Taylor
Executive Director
The Center for Vocational Education

INTRODUCTION

The improvement of instruction offered in their schools has long been recognized as one of the most important responsibilities facing local vocational administrators and supervisors. For a variety of reasons, such as lack of teacher support, lack of effective procedures, and lack of appropriate instrumentation, the responsibility for improving instruction often has been a frustrating and largely unfulfilled obligation. The obligation to provide the most effective instruction possible can, with appropriate understanding, procedures, and instrumentation, be met.

Recent developments in performance-based or competency-based teacher education have provided us with new concepts, materials, and instrumentation for the improvement of instruction. New legislation gives increased emphasis to the necessity of effectively providing for the personnel development needs of vocational teachers at both the secondary and post-secondary levels.

As a vocational administrator or supervisor, you can play a vitally important role in the professional development of your teachers. You can appraise their personnel development needs, and plan relevant inservice education opportunities which will meet these needs and enable them to become more effective teachers. The learning experiences in this module will help you more effectively assume your responsibilities for teacher appraisal. They will give you knowledge of the professional skills and knowledge needed by all effective vocational teachers, and the principles and techniques that should be used in the teacher appraisal process. They will also help you acquire skill in selecting appropriate assessment instruments and in following procedures for their effective use in appraising teachers' needs. Together, the skills and knowledge you gain from the module should give you the competency you need to help teachers improve their instructional effectiveness.

This module contains an introduction and four sequential learning experiences.
OVERVIEWS, which precede each learning experience, contain the objective for
that experience and a brief description of what the learning experience
involves.

Objectives
Terminal Objective: While working in an actual administrative
situation, appraise the personnel development needs of vocational teachers. Your performance will be assessed by your
resource person, using the "Administrator Performance Assessment
Form," pp. 109-111 (Learning Experience IV).

Enabling Objectives:

1. After completing the required reading, describe the instructional skills used, and the knowledge needed, by effective
   teachers (Learning Experience I).

2. After completing the required reading, demonstrate knowledge
   of the principles and techniques of appraising the personnel
   development needs of vocational teachers (Learning Experience II).

3. After completing the required reading, demonstrate the
   ability to use effectively teacher assessment instruments
   for appraising the personnel development needs of vocational
   teachers (Learning Experience III).

Resources
A list of the outside resources which supplement those contained
within the modules follows. Check with your resource person
(1) to determine the availability and the location of these
resources, (2) to locate additional references specific to your
situation, and (3) to get assistance in setting up activities
with peers or observations of skilled administrators.

Learning Experience I

  No outside resources

Learning Experience II

  Optional

  • Reference: Bellon, Jerry L., et al. Classroom Supervision and Instructional Improvement. Dubuque, IA: Kendall/
    Hunt Publishing Company, 1976.

  • Reference: Allen, Paul; et al. Teacher Self-Appraisal:
    A Way of Looking Over Your Shoulder. Worthington, OH:
    C. A. Jones, 1970.

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Learning Experience III

Optional

- 3-4 peers to role-play supervisors who are assessing your ability to present a lesson, and to meet with you to discuss differences in assessment.

- A resource person to observe your lesson presentation and the assessment discussion which follows, or to meet with to discuss your reactions to peer assessment.

- A vocational administrator or supervisor experienced in successfully appraising the personnel development needs of his/her vocational teachers with whom you can consult.

Learning Experience IV

Required

- An actual administrative situation in which you can appraise the personnel development needs of vocational teachers.

- A resource person to assess your competency in appraising the personnel development needs of vocational teachers.

- One or more Estimate of Performance and/or Teacher Performance Assessment Forms available from your resource person to use in appraising the personnel development needs of vocational teachers.

Selected Terms Administrator -- refers to a member of the secondary or post-secondary administrative team. This generic term, except where specifically designated otherwise, refers to the community college president, vice-president, dean, director; or to the secondary school principal, director, superintendent.

Board -- refers to the secondary or post-secondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Resource Person -- refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

School -- refers to a secondary or post-secondary educational agency. Except where otherwise specified, this generic term is used to refer synonomously to secondary schools, secondary vocational schools, area vocational schools, community colleges, -post-secondary vocational and technical schools, and trade schools.

User's Guide For information which is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document.

Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement numbers 81, 82, and 83 from Robert E. Norton, et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document which were verified as important, form the research base for The Center's competency-based administrator module development.

Learning Experience I

OVERVIEW

Enabling Objective

After completing the required reading, describe the instructional skills used, and the knowledge needed, by effective teachers.

Activity

You will be reading the information sheet, "The Instructional Skills Used, and the Knowledge Needed, by Effective Teachers," pp. 7-19.

Activity

You will be demonstrating knowledge of the instructional skills used, and knowledge needed, by effective teachers by completing the "Self-Check," pp. 21-23.

Feedback

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 25-27.

Activity

Activity

For information about the instructional skills used, and the knowledge needed, by effective teachers in classroom and laboratory settings, read the following information sheet.

THE INSTRUCTIONAL SKILLS USED, AND THE KNOWLEDGE NEEDED, BY EFFECTIVE TEACHERS

The supervision of vocational instruction is one of the major responsibilities facing the local administrator of vocational education. The development and maintenance of a high quality instructional program, whether at the secondary or post-secondary level, will depend to a large extent on how well the administrator carries out his/her instructional supervision responsibility.

It is the supervisor's responsibility to help plan and promote the improvement of his/her teacher's instructional effectiveness. This cannot be done effectively on an ad hoc basis, but demands a carefully thought out and comprehensive plan of supervision. It is the responsibility of the supervisor to cooperatively plan with teachers to help them realize their potential for improved instruction.

Earlier concepts of supervision were somewhat authoritarian and supervisors often tended to see their primary responsibility as that of monitoring and evaluating the teachers' instruction. It is recognized today that supervision should be a much more democratic process in which the supervisor creates an atmosphere which is conducive to the teachers developing their capabilities to the fullest extent possible. Thus, the manner in which you carry out your responsibilities for instructional supervision, is as important to success as the procedures used.[1]

Before the supervisor can help a teacher develop and improve his/her instructional competence, the supervisor must be able to accurately assess the teacher's instructional needs. An essential part of such an assessment is an understanding of what constitutes the comprehensive set of instructional skills and knowledge needed by an effective vocational teacher.

Generally speaking, the skills and knowledge needed by vocational teachers can be clustered into three broad categories: general, technical, and professional. The general skills and knowledge includes such content areas as language, sociology,

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[1]For information on your responsibilities for instructional supervision, you may wish to refer to The Center's administrator module entitled, Supervise Vocational Education Personnel.

psychology, and history. The technical category for a vocational teacher refers to the specialized occupational skills and knowledge that a teacher must have of his/her own teaching specialty. The data processing teachers, for example, must have adequate technical knowledge and skills in the area of data processing (computers, key-punching, card sorters, etc.). The professional skills and knowledge area is concerned with the information and skills that teachers need in order to be able to effectively teach others what they know. The concern here is with such things as planning for instruction, techniques for carrying out the instruction, and procedures for evaluating instructional outcomes.

This module, deals with identifying and analyzing the professional instructional skills and knowledge that vocational teachers should be able to demonstrate. It focuses primarily upon those teaching abilities which an administrator or supervisor could actually observe in either a laboratory or classroom setting. These observable classroom and laboratory abilities or competencies can be categorized into four major areas:

- Instructional Planning.--This category includes skills and knowledge such as interpreting a course of study, developing student performance objectives, planning units of instruction, and selecting instructional materials.

- Instructional Execution.--This category is concerned with the actual methods and techniques of teaching such as conducting group discussions, demonstrating a manipulative skill, and individualizing instruction.

- Instructional Evaluation.--This category includes the various skills and knowledge needed by teachers to establish performance standards and assess student learning. It includes such competencies as establishing criteria for student performance and determining student grades.

- Instructional Management.--This category involves skills and knowledge such as maintaining student discipline, providing for student safety, and organizing the vocational laboratory which are important to the overall management of the instructional program.

It is important to recognize that many additional competencies are important to the comprehensive development of a master vocational teacher. Many of these competencies relate to specialized areas of concern such as program planning, guidance, school-community relations, student vocational organizations, professional development, and cooperative education. The rest of this module is concerned with the competencies that would be included in one of the four major areas listed. These areas include the abilities which are, for the most part, observable and directly related to the daily classroom and/or laboratory instructional program.

When a comprehensive program of instructional supervision is to be provided, the vocational administrator will generally be most concerned with the improvement of teachers' skills in the four areas outlined. Some of the specific competencies which teachers need to either develop or improve in each of those areas are now considered.

Instructional Planning

This category is concerned with the competencies a teacher needs in order to effectively plan for his or her daily classroom and laboratory instruction. Specific competencies include the teacher's ability to:

- determine the needs and interests of students

- develop appropriate student performance objectives

- interpret and use a course of study to develop individual units of instruction

- develop daily lesson plans

- select and prepare appropriate supportive instructional materials

Much has been written about planning, and instructional planning in particular. The volume of material available on performance objectives, lesson planning, and other planning topics symbolizes the importance of instructional planning to effective teaching. Without a sound, well-developed instructional plan to help the teacher accomplish what he or she needs to accomplish in any particular course, the chances for failure are great.

Each of the competencies in the instructional planning category and the other three categories have been addressed at length in The Center's Performance-Based Teacher Education Modules[2] as well as by many other authors. In this information sheet the general nature and the importance of the major instructional competencies will be addressed.

Student Needs and Interests

One of the planning responsibilities of all teachers is that of determining the needs and interests of students. Most teachers will agree that the student rather than the curriculum should be

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[2]This instructional series is available from the American Association for Vocational Instructional Materials, Athens, Georgia.

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the focus of the instructional program. Most teachers would also agree that they cannot individualize instruction, if they do not know the individual students. It is very common and perhaps easiest to plan our instructional activities for the mythical average student. While many students in a class will probably learn from that approach, there are likely to be several slower and several more capable learners for which this type of instruction is boring and only minimally effective, at best. The best available information on student needs and interests should always be taken into account so that instruction may be adapted to the students' personal needs.

Student Performance Objectives

Another important planning task that has received considerable emphasis in recent years is the development of specific and measurable student performance objectives. This emphasis stems from the fact that students learn more quickly and more effectively when they clearly understand what learning outcomes are being sought. It is widely accepted that for performance objectives to be optimally effective in the learning process, they must indicate: (1) what is to be performed, (2) under what conditions the performance is to occur, and (3) what standards of performance must be met.

While there is debate about how rigid the teacher needs to be in specifying objectives in these terms, from a practical point of view most teachers have daily evidence that students want more precise statements of objectives. What teacher is not continually confronted by students with questions about the precise nature of exams, how grades will be determined, etc.? Such questions stem from the students' desire to know precisely what behaviors are expected to be demonstrated in order to give evidence of the required learning.

Since the writing of good performance objectives is not easy, many teachers will need help to develop this competency. It is important that teachers write not only good objectives but that they develop objectives which truly reflect the skills, knowledge, and attitudes that must be learned. All three of the domains of learning--psychomotor, cognitive, and affective--need to be considered. Further, it is also important to see that the objectives reflect the level or degree of performance that should be acquired.

Units of Instruction

Daily lesson plans are normally developed from more general and more comprehensive units of instruction. Units of instruction on the other hand, are usually developed by the instructor using a course of study as a planning guide. The instructor has the challenging task of taking a given or perhaps self-developed course of study and further developing content areas into full

blown units of instruction which are relevant to his/her particular students. The quality of available courses of study varies widely with many lacking some of the essential elements required. The administrator supervising instruction can and should help the teacher, where necessary, to develop the missing information and to convert the information provided into relevant units of instruction. Units, if well developed and focused on carefully chosen topics from the course of study, help provide form and substance to the teaching-learning process. At a minimum, the unit of instruction should consist of a group of well-stated objectives, learning activities, relevant resources, and appropriate feedback or evaluation activities prepared for use in a specific teaching-learning situation.

Lesson Plans

If good units of instruction have been developed, the task of preparing daily lesson plans is easier, but no less important. The daily lessons are what the visitor sees as he/she enters the classroom or laboratory door, but they are really the culmination of the long process of instructional planning.

There is often much argument over how detailed daily lesson plans should be. Regardless of the detail decided upon, however, since it is the daily lesson plan which forms the basis for conducting the actual class, it is vital that each teacher be competent at, and comfortable with, writing daily lesson plans. Like units of instruction, lesson plans can take many forms and shapes. While there is little agreement as to what constitutes the best form of lesson planning, there is widespread agreement that all effective teachers do some form of lesson planning. Teachers must be helped to develop the type of lesson plan most suited to their instructional style and the type of lesson to be taught.

Supportive Instructional Materials

Whether prepared by the teacher or selected from available materials, it is a major responsibility of the teacher to prepare or secure the best possible supportive instructional materials for each lesson and unit taught. While the lesson plan goes a long way toward preparing the teacher to enter the classroom ready to instruct, some additional help is usually needed to optimize the learning process. That extra help is available in the form of supportive materials and/or media--materials to read or to write on, tape or records to listen to, films or slides or other media to view. The use of a variety of materials, models, and real objects adds interest, helps to motivate, and helps students with varying reading and ability levels gain more from the lessons.

Whether selecting or preparing their own instructional materials for lessons, many teachers will need help in determining

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the best materials to use for any given situation, identifying the best sources of materials, and selecting materials that are of high quality. When the uniqueness of the lesson objectives call for materials which do not exist or which cannot be purchased, teachers will often need help in making their own instructional materials such as transparencies and handouts. Whether preparing or selecting available materials, you should always be ready to help teachers use materials which are appropriate to both the lesson objectives and the needs and interests of the particular students involved.

Instructional Execution Competencies

This category of competencies is concerned with what might be called the specific techniques of instruction, which when properly selected for any given instructional situation, result in maximizing the lesson's effectiveness. For the purposes of this information sheet, these techniques of instruction are grouped into the following three basic types of strategies.

- individual instructional techniques

- small or large group instructional techniques

- media and material oriented instructional techniques

It is the techniques of instruction which must be mastered by teachers in order to effectively deliver the lesson objectives. Teachers must learn to evaluate the strengths and limitations of the various teaching techniques so as to be able to select the most appropriate technique or combination of techniques for various learning tasks. Effective teachers develop the skill and expertise necessary to use a wide variety of teaching techniques with finesse. Effective use of a wide variety of techniques not only adds interest to the instructional process but also permits the flexibility necessary to better accommodate individual differences and learning styles.

As an administrator responsible for instructional supervision, one of the greatest challenges you face in the professional development of teachers is the need to continually help your teachers expand upon and improve their repertoire of teaching techniques. While many teachers will enter the classroom and laboratory with knowledge and skill in the use of only a few basic techniques, it is their acquisition of additional techniques and their improvement in the use of the basic ones that help them become a master teacher. Improved skill in the use of teaching techniques does not come easily to many teachers; effective instructional supervision can do a lot to encourage teachers to explore new methods and to develop expertise in their use.

Individual Instructional Techniques

While nearly everyone will agree that vocational instruction should be individualized or personalized to the maximum extent possible, it is quite another thing to actually implement that philosophy. Teachers will need constant help and encouragement to individualize their instruction as much as possible. This vitally important concept must be given more than just lip service. Recent developments in the area of competency-based education hold great promise for the further implementation of this long supported concept. Many other techniques, however, such as programmed instruction, the project method, problem-solving, using students to tutor other students, and individualized study and laboratory assignments can and should be utilized, whenever appropriate, to help meet student needs and interests to the maximum extent possible. Teachers should be helped in all ways possible to individualize their instruction.

Small or Large Group Instructional Techniques

It is in this category of teaching strategies that most of the specific techniques belong. While most of these techniques can be highly effective when appropriately used, there is a common tendency among many teachers to both overuse and misuse some of these techniques. For example, rather than prepare for and use a variety of techniques, each chosen for its particular advantage, some teachers rely almost totally on the lecture or illustrated talk technique. While illustrated talks or even outright lectures have an important place in the instructional setting, their misuse and overuse for whatever reason is unacceptable. As an instructional supervisor, you will likely need to help some of your teachers become more interesting and more effective speakers. You will also likely need to encourage many of the same teachers to select and develop skill in the use of other techniques.

Some of the other small and/or large group techniques which need to be considered include: brainstorming, buzz groups, symposiums, panel discussions, small group discussions, oral questioning, demonstrations, team teaching, subject matter experts, and supervised study. In addition, field trips, problem solving, simulation, role playing, and laboratory experiences can be used effectively with either groups or individuals. The use of any of these techniques, however, without adequate preparation and skill in their use can be instructionally disastrous. As with the lecture, the overuse of brainstorming, small group discussion, or any other of these techniques, can greatly reduce their effectiveness. As an instructional supervisor, you must help teachers learn to select and integrate the most effective combination of these instructional techniques for given situations, as well as help them perfect their skill in the execution of the various techniques.

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Media and Material Oriented Instructional Techniques

A large number of audiovisual techniques and materials are available for use by today's vocational teachers. These techniques and materials are versatile tools which can and should be used to make instruction more interesting and effective. As with the other instructional techniques, you will need to help some of your teachers become more competent in selecting the right audiovisual technique for given situations and operating the associated equipment. Teachers will also often need help in selecting and/or preparing the necessary software to use with the audiovisual equipment.

Specifically, teachers may need help in becoming competent users of overhead projectors, filmstrip projectors, slide projectors, 16 mm and 8 mm film projectors, tape recorders, and videotaping equipment. This equipment needs to be readily available and well maintained if maximum effective use is to occur. Nothing discourages a teacher more from using supportive instructional aids than having to go through a lengthy red-tape procedure to obtain the necessary equipment or the necessary software to use with them. Effective instructional supervisors make every effort to support the teacher in using different teaching techniques and in the planning and preparation for such use.

One should not overlook the role that bulletin boards, exhibits, models, and real objects can play in vocational instruction either. Because of the abundance of physical objects involved in most vocational instruction, the use of models and actual objects are extremely important techniques for the vocational instructor.

Instructional Evaluation Competencies

Any good instructional system includes within it, procedures and techniques for obtaining feedback about student learning and instructional effectiveness. The assessment of student performance in all three learning domains: psychomotor (skills), affective (attitudes), and cognitive (knowledge) must be an integral part of the instructional process. In theory and in reality, some evaluation of student achievement should always occur before the formal instructional process begins. Effective teachers use some means early in the instructional program to assess what their students already know and can do, so as not to waste precious time covering competencies the students have already mastered. The individualization of instruction requires a continuous assessment of individual student progress so as to effectively provide assistance and appropriate learning experiences at the right time.

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The important instructional evaluation competencies include:

- establishing criteria for student performance

- assessing student psychomotor, affective, and cognitive performance

- assigning student grades

- evaluating instructional effectiveness

Establishing Criteria for Student Performance

Here we are concerned with the question, "What criteria or standards should be used to measure whether the desired level of student performance has been achieved? For too long, far too many teachers have set up arbitrary and artificial standards by using the norm-referenced grading approach. Most vocational educators today are quick to agree that criterion-referenced grading should be utilized, using insofar as possible, actual business and industry standards to establish the minimum acceptable levels of performance. The determination and establishment of these standards is not easy, however, and many teachers will need assistance in establishing realistic performance and product standards.

Assessment of Student Performance

Of all the tasks confronting vocational teachers, undoubtedly one of the most difficult is devising, administering, and grading evaluation devices for assessing student progress and achievement. The task requires the development and use of numerous and various types of assessment devices--devices that are valid, reliable, criterion-referenced, and usable. In vocational education we must evaluate both the process (procedures) used by students in meeting an objective, and the product they make or create, as a result of that process. We must also be sure that our assessment of student performance is both comprehensive and representative of the subject being learned. Most units of instruction are concerned to some extent with all three domains of learning: the skills or psychomotor, the knowledge or cognitive, and the attitudes or affective learning. A variety of well-constructed devices--checklists, quizzes, exams, case studies, problem-solving exercises, objective and subjective instruments, and performance tests--will be needed to obtain the feedback necessary.

As far as possible, all assessment devices should meet the following characteristics.

- They need to be valid. That is, they should measure what they claim to measure.

- They need to be reliable. That is, they should measure consistently whatever they are measuring.

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- They need to be as objective as possible, so as to allow the students' performance to determine the score.

- They need to be discriminating. That is, they should differentiate between students who have learned and those who have not.

- They need to be representative. That is, they should sample all of the important skills, attitudes, and knowledge covered.

- They need to be easy to administer and score.

Assigning Student Grades

When a good system of evaluation has been established, the students should be informed of the system and their responsibilities within it. Many teachers seek student input into a proposed system before finalizing it, and thereby obtain better student understanding and acceptance of the grading process. The scoring of examinations and the assignment of student grades, although often a tedious and disliked task, is a necessary and important function that nearly all teachers will need to perform with fairness and proficiency. Your role as instructional supervisor will again be to help ensure that the best possible job is done by your teachers.

Evaluating Instructional Effectiveness

Truly professional teachers are constantly seeking ways to improve their instructional abilities. There are a variety of ways--student achievement, parent reactions, advisory committee, and, of course, the observation of performance by instructional supervisors--that can be used to help a teacher evaluate his/her overall instructional effectiveness. It is a responsibility that all professional educators owe to their students.

Instructional Management Competencies

The fourth category of instructional competencies that are readily apparent to the classroom or laboratory visitor are the managerial abilities needed by effective teachers. The skills for effective classroom management are sometimes neglected in the preparation of teachers, yet they are essential to successful student learning. Research has shown that the organization and management of classroom and laboratory experiences by the teacher are a significant determinant of successful teaching, and successful student learning. We can consider these management skills in relation to two important teaching responsibilities:

- management of student behavior and safety

- management of learning facilities

Management of Student Behavior and Safety

Some of the most technically competent persons fail as teachers because of their inability to effectively manage student behavior. In order for the classroom or laboratory to be a place of learning, an environment that is conducive to learning must be established and maintained.

The management of student behavior can be viewed from two aspects--helping students develop self-discipline, and helping them apply safety practices while in the vocational classroom and laboratory. With respect to self-discipline, the teacher needs to apply the following management principles.

- Standards of expected behavior are discussed with the students in terms of the school's policies and student codes.

- Programs are developed to motivate students to uphold these school standards.

- A written code of behavior is developed cooperatively with the students.

- The classroom and laboratories are organized in ways that encourage acceptable student behavior.

- Acceptable student behavior is acknowledged and rewarded.

- The environment of the classroom and laboratory and the attitudes of the teacher are conducive to the students' self-discipline.

- The teacher is fair, firm, and consistent in handling discipline problems.

- Reasons for aggressive behavior are carefully analyzed and an attempt is made to prevent such behavior in the future.

In helping students follow safety practices, the teacher needs to ensure the following.

- The laboratory itself meets safety standards with respect to fire extinguishers, machine safety guards, personal protection materials and devices, and color codes.

- The environment is made safe during demonstrations of manipulative skills.

- He or she uses and demonstrates all appropriate safety precautions.

- He or she encourages discussion and questions concerning safety practices.

- He or she continually points out safety hazards.

Management of Learning Facilities

The management of learning facilities includes maintaining and managing the vocational laboratory and classroom, and providing for equipment and materials storage and filing. In managing the vocational laboratory, the teacher has the following responsibilities.

- Organize the tool storage so that the tools are accessible and convenient.

- Requisition and store the supplies necessary for laboratory activities.

- Control the distribution of supplies to the students.

- Organize the use of available work stations in the laboratory.

- Organize the laboratory environment so as to maintain appropriate ventilation and temperature, adjust natural and artificial lighting, and control noise.

- Maintain the laboratory equipment and inventories.

- Organize and manage student maintenance responsibilities within the laboratory.

In addition to the storage of laboratory supplies, tools, and equipment, the vocational instructor must also develop and maintain adequate student and teacher files for the storage of student records, references, and other classroom materials. The students will normally need to have access to and refile some materials, while other materials such as student and teacher records should be accessible only to the teacher. Materials and supplies which cannot be found when needed because of inadequate or poor filing, do not suggest a well organized and effective teacher.

Within this information sheet we have briefly reviewed some of the major teaching skills and knowledge that the effective teacher will need; these are the skills and knowledge that the supervisor of vocational instruction must assess in individual teachers, and then, work to improve them where necessary.

For the reader who wishes to pursue in depth one or more of the competencies described earlier, the following selective bibliography is provided.

The Center's Performance-Based Teacher Education Modules.
    This series of professional competency-based modules con-
    sists of 100 titles that address the 384 performance ele-
    ments identified in Center research as important to suc-
    cessful vocational teachers. Particular reference is made
    to Category B modules on Instructional Planning, Category C
    modules on Instructional Execution, Category D modules on
    Instructional Evaluation, and Category E modules on Instruc-
    tional Management. These modules, developed and field
    tested by The Center for Vocational Education, Columbus,
    Ohio are published and distributed by the American Associa-
    tion for Vocational Instructional Materials, 120 Engineering
    Center, Athens, Georgia, 1977.

Instructional Technology, Its Nature and Use by Walter Wittich
    and Charles F. Schuller. Harper and Row: New York, New
    York, 1973.

Audiovisual Methods in Teaching by Edgar Dale. Dryden Press:
    Hinsdale, Illinois, 1969.

Agricultural Education, Approaches to Learning and Teaching by
    Charles C. Drawbaugh and William L. Hull. Charles Merrill:
    Columbus, Ohio, 1971.

Teaching Successfully in Industrial Education by G. Harold Silvius
    and Estell H. Curry. McKnight and McKnight: Bloomington,
    Illinois, 1967.

Secondary School Teaching Methods by Leonard Clark and Irving
    Starr. McMillan Publishing Company: New York, New York,
    3rd Edition, 1976.

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Activity

The following items check your comprehension of the material in the information sheet, "The Instructional Skills Used, and the Knowledge Needed, by Effective Teachers," pp. 7-19. Each of the ten items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. All of the skills and knowledge needed by vocational teachers are generally grouped into three broad categories. Name and briefly describe each category.

2. Within the professional knowledge and skills area, what are the four broad areas of observable classroom and laboratory competencies needed by vocational teachers? Briefly explain each area.

3. Identify the areas of competence that a teacher needs in order to effectively plan his or her daily instruction.

4. Give at least two reasons why it is important for the teacher to assess student needs and interests in preparing for instruction.

5. Why is it important for a teacher to prepare precise performance objectives for instruction? What characteristics do well-stated performance objectives have and what areas of learning should the performance objectives address?

6. The large number of instructional techniques available to vocational teachers can be grouped into three types of techniques. Name each type and briefly explain why a teacher should be proficient in at least some of the techniques from each group.

7. What areas should be covered in effective instructional evaluation?

8. What characteristics should good assessment devices have?

9. What principles need to be followed in order to foster the development of student self-discipline?

10. What responsibilities does the teacher have in managing the vocational laboratory?

Feedback

MODEL ANSWERS

1. The three broad categories into which all the skills and knowledge needed by vocational teachers are generally grouped are (a) <u>general skills and knowledge</u> that includes such important general content areas as psychology, sociology, history, language, and mathematics, (b) <u>technical category</u> that includes all the specialized skills and knowledge pertaining to the teacher's particular specialty, and (c) <u>professional category</u> that includes all the knowledge and skills necessary for the teacher to be able to effectively teach others what he/she knows.

2. The four broad areas of observable classroom and laboratory competencies pertaining to the professional category of knowledge and skills are as follows: (a) instructional planning (includes the skills and knowledge necessary to plan effectively for good classroom and laboratory teaching, e.g., developing student performance objectives, planning units of instruction, and selecting instructional materials); (b) instructional execution (includes the competencies needed for the actual teaching task such as conducting group discussions, demonstrating various skills, individualizing instruction, etc.); (c) instructional evaluation (includes the competencies needed by teachers to establish performance standards and assess student learning); and (d) instructional management (includes the skills and knowledge necessary for the teacher to manage effectively the learning situation, e.g., maintaining student discipline, providing for safety procedures in learning, organizing learning materials, etc.).

3. The competencies required by a teacher for effective planning of daily classroom and laboratory instruction include (a) the ability to determine the needs and interests of students, (b) the ability to develop appropriate student performance objectives, (c) the interpretation and use of a course of study to develop individual units of instruction, (d) skills in the development of daily lesson plans, and (e) the selection and preparation of supportive instructional materials.

4. Two reasons for assessing student needs and interests are (1) it enables the student to become the focus of instruction rather than the curriculum, and (2) it enables the teacher to individualize the instruction according to student needs.

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5. It has been shown that students tend to learn more effi-
ciently when they clearly understand the precise outcomes
expected to result from any particular learning experience.
To give students such precise outcomes, it is necessary to
develop performance objectives that state clearly in behav-
ioral terms what will be performed by the student as a
result of the learning, the conditions under which this
performance will occur, and the standards that must be
demonstrated in that performance. These objectives should
cover the knowledge areas of learning (cognitive domain),
the manipulative skills to be developed (psychomotor domain),
and the relevant attitudes (affective domain).

6. The instructional techniques available to vocational
teachers can be classified under three headings. These are
(a) individual instructional techniques, (b) small or large
group instructional techniques, and (c) media and materials
oriented instructional techniques. Teachers need to become
proficient in a wide variety of these techniques so as to
add interest to their teaching and permit the flexibility
necessary to accommodate individual differences and learning
styles.

7. The areas that should be covered in effective instructional
evaluation are (a) establishing criteria for student per-
formance, (b) assessing student cognitive, affective, and
psychomotor performance, (c) assigning student grades, and
(d) evaluation of instructional effectiveness.

8. Assessment devices should measure what they claim to measure.
That is, they should be valid and reliable. In addition,
they should be objective and should discriminate between the
more able and less able students. Assessment devices should
cover the field of skills and knowledge being evaluated;
and, they should be easy to administer.

9. The teacher should apply the following principles in order
to help students develop self-discipline: (a) standards of
expected behavior should be discussed with the students;
(b) programs should be developed to motivate students to
uphold these standards; (c) a written code of behavior
should be developed cooperatively with the students; (d) the
classroom and laboratory should be organized in ways that
encourage acceptable student behavior; (e) acceptable stu-
dent behavior should be acknowledged and rewarded; (f) the
environment of the classroom and laboratory and the atti-
tudes of the teacher should be conducive to the students'
self-discipline; (g) the teacher should be fair, firm, and
consistent in handling discipline problems; and (h) reasons
for aggressive behavior should be carefully analyzed and
attempts made to prevent such behavior in the future.

10. In managing the vocational laboratory the teacher should
    (a) organize the tool storage so that the tools are acces-
    sible and convenient; (b) requisition and store the supplies
    necessary for laboratory activities; (c) control the distri-
    bution of supplies to the students; (d) organize the use of
    available work stations in the laboratory; (e) organize the
    laboratory environment for such factors as temperature, ven-
    tilation, lighting, and noise; (f) maintain the laboratory
    equipment and inventories; and (g) organize and manage stu-
    dent maintenance responsibilities within the laboratory.

LEVEL OF PERFORMANCE: Your completed "Self-Check" should have
covered the same major points as the model responses. If you
missed some points or have questions about any additional points
you made, review the material in the information sheet, "The
Instructional Skills Used, and the Knowledge Needed, by Effective
Teachers," pp. 7-19, or check with your resource person if neces-
sary.

OVERVIEW

Enabling Objective

After completing the required reading, demonstrate knowledge of the principles and techniques of appraising the personnel development needs of vocational teachers.

Activity.

You will be reading the information sheet, "Appraising the Personnel Development Needs of Vocational Teachers," pp. 31-47.

Optional Activity

You may wish to read the supplementary references, Bellon, et al., Classroom Supervision and Instructional Improvement, and/or Allen et al., Teacher Self-Appraisal: A Way of Looking Over Your Own Shoulder.

Activity

You will be demonstrating knowledge of the principles and techniques of appraising the personnel development needs of vocational teachers by completing the "Self-Check," pp. 49-51.

Feedback

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 53-55.

Activity

For information on the principles and techniques of
appraising the personnel development needs of voca-
tional teachers, read the following information sheet.

APPRAISING THE PERSONNEL DEVELOPMENT NEEDS
OF VOCATIONAL TEACHERS

Introduction

In the first information sheet of this module we identified
the three categories of skills and knowledge needed by all voca-
tional teachers--professional needs, technical needs, and general
needs. The teacher's professional needs include all the peda-
gogical knowledge, attitudes, and skills required by the teacher
to fulfill his/her responsibilities as a teacher. The teacher's
technical needs include all the knowledge, attitudes, and skills
related to his/her occupational area that must be imparted to the
students for their adequate vocational preparation. The teacher's
general needs include competence in such content areas as lan-
guage, sociology, psychology, and history.

In appraising staff development needs, administrators and
supervisors normally concentrate on the first two of these cate-
gories. The professional skills will determine how well the
teacher conducts the students' learning process; the technical
skills will determine how relevant and substantive that learning
is for the students' vocational goals. Both are vital to the
successful attainment of the goals of vocational education.

This information sheet discusses the principles, techniques,
and instruments needed by the vocational administrator to appraise
effectively the personnel development needs of teachers. There
are three aspects of this appraisal that must be considered.
They are (1) the principles that must be observed for effective
teacher assessment, (2) the process involved in such assessment,
and (3) the forms and procedures that are needed to fulfill the
requirements of effective teacher appraisal.

Principles of Effective Teacher Appraisal

There are at least six principles that need to be observed
by the vocational administrator for effective appraisal of teacher
performance. Research has shown that these principles will sig-
nificantly determine the teacher's acceptance of that appraisal,
and his/her response to it. It is essential, therefore, that you
shape your program of teacher assessment in terms of these prin-
ciples.

The Principle of Cooperation

It is important for the teacher to accept the assessment program and for the program to motivate the teacher to pursue activities of self-development. To accomplish these objectives, the program must be worked out in <u>cooperation</u> with the teacher. A program that is arbitrarily imposed on the teacher will conflict with his/her sense of professional autonomy and cause that teacher to either overtly or covertly reject the program. Thus, the administrator responsible for supervising the teacher's instruction must work cooperatively with each of his/her teachers to design individual programs of assessment and development that express the teacher's own felt-needs and professional judgments. To achieve this and to avoid the teacher feeling threatened by the program, the cooperation must be genuine. It must not be a predesigned agenda to be approved by the teacher; but one that is cooperatively and flexibly worked out by the teacher and the supervisor together.

The Principle of Consent

Closely allied to the cooperation of the teacher, is the consent of the teacher. Not only does the program of teacher appraisal need to be worked out together by the teacher and supervisor during a pre-observation conference, but the forms, nature, and timing of the assessments used within that program need the teacher's consent. A teacher should not be surprised by the classroom visit and observation of the supervisor. As the supervisor, you must schedule such visits well beforehand with the teacher so that the visit can be professionally helpful and productive both for the teacher and for your supervision. When visits are prearranged, you can observe those aspects of a teacher's performance that he/she feels could most benefit from your observation, feedback, and constructive criticism. Again, the form of the assessment needs the teacher's consent. For example, if students are to be involved in the assessment of the teacher, then the teacher needs to agree to this. If the lesson is going to be videotaped for later review and discussion with the teacher, the teacher must agree to this also.

The teacher should also be consulted about the instruments to be used by the supervisor for classroom and laboratory assessments. It cannot be expected that the teacher will accept the evaluation that results from the use of a particular instrument if he/she does not feel the instrument measures teaching performance objectively, comprehensively, accurately, or reliably. A staff development program will not work if the teacher feels that it does not help meet his/her professional or technical needs. Therefore, the teacher must trust the adequacy of the instruments and procedures that have been used to assess those needs. This trust will most likely occur if the teacher has given consent to the instruments and procedures used.

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The Principle of Completeness

The appraisal of any teacher's performance must encompass all the essential knowledge, skills, and attitudes relating to the teacher's responsibilities. There are a great number of technical competencies involved in daily classroom and laboratory teaching, and many professional competencies in addition to these. In fact, research has identified and verified 384 performance elements needed by vocational teachers to fulfill their professional responsibilities.[3] Not all these competencies are needed by every vocational teacher; nor do they all relate to the particular concern of this module, namely, classroom and laboratory teaching. However, some 47 of these competencies have been related directly to classroom and laboratory teaching and, to be effective, any professional needs assessment effort must address all of them. If this does not occur, then the teachers will tend to concentrate on those skills that they expect will be assessed, and neglect those that are not. We see examples of this in programs that neglect to specify and assess the necessary attitudes, as well as the skills, for effective vocational teaching performance.

Another important aspect of a complete assessment procedure is that it relates to identifying the teacher's strengths. Good teacher appraisal not only identifies the teacher's weaknesses for further professional development, but also identifies the teacher's strengths. Teachers need to know and appreciate these strengths in order to make them most productive in their teaching. The supervisor can also sometimes use them as a resource for the development of such skills in other teachers.

The Principle of Objectivity

It is imperative that teacher appraisal not reflect the personal whims and subjective judgments of the assessor. In order to avoid this, the assessor should use, as much as possible, instruments that have sufficient definition and detail to ensure maximum objectivity in the assessment process. This, of course, does not disqualify the professional judgment of the supervisor, or the capacity for that judgment to be objective and accepted as such by the teacher. Videotaping the session in which the teacher is being assessed may help the teacher to accept the judgments of the supervisor. Since videotaping allows the teacher to view his/her own performance, he/she can see documentation of the objectivity of the assessor's judgments. A variety of methods involving assessments by the teacher's colleagues, students, and

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[3]Calvin Cotrell et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V, General Objectives--Set II. (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972).

self-check procedures can also serve to increase the objectivity of the assessment by acquiring a variety of viewpoints--if these procedures are accepted by the teacher.

The Principle of Influenceability

Whatever is assessed must be able to be influenced; it must be able to be changed and developed by the teacher. It is counterproductive to assess certain characteristics of the teacher that the teacher is not really able to change. For example, if the teacher has a naturally high pitched voice, there is probably not much that can be done about it. Some personality characteristics may not be particularly desirable, but may be relatively permanent. Therefore, it is not productive to confront the teacher with these. What needs to be assessed are those characteristics that can be changed and developed by effective staff development programs.

The Principle of Purposefulness

The program of appraisal must have a clearly stated purpose which is meaningful and acceptable to the teacher. If the appraisal is used for salary determinations, promotional possibilities, tenure, and other such extrinsic rewards, then it is likely to be threatening to the teacher, and of little value in terms of staff development. On the other hand, if the appraisal is clearly designed to help the teacher's professional development, and is seen by the teacher to be used solely for that purpose, then it is likely the teacher will fully cooperate with it and will not feel threatened by any weaknesses revealed through the assessment.

It is reasonable to consider that the teacher will feel the purpose of the assessment will really be determined by <u>who</u> sees the results of the assessments. Therefore, if the program is truly for staff development purposes, these results must be kept confidential between the teacher and the supervisor. Before the actual assessment, the teacher needs to be assured of this confidentiality and told the purposes of the assessment. It should also be made clear exactly who will receive information from it.

A Model of Performance Appraisal

Having established the principles that need to be applied in a program of teacher appraisal, it is now important to consider the design that such a program should take.

To help us appreciate the design of an effective teacher appraisal program, let us consider a very common assessment that most of us experience frequently in our lives. That is, the assessment of the temperature of a room. The instrument used for

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this is a thermostat. There are seven elements within the functioning of the thermostat that are similar to the elements of a good teacher performance appraisal program.

The Model of a Thermostat

The seven elements in the functioning of a thermostat, the analogy of which can help us in designing a good assessment program, are:

1. a sensor (thermometer) that measures the temperature of a room

2. an adjustable device that sets a standard that is the desired temperature

3. a discriminator that compares the sensed information (the room temperature) with the standard

4. an effector (switch) that responds to the discriminator by turning the activity (a furnace) on or off

5. some wires for communication

6. the activity itself, (in this case a furnace)

7. a source of energy (e.g., fuel oil) that powers the activity

Step One: Deciding What to Measure

The sensor in a thermostat measures only one element--room temperature. For the purposes of staff development, however, many different teaching competencies will need to be measured. Therefore, the first important question that must be answered is what activities are to be measured. This module confines itself to the professional competencies of the teacher that directly relate to the classroom or laboratory. However, there are many other competencies--such as student counseling--that are important in the teacher's responsibilities. But even in relation to classroom and laboratory competencies, it is important to decide exactly what is to be assessed.

One way of deciding exactly what will be assessed is to use an established list of professional teacher competencies as a starting point. The "Vocational Teacher Competency Profile" developed by The Center for Vocational Education is one such listing that may be used cooperatively with a teacher in deciding which competencies should be assessed. A copy of this profile chart which lists 100 different professional competencies clustered into ten broad categories, is presented on the next page. While it covers competencies beyond those directly related to the classroom and laboratory, its use will ensure that the assessment

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will be comprehensive. Use of this type of competency profile
will allow the teacher and supervisor together to determine what
competencies ought to be assessed. Other lists of teacher compe-
tencies are available from some colleges and universities and
state departments of education.

Step Two: Determining the Standards of Performance

The purpose of the thermostat is to see that the actual room
temperature is the same as the desired room temperature. In
staff appraisal, we are seeking to determine whether the teacher's
actual professional performance is reaching the desired standards
for that performance. Therefore, after determining what teacher
competencies are to be assessed, it is important to determine the
standards that are required for these competencies. Here is a
most difficult task. While it may be agreed that questioning is
an important teaching skill, it is far more difficult to agree on
what level of questioning is satisfactory in any given lesson.
One way to set these standards is to select instruments that
detail carefully the components of any competency being measured.
Some recently developed performance-based teacher education mate-
rials contain criterion-referenced teacher performance assessment
checklists which specify the important components in considerable
detail.[4]

Some colleges and universities concerned with teacher educa-
tion have also developed criterion-referenced checklists for
use in evaluating teacher performance particularly during student
teaching.

Another critical point in determining the standards of per-
formance to be utilized, is that the teacher and supervisor need
to review the criteria to be used and reach complete agreement on
the standards that are being sought.

Step Three: Judging Between the Standards and the Performance

The next step, which is analogous to the discriminator in
our model, is that of determining whether the standards have been
reached. Once the teaching competencies and the standards for
those competencies have been agreed upon, someone has to decide
whether the teacher is reaching those standards or not. For
staff development programs, this is a prime responsibility of the
supervisor of instruction. However, with respect to teacher
morale and motivation it is best if the teachers can also make
this judgment about themselves.

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[4]For examples, see the Professional Teacher Education Module
Series (Athens, GA: The American Association for Vocational
Instructional Materials, 1977).

VOCATIONAL TEACHER COMPETENCY PROFILE

Name _____ Address _____

Institution _____ Date Started _____

Resource Person(s) _____

These competencies represent the titles of the field-tested modules which have been developed, field tested, and revised by The Center for Vocational Education. The modules address all of the 384 performance elements identified in research conducted by The Center as important to secondary and post secondary vocational teachers. These modules and four supporting documents—a student guide, a resource person guide, an administrator guide, and the state of the art guide are being published by the American Association for Vocational Instructional Materials (AAVIM) Engineering Center, University of Georgia, Athens, Georgia 30602

These materials were developed and tested pursuant to contracts with the National Institute of Education and the U.S. Office of Education

PBTE

SUPPORTING MATERIALS

Guide to the Implementation of Performance-Based Teacher Education by Glen E. Fardig, Robert E. Norton, and James B. Hamilton.

Resource Person Guide to Using Performance-Based Teacher Education Materials by James B. Hamilton and Karen M. Quinn

Student Guide to Using Performance-Based Teacher Education Materials by Robert E. Norton and May Huang.

Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education by Robert E. Norton, Lois Harrington, and Janet Gill.

Developed by:

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The Ohio State University

Published by:

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FOR VOCATIONAL
INSTRUCTIONAL MATERIALS
Engineering Center
University of Georgia
Athens, Georgia 30602

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Category				
A Program Planning, Development and Evaluation (11 modules)	A-1 Prepare for a Community Survey	A-2 Conduct a Community Survey	A-3 Report the Findings of a Community Survey	A-4 Organize an Occupational Community
B Instructional Planning (6 modules)	B-1 Determine Needs and Interests of Students	B-2 Develop Student Performance Objectives	B-3 Develop a Unit of Instruction	B-4 Develop a Lesson Plan
C Instructional Execution (29 modules)	C-1 Direct Field Trips	C-2 Conduct Group Discussions, Panel Discussions, and Symposiums	C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques	C-4 Direct Instruction of Students
	C-12 Employ Oral Questioning Techniques	C-13 Employ Reinforcement Techniques	C-14 Provide Instruction for Slower and More Capable Learners	C-15 Present Illustrated Talks
	C-23 Present Information with Overhead and Opaque Materials	C-24 Present Information with Filmstrips and Slides	C-25 Present Information with Films	C-26 Present Information with Audio Recordings
D Instructional Evaluation (6 modules)	D-1 Establish Student Performance Criteria	D-2 Assess Student Performance: Knowledge	D-3 Assess Student Performance: Attitudes	D-4 Assess Student Performance: Skills
E Instructional Management (9 modules)	E-1 Project Instructional Resource Needs	E-2 Manage Your Budgeting and Reporting Responsibilities	E-3 Arrange for Improvement of Your Vocational Facilities	E-4 Manage a Filing System
F Guidance (5 modules)	F-1 Gather Student Data Using Formal Data Collection Techniques	F-2 Gather Student Data through Personal Contacts	F-3 Use Conferences to Help Meet Student Needs	F-4 Provide Information on Educational and Career Opportunities
G School Community Relations (10 modules)	G-1 Develop a School Community Relations Plan for Your Vocational Program	G-2 Give Presentations to Promote Your Vocational Program	G-3 Develop Brochures to Promote Your Vocational Program	G-4 Prepare Displays to Promote Your Vocational Program
H Student Vocational Organization (6 modules)	H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations	H-2 Establish a Student Vocational Organization	H-3 Prepare Student Vocational Organization Members for Leadership Roles	H-4 Assist Students in Developing and Financing a Yearly Program of Activities
I Professional Role and Development (6 modules)	I-1 Keep Up to Date Professionally	I-2 Serve Your Teaching Profession	I-3 Develop an Active Personal Philosophy of Education	I-4 Serve the School and Community
J Coordination of Cooperative Education (10 modules)	J-1 Establish Guidelines for Your Cooperative Vocational Program	J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students	J-3 Enroll Students in Your Co-Op Program	J-4 Secure Training Stations for Your Co-Op Program

It is helpful if the teacher has a good model against which he/she can judge his/her own performance. Therefore, you might arrange for the teacher to observe another teacher who has expertise in a certain area. This observation could help the teacher identify areas that he/she needs to develop further.

It should be emphasized that any kind of judgment that you, as a vocational supervisor make on a teacher's performance will be useless if the teacher does not accept your opinion as valid. Therefore, you need to be certain that your relationship with the teacher is such that the teacher will respect and accept your judgments.

Step Four: Responding to the Assessment

Someone must respond to the appraisal of the teacher's performance, otherwise it is a wasted effort. Ideally, the teacher should make this response. If the teacher is made aware of a professional need through an effective teacher appraisal program, it is ideal if that awareness motivates the teacher to seek out ways of meeting that need. However, more realistically, the teacher and supervisor together will respond to the results of the assessment. For teachers to be able to respond to this assessment a good staff development program must be organized by the administration within the teaching institution.

Step Five: Communicating the Results of Assessment

A number of important decisions must be made with respect to the information that resulted from the assessment of a teacher. The first decision is who is to receive those results? The assessments made for staff development purposes should be used only for staff development. Therefore, the results should be kept strictly confidential and the teacher should be made aware of this confidentiality before any assessment activity is begun.

The second decision to be made is how soon after the assessment should the teacher know the results? Skinner has clearly demonstrated that immediate feedback is important if it is to change behavior. Thus, the supervisor needs to schedule a post-observation conference to discuss the assessment with the teacher as soon as possible after the event. An enthusiastic teacher will be most anxious to know your reactions to his/her teaching skills, especially if he/ she respects your professional judgment. An anxious teacher needs to be put at ease. If a conference cannot be scheduled soon enough, then, if possible, it is helpful to give the teacher a brief and encouraging response to his/her performance as you are leaving the classroom or laboratory.

It should also be decided how often the teacher should receive feedback concerning his/her teaching performance. Research has shown that far too little teacher assessment occurs

for effective staff development. For the purposes of effective
staff development, this appraisal must occur fairly frequently--
especially for beginning teachers. An appropriate objective
instrument should encourage the supervisor to visit his/her
teachers frequently in their classrooms and laboratories; and to
make those visits constructive and helpful to the ongoing profes-
sional development of those teachers.

A decision also needs to be made regarding how the teacher
should receive the information from the assessment. If it is
hurriedly communicated in a school passageway, it is useless. A
private meeting needs to be arranged between the supervisor and
the teacher. This meeting should relaxed, unhurried, informal,
with no interruptions. It should be planned so that the whole
attention of the teacher and the supervisor can be focused on the
assessment, and possible responses to it. It is also helpful if
the teacher can take the assessment form away to study it further
and to keep a continuing record of progress. Most teachers will
get pleasure out of seeing these assessments improving over time.
This is most significant to achievement motivation. If the
teaching session has been videotaped it is helpful for the teacher
and supervisor to review it together. This makes the performance
appraisal much more objective, and gives clear focus to the
assessment conference.

Step Six: Designing the Staff Development Program

The next step in our assessment model is to consider the
type of activity that makes an appropriate response to the assess-
ment effort. This activity should be nothing short of a compre-
hensive staff development program. The purpose of the assessment
is to ensure effective staff development. Therefore, the teacher
appraisal, the processes and instruments used within it, and the
information stemming from it should be directed toward designing
and implementing a program for effective teacher development.
This program needs to be individualized to meet the particular
needs of the teacher, comprehensive to cover all those needs,
convenient to the teacher in terms of times and energy demands,
continuing, and rewarding. The most important thing to emphasize
here is that assessment is not an end in itself. It must lead
directly and clearly to purposeful and rewarding action in terms
of teacher development. Each assessment event should end in an
agreed plan of action for improving the teacher's performance.

Step Seven: Undertaking the Staff Development Program

The best designed staff development program will fail with-
out acceptance and support by the teachers for whom it is designed.
Thus, the energy for the program lies in the teachers' motiva-
tion. It is important to stress that the effectiveness of a
staff development program stemming from the type of teacher
appraisal model being discussed here depends heavily on the
teachers' enthusiasm to support that program. That enthusiasm

depends in part on what outcomes the teacher can expect from the program. There are two types of outcomes that need to be considered.

First, there are those outcomes that result from improved teacher performance in the classroom and laboratory. These outcomes are called intrinsic motivators and are by far the most important to teacher satisfaction. If the staff development program leads to improved performance by the teacher, and to increased responsibility, success, achievement, and self-actualization, then the teacher will be motivated to support the program and will continue to try to improve his/her performance. That is, if the staff development program leads to increased satisfaction from the job itself, then the program will be supported by the intrinsic motivations of the teacher.

Secondly, there are those outcomes that do not result from the task itself, but are gained as a result of doing a better job. Such outcomes are a better salary, promotion, tenure, fringe benefits, better relations with the supervisor or other staff members, etc. These are called extrinsic motivators because they encourage people to perform tasks for rewards other than satisfaction from the task itself. They are, however, important. If a teacher is expected to spend time and energy in professional development, and to make some sacrifices for this, then some tangible rewards also need to result from it. Increased pay has been shown to be a strong incentive.

In summary, a combination of both intrinsic and extrinsic rewards need to result from the staff development program if it is to be enthusiastically supported by the staff.

Forms and Procedures for Teacher Performance Appraisal

There are various forms of feedback that can be valuable to teachers in assisting them to perceive their professional strengths and weaknesses, and to react positively to these perceptions. Each of these forms has its own particular strengths and weaknesses. They fall into four categories of assessment. These are (a) self assessment, (b) supervisor assessment, (c) peer assessment, and (d) student assessment.

Different types of information will tend to flow from each one of these and, therefore, the decision to use any one will depend upon the type of information required. The most important in terms of staff development is the information that the teacher obtains from self-assessment, and from meaningful interaction with the supervisor as a result of supervisor assessment. However, an ongoing program of staff development may, over time, draw on all four forms of assessment, so the advantages and limitations of each needs to be considered.

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Self-Assessment

Self-assessment includes all the efforts of teachers to assess their own professional performance. There are a number of advantages in this form of feedback. These are:

- The teacher's own motivations are operating and, therefore, he/she probably will be more willing to accept the results of the assessment.

- Because this form of assessment is totally confidential, it will be the least threatening--the teacher alone knows the results, and alone determines what is done with those results.

- It can encourage professional self-development, which is the ideal motivation for staff development programs.

- It has a great deal of flexibility in that the teacher can determine exactly when to use it and for what purposes, and does not have to fit it into someone else's schedule.

- The teacher can focus on exactly the professional elements that concern him/her, and does not have to accommodate someone else's judgments.

Some of the disadvantages of this form of assessment are as follows.

- The teacher's concentration on the teaching task can be distracted by his/her efforts at self-assessment.

- The teacher may not be perceptive of his/her real weaknesses.

- The teacher may not be able to pick up distracting habits, having become so used to them.

- Self-assessment may cause some teachers to become too introspective and self-critical, this may cause them to have unjustified feelings of inferiority.

- The teacher may not recognize his/her strengths because of too much concentration on weaknesses.

- The teacher's assessment may be too subjective to measure such important factors as rapport with students, warmth, friendliness, etc.

- New teachers may have insufficient experience in recognizing good and bad teaching characteristics, and may not be able to make valid comparisons of their own teaching.

Supervisor Assessment

Assessment by the supervisor can be the most important feedback for the teacher in terms of his/her professional development. Unfortunately, such assessment tends to occur far less frequently than is necessary for effective staff development. The advantages of this form of feedback to the teacher are:

- The supervisor is able to bring to the assessment a wide range of professional experience.

- It can help in establishing a cooperative working relationship between the teacher and supervisor for the teacher's professional development.

- It helps the supervisor to know his/her staff well, their strengths and weaknesses, their professional needs, and potential.

- It encourages the supervisor to establish and maintain an effective staff development program.

Some of the disadvantages of this form of feedback to the teacher are:

- It is more threatening to have the supervisor, who is an authority figure, assess the teacher.

- Because the supervisor may also have to assess the teacher, for purposes of tenure, promotion, salary, etc., it is sometimes difficult for the teacher to feel confident that this assessment is purely for professional development purposes and will not be used for the more threatening, administrative decisions.

- If the principles for good assessment are not used by the supervisor, he/she will tend to be cast in the role of "inspector" or "overseer" rather than that of "helper" that is so essential to effectively supporting and influencing the teacher.

- Because of the heavy schedules of most supervisors, it is often difficult to arrange this assessment, with its necessary follow-up, at times that are convenient to both the teacher and the supervisor.

Peer Assessment

This is any form of assessment of a teacher by his/her colleagues. A teacher may invite a colleague to sit in on a lesson and give feedback about various aspects of the lesson that they have discussed together beforehand.

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One method of peer assessment that has been shown to be effective for the professional development of new teachers is a team method by which teachers join together to encourage and assist each other in their professional development. A team might consist of two, three, or four new teachers, and one experienced teacher who is NOT an authority figure. The team together works out a program of assessment whereby each member is assessed by the rest of the group. If possible, the group observes a lesson given by the member being assessed, having agreed beforehand on the instruments to be used, and whether various members of the team will concentrate on selected aspects of the teaching process. If it is not possible for all the group to observe the lesson, it may be possible for the lesson to be videotaped, and observed and discussed by all members of the group later. After this observation, all members of the team meet together to discuss the lesson, and to discuss ways of helping to develop their teaching skills.

For this method of peer assessment to work, the following guidelines need to be observed.

- The teacher being evaluated must have the opportunity to react to the assessment, to disagree, and to call a halt to the feedback when he/she has had enough.

- The assessment must be strictly confidential within the group with the assessment instruments being given to the assessed teacher and no records being kept by the other teachers.

- The composition of the team must not change without the unanimous consent of the team.

- Complete openness must be established by the team, otherwise it tends to become a mutual admiration team where each congratulates the other, or it can become a group that tends to hurt each other.

- There should be only one experienced teacher in the team. This teacher must not hold a position of authority in the administration of the institution.

- The experienced teacher should not be of an authoritarian character. Such a person would tend to inhibit the interaction of the group.

The advantages of peer assessment to the teacher are:

- Research has shown that teachers tend to be influenced most by the judgments of their colleagues.

- Except for self-assessment, this is the least threatening form of assessment.

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- It encourages the development of professional relationships among the staff.

- It spreads the burden of staff assessment among other staff members and relieves some of the pressure put on the supervisor.

- It focuses on professional performance for staff development rather than inspection for salary and other related administrative decisions.

- It increases the validity of the assessment by offering a variety of judgments by a number of colleagues.

- It establishes a system whereby teachers can see the effective skills and ideas of their colleagues, and apply these in their own teaching.

Some of the disadvantages of this form of assessment are:

- It may be ineffective if the peers are not absolutely honest with each other.

- A group of teacher's sitting in on a lesson may disrupt the class more than the presence of just one supervisor.

- It is more difficult to coordiate the schedules of a number of other teachers so that they can all see the lesson together.

- If it is not handled well, it may create interpersonal resentment among the staff.

- A peer assessment team may be inefficient in terms of the time demanded of the members involved. However, if the assessment does not occur frequently, then it is of little worth to any one.

Student Assessment

This is any form of assessment of the teacher by his/her student. It is initiated by the teacher, and the feedback is seen only by the teacher so it is strictly confidential. The advantages of this form of feedback to the teacher are:

- The students have had the maximum exposure to the teacher's skills and therefore have the greatest sample of those skills on which to make a judgment.

- The students are the most affected by the teacher's competencies and are, therefore, in one sense most concerned about the teacher's effectiveness.

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- In the most abstract areas of teaching skills, such as arousing interest and motivating, the students themselves can best make this judgment.

- The teacher is more likely to accept an opinion that is expressed by many persons than by just one person.

- It can assist in establishing a trusting and favorable relationship between the teacher and the students if the students become convinced by their involvement in such assessment that the teacher is making a genuine effort to improve his/her teaching.

Some of the <u>disadvantages</u> of this form of feedback to the teacher are:

- Students may not be perceptive of what constitutes good teaching in some areas of teaching.

- Students ratings may be more influenced by their grades than the teacher's skills.

- It may make student discipline more difficult for the teacher to maintain.

General Principles of Assessment

With any of the above forms of assessment, there are some general principles that need to be observed so as to make the actual assessment most effective. These should be carefully considered and followed where relevant to the program of assessment.

- The person doing the assessing should be as unobtrusive as possible, both to the teacher and the students. It is often best if the assessor sits at the back of the class, behind a student so that the teacher has a minimum view of him or her.

- The assessor can disturb the teacher by periodically writing down comments in a noticable way. The teacher will wonder what he/she did to cause the assessor to react. Therefore, the assessor should record comments and judgments in an unobtrusive way. This can be done by sitting behind a student so that the teacher cannot notice when the assessor is recording reactions to the lesson. If the assessment is being done in a laboratory, it may be impossible for the assessor to record such reactions unobtrusively. In this case, it may be better for the assessor to wait until the observation is over before recording any reactions.

- The assessment should not be discussed with students, or any other person unless specifically agreed upon by the teacher.

- Assessments for staff development should be arranged beforehand. Times, instruments to be used, procedures, and competencies to be assessed should have been worked out with the teacher beforehand.

- The assessor should do everything possible to put the teacher at ease by displaying a friendly, supportive, sympathetic manner.

- Assessment relating to staff development programs must be seen to be subject to the teacher's professional autonomy, and, therefore, an expression of the teacher's own motivations and professional initiative. Thus, the assessor needs to convey the impression to the teacher, and the students, that the teacher is in control of the situation.

- The assessor needs to observe the lesson long enough to be able to make a valid judgment of the competencies being assessed.

- The assessor should give the teacher a written record of his/her reactions so that the teacher may study them at length.

- Feedback from the assessment should occur as soon as possible after the assessment, and be positive and helpful.

Thus, it can be seen that an assessment program needs to be designed and executed according to definite principles and established procedures if it is to be effective in generating a worthwhile staff development program.

Optional
Activity

You may wish to read the following references:
Bellon, Classroom Supervision and Instructional Improvement (discusses new directions in staff supervision; the pre-observation conference, the classroom observation, and the post-observation conference); and/or Allen, et al., Teacher Self-Appraisal: A Way of Looking Over Your Own Shoulder (presents information on methods of, and techniques for, appraising teacher personnel development needs.

Activity

The following items check your comprehension of the material in the information sheet, "Appraising the Personnel Development Needs of Vocational Teachers," pp. 31-47. Each of the three items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What are the principles of effective teacher appraisal that are being neglected in the following incidents, and how is this neglect shown?

   a. The vocational supervisor informs a teacher that the supervisor will be visiting the teacher's classroom within the next two weeks to observe a lesson.

   b. The supervisor tells the teacher that, for the purposes of staff development, what he is really interested in measuring is how well the teacher motivates the students--for he believes that motivation is the most important factor in learning.

   c. When the supervisor observes the lesson, he writes his reactions on a piece of yellow note paper that he borrows from the teacher.

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d. In discussion later with the teacher concerning his assessment, the supervisor remarks on the teacher's lisp, though he assures the teacher that it was not very pronounced.

e. The supervisor informs the teacher that he is going to videotape a portion of the next lesson he observes, so that their discussion can be more objective. The teacher is not pleased with this as it may disturb the class, however, the supervisor insists that it will help their later discussion.

f. When the interview is completed, the teacher asks the supervisor for his written comments. The supervisor, however, says that he prefers to keep them for future reference.

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2. Briefly describe the major steps involved in an effective assessment program.

3. Compare and contrast student assessment and supervisor assessment of the teacher's classroom and laboratory teaching competencies.

Feedback

MODEL ANSWERS

1. a. The first principle that the supervisor violated is cooperation--the supervisor and the teacher should have met to work out an assessment program which was agreeable to both individuals. In this incident, the vocational supervisor informed the teacher of the impending classroom observation rather than determined a specific date and time together with the teacher.

    b. The principle violated in this incident is that of completeness. The supervisor restricted his attention to assessing the teacher's capacity to motivate students. While this single aspect of effective teaching is important, it should have been assessed in relation to the many other competencies that are also involved in influencing student learning. The staff assessment program should consist of several observations to assess different aspects of the teacher's performance.

    c. This incident violated the principle of objectivity. When making an observation for the purpose of assessment, a supervisor should use a detailed assessment instrument in order to make the observation more objective. This supervisor didn't use an assessment instrument. The haphazard method of assessment has the following shortcomings: (1) the teacher is not aware of the elements on which he or she is being assessed, (2) the supervisor may not remember all the elements he or she wishes to assess.

    d. The supervisor ignored the principle of influenceability in that he remarked on a speech defect of the teacher. Personal characteristics such as this usually cannot be changed; therefore, they should not be evaluated.

    e. In this incident, the supervisor neglected the principle of consent in that he insisted on videotaping the next lesson in spite of the teacher's objection. Even though the supervisor's reasons were probably sound, he should have tried to change the teacher's mind and obtain his or her consent, or drop the idea of videotaping the lesson. Videotaping under these circumstances may influence negatively the teacher's performance while being observed.

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f. The principle of purposeful... was ignored in this
instance.' The teacher probably found it difficult to
imagine that the assessment was purely for the teacher's
own personal professional development needs and would
be used solely for that purpose. When the supervisor
insisted on keeping the assessment for future reference.
A supervisor often does have to make assessments of
teachers for official records, but these should be kept
separate from those made for staff development purposes,
and should be treated differently.

2. There are seven major steps involved in an effective assess-
ment program for staff development purposes. These are
(1) determine what is to be measured, (2) consider the
standards at which the teaching performance must be demon-
strated, (3) judge the teacher's performance against those
standards, (4) respond to that judgment, (5) communicate the
results of the assessment to the teacher being assessed,
(6) design cooperatively a personnel development plan for
the teacher based on the results of the assessment,
(7) motivate the teacher to undertake the staff development
program.

3. In student assessment, the students have experienced a great
deal of the teacher's skills and knowledge and, therefore,
they have a greater sample on which to make their judgment.
The supervisor, on the other hand, may have observed only
one or two lessons of the teacher, and thus, has a much
more restricted sample.

In student assessment, many sets of responses are being
recorded as opposed to only the supervisor's responses.
Therefore, if all or a majority of the students' responses
mention a particular weakness, the teacher will tend to be
more persuaded that such a weakness exists. It is easier
for the teacher to feel that the supervisor's observation of
the teacher's weakness is an error on the supervisor's part
than for the teacher to maintain that all the students are
mistaken.

Student assessment can be undertaken at any time convenient
to the teacher whereas assessment by the supervisor may be
more difficult to arrange because of busy schedules. The
students can better judge such aspects of the teacher's
skills as the capacity to motivate, arouse interest, explain
clearly, etc., because the students themselves will be most
aware of these experiences. However, the supervisor brings
a great deal of experience to the assessment, and is, there-
fore, better able to make valid judgments about the teaching
performance. The supervisor will not be influenced by such
factors as the student's grades; these factors may prejudice
the students' judgments. The supervisor is more likely to
understand staff development needs than the students and

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will, therefore, make judgments that are helpful to achieving staff development goals. Finally, with either form of assessment the principles of good assessment must be vigorously followed. If not, the assessment will adversely affect the relationship of the teacher with the students or with the supervisor, and tend to demoralize the teacher rather than motivate him/her toward self-improvement.

LEVEL OF PERFORMANCE: Your completed "Self-Check" should have covered the same <u>major</u> points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Appraising the Personnel Development Needs of Vocational Teachers," pp. 31-47, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

Enabling Objective

After completing the required reading, demonstrate the ability to use effectively teacher assessment instruments for appraising the personnel development needs of vocational teachers.

Activity

You will be reading the information sheet, "Teacher Assessment Instruments and Their Use in Appraising the Personnel Development Needs of Vocational Teachers," pp. 59-85.

Activity

You will be reading the "Case Situation," pp. 87-90 and critiquing a hypothetical teacher's ability to develop student performance objectives.

Feedback
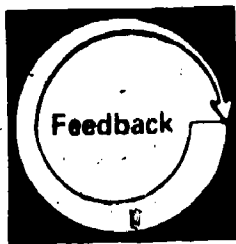
You will be evaluating your competency in effectively using teacher assessment instruments for appraising the personnel development needs of vocational teachers by comparing your completed critique with the "Model Critique," pp. 91-95.

You may wish to participate in a series of simulated activities which will allow you to experience the interaction between a supervisor and a teacher being assessed.

Optional Activity

You may wish to interview a vocational administrator or supervisor who has been successfully appraising the personnel development needs of his/her vocational teachers.

Optional Activity

Activity

Activity
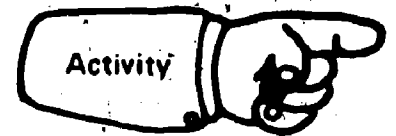
For examples of, and information on, specific instruments and their use in appraising the personnel development needs of vocational teachers, read the following information sheet.

TEACHER ASSESSMENT INSTRUMENTS AND THEIR USE IN APPRAISING THE PERSONNEL DEVELOPMENT NEEDS OF VOCATIONAL TEACHERS

Introduction

The important principle of objectivity that needs to be observed in a teacher assessment program requires the use of effective assessment instruments. Unless such instruments are used, it is virtually impossible to conduct good objective assessments. And if objective assessments are not made, the assessment is likely to have such adverse effects on teacher morale and motivation that it would be better if they did not occur at all. Within this information sheet, therefore, various instruments and their use are discussed, so that you, as a vocational supervisor, may be able to construct or select instruments that will assist you in achieving the goals of an effective teacher appraisal program.

Characteristics of Good Teacher Assessment Instruments

The characteristics of good teacher assessment instruments will vary with the specific purposes of the instrument and the type of assessment being made. The purposes of assessment range from the intention to make a fairly general estimate of the teacher's ability to perform a cluster of related competencies (such as the ability to conduct a laboratory session), to a specific analysis of the teacher's performance within a particular competency (such as the ability to employ oral questioning techniques). While the types of questions and the amount of detail appropriate to any instrument will depend in part on the particular purpose and type of assessment, several characteristics are important to any assessment instrument. These include:

- The instrument should be measuring what it purports to measure; that is, it should be valid.

- The instrument should be consistent in its measure; that is, it should be reliable.

- Evaluations with the instrument should be similar for any judgment on a teacher, no matter who uses it, provided that the persons using it have similar expertise for judging effective teaching. This means that the evaluation made with the instrument is as objective as possible.

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- There should be sufficient detail in the instrument to allow
  for a careful analysis of the competency or competencies
  being evaluated. The tendency is that the more general the
  questions, the more subjective the judgment must be in
  responding to those questions.

- The questions in the instrument should be stated, as far as
  possible, in performance terms. Performance statements
  encourage the judgments of the assessor to be objective.

- The instrument should not be so detailed and lengthy, as to
  be impractical to use or unrealistic in its precision.

- The questions in the instrument should thoroughly cover the
  competency or competencies that it purports to measure.

Levels of Assessment

We can consider three general levels of assessments and
their characteristics. Different types of assessment instruments
will be needed for each of these levels. The first level of
assessment is a very general, overall assessment of teachers
which seeks to categorize them as good, average, or weak. Many
instruments are designed for making such a general evaluation of
teacher's skills. Yet, this type of evaluation is highly suspect
for the following reasons.

- The skills involved in teaching are many and complex, and
  all teachers will tend to be stronger in some areas than in
  others. It is, therefore, inaccurate to assess teachers as
  though there is one skill alone that determines whether they
  are strong or weak.

- A "halo" effect generally occurs whereby one dominant char-
  acteristic or skill of the teacher causes the assessor to
  rate the whole of the teacher's capabilities according to
  the strength of that particular characteristic or skill.

- The assessor tends to be very subjective in the assessment
  because the parameters of teaching are not detailed enough
  to permit objective assessment.

- This assessment gives no real guide to the teacher for per-
  sonal development as it does not specify clearly enough
  areas of strength and weakness.

The second level is an assessment of a combination of skills
in a unit of instruction. An example of this is observing a
classroom or laboratory lesson as an integrated whole and assess-
ing the strengths and weaknesses of the total lesson. This
assessment may look at the teacher's skills in introducing the

lesson, arousing the students' interest, presenting the performance objectives for the lesson, reviewing relevant material, and moving from the introduction to the body of the lesson. Such assessment would not only be looking at the teacher's ability to demonstrate particular competencies, but also the teacher's skill in combining these competencies in the teaching process.

The third level is an assessment of the <u>detailed strengths and weaknesses</u> of the teacher <u>in relation to a particular competency.</u> In this assessment the teacher's capacity to motivate students may be analyzed, or the ability to prepare handout materials, or to use the overhead projector, etc. This assessment requires an instrument that covers the components of the particular competency in considerable detail.

Samples and Description of Assessment Instruments

The <u>Faculty Evaluation Instrument,</u> (Sample 1) is an example of an instrument that is used to make a general assessment of the teacher's ability to present a lesson. While the instrument is headed, "For Observation and Analysis of Classroom Teaching," it will be noted that only a general analysis is possible by using such an instrument. The ratings are also likely to be rather subjective because of the rather broad and difficult to observe parameters that are being considered in some items. For example, item #2 says that, "Lesson was begun where students actually are in relation to problem." It would require considerable testing and probing on the part of the evaluator before an objective answer could be given to this statement. And then, individual differences would probably make a generalization suspect.

The response is also likely to be rather subjective to item #6 (material clearly and logically placed on chalkboard) because words like "clearly" and "logically" tend to depend as much upon the capacity and knowledge of the person viewing the lesson, as upon the capacity of the person giving the lesson.

In considering the rating scale for this instrument, we could ask ourselves what exactly would be the difference between a teacher who was rated "good" on item #19 (freedom from mannerisms) and one who was rated "average," or "poor." How many mannerisms does a teacher have who is average? Or, in terms of item #8, how many contributions of students need to be heeded and built upon to make a rating of "good," in contrast to a rating of "fair"? While it is valuable to gain a general overall impression of a teacher's capacity to conduct a lesson by using such an instrument as this, it is obvious that such an instrument has some limitations, especially for producing the type of analysis that would be helpful for staff development purposes.

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FACULTY EVALUATION INSTRUMENT*

FOR OBSERVATION AND ANALYSIS OF CLASSROOM TEACHING

Teacher _____ Class _____ Date _____ Observer _____

Some Essentials of Good Teaching	Rating** E G A F P	Observer's Comments

The Lesson:

1. Purpose of lesson was shared with students.
2. Lesson was begun where students actually are in relation to problem.
3. All students were motivated with relevance to lesson.
4. Lesson related to present and future needs of student.

The Material:

5. Visual aids and references used were adequately explained.
6. Material clearly and logically placed on chalkboard.
7. Physical facilities were adequate.

The Students:

8. Contributions of the students were heeded and built upon.
9. Class time was efficiently used.
10. Class study and assignments were adequate.
11. Students' answers were evaluated by other class members.

The Teacher:

12. Teacher demonstrated knowledge of subject.
13. Teacher used firmness, discipline, and tact.
14. Teacher developed good thinking and understanding.
15. Teacher's questions were challenging.
16. Teacher shows graciousness and sympathy with students' efforts.
17. Class interest.
18. Voice, cleanliness, volume.
19. Freedom from mannerisms.

---

*Source unknown
**Excellent, Good, Average, Fair, Poor

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Two different types of student rating scales are given in Samples 2 and 3. The essential difference between these is found in the rating rather than in the items, although the Forced Choice Instrument is much more detailed, having twice the number of items that are found in the Graphic Scale. The types of ratings that are found in these scales are generally known as a "Likert type rating." That is, they ask the respondent to rate a statement along a 4-point, 5-point, or 6-point scale indicating strong agreement to strong disagreement with the statement. Scales that have an even number in the rating (four or six points) are often classified as forced choice scales because they do not allow for a neutral position (average, undecided, etc.) in the rating--they force the respondent to make a positive or negative response to the item. Scales that have an odd number in the rating (five or seven points) generally allow the respondent to take a neutral or undecided position on the middle point.

An examination of the student rating scales will reveal that many of the items are rather general (e.g., item #4 in Sample 2, "Have clear explanations been made of the important ideas?"). However, it is probably more realistic to expect students to be able to give a reliable general impression of the teacher's capabilities, than a detailed analysis of a competency. If all the students tend to agree on a particular rating of the teacher in a general area, then the teacher could respond by asking the supervisor to use a more detailed instrument in that competency area for a more thorough analysis of the teacher's strengths and weaknesses.

Two parallel instruments are given in Samples 4 and 5. These are designed to explore the capabilities of the teacher across a spectrum of competencies relating to classroom and laboratory teaching. By using these instruments, a profile of the teacher's personnel development needs can be drawn up and a more detailed analysis made of competency areas that are felt to be weak.

It can be seen that Sample 4 is designed to be a self-assessment by the teacher, and Sample 5 is a similar assessment of the teacher made by the supervisor. Each of the instruments requires an overall assessment of the teacher's ability in a particular competency, and a rating of the importance of developing that ability. The use of these instruments by the teacher and the supervisor allows them to recognize and discuss possible differences in the assessments of both the teacher's competencies and the relative importance of developing any one of those competencies. This can be a valuable means of applying both the principles of cooperation and of consent. A conference between the teacher and the supervisor should allow a constructive dialogue to occur concerning the teacher's competencies and the importance of the different competencies to the teacher's present responsibilities. The use of these two instruments permits the discussions of so that understanding and agreement

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SAMPLE 2

EXAMPLE GRAPHIC SCALE

STUDENT INSTRUCTIONAL RATING SHEET*

Course name

Directions: Circle the number which most nearly indicates your response. (1 = high, 3 = middle, 5 = low). If your response is best indicated between the verbal description given, circle number 2 or 4.

1. Have the major objectives been made clear?

   1   2   3   4   5

   Absolutely clear and   Somewhat clear   Not clear at all
   definite

2. How much agreement was there between objectives and agreements?

   1   2   3   4   5

   Very close agreement   Some agreement   Very little agreement

3. How would you describe the organization of class presentations?

   1   2   3   4   5

   Well organized   Moderately well   Poorly planned
        organized

4. Have clear explanations been made of the important ideas?

   1   2   3   4   5

   All of the important   Some of the important   Very few of the
   ideas have been   ideas have been   important ideas have
   clearly explained   clearly explained   been clearly explained

5. Did this instructor encourage you to seek his help when necessary?

   1   2   3   4   5

   I felt welcome to   I felt hesitant to   I avoid seeking help
   seek help   seek help

6. How well was class time used?

   1   2   3   4   5

   Very effectively   Satisfactorily   Unsatisfactorily
        at times

7. Does this instructor have speaking mannerisms or personal traits that interfere with your learning?

   1   2   3   4   5

   No annoying   Some distracting   Constantly exhibits
   mannerisms   mannerisms   distracting mannerisms

8. How would you describe the attitude of fellow members toward this instructor?

   1   2   3   4   5

   Attentive   Passive and indifferent   Inattentive or even
        antagonistic

9. How much time and effort did you put into this class compared to classes of equal credit?

   1   2   3   4   5

   Considerably more   About the same   Much less

10. How stimulating have these classes been?

    1   2   3   4   5

    Very stimulating   Fairly stimulating   Usually dull

11. What has been your class attendance?

    1   2   3   4   5

    100% attendance or   I have cut between   I have cut over one-
    close to it   10-25% of the class   third of the class

12. Have you been receiving fair grades in this class?

    1   2   3   4   5

    Absolutely fair   Some fair, others   Unfair and undeserved
         less so   grades

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*Adapted from Wabash Valley College, Mt. Carmel, Illinois.

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EXAMPLE FORCED CHOICE INSTRUMENT*

STUDENT QUESTIONNAIRE

(Instructor and Course Evaluation Form)
Directions: Your help is requested in evaluating the
educational programs at _____. Please
response to each statement as accurately as possible.
If you do not understand a statement, do not answer
it. Please do not sign your name to this question-
naire. Please check only one alternative.

PERSONAL DATA

1. Sex: Male _____ Female _____

2. Your cumulative grade point average at the end
   of your last semester of attendance?
   a. 3.5 or above
   b. 3.0 to 3.49
   c. 2.5 to 2.99
   d. 2.0 to 2.49
   e. below 2.0

CHARACTERISTICS OF THE TEACHER AND TEACHING

Please check the one best alternative for each state-
ment.

3. The instructor presents the subject matter
   clearly.
   a. Almost always
   b. Often
   c. Sometimes
   d. Rarely

4. The instructor stresses learning rather than
   grades.
   a. Almost always
   b. Often
   c. Sometimes
   d. Rarely

5. The instructor stimulates students to indepen-
   dent thinking or reasoning.
   a. Almost always
   b. Often
   c. Sometimes
   d. Rarely

6. The instructor adjusts teaching to the students'
   levels of comprehension.
   a. Almost always
   b. Often
   c. Sometimes
   d. Rarely

7. The instructor seems to be interested in teach-
   ing courses effectively.
   a. Almost always
   b. Often
   c. Sometimes
   d. Rarely

8. The instructor attempts to motivate all students
   to learn.
   a. Almost always
   b. Often
   c. Sometimes
   d. Rarely

9. The instructor appears to have a thorough knowl-
   edge of the subjects he teachs.
   a. Almost always
   b. Often
   c. Sometimes
   d. Rarely

10. The instructor is willing to give of his time and
    efforts in individual help when students need it.
    a. Almost always
    b. Often
    c. Sometimes
    d. Rarely

11. The instructor uses various teaching methods
    such as lectures, class discussion, audio-visual
    presentation and group work.
    a. Almost always
    b. Often
    c. Sometimes
    d. Rarely

12. Teaching methods other than the lecture method
    are used by instructors.
    a. Almost always
    b. Often
    c. Sometimes
    d. Rarely

13. The instructor is sensitive to students' feelings
    and problems.
    a. Almost always
    b. Often
    c. Sometimes
    d. Rarely

14. The instructor makes students feel free to ask
    questions, disagree, or express their ideas.
    a. Almost always
    b. Often
    c. Sometimes
    d. Rarely

*Adapted from Southeastern Illinois College, Harrisburg, Illinois.

15. The Instructor is fair and impartial in dealing with students.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

16. The Instructor expects a reasonable amount of work in his course.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

17. The Instructor shows that he is interested in
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

18. The Instructor deals with relevant materials in his class.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

19. The Instructor asks students to evaluate his teaching and courses at the end of the semester.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

20. The Instructor shows that he is interested in students and student learning as well as subject matter.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

CHARACTERISTICS OF THE COURSES

21. Course objectives are clearly stated.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

22. The amount of class work is appropriate for the credit received.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

23. Reading assignments are not too difficult.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

24. Course tests are usually fair and based on the objectives of the course.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

25. Course grades are fairly assigned.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

26. Textbooks are of valuable use in your courses.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

27. This course is relevant to the needs of students.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

28. Your responsibilities in the courses are clearly defined.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

29. Courses are offered at a time and day which is convenient for students.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

30. Class time is well spent.
     a. Almost always
     b. Often
     c. Sometimes
     d. Rarely

31. Other Comments:

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AN INSTRUMENT FOR INSTRUCTOR SELF-ASSESSMENT

OF PROFESSIONAL NEEDS AND ABILITIES

Instructions:

█████his instrument is designed to help you identify your pro-
fe█████al needs and abilities as they relate to your present
tea█████g position. Please respond to each question for each of
the competency statements listed. Your responses will be treated
confidentially and reviewed only by your instructional supervisor
for the purpose of facilitating your professional growth. At no
time will the scores of individual instructors be reported to
anyone. Group data will be shared with appropriate individuals
who are concerned with planning and conducting our inservice
education programs. It is hoped that your own carefully thought
out responses to the items in this instrument will also help you
better plan your professional development program.

The competency statements listed in this instrument have
been selected from the 100 vocational teacher competency state-
ments contained in The Center for Vocational Education's Voca-
tional Teacher Competency Profile (November 1976). The competen-
cies listed reflect the professional skills that a supervisor
could most readily observe in actual classroom or laboratory
teaching situations. The competencies also reflect the titles of
some of the 100 performance based teacher education modules which
have been developed and field tested by The Center, and which are
available through the American Association for Vocational Instruc-
tional Materials of Athens, Georgia.
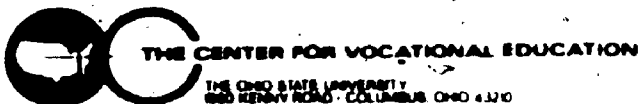
STAFF PROFESSIONAL NEEDS AND ABILITIES: SELF-ASSESSMENT

Name: _____

Date: _____

For each of the following competency statements, please indicate your:

Competency Statements	Estimate of Your Current Ability to Perform this Competency				Desire to Further Improve this Competency for Your Present Job			
	Poor	Fair	Good	Excellent	Low	Medium	High	Very High

CATEGORY B - INSTRUCTIONAL PLANNING

Competency Statements	Poor	Fair	Good	Excellent	Low	Medium	High	Very High
B-1 Determine Needs and Interests of Students	1	2	3	4	1	2	3	4
B-2 Develop Student Performance Objectives	1	2	3	4	1	2	3	4
B-3 Develop a Unit of Instruction	1	2	3	4	1	2	3	4
B-4 Develop a Lesson Plan	1	2	3	4	1	2	3	4
B-5 Select Student Instructional Materials	1	2	3	4	1	2	3	4
B-6 Prepare Teacher-Made Instructional Materials	1	2	3	4	1	2	3	4

CATEGORY C - INSTRUCTIONAL EXECUTION

Competency Statements	Poor	Fair	Good	Excellent	Low	Medium	High	Very High
C-1 Direct Field Trips	1	2	3	4	1	2	3	4
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums	1	2	3	4	1	2	3	4
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques	1	2	3	4	1	2	3	4
C-4 Direct Students in Instructing Other Students	1	2	3	4	1	2	3	4
C-5 Employ Simulation Techniques	1	2	3	4	1	2	3	4
C-6 Guide Student Study	1	2	3	4	1	2	3	4

		Poor	Fair	Good	Excellent	Low	Medium	High	Very High
C-7	Direct Student Laboratory Experience	1	2	3	4	1	2	3	4
C-8	Direct Students in Applying Problem-Solving Techniques	1	2	3	4	1	2	3	4
C-9	Employ the Project Method	1	2	3	4	1	2	3	4
C-10	Introduce a Lesson	1	2	3	4	1	2	3	4
C-11	Summarize a Lesson	1	2	3	4	1	2	3	4
C-12	Employ Oral Questioning Techniques	1	2	3	4	1	2	3	4
C-13	Employ Reinforcement Techniques	1	2	3	4	1	2	3	4
C-14	Provide Instruction for Slower and More Capable Learners	1	2	3	4	1	2	3	4
C-15	Present an Illustrated Talk	1	2	3	4	1	2	3	4
C-16	Demonstrate a Manipulative Skill	1	2	3	4	1	2	3	
C-17	Demonstrate a Concept or Principle	1	2	3	4	1	2		4
C-18	Individualize Instruction	1	2	3	4	1	2		4
C-19	Employ the Team Teaching Approach	1	2	3	4	1	2	3	4
C-20	Use Subject Matter Experts to Present Information	1	2	3	4	1	2	3	4
C-21	Prepare Bulletin Boards and Exhibits	1	2	3	4	1	2	3	4
C-22	Present Information with Models, Real Objects, and Flannel Boards	1	2	3	4	1	2	3	4
C-23	Present Information with Overhead and Opaque Materials	1	2	3	4	1	2	3	4
C-24	Present Information with Film-strips and Slides	1	2	3	4	1	2	3	4

		Poor	Fair	Good	Excellent	Low	Medium	High	Very High
C-25	Present Information with Films	1	2	3	4	1	2	3	4
C-26	Present Information with Audio Recordings	1	2	3	4	1	2	3	4
C-27	Present Information with Televised and Videotaped Materials	1	2	3	4	1	2	3	4
C-28	Employ Programmed Instruction	1	2	3	4	1	2	3	4
C-29	Present Information with the Chalkboard and Flip Chart	1	2	3	4	1	2	3	4

CATEGORY D - INSTRUCTIONAL EVALUATION

		Poor	Fair	Good	Excellent	Low	Medium	High	Very High
D-1	Establish Student Performance Criteria	1	2	3	4	1	2	3	4
D-2	Assess Student Performance: Knowledge	1	2	3	4	1	2	3	4
D-3	Assess Student Performance: Attitudes	1	2	3	4	1	2	3	4
D-4	Assess Student Performance: Skills	1	2	3	4	1	2	3	4
D-5	Determine Student Grades	1	2	3	4	1	2	3	4
D-6	Evaluate Your Instructional Effectiveness	1	2	3	4	1	2	3	4

CATEGORY E - INSTRUCTIONAL MANAGEMENT

		Poor	Fair	Good	Excellent	Low	Medium	High	Very High
E-4	Maintain a Filing System	1	2	3	4	1	2	3	4
E-5	Provide for Student Safety	1	2	3	4	1	2	3	4
E-6	Provide for the First Aid Needs of Students	1	2	3	4	1	2	3	4
E-7	Assist Students in Developing Self-Discipline	1	2	3	4	1	2	3	4
E-8	Organize the Vocational Laboratory	1	2	3	4	1	2	3	4
E-9	Manage the Vocational Laboratory	1	2	3	4	1	2	3	4

AN INSTRUMENT FOR SUPERVISOR ASSESSMENT OF
INSTRUCTOR PROFESSIONAL NEEDS AND ABILITIES

Instructions:

This instrument is designed to help you as a local adminis-
trator or instructional supervisor assess the professional needs
and abilities of members of your teaching staff. Please respond
to each question for each of the competency statements listed,
except where you feel you lack an adequate basis for making an
informed judgment. It is recommended that these responses be
treated confidentially and used only by yourself as a basis for
counseling with the respective individual staff members about
their professional development needs and interests. Ideally,
this assessment would be used in connection with the individual
instructor's own self-assessment of his/her needs and abilities.
At no time should your ratings of individual instructors be
reported to anyone other than the instructor concerned. Group
data might well be shared, however, with other individuals who
are concerned with planning and conducting inservice education
programs for staff. It is hoped that your carefully thought out
responses to the items in this instrument will provide a useful
tool for you to use in helping individual instructors plan a
mutually agreed upon plan for professional growth and development.

The competency statements listed in this instrument have
been selected from the 100 vocational teacher competency state-
ments contained in The Center for Vocational Education's Voca-
tional Teacher Competency Profile (November 1976). The competen-
cies listed reflect the professional skills that a supervisor
could most readily observe in actual classroom or laboratory
teaching situations. The competencies also reflect the titles of
some of the 100 performance-based teacher education modules which
have been developed and field tested by The Center, and which are
available through the American Association for Vocational Instruc-
tional Materials of Athens, Georgia.

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STAFF PROFESSIONAL NEEDS AND ABILITIES: SUPERVISOR ASSESSMENT

Instructor's Name: _____

Supervisor's Name: _____

Date: _____

For each of the following competency statements, please indicate your:
(Note: Leave blank any statements about which you feel you lack an adequate basis for assessment.)

Competency Statements	Perception of this Instructor's Current Ability to Perform this Competency				Judgment of this Instructor's Need to Improve this Competency for His/Her Present Job			
	Poor	Fair	Good	Excellent	Low	Medium	High	Very High

CATEGORY B - INSTRUCTIONAL PLANNING

Competency Statements	Poor	Fair	Good	Excellent	Low	Medium	High	Very High
B-1 Determine Needs and Interests of Students	1	2	3	4	1	2	3	4
B-2 Develop Student Performance Objectives	1	2	3	4	1	2	3	4
B-3 Develop a Unit of Instruction	1	2	3	4	1	2	3	4
B-4 Develop a Lesson Plan	1	2	3	4	1	2	3	4
B-5 Select Student Instructional Materials	1	2	3	4	1	2	3	4
B-6 Prepare Teacher-Made Instructional Materials	1	2	3	4	1	2	3	4

CATEGORY C - INSTRUCTIONAL EXECUTION

Competency Statements	Poor	Fair	Good	Excellent	Low	Medium	High	Very High
C-1 Direct Field Trips	1	2	3	4	1	2	3	4
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums	1	2	3	4	1	2	3	4
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques	1	2	3	4	1	2	3	4
C-4 Direct Students in Instructing Other Students	1	2	3	4	1	2	3	4
C-5 Employ Simulation Techniques	1	2	3	4	1	2	3	4
C-6 Guide Student Study	1	2	3	4	1	2	3	4

		Poor	Fair	Good	Excellent	Low	Medium	High	Very High
C-7	Direct Student Laboratory Experience	1	2	3	4	1	2	3	4
C-8	Direct Students in Applying Problem-Solving Techniques	1	2	3	4	1	2	3	4
C-9	Employ the Project Method	1	2	3	4	1	2	3	4
C-10	Introduce a Lesson	1	2	3	4	1	2	3	4
C-11	Summarize a Lesson	1	2	3	4	1	2	3	4
C-12	Employ Oral Questioning Techniques	1	2	3	4	1	2	3	4
C-13	Employ Reinforcement Techniques	1	2	3	4	1	2	3	4
C-14	Provide Instruction for Slower and More Capable Learners	1	2	3	4	1	2	3	4
C-15	Present an Illustrated Talk	1	2	3	4	1	2	3	4
C-16	Demonstrate a Manipulative Skill	1	2	3	4	1	2	3	4
C-17	Demonstrate a Concept or Principle	1	2	3	4	1	2	3	4
C-18	Individualize Instruction	1	2	3	4	1	2	3	4
C-19	Employ the Team Teaching Approach	1	2	3	4	1	2	3	4
C-20	Use Subject Matter Experts to Present Information	1	2	3	4	1	2	3	4
C-21	Prepare Bulletin Boards and Exhibits	1	2	3	4	1	2	3	4
C-22	Present Information with Models, Real Objects, and Flannel Boards	1	2	3	4	1	2	3	4
C-23	Present Information with Overhead and Opaque Materials	1	2	3	4	1	2	3	4
C-24	Present Information with Film-strips and Slides	1	2	3	4	1	2	3	4

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		Poor	Fair	Good	Excellent	Low	Medium	High	Very High
C-25	Present Information with Films	1	2	3	4	1	2	3	4
C-26	Present Information with Audio Recordings	1	2	3	4	1	2	3	4
C-27	Present Information with Televised and Videotaped Materials	1	2	3	4	1	2	3	4
C-28	Employ Programmed Instruction	1	2	3	4	1	2	3	4
C-29	Present Information with the Chalkboard and Flip Chart	1	2	3	4	1	2	3	4

CATEGORY D - INSTRUCTIONAL EVALUATION

		Poor	Fair	Good	Excellent	Low	Medium	High	Very High
D-1	Establish Student Performance Criteria	1	2	3	4	1	2	3	4
D-2	Assess Student Performance: Knowledge	1	2	3	4	1	2	3	4
D-3	Assess Student Performance: Attitudes	1	2	3	4	1	2	3	4
D-4	Assess Student Performance: Skills	1	2	3	4	1	2	3	4
D-5	Determine Student Grades	1	2	3	4	1	2	3	4
D-6	Evaluate Your Instructional Effectiveness	1	2	3	4	1	2	3	4

CATEGORY E - INSTRUCTIONAL MANAGEMENT

		Poor	Fair	Good	Excellent	Low	Medium	High	Very High
E-4	Maintain a Filing System	1	2	3	4	1	2	3	4
E-5	Provide for Student Safety	1	2	3	4	1	2	3	4
E-6	Provide for the First Aid Needs of Students	1	2	3	4	1	2	3	4
E-7	Assist Students in Developing Self-Discipline	1	2	3	4	1	2	3	4
E-8	Organize the Vocational Laboratory	1	2	3	4	1	2	3	4
E-9	Manage the Vocational Laboratory	1	2	3	4	1	2	3	4

can be reached between the teacher and the supervisor. Otherwise, these differences tend to be hidden and ignored, and will thereby adversely affect the assessment process.

Two Estimate of Performance instruments are given in Samples 6 and 7. They are designed to be used in assessing the teacher's competency in developing student performance objectives (Sample 6), and in employing simulation techniques (Sample 7). The teacher can use these type instruments as an assessment form to examine in more detail his/her self-perceived ability in the various competencies relating to classroom and laboratory teaching. The very important advantage of instruments such as these is that they describe in some detail the components of the competency being evaluated. It is easy for a teacher to believe that he/she can develop performance objectives well; but when the components of this skill are examined through using an instrument such as these, the teacher may realize that certain elements of the performance objectives he/she thought were good, could well be strengthened. This also helps others who are evaluating the teacher, such as the supervisor, to be more specific and diagnostic in the assessment. Therefore, these instruments (and others like them) may also be used by others assessing the teacher, as well as by the teacher for self-assessment.*

Two examples of an even more detailed instrument the Teacher Performance Assessment Form, are given in Samples 8 and 9. These instruments are specifically designed to assess actual teaching performance. The examples given here cover the same competencies as in Samples 6 and 7, namely, developing student performance objectives, and employing simulation techniques. However, they cover in much greater detail the important components of the particular competency, with clear emphasis on the teacher's actual performance. These instruments are very important to effective assessment, especially in light of the emphasis now being given to competency-based education. These instruments enable the teacher and supervisor together to focus their attention on the actual performance elements that constitute classroom and laboratory teaching, and to develop and strengthen these elements. Performance-based teaching requires for its assessment, instruments that describe in sufficient detail the components of the required performance so as to permit the assessor to be analytical and objective in the assessment. This more detailed analysis of teaching performance allows the teacher to practice skills that can result in a real improvement in the teacher's overall performance. While the items in these instruments appear to focus upon the ability to do, implicit in the items is the

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*A separate and unique Estimate of Performance instrument is available for each of the 100 competencies addressed by The Center's Performance-Based Teacher Education Modules from the American Association for Vocational Instructional Materials (AAVIM), Engineering Center, University of Georgia, Athens, Georgia.

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Name _____

Date _____

ESTIMATE OF PERFORMANCE

Develop Student Performance Objectives

(Module B-2)

Directions: The following tasks describe several of the performance components necessary to effectively develop student performance objectives for an actual teaching situation. Using the definitions for each level of performance given below, you are to respond to several items on the opposite page. First, please study the definitions below.

<u>Poor</u>	You are unable to perform this task, or have only <u>very limited ability</u> to perform it
<u>Fair</u>	You are unable to perform this task in an acceptable manner, but have <u>some ability</u> to perform it
<u>Good</u>	You are able to perform this task in an <u>acceptable</u> manner
<u>Excellent</u>	You are able to perform this task in a <u>very effective</u> manner

Now, please respond to each of the items by checking (✓) your <u>level of performance</u>.

Developed by:

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS OHIO 43210

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Engineering Center – Univ of Georgia
Athens, Georgia 30602
404 542-2586

A At this time, how well can you perform (execute) the following tasks?

1. Identify the components which should be included in a written student performance objective

2. Write a student performance objective that includes each of the necessary components

3. Prepare objectives that contain criteria and conditions which are appropriate for the performance to be achieved

4. Prepare objectives that contain realistic criteria and conditions

5. Prepare objectives in the cognitive domain

6. Prepare cognitive objectives which require more than mere recall

7. Prepare objectives in the affective domain

8. Prepare objectives in the psychomotor domain

9. Arrange objectives in a logical sequence

10. Sequence objectives in a manner that facilitates student accomplishment of the objectives

	Poor	Fair	Good	Excellent
1				
2	y			●
3				
4				
5				
6				
7				
8				
9				
10				

B How many times have you already developed student performance objectives for an actual teaching (formal classroom) situation?

_____ 0

_____ 1 - 3

_____ 4 - 6

_____ 7 - 9

_____ 10 or more

C At this time, how well do you feel you could develop student performance objectives for an actual teaching situation? (Consider all of the tasks involved.)

_____ Poor

_____ Fair

_____ Good

_____ Excellent

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B-2

SAMPLE 7

Name,
Date

ESTIMATE OF PERFORMANCE.

Employ Simulation Techniques

(Module C-5)

Directions: The following tasks describe several of the performance components necessary to effectively employ simulation techniques in an actual teaching situation. Using the definitions for each level of performance given below, you are to respond to several items on the opposite page. First, please study the definitions below.

Poor	You are unable to perform this task, or have only very limited ability to perform it.
Fair	You are unable to perform this task in an acceptable manner, but have some ability to perform it.
Good:	You are able to perform this task in an acceptable manner.
Excellent:	You are able to perform this task in a very effective manner.

Now, please respond to each of the items by checking (✓) your level of performance.

A. At this time, how well can you perform (execute) the following tasks?

	Poor	Fair	Good	Excellent
1. Develop simulation situations which aid in the achievement of student performance objectives				
2. Develop simulation situations which represent aspects of real life				
3. Develop simulation situations which need students' needs, interests, and abilities				
4. Orient students to simulation experiences				
5. Serve as a resource person for simulation experiences				
6. Develop role-playing activities which aid in the achievement of student performance objectives				
7. Develop role-playing activities which need students' needs, interests, and abilities				
8. Orient students to role-playing activities				
9. Direct role-playing activities which lead toward a positive conclusion				
10. Serve as a resource person for role-playing activities				

B. How many times have you already employed simulation techniques in an actual teaching (formal classroom) situation?

_____ 0

_____ 1 - 3

_____ 4 - 6

_____ 7 - 9

_____ 10 or more

C. At this time, how well do you feel you could employ simulation techniques in an actual teaching situation? (Consider all of the tasks involved.)

_____ Poor

_____ Fair

_____ Good

_____ Excellent

TEACHER PERFORMANCE ASSESSMENT FORM[5]

Develop Student Performance Objective (B-2)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

Components	N/A	None	Poor	Fair	Good	Excellent
1. All objectives contained a statement of performance	☐	☐	☐	☐	☐	☐
2. The performance statements contained an action verb	☐	☐	☐	☐	☐	☐
3. The performance statements described the activity in which the student would be involved in sufficient detail to be understood	☐	☐	☐	☐	☐	☐
4. All objectives contained stated or implied conditions	☐	☐	☐	☐	☐	☐
5. The conditions were realistic in terms of the performance called for	☐	☐	☐	☐	☐	☐
6. All objectives specified criteria for achievement	☐	☐	☐	☐	☐	☐
7. The criteria were realistic in terms of the performance required	☐	☐	☐	☐	☐	☐
8. The criteria were realistic in terms of the conditions outlined	☐	☐	☐	☐	☐	☐
Domains						
9. Cognitive domain objectives were included	☐	☐	☐	☐	☐	☐
10. Cognitive objectives which required more than mere recall were included	☐	☐	☐	☐	☐	☐
11. Psychomotor objectives were included	☐	☐	☐	☐	☐	☐
12. Psychomotor objectives were included which required more than mere imitation of the instructor	☐	☐	☐	☐	☐	☐
13. Affective domain objectives were included	☐	☐	☐	☐	☐	☐

[5]Module B-2, Develop Student Performance Objectives, from the Professional Teacher Education Module Series. (Athens, GA: The American Association for Vocational Instructional Materials, 1977).

	N/A	None	Poor	Fair	Good	Excellent
14. The affective objectives were realistic in terms of occupational requirements	☐	☐	☐	☐	☐	☐
15. The criteria for the affective objectives provided alternative ways for students to demonstrate the feelings/attitudes	☐	☐	☐	☐	☐	☐

Sequencing

	N/A	None	Poor	Fair	Good	Excellent
16. The objectives were arranged in a logical sequence ...	☐	☐	☐	☐	☑	☐
17. The sequence provided for the accomplishment of enabling objectives before terminal ones	☐	☐	☐	☐	☐	☐
18. The sequence facilitated student accomplishment of the objectives	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

TEACHER PERFORMANCE ASSESSMENT FORM [6]
Employ SimulationTechniques (C-5)

Name _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
In conducting the role-playing activity, the teacher:						
1. explained the student performance objective(s) to be achieved through the role-playing activity	☐	☐	☐	☐	☐	☐
2. provided a role-playing situation suited to the needs, interests, and abilities of the students	☐	☐	☐	☐	☐	☐
3. oriented students to the role-playing situation	☐	☐	☐	☐	☐	☐
4. selected volunteers to be the actors or participants in the role-playing activity	☐	☐	☐	☐	☐	☐
6. directed the role-playing activity toward a positive conclusion, leaving students with a feeling that the situation can be solved	☐	☐	☐	☐	☐	☐
7. terminated the role-playing activity after students had time to portray their position and while interest was still high	☐	☐	☐	☐	☐	☐
8. oriented observers to their function during the role-playing activity	☐	☐	☐	☐	☐	☐
9. involved students in a follow-up discussion at the close of the role-playing activity	☐	☐	☐	☐	☐	☐
10. reinforced the major concepts of the role-playing activity during the follow-up	☐	☐	☐	☐	☐	☐

[6]Module C-5, Employ Simulation Techniques, from the Professional Teacher Education Module Series. (Athens, GA: The American Association for Vocational Instructional Materials, 1977).

In conducting the other simulation experience(s), the teacher:

	N/A	None	Poor	Fair	Good	Excellent
11. explained the student performance objective(s) to be achieved through the simulation experience	☐	☐	☐	☐	☐	☐
12. developed a simulation situation representative of an aspect of real life	☐	☐	☐	☐	☐	☐
13. oriented students to the simulation experience	☐	☐	☐	☐	☐	☐
14. clarified the students' roles or involvement in the simulation activity	☐	☐	☐	☐	☐	☐
15. provided a simulation experience suited to the students' needs, interests, and abilities	☐	☐	☐	☐	☐	☐
16. served as a resource person throughout the simulation experience	☐	☐	☐	☐	☐	☐
17. provided materials for the simulation to aid students in meeting the objectives	☐	☐	☐	☐	☐	☐
18. involved students in a follow-up discussion and evaluation at the close of the simulation experience	☐	☐	☐	☐	☐	☐
19. reinforced the major concepts involved in the simulation experience during the follow-up	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

necessity of knowing how (cognitive) and why (affective) each task should be performed. These instruments*can be used by the teacher when assessing his/her own performance through the use of a videotape, by the teacher's peers in peer assessment, or by the supervisor.

Finally, if a videotape or tape recorder is used to record a segment of the teacher's lesson, other instruments can be used for further analysis of that lesson. For example, it may help to make the analysis of the videotaped lesson more objective by using a quantitative analysis of the teacher-student interactions that occur during a lesson. A form that can be used for this purpose is given in Sample 10. This form names the various performance elements that are to be considered in the analysis, such as "teacher talks" or "teacher smiles," and allows for a quantitative estimate to be made of the number of times the behavioral element occurs during the lesson. This is generally done by recording at intervals, such as every two minutes, exactly what performance is occurring. If it is "teacher talks," then a record is made in the tally column. If the teacher is smiling while talking, then a record is made also of that. When the whole teaching segment has been analyzed and the totals for each behavior are calculated, a more objective idea of the balance between various elements of behavior that occurred in the lesson is obtained.

If the classroom performance has been recorded on a videotape or a tape recorder, it can be analyzed by the teacher through a checklist or rating scale. The teacher will get much more from the feedback if quantitative methods are used to analyze the performance, as well as qualitative measures. Recording the number of times an identifiable act occurs in the teaching unit is one such quantitative method. Considerable benefit can also be obtained from the supervisor viewing and critiquing the video-tape with the teacher.

It is clear from the different types of instruments that have been presented and discussed in this information sheet that the assessor needs to examine carefully appraisal instruments before using them. The instrument(s) selected will be a significant determinant as to whether the important principles of effective assessment are adhered to. It will also determine how constructive the analysis of the teacher's performance can be in leading to further development of the teacher's competencies. Such development is a major purpose of assessment, therefore, instruments which will facilitate that development should be selected.

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*A separate and unique Teacher Performance Assessment Form is available for each of the 100 competencies addressed by The Center's Performance-Based Teacher Education Modules from the American Association for Vocational Instructional Materials (AAVIM), Engineering Center, University of Georgia, Athens, Georgia. These forms are available in the back of each of the 100 modules as well as separately in a Professional Staff Development Needs Assessment Package.

ASSESSMENT OF TEACHER COMPETENCIES*

	TEACHER CODE		
	Categories	Tally	Total
Verbal	1. Teacher Talks	卌 卌 卌	15
	2. Student Talks	卌	4
	3. Silence	|	1
Facial	4. Teacher Smiles	卌 |	6
	5. Teacher Frowns	||	2
	6. Neutral Expressions	卌 卌 ||	12
Method	7. Lectures	卌 卌 ||||	14
	8. Questions	卌	4
	9. Directs	||	2

*Source Unknown

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The following "Case Situation" presents eight student performance objectives written by a hypothetical teacher. Read the situation described and critique the teacher's ability to develop student performance objectives according to the criteria specified below.

CASE SITUATION

The eight student performance objectives given below deal with student job applications and interviews. Assume that they have been written by one of your vocational teachers. Assume also that you have arranged with this teacher to evaluate the teacher's ability to develop student performance objectives.* In preparation for meeting with the teacher to discuss his/her performance in developing performance objectives, complete each of the following tasks:

A. Use the "Teacher Performance Assessment Form," pp. ___ to evaluate the student performance objectives, as a group, on each of the 18 criteria given.

B. Provide written comments about how the objectives, as a group, met or failed to meet each of the 18 criteria.

C. Develop a tentative plan for helping the teacher to improve his/her ability to develop performance objectives. Also indicate how you will conduct the post-observation conference with the teacher.

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*If you feel a need to sharpen or update your own skills in the area of developing student performance objectives, you may wish to review references such as:

- Module B-2, Develop Student Performance Objectives, from the Professional Teacher Education Module Series. (Athens, GA: American Association for Vocational Instructional Materials, 1977).

- Robert Mager, Preparing Instructional Objectives, Second Edition. (Belmont, CA: Fearon Publishers, 1975).

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Student Performance Objectives

The student will:

(1) Explain to prospective employer in a mock interview why he/she is qualified for the position. The interviewer and the teacher will evaluate the student's response, using the "Interview Rating Checklist."

(2) Fill out a job application form.

(3) Ask questions about benefits and opportunity for advancement and training in a mock interview situation. Evaluation will be made on the basis of peer and teacher feedback on the "Interview Rating Checklist."

(4) Dress, and groom himself/herself for the job interview to meet acceptable standards.

(5) Develop a résumé to be used for a job application, that contains all necessary information as outlined in sample resumes.

(6) Write a letter accepting or not accepting a position. The letter will be evaluated by the teacher using guidelines outlined in class.

(7) Conduct himself/herself with poise in a mock interview situation.

(8) Write a letter, job application that meets minimum standards using criteria listed on the "Checklist."

Develop Student Performance Objective (B-2)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent

Components

1. All objectives contained a statement of performance .... | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

2. The performance statements contained an action verb | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

3. The performance statements described the activity in which the student would be involved in sufficient detail to be understood | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

4. All objectives contained stated or implied conditions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

5. The conditions were realistic in terms of the performance called for | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

6. All objectives specified criteria for achievement | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

7. The criteria were realistic in terms of the performance required | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

8. The criteria were realistic in terms of the conditions outlined | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Domains

9. Cognitive domain objectives were included | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

10. Cognitive objectives which required more than mere recall were included | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

11. Psychomotor objectives were included | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

12. Psychomotor objectives were included which required more than mere imitation of the instructor | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

13. Affective domain objectives were included | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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7 Module B-2, Develop Student Performance Objectives, from the Professional Teacher Education Module Series. (Athens, GA: The American Association for Vocational Instructional Materials, 1977).

	N/A	None	Poor	Fair	Good	Excellent
14. The affective objectives were realistic in terms of occupational requirements	□	□	□	□	□	□
15. The criteria for the affective objectives provided alternative ways for students to demonstrate the feelings/attitudes	□	□	□	□	□	□
Sequencing						
16. The objectives were arranged in a logical sequence	□	□	□	□	□	□
17. The sequence provided for the accomplishment of enabling objectives before terminal ones	□	□	□	□	□	□
18. The sequence facilitated student accomplishment of the objectives	□	□	□	□	□	□

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Feedback

Feedback

Compare your evaluation of the student performance, objectives, and your written statements explaining the level of performance you gave to each of the 18 components with the model critique below. Your responses need not exactly duplicate the model critique, however, you should have covered the same major points.

MODEL CRITIQUE

Section A: Evaluation of Student
Performance Objectives

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
Components						
1. All objectives contained a statement of performance	☐	☐	☐	☐	☒	☐
2. The performance statements contained an action verb	☐	☐	☐	☐	☐	☒
3. The performance statements described the activity in which the student would be involved in sufficient detail to be understood	☐	☐	☐	☐	☒	☐
4. All objectives contained stated or implied conditions	☐	☐	☐	☐	☒	☐
5. The conditions were realistic in terms of the performance called for	☐	☐	☐	☐	☒	☐
6. All objectives specified criteria for achievement	☐	☐	☐	☒	☐	☐
7. The criteria were realistic in terms of the performance required	☐	☐	☐	☒	☐	☐
8. The criteria were realistic in terms of the conditions outlined	☐	☐	☐	☐	☒	☐
Domains						
9. Cognitive domain objectives were included	☐	☐	☐	☐	☐	☒
10. Cognitive objectives which required more than mere recall were included	☐	☐	☐	☐	☐	☒
11. Psychomotor objectives were included	☒	☐	☐	☐	☐	☐
12. Psychomotor objectives were included which required more than mere imitation of the instructor	☒	☐	☐	☐	☐	☐
13. Affective domain objectives were included	☐	☐	☐	☒	☐	☐

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	N/A	None	Poor	Fair	Good	Excellent
14. The affective objectives were realistic in terms of occupational requirements	☐	☐	☒	☐	☐	☐
15. The criteria for the affective objectives provided alternative ways for students to demonstrate the feelings/attitudes	☐	☒	☐	☐	☐	☐
Sequencing						
16. The objectives were arranged in a logical sequence	☐	☐	☒	☐	☐	☐
17. The sequence provided for the accomplishment of enabling objectives before terminal ones	☐	☐	☒	☐	☐	☐
18. The sequence facilitated student accomplishment of the objectives	☐	☐	☒	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

1. As all the eight objectives contain a statement of perfor-
    mance, the objectives should be rated either "good" or
    "excellent."   Perhaps one or two of the performances are a
    little vague, such as "conduct himself/herself" and this may
    persuade you to decide on "good" as the level of performance.

2. Each performance statement clearly contains an action verb
    and, therefore, the objectives should be rated "good" or
    "excellent."

3. The performance statement described in each of the objectives
    gives sufficient detail about the activity in which the stu-
    dent will be involved to be understood.   For example, in two
    or three of the objectives it is stated that the performance
    will occur in a mock interview situation.   Thus, the objec-
    tives should be rated "good" or "excellent."

4. Most of the statements contain stated or implied conditions.
    Perhaps the second objective does not contain a statement of
    the conditions in which the job application form will be
    filled out.   Thus, the objectives could be rated "good."

5. The conditions that are stated are quite realistic in terms
    of the performance called for, thus, the objectives should
    be rated "good" or "excellent."   In that the conditions for
    the second objective are not stated, you may prefer a rating
    of "good."

6. Not all the objectives specify a criteria for achievement.
    The second and seventh objectives do not contain any cri-
    teria for achievement, and the fourth objective has only a
    statement about "acceptable standards."   With three out of
    eight objectives not meeting this standard, it is probably
    necessary to rate the objectives as "fair."

7. For those objectives in which the criteria for achievement
    were clearly stated, the criteria were realistic in terms of
    the performance required.   However, it is not realistic for
    objective #4 in that the phrase "acceptable standards" is
    too vague to qualify as a statement of criteria.   Also the
    criteria is not stated in the second and seventh objective.
    Thus, this component will probably be rated as "fair."

8. Those criteria that are described are quite realistic in terms
    of the conditions outlined.   Thus, this component could be
    rated "good" or "excellent."   In that some of the criteria
    are not stated, you may want to rate this component "good."

9. Objectives relating to knowing and understanding are clearly
    given in the set of objectives.   Thus, the inclusion of cog-
    nitive domain objectives could be rated "good" or "excellent."

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10. The cognitive objectives are challenging and require more than mere recall; thus, they could be rated "good" or "excellent."

11. There is no manipulative skill required for learning about job applications and interviews, thus, this component is not applicable.

12. As there are no psychomotor objectives, this component is not applicable.

13. While objectives #4 and #7 are related to attitudes and feelings, and are thus affective objectives, there are other important attitudes that should have been mentioned in such objectives, and that are important in an interview situation-- courtesy, confidence, humility, etc. Thus, the affective domain objectives have been somewhat neglected and the rating could be "poor" or "fair."

14. In that the affective domain objectives do not really cover the requirements for the interview situation, it is probable that this component will be rated as "poor" or "fair."

15. The criteria for the two affective objectives given are not clear and do not provide alternative ways for students to demonstrate the feelings/attitudes. Thus, this component could be rated "none."

16. The objectives are very poorly arranged in terms of logic and sequence. They could be arranged either in chronological order that would require a sequence of numbers 5 2 8 4 1 3 7 6; or they could be arranged as activities requiring paper work leading to behavior. This would give a sequence of numbers 5 2 8 6 4 1 3 7. This component, therefore, would need to be rated "none" or "poor."

17. The sequence does not provide for achieving enabling objectives before the terminal one, as a whole, therefore, they need to be rated as "poor."

18. Because the sequence is not logical, it will not facilitate the students' accomplishment of the objectives. Therefore, this component needs to be rated as "poor."

Section C: Tentative Personnel Development Plan

Your tentative plan should have indicated the way or ways which you would suggest the teacher improve his/her competency in the area of developing student performance objectives, since several items were ranked as only poor or fair. Depending on your situation, several options for helping the teacher improve his/her skill may be available such as: (1) recommending appropriate portions of The Center's performance-based teacher

education module Develop Student Performance Objectives, Module B-2, (2) reading appropriate sections of Robert Mager's book entitled, Preparing Instructional Objectives, (3) working individually with the teacher to improve weak areas, (4) conducting a special inservice education workshop on performance objectives to which you invite this teacher, and (5) providing other reference materials including well-written sample objectives.

The post-observation conference with the teacher should occur as soon as possible after the assessment, and should be conducted in a positive and helpful manner. The teacher should not simply be given a written copy of the assessment without any discussion. The post-observation conference should always result in some agreed upon steps for improving the teachers competency in areas found to be weak.

LEVEL OF PERFORMANCE: Your checklist evaluation of the performance objectives should match closely the model checklist; your written comments and tentative personnel development plan should cover the some major points as the model comments and model plan. If you missed some points or have questions about any additional points you made, review the material in the information sheets, or check with your resource person if necessary.

Optional Activity

If you wish to experience the interaction that occurs during an assessment discussion between a supervisor and a teacher, complete the following activities:

- Use the "Estimate of Performance," pp. 97-98, to rate your ability to employ simulation techniques.

- Arrange for a group of 3-4 peers to role-play supervisors who are assessing your ability to employ simulation techniques.

- Ask your resource person to observe your demonstration of simulation techniques and the discussion which follows. Or, meet with your resource person to discuss how you felt during the peer observation of your performance and how the follow-up conference worked.

- Give each peer and your resource person a copy of the "Teacher Performance Assessment Form," pp. 99-105, to use in assessing your performance.

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- In a simulated situation, present a brief lesson employing simulation techniques to the group of peers.

- Meet with your peers to discuss your performance, and any differences between your estimate of performance and their assessment of your performance.

Optional Activity

You may wish to arrange through your resource person to interview a vocational administrator or supervisor who has been successfully appraising the personnel development needs of his/her vocational teachers: At this meeting, you may wish to discuss how the administrator or supervisor prepares for, and conducts observations of teachers.. You may also wish to discuss the types of instruments he/she uses in assessing teacher's performances, and the types of personnel development plans for implementing skills that he/she suggests.

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ESTIMATE OF PERFORMANCE

Employ Simulation Techniques

(Module C-5)

Directions: The following tasks describe several of the performance components necessary to effectively employ simulation techniques in an actual teaching situation. Using the definitions for each level of performance given below, you are to respond to several items on the opposite page. First, please study the definitions below.

Poor	You are unable to perform this task, or have only very limited ability to perform it.
Fair	You are unable to perform this task in an acceptable manner, but have some ability to perform it.
Good	You are able to perform this task in an acceptable manner.
Excellent	You are able to perform this task in a very effective manner.

Now, please respond to each of the items by checking (✓) your level of performance.

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A. At this time, how well can you perform (execute) the following tasks?

Level of Performance

	Poor	Fair	Good	Excellent
1. Develop simulation situations which aid in the achievement of student performance objectives				
2. Develop simulation situations which represent aspects of real life				
3. Develop simulation situations which need students' needs, interests, and abilities				
4. Orient students to simulation experiences				
5. Serve as a resource person for simulation experiences				
6. Develop role-playing activities which aid in the achievement of student performance objectives				
7. Develop role-playing activities which need students' needs, interests, and abilities				
8. Orient students to role-playing activities				
9. Direct role-playing activities which lead toward a positive conclusion				
10. Serve as a resource person for role-playing activities				

B. How many times have you already employed simulation techniques in an actual teaching (formal classroom) situation?

_____ 0

_____ 1 – 3

_____ 4 – 6

_____ 7 – 9

_____ 10 or more

C. At this time, how well do you feel you could employ simulation techniques in an actual teaching situation? (Consider all of the tasks involved.)

_____ Poor

_____ Fair

_____ Good

_____ Excellent