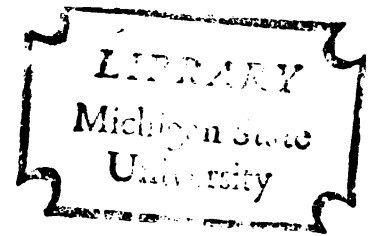


AN ANALYSIS OF PROGRAMS FOR
EVALUATING TEACHERS FOR TENURE
IN SELECTED MICHIGAN PUBLIC
SCHOOL DISTRICTS

Thesis for the Degree of Ph. D.
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BENNETT H. LITHERLAND
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This is to certify that the

thesis entitled


AN ANALYSIS OF PROGRAMS FOR EVALUATING TEACHERS
FOR TENURE IN SELECTED MICHIGAN
PUBLIC SCHOOL DISTRICTS

presented by

Bennett H. Litherland

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ABSTRACT

AN ANALYSIS OF PROGRAMS FOR EVALUATING TEACHERS FOR TENURE IN SELECTED MICHIGAN PUBLIC SCHOOL DISTRICTS

By

Bennett H. Litherland

The State of Michigan has mandatory tenure for teachers. School districts may or may not have formal programs for evaluating teachers for tenure. All teachers are evaluated before they are recommended for tenure status. Such evaluation is often based upon teacher conformity to administrative routines and regulations and not upon effectiveness or lack of effectiveness in the actual act of teaching. In addition, evaluation often ends with the recommendation for tenure instead of serving to assist the teacher to improve his or her performance in the classroom.

The purpose of this study was to survey and analyze selected programs for evaluating teachers for tenure in the public school districts of Michigan to: (1) clarify the relationship between teacher evaluation and teacher tenure; and (2) to derive recommendations in the form of model programs, for developing and improving such evaluative programs so that they can serve not only as the basis for

recommending teachers for tenure but, most importantly, help improve teacher performance.

The basic information for this study was secured through three methods: (1) a review of the pertinent teacher evaluation and teacher tenure literature; (2) questionnaires mailed to the superintendent, one board of education member, and sample numbers of principals, probationary teachers, and tenure teachers from each of six districts selected for intensive study from the fifty-nine Michigan public school districts which had teacher tenure before tenure became mandatory on March 12, 1964; and (3) interviews with the superintendent, the board member, a principal, and a probationary teacher from each of the six districts.

The following conclusions were derived from this study:

1. The idealistic program for evaluating teachers for tenure presented in the review of the literature was not practiced in the six school districts studied intensively.
2. The sole purpose of the programs studied was to gather evidence to use when the time came to decide whether or not to recommend a teacher for tenure status.
3. The programs studied did nothing to improve actual teaching performance.
4. The major emphasis in the programs studied was upon the teachers' ability to gain and maintain control of students and the learning situation.
5. The programs studied served to stifle teacher creativity and stressed conformity.
6. Instruments were not wanted or needed in the programs studied.

7. The members of the boards of education of the districts whose programs were studied did not have sufficient knowledge of or sufficient interest in their districts' programs for evaluating teachers for tenure.
8. Programs for evaluating teachers for tenure were not considered a matter of priority in the school districts studied.
9. Teachers and administrators in the districts whose programs were studied did not have equal knowledge or equal understanding of the components and operations of these programs.
10. Communication between the teachers and evaluators during the evaluation process was almost non-existent.
11. The evaluators in the programs studied were not adequately prepared for this task.

Two model programs for teacher evaluation were developed. Model Program A was based upon the data gathered through the procedures of the study. It reflected the fact that programs for evaluating teachers for tenure were ends in themselves and did not help improve teacher performance. Model Program A was oriented toward administrator evaluation of teachers for tenure.

Model Program B was developed to function as one means of helping teachers to improve their teaching performance. It was based on a team approach to the evaluation of teachers. "Master teachers" would develop the teacher evaluation program. Evaluation Teams, composed of teachers, students, principals, and subject area supervisors would help teachers to improve their teaching performances through classroom observations, evaluation conferences, demonstration lessons, and in-service workshops.

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FOR TENURE IN SELECTED MICHIGAN PUBLIC
SCHOOL DISTRICTS

By

Bennett H. ^{W. H. H. H.} Litherland

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CHAPTER I

THE PROBLEM AND A REVIEW OF THE LITERATURE

Statement of the Problem

The State of Michigan has mandatory tenure for teachers. However, school districts may or may not have formal programs for evaluating teachers for tenure. All teachers are evaluated before they are recommended for tenure status. Such evaluation is often based upon teacher conformity to administrative routines and regulations and not upon effectiveness or lack of effectiveness in the actual act of teaching. In addition, evaluation often ends with the recommendation for tenure instead of serving to assist the teacher to improve his or her performance in the classroom.

Purpose of the Study

The purpose of this study is to survey and analyze selected programs for evaluating teachers for tenure in the public school districts of Michigan to: (1) clarify the relationship between teacher evaluation and teacher tenure; and (2) to derive recommendations in the form of model programs, for developing and improving such evaluative

programs so that they can serve not only as the basis for recommending teachers for tenure but, most importantly, help improve teacher performance.

The Need for the Study

The 1964 amendment to the Michigan Teachers' Tenure Act had great impact on the majority of the public school districts in the state. By September, 1963, only fifty-nine of the districts had adopted the permissive Teachers' Tenure Act. The amendment thrust teacher tenure on the rest of the public school districts in the state for the first time by creating an immediate need for the establishment of procedures for evaluating teachers for tenure. Some districts created formal procedures; others relied on informal procedures. However, a need was created to survey and analyze both the formal procedures and informal procedures to derive ways of developing and improving such programs.

The number of public school districts in Michigan is reduced each year by re-organization and consolidation. The creation of a new school district can result in the placing of all teachers from the former districts on probationary status. A study of programs for evaluating teachers for tenure may provide recommendations to these districts for correlating teacher evaluation programs and teacher tenure within implementation of the Teachers' Tenure Act.

In the 1965 session of the Michigan Legislature, the Hutchinson Act and the Labor Mediation Act were amended by HB-2953 and HB-2954. The former bill added to the Hutchinson Act the legal authority for public employees (teachers) to negotiate with employers (boards of education) through representatives of their own free choice. In addition, it provided for recognition of a sole bargaining representative and for an election to determine that representative if representation were contested by two or more organizations. The bill further stipulated that the election was valid for twelve months, or for three years if both employees and employer entered into a negotiations agreement which included a master contract.

The Hutchinson Act required bargaining in good faith. Refusal by an employer to negotiate or attempts to influence or interfere with the organizing of employees were deemed unfair labor practices, which could be taken to the Labor Mediation Board. Provisions for court appeal were also included.

HB-2954 provided for mediation and fact-finding by the Labor Mediation Board in impasse situations. Such mediation was advisory only. It was not binding on either party.

The advent of professional negotiations between teachers and boards of education in Michigan has created

another need for this study. Professional negotiations mean much more teacher involvement in the establishment and improvement of working conditions in each school district. Professional negotiations also mean that each teacher has an organization which represents him in all dealings with the board of education and the administrative staff.

A natural outgrowth of negotiations and organizational representation is a willingness on the part of the organization to defend and prosecute teacher grievances. Grievance procedures are established as part of negotiating master contracts, and the bargaining organization selects a grievance committee to initiate such procedures.

The bargaining organization logically is interested in having its grievance committee handle the case of a teacher who has been rightly or wrongly denied tenure status. The bargaining organization will also question a case in which an ineffective teacher has been placed on tenure status, or at least rehired for another year.

Therefore, it is more important than ever for a school district to develop or improve a formal, organized program for evaluating teachers for tenure. Then, the administrative staff of the district has written evidence of the teaching performance of probationary teachers and the attempts which have been made to strengthen that performance where necessary. Administrators can use this

written evidence when they act to recommend or deny tenure status. Such evidence also shows the bargaining organization that administrators attempt to improve classroom instruction by working to strengthen weak teaching performance.

A review of the literature reveals that one piece of research which examines programs for evaluating teachers for tenure has been completed. It is a doctoral dissertation by Max Wellington Evans, titled: An Analysis of Programs for Evaluating Probationary Teachers for Tenure in Selected Ohio School Districts. Since Evans' study is limited to Ohio, it should be recognized that each state and each local school system have unique problems and concerns in the area of programs for evaluating teachers. Therefore, a great deal of research still needs to be done to evolve a clearer picture of the relationship between teacher evaluation and teacher tenure.

Assumptions of the Study

The need for this study is based on these assumptions:

1. That all teachers before achieving tenure status are evaluated through either formal or informal means.
2. That a formal, organized program for evaluating teachers presents the most reliable approach to the selection of teachers for tenure.
3. That the practices and procedures included in programs for evaluating teachers for tenure can be secured through the research procedures to be employed in this study.

4. That the specific practices which can be identified contribute to an effective program for evaluating teachers for tenure.
5. That present Michigan Law concerning mandatory statewide tenure for teachers will remain in effect.
6. That the fifty-nine Michigan public school districts which had teacher tenure before March 12, 1964, will serve as the best focus for this study, because in each district teacher tenure was adopted voluntarily and the personnel and boards of education of the districts have had time to revise and improve their programs for evaluating teachers for tenure.
7. That the study of these school districts' programs for evaluating teachers for tenure will have implications for similar programs in other public school districts.
8. That programs for evaluating teachers for tenure can also help improve teacher performance.

Based on these assumptions specific limitations have been placed on this study.

Limitations of the Study

This study is concerned entirely with programs for evaluating teachers for tenure. There is no attempt to include evaluation of teachers for salary advancement, for promotion, for purposes of record, or for traditional maintenance of personnel records. Geographically, the study is confined to public school districts in Michigan. Within the state the study is limited to the fifty-nine public school districts which had teacher tenure prior to March 12, 1964.

To fulfill the purposes of this study, specific procedures are created to gather the necessary data.

Procedures of the Study

The basic information for this study was secured through three methods: (1) a review of the literature; (2) the mailed questionnaire; and (3) the interview.

The Development of the Inquiry to the School Districts Selected for Intensive Study

The pertinent teacher evaluation and teacher tenure literature was reviewed to find specific principles, procedures, standards, factors, and criteria for effective teacher evaluation programs. These data were then classified into a set of criteria which could be used to make judgments and recommendations concerning the development and operation of formal, organized teacher evaluation programs with the evaluation of teachers for tenure as one of their objectives. The criteria were used to construct a four-page questionnaire which was sent to the superintendents of the fifty-nine school districts. The names of these school districts, their location, and the class of school district were placed in Table 1.1 in Appendix A on pages seventy-seven and seventy eight.

The names of the superintendents and addresses of the school districts were obtained from the Michigan Education Directory and Buyer's Guide, 1965-66.

The purposes of the questionnaire to the superintendents were:

1. To gather data concerning the status of the programs for evaluating teachers for tenure in the fifty-nine public school districts.
2. To provide the data needed for locating those public school districts in which formal, organized programs for evaluating teachers for tenure were in operation. Such districts would be subject to more intensive study.

The Public School Districts Selected
for Intensive Study

Six of the fifty-nine public school districts were selected for intensive study of their programs for evaluating teachers for tenure. This number of school districts was selected because it represented a manageable number for the acquisition of data, and yet it was large enough to represent all of the kinds of school districts sent the initial questionnaire.

The criteria for selecting these six school districts were that they:

1. Represented as many geographical areas of Michigan as possible.
2. Represented a range in pupil enrollment from approximately 2,400 to 45,000.
3. Were representative of both rural and urban communities.
4. Had board of education policies regarding teacher evaluation and teacher tenure.
5. Had formal, organized programs for evaluating teachers for tenure which had been in effect long enough for some teachers to have undergone an actual and official two-year probationary period and to have been granted tenure on the basis of these formal evaluation procedures.

The Inquiries to the Selected School Districts

To secure detailed information from the school districts selected for intensive study, questionnaires were sent to a sample of probationary teachers in their second or third year of probationary status in the school district, a sample of teachers who had acquired tenure within the previous four-year period, a sample of elementary principals, all secondary (junior and senior high) school principals, all superintendents, and one member of each board of education. The names and addresses of the teachers and board of education members were supplied by the superintendents. The source for the names of the principals was the Michigan Education Directory and Buyer's Guide, 1965-66.

The Sampling Procedure

A total of 192 teachers, ninety-six probationary teachers and ninety-six tenure teachers, were chosen arbitrarily. Each of the six school districts was represented by sixteen probationary and sixteen tenure teachers. If the total number of probationary and tenure teachers eligible for selection in any school district was thirty-two or fewer, all teachers were included in the sample.

When the numbers of teachers were more than adequate for sampling, the teachers' names were divided

according to their status, probationary or tenure. They were divided again according to teaching level, elementary or secondary. The names were then alphabetized and numbered. A table of random numbers was used to select equal numbers of elementary and secondary probationary and tenure teachers in each district.

Elementary principals equal to the number of secondary principals in each school district were selected in a similar manner.

To secure the name of a board of education member from each school district, the names, as listed in the information provided by the superintendent, were numbered. A table of random numbers was used to choose the specific name.

The Interviews

Structured interviews were conducted with specific persons in each school district. The purposes of these interviews included the verification and clarification of information received from the returned questionnaires and a more intensive study of the actual programs for evaluating teachers for tenure.

Those interviewed were the superintendent, the board of education member who received a questionnaire, a principal, and a probationary teacher. The criteria for the selection of the principal and teacher to be interviewed in each school district were:

1. An equal distribution of interviews among elementary and secondary teachers.
2. Selection from different organizational levels and different school buildings.
3. Random selection from those returning completed inquiries.

All communication with potential respondents was based on a common understanding of the definitions of terms used regarding programs for evaluating teachers for tenure.

Definitions of Terms Used

A formal, organized program for the evaluation of teachers had these characteristics:

1. Written and adopted board of education policies pertaining to the evaluation of teachers
2. A clear delineation of responsibility for carrying out the evaluation process
3. A systematized means for collecting, recording, and reviewing the evidence regarding the work of teachers
4. Provisions for self-evaluation by teachers
5. Clearly defined criteria, standards, or factors upon which teachers are evaluated.

A board of education policy designated any policy which had been written and formally adopted by a board of education.

Evaluation of teachers for tenure was the procedure in which a judgment, based upon a formal, organized evaluation program, was made whether or not to grant a probationary teacher tenure status.

A probationary teacher was one who had not achieved tenure status. In Michigan, all teachers during

the first two years of employment were on a probationary status.¹ However, no teacher could be required to serve more than one probationary period in any one school district; provided that a third year of probation might be granted by the board of education upon notice to the State Tenure Commission.²

Tenure was a system of school employment in which the teacher, having served a probationary period, retained his position indefinitely either by statute or by rule of the school board. Dismissal of employees having such protection had to follow certain specified procedures.³

Continuing tenure was synonymous with "tenure." This term was used in the General School Laws of Michigan to refer to tenure status. The two terms were used interchangeably in this study.

Eligibility for continuing tenure in Michigan was available to a teacher after the satisfactory completion of a probationary period. The teacher had to be continuously employed by the board of education under which the

¹Michigan, General School Laws (Lansing: Speaker Hines and Thomas, Inc., 1959), sec. 717.

²Ibid., sec. 718.

³Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 256.

probationary period was completed, and he could not be dismissed or demoted except as specified in the Teachers' Tenure Act.⁴ When a teacher on continuing tenure was employed by another board of education, he could not be subject to a probationary period of more than one year. At the option of the board of education, the teacher might be immediately placed on continuing tenure.⁵

Public school districts of the State of Michigan were of three types:

1. School districts of the fourth class: school census of more than seventy-five and less than 2,400 children between the ages of five and twenty.⁶
2. School districts of the third class: school census of more than 2,400 and less than 30,000 children between the ages of five and twenty.⁷
3. School districts of the second class: school census of more than 30,000 and less than 120,000 children between the ages of five and twenty.⁸

Criteria were standards, norms, or judgments selected as a basis for quantitative and qualitative comparisons.⁹

⁴Superintendent of Public Instruction, State of Michigan, Supplement to The 1959 Revision of the General School Laws of Michigan, A Report Prepared by the Legislative Service Bureau (Lansing: Superintendent of Public Instruction, 1964), sec. 720.

⁵Michigan, op. cit., sec. 721.

⁶Ibid., sec. 49.

⁷Ibid., sec. 76.

⁸Superintendent of Public Instruction, State of Michigan, op. cit., sec. 123.

⁹Good, op. cit., p. 110.

The questionnaires sent to the potential respondents in the six districts selected for intensive study were developed from a review of the literature.

A Review of the Literature

This review is presented in seven sections: (1) the purposes of programs for evaluating teachers for tenure; (2) the development of programs for evaluating teachers for tenure; (3) the procedures in programs for evaluating teachers for tenure; (4) the sources of data for evaluating teachers for tenure; (5) the standards for evaluating teachers for tenure; (6) instruments in programs for evaluating teachers for tenure; and (7) staff personnel records in programs for evaluating teachers for tenure.

The Purposes of Programs for Evaluating Teachers for Tenure

Redfern suggested the following purposes for evaluating teachers for tenure:

1. The assessment of the status and quality of teaching performance
2. Identification of those aspects of performance which are below standard and need improvement
3. Stimulation of the growth and development of the individual.¹⁰

¹⁰George B. Redfern, How to Appraise Teaching Performance (Columbus, Ohio: School Management Institute, Inc., 1963), p. 25.

Major emphasis was given by Redfern to evaluating what was taught in the classroom and how well it was taught. He gave secondary emphasis to improvement of the individual teacher.

Another writer, Howsam, presented these purposes for evaluating teachers for tenure:

to determine the effectiveness of the instructional program, to provide the basis for supervisory and in-service development programs and activities, to provide the basis for administrative decisions, to motivate teachers to strive for a high level of performance, and to assist the teacher in achieving success.¹¹

Howsam agreed with Redfern in two instances. He stressed motivating teachers to strive for a high level of performance and assisting teachers to achieve success.

Castetter's views were similar to those of Howsam. In a discussion concerning the evaluation of the individual performances of the personnel of a school system, including teachers, Castetter suggested the following purposes for evaluation:

to determine whether the individual should be retained in the organization on a permanent basis, to ascertain the potential of the individual to perform various kinds of tasks, to place the individual in the organization where he can render maximum service in the school system, to improve performance, to uncover abilities, and to point up in-service education needs.¹²

¹¹Robert B. Howsam, "Facts and Folklore," The National Elementary Principal, XLIII (November, 1963), pp. 13-14.

¹²William B. Castetter, Administering the School Personnel Program (New York: The Macmillan Company, 1962), pp. 284-285.

In every instance Castetter was central office or total school system oriented. However, he was the first writer to emphasize that a purpose of evaluation was to determine whether or not the individual teacher should be placed on tenure.

Evans specifically cited these purposes for evaluating probationary teachers for tenure:

1. . . .choosing worthy teachers for long-term appointments.
2. . . .enable every assistance possible to be given to the probationary teacher who needs help in removing his deficiencies.
3. . . .recognize excellence in teaching.
4. . . .provide motivation for participation in professional growth activities.¹³

Like Castetter, Evans first purpose for evaluation was to determine whether or not the individual teacher was to be placed on tenure. In his other three purposes for evaluation, his views were similar to those of Redfern. Emphasis was placed on individual growth and improvement. Evans' fourth purpose was unique. No other writer had mentioned participation in professional growth activities.

These purposes could serve as the basis for the development of evaluation programs.

¹³Max Wellington Evans, "An Analysis of Programs for Evaluating Probationary Teachers for Tenure in Selected Ohio School Districts" (unpublished Ph.D. dissertation, College of Education, The Ohio State University, 1961), pp. 46-47.

The Development of Programs for Evaluating Teachers for Tenure

In the publication, Better Than Rating, the Association for Supervision and Curriculum Development of the National Education Association included the following organizational resolution:

. . . appraisal programs should be cooperatively and locally evolved, and used democratically. . . appraisal programs be initiated by school people together with representative lay citizens within the framework of some type of community council. . . .¹⁴

Later in the same report, these statements were listed as factors which should be kept in mind in a school community council developing a program of educational evaluation:

1. The process is a cooperative enterprise involving pupils, school people, and lay citizens. . . .
2. The program of appraisal starts where teachers are and goes from there.
3. Evaluation must be an integral part of the school community's program for improving the educational process, never an end-product nor imposed by administrative order.
4. The program of appraisal is continuous and comprehensive.
5. Methods and procedures for evaluating teaching services must be cooperatively and locally evolved, since objectives set by one group will not be exalted similar to those set by any other group.
6. Techniques must be developed for gathering evidence of individual growth and development.

¹⁴ Association for Supervision and Curriculum Development, Better Than Rating, A Report Prepared by the Commission on Teacher Evaluation (Washington, D.C.: The Association, 1950), p. 6.

7. An evaluative process makes intelligent use of objective testing instruments which are available or can be constructed.¹⁵

The ASCD placed major emphasis upon cooperative and local involvement of evaluation programs. The programs would be developed by pupils, school personnel, and representative lay citizens working together.

Evans had similar views. He recommended:

1. The plan for evaluation of probationary teachers should be cooperatively developed by teachers, administrators, and board members, and should be subject to revision, as experience dictates such a need.
2. Development should include a systematic plan of evaluation of the evaluation program and periodic revision.¹⁶

Evans, like the ASCD emphasized cooperative development of the program. However, he limited the types of persons involved to teachers, administrators, and board of education members.

Not only was cooperation among many groups necessary for the development of programs for evaluating teachers for tenure, but it was also necessary in their operation.

¹⁵Ibid., pp. 67-70.

¹⁶Evans, op. cit., pp. 47, 54, and 64.

The Procedures in Programs for Evaluating Teachers for Tenure

In the Cincinnati, Ohio Public Schools, evaluation procedures consisted of self-appraisal, evaluation by the principal and supervisor, an appraisal conference, and appropriate follow-up action planned to emphasize the teacher's strong points or correct his deficiencies.¹⁷ Two unique features of this process were the inclusion of teacher self-appraisal and follow-up action by the evaluator.

Evans compiled the most comprehensive listing of procedures for evaluating probationary teachers for tenure:

1. The teacher should be informed upon beginning service in the school system as to what requirements will enter into the evaluation of his work and how the evaluation of his work will be recorded.
2. The work of each probationary teacher should be appraised by more than one evaluator.
3. The principal should have the major responsibility in evaluating the effectiveness of probationary teachers.
4. Supervisors should assist in evaluating probationary teachers for tenure.
5. The person charged with the major responsibility for evaluating probationary teachers should hold a specified number of regularly scheduled conferences with all probationary teachers, and additional conferences should be held upon the request of either party.

¹⁷George B. Redfern, "Teacher Evaluation: Reports of Practice," The National Elementary School Principal, XLIII (November, 1963), p. 57.

6. A conference should be held with the teacher following each observation.
7. Appraisal conferences with probationary teachers should be of both the individual and the group variety.
8. Information on an appraisal form should provide the basis for the appraisal conferences between the probationary teacher and the evaluator.
9. A summary of each appraisal conference should be prepared and entered into the teacher's personnel folder.
10. The Teacher should receive a copy of any evaluation summary which is prepared.
11. Evaluation summaries which are placed in the teacher's personnel folder should be signed by both parties.
12. The accumulated evidence regarding each teacher should be reviewed at the end of each year of probation in order to formulate a recommendation to the board of education as to the re-employment or release of the teacher.
13. The final decision as to whether to grant tenure should be a joint decision of several people who are acquainted with the work of the teacher.
14. A letter should be sent by the superintendent to the probationary teacher prior to board action, informing the teacher of the recommendation to be made to the board and the reason for the recommendation.
15. The report to the board of education recommending tenure or dismissal should include a statement of reasons for the recommendation.
16. The procedures of appraisal should ensure that all evaluative data will be kept confidential.¹⁸

Evans agreed with Redfern that the probationary teacher should be evaluated by more than one person, and the evaluators should be the principal and the supervisor. Several procedures recommended by Evans were original. These were Items 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, and 16 in the preceeding list.

¹⁸Evans, op. cit., pp. 47-49.

The final procedure in any program is the recommendation for tenure status or dismissal for a particular teacher to the board of education. This final decision should be based upon evidence obtained from many different sources.

The Sources of Data for Evaluating Teachers for Tenure

Castetter referred to the sources of data in the term "personnel appraisal techniques." These techniques included:

Teacher self-evaluation; evaluation by pupils, school administrators, supervisors, colleagues, special committees, outside professional experts, and lay citizens; evaluation of teachers on the basis of concrete evidence of the character of instruction, cumulative personnel record information, pupil changes, and nonstructured written responses; and evaluation of teachers by means of questionnaires and examinations.¹⁹

Castetter's list of techniques would give the administrator who had to make the final tenure or dismissal recommendation comprehensive data upon which to base his decision. Castetter attempted to differentiate between subjective and objective evaluation. Teacher self-evaluation and evaluation of the teacher by the many individuals and groups listed were subjective sources of data. The character of instruction, cumulative personnel

¹⁹Castetter, op. cit., pp. 286-287.

record information, pupil changes, nonstructured written responses, and questionnaires and examinations were means of obtaining objective data.

In the Evans study of programs for evaluating probationary teachers for tenure, these sources of data were listed:

1. Classroom observations should be the major source of data. . . .
2. Pupil tests. . . .
3. The opinions of pupils whom the teacher has taught. . . .
4. The probationary teacher's participation in community activities. . . .²⁰

Evans was unique in mentioning classroom observations and pupil tests as sources of data for evaluating teachers. He agreed with Castetter that evaluation of teachers by pupils should be a source of data.

To summarize, the evaluation of teachers by others, particularly school administrators, was the major source of data mentioned by the writers. Proper use of this source and others was dependent upon the creation and use of concise standards for evaluation teachers for tenure.

The Standards for Evaluating Teachers for Tenure

According to Knezevich, the ultimate criterion of the effectiveness of teaching performance was the

²⁰Evans, op. cit., pp. 49 and 54.

changes which took place in pupil behavior.²¹

Dugan suggested an important standard unique to the teacher evaluation literature:

. . .one trait is repeatedly mentioned throughout the literature for success in teaching: understanding. The teacher should be a sensitive person who recognizes and understands the needs of the child, the adult, and the community. . . .²²

Smith, Krouse, and Atkinson presented a long list of standards in a discussion of merit rating. They placed most emphasis upon the knowledge and skills needed by teachers to work with others.²³ In contrast, Knezevich emphasized the effectiveness of the teachers in bringing about changes in pupil behavior.

Kingston and Gentry discussed standards for evaluating teachers for tenure in a study which dealt with merit rating. These writers listed the following standards:

1. Achievement of pupils
2. Instructional methods
3. Student discipline (including care of equipment and materials)

²¹Stephen J. Knezevich, Administration of Public Education (New York: Harper and Brothers, Publishers, 1962), pp. 383-384.

²²Ruth R. Dugan, "Personality and the Effective Teacher," The Journal of Teacher Education, XII (September, 1961), p. 335.

²³Edward W. Smith, Stanley W. Krouse, Jr., and Mark M. Atkinson, "Merit Increment," The Educator's Encyclopedia (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), pp. 87-88.

4. Teacher personality and character
5. Relationship with parents
6. Relationship with community
7. Willingness to assume extra duties
8. Cooperation
9. Relationship with principal
10. Relationship with other teachers
11. Knowledge of subject
12. Professional activities (participation in professional organizations, etc.)
13. Caliber of daily preparation
14. Reaction of pupils
15. Type of subject taught
16. Extra time spent daily or weekly
17. Pupil-teacher ratio.²⁴

Like Smith, Krouse, and Atkinson, the latter writers placed most emphasis upon the teacher's ability to work with others. However, achievement of pupils, instructional methods, knowledge of subject, and caliber of daily preparation were items from Kingston and Gentry's list of standards that related specifically to the actual teaching role of the teacher.

The study by Evans pointed out:

1. . . .standards . . . should be stated in terms of observable characteristics of behavior.
2. Desirable pupil growth or change should be a criterion. . . .
3. The personal characteristics of the probationary teacher, such as voice, tact, health, appearance, and enthusiasm, should be criteria. . . .
4. The demonstrated professional attitudes of probationary teachers, such as being ethical and loyal, having positive attitudes toward criticism, and accepting group decisions, should be criteria. . . .

²⁴Albert J. Kingston and Harold W. Gentry, "Criteria Which Teachers Believe Should Be Evaluated in Merit Rating," Peabody Journal of Education, XLI (May, 1964), p. 339.

5. The teaching skills of the probationary teacher, such as using many materials to enrich the learning process, preparing lessons well, providing for individual differences, and giving assignments skillfully, should be criteria. . . .
6. Classroom management characteristics, such as attending to the physical conditions of the room, maintaining discipline and being prompt and accurate with records and reports, should be criteria. . . .
7. Extra-class participations, such as assuming responsibility outside the classroom, particularly in community life, and cooperating in extra-class activities during non-teaching time, should be criteria. . . .
8. Interpersonnel relationships, such as maintaining pleasant and cooperative relationships with other staff members, cooperating with the administration, maintaining good pupil-teacher relationships, and working well with and gaining the respect of parents, should be criteria. . . .
9. Demonstrated knowledge of subject matter taught should be a criterion. . . .
10. Demonstrated knowledge of child growth and development should be a criterion. . . .
11. Professional growth, as indicated by travelling, taking advanced studies, belonging to professional organizations, and participating in the in-service program should be a criterion. . . .²⁵

The views of Evans were quite similar to the views of other writers. One major exception was the requirement that the teacher demonstrate knowledge of child growth and development.

Instruments in Programs for Evaluating Teachers for Tenure

Linder and Gunn recommended that the evaluating instruments should be of two types: those which are

²⁵Evans, op. cit., pp. 49-50.

standardized, printed and modern in approach; and those which are developed by the staff.²⁶

Evans presented the following items as criteria governing what instruments should be used in programs for evaluating probationary teachers for tenure:

1. Instruments, such as rating scales, check lists, or forced-choice performance rating devices, should be used. . . .
2. The data as revealed by the use of instruments should be supplemented by evidence from other sources.
3. . . . instruments should provide for a separate appraisal of the component parts of the teaching process.
4. . . . instruments should make provision for an over-all appraisal of the total effectiveness of the probationary teacher.
5. School systems should develop their own instruments of appraisal. . . .
6. The appraisal instruments should also be usable as a self-evaluation device.
7. Appraisal instruments should provide for a weighing of the various items.²⁷

Evans listed several unique criteria. First, the data produced by the instruments should be supplemented by evidence from other sources. Second, school systems should develop their own instruments. Linder and Gunn recommended the use of both locally developed and standardized instruments. Third, the instruments should also be usable as a self-evaluation device. Fourth, an analysis

²⁶Ivan H. Linder and Henry M. Gunn, Secondary School Administration: Problems and Practices (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 124.

²⁷Evans, op. cit., pp. 51-52.

should be made of the reliability and validity of the instruments before they are used. Fifth, the various items should be weighed.

The instruments discussed by these writers could be placed in a teacher's personnel record file as evidence to be used in the evaluation of that teacher for tenure.

Staff Personnel Records in Programs for Evaluating Teachers for Tenure

Evidence accumulated by evaluators could be recorded in a cumulative record system which would provide the basis for judgments of personnel performance. The cumulative record should include appropriate anecdotal data, records of the results of evaluation, and any other type of data which could be useful to the administration in its efforts to improve the service rendered by school personnel.²⁸

Evans' findings provided the most concise criteria for the inclusion of staff personnel records:

1. Cumulative record folders should be systematically maintained for all probationary teachers.
2. Staff personnel records should be maintained in strict confidence.
3. The data contained in the records should be factual rather than hearsay.
4. All significant observations should be recorded and placed in the personnel folder.
5. The teacher should be permitted to place materials in the personnel folder at any time.

²⁸Castetter, op. cit., p. 287.

6. Teachers should be encouraged to submit reports of accomplishments for insertion into their personnel folders.
7. The teacher should be permitted to see the staff personnel records on request.
8. Materials in the personnel records should not be withdrawn or altered except by mutual consent of the teacher and the administrator in charge.²⁹

The criteria for staff personnel records recommended by Evans emphasized the importance of keeping such records completely confidential between the teacher and the evaluator.

Organization of the Study

In Chapter II, the programs for evaluating teachers for tenure in the six selected districts are analyzed. In Chapter III, the purposes, standards, sources of data, and practices and procedures included in the programs for evaluating teachers for tenure in the six districts are presented. In addition, the respondents' opinions concerning the actual or potential value of such components to a program for evaluating teachers for tenure are described.

In Chapter IV, conclusions from the study, recommendations for further study, and model programs for improving teacher performance are presented.

²⁹Evans, op. cit., pp. 51 and 55.

In Appendices A through F are placed the tables containing the complete data upon which Chapters II and III are based, and the letters and questionnaires sent to the respondents.

In the Selected Bibliography are listed the articles and periodicals, books, reports, and unpublished materials used in the study.

CHAPTER II

AN ANALYSIS OF THE PROGRAMS FOR EVALUATING
TEACHERS FOR TENURE OF THE SIX DISTRICTS

The teacher evaluation programs in the six Michigan public school districts selected for intensive study are analyzed in this chapter. The complete data upon which this chapter is based were placed in Tables 2.1 through 2.33 in Appendix B on pages seventy-nine through 120.

Items to be described and discussed include:

1. Initiation and development of the teacher evaluation programs
2. Familiarity of the teachers with the programs for evaluating teachers for tenure
3. When the programs for evaluating teachers for tenure had been explained to teachers
4. Specific preparation for the evaluation of teachers given or required of the evaluators
5. Extent to which evaluators had preparation in the application of evaluation techniques
6. Additional types of preparation needed by the evaluators
7. Extent to which the role of probationary teachers has been defined
8. Extent to which good teaching had been clearly defined
9. The effect of a teacher's knowledge of the program for evaluating teachers for tenure on his or her decision to accept a teaching position
10. The effect of a teacher's knowledge of the school system's program for evaluating teachers for tenure on his or her intention to remain in the school system

11. The effectiveness of an instrument in a program for evaluating teachers for tenure
12. Extent to which emphasis should be placed upon the use of instruments in the evaluation of teachers for tenure
13. Extent to which appropriate steps are taken to insure that all evaluative information concerning teachers remains confidential
14. Kinds of information which are recorded and/or filed in the personnel records of probationary teachers
15. Extent to which the system of maintaining personnel records for teacher evaluation purposes is adequate
16. Who is primarily responsible for reviewing the accumulated data regarding probationary teachers
17. How often the accumulated data regarding probationary teachers is reviewed
18. Who makes the final decision whether or not a teacher will be recommended to the board of education for tenure
19. With whom should rest the final responsibility for deciding whether or not a probationary teacher should be recommended for tenure
20. Whether or not a statement of reasons accompanies a recommendation to the board of education of tenure or dismissal
21. To what extent probationary teachers who need help receive adequate assistance in removing deficiencies and the kinds of assistance given
22. The effect of the program of teacher evaluation on the morale of probationary teachers
23. Whether or not the evaluation of teachers increases teaching effectiveness
24. The extent to which the board of education is in agreement with the present program for evaluating teachers for tenure
25. The major problems or obstacles encountered in carrying out an effective program for evaluating teachers for tenure
26. Recommendations for improving the programs for evaluating teachers for tenure
27. Whether or not the formal, organized program for evaluating teachers for tenure should be continued.

Initiation and Development of the Teacher
Evaluation Program

The board of education member from School District F stated that, to his knowledge, his district did not have a teacher evaluation program.

The superintendents were most frequently mentioned by both the superintendents and principals as the persons primarily responsible for initiating teacher evaluation programs in all six school districts. However, both the superintendents and principals marked the answers "other school administrators," "teachers," "supervisory staff," and "board of education" enough times to indicate that these persons also had some part in initiating these programs.

One superintendent indicated that his district's program was initiated by a committee representing the teachers and the superintendent. Another superintendent, who had responded that he, other school administrators, and the supervisory staff had initiated the development of the teacher evaluation program, was asked during an interview about teacher interest in initiating the program. He responded to the effect that the teachers showed no interest at first. However, after the administration had held a series of meetings with teachers on the subject, they became apprehensive and fearful about such a program.

The board of education received little mention as the group primarily responsible for initiating the development of an evaluation program. In addition, no respondent checked the terms "county (intermediate) superintendent" or "community group," which had been included as possible answers to the question.

According to the respondents, the superintendents and principals had the greatest part in the study and development of the six school districts' programs. The principals indicated that supervisors and teachers had some part. The terms "county (intermediate) superintendent" and "laymen" were not checked by anyone.

Two unique groups mentioned by the superintendents of School Districts C and F as being involved in the study and development of their programs were a "committee of teachers and the superintendents" and a "committee of teachers and principals." However, the principals of these districts did not agree with their superintendents.

From an interview with a secondary principal in District D, it was learned that the study and development of that school system's program was done by a committee composed of the superintendent and representatives of the principals, teachers, and board of education.

Finally, each board of education member who was sent an inquiry was asked: "In your opinion, who should be involved in the formulation of policy relating to the

evaluation of teachers?" The board member from District F who responded believed that the formulation of such policy should be the responsibility of the board in conjunction with the central staff administrators.

Familiarity of Teachers with Their School Districts'
Programs for Evaluating Teachers for Tenure

Probationary and tenure teachers were asked in their inquiries to indicate how familiar they were with their school districts' formal, organized programs for evaluating teachers for tenure.

The information from the teachers disclosed that all of them knew such programs existed in the six school districts. They showed no appreciable differences in their answers. However, it should be emphasized that there was a noticeable difference between the fact that teachers knew such programs existed and their knowledge of the contents and procedures in the programs. Further analysis of the data revealed that the teachers of School District E were least likely to have a copy of their system's policies concerning evaluation.

Although the teachers of the six districts who responded to the original question did know that their districts had formal, organized evaluation programs, the data and the additional comments showed their familiarity with the program stopped with knowledge of its existence.

To clarify this point, the teachers were asked to specify when the program was explained to them.

When the School District's Program for Evaluating
Teachers for Tenure Had Been Explained
to the Teachers

Eighty-three or 84.7 percent of the ninety-eight respondents reported that their school systems' programs had been explained to them before or during their first year in the system. Only nineteen or 19.4 per cent had received an explanation of their districts' evaluation programs when they were interviewed for their positions. Fifteen or 15.3 per cent had never received any explanation. Eight of the fifteen teachers who marked this answer were from District A.

The secondary probationary teacher from District B who was interviewed reported that her district's teacher evaluation program was explained to probationary teachers at a pre-school conference or workshop specifically planned for them. The secondary probationary teacher from District C who was interviewed explained that her district's program was explained at a meeting for new teachers held at the board of education office early in the school year.

The secondary probationary teacher from District E who was interviewed said: "Word of mouth from other teachers. At a teacher's meeting we were told that tenure was given as a matter of course at the end of two years."

The elementary probationary teacher from District F who was interviewed said that his system's program was explained at a building staff meeting by a representative of the Michigan Education Association. Another elementary probationary teacher from District F commented that the program was explained to her "just before I was reviewed for tenure."

From the data secured from the respondents and the remarks made by the persons interviewed, it would seem that a great majority of the teachers received an explanation of their school systems' programs before or during their first year of teaching. However, the data also seemed to indicate that this task was usually neglected in District A. Also, it would seem that Districts B and C were the only districts of the six that made this explanation at a formal program for probationary teachers.

A logical part of the explanation of a school system's program for evaluating teachers for tenure would be a discussion of the person who was primarily responsible for teacher evaluation. Teachers would be legitimately interested in knowing what background and training their principals had to perform this function.

Specific Preparation for the Evaluation of Teachers
Given or Required of the Evaluators

Of the seventy-two responses given to the question by the superintendents and principals, the item "one or more principals' meetings a year at which teacher evaluation is discussed" was marked twenty-three times or 31.9 per cent of the total. The item "written instructions" received sixteen or 22.1 percent of the total responses.

Sixty-eight or 46.9 per cent of the 145 teachers who responded were uncertain of or did not know about the specific preparation given by their school systems. This fact was particularly prevalent in District A, in which seventeen or 73.9 per cent of the twenty-three teachers were uncertain or did not know.

Those teachers who did know emphasized "written instructions" and "one or more principals' meetings a year at which teacher evaluation is discussed" as the major types of preparation. Twenty-eight or 19.3 per cent of 145 mentioned the first and twenty-five or 17.2 per cent, the second. These two types of preparation were the ones that had also been cited most often by administrators.

Closely related to preparation for the evaluation of teachers would be the actual application of evaluation techniques. It would be important that principals be trained to apply these techniques.

Extent to Which Evaluators Had Preparation in
the Application of Evaluation Techniques

Both the probationary and tenure teachers indicated that "to little extent" the persons assigned the primary responsibility for evaluating teachers for tenure had adequate preparation in applying evaluation techniques. The tenure teachers gave a slightly higher average rating to the principals, 1.87 compared to 1.71, for the probationary teachers. Neither group denoted that the preparation was actually adequate since the average rating did not reach 2.00 or higher. Finally, fourteen probationary and tenure teachers answered "I don't know" to the question.

Additional Types of Preparation Needed
by the Evaluators

The most frequent response by administrators was "no answer." This response was interpreted to mean that they regarded the amount of preparation given evaluators as adequate. The teachers' major responses were "no answer" and "no recommendations." These responses were particularly interesting since the teachers had not regarded their evaluators' preparation as adequate.

From questions concerning the evaluators, the next questions sought information related to the teachers being evaluated. The first question dealt with the duties and responsibilities of probationary teachers.

Extent to Which the Role of Probationary
Teachers Had Been Clearly Defined

All five superintendents who responded indicated that the role of probationary teachers had been clearly defined "to some extent." The average rating in each case was 2.00. In District C, three out of the four groups of respondents agreed that the role of probationary teachers had been adequately defined by compiling average ratings of "to some extent" (2.00) or better. The respective average ratings for the four groups of respondents were: superintendent-2.00, principals-3.00, probationary teachers-2.00, and tenure teachers-1.29. The respondents from the other five districts indicated that the role of the probationary teacher was inadequately defined.

Extent to Which "Good Teaching" Had Been
Clearly Defined

"Good teaching" had not been clearly defined in any of the six districts.

The Effect of a Teacher's Knowledge of the Program
for Evaluating Teachers for Tenure on His or Her
Decision to Accept a Teaching Position

One hundred of 106 teachers responding indicated that their knowledge of the programs for evaluating teachers for tenure had no effect on their decision to accept a teaching position. No differences in attitude were shown between probationary and tenure teachers.

The Effect of Knowledge of the School System's Program
for Evaluating Teachers for Tenure on a Teacher's
Intention to Remain in the School System

The most important response to the question was that such knowledge had no effect on the intentions of probationary and tenure teachers to remain in any or all of the six school districts.

The Effectiveness of an Instrument in a Program
for Evaluating Teachers for Tenure

Districts A and F did not have an official instrument which was used in their programs. The respondents from Districts C and E believed that their instruments were effective devices. The respondents from B and D did not believe that their instruments were effective devices.

Extent to Which Emphasis Should Be Placed upon the Use of
Instruments in the Evaluation of Teachers for Tenure

Only the respondents from Districts C and E believed that "some" emphasis should be placed upon the use of instruments. The majority of the respondents from all six districts saw little or no need for instruments to be used.

Extent to Which Appropriate Steps Were Taken
to Insure That All Evaluative Information
Concerning Teachers Remained Confidential

The respondents from a majority of the six districts, all except the respondents from District A, indicated that the steps taken were adequate. The

probationary and tenure teachers of District A noted that "little" was done to maintain confidential status for evaluative information in their school district.

Kinds of Information Which Were Recorded and/or
Filed in the Personnel Records of
Probationary Teachers

No attempt was made to discover whether the superintendent and principals agreed or disagreed with each other. It was assumed that the principals probably maintained a personnel record or file for each teacher under their supervision, in addition to the personnel records kept up-to-date in the superintendent's office, and that the principals' records might or might not contain the same material as those in the superintendent's office.

According to the respondents, the major type of information recorded and/or filed in the personnel records of probationary teachers was "college credentials." This item was checked twenty-nine times. The second most prevalent item was "summaries of evaluations by administrators and supervisors." This item was checked twenty-seven times. The third highest number of responses, twenty-two, was given to "summaries of conferences with administrators and/or supervisors." Receiving just one response less than the latter item were both "records of professional growth activities" and "anecdotal reports." Each of these items was checked twenty-one times.

During an interview, the superintendent of District A was asked to cite examples of the professional growth activities recorded in the personnel records of the probationary teachers. He gave two examples: reports of extensive travel and additional course work.

College credentials were the most prevalent item to be found in personnel records of probationary teachers because these were requested by the hiring agent of each district to study before offering a teacher a position. The other items were important parts of a school district's program for evaluating teachers for tenure. Therefore, it could be concluded that the most important kinds of information placed in the personnel records of probationary teachers after they had begun their duties were items that were a part of, or related to, the districts' programs for evaluating teachers for tenure.

Extent to Which the System of Maintaining
Personnel Records for Teacher Evaluation
Purposes Was Adequate

Five superintendents marked "some" or "much," indicating that their systems were adequate. However, the average ratings computed from the principals' answers for Districts A, B, C, D, and F all signified an answer of "to little extent," meaning that the system of maintaining personnel records was inadequate. The principals of District E indicated that the "system" was adequate by compiling an average rating of 2.22.

Explanatory remarks by nine of the respondents offered no pertinent information. Since the responses of superintendents and principals were so divergent, it was impossible to reach conclusions regarding the adequacy of the systems.

Who Was Primarily Responsible for Reviewing
the Accumulated Data Regarding
Probationary Teachers

Eighteen or 51.4 per cent of the thirty-five responses indicated that the principal was the staff member in the six districts who was primarily responsible. Other responses to the question pointed out that the principal was assisted in this task by the superintendent and assistant superintendent.

How Often the Accumulated Data Regarding
Probationary Teachers Was Reviewed

Seventeen or 70.8 per cent of the twenty-four respondents marked "twice a year." Seven or 29.2 per cent of the respondents indicated that the review took place "three times a year." Even though the respondents differed concerning the frequency of such a review, all of them noted that such a review took place.

The next step in analyzing the contents and procedures of the programs for evaluating teachers for tenure of the six school districts was to ascertain who made the final decision whether or not a teacher was recommended to the board of education for tenure.

Who Made the Final Decision Whether or Not
a Teacher Would Be Recommended to the
Board of Education for Tenure

The term "principal" received eighty-nine or 53.9 per cent of the 165 responses to the question. The term "superintendent" received fifty-three or 32.1 per cent of the 165 responses.

From this data it could be concluded that the final decision was an administrative one shared by a principal and the superintendent. However, this procedure varied slightly from district to district.

Having found out who actually made the final decision, the respondents' opinions concerning who should have that responsibility were sought. The purpose of this question was to ascertain whether or not the respondents thought there were other persons in their districts who were better qualified to make this decision.

With Whom Should Rest the Final Responsibility
for Deciding Whether or Not a Probationary
Teacher Should Be Recommended
for Tenure

The term "principal" received seventy-eight or 52.0 per cent of the 150 responses to the question. The term "superintendent" received thirty-three or 22.0 per cent of the responses. "A tenure committee" was marked twenty-two times, 14.7 per cent of the total. Therefore, the respondents thought that the decision should be made by the principal with the assistance of the superintendent.

Whether or Not a Statement of Reasons Accompanied
a Recommendation to the Board of Education of
Tenure or Dismissal

Since the superintendent was the chief administrative officer of each of the six school districts, it was assumed that he would know whether or not such a statement accompanied a recommendation. Principals of Districts A and F did not completely agree with their superintendents' answers of "No" to the question. Probably they did not understand the question or they were misinformed.

The superintendents and principals of Districts B, C, and D and the principals of District E indicated that a statement did accompany the recommendation to their boards, indicating a majority of the six school districts did follow this procedure.

To What Extent Probationary Teachers Who Needed
Help Received Adequate Assistance in Removing
Deficiencies and the Kinds of
Assistance Given

The administrators compiled average ratings of "some" or better. Probationary and tenure teachers compiled average ratings of "little" or less. There was no agreement between administrators and teachers in any of the six districts.

Since the teachers of the six districts were best qualified to judge whether or not adequate assistance was given to probationary teachers, it was apparent that the

districts were giving little, if any, assistance to probationary teachers to remove deficiencies.

The respondents were also asked: "Please describe the kinds of assistance given." According to their answers, the most important kind of assistance was visits (classroom observations) from principals and conferences with them. This type of assistance was most prevalent in all six districts.

The Effect of the Program of Teacher Evaluation
on the Morale of Probationary Teachers

"Not affected morale" received the majority of the responses in the six districts, seventy-seven or 63.1 per cent of the 122 responses.

Whether or Not the Evaluation of Teachers
Increased Teaching Effectiveness

Eighty-one or 69.8 percent of the 116 respondents believed that the evaluation of teachers increased teaching effectiveness.

The Extent to Which the Board of Education
Was in Agreement with the Present
Program for Evaluating Teachers
for Tenure

The respondents from all six school districts indicated that their boards of education were in agreement with the present programs "to some extent." The respondents from District D noted that their board of education was in agreement "to much extent."

Major Problems or Obstacles Encountered in Carrying
Out an Effective Program for Evaluating
Teachers for Tenure

For the six school districts as a whole, the major problems encountered were "lack of time for evaluation" and a "lack of objective evaluation." The first item received twenty-two of the ninety-one responses. The second item received fifteen of the ninety-one responses.

The respondents offered their recommendations for solutions to these problems.

Recommendations for Improvements in Programs for
Evaluating Teachers for Tenure

The recommendation made most often by the persons responding from all six school districts was: "more time should be devoted to classroom observations by the evaluators." It received twenty-three out of the ninety-eight responses. In second place according to number of responses was "evaluation by a committee" which received fifteen responses. In third and fourth places were: "a more objective evaluation instrument should be developed" and "new teachers should receive a thorough explanation of the evaluation program."

Whether or Not the Formal, Organized Program for
Evaluating Teachers for Tenure Should
Be Continued

Without exception, the majority of the respondents, 112 or 92.6 per cent of 121, indicated that their system's

program should be continued. In fact, only nine or 7.4 per cent of the 121 respondents from all of the districts marked "No" as their answer. Many respondents suggested some specific changes which should be made.

CHAPTER III
THE PURPOSES, STANDARDS, SOURCES OF DATA, AND
PRACTICES AND PROCEDURES INCLUDED IN THE
PROGRAMS FOR EVALUATING TEACHERS FOR
TENURE OF THE SIX DISTRICTS

The purposes of this chapter are: (1) to ascertain what purposes, standards, sources of data, and practices and procedures were components of the programs for evaluating teachers for tenure in the six school districts selected for intensive study; and (2) to discover from the respondents their opinions of the actual or potential value of such components to a program for evaluating teachers for tenure. The complete data upon which this chapter is based were placed in Tables 3.1 through 3.15 in Appendix C on pages 124 through 141.

Chapter III is divided into four major sections:

1. The purposes of programs for evaluating teachers for tenure
2. The standards by which the work of probationary teachers is evaluated
3. The sources of data for making judgments about the work of probationary teachers
4. Practices and procedures in programs for evaluating teachers for tenure.

The Purposes of Programs for Evaluating
Teachers for Tenure

No single purpose, of the seventeen purposes listed, was included in the evaluation programs of all six school districts. Both "to assess the status and quality of teaching performance" and "to promote the professional development of teachers by helping them become aware of their strengths and weaknesses" were included in the evaluation programs of four of the six school districts, B, C, D, and E. The purpose "to recognize excellence in teaching" was included in the evaluation programs of three districts, C, D, and E.

The groups of respondents from the six school districts indicated that the purpose "to promote the professional development of teachers by helping them become aware of their strengths and weaknesses" should be included in the evaluation programs of all six school districts. The next most popular purposes for inclusion were: "to assess the status and quality of teaching performance," "to give assistance to teachers who need help," "to improve instruction," and "to assist the teacher in achieving success." Each one was listed by four school districts' respondents.

In comparing the purposes which should be included with the purposes that were actually included, it was found that "to assess the status and quality of teaching

performance" and "to promote the professional development of teachers by helping them become aware of their strengths and weaknesses" were common to both lists.

If a "model" school district or any of the six school districts under study were to fulfill these purposes, it would be necessary to evaluate actual teacher performance. Such evaluation would have to be based upon specific standards of performance.

The Standards by Which the Work of
Probationary Teachers Was
Evaluated

The standards "effective classroom management (. . .)" and "desirable personal characteristics (. . .)" were included in the evaluation programs of all six districts. The standards "adequate knowledge of subject matter," "effective use of appropriate teaching methods and techniques," and "satisfactory interpersonal relationships (. . .)" were included in the evaluation programs of five out of the six districts. The standards "organization of work and preparation of daily lesson plans," "providing for individual differences in pupils," "use of instructional and audio-visual materials," "development of such personal attributes in pupils as critical thinking, creativity, personal habits of health, cleanliness, and courtesy," "regard for the physical, social, emotional, and mental well-being of pupils," "participation

in faculty meetings, curriculum development, and faculty committees," and "professional attitudes (. . .)" were included in the programs of four districts.

The groups of respondents from the six school districts indicated that these standards should be included in their evaluation programs:

- Regard for the physical, social, emotional, and mental well-being of pupils
- Desirable personal characteristics (. . .)
- Professional attitudes (. . .)
- Effective use of appropriate teaching techniques
- Recognizes and understands the needs of the child, the adult, and the community
- Satisfactory interpersonal relationships (. . .)
- Adequate knowledge of child growth and development.

The following standards were recommended for inclusion in the programs of the six districts by the groups of respondents of five of those school systems:

- Adequate knowledge of subject matter
- Organization of work and preparation of daily lesson plans
- Providing for individual differences in pupils.

The following standards were recommended for inclusion in the programs of the six districts by the groups of respondents of four of those school systems:

- Use of instructional and audio-visual materials
- Development of such personal attributes in pupils as critical thinking, creativity, personal habits of health, cleanliness, and courtesy
- Effective classroom management (. . .).

In comparing the standards which should be included in the evaluation programs of the six school districts with the standards that were actually included, it was found that these standards were common to both lists:

Adequate knowledge of subject matter
 Organization of work and preparation of daily
 lesson plans
 Providing for individual differences in pupils
 Use of instructional and audio-visual materials
 Development of such personal attributes in pupils
 as critical thinking, creativity, personal
 habits of health, cleanliness, and courtesy
 Effective classroom management (. . .)
 Regard for the physical, social, emotional, and
 mental well-being of pupils
 Desirable personal characteristics (. . .)
 Professional attitudes (. . .)
 Effective use of appropriate teaching methods and
 techniques
 Satisfactory interpersonal relationships (. . .).

The standard "use and interpretation of tests,
 and measurement of pupil capacity and achievement" was
 not included in the evaluation program of any of the six
 school districts. The standards "extraclass participa-
 tion (. . .)" and "professional growth (. . .)" were in-
 cluded in the evaluation program of only one of the six
 districts.

To fulfill the purposes of a program for evaluat-
 ing teachers for tenure and to base the work of probationary
 teachers on specific standards, it was necessary to
 gather the necessary data from several sources.

The Sources of Data for Making Judgments
About the Work of Probationary
Teachers

The only source of data included in the evaluation
 programs of all six school districts was "classroom
 observation." The source "evaluation of teachers by
 school administrators" was included in the evaluation

programs of all of the districts except District E. The next most frequently included source was "teacher's cumulative personnel record information," which was included in the programs of Districts B, D, and E. The only other sources included were "teacher's participation in community activities" in the evaluation program of District D and "teachers' records of additional training" in the evaluation programs of Districts D and F. Eleven of the sixteen sources of data were not included in the evaluation programs of any of the six school districts.

In comparison, the source of data, "classroom observation," was recommended for continued inclusion in the evaluation programs of Districts A, B, C, D, and E. The source of data, "evaluation of teachers by school administrators," was recommended for continued inclusion in the evaluation programs of Districts A, B, C, and D. "Teachers' records of additional training" was deleted in District F but retained in District D. "Teacher's cumulative personnel record information" and "teachers' participation in community activities" were deleted by the respondents.

The only sources of data which were recommended for addition to the programs of the six school districts were:

Teacher self-evaluation - School Districts C, E,
and F
Evaluation of teachers by supervisors - School
Districts C, D, and E

Evaluation by outside professional experts - School District D.

The purposes, standards, and sources of data could be implemented through certain practices and procedures.

Practices and Procedures in Programs
for Evaluating Teachers for Tenure

The forty-two superintendents who had returned usable questionnaires, from the fifty-nine original questionnaires sent to the superintendents of Michigan school districts which had tenure for teachers prior to mandatory teacher tenure, had indicated that the principal had primary responsibility for evaluating the work of probationary teachers. To substantiate this point, the probationary teachers were asked the same question.

Who Had Primary Responsibility for Evaluating
the Work of Probationary Teachers

Forty-seven or 90.4 per cent of the fifty-two probationary teachers who answered the question designated the principal as the person who had primary responsibility for evaluating the work of probationary teachers in all six school districts. Three probationary teachers from District A designated the superintendent as the person responsible. One probationary teacher from District B designated the assistant superintendent as the person responsible. Another probationary teacher from District B designated a helping teacher as the person responsible.

Since the evaluation of probationary teachers was a major task and could be time consuming, the probationary teachers were asked: "Who, if anyone, assists in evaluating your work as a teacher?"

Who Assisted in Evaluating the Work of
Probationary Teachers

The probationary teachers' responses to the question were so mixed that it was impossible to make any judgments.

Both the principals and probationary teachers were asked to designate how many times probationary teachers had been observed in their classrooms so far during the school year.

How Many Times the Classroom Teaching of
Probationary Teachers Had Been
Observed by Their Principals

The twenty-eight principals reported a much higher number of observations of probationary teachers' work than did the fifty-two teachers; 263 observations compared to ninety-three observations. It was highly probable that the two groups differed over what each considered to be a "classroom observation," in regard to the purpose and length of such a visit. Both groups pointed out that the predominant length of time of a classroom observation was "at least five minutes, but less than ten minutes." One hundred thirty-four or

51.0 per cent of the 263 responses made by the principals to the question were in this block of time. Fifty or 53.8 per cent of the ninety-three responses made by the probationary teachers to the question were in this block of time.

The principals reported that only thirty-five or 13.3 per cent of the 263 observations made were "forty minutes or more" in length. The teachers reported that only ten or 10.8 per cent of the ninety-three observations made were of "forty minutes or more."

The principals and teachers were asked to indicate whether or not the evaluator had held a conference with the teacher following each observation.

Had the Evaluator Held a Conference with the Teacher Following Each Observation

Forty-five or 63.4 per cent of the seventy-one persons who responded from all six districts indicated that a conference was not held by the evaluator and teacher following each classroom observation.

If the principal and teacher respondents indicated that a conference was not held with the teacher following each observation, they were asked to cite how many conferences the principals had held with probationary teachers following classroom observations.

How Many Conferences Had Been Held with Each
Probationary Teacher Following Classroom
Observations

The probationary teachers of all six school districts answered that no conferences had been held with them by their evaluators after any classroom observations. The responses by the principals of all six school districts varied from no conferences to six.

It would appear that there was no established policy in any of the six school districts regarding the number of conferences which should be held between principals and probationary teachers following classroom observations.

Number of Evaluations of Probationary Teachers'
Work in Which an Instrument Was Used

A study of the total number of responses to the question revealed that the respondents were almost evenly divided between zero or no evaluations and two evaluations in which an instrument was used.

Whether or not an instrument was used, it was important that the teachers be informed of the contents of their evaluations.

How Probationary Teachers Were Informed
of Their Evaluations

In considering all six school districts, it was evident that all of them made an attempt to inform

probationary teachers of their evaluations. The predominant means of providing that information was giving copies of the evaluation reports to them. Forty-five or 45.5 per cent of the ninety-nine respondents from all six school districts marked that answer. The second most popular means of informing probationary teachers of their evaluations was providing that report orally. Twenty-five or 25.5 per cent of the ninety-nine respondents marked that answer.

Even though probationary teachers were often given copies of their evaluation reports, the original report was either kept by the evaluator or sent to the superintendent's office. To indicate that probationary teachers had seen the original evaluation reports, a possible procedure to use was to have the teachers sign the report.

Were Probationary Teachers Asked to Sign
the Evaluation Summaries

Nine principals and probationary teachers from District A answered "No." In Districts C, D, and E, the respondents clearly indicated that the probationary teachers were asked to sign their evaluation summaries.

In Districts B and F, the respondents were evenly divided between the "Yes" and "No" answers, so no inference could be derived.

Signing evaluation summaries did not indicate that probationary teachers were in agreement with their evaluations.

Extent to Which Probationary Teachers Were in
Agreement with the Evaluations Made of
Their Work

In all school districts except District F, the principals and probationary teachers indicated that probationary teachers were in agreement with their evaluations "to some extent" or "to much extent." The predominant answer was "to some extent." The probationary teachers of District F responded "to little extent" to the question as compared to the principals who indicated "to much extent." Explanatory remarks presented by many of the respondents did not provide any additional information. Therefore, it could be inferred that the probationary teachers of Districts A, B, C, D, and E agreed with their evaluations.

Since the probationary teachers of District F did not always agree with the evaluations of their work, it might be possible for them to submit additional evaluative information.

Provisions in the Program of Evaluation for
Probationary Teachers to Offer Additional
Information if Their Evaluations Had Been
Undeservedly Low

The principals and probationary teachers of District C were the only respondents who were sure that probationary teachers could submit this kind of information. In the other five districts, the respondents divided their answers between "Yes," "No," and "Don't know."

Voluntary Submission of Additional Information by
Probationary Teachers Which Would Be Useful
in the Evaluation of Their Work

The data indicated that the probationary teachers of all six school districts had "to little extent" voluntarily submitted information. Only the principals of Districts C and F had marked "to some extent," and the probationary teachers of both school systems had marked "to little extent."

In addition to voluntarily submitting additional information, it could be possible for probationary teachers to evaluate themselves or seek the assistance of others to do so.

Ways in Which Probationary Teachers Evaluated,
Or Sought Assistance in Evaluating Their
Own Work

The responses of the principals and probationary teachers were so evenly divided in the individual school

districts between "through the use of self-rating or self-evaluating instruments," "through requests to administrators and/or supervisors to observe some phases of their teaching and to assist in evaluating it," "through requests for evaluation conferences with administrators and/or supervisors regarding some phase of their teaching," and "through the use of tests to measure pupil growth" that no inferences could be derived from the data for each school district. The total number of responses from all six districts were also quite evenly divided between these possible answers. However, thirty-one or 34.1 per cent of the ninety-one total respondents marked the answer "requests to administrators and/or supervisors to observe some phases of their teaching. . . ."

Ways in Which Probationary Teachers Had Been
Encouraged by Others to Evaluate
Their Own Work

In each of the six school districts, the predominant method used was "through individual conferences with administrators and/or supervisors." In Districts E and F, major emphasis was also placed upon ". . . suggestions to use self-rating or self-evaluating instruments." The respondents from all six districts marked "through individual conferences with administrators and/or supervisors" thirty-three times out of a total of sixty-seven responses or 49.3 per cent of the total responses.

CHAPTER IV
CONCLUSIONS, RECOMMENDATIONS FOR FURTHER
STUDY, AND MODEL PROGRAMS

Conclusions

The following conclusions were derived from this study:

1. The idealistic program for evaluating teachers for tenure presented in the review of the literature was not practiced in the six school districts studied intensively.
2. The sole purpose of the programs studied was to gather evidence to use when the time came to decide whether or not to recommend a teacher for tenure status.
3. The programs studied did nothing to improve actual teaching performance.
4. The major emphasis in the programs studied was upon the teachers' ability to gain and maintain control of students and the learning situation.
5. The programs studied served to stifle teacher creativity and stressed conformity.
6. Instruments were not wanted or needed in the programs studied.
7. The members of the boards of education of the districts whose programs were studied did not have sufficient knowledge of or sufficient interest in their districts' programs for evaluating teachers for tenure.
8. Programs for evaluating teachers for tenure were not considered a matter of priority in the school districts studied.
9. Teachers and administrators in the districts whose programs were studied did not have equal knowledge or equal understanding of the components and operations of these programs.

10. Communication between the teachers and evaluators during the evaluation process was almost non-existent.
11. The evaluators in the programs studied were not adequately prepared for this task.

Recommendations for Further Study

The following items need further study:

1. Does or can evaluation for tenure improve teacher performance?
2. Can teacher evaluation be used to encourage teacher and student creativity and critical thinking?
3. How to make teacher evaluation a positive instead of a negative process.
4. The effects of professional negotiations and/or collective bargaining upon programs for evaluating teachers for tenure and teacher evaluation in general.
5. The training needed by the evaluators - content, who should do the training, etc.

Model Programs

Two model programs will be presented. Model Program A will be based upon the review of the literature and the respondents' answers to the questions asked and their opinions of what components should be included in programs for evaluating teachers for tenure. This model reflects the emphasis in the Conclusions that programs for evaluating teachers for tenure are ends in themselves and do not accomplish the most important purpose of improving teacher performance. Therefore, in Model Program B an attempt will be made to present a program which will help accomplish that purpose.

Model Program A

The model program would be based on a board of education policy regarding the evaluation of teachers for tenure. The program would be initiated, studied, and developed cooperatively by board members, administrators, and teachers.

The program would be explained to prospective teachers when they are interviewed for a position. The principals would receive training in the evaluation of teachers and would be given adequate time to evaluate. The role of the probationary teacher and the definition of good teaching would be adequately explained.

An instrument, a narrative form, check list, or rating scale, would be used by the evaluators. All evaluative information concerning teachers would remain confidential. The accumulated data regarding probationary teachers would be reviewed twice a year.

The final decision whether or not to recommend a teacher for tenure to the board of education would be shared by the superintendent and principal. A statement of reasons would be sent with the recommendation.

The purposes of this program for evaluating teachers for tenure would be:

1. To assess the status and quality of teaching performance
2. To promote the professional development of teachers by helping them become aware of their strengths and weaknesses

3. To give assistance to teachers who need help
4. To improve instruction
5. To assist the teacher in achieving success.

The standards of this program for evaluating teachers for tenure would be:

1. Adequate knowledge of subject matter
2. Organization of work and preparation of daily lesson plans
3. Providing for individual differences in pupils
4. Use of instructional and audio-visual materials
5. Development of such personal attributes in pupils as critical thinking, creativity, personal habits of health, cleanliness, and courtesy
6. Effective classroom management
7. Regard for the physical, social, emotional, and mental well-being of pupils
8. Desirable personal characteristics
9. Professional attitudes
10. Effective use of appropriate teaching methods and techniques
11. Recognizes and understands the needs of the child, the adult, and the community
12. Satisfactory interpersonal relationships
13. Adequate knowledge of child growth and development.

The sources of data for this program for evaluating teachers for tenure would be:

1. Evaluation of teachers by school administrators
2. Classroom observation.

The evaluators would observe classroom instruction often and for periods of time of thirty minutes or more. A conference would be held with the teacher after each classroom observation.

Teachers would be informed of their evaluations both in oral form and in written reports. The teachers would be asked to sign their evaluation summaries.

Teachers also would submit additional information if their evaluations were low.

Model Program B

The program would be initiated by a "School Advisory Committee" composed of teachers, secondary school students, parents, laymen, board of education members, administrators, and subject area supervisors. The School Advisory Committee's major function would be to find ways to improve the educational program of the school district. The development of a teacher evaluation program to improve teacher performance would be a logical item for the committee to initiate.

The program would be developed by a committee composed of the "master teachers" of the school district. The committee members would be selected from the master teachers who received the highest number of nominations from present and former students, parents, laymen, fellow teachers, administrators, supervisors, and board of education members. The committee members would represent the following levels: primary, intermediate, junior high, and senior high. The committee members would also represent many different subject areas. The committee would be named the "Teacher Evaluation Program Development Committee."

The Teacher Evaluation Program Development

Committee would develop the teacher evaluation policy to be adopted by the board of education. The committee would call upon secondary school students, teachers, parents, laymen, administrators, and board of education members to provide ideas and items for the program. The committee would be given the opportunity to visit other school districts to view other teacher evaluation programs in operation.

The committee would report constantly during the development period to all groups concerned to receive their comments and criticisms which would be used to improve the proposed program. After its development, the program would be introduced into several different schools and teaching situations to try out, evaluate, and improve before introducing it into all classrooms of the school district.

The program would have one purpose: to improve teacher performance. All other possible purposes, such as evaluating a teacher for tenure, could be accomplished as a part of fulfilling this purpose. Therefore, all teachers, not just probationary teachers, would be evaluated.

The standards by which teachers would be evaluated in this program would be developed by the Teacher Evaluation Program Development Committee. The committee would use the nominations for master teachers as a starting point

because the persons making the nominations would have been required to state the qualities these teachers had to be named master teachers. The standards listed in Model Program A would probably also be some of the standards used in this program. "Participation in professional growth activities" would be an additional standard.

The sources of data for this program would be teacher self-evaluation; evaluation by a team composed of the teacher himself, a master teacher at his grade level and/or subject area, a student (at the secondary level), the subject area supervisor, and the principal; classroom observations by any one or all members of the "Evaluation Team"; video taping of teacher performance for viewing and evaluation by the Evaluation Team; and, at the secondary level, student evaluation of the teacher. There would be at least one Evaluation Team per school with additional teams being added according to the size of the staff. The subject area supervisors and some master teachers would have to serve on more than one Evaluation Team. Since all teachers would be subject to evaluation, each Team would be responsible for several teachers.

The Evaluation Team members would be trained to perform their function of improving teacher performance. Their training would take place through an in-service course or workshop planned and led by the Teacher Evaluation Development Committee. Outside consultants and

"experts" would be brought into the program when needed. Teachers who were not members of Evaluation Teams would also be invited to participate in the course. The ultimate intent would be that every teacher would become a member of an Evaluation Team.

Subjects to be emphasized in the course would be: what to look for in a teacher's performance when observing, how to correctly interpret different types of teaching behavior, how to hold a single or group conference with a teacher, how to help a teacher evaluate himself, what kinds of positive suggestions to give a teacher to improve performance, how to correctly interpret video recordings of teacher performance, how to complete evaluation forms, and how to establish rapport with the teacher being evaluated.

The participants in the in-service course would observe demonstrations of teaching performance in the class and in regular classrooms to perfect their skills as observers, evaluators, and suggestors of techniques to improve teaching.

The practices and procedures of the program would include an explanation of the program to prospective teacher employees when they are interviewed for a position. During the orientation program for new teachers, the program would be explained again by a member or members of one or more Evaluation Teams. The new teachers could be

divided by levels, primary, intermediate, junior high, and senior high, for this presentation. The entire emphasis of the presentation would be upon the improvement of teacher performance.

Each year the Teacher Evaluation Program Committee, a permanent committee composed of the members of the original Teacher Evaluation Program Development Committee and other persons added as needed, would sponsor and hold a public meeting to evaluate and improve the program. All comments and criticisms made by those in attendance could be used to improve the program.

Some type of instrument would be used in the evaluation program. However, there would not be one standard instrument. The instrument to be used would vary among the Evaluation Teams and would be developed and/or selected by each Evaluation Team. The instrument used would be equally understood by all members of the Team, especially the teacher being evaluated. The instrument would serve only as a written record of the recommendations and/or decisions made by the Evaluation Team. Anything to be recorded on the instrument could be placed there only by unanimous agreement of the Team members. Members would affix their signatures to the instrument signifying such agreement.

Teachers would be observed in person or via video tape by at least one member of an Evaluation Team each

week. All members of each Team would be required to observe their teachers at least once a month. More than one member of the Team could observe a teacher at the same time. Teacher and student members of Evaluation Teams would be given released time for observations.

Classroom observations would be planned so that the observer would see a complete lesson or lessons taught. No observation period would be less than thirty minutes in length. There would be no limit on the maximum length of an observation period.

A conference would be held with a teacher after each classroom observation. If necessary, the teacher observed would be given released time for such a conference. The observer would stress both the strengths and weaknesses seen in the teacher's performance, and give the teacher suggestions for improvement. The teacher would feel free to react to the observer's comments.

The Evaluation Team would hold a conference with each teacher at the end of each month to review and discuss the teacher's progress in his teaching performance. Emphasis would be placed by the participants on the strengths and weaknesses observed in the teacher's performance during the month, the suggestions made to the teacher to improve his performance, the teacher's attempts to improve his teaching effectiveness, problems which still

need solving, and a general discussion of the teacher's progress toward master teacher status.

An Evaluation Report for the month would be completed by the Evaluation Team during the monthly conference. There would be no standard form for such a report; leaving the format and content up to the Evaluation Team. The contents of the report would reflect unanimous agreement by the members of the Team.

All instruments completed during the month and other pertinent data would be attached to the Evaluation Report. All of these materials would contain the signatures of all Evaluation Team members. The complete set of materials would be sent to the superintendent's office for inclusion in the teacher's personnel file. All parties involved would keep a copy of each item sent to the superintendent's office.

Weekly classroom observation and conferences and monthly conferences with the Evaluation Team would keep a teacher constantly informed about his teaching performance, his progress toward master teacher status, and his progress toward tenure status or dismissal. Also, the use of an instrument and the monthly Evaluation Report would serve as written evidence.

The Evaluation Team would recommend a teacher to the superintendent for tenure status or dismissal. Either recommendation would have to be agreed to by all

members of the Team. A dismissal recommendation could be made at any time if a teacher is completely ineffective and all efforts to help the teacher have failed. The superintendent could act on that type of recommendation immediately.

All evaluative data would be kept confidential because it would be seen only by members of the Evaluative Team, including the teacher being evaluated, the secretary who types instruments and Evaluation Reports for the Team, the superintendent, and the secretary in charge of the personnel files at the superintendent's office.

Finally, the teacher evaluation program would serve as a source for in-service courses and workshops in general teaching techniques, classroom control or discipline, the teaching of specific subjects, the unit approach to teaching, and effective use of teaching devices and audio-visual materials.

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APPENDICES

APPENDIX A

TABLE 1.1

APPENDIX A

TABLE 1.1.--The fifty-nine public school districts which were sent questionnaires.

School district ^a	Location ^b	Class ^{c,d}
Airport Community Schools	Carleton	4
Allen Park Public Schools	Allen Park	3
Ann Arbor Public Schools	Ann Arbor	3
Bath Community Schools	Bath	4
Bay City Public Schools	Bay City	3
Bedford Public Schools	Temperance	4
Benton Harbor Public Schools	Benton Harbor	3
Berkley Public Schools	Berkley	3
Center Line Public Schools	Center Line	3
Cheboygan Public Schools	Cheboygan	3
Clintondale Public Schools	Mount Clemens	4
Dearborn Public Schools	Dearborn	3
North Dearborn Heights School District	Dearborn Heights	4
Dearborn Heights School District #7	Dearborn Heights	3
Dearborn Township School District #8	Dearborn Heights	4
East Detroit Public Schools	East Detroit	3
Ecorse Public Schools	Ecorse	4
Ferndale Public Schools	Ferndale	3
Fitzgerald Public Schools	Warren	4
Flint Public Schools	Flint	2
Fraser Public Schools	Fraser	3
Garden City Public Schools	Garden City	3
Hanover-Horton School District	Horton	4
Harper Creek Community Schools	Battle Creek	4
Harper Woods Public Schools	Harper Woods	4
Hazel Park Public Schools	Hazel Park	3
Highland Park School District	Highland Park	3
Huron Valley School District	Milford	4
Inkster City School District	Inkster	3
Jefferson School District	Monroe	4
Lakeview Public Schools	St. Clair Schores	4
Lincoln Park Public Schools	Lincoln Park	3
Livonia Public Schools	Livonia	3
Madison Heights District Schools	Madison Heights	4
Melvindale-Northern Allen Park Public Schools	Melvindale	3
Monroe Public Schools	Monroe	3
Oak Park Public School	Oak Park	3
Plymouth Community School District	Plymouth	3

TABLE 1.1.--Continued.

School district ^a	Location ^b	Class ^{c,d}
Pontiac Public Schools	Pontiac	3
Port Huron Area Schools	Port Huron	3
Redford Union Schools, District #1	Detroit	3
River Rouge Public Schools	River Rouge	3
Riverview Community School District	Riverview	4
Rochester Community Schools	Rochester	4
Romulus Township School District	Romulus	3
Roseville Public Schools	Roseville	3
Royal Oak Public Schools	Royal Oak	3
St. Clair Shores Public Schools	St. Clair Shores	3
South Redford School District	Detroit	3
Taylor Township School District	Taylor	3
Trenton Public Schools	Trenton	3
Utica Community Schools	Utica	3
Van Dyke Public Schools	Warren	4
Walled Lake Consolidated Schools	Walled Lake	3
Warren Consolidated Schools	Warren	4
Waterford Township School District	Pontiac	4
Wayne Community School District	Wayne	3
Willow Run Public School District	Ypsilanti	4
Ypsilanti Public Schools	Ypsilanti	3

^a"Who Has Tenure So Far?" Michigan Education
Journal October 15 News, October 15, 1963, p. 8.

^bIbid.

^cMichigan State Department of Education, December, 1965 Report of Public School Districts of the State, Lansing, December, 1965.

^dSchool districts of the fourth class (4): school census of more than seventy-five and less than 2400 children between the ages of five and twenty. School districts of the third class (3): school census of more than 2400 and less than 30,000 children between the ages of five and twenty. School districts of the second class (2): school census of more than 30,000 and less than 120,000 children between the ages of five and twenty.

APPENDIX B

TABLES 2.1 THROUGH 2.33

APPENDIX B

TABLES 2.1 THROUGH 2.33

Interpretations of the data were based on points and items on which there was agreement among the respondents. Questions that began with "To what extent. . . ." required a value judgment by the respondents. They were required to check one of four possible answers: none, little, some, and much. Each of these possible answers was given a numerical value: none-0, little-1, some-2, and much-3.

An average rating was computed for each group of respondents-superintendents, principals, probationary teachers, tenure teachers-based on the number of times none, little, some, and much were checked by each group. The average rating for a group of respondents was computed by: (1) multiplying the number of responses given to none, little, some, and much by the numerical value given to each; (2) adding the products of the multiplications in item (1); and (3) dividing the total of the products by the total number of responses. The quotient was rounded off to the nearest hundredth for the average rating.

To cite an example, eleven probationary teachers of School District A gave these responses to a question: none-5, little-1, some-4, and much-1. The average rating was computed as follows:

$$(1) \begin{array}{r} 5 \quad 1 \quad 4 \quad 1 \\ \times 0 \quad \times 1 \quad \times 2 \quad \times 3 \\ \hline 0 \quad 1 \quad 8 \quad 3 \end{array}$$

$$(2) \begin{array}{r} 0 \\ 1 \\ 8 \\ 3 \\ \hline 12 \end{array}$$

$$(3) \begin{array}{r} 1.090 \\ 11 \overline{) 12.000} \\ \underline{-11} \\ 100 \\ \underline{-99} \\ 10 \end{array}$$

Rounded off to the nearest hundredth, the average numerical value of the example was 1.09.

An Average Rating Code was used to signify whether the average rating specified a rating of none, little, some, or much. The Average Rating Code used was:

.00 - .99	= None
1.00 - 1.99	= Little
2.00 - 2.99	= Some
3.00	= Much

To use the average ratings more effectively, the following procedures were used. In School Districts A, B, C, D, and F, in which the superintendents, principals, and probationary and tenure teachers responded to the questions, a component or procedure in their teacher

evaluation programs was effective or adequate if at least three of four groups responding compiled an average rating of "some" (2.00) or higher (2.01 to 3.00). Since the superintendent of District E did not return his questionnaire, a component or procedure in that district's teacher evaluation program was found effective or adequate if at least two of the three groups responding compiled an average rating of "some" (2.00) or higher (2.01 to 3.00).

TABLE 2.1.--Responses by superintendents regarding who was(were) primarily responsible for initiating the development of a program of teacher evaluation.

Person or group	Frequency
Superintendent	4
Other school administrators	2
Supervisory staff	2
Teachers	2
Board of education	2
Committee of teachers and superintendent	1

TABLE 2.2.--Responses by principals regarding who was (were) primarily responsible for initiating the development of a program of teacher evaluation.

Person or group	Frequency
Superintendent	15
Other school administrators.	11
Supervisory staff	6
Teachers	9
Board of Education	3

TABLE 2.3.--Responses by superintendents regarding who had a part in the study and development of the program for evaluating teachers.

Person or group	Frequency
Superintendent	3
Principals	3
Teachers	2
Board of education	2
Committee of teachers and superintendents	1
Committee of teachers and principals	1

TABLE 2.4.--Responses by principals regarding who had a part in the study and development of the program for evaluating teachers.

Person or group	Frequency
Superintendent	18
Principals	21
Supervisors	12
Teachers	12
Board of education	3

TABLE 2.5.--Responses by probationary and tenure teachers indicating their familiarity with their school districts' formal, organized programs for evaluating teachers for tenure.

Means of familiarity	Frequency		Total
	Probationary teachers	Tenure teachers	
Know it exists	39	39	78
Have been told about it	27	36	63
Have read school board policies concerning it	30	35	65
Have a copy of school system policies concerning it	32	32	64

TABLE 2.6.--Responses by probationary and tenure teachers indicating when their school systems' programs for evaluating teachers for tenure were explained to them.

Time of explanation	Frequency		Total
	Probationary teachers	Tenure teachers	
When you were interviewed for a teaching position	9	10	19
After the interview but before school began	5	2	7
During the first school year	28	29	57
It was not explained, wasn't fully explained; Never	7	8	15
Total	--	--	98

TABLE 2.7.--Responses by superintendents and principals regarding what specific preparation for the evaluation of teachers their school systems gave or required of the persons assigned primary responsibility for this task.

	Frequency										Per Cent of Total	
	District A Supt. Prins.	District B Supt. Prins.	District C Supt. Prins.	District D Supt. Prins.	District E Prins.	District F Supt. Prins.	Total					
Specific preparation given or required												
Training in college courses	1	---	---	---	1	2	8	11.1				
Programs or workshops sponsored by the school system	---	1	---	1	---	2	5	6.9				
Written instructions	---	1	1	1	1	2	16	22.1				
One or more princi- pals' meetings a year at which teacher evaluation is discussed	1	3	1	---	6	4	23	31.9				
Individual confer- ences between prin. and supt. at which teacher evaluation is discussed	1	1	---	1	4	1	12	16.9				
No specific prepar- ation is given or required	---	1	---	2	3	1	8	11.1				
Total	2	8	3	7	3	4	5	23	2	12	72	100.0

TABLE 2.8.--Responses by probationary and tenure teachers regarding the specific preparation for the evaluation of teachers their school systems gave or required of the persons assigned primary responsibility for this task.

Specific preparation given or required	Frequency						Percent of Total
	Dis- trict A	Dis- trict B	Dis- trict C	Dis- trict D	Dis- trict E	Dis- trict F	
Uncertain; I don't know	17	16	10	3	11	11	46.9
Training in college courses	1	1	1	---	---	1	2.8
Programs or work-shops sponsored by the school system	---	3	2	1	---	1	4.8
Written instructions	---	7	8	2	5	6	19.3
One or more principals' meetings a year at which teacher evaluation is discussed	3	3	6	4	6	3	17.2
Individual conferences between prin. and supt. at which teacher evaluation is discussed	2	1	2	3	2	3	9.0
Total	23	31	29	13	24	25	100.0

TABLE 2.9.--Responses of probationary and tenure teachers regarding the extent to which persons assigned the primary responsibility for evaluating teachers for tenure had adequate preparation in applying evaluation techniques.

Respondents	Frequency					Average Rating ^a	I don't know
	None	Little	Some	Much	Total		
Probationary teachers	5	8	23	6	42	1.71	6
Tenure teachers	5	5	19	10	39	1.87	8
Total	10	13	42	16	81	1.79	14

^aThe numerical values used were none=0; little=1; some=2; much=3. The average rating was computed by: (1) multiplying the number of responses for each answer by its numerical value; (2) adding the products of the multiplications; and (3) dividing the sum of the products by the total number of responses. The responses listed under "I don't know" were not included.

TABLE 2.10.--Responses of superintendents, principals, probationary teachers, and tenure teachers concerning what additional types of preparation the evaluators should receive in applying evaluation techniques.

Respondents	Types of preparation needed	Frequency
Superintendents and principals	In-service training	5
	None	3
	No answer	16
Probationary and tenure teachers	Teaching experience with the grade level and/or subject being taught (3 to 5 years)	3
	Workshops	7
	Use of standard techniques and criteria	5
	In-service meetings for principals (by college instructors)	3
	College courses	3
	Knowledge of a variety of teaching methods	2
	Classes--knowledge of teachers--problems	2
	Study of the subject of teacher evaluation	2
	No recommendations	11
	No answer	54
Total	---	116

TABLE 2.11.--Responses by superintendents, principals, probationary teachers, and tenure teachers concerning to what extent the role (duties, responsibilities) of probationary teachers in their school systems had been clearly defined.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
A	Superintendent	---	---	1	---	1	2.00
	Principals	---	2	2	1	5	1.80
	Probationary teachers	5	1	4	1	11	1.09
	Tenure teachers	5	1	2	1	9	.89
B	Superintendent	---	---	1	---	1	2.00
	Principals	---	1	2	1	4	2.00
	Probationary teachers	3	---	5	2	10	1.60
	Tenure teachers	1	2	7	3	13	1.92
C	Superintendent	---	---	1	---	1	2.00
	Principals	---	---	---	2	2	3.00
	Probationary teachers	2	---	7	4	13	2.00
	Tenure teachers	2	3	---	2	7	1.29

TABLE 2.11.--Continued.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
D	Superintendent	---	---	1	---	1	2.00
	Principals	---	1	1	---	2	1.50
	Probationary teachers	---	3	---	---	3	1.00
	Tenure teachers	---	---	5	2	7	2.29
E	Principals	---	---	4	5	9	2.56
	Probationary teachers	4	---	4	---	8	1.00
	Tenure teachers	1	1	6	---	8	1.75
F	Superintendent	---	---	1	---	1	2.00
	Principals	---	1	2	1	4	2.00
	Probationary teachers	---	3	1	2	6	1.83
	Tenure teachers	1	2	6	2	11	1.82
Total	---	24	21	63	29	137	--

TABLE 2.12.--Responses by superintendents, principals, probationary teachers, and tenure teachers concerning to what extent "good teaching" had been clearly defined in their school systems.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
A	Superintendent	---	---	1	---	1	2.00
	Principals	---	3	2	---	5	1.40
	Probationary teachers	3	2	5	---	10	1.20
	Tenure teachers	3	3	2	1	9	1.11
B	Superintendent	---	---	1	---	1	2.00
	Principals	---	2	2	---	4	1.50
	Probationary teachers	1	5	4	---	10	1.30
	Tenure teachers	1	6	3	1	11	1.36
C	Superintendent	---	---	1	---	1	2.00
	Principals	---	---	1	1	2	2.50
	Probationary teachers	2	---	6	6	14	2.14
	Tenure teachers	2	1	1	2	6	1.50

TABLE 2.12.--Continued.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
D	Superintendent	---	---	---	1	1	3.00
	Principals	---	---	2	---	2	2.00
	Probationary teachers	---	1	2	---	3	1.67
	Tenure teachers	2	1	---	4	7	1.86
E	Principals	---	1	4	5	10	2.30
	Probationary teachers	3	1	4	1	9	1.33
	Tenure teachers	2	1	4	1	8	1.50
F	Superintendent	---	---	1	---	1	2.00
	Principals	1	2	2	1	6	1.50
	Probationary teachers	1	1	1	3	6	2.00
	Tenure teachers	---	4	5	2	11	1.82
Total	---	21	34	54	29	138	--

TABLE 2.13.--Responses by probationary and tenure teachers concerning how the knowledge of their school systems' program for evaluating teachers for tenure affected their decision to accept a position in the school system.

Type of teacher	School district	Frequency			
		Did not affect my decision in anyway	Made the position <u>less</u> desirable	Made the position <u>more</u> desirable	Total
Probationary	A	9	---	1	10
	B	9	1	---	10
	C	14	---	---	14
	D	3	---	---	3
	E	9	---	---	9
	F	6	---	---	6
Tenure	A	10	---	---	10
	B	11	---	1	12
	C	6	---	---	6
	D	6	---	1	7
	E	8	---	1	9
	F	9	---	1	10
Total	---	100	1	5	106

TABLE 2.14.--Responses by probationary teachers concerning the effect of their knowledge of the school systems' program for evaluating teachers for tenure on their intentions of remaining in the school system.

Frequency				
		Tends to make the school system a <u>less</u> <u>desirable</u> place in which to teach	Tends to make the system a <u>more</u> <u>desirable</u> place in which to teach	Total
School district	Does not affect my intentions			
A	7	2	3	12
B	8	---	2	10
C	13	---	1	14
D	3	---	---	3
E	6	1	3	10
F	3	1	2	6
Total	40	4	11	55

TABLE 2.15.--Responses by tenure teachers concerning the effect of their knowledge of the school systems' program for evaluating teachers for tenure on their intentions of remaining in the school system.

School district	Frequency			Total
	Does not affect my intentions	Tends to make the school system a less desirable place in which to teach	Tends to make the school system a more desirable place in which to teach	
A	7	1	2	10
B	11	1	2	14
C	5	---	---	5
D	5	---	2	7
E	6	---	3	9
F	5	---	5	10
Total	39	2	14	55

TABLE 2.16.--Responses by superintendents, principals, probationary teachers, and tenure teachers regarding the extent to which the instrument (check-list, rating scale, test, etc.) used in their school systems was an effective device for evaluating teachers for tenure.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
A	Superintendent	1	---	---	---	1	.00
	Principals	2	2	1	---	5	.80
	Probationary teachers	6	---	---	---	6	.00
	Tenure teachers	5	1	2	---	8	.63
B	Superintendent	---	---	1	---	1	2.00
	Principals	---	2	1	1	4	1.75
	Probationary teachers	1	1	1	5	8	2.25
	Tenure teachers	3	1	3	2	9	1.44
C	Superintendent	---	---	1	---	1	2.00
	Principals	---	---	---	2	2	3.00
	Probationary teachers	5	2	5	1	13	1.15
	Tenure teachers	---	---	2	1	3	2.33

TABLE 2.16.--Continued.

School district	Respondents	Frequency				Average rating
		None	Little	Some	Much	Total
D	Superintendent	---	---	---	1	1
	Principals	---	---	1	1	2
	Probationary teachers	1	---	2	---	3
	Tenure teachers	---	1	2	3	6
E	Superintendent	---	---	---	---	---
	Principals	---	1	5	3	9
	Probationary teachers	1	2	5	---	8
	Tenure teachers	---	---	4	3	7
F	Superintendent	---	1	---	---	1
	Principals	1	3	---	1	5
	Probationary teachers	5	1	---	---	6
	Tenure teachers	2	2	3	---	7
Total	---	33	20	39	24	116
						--

TABLE 2.17.--Responses by superintendents, principals, probationary teachers, and tenure teachers regarding the extent to which emphasis should be placed upon the use of instruments in the evaluation of teachers for tenure.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
A	Superintendent	---	---	1	---	1	2.00
	Principals	2	---	2	---	4	1.00
	Probationary teachers	1	2	4	---	7	1.42
	Tenure teachers	2	2	5	1	10	1.50
B	Superintendent	---	---	1	---	1	2.00
	Principals	---	---	1	3	4	2.75
	Probationary teachers	1	3	3	1	8	1.50
	Tenure teachers	1	2	5	1	9	1.67
C	Superintendent	---	---	1	---	1	2.00
	Principals	---	---	1	1	2	2.50
	Probationary teachers	1	5	6	1	13	1.54
	Tenure teachers	---	---	4	---	4	2.00

TABLE 2.17.--Continued.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
D	Superintendent	---	---	1	---	1	2.00
	Principals	---	---	1	1	2	2.50
	Probationary teachers	1	---	1	---	2	1.00
	Tenure teachers	1	1	3	1	6	1.67
E	Principals	---	---	8	---	8	2.00
	Probationary teachers	---	1	5	2	8	2.13
	Tenure teachers	---	1	6	1	8	2.00
F	Superintendent	---	1	---	---	1	1.00
	Principals	---	3	1	---	4	1.25
	Probationary teachers	1	3	1	2	7	1.57
	Tenure teachers	1	3	3	2	9	1.67
Total	---	12	28	64	17	121	--

TABLE 2.18.--Responses by superintendents, principals, probationary teachers, and tenure teachers concerning the extent to which appropriate steps are taken in their school systems to insure that all evaluative information concerning teachers remain confidential.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
A	Superintendent	---	---	---	1	1	3.00
	Principals	1	---	---	3	4	2.25
	Probationary teachers	2	1	1	3	7	1.71
	Tenure teachers	2	---	2	1	5	1.40
B	Superintendent	---	---	---	1	1	3.00
	Principals	---	---	2	2	4	2.50
	Probationary teachers	---	1	2	4	7	2.43
	Tenure teachers	1	1	1	4	7	2.14
C	Superintendent	---	---	---	1	1	3.00
	Principals	---	---	---	2	2	3.00
	Probationary teachers	---	---	3	8	11	2.73
	Tenure teachers	---	---	1	2	3	2.67

TABLE 2.18.--Continued.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
D	Superintendent	---	---	---	1	1	3.00
	Principals	---	---	---	2	2	3.00
	Probationary teachers	---	1	---	1	2	2.00
	Tenure teachers	---	---	2	3	5	2.60
E	Principals	---	---	---	9	9	3.00
	Probationary teachers	1	---	5	1	7	1.86
	Tenure teachers	---	1	1	3	5	2.40
F	Superintendent	---	---	---	1	1	3.00
	Principals	---	---	2	3	5	2.60
	Probationary teachers	1	---	1	3	5	2.20
	Tenure teachers	---	---	2	5	7	2.71
Total	---	8	5	25	64	102	--

TABLE 2.19.--Responses by superintendents and principals regarding the various kinds of information which were recorded and/or filed in the personnel records of probationary teachers.

School district	Respondents	College credentials	Summaries of evaluations by administrators and supervisors	Summaries of teachers' self-evaluations	Anecdotal reports	Sample lesson plans	Summaries of conferences with administrators and/or supervisors	Records of professional growth activities	Records of certain classroom activities	Records of community activities	Other	Total
A	Superintendent principals	1	1	---	---	---	1	1	---	---	---	4
		3	1	---	2	---	1	1	---	---	---	8
B	Superintendent principals	1	1	---	---	---	1	---	---	---	---	3
		3	2	---	3	1	3	2	2	1	---	17
C	Superintendent principals	1	1	1	1	---	1	1	1	1	---	8
		2	2	---	2	---	1	2	---	---	---	9
D	Superintendent principals	1	1	---	---	---	1	1	---	1	(*)	6
		2	2	---	1	1	1	1	---	---	---	8
E	Principals	8	9	4	6	---	7	8	5	5	---	52
F	Superintendent principals	1	1	1	1	---	1	1	---	---	---	6
		6	6	3	5	---	4	3	1	2	---	30
Total	---	29	27	9	21	2	22	21	9	10	1	151

TABLE 2.20.--Responses by superintendents and principals concerning the extent to which the system of maintaining personnel records for teacher evaluation purposes was adequate.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
A	Superintendent Principals	---	---	1	---	1	2.00
		1	---	1	1	3	1.67
B	Superintendent Principals	---	---	1	---	1	2.00
		---	2	1	1	4	1.75
C	Superintendent Principals	---	---	---	1	1	3.00
		---	1	1	---	2	1.50
D	Superintendent Principals	---	---	---	1	1	3.00
		---	1	1	---	2	1.50
E	Principals	---	2	3	4	9	2.22
F	Superintendent Principals	---	---	1	---	1	2.00
		---	1	4	---	5	1.80
Total	---	1	7	14	8	30	--

TABLE 2.21.--Responses by superintendents and principals concerning who was primarily responsible for reviewing the accumulated data regarding probationary teachers.

School district	Frequency				Total
	Respondents	Principals	Superintendent	Asst. (Deputy) superintendent	
A	Superintendent Principals	1 3	1 2	--- ---	2 5
B	Superintendent Principals	--- 2	--- ---	1 2	1 4
C	Superintendent Principals	1 2	--- ---	--- ---	1 2
D	Superintendent Principals	1 1	1 2	--- ---	2 3
E	Principals	1	3	4	8
F	Superintendent Principals	--- 6	--- ---	1 ---	1 6
Total	---	18	9	8	35

TABLE 2.22.--Responses by superintendents and principals concerning how often the accumulated data regarding probationary teachers was reviewed.

School district	Respondents	Frequency		
		Once a year	Twice a year	Three times a year
A	Superintendent	---	1	---
	Principals	---	1	3
				4
B	Superintendent	---	1	---
	Principals	---	2	1
				3
C	Superintendent	---	1	---
	Principals	---	2	---
				2
D	Superintendent	---	1	---
	Principals	---	2	---
				2
E	Principals	---	4	---
				4
F	Superintendent	---	1	---
	Principals	---	1	3
				4
Total	---	---	17	7
				24

TABLE 2.23.--Responses by superintendents, principals, probationary teachers, and tenure teachers regarding, when a teacher became eligible for tenure, who made the final decision whether or not that teacher was recommended to the board of education for tenure.

School district	Respondents	Frequency					Total
		Prin- cipal	Superin- tendent	Assistant superin- tendent	Super- visor	A tenure committee	
A	Superintendent	1	1	---	---	---	2
	Principals	4	5	---	1	---	10
	Probationary teachers	6	5	---	---	1	12
	Tenure teachers	5	2	---	---	---	7
Total	---	16	13	---	1	1	31
B	Superintendent	1	1	1	---	---	3
	Principals	2	2	2	---	---	6
	Probationary teachers	5	2	2	---	---	9
	Tenure teachers	8	2	1	---	3	14
Total	---	16	7	6	---	3	32
C	Superintendent	1	1	---	---	---	2
	Principals	---	2	---	---	---	2
	Probationary teachers	11	3	1	---	---	15
	Tenure teachers	5	3	---	1	---	9
Total	---	17	9	1	1	---	28

TABLE 2.23.--Continued.

School district	Respondents	Frequency				
		Principal	Superintendent	Assistant superintendent	Superintendent	A tenure committee
D	Superintendent	1	1	---	---	---
	Principals	2	1	---	---	---
	Probationary teachers	2	---	---	---	---
	Tenure teachers	5	3	---	---	1
Total	---	10	5	---	---	1
E	Principals	6	9	1	---	---
	Probationary teachers	7	2	---	---	---
	Tenure teachers	4	4	1	1	---
Total	---	17	15	2	1	---
F	Superintendent	1	---	1	---	---
	Principals	5	3	2	---	---
	Probationary teachers	3	---	---	---	1
	Tenure teachers	4	1	2	---	---
Total	---	13	4	5	---	1
Total	---	89	53	14	3	6
Total	---	165				

TABLE 2.24.--Responses by superintendents, principals, probationary teachers, and tenure teachers concerning with whom should rest the final responsibility for deciding whether or not a probationary teacher should be recommended for tenure.

School district	Respondents	Principal	Superintendent	Assistant Superintendent	Frequency				Total
					Superintendent	Supervisor	A tenure committee	Department chairman	
A	Superintendent	1	1	---	---	---	---	---	2
	Principals	2	2	---	---	1	1	---	6
	Probationary teachers	5	3	---	---	1	---	---	9
	Tenure teachers	7	2	---	---	1	2	---	12
Total	---	15	8	---	---	3	3	---	29
B	Superintendent	---	1	---	---	---	---	---	1
	Principals	2	---	2	---	1	---	---	5
	Probationary teachers	6	2	1	---	---	1	---	10
	Tenure teachers	5	---	1	---	1	4	1	12
Total	---	13	3	4	---	2	5	1	28
C	Superintendent	---	1	---	---	---	---	---	1
	Principals	2	1	---	---	---	---	---	3
	Probationary teachers	11	3	---	---	---	2	2	18
	Tenure teachers	2	1	---	---	---	2	---	5
Total	---	15	6	---	---	---	4	2	27
D	Superintendent	---	1	---	---	---	---	---	1
	Principals	1	1	---	---	---	---	---	2
	Probationary teachers	---	1	---	---	---	1	---	2
	Tenure teachers	3	2	---	---	---	---	2	7
Total	---	4	5	---	---	---	1	2	12
E	Principals	6	6	---	---	---	1	---	13
	Probationary teachers	4	---	---	---	---	1	---	5
	Tenure teachers	4	2	---	---	---	1	---	7
Total	---	14	8	---	---	---	3	---	25
F	Superintendent	1	---	---	---	---	---	---	1
	Principals	4	---	1	---	---	---	---	5
	Probationary teachers	4	3	---	---	---	2	---	9
	Tenure teachers	8	---	1	---	---	4	1	14
Total	---	17	3	2	---	---	6	1	29
Total	---	78	33	6	---	5	22	6	150

TABLE 2.25.--Responses by superintendents and principals concerning whether or not a statement of reasons accompanied a recommendation to the board of education for tenure or dismissal.

School district	Respondents	Frequency		
		Yes	No	Total
A	Superintendent	---	1	1
	Principals	3	2	5
Total	---	3	3	6
B	Superintendent	1	---	1
	Principals	3	1	4
Total	---	4	1	5
C	Superintendent	1	---	1
	Principals	2	---	2
Total	---	3	---	3
D	Superintendent	1	---	1
	Principals	2	---	2
Total	---	3	---	3
E	Principals	7	---	7
Total	---	7	---	7
F	Superintendent	---	1	1
	Principals	5	---	5
Total	---	5	1	6
Total	---	25	5	30

TABLE 2.26.--Responses by superintendents, principals, probationary teachers, and tenure teachers concerning to what extent probationary teachers in their school systems who needed help received adequate assistance in removing deficiencies.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
A	Superintendent	---	---	1	---	1	2.00
	Principals	---	---	3	1	4	2.25
	Probationary teachers	4	1	2	2	9	1.22
	Tenure teachers	3	1	2	1	7	1.14
B	Superintendent	---	---	---	1	1	3.00
	Principals	---	1	2	1	4	2.00
	Probationary teachers	1	5	1	1	8	1.25
	Tenure teachers	1	3	2	3	9	1.78
C	Superintendent	---	---	1	---	1	2.00
	Principals	---	---	---	2	2	3.00
	Probationary teachers	2	3	5	3	13	1.69
	Tenure teachers	1	2	1	1	5	1.40

TABLE 2.26.--Continued.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
D	Superintendent	---	---	1	---	1	2.00
	Principals	---	---	2	---	2	2.00
	Probationary teachers	1	2	---	---	3	.67
	Tenure teachers	2	1	---	2	5	1.40
E	Principals	---	1	3	5	9	2.44
	Probationary teachers	3	2	2	1	8	1.13
	Tenure teachers	---	2	4	1	7	1.86
F	Superintendent	---	---	1	---	1	2.00
	Principals	---	---	3	2	5	2.40
	Probationary teachers	2	1	2	---	5	1.00
	Tenure teachers	---	3	6	2	11	1.91
Total	---	20	28	44	29	121	--

TABLE 2.27.--Responses by superintendents, principals, probationary teachers, and tenure teachers describing the kinds of assistance given probationary teachers to remove deficiencies.

School district	Respondents	Visits from and conferences with principal	Visit other classrooms	Frequency					Supervisors/ consultants	Department chairman	None	Total
				Helping teacher	Other teachers							
A	Superintendent	---	---	---	---	---	---	---	---	---	---	---
	Principals	4	1	---	---	---	---	---	---	---	---	5
	Probationary teachers	4	---	---	---	---	---	---	---	---	2	6
	Tenure teachers	2	1	1	---	---	---	---	---	---	---	4
Total	---	10	2	1	---	---	---	---	---	---	2	15
B	Superintendent	1	---	---	---	---	---	---	---	---	---	1
	Principals	2	---	---	---	---	---	---	---	---	---	5
	Probationary teachers	4	---	---	---	---	---	---	---	---	2	8
	Tenure teachers	4	---	---	---	---	---	---	---	---	---	6
Total	---	11	---	6	---	---	---	---	---	---	2	20
C	Superintendent	1	---	---	---	---	---	---	---	---	---	2
	Principals	2	---	---	---	---	---	---	---	---	---	3
	Probationary teachers	6	1	1	---	---	---	---	---	---	---	10
	Tenure teachers	---	---	3	1	---	---	---	---	---	1	5
Total	---	9	1	6	1	---	---	---	---	---	1	20
D	Superintendent	1	---	---	---	---	---	---	---	---	---	1
	Principals	1	---	---	---	---	---	---	---	---	---	1
	Probationary teachers	1	---	---	---	---	---	---	---	---	---	1
	Tenure teachers	2	---	1	---	---	---	---	---	---	---	3
Total	---	5	---	1	---	---	---	---	---	---	---	6
E	Principals	6	2	---	---	---	---	---	---	---	---	13
	Probationary teachers	3	---	---	---	---	---	---	---	---	---	5
	Tenure teachers	5	---	---	---	---	---	---	---	---	---	8
	Total	---	14	2	---	5	---	---	---	---	---	2
F	Superintendent	1	---	---	---	---	---	---	---	---	---	3
	Principals	4	2	1	1	---	---	---	---	---	---	10
	Probationary teachers	3	---	---	---	---	---	---	---	---	---	6
	Tenure teachers	3	---	---	---	---	---	---	---	---	---	9
Total	---	11	2	5	5	---	---	---	---	---	2	28
Total	---	60	7	19	11	---	---	---	---	---	9	115

TABLE 2.28.---Responses by superintendents, principals, probationary teachers, and tenure teachers regarding the effect of the program of teacher evaluation on the morale of probationary teachers.

School district	Respondents	Frequency			Total
		Lowered morale	Not affected morale	Improved morale	
A	Superintendent	---	1	---	1
	Principals	---	3	2	5
	Probationary teachers	3	3	3	9
	Tenure teachers	2	5	1	8
Total	---	5	12	6	23
B	Superintendent	---	1	---	1
	Principals	1	2	2	5
	Probationary teachers	2	6	1	9
	Tenure teachers	3	5	1	9
Total	---	6	14	4	24
C	Superintendent	---	---	1	1
	Principals	---	2	---	2
	Probationary teachers	3	10	2	15
	Tenure teachers	---	2	1	3
Total	---	3	14	4	21

TABLE 2.28.---Continued.

School district	Respondents	Frequency			
		Lowered morale	Not affected morale	Improved morale	Total
D	Superintendent	---	1	---	1
	Principals	---	1	1	2
	Probationary teachers	---	2	---	2
	Tenure teachers	---	5	2	7
Total	---	---	9	3	12
E	Principals	---	7	2	9
	Probationary teachers	1	5	1	7
	Tenure teachers	---	5	2	7
Total	---	1	17	5	23
F	Superintendent	---	1	---	1
	Principals	1	2	2	5
	Probationary teachers	1	4	1	6
	Tenure teachers	1	4	2	7
Total	---	3	11	5	19
Total	---	18	77	27	122

TABLE 2.29.--Responses by superintendents, principals, probationary teachers, and tenure teachers concerning whether or not the evaluation of teachers increased teaching effectiveness.

School district	Respondents	Frequency		
		Yes	No	Total
A	Superintendent	1	---	1
	Principals	2	---	2
	Probationary teachers	7	2	9
	Tenure teachers	3	5	8
Total	---	13	7	20
B	Superintendent	1	---	1
	Principals	3	1	4
	Probationary teachers	3	6	9
	Tenure teachers	6	4	10
Total	---	13	11	24
C	Superintendent	1	---	1
	Principals	2	---	2
	Probationary teachers	10	2	12
	Tenure teachers	3	1	4
Total	---	16	3	19
D	Superintendent	1	---	1
	Principals	1	1	2
	Probationary teachers	2	1	3
	Tenure teachers	5	2	7
Total	---	9	4	13

TABLE 2.29.--Continued.

School district	Respondents	Frequency		
		Yes	No	Total
E	Principals	7	1	8
	Probationary teachers	5	3	8
	Tenure teachers	4	2	6
Total	---	16	6	22
F	Superintendent	1	---	1
	Principals	2	1	3
	Probationary teachers	3	3	6
	Tenure teachers	8	---	8
Total	---	14	4	18
Total	---	81	35	116

TABLE 2.30.--Responses by superintendents, principals, probationary teachers, and tenure teachers regarding the extent to which the board of education was in agreement with the present program for evaluating teachers for tenure.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
A	Superintendent	---	---	---	---	---	---
	Principals	1	1	1	2	5	1.80
	Probationary teachers	---	---	2	2	4	2.50
	Tenure teachers	---	1	4	1	6	2.00
B	Superintendent	---	---	---	---	1	3.00
	Principals	---	1	---	2	3	2.33
	Probationary teachers	---	---	1	3	4	2.75
	Tenure teachers	---	---	2	4	6	2.67
C	Superintendent	---	---	---	1	1	3.00
	Principals	---	---	1	1	2	2.50
	Probationary teachers	---	1	---	6	7	2.71
	Tenure teachers	---	---	1	2	3	2.67

TABLE 2.30.--Continued.

School district	Respondents	Frequency					Average rating
		None	Little	Some	Much	Total	
D	Superintendent	---	---	---	1	1	3.00
	Principals	---	---	---	2	2	3.00
	Probationary teachers	---	---	---	2	2	3.00
	Tenure teachers	---	---	---	5	5	3.00
E	Principals	---	---	1	4	5	2.80
	Probationary teachers	2	---	1	1	4	1.25
	Tenure teachers	---	---	1	1	2	2.50
F	Superintendent	---	---	1	---	1	2.00
	Principals	---	1	---	3	4	2.50
	Probationary teachers	---	---	1	2	3	2.67
	Tenure teachers	---	---	2	2	4	2.50
Total	---	3	5	19	48	75	--

^aThe superintendent of School District A did not answer the question.

TABLE 2.31.--Responses by superintendents, principals, probationary teachers, and tenure teachers regarding what major problems or obstacles their school systems had encountered in carrying out an effective program for evaluating teachers for tenure.

School district	Poor or no instrument	Lack of time	Interference by teacher groups	Lack of trained personnel	No planned program	Lack of standards	Frequency					Total	
							Lack of objective evaluation	No procedures to help teachers	Ineffective evaluation	Lack of teacher participation	Not enough observation		
A	4	4	---	3	1	---	3	1	2	2	1	---	21
B	1	3	2	1	2	---	4	---	2	1	---	1	17
C	1	4	1	1	---	1	5	1	1	1	---	1	17
D	---	1	---	1	---	2	1	---	---	---	1	---	6
E	---	8	---	2	---	1	1	---	---	---	1	---	13
F	---	2	1	---	---	4	1	1	2	4	1	1	17
Total	6	22	4	8	3	8	15	3	7	8	4	3	91

TABLE 2.32.--Responses by superintendents, principals, probationary teachers, and tenure teachers regarding their recommendations for improvements in their school systems' programs for evaluating teachers for tenure.

School district	Develop an objective instrument	More observations	Evaluation by a committee or others	Evaluation of all teachers	Give more help to improve teachers	Use supervisors	Train the evaluators	Evaluation by other teachers	Give the principal additional help	Better orientation of new teachers about evaluation	Total
A	2	5	3	1	---	1	---	---	1	1	14
B	1	2	1	3	3	2	3	3	---	4	22
C	5	8	1	---	---	1	1	1	3	4	24
D	1	---	1	1	---	1	---	1	---	---	5
E	---	2	9	---	1	1	3	1	---	---	17
F	3	6	---	---	5	---	1	---	---	1	16
Total	12	23	15	5	9	6	8	6	4	10	98

TABLE 2.33.--Responses by superintendents, principals, probationary teachers, and tenure teachers concerning whether or not their school system's program for evaluating teachers for tenure should be continued.

School district	Respondents	Frequency			
		Yes	Yes, with some changes	No	Total
A	Superintendent	---	1	---	1
	Principals	2	2	---	4
	Probationary teachers	3	4	1	8
	Tenure teachers	3	3	---	6
Total	---	8	10	1	19
B	Superintendent	1	---	---	1
	Principals	1	2	---	3
	Probationary teachers	4	3	2	9
	Tenure teachers	5	4	1	10
Total	---	11	9	3	23
C	Superintendent	1	---	---	1
	Principals	1	1	---	2
	Probationary teachers	6	7	1	14
	Tenure teachers	---	5	---	5
Total	---	8	13	1	22

TABLE 2.33.---Continued.

School district	Respondents	Frequency		
		Yes	Yes, with some changes	No
D	Superintendent	1	---	---
	Principals	1	1	---
	Probationary teachers	---	3	---
	Tenure teachers	3	4	---
Total	---	5	8	---
E	Principals	3	6	---
	Probationary teachers	2	4	2
	Tenure teachers	5	3	---
Total	---	10	13	2
F	Superintendent	---	1	---
	Principals	1	4	1
	Probationary teachers	1	3	1
	Tenure teachers	---	7	---
Total	---	2	15	2
Total	---	44	68	9

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APPENDIX C

TABLES 3.1 THROUGH 3.15

APPENDIX C

TABLES 3.1 THROUGH 3.15

The interpretation of the data placed in Tables 3.1, 3.2, and 3.3 was based on two criteria. First, it was found that a specific purpose, standard, or source of data was or was not included in the programs for evaluating teachers in any one or all of the six school districts if 66.7 per cent or more of the principals, 66.7 per cent or more of the probationary teachers, and 66.7 per cent or more of the tenure teachers agreed with the answer marked by the superintendent. In the case of District E, it was found that a specific purpose, standard, or source of data was or was not included if 66.7 per cent or more of the probationary teachers and 66.7 per cent or more of the tenure teachers agreed with the answer marked by a majority of the principals. When there was not clear agreement between the respondents, an omission mark (---) was placed in the pertinent table.

To cite an example, the superintendent of District A indicated that "to give the professional teacher recognition that is deserved" was a purpose that was included in his system's evaluation program. One hundred per cent of the principals from his system, 80.0 per cent of the

tenure teachers agreed with him. Therefore, it was surmised that the purpose was included in the evaluation program of the district.

A second criterion to be used in the interpretation of the data was based on the actual or potential value of a specific purpose, standard, or source of data. The respondents were asked to check the actual or potential value of a particular purpose, standard, or source of data to a program for evaluating teachers for tenure. The actual or potential value of a purpose, standard, or source of data was high enough or great enough to be included if all four groups of respondents from a school district (three groups in District E) gave the item an "average numerical value" of 2.00 (of some value) to 3.00 (of much value). It was decided that the actual or potential value of a specific purpose, standard, or source of data was high enough or great enough that the item could be included in the programs of any or all school districts if the four groups of respondents (three groups in District E) in a majority of the six school districts under study, four out of the six districts, gave the item an "average numerical value" of 2.00 (of some value) or higher. The term "any or all school districts" was referred to as a "model" school district.

The "average numerical value" was the average rating computed for a specific purpose, standard or source

of data based on this code: "0-no value, 1-little value, 2-some value, and 3-much value." The "average numerical value" was computed by: (1) multiplying the number of responses in each category by the code numbers; (2) adding and totaling the products; and (3) dividing the total of the products by the total number of responses.

To cite an example of how to compute an "average numerical value," nine tenure teachers of School District E contributed these responses to present their opinions of the actual or potential value of the purpose "To give the professional teacher recognition that is deserved" to a teacher evaluation program:

0-No value 1-Little value 4-Some value 4-Much value

The first and second steps to compute an "average numerical value" were to multiply the number of responses by the code numbers and add and total the products:

$$\begin{array}{r}
 \begin{array}{cccc}
 & 0 & 1 & 4 & 4 \\
 1. & \frac{x0}{0} & \frac{x1}{1} & \frac{x2}{8} & \frac{x3}{12}
 \end{array} \\
 \\
 \begin{array}{r}
 0 \\
 1 \\
 8 \\
 2. \frac{12}{21}
 \end{array}
 \end{array}$$

The third step was to divide the total of the products by the total number of responses.

TABLE 3.1.--Purposes of programs for evaluating teachers for tenure.

Purposes	Included in the evaluation programs of School Districts						Should be, should continue to be, included in the evaluation programs of School Districts						Should be included in the evaluation program of a "model" school district	
	A	B	C	D	E	F	A	B	C	D	E	F	Yes	No
To give the professional teacher recognition that is deserved	Yes	No	No	Yes	No	No	Yes	No	Yes	Yes	No	No		X
To assess the status and quality of teaching performance	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	X	
To promote the professional development of teachers by helping them become aware of their strengths and weaknesses	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	X	
To give assistance to teachers who need help	No	No	No	No	No	Yes	Yes	No	Yes	No	Yes	Yes	X	
To improve instruction	Yes	No	No	Yes	No	No	Yes	No	No	Yes	Yes	Yes	X	
To secure information which would be useful in taking administrative action (such as promotion, reassignment, and dismissal)	No	Yes	No	---	^a Yes	No	Yes	No	No	No	No	No		X
To determine the effectiveness of personnel policies and procedures	No	No	---	---	---	No	No	No	No	No	No	No		X
To determine the effectiveness of the instructional program	No	No	---	---	---	---	No	No	No	No	No	No	X	
To provide the basis for supervisory and in-service development programs	No	No	No	No	No	No	Yes	Yes	Yes	No	No	No		X

TABLE 3.1.--Continued.

Purposes	Included in the evaluation programs of School Districts						Should be, should continue to be, included in the evaluation programs of School Districts						Should be included in the evaluation program of a "model" school district	
	A	B	C	D	E	F	A	B	C	D	E	F	Yes	No
To facilitate accounting for responsibility	No	---	No	No	No	---	Yes	No	No	No	No	No		X
To motivate teachers to strive for a high level of performance	Yes	No	No	No	Yes	No	Yes	No	Yes	Yes	No	No	X	
To provide the basis for rewards or sanctions	---	---	No	---	No	No	No	No	No	No	No	No		X
To assist the teacher in achieving success	No	Yes	No	No	No	No	Yes	Yes	Yes	No	No	Yes	X	
To choose worthy teachers for long-term appointments	No	No	Yes	No	No	No	Yes	No	Yes	No	No	No		X
To test the validity of the recruitment and selection processes	No	No	No	---	No	No	No	No	No	No	No	No		X
To ascertain the potential of the individual to perform various kinds of tasks	No	---	No	---	Yes	---	Yes	Yes	No	No	No	No		X
To recognize excellence in teaching	No	No	Yes	Yes	Yes	---	No	Yes	Yes	Yes	No	No		X

^aThe omission sign (---) throughout the table signified both the omission of data and cases in which respondents did not indicate a clear "Yes" or "No" response to the item.

TABLE 3.2.--Standards by which the work of probationary teachers is evaluated.

Standards	Included in the evaluation programs of School Districts						Should be, should continue to be, included in the evaluation programs of School Districts						Should be included in the evaluation program of a "model" school district	
	A	B	C	D	E	F	A	B	C	D	E	F	Yes	No
Adequate knowledge of subject matter	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	X	
Selection of subject matter taught in the classroom	No	No	No	Yes	Yes	No	Yes	Yes	No	Yes	No	No		X
Organization of work and preparation of daily lesson plans	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	X	
Use and interpretation of tests, and measurement of pupil capacity and achievement	No	No	No	No	No	No	Yes	No	No	No	No	No		X
Skill in making assignments and developing good study habits in pupils	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No		X
Providing for individual differences in pupils	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	X	
Use of instructional and audio-visual materials	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	X	
Development of such personal attributes in pupils as critical thinking, creativity, personal habits of health, cleanliness, and courtesy	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	X	
Effective classroom management (acceptable discipline, attending to the physical conditions of the classroom, being prompt and accurate with records and reports)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	X	

TABLE 3.2.--Continued.

Standards	Included in the evaluation programs of School Districts						Should be, should continue to be, included in the evaluation programs of School Districts						Should be included in the evaluation program of a "model" school district	
	A	B	C	D	E	F	A	B	C	D	E	F	Yes	No
Regard for the physical, social, emotional, and mental well-being of pupils	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	X	
Participation in faculty meetings, curriculum development, and faculty committee	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	No	No	No		X
Extraclass participation (assuming and carrying out responsibilities for extracurricular activities, participation in community affairs, etc.)	No	No	---	^a Yes	No	No	Yes	No	No	No	No	No		X
Desirable personal characteristics (pleasant voice, tactful, good health, attractive appearance, etc.)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	X	
Extent of desirable pupil growth or achievement	No	No	---	No	Yes	No	No	No	Yes	No	No	No		X
Professional attitudes (ethical, loyal, positive, etc.)	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	X	
Professional growth (educational travel, advanced study, participation in the in-service program and in professional organizations, etc.)	No	---	---	Yes	---	No	No	Yes	Yes	No	No	No		X
Effective use of appropriate teaching methods and techniques	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	X	

TABLE 3.2.--Continued.

Standards	Included in the evaluation programs of School Districts						Should be, should continue to be, included in the eval- uation programs of School Districts						Should be included in the evaluation program of a "mod- el" school district	
	A	B	C	D	E	F	A	B	C	D	E	F	Yes	No
Recognizes and understands the needs of the child, the adult, and the community	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	X	
Satisfactory interpersonal relationships (good rela- tionships with peers, administration, pupils, and parents)	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	X	
Adequate knowledge of child growth and development	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	X	

^aThe omission sign (---) throughout the table signified both the omission of data and cases in which the respondents did not indicate a clear "Yes" or "No" response to the item.

TABLE 3.3.--Sources of data for making judgments about the work of probationary teachers

Sources of Data	Included in the evaluation programs of School Districts						Should be, should continue to be, included in the evaluation programs of School Districts						Should be included in the evaluation program of a "model" school district	
	A	B	C	D	E	F	A	B	C	D	E	F	Yes	No
Teacher self-evaluation	No	---	---	---	No	No	No	No	Yes	No	Yes	Yes	X	
Evaluation of teachers by pupils	---	No	No	No	No	No	No	No	No	No	No	No	X	
Evaluation of teachers by school administrators	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	X	
Evaluation of teachers by supervisors	No	---	---	---	No	---	No	No	Yes	Yes	Yes	No	X	
Evaluation by other teachers	No	No	No	No	No	---	No	No	No	No	No	No	X	
Evaluation by special committees	No	---	No	---	No	No	No	No	No	No	No	No	X	
Evaluation by outside professional experts	---	No	No	No	No	No	No	No	No	Yes	No	No	X	
Evaluation by citizens	No	No	No	No	No	No	No	No	No	No	No	No	X	
Evaluation by pupils' parents	No	No	No	No	No	No	No	No	No	No	No	No	X	
Teacher's cumulative personnel record information	No	Yes	No	Yes	Yes	---	No	No	No	No	No	No	X	
Classroom observation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	X	
Evaluation based on pupil changes	---	No	---	No	No	---	No	No	No	No	No	No	X	
Pupil test results	No	No	---	No	---	No	No	No	No	No	No	No	X	
Teachers' responses to questionnaires and examinations	---	No	No	---	No	No	No	No	No	No	No	No	X	
Teachers' participation in community activities	---	No	---	Yes	No	---	No	No	No	No	No	No	X	
Teachers' records of additional training	No	No	---	Yes	---	Yes	No	No	No	Yes	No	No	X	

^aThe omission sign (---) throughout this table signified both the omission of data and cases in which the respondents did not indicate a clear "yes" or "no" response to the item.

TABLE 3.4.--Responses by principals regarding approximately how many times they had observed in each probationary teacher's classroom so far this school year.

Total number of observations of probationary teachers of	School districts						Total
	A	B	C	D	E	F	
	(5) ^a	(4)	(2)	(2)	(9)	(6)	(28)
At least five minutes, but less than ten minutes	20	10	10	18	31	45	134
Ten minutes or more, but less than forty minutes	19	8	14	12	23	18	94
Forty minutes or more	4	2	1	8	13	7	35
Total	43	20	25	38	67	70	263

^aThe numbers placed in parentheses after the identification letter of each school district signified the number of principals that responded to the question. For example, in School District A, five principals observed each probationary teacher four times for "at least five minutes, but less than ten minutes."

TABLE 3.5.--Responses by probationary teachers regarding approximately how many times their classroom teaching had been observed by the principal of their school so far this school year.

Total number of observations of probationary teachers of	School districts						Total
	A (11) ^a	B (10)	C (13)	D (3)	E (9)	F (6)	
At least five minutes, but less than ten minutes	1	17	10	6	11	5	50
Ten minutes or more, but less than forty minutes	1	15	1	3	7	6	33
Forty minutes or more	1	2	---	1	6	---	10
Total	3	34	11	10	24	11	93

^aThe numbers placed in parentheses after the identification letter of each school district signified the number of probationary teachers that responded to the question. For example, in School District A, eleven probationary teachers had responded that one observation had been made of their classroom teaching for "at least five minutes, but less than ten minutes." This meant that only one of the probationary teachers had been visited for this length of time, and this had occurred only once.

TABLE 3.6.--Responses by principals and probationary teachers concerning whether or not a conference was held with the teacher by the evaluator following each classroom observation.

School District	Respondents	Conference held		
		Yes	No	Total
A	Principals	1	3	4
	Probationary teachers	3	3	6
	Total	4	6	10
B	Principals	3	1	4
	Probationary teachers	3	7	10
	Total	6	8	14
C	Principals	---	2	2
	Probationary teachers	2	8	10
	Total	2	10	12
D	Principals	---	2	2
	Probationary teachers	---	3	3
	Total	---	5	5
E	Principals	5	4	9
	Probationary teachers	2	7	9
	Total	7	11	18
F	Principals	3	3	6
	Probationary teachers	4	2	6
	Total	7	5	12
Total	---	26	45	71

TABLE 3.7.--Responses by principals and probationary teachers concerning approximately how many conferences had been held with each probationary teacher following classroom observations if a conference had not been held following each observation.

School district	Respondents	Number of conferences held							Total
		0	1	2	3	4	5	6	
A	Principals	1	---	1	---	1	---	---	3
	Probationary teachers	5	---	---	---	---	---	---	5
	Total	6	---	1	---	1	---	---	8
B	Principals	---	---	1	1	---	---	---	2
	Probationary teachers	3	---	---	---	---	---	---	3
	Total	3	---	1	1	---	---	---	5
C	Principals	---	---	1	---	1	---	---	2
	Probationary teachers	4	1	2	---	---	---	---	7
	Total	4	1	3	---	1	---	---	9
D	Principals	---	---	1	---	1	---	---	2
	Probationary teachers	1	---	---	---	---	---	---	1
	Total	1	---	1	---	1	---	---	3
E	Principals	---	1	1	---	1	1	1	5
	Probationary teachers	3	1	3	---	---	---	---	7
	Total	3	2	4	---	1	1	1	12
F	Principals	---	---	1	---	---	---	1	2
	Probationary teachers	1	1	---	---	---	---	---	2
	Total	1	1	1	---	---	---	1	4
Total	---	18	4	11	1	4	1	2	41

TABLE 3.8.--Responses by principals and probationary teachers concerning the number of evaluations of probationary teachers' work in which an instrument was used.

School district	Respondents	Number of evaluations in which an instrument was used				
		0	1	2	3	Total
A	Principals	3	1	1	---	5
	Probationary teachers	7	---	---	---	7
	Total	10	1	1	---	12
B	Principals	---	1	2	---	3
	Probationary teachers	3	1	4	---	8
	Total	3	2	6	---	11
C	Principals	---	---	2	---	2
	Probationary teachers	6	1	5	---	12
	Total	6	1	7	---	14
D	Principals	---	---	2	---	2
	Probationary teachers	---	1	---	---	1
	Total	---	1	2	---	3
E	Principals	---	2	6	---	8
	Probationary teachers	3	5	1	---	9
	Total	3	7	7	---	17
F	Principals	2	2	1	1	6
	Probationary teachers	4	1	1	---	6
	Total	6	3	2	1	12
Total	---	28	15	25	1	69

TABLE 3.9.--Responses by principals and probationary teachers concerning how their school systems informed probationary teachers of their evaluations.

School district	Respondents	Means of informing probationary teachers of their evaluations					Total
		Given a copy of the evaluation reports	Shown a copy of the evaluation reports	Informed orally of their evaluations	Informed of their evaluations only if the teacher asks	NOT informed of their evaluations	
A	Principals	---	1	3	---	1	5
	Probationary teachers	---	---	4	1	4	9
	Total	---	1	7	1	5	14
B	Principals	2	1	2	---	---	5
	Probationary teachers	3	3	5	3	2	16
	Total	5	4	7	3	2	21
C	Principals	2	---	1	---	---	3
	Probationary teachers	12	2	---	---	---	14
	Total	14	2	1	---	---	17
D	Principals	2	---	---	---	---	2
	Probationary teachers	1	---	---	---	---	1
	Total	3	---	---	---	---	3
E	Principals	9	3	1	---	---	13
	Probationary teachers	8	1	4	1	1	15
	Total	17	4	5	1	1	28
F	Principals	3	1	2	---	1	7
	Probationary teachers	3	1	3	---	2	9
	Total	6	2	5	---	3	16
Total	---	45	13	25	5	11	99

TABLE 3.10.--Responses by principals and probationary teachers concerning whether probationary teachers were asked to sign the evaluation summaries.

School district	Respondents	Asked to sign the evaluation summaries		
		Yes	No	Total
A	Principals	---	2	2
	Probationary teachers	---	7	7
	Total	---	9	9
B	Principals	2	2	4
	Probationary teachers	5	5	10
	Total	7	7	14
C	Principals	2	---	2
	Probationary teachers	12	---	12
	Total	14	---	14
D	Principals	2	---	2
	Probationary teachers	2	---	2
	Total	4	---	4
E	Principals	9	---	9
	Probationary teachers	8	1	9
	Total	17	1	18
F	Principals	3 ^a	3	6
	Probationary teachers	2	3	5
	Total	5	6	11
Total	---	47	23	70

^aOne principal from School District F qualified his "Yes" answer with "If they are negative."

TABLE 3.11.--Responses by principals and probationary teachers concerning the extent to which probationary teachers were in agreement with the evaluations which were made of their work.

School district	Respondents	Frequency				Average rating
		None	Little	Some	Much	Total
A	Principals	---	---	1	2	3
	Probationary teachers	---	---	---	4	4
						2.67
B	Principals	---	---	2	2	4
	Probationary teachers	---	---	2	6	8
						2.50
C	Principals	---	---	---	2	2
	Probationary teachers	---	---	5	7	12
						3.00
D	Principals	---	---	---	2	2
	Probationary teachers	---	---	1	1	2
						2.50
E	Principals	---	---	2	7	9
	Probationary teachers	1	---	3	4	8
						2.78
F	Principals	---	---	---	4	4
	Probationary teachers	1	1	2	2	6
						3.00
						1.83
Total	---	2	1	18	43	64
						2.59

TABLE 3.12.--Responses by principals and probationary teachers concerning whether there were provisions in the program of evaluation for probationary teachers to submit additional information if they believed that the evaluation had been undeservedly low.

School district	Respondents	Frequency of responses			
		Yes	No	Don't know	Total
A	Principals	2	1	---	3
	Probationary teachers	---	2	4	6
	Total	2	3	4	9
B	Principals	2	1	---	3
	Probationary teachers	---	5	5	10
	Total	2	6	5	13
C	Principals	2	---	---	2
	Probationary teachers	11	1	---	12
	Total	13	1	---	14
D	Principals	1	1	---	2
	Probationary teachers	1	---	1	2
	Total	2	1	1	4
E	Principals	6	2	---	8
	Probationary teachers	1	3	5	9
	Total	7	5	5	17
F	Principals	4	1	---	5
	Probationary teachers	2	2	2	6
	Total	6	3	2	11
Total	---	32	19	17	68

TABLE 3.13.--Responses by principals and probationary teachers concerning the extent to which probationary teachers voluntarily submitted information which was useful in the evaluation of their work.

School district	Respondents	Frequency				Average rating
		None	Little	Some	Much	
A	Principals	2	---	2	---	4
	Probationary teachers	2	1	3	1	7
						1.43
B	Principals	---	1	3	---	4
	Probationary teachers	4	4	2	---	10
						1.75
C	Principals	---	---	1	1	2
	Probationary teachers	5	2	4	1	12
						1.08
D	Principals	---	2	---	---	2
	Probationary teachers	1	---	---	1	2
						1.50
E	Principals	3	4	1	1	9
	Probationary teachers	4	---	4	---	8
						1.00
F	Principals	---	---	4	1	5
	Probationary teachers	3	1	1	1	6
						1.00
Total	---	24	15	25	7	71
						1.21

TABLE 3.14.--Responses by principals and probationary teachers concerning the ways, if any, in which probationary teachers evaluated, or sought assistance in evaluating, their own work.

School District	Frequency of Responses				Total
	Through the use of self-rating or self-evaluating instruments	Through requests to administrators and/or supervisors to observe some phases of their teaching and to assist in evaluating it	Through requests for evaluation conferences with administrators and/or supervisors regarding some phase of their teaching	Through the use of tests to measure pupil growth	
A	---	3	2	1	6
	2	---	---	7	9
	Total	2	2	8	15
B	---	2	2	---	4
	1	4	1	4	10
	Total	1	6	4	14
C	---	2	---	1	3
	3	2	3	2	10
	Total	3	4	3	13
D	---	2	2	---	4
	1	---	---	1	2
	Princi Total	1	2	1	6
E	2	5	5	---	12
	4	2	1	5	12
	Total	6	7	5	24
F	2	6	2	1	11
	3	3	1	1	8
	Total	5	9	2	19
Total	---	18	31	19	91

TABLE 3.15.--Responses by principals and probationary teachers concerning the ways, if any, in which probationary teachers have been encouraged by others to evaluate their work.

School district	Respondents	Frequency of Responses					Total
		Through suggestions to use self-evaluating or self-rating instruments	Through requests by administrators and/or supervisors for written self-evaluation of their work	Through individual conferences with administrators and/or supervisors	Through group conferences with other probationary teachers	Through group conferences with the faculty as a whole	
A	Principals	---	---	2	---	---	2
	Probationary teachers	---	---	2	---	2	4
	Total	---	---	4	---	2	6
B	Principals	1	---	2	---	---	3
	Probationary teachers	---	---	3	1	---	4
	Total	1	---	5	1	---	7
C	Principals	2	---	---	---	---	2
	Probationary teachers	---	---	4	3	2	9
	Total	2	---	4	3	2	11
D	Principals	1	---	2	1	1	5
	Probationary teachers	---	---	3	---	---	3
	Total	1	---	5	1	1	8
E	Principals	4	1	5	3	3	16
	Probationary teachers	1	---	---	---	---	1
	Total	5	1	5	3	3	17
F	Principals	2	---	6	1	---	9
	Probationary teachers	2	---	4	2	1	9
	Total	4	---	10	3	1	18
Total	---	13	1	33	11	9	67

APPENDIX D

THE LETTER AND THE QUESTIONNAIRE SENT TO THE
SUPERINTENDENTS OF THE FIFTY-NINE SCHOOL
DISTRICTS

APPENDIX D

THE LETTER AND THE QUESTIONNAIRE SENT TO THE
SUPERINTENDENTS OF THE FIFTY-NINE SCHOOL
DISTRICTS

January 24, 1966

_____, Superintendent

Dear _____:

In a research project sponsored by the Department of Administration and Higher Education, we are studying the programs used by the public school districts of Michigan to determine whether or not teachers will be recommended for continuing tenure. To obtain a description of how Michigan public school districts are performing this function, we are sending an inquiry to the superintendents of a select sample of these school districts. We would appreciate your participation in this study.

Evaluating teachers for tenure is one of the many purposes of a teacher evaluation program. Since a 1964 amendment applied the Teacher Tenure Act to all school districts of Michigan, evaluating teachers for tenure has become particularly important.

No school district will be named or otherwise identified in any report of the findings. A code number has been assigned to your questionnaire only to inform the research staff what inquiries have been returned.

Later, we shall call upon a few selected school districts for some additional information. Thank you for your participation in this research project.

Sincerely yours,

Bennett H. Litherland
Research Assistant

Archibald B. Shaw, Chairman
Department of Administration and Higher Education

TESTS SHOW THAT IT WILL TAKE YOU JUST 15 MINUTES
TO COMPLETE THIS INQUIRY

Code _____

AN INQUIRY CONCERNING THE EVALUATION OF TEACHERS FOR TENURE

(For the purposes of this inquiry, "The evaluation of teachers for tenure" refers to the process whereby information is obtained so that judgment can be made whether or not to recommend a "probationary teacher" for continuing tenure. A "probationary teacher" may be considered as any teacher who does NOT have continuing tenure.)

1. How many teachers (teaching half-time or more) are on the staff of the school district? _____
2. How many teachers (teaching half-time or more) have continuing tenure? _____
3. Does the board of education have a written adopted policy regarding the evaluation of teachers? YES ____
NO ____
4. If the answer to Number 3 is "Yes," please attach a copy of the policy or state briefly its main provisions. _____

5. Does the board of education have a written adopted policy regarding the granting of continuing tenure? YES ____ NO ____
6. If the answer to Number 5 is "Yes," please attach a copy of the policy or state briefly its main provisions. _____

Code _____

7. Does the school system have a formal, organized program which is used to evaluate teachers for tenure? (A formal, organized program has one or more of the following characteristics: (1) written adopted board of education policies pertaining to the evaluation of teachers; (2) a clear delineation of responsibility for carrying out the evaluation process; (3) a systematized means for collecting, recording, and reviewing the evidence regarding the work of probationary teachers; (4) provisions for self-evaluation by teachers; and (5) clearly defined criteria, standards, or factors upon which the teachers are evaluated.) YES ____ NO ____
8. If the answer to Number 7 is "Yes," please respond to a, b, c, d, e, f, g, and h below. In case you have attached board of education policies in response to Numbers 3 and 5, ignore those questions which follow that duplicate information found in said policies. If the answer to Number 7 is "No," please skip to Number 9.
- a. What member of the staff (principal, supervisor, etc.) has the primary responsibility for evaluating teachers for tenure? _____

- b. Who else, if anyone, assists in evaluating teachers for tenure? _____
- c. What provisions are there for self-evaluation by teachers in the program for evaluating teachers for tenure? _____

- d. What means (such as rating scales, check lists, tests, student appraisals, reports, etc.) are used to collect evidence regarding the work of teachers, especially probationary teachers? _____

- e. What sources of data (such as classroom observations, personnel records, etc.) are used in making judgments concerning probationary teachers? _____

Code _____

8. f. How long has a formal program for evaluating teachers for tenure been in effect in the school system? _____
- g. Did the school district have tenure for teachers before the 1964 amendment to the Teacher Tenure Act made teacher tenure apply to all school districts of the State of Michigan? YES ____ NO ____
- h. If the answer to "g" is "Yes," how long had tenure been in effect in the school district before the 1964 amendment became law? _____
9. If the answer to Number 7 is "No," please describe briefly the informal procedures employed by the school system to decide whether or not to grant continuing tenure to a teacher. _____

10. What are the specific criteria (standards, factors) on which the school district bases a decision whether or not to grant a teacher continuing tenure? _____

11. Is the evaluation (appraisal) of teachers a major concern in your school system? YES ____ NO ____
12. If the answer to Number 11 is "Yes," please give the reason why teacher evaluation is a major concern. _____

13. Has your school system studied, or does it plan to study in the near future, the process of teacher evaluation? YES ____ NO ____

If "Yes," when? _____

14. Would your school district be willing to participate in a continuation of this study? YES ____ NO ____

15. Would you like a copy of the summary of the results?

YES ____ NO ____

PLEASE NOTE: If your school system has any printed materials (policy statements, check lists, rating sheets, etc.) dealing with its program of teacher evaluation, we would appreciate receiving copies of such when you return this inquiry. Thank you.

Please use the enclosed business-reply envelope or return your completed questionnaire to Mr. Bennett H. Litherland, 301 D Erickson Hall, Michigan State University, East Lansing, Michigan 48823. PLEASE RETURN THE COMPLETED QUESTIONNAIRE AS SOON AS POSSIBLE.

APPENDIX E

LETTER AND POST CARD SENT TO THE SUPERINTENDENTS
OF THE SIX DISTRICTS SELECTED
FOR INTENSIVE STUDY

APPENDIX E

LETTER AND POST CARD SENT TO THE SUPERINTENDENTS OF THE SIX DISTRICTS SELECTED FOR INTENSIVE STUDY

March 17, 1966

Approximately one-and-a-half months ago, you received, completed, and returned to me a questionnaire titled "An Inquiry Concerning the Evaluation of Teachers for Tenure." In that inquiry, you said that you would be willing to participate in a continuation of the study, the title of which is: AN ANALYSIS OF PROGRAMS FOR EVALUATING TEACHERS FOR TENURE IN SELECTED MICHIGAN PUBLIC SCHOOL DISTRICTS. The purpose of this letter is to find out if you are still interested in and willing to participate in the remainder of the study.

The continuation of the study will consist of two parts: a second set of questionnaires and structured interviews. The questionnaires will be sent to the following persons in the participating school districts:

1. All superintendents of schools
2. A sample of elementary principals
3. A sample of secondary principals
4. A sample of probationary teachers in their second or third year of probationary status
5. A sample of teachers who have acquired tenure within the previous four-year period
6. A sample of board of education members.

Actual sample sizes will be dependent upon how many school districts are willing to participate in a continuation of the study. However, approximate sample sizes per school district will be: three elementary principals, two secondary principals, ten probationary teachers, ten tenure teachers, and one board of education member.

In the questionnaire, the participant will be asked to give their candid opinions concerning the effectiveness of the teacher evaluation program used by their school district to determine whether or not probationary teachers

will be recommended for continuing tenure. However, no person or school district will be named or otherwise identified in any report of the findings.

The questionnaires should take approximately twenty to thirty minutes to complete. Most questions can be answered with check marks or by circling letters and numbers. A few questions are of the short answer variety.

The questionnaires for superintendents, principals, and teachers are quite similar. The major differences are found in questions asking for the participants' backgrounds and experience, and in the wording of questions which seek information about a specific subject on which superintendents, principals, and teachers would have different views because of their different roles in the school system. An example of the questions included in these questionnaires is:

2. To your knowledge, what person(s) or group was (were) primarily responsible for initiating the development of a program of teacher evaluation in your school system? Check EACH item that applies.

- ☐ a. Superintendent
- ☐ b. County (Intermediate) superintendent
- ☐ c. Other school administrators
- ☐ d. Supervisory staff
- ☐ e. Teachers
- ☐ f. Board of Education
- ☐ g. Community group (Please specify)
- ☐ h. Other (Please specify) _____

In the questionnaire for board of education members, the items reflect the board's policy-making role in the school system. An example of a typical question for board of education members is:

7. Please list what you consider to be the major objectives which your school system wants to achieve through a program for evaluating teachers for tenure.

After the completed questionnaires have been returned, structured interviews will be scheduled with the superintendent of schools, the board of education member who received a questionnaire, a principal who received a questionnaire, and a probationary teacher who received a questionnaire, in each school system.

To complete these phases of the study, the following information will be needed from each school system:

1. A list of the names and school mailing addresses of all the probationary teachers who are in their second or third year of probationary status.
2. A list of the names and school mailing addresses of the teachers who have acquired continuing tenure within the previous four-year period.
3. A list of the names and business addresses of the members of the board of education.

The lists will be kept completely confidential and will be used only for the selection of the persons who will receive the appropriate questionnaires. The names and school mailing addresses of the elementary and secondary principals will be secured from the 1965-66 edition of the Michigan Education Directory and Buyer's Guide.

Please use the enclosed post card to inform me of your decision concerning further participation in the study. If you desire more information before making a decision, please telephone me at 517-355-1015 or 517-353-3889. The enclosed envelope may be used to send me the lists of persons requested.

Sincerely yours,

Bennet H. Litherland
Research Assistant

301 D Erickson Hall
Michigan State University
East Lansing, Michigan 48823

BL:cw
encl.

Dear Mr. Litherland:

Our school district is willing to participate in a continuation of the study, AN ANALYSIS OF PROGRAMS FOR EVALUATING TEACHERS FOR TENURE IN SELECTED MICHIGAN PUBLIC SCHOOL DISTRICTS. We will send you the lists as soon as possible. YES ____ NO ____

Sincerely,

_____, Superintendent

APPENDIX F

COVER LETTERS AND QUESTIONNAIRES SENT TO THE
PERSONNEL OF THE SIX SCHOOL DISTRICTS
INTENSIVELY STUDIED

APPENDIX F

COVER LETTERS AND QUESTIONNAIRES SENT TO THE
PERSONNEL OF THE SIX SCHOOL DISTRICTS
INTENSIVELY STUDIED

Cover Letter Sent to the Superintendents

April 4, 1966

Thank you for allowing personnel of your school system to participate in a continuation of the study: AN ANALYSIS OF PROGRAMS FOR EVALUATING TEACHERS FOR TENURE IN SELECTED MICHIGAN PUBLIC SCHOOL DISTRICTS. Your willingness to personally participate is especially appreciated.

The attached inquiry contains questions which pertain to your school system's program for evaluating teachers for tenure. The purpose of the inquiry is to secure your candid opinions of the effectiveness of this program.

The inquiry may be completed rapidly since check marks and circles are required for most responses. No person will be named or otherwise identified in any report of the findings.

After the inquiry has been returned, your office will be called to schedule a personal interview. Thank you for your participation in this research project.

Sincerely yours,

Bennett H. Litherland
Research Assistant

301 D Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Cover Letter Sent to the Board of Education Members,
Principals, Probationary Teachers, and Tenure
Teachers

April 8, 1966

In the continuation of a research project sponsored by the Department of Administration and Higher Education, an intensive study is being made of programs for evaluating teachers for tenure in selected Michigan public school districts. Your school district is one of those which has been selected for intensive study.

Appropriate versions of the attached inquiry are being sent to all superintendents of schools, and samples of probationary teachers, tenure teachers, principals, and board of education members in the selected school districts. The inquiry is being sent to you with the full knowledge and approval of the superintendent of schools of your school district.

The purpose of the inquiry is to secure your candid opinion of the effectiveness of the teacher evaluation program used by your school district to determine whether or not probationary teachers will be recommended for continuing tenure. Your participation in this study would be appreciated.

The inquiry may be completed rapidly since check marks and circles are required for most responses. No person will be named or otherwise identified in any report of the findings.

Later, interviews will be held with a small number of the persons returning inquiries. Thank you for your participation in this research project.

Sincerely yours,

Bennet H. Litherland
Research Assistant

301 D Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Questionnaire Sent to the Superintendents

AN INQUIRY TO SUPERINTENDENTS CONCERNING PROGRAMS
FOR EVALUATING TEACHERS FOR TENURE

Please provide the information as requested below by checking or filling in the appropriate blanks, or by circling the appropriate numbers.

Your School System's Teacher Evaluation Program

1. To your knowledge, who was (were) primarily responsible for initiating the development of a program of teacher evaluation in your school system? Check EACH item that applies.
 - ☐ a. Superintendent
 - ☐ b. County (Intermediate) superintendent
 - ☐ c. Other school administrators
 - ☐ d. Supervisory staff
 - ☐ e. Teachers
 - ☐ f. Board of education
 - ☐ g. Community group(Please specify.) _____
 - ☐ h. Other (Please specify.) _____

2. To your knowledge, who have had a part in the study and development of your school system's program for evaluating teachers? Check EACH item that applies.
 - ☐ a. Superintendent
 - ☐ b. County (Intermediate) superintendent
 - ☐ c. Principals
 - ☐ d. Supervisors
 - ☐ e. Teachers
 - ☐ f. Board of education
 - ☐ g. Laymen
 - ☐ h. Other (Please specify.) _____

3. What specific preparation for the evaluation of teachers does the school system give or require of the persons assigned primary responsibility for this task? Check EACH item that applies.
 - ☐ a. Training in college courses
 - ☐ b. Programs or workshops sponsored by the school system
 - ☐ c. Written instructions

Questionnaire Sent to the Superintendents

- _____ d. One or more principals' meetings a year at which teacher evaluation is discussed
- _____ e. Individual conferences between principal and superintendent at which teacher evaluation is discussed
- _____ f. No specific preparation is given or required
- _____ g. Other (Please specify.) _____
4. What additional types of preparation in applying evaluation techniques would you recommend that the evaluators receive?
- _____
- _____
5. To what extent has the role (duties, responsibilities) of probationary teachers in your school system been clearly defined? (Please explain your answer.)
- _____ NONE
- _____ LITTLE
- _____ SOME
- _____ MUCH
- _____
- _____
6. To what extent has "good teaching" been clearly defined in your school system? (Please explain your answer.)
- _____ MUCH
- _____ SOME
- _____ LITTLE
- _____ NONE
- _____
- _____
7. To what extent is the instrument (checklist, rating scale, test, etc.) used in your school system an effective device for evaluating teachers for tenure? (Please explain your answer.)
- _____ NONE
- _____ LITTLE
- _____ SOME
- _____ MUCH
- _____
- _____
8. To what extent should emphasis be placed upon the use of instruments in the evaluation of teachers for tenure? (Please explain your answer.)
- _____ MUCH
- _____ SOME
- _____ LITTLE
- _____ NONE
- _____
- _____

Questionnaire Sent to the Superintendents

9. To what extent are appropriate steps taken _____ MUCH
 in your school system to insure that all _____ SOME
 evaluative information concerning teachers _____ LITTLE
 remains confidential? (Please describe _____ NONE
 these steps.) _____

10. Check below the various kinds of information which are
 recorded and/or filed in the personnel records of
 probationary teachers.
- _____ a. College credentials
 _____ b. Summaries of evaluations by administrators
 and supervisors
 _____ c. Summaries of teachers' self-evaluations
 _____ d. Anecdotal reports
 _____ e. Sample lesson plans
 _____ f. Summaries of conferences with administrators
 and/or supervisors
 _____ g. Records of professional growth activities
 _____ h. Records of certain classroom activities
 _____ i. Records of community activities
 _____ j. Other (Please specify.) _____

11. To what extent is the system of maintain- _____ NONE
 ing personnel records for teacher evalua- _____ LITTLE
 tion purposes adequate? (Please explain _____ SOME
 your answer.) _____ MUCH

12. Who is primarily responsible for reviewing the
 accumulated data regarding probationary teachers?

13. How often is the accumulated data regarding proba-
 tionary teachers reviewed? _____
14. When a probationary teacher becomes eligible for
 tenure, who makes the final decision whether or not
 that teacher will be recommended to the board of
 education for tenure?

Questionnaire Sent to the Superintendents

- ☐ a. Principal
☐ b. Superintendent
☐ c. Assistant Superintendent
☐ d. Supervisor
☐ e. A tenure committee
☐ f. Other (Please specify.) _____

15. With whom should rest the final responsibility for deciding whether or not a probationary teacher should be recommended for tenure?
- _____

16. In recommending to the board of education tenure or dismissal for probationary teachers, does a statement of reasons accompany the recommendation? ☐ YES ☐ NO

17. To what extent do probationary teachers in your school system who need help in removing deficiencies receive adequate assistance? (Please describe the kinds of assistance given.) ☐ MUCH ☐ SOME ☐ LITTLE ☐ NONE
- _____
- _____

18. How has the program of teacher evaluation affected the morale of probationary teachers in the school system? (Please explain your answer.) ☐ LOWERED MORALE ☐ NOT AFFECTED MORALE ☐ IMPROVED MORALE
- _____
- _____

19. Does the evaluation of teachers increase teaching effectiveness? (Please explain your answer.) ☐ YES ☐ NO
- _____
- _____
- _____

Questionnaire Sent to the Superintendents

20. To what extent is the board of education in agreement with the present program for evaluating teachers for tenure? (Please comment.) _____
- _____
- _____
- _____
- _____
21. Should your school system's formal, organized program for evaluating teachers for tenure be continued? (Please explain your answer.) _____
- _____
- _____
- _____

____ NONE

____ LITTLE

____ SOME

____ MUCH

____ YES

____ YES, with
some changes

____ NO

Questionnaire Sent to the Board of Education Members

AN INQUIRY TO BOARD OF EDUCATION MEMBERS CONCERNING PROGRAMS
FOR EVALUATING TEACHERS FOR TENURE

Please provide the information as requested below by checking or filling in the appropriate blanks, or by circling the appropriate numbers.

General Information

1. To what extent is a systematic program needed for evaluating the work of teachers before they reach tenure status? (Please explain your answer.) _____

_____	NONE
_____	LITTLE
_____	SOME
_____	MUCH

2. To what extent are the present board of education policies relating to the evaluation of teachers for tenure adequate? (Please explain your answer.) _____

_____	MUCH
_____	SOME
_____	LITTLE
_____	NONE

3. Check each statement listed below which, to the best of your knowledge, help to describe the part which your board of education had in the original development of the present program of teacher evaluation.
 - _____ a. The board of education initiated the development of policies relating to the evaluation of teachers
 - _____ b. The board of education and the superintendent jointly formulated the policies for the evaluation of teachers
 - _____ c. The superintendent was authorized to formulate evaluation policies, with staff assistance, for later consideration by the board
 - _____ d. One or more members of the board served with a committee of teachers and administrators to formulate policies for board consideration

Questionnaire Sent to the Board of Education Members

- _____ e. The board of education, after a study of the recommendations offered for its consideration, made some basic changes in the recommendations before adopting the teacher evaluation policies
- _____ f. The board of education, after a study of the teacher evaluation policies recommended by the superintendent, adopted the policies with no substantial revisions
- _____ g. Other (Please specify.) _____
-
4. In your opinion, who should be involved in the formulation of policy relating to the evaluation of teachers?
- _____
- _____
5. Please list what you consider to be the major objectives which your school system wants to achieve through a program for the evaluation of teachers for tenure.
- _____
- _____
- _____
6. Does your board of education clearly understand how the program of teacher evaluation operates in your school system? (Please comment.) _____
- _____
- _____
- _____
7. To what extent do you believe that your program of teacher evaluation is contributing to a general upgrading of teaching effectiveness in your school system? (Please explain your answer.) _____
- _____
- _____
- _____ NONE
 _____ LITTLE
 _____ SOME
 _____ MUCH

Questionnaire Sent to the Board of Education Members

8. To what extent is your present program for _____ MUCH
evaluating teachers for tenure contributing _____ SOME
to the selective retention of the most able _____ LITTLE
teachers for tenure appointments? (Please _____ NONE
comment.) _____

9. Do you believe that the evaluation of _____ NO
teachers for tenure is a major concern of _____ YES
your school board?

Why? _____

Questionnaire Sent to the Principals

AN INQUIRY TO PRINCIPALS CONCERNING PROGRAMS
FOR EVALUATING TEACHERS FOR TENURE

Please provide the information as requested below by checking or filling in the appropriate blanks, or by circling the appropriate numbers.

Your School System's Teacher Evaluation Program

1. To your knowledge, who was (were) primarily responsible for initiating the development of a program of teacher evaluation in your school system? Check EACH item that applies.
 - ☐ a. Superintendent
 - ☐ b. County (Intermediate) superintendent
 - ☐ c. Other school administrators
 - ☐ d. Supervisory staff
 - ☐ e. Teachers
 - ☐ f. Board of education
 - ☐ g. Community group (Please specify.) _____
 - ☐ h. Other (Please specify.) _____

2. To your knowledge, who have had a part in the study and development of your school system's program for evaluating teachers? Check EACH item that applies.
 - ☐ a. Superintendent
 - ☐ b. County (Intermediate) superintendents
 - ☐ c. Principals
 - ☐ d. Supervisors
 - ☐ e. Teachers
 - ☐ f. Board of education
 - ☐ g. Laymen
 - ☐ h. Other (Please specify.) _____

3. What specific preparation for the evaluation of teachers does the school system give or require of the persons assigned primary responsibility for this task? Check EACH item that applies.
 - ☐ a. Training in college courses
 - ☐ b. Programs or workshops sponsored by the school system
 - ☐ c. Written instructions

Questionnaire Sent to the Principals

- _____ d. One or more principals' meetings a year at which teacher evaluation is discussed
- _____ e. Individual conferences between principal and superintendent at which teacher evaluation is discussed
- _____ f. No specific preparation is given or required
- _____ g. Other (Please specify.) _____
4. What additional types of preparation in applying evaluation techniques would you recommend that the evaluators receive? _____
- _____
- _____
5. To what extent has the role (duties, responsibilities) of probationary teachers in your school system been clearly defined? (Please explain your answer.) _____
- _____ NONE
 _____ LITTLE
 _____ SOME
 _____ MUCH
- _____
- _____
6. To what extent has "good teaching" been clearly defined in your school system? (Please explain your answer.) _____
- _____ MUCH
 _____ SOME
 _____ LITTLE
 _____ NONE
- _____
7. To what extent is the instrument (checklist, rating scale, test, etc.) used in your school system an effective device for evaluating teachers for tenure? (Please explain your answer.) _____
- _____ NONE
 _____ LITTLE
 _____ SOME
 _____ MUCH
- _____
8. To what extent should emphasis be placed upon the use of instruments in the evaluation of teachers for tenure? (Please explain your answer.) _____
- _____ MUCH
 _____ SOME
 _____ LITTLE
 _____ NONE
- _____
- _____

Questionnaire Sent to the Principals

9. To what extent are appropriate steps taken in your school system to insure that all evaluative information concerning teachers remains confidential? (Please describe these steps.) _____
- _____
- _____
- _____ MUCH
_____ SOME
_____ LITTLE
_____ NONE
10. Check below the various kinds of information which are recorded and/or filed in the personnel records of probationary teachers.
- _____ a. College credentials
- _____ b. Summaries of evaluations by administrators and supervisors
- _____ c. Summaries of teachers' self-evaluations
- _____ d. Anecdotal reports
- _____ e. Sample lesson plans
- _____ f. Summaries of conferences with administrators and/or supervisors
- _____ g. Records of professional growth activities
- _____ h. Records of certain classroom activities
- _____ i. Records of community activities
- _____ j. Other (Please specify.) _____
11. To what extent is the system of maintaining personnel records for teacher evaluation purposes adequate? (Please explain your answer.) _____
- _____
- _____
- _____ NONE
_____ LITTLE
_____ SOME
_____ MUCH
12. Who is primarily responsible for reviewing the accumulated data regarding probationary teachers?
- _____
13. How often is the accumulated data regarding probationary teachers reviewed? _____
14. When a probationary teacher becomes eligible for tenure, who makes the final decision whether or not that teacher will be recommended to the board of education for tenure?

Questionnaire Sent to the Principals

- ☐ a. Principal
☐ b. Superintendent
☐ c. Assistant superintendent
☐ d. Supervisor
☐ e. A tenure committee
☐ f. Other (Please specify.) _____

15. With whom should rest the final responsibility for deciding whether or not a probationary teacher should be recommended for tenure? _____
-
16. In recommending to the board of education tenure or dismissal for probationary teachers, does a statement of reasons accompany the recommendation? ☐ YES ☐ NO
17. To what extent do probationary teachers in your school system who need help in removing deficiencies receive adequate assistance? (Please describe the kinds of assistance given.) _____
- ☐ MUCH
☐ SOME
☐ LITTLE
☐ NONE
-
18. How has the program of teacher evaluation affected the morale of probationary teachers in the school system? (Please explain your answer.) _____
- ☐ LOWERED MORALE
☐ NOT AFFECTED MORALE
☐ IMPROVED MORALE
-
19. Does the evaluation of teachers increase teaching effectiveness? (Please explain your answer.) _____
- ☐ NO
☐ YES

Questionnaire Sent to the Principals

20. To what extent is the board of education in _____ NONE
 agreement with the present program for _____ LITTLE
 evaluating teachers for tenure? (Please _____ SOME
 comment.) _____ MUCH

21. Should your school system's formal, _____ YES
 organized program for evaluating _____ YES, with
 teachers for tenure be continued? _____ some changes
 (Please explain your answer.) _____ NO

Questionnaire Sent to the Principals

Practices and Procedures Used in Programs
For Evaluating Teachers for Tenure

1. Approximately how many times have you observed in each probationary teacher's classroom so far this school year? Place a number in EACH blank, estimating if you are not sure of the exact number.
 - _____ a. Total number of observations of at least 5 minutes, but less than 10 minutes each
 - _____ b. Total number of observations of 10 minutes or more but less than 40 minutes
 - _____ c. Total number of observations of 40 minutes or more
2. Was a conference held with the teacher _____ YES
following each classroom observation? _____ NO
3. If the answer to No. 2 is "No," approximately how many conferences have been held with each probationary teacher following classroom observations so far this school year? _____
4. How many evaluations have been made of each probationary teacher's work so far this school year in which an instrument was used? _____
5. How does your school system inform probationary teachers of their evaluations?
 - _____ a. Teachers are given their own copy of the evaluation report
 - _____ b. Teachers are shown a copy of the evaluation report
 - _____ c. Teachers are informed orally of their evaluations
 - _____ d. Teachers are informed of their evaluations only if they ask
 - _____ e. Teachers are NOT informed of their evaluations
6. Are probationary teachers asked to sign the _____ NO
evaluation summaries to indicate that they _____ YES
have seen them?

Questionnaire Sent to the Principals

7. To what extent, generally, are probationary teachers in agreement with the evaluations which are made of their work? (Please explain your answer.) _____
- _____
- _____
- _____ NONE
 _____ LITTLE
 _____ SOME
 _____ MUCH
8. Are there provisions in the program of evaluation for probationary teachers to offer additional evidence if they believe that the evaluation has been undeservedly low? _____
- _____ YES
 _____ NO
9. To what extent, so far this school year, have probationary teachers voluntarily submitted information which was useful in the evaluation of their work? _____
- _____ MUCH
 _____ SOME
 _____ LITTLE
 _____ NONE
10. Check the ways, if any, in which probationary teachers evaluated, or sought assistance in evaluating, their own work so far this school year.
- _____ a. Through the use of self-rating or self-evaluating instruments
- _____ b. Through requests to administrators and/or supervisors to observe some phases of their teaching and to assist in evaluating it
- _____ c. Through requests for evaluation conferences with administrators and/or supervisors regarding some phase of their teaching
- _____ d. Through the use of tests to measure pupil growth
- _____ e. Other (Please specify.) _____
- _____
11. Check the ways, if any, in which probationary teachers have been encouraged to evaluate their own work so far this school year.
- _____ a. Through suggestions to use self-rating or self-evaluating instruments
- _____ b. Through requests by administrators and/or supervisors for written self-evaluations of their work

Questionnaire Sent to the Principals

- _____ c. Through individual conferences with
administrators and/or supervisors
- _____ d. Through group conferences with other proba-
tionary teachers
- _____ e. Through group conferences with the faculty
as a whole
- _____ f. Other (Please specify.) _____

Questionnaire Sent to the Teachers

AN INQUIRY TO TEACHERS CONCERNING PROGRAMS
FOR EVALUATING TEACHERS FOR TENURE

Please provide the information as requested below by checking or filling in the appropriate blanks, or by circling the appropriate numbers.

Personal Information

1. How many years of full-time teaching experience have you had prior to this year? _____
2. How many years have you taught in the present school system? _____
3. At what grade level(s) are you teaching this year?
Circle ALL grades taught. K 1 2 3 4 5 6
7 8 9 10 11 12 13 14
4. TENURE TEACHERS ONLY: How many years have you held tenure status in the present school system? _____

Your School System's Teacher Evaluation Program

1. How familiar are you with your school system's formal, organized program for evaluating teachers for tenure? Check EACH item that applies.
 - _____ a. Know it exists
 - _____ b. Have been told about it
 - _____ c. Have read school system policies concerning it
 - _____ d. Have a copy of school system policies concerning it
 - _____ e. Participated in the initial development of the program
 - _____ f. Have participated in the revision and improvement of the program
 - _____ g. Other (Please specify.) _____

Questionnaire Sent to the Teachers

2. When was your school system's program for evaluating teachers for tenure explained to you?
- _____ a. When you were interviewed for a teaching position
- _____ b. After the interview but before school began
- _____ c. During the first school year
- _____ d. Other (Please specify.) _____
3. To what extent have the duties and responsibilities of probationary teachers in your school system been clearly defined? (Please explain your answer.)
- _____ MUCH
- _____ SOME
- _____ LITTLE
- _____ NONE
- _____
- _____
4. To what extent has "good teaching" been clearly defined in the school system? (Please explain your answer.)
- _____ NONE
- _____ LITTLE
- _____ SOME
- _____ MUCH
- _____
- _____
5. What specific preparation for the evaluation of teachers does your school system give or require of the school principals (assistant superintendents for instruction) assigned primary responsibility for this task? Check EACH item that applies.
- _____ a. Uncertain
- _____ b. Training in college courses
- _____ c. Programs or workshops sponsored by the school system
- _____ d. Written instructions
- _____ e. One or more principals' meetings a year at which teacher evaluation is discussed
- _____ f. Individual conferences between principal and superintendent at which teacher evaluation is discussed
- _____ g. Other (Please specify.) _____
- _____

Questionnaire Sent to the Teachers

6. To what extent have the persons assigned the primary responsibility for evaluating teachers for tenure had adequate preparation in applying evaluation techniques?
☐ MUCH
☐ SOME
☐ LITTLE
☐ NONE
7. What additional types of preparation in applying evaluation techniques would you recommend that the evaluators receive? _____
-
8. How did your knowledge of the school system's program for evaluating teachers for tenure affect your decision to accept a position in the school system?
- ☐ a. Did not affect my decision in any way
☐ b. Made the position less desirable
☐ c. Made the position more desirable
9. PROBATIONARY TEACHERS ONLY: How does your knowledge of the school system's program for evaluating teachers for tenure affect your intentions of remaining in the school system?
- ☐ a. Does not affect my intentions in any way
☐ b. Tends to make the school system a less desirable place in which to teach
☐ c. Tends to make the school system a more desirable place in which to teach
10. PROBATIONARY TEACHERS ONLY: Who will make the final decision, when you become eligible, whether or not you will be recommended for tenure?
- ☐ a. Principal
☐ b. Superintendent
☐ c. Assistant superintendent
☐ d. Supervisor
☐ e. A tenure committee
☐ f. Don't know
☐ g. Other (Please specify.) _____
11. TENURE TEACHERS ONLY: How did your knowledge of the school system's program for evaluating teachers for tenure affect your intentions of remaining in the school system?

Questionnaire Sent to the Teachers

- _____ a. Did not affect my intentions in any way
 _____ b. Tended to make the school system a less
 desirable place in which to teach
 _____ c. Tended to make the school system a more
 desirable place in which to teach
12. TENURE TEACHERS ONLY: Who made the final decision,
 when you became eligible, whether or not you would be
 recommended to the board of education for tenure?
- _____ a. Principal
 _____ b. Superintendent
 _____ c. Assistant superintendent
 _____ d. Supervisor
 _____ e. A tenure committee
 _____ f. Don't know
 _____ g. Other (Please specify.) _____
13. With whom should the final responsibility rest for
 deciding whether or not a teacher should be recommended
 for tenure? _____
- _____
14. To what extent is the instrument (check-
 list, rating scale, test, etc.) used in _____ NONE
 your school system an effective device for _____ LITTLE
 evaluating teachers for tenure? (Please _____ SOME
 explain your answer.) _____ MUCH

- _____
15. To what extent should emphasis be placed _____ MUCH
 upon the use of instruments in the evalu- _____ SOME
 ation of teachers for tenure? _____ LITTLE
 _____ NONE

- _____
16. To what extent are appropriate steps taken _____ NONE
 in your school system to insure that all _____ LITTLE
 evaluative information concerning teachers _____ SOME
 remains confidential? (Please describe _____ MUCH
 the steps that are taken.) _____

Questionnaire Sent to the Teachers

17. To what extent do probationary teachers in your school system who need help in removing deficiencies receive adequate assistance? (Please describe the kinds of assistance given.) _____
- _____ MUCH
 _____ SOME
 _____ LITTLE
 _____ NONE
- _____
- _____

18. How has the program of teacher evaluation affected the morale of probationary teachers in the school system? (Please explain your answer.) _____
- _____ LOWERED MORALE
 _____ NOT AFFECTED MORALE
 _____ IMPROVED MORALE
- _____
- _____

19. Does the evaluation of teachers increase teaching effectiveness? (Please describe your answer.) _____
- _____ YES
 _____ NO
- _____
- _____

20. To what extent is the board of education in agreement with the present program for evaluating teachers for tenure? (Please explain your answer.) _____
- _____ NONE
 _____ LITTLE
 _____ SOME
 _____ MUCH
- _____
- _____

21. Should your school system's formal, organized program for evaluating teachers for tenure be continued? (Please explain your answer.) _____
- _____ YES
 _____ YES, with
 some changes
 _____ NO
- _____
- _____
- _____

Questionnaire Sent to Probationary Teachers

PROBATIONARY TEACHERS ONLY!

TENURE TEACHERS SKIP TO "PROCEDURES AND RECOMMENDATIONS"

Practices and Procedures Used in Programs
for Evaluating Teachers for Tenure

1. Who has the primary responsibility for evaluating the work of probationary teachers in your school system?
 - _____ a. Principal
 - _____ b. Supervisor
 - _____ c. Superintendent
 - _____ d. Assistant superintendent
 - _____ e. Other (Please specify.) _____

2. Who, if anyone, assists in evaluating your work as a teacher?
 - _____ a. No one
 - _____ b. Principal
 - _____ c. Supervisor
 - _____ d. Superintendent
 - _____ e. Assistant Superintendent
 - _____ f. Other (Please specify.) _____

3. Approximately how many times has your classroom teaching been observed by the principal of your school so far this school year? Place a number in EACH blank, estimating if you are not sure of the exact number.
 - _____ a. Total number of observations of at least 5 minutes, but less than 10 minutes each
 - _____ b. Total number of observations of 10 minutes or more but less than 40 minutes
 - _____ c. Total number of observations of 40 minutes or more

4. Has the evaluator held a conference with you following each observation? _____ NO
 _____ YES

5. If the answer to No. 4 is "No," approximately how many conferences has the principal held with you following classroom observations so far this school year? _____

6. How many evaluations have been made of your work so far this school year in which an instrument was used?

Questionnaire Sent to Probationary Teachers

7. How are you informed of your teacher evaluations?
Check EACH item that applies.
- _____ a. Given a copy of the evaluation report
_____ b. Shown a copy of the evaluation report
_____ c. Informed orally of my evaluations
_____ d. Informed of my evaluation only if I ask
_____ e. NOT informed of my evaluations
8. Are you asked to sign the evaluation summaries to indicate that you have seen them? _____ YES
_____ NO
9. To what extent are you in agreement with the evaluations which are made of your work (assuming that you are informed of the results)? (Please explain your answer.) _____ MUCH
_____ SOME
_____ LITTLE
_____ NONE
- _____
- _____
10. Are there provisions in the program of evaluation for probationary teachers for you to submit additional information if you believe that the evaluation has been undeservedly low? _____ YES
_____ NO
_____ DON'T
_____ KNOW
11. To what extent, so far this school year, have you voluntarily submitted information which would be useful in the evaluation of your work? _____ NONE
_____ LITTLE
_____ SOME
_____ MUCH
12. Check the ways, if any, in which you have evaluated, or sought assistance in evaluating, your own work so far this school year.
- _____ a. Through the use of self-rating or self-evaluating instruments
_____ b. Through requests to administrators and/or supervisors to observe some phases of my teaching and to assist in evaluating it
_____ c. Through requests for evaluation conferences with administrators and/or supervisors regarding some phase of my teaching
_____ d. Through the use of tests to measure pupil growth
_____ e. Other (Please specify.) _____
- _____

Questionnaire Sent to Probationary Teachers

13. Check the ways, if any, in which you have been encouraged by others to evaluate your own work, so far this school year.

- ☐ a. Through suggestions to use self-rating or self-evaluating instruments
 - ☐ b. Through requests by administrators and/or supervisors for written evaluations of my work
 - ☐ c. Through individual conferences with administrators and/or supervisors
 - ☐ d. Through group conferences with other probationary teachers
 - ☐ e. Through group conferences with the faculty as a whole
 - ☐ f. Other (Please specify.) _____
-

Questionnaire Sent to All Personnel

The Purposes, Standards, and Sources of Data
Included in the Program for Evaluating
Teachers for Tenure

In Column A, please indicate whether each purpose, standard, source of data listed is included in the program for evaluating teachers for tenure in your school system. If the item is included, circle the word "Yes." If the item is NOT included, circle the word "No." If you are uncertain, do not circle either word. There is no expectation that your school system uses all of the items listed in its teacher evaluation program. Feel free to add other items.

In Column B, rate the value of each purpose, standard, and source of data according to the following code:

* 0 - NO VALUE 1 - LITTLE VALUE 2 - SOME VALUE 3 - MUCH VALUE

Rate the items you have circled "Yes" according to their actual values as you have observed them in your school system. Rate the items you have NOT circled or have circled "No" according to the values they might have in a program for evaluating teachers for tenure. Please circle the appropriate number.

A. Included In Your Evaluation Program	B. Actual Or Potential Value*
---	-------------------------------------

1. The Purposes of the Program
for Evaluating Teachers for
Tenure

- | | | | | | | |
|--|-----|----|---|---|---|---|
| a. To give the professional teacher recognition that is deserved | YES | NO | 0 | 1 | 2 | 3 |
| b. To assess the status and quality of teaching performance | YES | NO | 0 | 1 | 2 | 3 |

Questionnaire Sent to All Personnel

0-NO VALUE 1-LITTLE VALUE 2-SOME VALUE 3-MUCH VALUE

	A. Included In Your Evaluation Program		B. Actual Or Potential Value*			
c. To promote the professional development of teachers by helping them become aware of their strengths and weaknesses	YES	NO	0	1	2	3
d. To give assistance to teachers who need help	YES	NO	0	1	2	3
e. To improve instruction	YES	NO	0	1	2	3
f. To secure information which would be useful in taking administrative action (such as promotion, reassignment, and dismissal	YES	NO	0	1	2	3
g. To determine the effectiveness of the instructional program	YES	NO	0	1	2	3
h. To determine the effectiveness of personnel policies and procedures	YES	NO	0	1	2	3
i. To provide the basis for supervisory and in-service development programs . .	YES	NO	0	1	2	3
j. To facilitate accounting for responsibility . . .	YES	NO	0	1	2	3
k. To motivate teachers to strive for a high level of performance	YES	NO	0	1	2	3
l. To provide the basis for rewards or sanctions . .	YES	NO	0	1	2	3

Questionnaire Sent to All Personnel

0-NO VALUE 1-LITTLE VALUE 2-SOME VALUE 3-MUCH VALUE

	A. Included In Your Evaluation Program		B. Actual Or Potential Value*			
m. To assist the teacher in achieving success . . .	YES	NO	0	1	2	3
n. To choose worthy teachers for long-term appointments	YES	NO	0	1	2	3
o. To test the validity of the recruitment and selection processes	YES	NO	0	1	2	3
p. To ascertain the potential of the individual to perform various kinds of tasks	YES	NO	0	1	2	3
q. To recognize excellence in teaching	YES	NO	0	1	2	3
r. Other (Please specify.)						
_____	YES	NO	0	1	2	3

2. The Standards by which the Work of Probationary Teachers is Evaluated

a. Adequate knowledge of subject matter	YES	NO	0	1	2	3
b. Selection of subject matter taught in the classroom	YES	NO	0	1	2	3

Questionnaire Sent to All Personnel

0-NO VALUE 1-LITTLE VALUE 2-SOME VALUE 3-MUCH VALUE

	A. Included In Your Evaluation Program		B. Actual Or Potential Value*			
c. Organization of work and preparation of daily lesson plans	YES	NO	0	1	2	3
d. Use and interpretation of tests, and measurement of pupil capacity and achievement	YES	NO	0	1	2	3
e. Skill in making assign- ments and developing good study habits in pupils	YES	NO	0	1	2	3
f. Providing for individual differences in pupils .	YES	NO	0	1	2	3
g. Use of instructional and audio-visual materials .	YES	NO	0	1	2	3
h. Development of such personal attributes in pupils such as critical thinking, creativity, personal habits of health, cleanliness, and courtesy	YES	NO	0	1	2	3
i. Effective classroom manage- ment (acceptable discipline, attending to the physical conditions of the class- room, being prompt and accurate with records and reports)	YES	NO	0	1	2	3

Questionnaire Sent to All Personnel

0-NO VALUE 1-LITTLE VALUE 2-SOME VALUE 3-MUCH VALUE

	A. Included In Your Evaluation Program		B. Actual Or Potential Value*			
j. Regard for the physical, social, emotional, and mental well-being of pupils	YES	NO	0	1	2	3
k. Participation in faculty meetings, curriculum development, and faculty committees	YES	NO	0	1	2	3
l. Extraclass participation (assuming and carrying out responsibilities for extracurricular activities, participation in community affairs, etc.)	YES	NO	0	1	2	3
m. Desirable personal characteristics (pleasant voice, tactful, good health, attractive appearance, etc.) . .	YES	NO	0	1	2	3
n. Extent of desirable pupil growth or achievement	YES	NO	0	1	2	3
o. Professional attitudes (ethical, loyal, posi- tive, etc.)	YES	NO	0	1	2	3
p. Professional growth (edu- cational travel, advanced study, participation in the in-service program and in professional organiza- tions, etc.)	YES	NO	0	1	2	3

Questionnaire Sent to All Personnel

0-NO VALUE 1-LITTLE VALUE 2-SOME VALUE 3-MUCH VALUE

	A. Included In Your Evaluation Program		B. Actual Or Potential Value*			
q. Effective use of appropriate teaching methods and techniques	YES	NO	0	1	2	3
r. Recognizes and understands the needs of the child, the adult, and the community	YES	NO	0	1	2	3
s. Satisfactory interpersonal relationships (good relationships with peers, administration, pupils, and parents)	YES	NO	0	1	2	3
t. Adequate knowledge of child growth and development	YES	NO	0	1	2	3
u. Other (Please specify.)						

_____	YES	NO	0	1	2	3

3. The Sources of Data for Making
Judgments about the Work of
Probationary Teachers

a. Teacher self-evaluation	YES	NO	0	1	2	3
b. Evaluation of teachers by pupils	YES	NO	0	1	2	3
c. Evaluation of teachers by school administrators .	YES	NO	0	1	2	3

Questionnaire Sent to All Personnel

0-NO VALUE 1-LITTLE VALUE 2-SOME VALUE 3-MUCH VALUE

	A. Included In Your Evaluation Program		B. Actual Or Potential Value*			
d. Evaluation of teachers by supervisors	YES	NO	0	1	2	3
e. Evaluation by other teachers	YES	NO	0	1	2	3
f. Evaluation by special committees	YES	NO	0	1	2	3
g. Evaluation by outside professional experts .	YES	NO	0	1	2	3
h. Evaluation by lay citizens	YES	NO	0	1	2	3
i. Evaluation by pupils' parents	YES	NO	0	1	2	3
j. Teachers' cumulative personnel record informa- tion	YES	NO	0	1	2	3
k. Classroom observation .	YES	NO	0	1	2	3
l. Evaluation based on pupil changes	YES	NO	0	1	2	3
m. Pupil test results . .	YES	NO	0	1	2	3
n. Teachers' responses to questionnaires and examinations	YES	NO	0	1	2	3
o. Teachers' participation in community activities	YES	NO	0	1	2	3

Questionnaire Sent to All Personnel

0-NO VALUE 1-LITTLE VALUE 2-SOME VALUE 3-MUCH VALUE

	A. Included In Your Evaluation Program		B. Actual Or Potential Value*			
p. Teachers' records of additional training . .	YES	NO	0	1	2	3
q. Other (Please specify.)						

_____	YES	NO	0	1	2	3
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Questionnaire Sent to All Personnel

Problems and Recommendations

1. What do you consider to be the major problems or obstacles your school system has encountered in carrying out an effective program for evaluating teachers for tenure? _____

2. If you were to recommend improvements in your school system's program for evaluating teachers for tenure, list below the recommendations you would make. Please indicate the rank order of importance of each recommendation; i.e., first, second, third, etc.

WOULD YOU LIKE A COPY OF THE SUMMARY OF THE RESULTS FROM ALL OF THE SCHOOL DISTRICTS INTENSIVELY STUDIED?

_____ YES _____ NO

THANK YOU FOR YOUR PARTICIPATION IN THIS RESEARCH PROJECT.

Please use the enclosed business-reply envelope or return your completed inquiry to Mr. Bennett H. Litherland, 301 D Erickson Hall, Michigan State University, East Lansing, Michigan 48823. PLEASE RETURN THE COMPLETED INQUIRY AS SOON AS POSSIBLE.

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