

THE IMPACT OF ALTERNATIVE METHODS OF TEACHER EVALUATION ON
TEACHER PERCEPTION OF ORGANIZATIONAL CLIMATE, TEACHER
INSTRUCTIONAL PRACTICES, AND TEACHER SELF-PERCEPTION

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At the present time the field of education is moving toward school restructuring. There is a need for creativity and higher levels of performance in the area of teacher evaluation as the teaching profession moves toward site-based management in education. The current evaluation system rewards neither creativity nor risk taking on the part of teachers.

The study was based primarily upon direct observation of 44 professional personnel, which included the principal and the assistant principal, in a rural elementary school in northeastern North Carolina, approximately one-half of whom chose to be evaluated by an alternative method instead of the North Carolina Teacher Performance Appraisal System (TPAS).

The study focused on three research questions and data were compiled on each research question by using two different methods for each of the three questions. Research Question 1: What impact has the Alternative Evaluation Method had on teacher perception of organization climate? (A) Organizational Climate Description Questionnaire (OCDQ), and (B) A School Climate Observation Checklist. Research Question 2: What impact has the Alternative Evaluation

Method had on teacher instructional practices? (A) Analysis of Lesson Plans Rubric, and (B) Observations of Lessons Log. Research Question 3: What impact has the Alternative Evaluation Method had on teacher self-perception? (A) Interview Questions, and (B) Summative Evaluation.

For the OCDQ subtests of Intimacy (Teachers' Behavior) and Aloofness (Principal's Behavior), there was a statistically significant difference between the pretest/posttest scores for the control group. The responses to the School Climate Observation Checklist clustered from both the private and public sectors at the moderate level.

The average score of the lesson plans of the teachers who chose to be evaluated by the alternative method was 1.1062 points higher than the teachers who chose to be evaluated by the traditional method. Although not statistically significant the teachers who chose to be evaluated by the alternative method did have a higher score on the Observations of Lesson Log.

During the interviews, teachers who chose to be evaluated by the alternative method requested a clearer focus on the alternative method at the beginning of the year. Teachers who chose to be evaluated by the alternative method were more likely to comment on their summative evaluations.

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CHAPTER 1

INTRODUCTION TO THE STUDY

The present study examined alternative methods of teacher evaluation and attempted to identify the impact of alternative methods of teacher evaluation. While practitioners in the past may have used mainly standardized methods, strategies presently under consideration may have presented a more complex and interesting picture.

This section identifies the purpose of the study, presents the problem of the study, establishes the significance of the study and explains the background of the study.

Purpose of the Study

The purpose of this dissertation was to assess the impact of alternative methods of teacher evaluation on teacher perception of organizational climate, teacher instructional practices, and teacher self-perception. The study was based primarily upon direct observation of 44 professional personnel, which included the principal and the assistant principal, in a rural school in northeastern North Carolina; approximately one-half of whom chose to be evaluated by an alternative method instead of the North Carolina Teacher Performance Appraisal System (TPAS).

Problem

The problem of this study was to develop a case study which was used to assess the impact of alternative methods of teacher evaluation on teacher perception of organizational climate, teacher instructional practices, and teacher self-perception in a rural elementary school in northeastern North Carolina.

Significance

At the present time the field of education is moving toward school restructuring. There is a need for creativity and higher levels of performance in the area of teacher evaluation as the teaching profession moves toward site-based management in education. The current evaluation system rewards neither creativity nor risk taking on the part of teachers. This case study will involve an exploration of some variables which are correlated to organizational climate, teacher instructional practices, and teacher self-perceptions.

Rosenholtz (1991), promoted the idea that where teachers are highly motivated, "their feelings are closely tied to how well they perform" (p. 139). Teachers who perform well are self-motivated and thus have a built-in

incentive for continuing to do well. Most teachers receive their rewards from helping their students grow and learn. Schools require many resources from teachers, but perhaps "the most vital are the contributions of effort, involvement, and commitment" (Rosenholtz, 1991, p. 140).

In the process of synthesizing Outcome Based Education, curriculum alignment and North Carolina End-of-Grade Testing, administrators must encourage teachers to grow professionally and to look for new and innovative ways to teach students. The North Carolina Department of Public Instruction conducted a major study and concluded that while the North Carolina Teacher Performance Appraisal System "was well designed for summative evaluation" (Holdzkom, 1990, p. 6), it was very narrow and did not lend itself to creativity nor did it foster higher levels of performance on the part of the teacher.

In 1989, the North Carolina General Assembly passed the School Improvement and Accountability Act, commonly known as Senate Bill 2. By this process the General Assembly granted authority to local boards of education to develop alternative systems of teacher evaluation. Through this action, the General Assembly created the opportunity for individual districts to create teacher evaluation systems if, in the view of the local district, such an alternative

system would contribute to the accountability or improvement goals of the local school district (Holdzkom, 1990).

Background

In recent years there has been a widespread movement toward effective teacher evaluation practices and improved student learning, all coupled together with the word "accountability". A school principal is ultimately responsible and accountable for teacher evaluation and student learning. This concept has a long history in the literature of education.

In the 1920's Nutt (1928) stated that "the primary function of the school principal shall be to carry on an effective program of instructional supervision" (p. 254). A high degree of emphasis on instructional leadership by the school principal has historically been viewed as being important. According to Glatthorn (1987), there is widespread conviction, somewhat supported by research, that the instructional leader should be the principal. This idea is well supported by Brookover, et al. (1982) who stated that while the principal may have other duties in the school organization, the foremost role is being the leader in establishing an effective instructional program.

In the process of developing a teacher performance appraisal system in North Carolina, most educators agreed that certain practices should be used by all teachers (Holdzkom, 1990). These practices would be generic regardless of the grade-level taught or the geographic location of the school. The North Carolina Department of Public Instruction in 1980 began compiling a list of behaviors commonly agreed upon by practitioners about what constituted good teaching (see Appendix A).

During these early efforts to create a teacher evaluation system in North Carolina, there was one significant outcome that appears relevant to the present study. "It was generally agreed that the state should establish criteria and procedures and that local boards of education should be responsible for implementation, since educators are employed and tenured by local boards" (Holdzkom, 1990, p. 3). North Carolina is unique in that teachers are paid by the state based upon their degree, certification, and years of experience, but they are granted tenure or continued employment by local boards of education.

As the teacher appraisal instrument evolved, the North Carolina Department of Public Instruction contracted with The Group for Effective Teaching at the University of North Carolina at Chapel Hill to develop and test a research-based system for teacher evaluation. The Group isolated 28

practices (see Appendix B) that met the criteria for behaviors that were generic to effective teaching. These 28 practices were compiled into five (5) teaching functions (see Appendix C). Three (3) additional functions, which included ten (10) new practices (see Appendix D) were added to the final report that the Group presented to the North Carolina Department of Public Instruction. These functions extended teacher evaluation beyond the classroom, into the school and community, and included preparation activities for the classroom.

In the fall of 1985 thousands of teachers in North Carolina received in-service training using the North Carolina Effective Teaching Training Program. The ten (10) three-hour sessions were typically taught over a five-day period. The program involved the major components of teaching which have been associated with effective teaching research. The training sessions for the effective teaching program dealt with teacher behaviors which are applicable across all grade levels and content areas. The behaviors are those that research indicates can be altered. The components of the Effective Teaching Training Program are: (1) learning expectations, (2) time management, (3) instructional preparation, (4) instructional feedback, (5) instructional presentation, (6) instructional monitoring,

(7) student interaction, (8) social interaction, (9) work-related activities, (10) learning evaluation.

Included as a part of the Effective Teacher Training Program were eight sessions on Teacher Performance Appraisal Training. The training on teacher evaluation which included the Teacher Performance Appraisal System (TPAS); the Formative Observation Data Instrument (FODI) (see Appendix E), the form used to record observations; and the Formative Observation Data Analysis (FODA) (see Appendix F), the form used to analyze observations, has formed the bedrock of the teacher performance appraisal system in North Carolina since 1985.

During this same time period other states were also beginning to develop and put into practice statewide teacher evaluation systems in an effort to restructure the teaching profession. Tennessee developed a Career Ladder Program to offer financial rewards and expanded career options as incentives for teachers to become better at their craft (Furtwengler, 1987).

Florida was among the first of the states to develop an evaluation model of teacher performance, the Performance Measurement System, based on research knowledge of teacher effectiveness (Smith, Peterson, & Micceri, 1987). The Florida system was popular with teachers because it was extensively tested on generic classroom behaviors.

This practitioner, working with the Teacher Performance Appraisal System on a daily basis, found that the amount of time required to use the TPAS properly was overwhelming. The time required to pre-conference or schedule an observation, observe, script (take notes), prepare a Formative Observation Data Analysis (FODA) and post-conference could easily consume three (3) hours each time a teacher was observed.

Each tenured and non-tenured teacher received three (3) observations each school year. This requirement also included three (3) formative (suggestions provided on how teachers could improve their performance) observations and a summative (used to make decisions as related to continued employment) evaluation every year. The requirement for three formative observations was later reduced to one formative observation and a summative observation on alternate years.

In a school with forty-four (44) certified personnel, the amount of time required for observation could easily add up to 440 hours in a school year. With each school day yielding an average of 5.5 hours of instruction, almost half the year would be used for observation purposes. As a principal, one may often experience time conflict as well as role conflict when trying to serve as both an evaluator and an instructional leader (Haertel, 1991).

As an administrator observing and constantly making judgments about the teaching practices of certified personnel, this researcher has felt that there never seemed to be enough time to enjoy the teaching or learning processes that schools were designed to encourage. In addition, it appeared that many teachers used the so-called 6-point lesson plan (see Appendix G) even when taking students to the bathroom! Some administrators also looked for a rigid, fixed prescription for every teaching activity. The TPAS did not allow for nor did it encourage creativity on the part of the teacher. Darling-Hammond (1985) concurred when she observed that teaching must be "restructured to give teachers more control over their own work" (p. 5). Support in this area came from Haertel (1991) who stated that little evidence existed to support the fact that the wealth of "testing and classroom observation now being required has materially improved the quality of the teaching force" (p. 6).

Methodology

A case study method was used to study the problem. This method "is a specific way of collecting, organizing, and analyzing data" (Patton, 1990, p. 384). This approach allowed an in-depth look at meaningful and significant

variables which may be transferable to other rural elementary school settings. A case study is particularly valuable when the evaluation process aims to capture individual differences. The more a program aims at individualizing outcomes, the greater the appropriateness of a case method (Patton, 1990).

A case study is of a "bounded system", a clearly defined population with specific roles, duties and goals (Glatthorn, 1985). In this particular study, the research evolved around a particular school, although the research may have noted relationships within the school that had external connections. The faculty of a school changes often and new faculty members bring new ideas and teaching methods that influence the present faculty. McKernan (1991) agreed that the vital component of a case study is that it constitutes a single case or system.

Glatthorn's definition includes a second feature, in that the researcher makes use of triangulation or a variety of research methods to organize data. According to Patton (1990), triangulation is a way to strengthen a design study by the use of a combination of methodologies. McKernan (1991) noted that "case study employs many research methods and that it is not a single method that can be packaged and used as a prescription" (p. 76).

Developmental History of Alternative Evaluation

In 1989, the North Carolina General Assembly passed the School Improvement and Accountability Act, commonly known as Senate Bill 2. In passing Senate Bill 2, the North Carolina General Assembly made two statements about teacher evaluation. The General Assembly reaffirmed the necessity of providing a uniform system of evaluation that local LEA's would apply to any non-tenured teacher, as defined by G.S. 115C-325 (North Carolina General Assembly, 1990). Also, the General Assembly gave authority to local LEA's to develop alternative systems of teacher evaluation (North Carolina Senate, 1989).

Very few people realized that a part of this bill dealt with alternative teacher evaluation. By this process the General Assembly granted authority to local boards of education to develop alternative systems of teacher evaluation. Through this action, the General Assembly created the opportunity for individual districts to create teacher evaluation systems, if in the view of the local district, such an alternative system would contribute to the accountability or improvement goals of the local school district (Holdzkom, 1990).

During a doctoral internship with the Director of the Northeast Technical Assistance Center (NETAC) in the spring

of 1992, the researcher became aware through suggested readings, staff development activities and conversations with educational consultants that several local education agencies in North Carolina (see Table 1) were exploring alternative methods of teacher evaluation. The Director steered the researcher toward a consultant who had expertise in the area of teacher evaluation.

Table 1

LEA's in North Carolina Using Alternative Teacher Evaluation

Buncombe County

Camp Lejeune

Cumberland County

Greene County

New Hanover County

The researcher met with a consultant at the NETAC to discuss various ways of improving instruction and school improvement in general. The consultant helped the researcher narrow a broad idea of helping teachers take responsibility for their own professional growth through a workable plan for Alternative Teacher Evaluation.

In March 1992 the researcher met with the superintendent of the researcher's LEA and expressed some

concerns about the amount of time required to implement the TPAS properly and the limited return the process provided in terms of improved instruction or student learning. The researcher requested and received permission to explore an alternative method of teacher evaluation.

The consultant and the researcher met several times with the School Improvement Team at the researcher's school to discuss alternative methods of evaluation in connection with school improvement. The group drafted a proposal for an Alternative Teacher Evaluation Plan.

In the spring of 1992 the researcher who is also the principal of the school at which the study took place met with the School Improvement Team and discussed alternative teacher assessment and decided to present the idea to the entire faculty. The School Improvement Team met at a later date with the faculty and discussed the alternative assessment process and presented the proposal in a written draft form to small grade level and/or area groups of 4-6 faculty members. The faculty had an opportunity to ask questions and clarify points about the proposal that were not clear, in a smaller more intimate work group.

From the original idea of an alternative method for teacher evaluation the plan has not been to provide a model for Alternative Teacher Evaluation, but rather to provide a process whereby teachers can collaboratively plan, with the

principal, an individual Professional Development Plan (see Appendix H) which would include an evaluation component.

Through an alternative evaluation approach, the teacher evaluation process will have a more visible and significant impact on school improvement. Teacher evaluation will become a process "to improve schools, rather than to merely fill file cabinets" (Iwanicki, 1990, p. 163).

In the development of personnel evaluation procedures, one should consider two basic premises: (1) that those who evaluate and those who are evaluated should participate in the developmental process and (2) that evaluation procedures should be developed to accommodate the unique circumstances in each school situation (National Study of School Evaluation, 1984). One may assume that there is no single "best" procedure for the evaluation of teachers. The validity of personnel evaluation is determined more by the credibility generated in the design process than by any statistical measure of validity; the process of generating personnel evaluation procedures is enhanced by the degree to which those developing the process are purposefully confronted by the core decisions and the various alternatives for resolving them (National Study of School Evaluation, 1984). The evaluation process carries a negative connotation and is likely to occur in a context characterized by adversarial relationships; thus

development, compromise and consensus are keys to the development of acceptable personnel evaluation processes (National Study of School Evaluation, 1984).

Three Research Questions

In this study, three research questions were used to gather information. Data were compiled on each research question by using two different methods for each separate question (see Appendix I).

Research Question 1: What impact has the Alternative Evaluation Method had on teacher perception of organizational climate?

Research Question 2: What impact has the Alternative Evaluation Method had on teacher instructional practices?

Research Question 3: What impact has the Alternative Evaluation Method had on teacher self-perception?

Delimitations/Limitations

During this study, the superintendent of the LEA of which the researcher's school is a member, resigned and the

position was filled by two different people as of the spring of 1993. The change in administration at the top level caused some concern as to the direction the LEA would move.

The local LEA as well as the entire state of North Carolina were mandated by the General Assembly to implement a Performance-Based Accountability Program (PBAP), beginning October 1, 1992, to be in place by April 15, 1993. This process has resulted in an unbelievable amount of change and uncertainty. Sufficient time was not available to develop staff development activities so that the teachers would have training in developing individual school improvement plans.

Data for this study were gathered from a single school year, 1992-1993. It may have been valuable to have collected data over a period of three (3) years.

Teachers were not randomly assigned to one of two methods used for evaluation, the traditional method or the alternative method. It is not certain why the teachers chose a particular method. This method of self-selection may have caused teachers to choose a group to which one of their friends belonged.

Terms

The following terms are presented to clarify their use in this study.

FODA - Formative Observation Data Analysis, form used to analyze or "write up" a classroom observation, when using the Teacher Performance Appraisal System, each of the first five teaching functions must be addressed using statements which accurately reflect the quality of performance documented by the raw data (North Carolina Effective Teaching Training Program, 1985).

FODI - Formative Observation Data Instrument, form used to record anecdotally and sequentially those events which occur during the classroom observation, when using the Teacher Performance Appraisal System (North Carolina Effective Teaching Training Program, 1985).

LEA - local education agency, a city or county school system.

NETAC - Northeast Technical Assistance Center (located in the northeast region of the state), one of eight technical assistance centers in North Carolina, designed to provide services, by instructional specialists, which impact directly and positively on student achievement.

OCDQ - Organizational Climate Description Questionnaire developed by Halpin and Croft to measure organizational (school) climate (Hoy & Miskel, 1982).

PBAP - Performance-Based Accountability Program, commonly called Senate Bill 2 1/2, House Bill 1340, in which all participating LEA's are given directions for developing

new school improvement plans for the 1993-94 school year (North Carolina Department of Public Instruction).

Teacher - a part-time or full-time certified employee of the school under study.

Teacher effectiveness - a teacher who interacts with students in a supportive way, who uses effective questioning skills and higher order questions, who plans lessons to ensure daily learning outcomes, who uses a variety of teaching methods, who keeps students on task, and who uses positive classroom management strategies (Thies-Sprinthall, no date).

TPAS - Teacher Performance Appraisal System, the process used for teacher evaluation in the state of North Carolina (North Carolina Effective Teaching Training Program, 1985).

Summary

The purpose of this study was to assess the impact of alternative methods of teacher evaluation on teacher perception of organizational climate, teacher instructional practices, and teacher self-perception. The researcher believed that the alternative evaluation process would help build trust and improve school climate - an atmosphere where teachers and administrators can work together more

effectively. An alternative evaluation system moves the teacher-evaluation process out of the principal's office and into the school.

CHAPTER 2

REVIEW OF THE LITERATURE

This researcher, in an examination of alternative methods of teacher evaluation, attempts to build upon a growing body of research on alternative methods of teacher evaluation. Recent research has revealed that, in the past, alternative teacher evaluation strategies have not been widely accepted by practitioners. While evaluators have used mainly traditional methods, the recent research presents a more complex, nontraditional, and perhaps more interesting picture. In order to provide a base for the present study it is useful to review the important findings of research.

Introduction

In the field of education in recent years, the movement toward accountability has had an impact upon the evaluation of teachers (Armiger, 1981). This more rigorous assessment of personnel has been caused by a declining student enrollment which has created a shrinking job market, and by increased government regulations (Armiger, 1981). These views toward more rigorous assessment are also included in the public perception that teachers are not as dedicated as

they were in earlier years, programs that specify teacher roles, and the expectation that every lesson should include specific instructional procedures (McNeal, 1987).

Not only are administrators involved in the teacher evaluation process, but legislators, bureaucrats, and the courts are also involved (Armiger, 1981). Teacher evaluation is a basic element in the goal of providing the best possible education for the children of America (Katims & Henderson, 1990). An alternative evaluation process will help administrators as they work with teachers to become more effective as the broad accountability movement emerges (Armiger, 1981). At this time, considering the movement toward teacher professionalism and school restructuring, it may be especially appropriate to consider alternative teacher evaluation methods (Davey, 1991 & Haertel, 1991).

Historical Overview

Since colonial times, teacher evaluation has been characterized by inspection and control (Peterson, 1982). There have been three (3) major movements concerning educational evaluation in the United States, separate from the process of accrediting schools (Stufflebeam, 1988). Student evaluation began in the early twentieth century and consisted mainly of standardized tests. Another area began

in the 1960's and involved evaluating externally funded projects. The third area "concerned evaluations of teachers and other education personnel and has become a major movement only in recent years" (Stufflebeam 1988, p. 161).

Pre-1950: Inspection

The systematic evaluation of teachers is a practice in American public education that began before the turn of the century (Katims & Henderson, 1990). Prior to 1930 Nutt (1928) stated that the primary function of the school principal should mainly involve "visitation and study of the work of the teachers in his building" (p. 524).

Educational practices during this period of time were greatly influenced by the scientific management movement led by Frederick Taylor (1911). Prior to this time education had not received professional direction. In order to be efficient schools began to exemplify the principles of scientific management as teachers began learning goals and how to accomplish them (Webb, Greer, Montello & Norton, 1987).

Chester Barnard's work during this time also influenced evaluation through its emphasis on the acceptance of a common purpose by all members of an organization (Barnard, 1938). Barnard also believed that informal and formal communication among the members of an organization were

essential in order to be successful (Webb et al, 1987). Prior to this time the executives of an organization completely separated the members from the planning process.

1950-1975: Bureaucratization

From the 1950's through the 1970's the trend developed in the United States that caused public education to become increasingly bureaucratized as decisions shifted from teachers and principals to district offices, state departments of education, state legislatures and the federal government (Pajak, 1992). By creating a system of centralized bureaucracy, educational reformers sought improved efficiency and equity.

Instead of making schools more efficient the bureaucratic process created obstacles to school success (Pajak, 1992). The traditional bureaucratic structures did not support the operations or the work of successful schools (Rosenholtz, 1991). These traditional structures had exactly opposite the effect intended, by weakening the effectiveness and hindering the commitment of teachers.

1975-85: Generic Skills

The almost universal procedure used in the evaluation of teachers consists of visiting at least one (1) or perhaps as many as three (3) classes per teacher during the school

year, sometimes with advance notice, and making subjective judgments as to whether appropriate teaching practices were being used during the visit (Madaus, Scriven & Stufflebeam, 1983). This procedure may be invalid because the sample size is too small (Madaus, Scriven & Stufflebeam, 1983). There are approximately 180 school days for students in most schools in our nation, with the expectation that teachers will teach a minimum of four (4) classes per day. This equals a little over 700 classes, with teachers expecting to be observed in no more than three (3) of these classes. The number of classes taught versus the number of classes in which a teacher can be expected to be observed may indeed be too small!

Soar, Medley, and Coker (1983) reported that up until the 1950's research focused primarily on pointing out the personal characteristics of teachers, particularly the traits that appeared to distinguish the effective from the less effective teachers. The generic view of teaching, that teaching skills were the same across all ages and subject areas, drew heavily upon the effective teaching literature. Shulman (1987), disputed this fact and strongly supported teaching that took into account the characteristics of the learner.

In his work, Shulman (1987) assumed that teaching elementary and secondary students presented greatly

different challenges. Elementary teachers tended to be generalists and secondary teachers were more specialized. Typically, elementary teachers taught the same group of students for the entire year and secondary teachers taught approximately 150 students five (5) different subjects and sometimes changed courses during the year.

1985-Present: Alternatives

In the mid-1980's educators in this country became aware that instead of improving efficiency and equity, efforts toward bureaucratization had the opposite effect. In terms of the interests of the research undertaken for this dissertation in the area of teacher evaluation Pajak (1992), noted that expensive evaluation systems had been developed "that had little relevance or impact on what happened in classrooms and schools" (p. 127). Shulman (1987), concurred when he stated that "a new approach to teacher assessment is needed and needed badly" (p. 44). Almost all educational personnel in the United States are evaluated, but "there is widespread dissatisfaction with the quality of personnel evaluation in education" (Stufflebeam, 1988, p. 157). Milner (1991b) termed assessment instruments as being "first-generation evaluation instruments" (p. 789). The assessment procedures used at this time had been taught to teachers as a specific procedure they were required to

use when teaching a lesson, such as the six-step lesson plan.

A principal typically conducted the teacher evaluations. Medley and Coker (1987), stated that different principals in different schools would most certainly not make decisions about teachers that were interchangeable. They also promoted the idea of some alternate form of teacher assessment, other than principal's ratings. However, as one continues to hear more about accountability in public education, the evaluation of teachers took on increased importance (Marczely, 1992).

Current Status

During the 1990's, the movement toward school restructuring has created a climate in which new forms of teacher assessment are being explored. One must not continue to promote a model of teaching (a lock-step process) that does not encourage teachers to exercise their own professional judgment during the teaching process (Haertel, 1991). Stiggins and Duke (1988), concurred when they stated that "very few teachers report experiencing any professional growth as a result of the lockstep, accountability-oriented evaluation procedures they have experienced" (p. xi). Included in this statement is also

the idea that one must not continue to think of teacher evaluation "as something done to teachers by administrators" (Haertel, 1991, p.6). "One of the most powerful assumptions held by teachers is that evaluation is something done to them" (Gitlin, 1989, p. 324).

However, this assumption may be justified when an evaluator observes the teachers and tells them what they did and the teachers do not have to say anything. This process promotes the evaluator as the fault-finder and teachers as needy recipients (Gitlin, 1989) and if these roles continue to remain unchanged teachers will continue to view evaluation as something oppressive. The fact that teacher evaluation has been viewed from a negative perspective has also been expressed by Stiggins and Duke (1988).

Evaluating all teachers according to the same criteria will not contribute to their growth (Duke, 1993). Stiggins and Duke (1988) promote teacher evaluation in terms of the best possible outcome: "the professional growth of the teacher evaluated" (p. 2).

Standardization

Most evaluation systems for teachers are standardized, in which the evaluation process is consistently used throughout the same school district and in some situations across the state, with the identical process used for each

teacher regardless of grade level or subject area (Haefele, 1992). More than 65 percent of all school districts in the United States use some type of standardized teacher evaluation system (McGreal, 1983). In North Carolina, as of 1992, all teachers were evaluated by the same instrument, unless they received permission from their local board of education to use an alternative method of evaluation. A number of people felt that this practice really did not do justice to teachers in the various grade levels and disciplines. This opinion is echoed by Madaus and Puelin (1987) and Stodolsky (1984) who stated that the art of teaching required of the second-grade reading teacher versus the high school biology teacher is so different that it is unlikely that their respective professional competencies can be judged by the same measure.

Generic Skills Checklists

Haertel (1991) also pointed out that currently accepted teaching practices were grounded in a model that forces teachers to implement prescribed procedures. This practice does not permit teachers to rely upon their own professional judgment in implementing effective instructional techniques applicable to their particular teaching situation. Medley, Coker and Soar (1984), concurred when they stated that, "we will never be able to evaluate teaching adequately with

rating scales" (p. 9). McGreal stated that most professionals who specialize in evaluation do not place a lot of faith in rating scales (Brandt, 1987b). Administrators are being forced to use extremely simplistic measures to evaluate teachers including videotaping, scripting, and checklists (McNeal, 1987). "The best teachers command a broad repertoire of instructional approaches and vary their teaching in complex ways" (Shulman, 1987, p. 5); therefore, it is not fair to evaluate their teaching using simplistic measures. Most teacher evaluation is built upon the model that one size fits all (Haefele, 1992).

Ratings done by supervisors, usually a principal, are by far the most common form of teacher evaluation currently in use, (Levin, 1979). In the spring of 1985 Educator Opinion Poll indicated that "72.9 percent of the teachers whose performance had been formally evaluated were evaluated by their principal" (Educational Research Service, 1988, p. 43). Haefele (1992) stated that "separate studies conducted almost a decade apart reported that 88 percent of the evaluators of teachers are the building principals" (p. 338). This process usually consists of an observation followed by a conference together with a written evaluation.

Purpose of Teacher Evaluation

The primary goal of teacher evaluation has long been the improvement of individual and collective teaching performance in schools (Wise, Darling-Hammond, McLaughlin & Bernstein, 1984). Improved teaching would in turn lead to the improvement of student learning. Improved teaching would be brought about by the evaluation process which is most often carried out by adults, mainly the principal.

However, in their work-related profession, teachers lead lives that do not allow considerable interaction with adults and may be devoid of adult, work-related interaction (Daresh, 1992). Teachers need to hear how well they are performing, but the word "evaluation" many times causes teachers to be resistant and negative connotations to arise about the evaluation process (Soar, Medley & Coker, 1983; Schwartz, 1992).

Evaluation is thought of mainly as a process that is done to someone else, and the process may not always be done fairly (Haertel, 1991). As a result of these feelings, an adversarial relationship may result (National Study of School Evaluation, 1984). Teachers' resistance to evaluation may be reasonable if the "evaluation is subjective, unreliable, open to bias, closed to public scrutiny, and based on irrelevancies" (Soar, Medley & coker, 1983, p. 246). They promote the idea that all the evaluation practices being used at the present time have all

the characteristics previously mentioned. Teachers often say that evaluation does not help them in any area of teaching and instruction; and "the process tends to be negative, feared, and rejected by those being evaluated" (Root & Overly, 1990, p. 34). Teacher evaluation is widely regarded in a negative way (Soar, Medley, & Coker, 1983).

Teaching is a solitary profession in that a teacher is often the only adult in the classroom (Rosenholtz, 1991). Some researchers have questioned the fact that teaching does not lend itself to evaluation because of the isolation of the setting (Rosenberger, 1991).

The purpose of teacher evaluation has long been given as a way to improve teaching and teachers which, in turn will cause student learning to increase. But teacher evaluation "has generally not been a high-stakes activity ... because improving the quality of teachers has not been seen as critical for improving the quality of education" (Darling-Hammond 1990, p.17). The public has come to believe that the quality of teachers is just as important as the quality of the school buildings and evaluation is viewed as the key to improving teachers and their teaching.

Alternative Approaches to Teacher Evaluation

General Trends

Development vs. Accountability

Teacher evaluation may provide accountability in the form of a summative evaluation in which personnel decisions are made for the purpose of dismissal and promotion. Recently accountability has moved from a definition of minimum acceptable performance to "marking competence and excellent performance as well" (McLaughlin & Pfeifer, 1988, p. 61-62).

A growth-oriented evaluation system has the potential to affect more teachers because all teachers can be motivated to improve some area of their performance (Stiggins & Duke, 1988). By promoting the professional development of teachers, evaluations can provide information on the strengths of teachers and the areas in which they may need improvement. Growth-oriented teacher evaluation offers the potential for much greater impact on schools (Stiggins & Duke, 1988).

Darling-Hammond (1985), promoted the idea of teachers having input into developing a process to evaluate their teaching. If teachers have a voice in the process used for their evaluation they will be more likely to solicit feedback and use the recommendations for improvement. Therefore, one would do well to involve teachers in the development of any evaluation procedures. Evaluation

systems for teachers will improve performance when teachers have input into the evaluation criteria (Glatthorn, 1989). An evaluation system that involves the entire staff will enhance the quality of instruction in classrooms (Kremer, 1988). The active involvement of teachers in the development and operation of evaluation procedures is a necessity (Root & Overly, 1990). In teaching as with any other enterprise, ownership must be present if the operation is to be successful.

The professional conception of teacher evaluation must not continue to be based on an inspection system where supervisors use checklists when they make brief visits to classrooms; but rather, "evaluation should become an on-going set of experiences in which teachers examine their own and each others' work," (Darling-Hammond & Sclan, 1992, p. 8). They themselves determine its effectiveness and explore alternative strategies.

Multiple Measures Other Than Observation

Any effort that proposes to establish a single format on all teachers in all situations is invalid (Brophy, 1988). Brophy (1988) proposed that those who evaluate teachers begin by gathering information about the objectives and the activities to be used in teaching them and then select the most appropriate method of evaluation. Not only are data

collected through classroom observations to be used for evaluation purposes, but also they can provide valuable feedback to teachers to promote growth.

The role of the evaluator may need to shift from observer to instructional leader (Herrmann, 1987). Included in this role would be helping less effective teachers "make qualitatively better statements as they teach" (Herrmann, 1987, p. 30). Included in these qualitative data would be descriptive statements about how well the teacher performed specific behaviors.

Brophy (1988) equated using a single instrument for teacher evaluation to the physician who would prescribe a single treatment for all ills. He continued that these physicians would be labeled as quacks and administrators who use the same practices deserve similar treatment. Administrators who use check-lists or a lock-step approach to evaluating teachers would be similar to the physician who prescribed the same treatment for all illnesses.

The development of teacher-evaluation practices does not occur in a vacuum and must be applicable to real-life settings (Darling-Hammond, 1990). Teachers teach classes of students who come to school with different perspectives about learning and respond in different ways to what they are taught. These students are complex human beings and

require a multitude of teaching perspectives if they are to learn.

Communication about the process which is clear and repeated often should also be included. Darling-Hammond (1990), also agreed that conditions under which the evaluation process was designed and implemented are as important as the formal design and have a great influence on outcomes. Arbitrary evaluation procedures which have been imposed upon teachers may cause negative feelings toward evaluation (Pine & Boy, 1975). Schwartz (1992) agreed that authority-imposed evaluation is one of the problems associated with traditional teacher evaluation and such evaluation may tend to be ineffective because of the "fear and resentment experienced by the teacher in the evaluation process" (p. 59).

Weade and Evertson (1991), advocated the use of direct observation as a key component in teacher evaluation. In order for a principal to understand actually what is happening in the classroom, Stein (1992), promoted repeatedly visiting in the classroom, "an on-going look" or a process of getting into the classrooms.

The long-term goal is that teachers will use information from the evaluation process to change their teaching practices. Stanley and Popham (1988) advocated a teacher evaluation system that brings positive benefits to

the students. As a result of changing the teaching practices of teachers, it would be hoped that student learning would increase.

Licensing and National Standards

National certification is a way to certify that teachers are professionals. This process will cross state boundaries and will recognize teachers who have accomplished certain goals.

An example of national certification is The National Board for Professional Teaching Standards (NBPTS) chaired by Governor James B. Hunt of North Carolina. NBPTS was founded in 1987 to outline what teachers must accomplish in order to become nationally certified. The Board designed a process intended to guarantee that certified teachers are true professionals who meet rigorous standards. The mission of the Board is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards and to advance related education reforms for the purpose of improving student learning in American schools.

The program is the first to attempt national certification for teachers. The foundation of National

Board Certification contains the following five core propositions:

- (1) teachers are committed to students and their learning;
- (2) teachers know the subjects they teach and how to teach those subjects to students;
- (3) teachers are responsible for managing and monitoring student learning;
- (4) teachers think systematically about their practice and learn from experience; and
- (5) teachers are members of learning communities.

Applicants who desire national certification will be required to spend months documenting how they teach, why they use certain methods and what they hope to achieve. As with other professionals, such as scientists, architects and CPA's, teachers may now be able to "win certification by satisfying demanding groups of peers of their unusual mastery" (Simmons, p. 3A, 1993).

Concern for Subject-Matter Knowledge

Teaching second grade reading is an exact process whereby words must be pronounced correctly. High school biology allows for and encourages experimentation, and there may be a "right" answer eventually but not necessarily.

Elementary and high school teachers have greatly different teaching challenges (Shulman, 1987). Elementary teachers usually teach the same group of students all day for the entire school year. High school teachers may have as many as 150 different students each day and five (5) or six (6) different preparations.

In the area of science, McNeal (1987), stated "there is more to teaching science than can be observed by observing one or even several class periods and timing the appearance of items on a list" (p. 40). She also added that science is an on going open-ended process that is best achieved in a laboratory setting, where the casual observer may see only disorganization.

Commonly accepted teacher evaluation instruments are not designed to evaluate teachers who teach students at opposite ends of the continuum of special services (Katims & Henderson, 1990). Teachers who work with students who are profoundly handicapped, emotionally disturbed, athletically talented or intellectually gifted must use vastly different teaching techniques and deserve to be evaluated accordingly.

Multiple Tracks

There are several avenues to use in becoming a certified professional in the field of teaching.

Initially Certified Personnel. The traditional avenue used in teacher certification involves pursuit of a four-year degree according to the programs at various colleges who have approved programs of teacher education. The teacher education graduates in North Carolina are issued initial certificates which may be used up to a period of three years if the graduate is employed in the field of teaching.

Tenured Personnel. Initially certified personnel may become tenured in an LEA if they are employed the first day after the third school year.

Others. Some persons may enter the field of education if they have a degree but not in education, through a process known as lateral entry. These persons are required to take and pass the National Teacher Examination within the first year of employment and to continue to take college courses until they have completed the requirements for certification.

One special program under lateral entry is "Teach for America". This program recruits bright students from major universities and matches them with LEA's who cannot find certified teachers, many times in the inner cities or remote rural areas. These students continue their training during the summers and continue the training program while they are employed.

Teachers may come into a state and not be certified because of particular regional requirements such as taking the NTE. They can be employed for a period of a year while they take and pass the NTE.

As in any profession some teachers would like to teach part time because of personal or family reasons. The LEA may desire to employ part-time teachers because the requirements are not great enough to require a full-time person. These teachers may have taught in the past and have expired teaching certificates and would need the expertise and guidance of professionals who are currently working to help teachers become certified.

Some geographical areas cannot recruit qualified teachers for specific subjects and therefore must resort to agencies who work toward matching qualified applicants and LEA's who have specific needs. One special situation may be foreign language teachers from Europe, Canada, Latin America, and South America.

In today's current teaching climate there are many areas that are needed to be filled by competent and certified teachers. Administrators must work with these teachers to assist them in fulfilling requirements for certification so they will be able to teach our students.

Specific Approaches Used in Alternative Evaluation

Portfolios

Portfolio assessment of teachers may be an appropriate method of evaluation (Perkins & Gelfer, 1993). For years, portfolios have been used by other professionals such as writers, artists and university professors. Teachers could use portfolios to select material that they want to reflect their best work. Portfolios provide an individual assessment process for teachers that encourages the evaluation to become continuous.

Portfolios hold great promise for teacher evaluation as they provide a connection between lesson plans and the physical materials that actually support real teaching (Wolf, 1991). This process documents the workings of teaching and learning over a period of time. More than a container, a portfolio assumes that assessment is dynamic and that the richest forms of teacher performance are based on many and varied "sources of evidence collected over time in authentic settings" (Wolf, 1991, p. 130). Davey (1991) reported that the call for "authentic" forms of teacher evaluation seems to be in parallel with more "authentic" classroom assessment.

Peer Evaluation in Teacher Centers

Peer coaching in the form of visiting other teachers' classrooms often and exchanging ideas will help improve instruction (Pajak, 1992). Less able teachers may learn from observing more capable teachers and may feel subtle pressure from parents, fellow teachers and administrators to improve classroom performance. Developing the opportunity for teachers to visit one another is valuable (Rothberg & Fenner, 1991). When teachers need help they most often ask fellow teachers, not the administrator or the supervisor.

Goal-Setting Linked to School Improvement

There may be multiple ways to achieve a desired objective and more than one way is needed to evaluate the achievement of the objective. Teachers and administrators may have a common goal of school improvement but may arrive at the goal from different directions. The key to the process is that they collaborate when setting the goal for school improvement and agree on the process for evaluating the achievement of the goal.

Teacher evaluation is one of the most controversial and debated issues in education. Rothberg and Fenner (1991) reported that when the objective of observation is professional growth, teachers may have positive feelings toward colleagues and supervisors. All members of the educational community have one goal in common, to better

meet the educational needs of every student (Katims & Henderson, 1990). A more appropriate evaluation instrument for these members will help meet this goal.

Horizontal evaluation attempts to promote change in the evaluation process by empowering teachers (Gitlin, 1989). Teachers are encouraged to examine the ordinary practices of teaching and develop new experiences as opposed to acting out of habit. Teachers are encouraged to think through why they want to achieve particular results as opposed to unquestioningly accepting ideas promoted by others (Gitlin & Smyth, 1990). Gitlin (1989) promoted horizontal evaluation as a way to encourage teachers to reconsider the accepted idea that evaluation is a one-way process where someone finds fault with what teachers do and instead, teachers come to view evaluation as an enabling process.

Use of Technology in Evaluation

As teachers become more empowered and accountable for their own professional growth they may find a need to engage in reflective practices and self-analysis. During this same time teachers are being encouraged by parents and the general public to use technology to improve student learning and student assessment strategies. At the same time it may also be appropriate to use technology to document teaching performance.

For example, a videotape may be used for self-reflection and to document performance. Eckart and Gibson (1993) contend that documentation of a teacher's performance "in a technologically objective way is more precise than data gathered using traditional methods" (p. 288).

Traditionally, teacher performance in the classroom has been described as using scripting and a variety of checklists (Millman, 1981). However, the classroom is rich in verbal and nonverbal behavior that cannot be captured by scripting or using checklists. A videotape could be used to provide an accurate documentation for self-reflection or review for the teacher and/or the administrator.

Adult Growth and Development

Despite many years of above standard evaluations many teachers may not choose to participate in activities designed to reform teacher evaluation. Research on adult growth and development shows a variety of factors that may cause individual teachers not to welcome alternative methods of evaluation (Duke, 1993). Areas included are the following:

- . lack of awareness - Teachers must be aware of the importance of and see a specific need for professional growth,

- . disillusionment - Veteran teachers have become cynical because of numerous attempts at professional development,
- . distrust - Some teachers feel they must promote the goals of the administration,
- . pessimism - A pervasive feeling of helplessness; there are so many ideas they are not certain in which area to move toward,
- . high comfort level with current practice - Routine can serve to suppress growth, if it works why bother about changing,
- . preoccupation with other concerns - Sometimes teachers are overwhelmed with more pressing concerns, these may be personal or professional,
- . stress - Growth requires high levels of energy and concentration that may have been taken up by stress,
- . fear of failure - Teachers who select challenging goals must face the possibility of not achieving them,
- . impatience - Some individuals lose momentum when they encounter a plateau in the process of growth, and
- . poor time management - Less effective teachers defer professional growth because they are too busy with their regular duties (Duke, 1993, p. 33).

In order for teachers to be willing to choose alternative methods of evaluation they must be willing to

engage in reflective thinking or stock taking. One of the most difficult tasks "we face is convincing people of the worth of this kind of reflective evaluation" (Brookfield, 1987, p. 78). It is important that we encourage teachers not to think of reflective evaluation as taking time away from their real purpose, teaching.

It may appear to teachers that administrators and supervisors are the experts, and they have no value in deciding which teaching method, etc. may be best; "the experience of evaluating their own efforts is so unfamiliar that they cannot believe their judgments are really going to be accepted as valid by experts and authority figures" (Brookfield, 1987, p. 251-252).

As teachers begin to acquire new skills or knowledge, it is very important that they assess the new information against prior knowledge or else they will always teach as they were taught. However, they must be careful not to judge the use or accuracy of the new information too soon, as they have not had sufficient time to form a basis for comparison (Brookfield, 1987).

Formative and Summative Evaluation

The Rand study of teacher evaluation practices reported that "school systems evaluate teachers to facilitate

decisions about teacher status and to help teachers improve their performance" (Wise, Darling-Hammond, McLaughlin, & Bernstein, 1984, p. iii). This study was undertaken to produce information in the teacher evaluation process that school districts could use to help teachers improve and/or to make personnel decisions (Wise et al, 1984).

Procedures for tenured and non-tenured teachers need to be different because the two functions serve different purposes. In the Rand study evaluation was not used very often to terminate tenured teachers but was used to dismiss nontenured teachers in most of the districts in the sample (Wise et al, 1984). Emphasis for tenured teachers should be placed on development, growth, and improvement, named by some as formative evaluation (McGreal, 1983). Non-tenured teachers should be observed and evaluated with regard to decision making for future employment, called summative evaluation by still others (McGreal, 1983). Summative evaluation is designed to produce a final assessment of a teacher and to make decisions concerning future employment.

Raths and Preskill (1982) promoted formative evaluation as being designed to provide the teacher with information and suggestions that serve to enhance the summative evaluation that will occur. Bacharach, Conley and Shedd (1990), advocated formative evaluation as a way to provide direction for a teacher's further growth. In this way

teachers always have growth as a goal. Hunter (1988) concurred when she stated that the evidence collected during the year of formative evaluations should support the summative evaluation at the end of the year.

Root and Overly (1990) noted that formative evaluation should be designed for the purpose of gathering data to improve performance and summative evaluation should be used to collect data to make decisions concerning promotion or re-employment. The character of teacher evaluation is shifting from the formative model of assistance to the summative model of decision making, to a great degree because of the movement toward accountability (Armiger, 1981).

Under the TPAS, formative evaluation follows rigid prescribed forms, Formative Observation Data Instrument, FODI (see Appendix E); and Formative Observation Data Analysis, FODA (see Appendix F) and includes an observation (FODI) of a lesson being taught with written notes (raw data) taken, followed by a conference and a formal written evaluation (FODA). Under the TPAS, summative evaluation is a compilation of all formative evaluations and day-to-day observations in the course of a school year.

Under the Alternative Method formative evaluation is designed to be used as a tool to encourage teacher improvement (Millman & Darling-Hammond, 1990), not a

judgment of a teacher's ability. Using a developmental approach fits well under the Alternative Evaluation Method as the focus is primarily on formative evaluation.

"Formative evaluation is a set of procedures designed to assist teachers in improving their own teaching" (Millman & Darling-Hammond, 1990, p. 216.)

Formative evaluation includes some input through conferencing from the faculty member being evaluated (Millman & Darling-Hammond, 1990). When using the TPAS or the Alternative Method to observe teachers, conferencing or giving appropriate feedback to teachers, after an observation is extremely important. McGreal (1988) advocated involving teachers in the evaluation process because they change their behavior only when they want to. He added that "teachers must be involved, encouraged, reinforced, and made to feel successful" (p. 22).

The main weakness in using a formative evaluation system exclusively is that its effectiveness depends upon the engagement and motivation of the teacher (Millman & Darling-Hammond, 1990). In order for formative evaluation to be effective, an ineffective teacher must want to become better and an effective teacher must want to become excellent (Barber, 1990).

Trends for the Future

Teacher evaluation is a complicated process, but one that is required by law in most states. Evaluating teachers is particularly complex because all teachers are individuals and bring their own individual teaching styles while students also bring their own learning styles into the process. Developmental educators believe that both teaching and learning styles should match the cognitive stages of the students. Both of these, teachers and students have learning styles that are varied, not even considering the persons involved in conducting the evaluation process, most of the time, principals. Manatt (1987), encouraged evaluator and evaluatee to communicate honestly and forthrightly and to be sensitive to each other's concerns and responsibilities.

Conley (1987), encouraged the evaluator and the evaluatee to work toward mutual trust and develop confidence to enable the evaluation process to work effectively, and most importantly to work to de-mystify the evaluation process.

Brandt (1987a), cautioned people to develop evaluation systems that are clear and research based, and that help supervisors make judgments that give constructive feedback to teachers. As educators encourage an evaluation process that involves teachers, in a similar vein, teachers need to

be encouraged to use practices that involve and motivate students.

Case Study Method

The case study method is one of several ways of conducting research. In the design of an alternative evaluation process, careful attention should be given to include teachers at the design stage. For this reason the researcher chose to use a case study method as part of the research design. Evaluating individual teacher outcomes is a major reason for conducting a case study (Patton, 1990).

In addition, a case study method can be used to gather in-depth information about teachers and their experiences in the alternative evaluation process. A case study is designed to determine why, not just what (Gay, 1987). Gay, (1987), added "determining the factors and the relationships among the factors" (p. 207) that have resulted in the present behavior of the subjects of the study is the primary purpose of a case study.

In the area of research, the case study method makes a unique contribution to the way we investigate alternative methods of evaluation. "The case study allows an investigation to retain ... the meaningful characteristics of real-life events" (Yin, 1989, p. 14). A case study is an observational inquiry that:

- (1) investigates a contemporary phenomenon within its real-life context; when
- (2) the boundaries between phenomenon and context are not clearly evident; and in which
- (3) multiple sources of evidence are used (Yin, 1988, p. 23).

Triangulation, or combining information from several sources to provide a coordinated image of a particular teacher may be an area that deserves special attention (Shulman, 1988). Shulman (1988) promoted this idea as a "union of insufficiencies", in which the flaws of individual approaches to assessment may be offset by the value of other approaches. For example, a portfolio complete with photographs may allow a teacher to promote a particular aspect of teaching that would occur over a long period of time, such as with science experiments. This same type of activity would not be directly observable in a single classroom observation.

Summary

There have been three (3) major movements concerning educational evaluation in the United States. Student evaluation began in the early twentieth century and consisted mainly of standardized tests. Another area began

in the 1960's and involved evaluating externally funded projects. The third area concerned the evaluation of teachers and gained momentum in the 1980's.

During the 1990's, the movement toward school restructuring has created a climate in which new forms of teacher assessment are being explored. At this time, the movement toward accountability has had an impact upon the evaluation of teachers.

Many people think he/she knows how to evaluate teachers because most people have been taught by a teacher at some point in their lives. This may be a part of the problem. Most of us would agree that we do not know how to evaluate a plumber or a physician, even though we may have been the recipient of their services. Soar, Medley and Coker (1983), did not argue against teacher evaluation, nor do most people. They proposed using better evaluation procedures, procedures that focus on performance. Milner (1991) asked that we acknowledge the obsolescence of the present teacher evaluation instruments "and move on to evaluation that does justice to the best that we know about teaching and learning" (p. 792). There may be no best way of evaluating teachers, but the process should include such factors as subject area, grade level and years of teaching experience (Marczely, 1992).

There are no panaceas for improving teacher evaluation, but in the era of site-based management, teachers must assume responsibility for their own evaluation and look to different forms of assessment, and not wait until someone "appears" at their classroom door to observe and evaluate them with a checklist or some other type of instrument that is not appropriate to their teaching situation. In the future, teachers will be expected to be self-reliant to a greater degree than in the past because the decision making process about curriculum and instruction will rest at the school level due to increased emphasis on site-based decision making (Shulman, 1987).

CHAPTER 3

THE RESEARCH METHODOLOGY

This study consisted of an investigation of ways to assess the impact of alternative methods of teacher evaluation on teacher perception of organizational climate, teacher instructional practices, and teacher self-perception.

Case Study Method

A case study method was used to study the problem, and according to Patton (1990), it "is a specific way of collecting, organizing, and analyzing data" (p. 384). This approach allowed an in-depth look at meaningful and significant variables which may be transferable to other rural elementary school settings. A case study is particularly valuable when the evaluation process aims to capture individual differences. The more a program aims at individualizing outcomes, the greater the appropriateness of a case method (Patton, 1990).

A case study is of a "bounded system", a clearly defined population with specific roles, duties and goals (Glatthorn, 1985). In this particular study, the research evolved around a particular school, although the research may have taken note of relationships within the school that

had external connections. The faculty of a school changes often and new faculty members bring new ideas and teaching methods that influence the present faculty. McKernan (1991) agreed that the vital component of a case study is that it constitutes a single case or system.

Glatthorn's definition includes a second feature, in that the researcher makes use of triangulation or a variety of research methods to organize data. According to Patton (1990), triangulation is a way to strengthen a design study by the use of a combination of methodologies. McKernan (1991) noted that "case study employs many research methods and that it is not a single method that can be packaged and used as a prescription" (p. 76).

Research Questions

A case study method was used to gather data to provide answers for the three research questions. Data were compiled on each research question by using two different methods for each of the three questions.

Research Question 1: What impact has the Alternative Evaluation Method had on teacher perception of organizational climate?

(A) For the first question concerning teacher perception of organizational climate, the Organizational Climate Description Questionnaire (OCDQ) (see Appendix J) was administered to a random sample of teachers who chose to be evaluated by an alternative method; it was also administered to a random sample of teachers who chose to be evaluated by the traditional method. The OCDQ was administered to all teachers at the end of the school year, and the questionnaires of the teachers who chose to be evaluated by the alternative method were kept separate from those of the teachers who chose to be evaluated by the traditional method.

Data collected from the OCDQ were analyzed using the Nonequivalent Control Group Design as described by Campbell and Stanley (1963). Two of the groups were pretested and two were not. The two pretested groups were (1) half the teachers who chose to be evaluated by the alternative method were randomly sampled to determine which of the members would be pretested and (2) half the teachers who chose to be evaluated by the traditional method were randomly sampled to determine which of the members would be pretested. All teachers who chose to be evaluated by the alternative method received the experimental treatment. The experimental treatment consisted of the following: (1) teachers were not expected always to follow the 6-step lesson plan, (2)

teachers completed an additional professional development plan designed to encourage them to move outside the traditional parameters of teaching, and (3) teachers received more encouragement from the principal to try non-traditional teaching methods. All four groups were post-tested.

The statistical procedure (Nonequivalent Control Group Design) used for analyzing the OCDQ data was an analysis of variance (ANOVA). According to Gay (1987), the ANOVA is the appropriate analysis technique for use in a study involving three or more groups. The analysis of variance revealed to the researcher whether the treatment had been effective and whether there was an interaction between the treatment and the pretest.

The purpose of using the OCDQ was to determine whether school climate had improved as a result of using the Alternative Evaluation Method. According to Patton (1990), if a program emphasizes similar outcomes for all participants (improved school climate), it would be appropriate to use a quantitative method to measure change. The OCDQ subtests were factor-analyzed to determine to what extent each subtest measured the same type of behavior. When a subtest yielded a high loading on a given factor, whether it was positive or negative, that subtest was viewed as a good measure of that factor (Halpin, 1966).

According to Norton (1984), organizational climate is an expression used to describe the individuality of a school. A positive school climate has been defined by Hoyle, English, and Steffy (1985), as a positive "feeling". Halpin (1966), compared the organizational climate of a school to the personality of an individual. School leaders cannot create a positive school climate by themselves but they can help set a positive tone that promotes higher achievement by teachers and students.

The "Organizational Climate Description Questionnaire" (OCDQ) is the most popular and widely used instrument for evaluating school climate according to Hoyle, English, and Steffy (1985). Halpin and Croft were also the first to use the term "organizational climate" when speaking of school climate (Knight, 1986). Pyper, Freiberg, Ginsburg, and Spuck (1981), also concurred that the work of Halpin and Croft gave early momentum to the study of organizational climate.

(B) A School Climate Observation Checklist (see Appendix K) was completed by visiting professional personnel from the Northeast Technical Assistance Center, the local LEA, and a local private college. Personnel from these three agencies were familiar with the research site and provided an outside source for the collection of data and

gave a different point of view to the variables of school climate.

Consultants from the Northeast Technical Assistance Center serve in the area of instructional specialists who have expertise in specific areas of curriculum and visit all schools served by the Northeast Technical Assistance Center and therefore, gain valuable insight into the day-to-day organization of schools. Supervisors from the local LEA are very familiar with the curriculum and instruction in the local schools and also have particular expertise in their respective areas. The local private college has a teacher education program and keeps abreast of the recent trends in curriculum and instruction because it is concerned with teaching its college students in an up-to-date manner.

Data collected from the checklists were analyzed by using a t-test to compare overall scores of outside observers. A t-test was used to see if there was a significant difference between the means of the scores of the outside observers (Gay, 1987). Some descriptive methods were used to compare the overall scores of the OCDQ administered to teachers with the School Climate Observation Checklist completed by outside observers. According to Hoyle, English, and Steffy (1985), the School Climate Observation Checklist is "a relatively simple observational

instrument for observing more global climate variables" (p. 20).

Research Question 2: What impact has the Alternative Evaluation Method had on teacher instructional practices?

(A) The second question concerning teacher instructional practices was answered by an Analysis of Lesson Plans Rubric (see Appendix L) and by the use of an Observation of Lessons Log (see Appendix M). The Rubric was a method designed to give a score to a lesson plan, from a lesson plan form mandated by the local LEA. Lesson plans were given a holistic score based upon their completeness according to a prescribed form.

(B) The Observation of Lessons Log was compared to the Lesson Plans Rubric to determine if teachers actually taught the lesson their plans indicated. The Log was developed from a form originally designed by a supervisor at the local LEA. Data collected through the use of these two forms were analyzed by the use of a qualitative case study method.

Areas that were similar in the Observation of Lessons Log and the Lesson Plans Rubric were: (1) objective number, (2) objective, (3) instructional strategies/procedure (how were the students actively involved), (4) how did the lesson promote higher level thinking, and (5) evaluation/monitoring for learning/closure and/or evaluation. The purpose of

comparing these two forms was to determine if the lesson the teacher planned was actually taught.

Research Question 3: What impact has the Alternative Evaluation Method had on teacher self-perception?

(A) Research question three concerning teacher self-perception was answered by a random sample of teachers who responded orally to Interview Questions (see Appendices N and O) administered by a consultant from the Northeast Technical Assistance Center and with whom the teachers were acquainted. Teachers in each group, those who chose to be evaluated by the traditional method or those who chose to be evaluated by the alternative method, had an equal and independent chance of being chosen for the interview. According to Gay (1987), "if every individual has the same probability of being selected and selection of one individual in no way affects selection of another individual" (p. 104), then the process can be called random.

The consultant had worked with the teachers in the area of staff development and provided an outside, unbiased opinion about the effectiveness of each method of teacher evaluation. The consultant was not affected personally by either evaluation process, as he would be evaluated by a completely different procedure. As was stated previously, teachers who chose to be evaluated by the traditional method

and teachers who chose to be evaluated by the alternative method, were selected by random sampling to participate in completing the questionnaire and were given a copy of the questionnaire prior to the interview being conducted so that they could become familiar with it.

The Interview forms consisted of two separate forms designed to be used for (1) the Alternative Evaluation Method (see Appendix O) and (2) the traditional method, the TPAS (see Appendix N). Both forms were tested on two separate occasions. The first pilot test was conducted with a group of graduate students in the summer of 1992. The second pilot test was conducted with a group of doctoral students in the spring of 1993.

(B) The Summative Evaluation form or the Formative Observation Data Analysis (FODA) (see Appendix F) required of all professional education personnel employed in a public school setting was administered by the researcher at the end of the school year, with input from the person being evaluated, as is customary.

The data collected from the interviews and the summative evaluations were analyzed using a qualitative case study method. An individual session was scheduled for all teachers for the express purpose of discussing his/her summative evaluation. Teachers were encouraged to have written input into the process. Comments made by teachers

who chose to be evaluated by the alternative method were analyzed and compared to comments made by teachers who chose to be evaluated by the traditional method. The data collected from the interviews and the summative evaluations were analyzed using a qualitative case study method.

Population

Background

A rural elementary school in northeastern North Carolina was the focus of this study. Approximately 675 students attended the school each day. The school's grade span ranged from pre-kindergarten through grade five (see Table 2).

There were two classes of Chapter I four-year-old students. These students came to school one-half day. Regular school buses transported one group of students home or to day care after lunch. These same students rode to school on the regular school buses in the morning with the other students.

Table 2

Student Population

pre-kindergarten (Chapter I)	48 students
kindergarten	93 students
first grade	108 students
second grade	95 students
third grade	112 students
fourth grade	105 students
fifth grade	113 students

After first semester the groups' schedules were reversed. The children who came to school in the morning attended school in the afternoon, and the group who came to school in the afternoon attended in the morning.

The school also had one class of three and four-year-old pre-school handicapped students. These students were classified as handicapped because of speech problems, a delay in language development, or they were developmentally delayed.

Grade level assignments ranged from pre-kindergarten to fifth grade; other areas of instruction and/or administration were exceptional children, program enhancement and administration (see Table 3). Program

enhancement included art, physical education, music, French, guidance, and media services.

Table 3

Faculty Assignments

pre-kindergarten	2 positions
kindergarten	4 positions
first grade	4 positions
second grade	4 positions
third grade	5 positions
fourth grade	5 positions
fifth grade	4 positions
media coordinator	1 position
art	1/4 position
exceptional children	2 positions
physical education	1 position
speech	1 position
French	1 3/4 positions
academically gifted	1/2 position
guidance	1 position
music	1 position
lead teacher	1 position
Baby Bear Bus	1 position
social worker	1 position
assistant principal	1 position
principal	1 position

Attendance for students at the school exceeded one percent above the level required for accreditation in North Carolina. Attendance averaged 95.0 percent for the 1992-1993 school year. Attendance for teachers was an area of concern. The attendance for teachers for the 1992-1993 school year averaged 90 percent. Four (4) teachers were absent for extended periods of time.

The racial composition of the student body was 82 percent black and 18 percent white. Ninety-two percent of the students received free or reduced-price meals (breakfast and lunch). The school qualified as a school-wide Chapter I school because over 75 percent of the students received reduced or free-priced meals. Being a school-wide Chapter I school meant that all the students could benefit from Chapter I funds.

Faculty

The faculty was composed of 44 certified personnel, including two (2) administrators. The experience for all members ranged from zero years to over 20 years (see Table 4). The faculty was almost evenly divided with 26 teachers having less than 16 years experience and 18 teachers having more than 16 years experience. Racially, the faculty was divided almost evenly between black and white; it also had one American Indian teacher. Gender wise, there were four

(4) male faculty members and 40 female members of the faculty.

Table 4

Years of Experience of Faculty

0 - 5 years experience	11 faculty
6 - 10 years experience	7 faculty
11 - 15 years experience	8 faculty
16 - 20 years experience	7 faculty
over 20 years experience	11 faculty

The Parent Teacher Association (PTA) was very active. Parents chaperoned field trips, helped out at Field Day and Science and Math Fairs, and Family Math Night was always well attended. The school's one fund raising event of the year, a fall festival, was jointly sponsored by parents and faculty and staff members. Faculty members were not required to use class time for fund raising and field trips and Science and Math Fairs were less hectic with parents helping out. Parents who were familiar with the school functions helped release teachers for specific teaching activities.

Sample

A rural school in northeastern North Carolina was the focus for the study. There were 44 professional personnel employed at the school, including the principal and the assistant principal. All professional personnel were included when the Alternative Evaluation Method as approved by the local board of education was explained in a faculty meeting. Teachers chose whether they would be evaluated by the Alternative Evaluation Method or remain with the traditional method the Teacher Performance Appraisal System (TPAS).

The experimental group was made up of a self-selecting group of faculty members who chose to be evaluated by the Alternative Method. Approximately one-half of the faculty or twenty-three (23) teachers chose to be evaluated by the alternative method.

The control group was made up of a self-selecting group of faculty members who chose to be evaluated by the Teacher Performance Appraisal System (TPAS). Nineteen (19) teachers chose to be evaluated by the traditional method. Included in the control group were Initially Certified Personnel (ICP) who must be evaluated by the TPAS during their first three years of service.

The ramifications of self-selecting groups can be many and varied. Teachers tend to group together by choice and some teachers many have chosen one particular evaluation method because their neighboring teacher chose that one. Also, teachers have common interests, especially in a large school such as the one studied. Interests may group around grade levels, assigned or chosen areas such as grade level chairs or committees; and areas of expertise such as technology, writing, speaking, etc.

Instruments

Two instruments were used to gather data concerning each of the three research questions. Research Question 1: What impact has the Alternative Evaluation Method had on teacher perception of organizational climate? This question was answered by using data collected from the Organizational Climate Description Questionnaire (OCDQ) and the School Climate Observation Checklist.

Organizational Climate Description Questionnaire

Significant differences in atmosphere or climate may be found from school to school. As the instructional leader of a school, the principal is the person who sets its organizational climate. In the day-to-day operation of the school the way the principal interacts with teachers and

other staff members will be a major determinant of school climate.

The climate of a school plays a major role in how a teacher performs as a member of the school organization. "In order to fulfill the function of helping teachers, the principal must establish an open climate in which the teacher feels free to show incompetence," (Millman, 1990, p. 281). It would be very difficult for such a climate to exist when the teacher knows that the principal assumes the sole responsibility for assessing his/her fitness as a teacher.

In their research report entitled The Organizational Climate of Schools, Halpin and Croft (1962) introduced an original study of organizational climate. Halpin and Croft's study led them to believe that organizational climate is observed and experienced by people inside the organization. In order to obtain valid indicators of the organizational climate of the school, Halpin and Croft surveyed the perceptions of the people within an organization.

Halpin and Croft developed an organizational climate description questionnaire (OCDQ) in order to assess the organizational climate of schools. The questionnaire contained sixty-four (64) questions with appropriate spaces for responses along a four-point continuum: rarely occurs,

sometimes occurs, often occurs, and very frequently occurs. The sixty-four (64) items were grouped into eight subsets. Four of these subsets related to perceptions of the teachers as a social group. The other four subsets dealt with the perceptions of teachers about their principal and how he/she interacted with teachers.

Halpin and Croft used two subsets of specific factors to assess the school's organizational climate.

A. Teacher Perceptions of How They Behave As a Group:

1. Esprit - This is a morale factor which normally is related to task accomplishment and the satisfaction of personal needs.
2. Intimacy - This is related to the state of personal relations among the teachers and how cohesive the teachers are as a group.
3. Hindrance - This has to do with how teachers view the principal's assignment of routine duties to them (rules, reports, administrivia in general). Teachers do not need to be burdened with an excess of these duties.
4. Disengagement - This factor is aimed at answering the question of whether teachers are sincerely involved in achieving the

goals of the school or simply "playing the game" with little or no real commitment to goals or the task at hand.

B. Teacher Perceptions of the Behavior of the Principal in Performing His/Her Duties:

1. Consideration - The extent of personal concern and respect shown by the principal for the teacher as an individual. The teachers need to be left with greater feelings of dignity not less.
2. Production Emphasis - To what extent is the principal bent upon getting more work out of the teacher through increased supervision and demands. Emphasis is given to increased production and not to hearing what teachers think or say.
3. Thrust - This speaks to the question of how the principal attempts to move the organization through the personal example he/she sets. Instead of telling the group what to do, the principal rolls up his/her sleeves and sets a good example for others to follow.
4. Aloofness - This factor speaks to the amount of social distance maintained by

the principal with respect to teachers.

In the eyes of teachers, he/she is either warm and friendly (approachable) or cold and distant (non-approachable).

The Organizational Climate-Description Questionnaire (OCDQ) can be identified by six Organizational Climates that can be arrayed along a continuum with Open Climate at one end and Closed Climate at the other (Halpin, 1966).

Open Climate - teachers work well together, enjoy friendly relations with each other, are proud to be associated with their school, the principal clearly provides leadership for the staff.

Autonomous Climate - the principal gives almost complete freedom to the teachers to satisfy their social needs, the teachers work well together, the high morale comes largely from the social-needs satisfaction which the teachers receive, the principal remains aloof from the teachers and sets an example by working hard.

Controlled Climate - marked by a press for achievement at the expense of social-needs satisfaction, the teachers are completely engaged in the task, little feeling of camaraderie, the principal is dominating and directive and cares little about how people feel, the principal tries to move the organization by working hard and personally seeing to it that everything runs properly.

Familiar Climate - the principal and the teachers are conspicuously friendly, social-needs satisfaction is extremely high but little is done to control or direct the group's activities toward goal achievement, the principal is reluctant to be anything other than considerate.

Paternal Climate - the principal ineffectively tries to control the teachers as well as to satisfy their social needs, the teachers do not work well together and are split into factions, the principal is everywhere at once, checking, monitoring, telling people how to do things, the school is the principal's main interest in life.

Closed Climate - the teachers obtain little satisfaction in regard to task-achievement or social-needs, the principal is ineffective in directing the activities of the teachers, the teachers do not work well together, the principal does not provide adequate leadership for the group.

School Climate Observation Checklist

The Observation Checklist is an instrument for observing more global climate variables (Hoyle, English & Steffy, 1985). Sixteen (16) items make up the Observation Checklist with directions given for checking each item as it applies to the school being observed. Eight (8) items, numbered 4, 5, 8, 11, 13, 14, 15, and 16; are scored by

giving four (4) points if the first choice was checked and one (1) point if the last choice was checked. The higher total score indicates a more open and business-like climate (Hoyle, English & Steffy, 1985).

The eight (8) remaining items, numbered 1, 2, 3, 6, 7, 9, 10, and 12; are checked but are not considered in the overall point tally. The evaluators may use the information checked in each item for background information as they do give information directly related to school climate (Hoyle, English & Steffy, 1985). Information as to the amount of open space in the building, instructional group size, staff organization, seating in classrooms, instructional materials, student movement, teacher work areas, and use of the media center may be very revealing when evaluating the instructional program but not when evaluating school climate.

Data were collected for Research Question 2: What impact has the Alternative Evaluation Method had on teacher instructional practices? This question was answered by using data collected from An Analysis of Lesson Plans Rubric and An Observation of Lessons Log. The rubric used to analyze lesson plans considered such areas as objective being taught and the objective number from the North Carolina Standard Course of Study, strategies/procedure (how

will students be actively involved?), higher level question, and closure and/or evaluation. The observation of lessons log included the objective and number and whether it was correlated with the North Carolina Standard Course of Study, was there a completed lesson plan, were lesson activities correlated with the objective?, instructional strategy (how was the lesson actually taught?), how were the students actively involved?, how did the lesson promote higher level thinking?, daily evaluation/monitoring for learning/closure, teacher assistant involvement, strengths, and comments.

Analysis of Lesson Plans Rubric

According to local LEA guidelines, lesson plans were required to follow a particular format. Eight (8) specific areas were required to be filled in order for a lesson plan to be considered complete. The eight (8) areas were as follows: (1) Subject, (2) Time, (3) Objective Number, (4) Objective(s), (5) Strategies/Procedures (How will students be actively involved?), (6) Higher Level Question and Number (Blooms's Taxonomy), (7) Closure and/or Evaluation, (8) Lesson Plan Present or Not Present. Lesson plans were assigned a point value that ranged from eight (8) to one (1), based upon their completeness.

Observation of Lessons Log

The Lesson Log was completed by the assistant principal or the lead teacher as either one actually observed the lesson and reviewed the lesson being taught. Areas in the Lesson Log such as Objective Number, Is there a completed lesson plan? Are the lesson activities correlated with the objective? Instructional Strategy, How were the students actively involved?, How did the lesson promote higher level thinking?, and Teacher assistant involvement; related how well the teachers actually taught what their lesson plans indicated they planned to teach.

Data were collected for Research Question 3: What impact has the Alternative Evaluation Method had on teacher self-perception? This question was answered by using data collected from Interview Questions and the Summative Evaluation form.

Interview Questions

The Interview Questions were of two separate forms. One set of questions was designed to be used for teachers participating in the traditional process, the Teacher Performance Appraisal System (TPAS). The second form was designed to be used by teachers participating in the alternative process, the Alternative Evaluation Method.

Teachers who participated in the interview process were given a copy of the questions ahead of time and were allowed to ask the interviewer for points of clarification during the interview. They were allowed to write their answers on the form or they could respond orally and the interviewer could fill in the form during the interview.

Summative Evaluation

All professional employees of the local LEA and the state of North Carolina are required to receive a summative evaluation each year. The form used was mandated by the Department of Public Instruction and with which all professional employees had been trained. The training sessions were divided into ten (10) three-hour sessions and were typically taught over a five-day period. Eight (8) areas are mentioned specifically: (1) Instruction Time, (2) Student Behavior, (3) Instructional Presentation, (4) Instructional Monitoring, (5) Instructional Feedback, (6) Facilitating Instruction, (7) Communicating within the Educational Environment, (8) Non-Instructional Duties.

Summary

A rural elementary school in northeastern North Carolina was the focus for the study. There were 44

professional personnel employed at the school, including the principal and the assistant principal.

A case study method was used to study the problem. This approach allowed an in-depth look at meaningful and significant variables which may be transferable to other rural elementary school settings.

Instruments used to conduct this study were designed to answer the Three Research Questions. Research Question 1: What impact has the Alternative Evaluation Method had on teacher perception of organizational climate? was answered by using (A) the Organizational Climate Description Questionnaire (OCDQ) and (B) the School Climate Observation Checklist.

Research Question 2: What impact has the Alternative Evaluation Method had on teacher instructional practices? was answered by using (A) An Analysis of Lesson Plans Rubric and (B) An Observation of Lessons Log.

Research Question 3: What impact has the Alternative Evaluation Method had on teacher self-perception? was answered by using (A) Interview Questions and (B) The Summative Evaluation form.

CHAPTER 4

ANALYSIS OF THE STUDY

Introduction

This study was designed to assess the impact of alternative methods of teacher evaluation on teacher perception of organizational climate, teacher instructional practices, and teacher self-perception. The organization of this chapter is based on the three research questions used to gather information. Data were compiled on each of the three research questions by using two different methods to provide answers for each separate question (see Appendix I).

The study was based primarily upon direct observation of 44 professional personnel, which included the principal and the assistant principal. Approximately one-half of the professional personnel chose to be evaluated by an alternative method instead of the North Carolina Teacher Performance Appraisal System (TPAS).

A case study method was used to study the problem. This approach allowed an in-depth look at variables which may be transferable to other rural elementary school settings.

Research Question 1: What impact has the Alternative Evaluation Method had on teacher perception of

organizational climate? This question was addressed through data collected by two instruments:

- A. Organizational Climate Description Questionnaire (OCDQ)
- B. School Climate Observation Checklist

Research Question 2: What impact has the Alternative Evaluation Method had on teacher instructional practices? This question was addressed through data collected by two procedures:

- A. Analysis of Lesson Plans
- B. Observation of Lessons Log

Research Question 3: What impact has the Alternative Evaluation Method had on teacher self-perception? This question was addressed through data collected by two procedures:

- A. Interviews
- B. Summative Evaluation

Data Analysis by Research Question

Research Question 1:

What impact has the Alternative Evaluation Method had on teacher perception of organizational climate?

A. Organizational Climate Description Questionnaire (OCDQ). In the original OCDQ study the 64 items of the OCDQ

were assigned to eight subtests which were delineated by factor analytic methods (Halpin, 1966). Four of these subtests; disengagement, hindrance, esprit and intimacy, pertained to the characteristics of the faculty as a group. The remaining four subtests; aloofness, production emphasis, thrust, and consideration, pertained to the characteristics of the principal as a leader as perceived by the teachers.

For the question concerning teacher perception of organizational climate, the Organizational Climate Description Questionnaire (OCDQ) (see Appendix J) was administered as a pretest to a random sample of teachers who chose to be evaluated by an alternative method; it was also administered as a pretest to a random sample of teachers who chose to be evaluated by a traditional method. The pretests of the teachers who chose to be evaluated by the alternative method were kept separate from the pretests of the teachers who chose to be evaluated by the traditional method.

The OCDQ data were collected using the Nonequivalent Control Group Design as described by Campbell and Stanley (1963). Two of the groups were pretested and two were not. The two pretested groups were (1) half the teachers who chose to be evaluated by the alternative method were randomly selected to determine which of the members would be pretested and (2) half the teachers who chose to be

evaluated by the traditional method were randomly selected to determine which of the members would be pretested.

All teachers who chose to be evaluated by the alternative method received the experimental treatment. The experimental treatment consisted of the following: (1) teachers were not expected to always follow the 6-step lesson plan, (2) teachers completed an additional professional development plan designed to encourage them to move outside the traditional parameters of teaching, and (3) teachers received more encouragement from the principal to try non-traditional teaching methods. All four groups were post-tested.

The OCDQ was administered as a posttest to all teachers at the end of the school year. The questionnaires of the teachers who chose to be evaluated by the alternative method were kept separate from those of the teachers who chose to be evaluated by the traditional method.

The researcher considered identifying each teacher and administering the OCDQ in an appropriate repeated measures process. This idea was rejected because it was inappropriate to place an identifier on the questionnaires.

The scores on the first four of the eight subtests; disengagement, hindrance, esprit, and intimacy, pertained to the characteristics of the faculty as a group as perceived by the teachers. The remaining four subtests; aloofness,

production emphasis, thrust, and consideration, pertained to the characteristics of the principal as a leader as perceived by the teachers. For a definition of each of the eight subtests see Appendix P.

As stated earlier, the OCDQ consisted of a set of 64 statements. Each teacher was asked to indicate to what extent each statement characterized his/her school. The scale was defined by four categories: (1) rarely occurs, (2) sometimes occurs, (3) often occurs, (4) very frequently occurs. For the purposes of scoring in the present study (a complete scale on one line of print) the categories were shortened to read: (1) rarely, (2) sometimes, (3) often, (4) very frequently.

The OCDQ scale was marked according to frequency of occurrence, the main question with which the researcher was concerned was "How true is this of your school?" Each teacher's perception of the school's climate was mediated through his/her own set of personal values and needs. The climate is open if the faculty perceives it as open. In the same vein the OCDQ items were measures of perceptions. The faculty's consensus of its perception of the school climate could be used as a dependable index of what is "out there".

After the scores of each teacher to whom the OCDQ was administered, were analyzed, the researcher moved to the subtest level. Each teacher's eight subtest scores were

compiled by summing the item scores in each subtest. Next, each average score was rounded off to a two-digit score for each subtest. This procedure produced eight subtest scores for each of the 35 teachers.

The researcher computed the mean and the standard deviation for each subtest (summing across all 35 teachers) and converted the raw scores into a standard deviation of ten. These computations produced eight standard scores for each teacher. The correlations between these eight subtest scores are presented in Table 5.

Table 5

Correlations Between Eight Subtest Scores

	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8
--	----------	----------	----------	----------	----------	----------	----------	----------

TEACHERS' BEHAVIOR								
Sec 1								
Disengage-								
meant								
Sec 2	.2054							
Hindrance								
Sec 3	-.5858**	-.1326						
Esprit								
Sec 4	.0102	.1272	.2948					
Intimacy								

PRINCIPAL'S BEHAVIOR								
Sec 5	-.0869	.2727	.2784	.3413				
Aloofness								
Sec 6	.1704	.1973	-.0157	.0290	.2607			
Production								
Emphasis								
Sec 7	-.2418	-.1922	.3181	.1535	-.1938	-.0813		
Thrust								
Sec 8	-.1217	-.2204	.4040*	.2802	.1308	-.1533	.5072**	
Consider								
atin								

2 - tailed significance: .05, *-.01, **-.001

Teachers' Behavior

The correlation between Disengagement - the teachers' behavior in a task-oriented situation and Hindrance - the teachers' perception that the principal was hindering rather than facilitating their work, was $r=.2054$, $p=.05$, demonstrating a weak relationship.

Esprit - teachers felt that their social needs were being satisfied and at the same time enjoyed a sense of accomplishment in their job (morale), was negatively related to Disengagement and Hindrance. There was a significant negative relationship between Esprit and Disengagement ($r=-.5858$, $p=.001$) and a negative relationship between Esprit and Hindrance ($r=.1326$, $p=.05$) that was not significant. As Esprit increased Disengagement decreased.

There was not a significant relationship between Intimacy - teachers' enjoyment of friendly social relations with each other and Disengagement ($r=.0102$, $p=.05$) or between Intimacy and Hindrance ($r=.1272$, $p=.05$). The relationship between Intimacy and Esprit was $r=.2948$ ($p=.05$) demonstrating a weak positive relationship.

The teachers' scores appeared to group together in five (5) correlation areas; weak, negative, significantly negative, not significant, and weak positive. Disengagement and Hindrance showed a weak correlation.

There was a negative correlation between Esprit and Disengagement and Hindrance and between Esprit and Hindrance. Esprit and Disengagement were significantly negatively correlated.

There did not appear to be a significant correlation between Intimacy and Disengagement and Intimacy and Hindrance. Intimacy and Esprit showed a weak positive correlation.

Principal's Behavior

The negative relationship between Aloofness - behavior by the principal which is characterized as formal and impersonal and Disengagement was not significant ($r = -.0869$, $p = .05$). The relationship between Aloofness and Hindrance was $r = .2727$ ($p = .05$) indicating a weak relationship. The relationship between Aloofness and Esprit was $r = .2884$ ($p = .05$) indicating a weak relationship. The relationship between Aloofness and Intimacy was $r = .3413$ ($p = .05$) indicating a moderate relationship.

The relationship between Production Emphasis - behavior by the principal which is characterized by close supervision of the staff and Disengagement ($r = .1704$, $p = .05$) and Hindrance ($r = .1973$, $p = .05$) was weak. The negative relationship between Production Emphasis and Esprit was not significant ($r = -.0157$, $p = .05$), nor was the relationship

between Production Emphasis and Intimacy ($r=.0290$, $p=.05$). The relationship between Production Emphasis and Aloofness was $r=.2607$ ($p=.05$) indicating a weak relationship.

There was a weak relationship between Thrust - the principal's attempt to motivate the teachers through the example which he/she personally set and Disengagement ($r=-.2418$, $p=.05$) and Hindrance ($r=.1922$, $p=.05$). There was a moderate relationship between Thrust and Esprit ($r=.3181$, $p=.05$). There was not a significant relationship between Thrust and Intimacy ($r=.1535$, $p=.05$). The relationship between Thrust and Aloofness was negatively weak ($r=-.1938$, $p=.05$). There was not a significant relationship between Thrust and Production Emphasis ($r=-.0813$, $p=.05$).

The negative relationship between Consideration - behavior by the principal which is characterized by an inclination to treat the teachers "humanly" and Disengagement ($r=-.1217$, $p=.05$) was not significant. The relationship between Consideration and Hindrance ($r=-.2204$, $p=.05$) was weak. The relationship between Consideration and Esprit ($r=.4040$, $p=.01$) was moderate. The relationship between Consideration and Intimacy ($r=.2802$, $p=.05$) was weak. The relationship between Consideration and Aloofness ($r=.1308$, $p=.05$) was not significant. The negative relationship between Consideration and Production Emphasis

was weak. The relationship between Consideration and Thrust was moderate ($r=.5072$, $p=.001$).

The scores from the teachers' perception of the principal's behavior grouped into five (5) areas; negatively weak, weak, moderate, negative, and not significant. Aloofness and Hindrance and Aloofness and Thrust showed a negative weak correlation.

Aloofness and Esprit showed a weak correlation as did Production Emphasis, Disengagement, and Hindrance and Production Emphasis and Aloofness. There was also a weak correlation between Thrust and Disengagement and Hindrance. Consideration showed a weak correlation between Hindrance and Consideration and Intimacy and also between Production Emphasis.

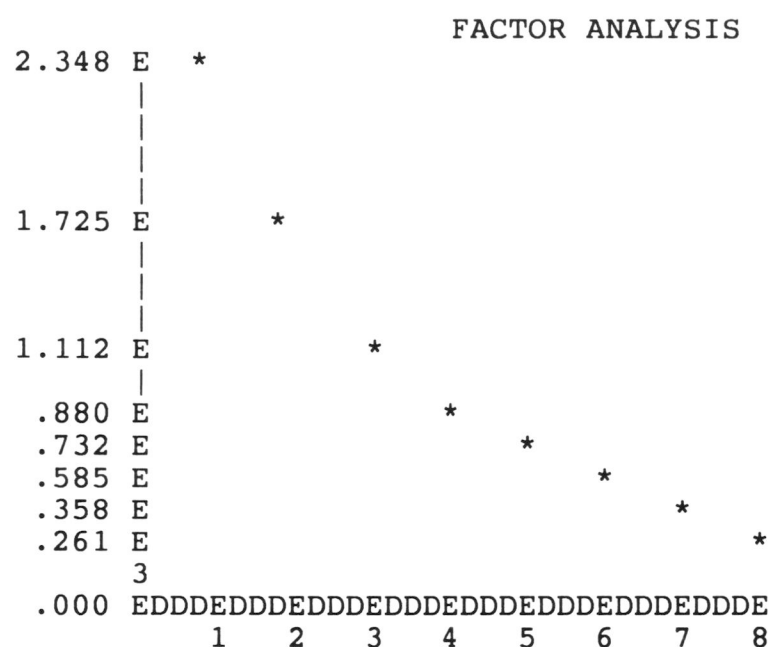
Aloofness and Intimacy showed a moderate correlation as did Consideration and Esprit and Thrust. Also, Thrust and Esprit showed a moderate correlation.

There was a negative correlation between Production Emphasis and Esprit and Intimacy. Consideration and Disengagement also showed a negative correlation.

The relationship between Thrust and Intimacy and Production Emphasis was not significant. Neither was the relationship between Consideration and Aloofness significant.

The eight subtest scores were factored using principal-components analysis. The eigenvalues (the sum of the squared factor loadings for each unrotated factor when the commonalities of the variables are one; therefore, it crudely indicated the importance of the factor), were computed for each of the eight factors. These eigenvalues are plotted in a scree diagram (see Table 6), to help determine the appropriate number of factors to be rotated. The two methods involve including factors with eigenvalues greater than one (1) and examining the scree diagrams and keeping factors that appear above the bend in the "J" curve. Both methods suggest the proper number of factors is three (3).

Table 6

Scree Diagram of Eigenvalues

Factor-analysis of the OCDQ subtests resulted in three (3) factors with eigenvalues greater than one. These factors were rotated using varimax rotation to find the first solution. Factor loadings that were greater than 0.3 on each of the three rotated factors are presented in Table 7. Factor analysis demonstrated the extent the subtests measured the same type of behavior as was represented in a more general form by an underlying factor. Whenever a subtest yielded a high loading on a given factor, either positive or negative, that subtest could be viewed as a "good" measure of the factor. Conversely, if a subtest

received a zero loading on a factor, then the subtest was not measuring the same thing as the factor.

The subtests (4) Intimacy, (7) Thrust, and (8) Consideration grouped together to form Factor 1. The subtests (2) Hindrance, (5) Aloofness, and (6) Production Emphasis grouped together to form Factor 2. The subtests (1) Disengagement and (3) Esprit grouped together to form Factor 3 (see Table 7).

Table 7

Rotated Factor Loadings

FACTOR ANALYSIS			
Varimax Rotation 1, Extraction 1, Analysis 1 - Kaiser Normalization			
Varimax converged in 4 iterations.			
Rotated Factor Matrix:			
	FACTOR 1	FACTOR 2	FACTOR 3
SECTION 1			-.90896
SECTION 2		.63929	
SECTION 3			.79987
SECTION 4	.61556		
SECTION 5		.78529	
SECTION 6		.54920	
SECTION 7	.71184		
SECTION 8	.83726		

In the original OCDQ study the eigenvalues for the first three factors were sufficiently large (1.00 or higher) to suggest that the "best" factorial solution would be found

in either a two-or a three-factor rotational solution (Halpin, 1966). In the present study, the best factorial solution again shows a three (3) factor solution.

From the pretest scores on these eight subtests the researcher constructed a profile which depicted the organizational climate of the school (see Table 8). Scores ranged from four (4), rarely occurs; to one (1), very frequently occurs. In the area of Teachers' Behavior item mean scores ranged from a high of 2.45 for Hindrance to a low of 2.06 for Disengagement. The average mean score for Teachers' Behavior was 2.31. In the area of Principal's Behavior item mean scores ranged from a high of 3.07 for Thrust to a low of 1.85 for Consideration. The average mean score for Principal's Behavior was 2.52. The average mean score for the Pretest of the Organizational Climate of the School was 2.41.

Table 8

Pretest of the Organizational Climate of the School

Teachers' Behavior		Total Mean	Item Mean
Section 1	Disengagement	20.65	2.07
Section 2	Hindrance	14.71	2.45
Section 3	Esprit	24.29	2.43
Section 4	Intimacy	15.94	2.28
Principal's Behavior			
Section 5	Aloofness	21.71	2.41
Section 6	Production Emphasis	19.24	2.75
Section 7	Thrust	27.65	3.07
Section 8	Consideration	11.12	1.85

Also, a Pretest Profile of the Organizational Climate for the teachers who chose to be evaluated by the traditional method was constructed (see Table 9). Scores ranged from four (4), rarely occurs; to one (1), very frequently occurs. In the area of Teachers' Behavior item mean scores ranged from a high of 2.60 for Hindrance to a low of 2.06 for Disengagement. The average mean score for Teachers' Behavior was 2.39. In the area of Principal's Behavior item mean scores ranged from a high of 3.00 for Thrust to a low of 1.86 for Consideration. The average mean score for Principal's Behavior was 2.52. The average mean score for the Pretest of the Organizational Climate for teachers who chose to be evaluated by the traditional method was 2.46.

Table 9

Pretest of the Organizational Climate - Traditional Method

Teachers' Behavior	Total Mean	Item Mean
Section 1 Disengagement	20.57	2.06
Section 2 Hindrance	15.57	2.60
Section 3 Esprit	23.57	2.36
Section 4 Intimacy	17.86	2.55
Principal's Behavior		
Section 5 Aloofness	22.14	2.46
Section 6 Production Emphasis	19.29	2.75
Section 7 Thrust	27.00	3.00
Section 8 Consideration	11.14	1.86

A Pretest of the Organizational Climate of the teachers who chose to be evaluated by the alternative method was constructed (see Table 10). Scores ranged from four (4), rarely occurs; to one (1), very frequently occurs. In the area of Teachers' Behavior item mean scores ranged from a high of 2.48 for Esprit to a low of 2.07 for Disengagement. The average mean score for Teachers' Behavior was 2.25. In the area of Principal's Behavior item mean scores ranged from a high of 3.12 for Thrust to a low of 1.85 for Consideration. The average mean score for Principal's Behavior was 2.52. The average mean score for the Pretest of the Organizational Climate for the teachers who chose to be evaluated by the alternative method was 2.39.

Table 10

Pretest of the Organizational Climate - Alternative Method

Teachers' Behavior		Total Mean	Item Mean
Section 1	Disengagement	20.70	2.07
Section 2	Hindrance	14.10	2.35
Section 3	Esprit	24.80	2.48
Section 4	Intimacy	14.60	2.09
Principal's Behavior			
Section 5	Aloofness	21.40	2.38
Section 6	Production Emphasis	19.20	2.74
Section 7	Thrust	28.10	3.12
Section 8	Consideration	11.10	1.85

A Posttest profile of the Organizational Climate for the teachers who chose to be evaluated by the traditional method was constructed (see Table 11). Scores ranged from four (4), rarely occurs; to one (1), very frequently occurs. In the area of Teachers' Behavior item mean scores ranged from a high of 2.35 for Hindrance to a low of 1.96 for Intimacy. The average mean score for Teachers' Behavior was 2.16. In the area of Principal's Behavior item mean scores ranged from a high of 2.70 for Thrust to a low of 1.65 for Consideration. The average mean score for Principal's Behavior was 2.21. The average mean score for the Post-Test of the Organizational Climate for the teachers who chose to be evaluated by the traditional method was 2.19.

Table 11

Posttest of the Organizational Climate - Traditional Method

Teachers' Behavior		Total Mean	Item Mean
Section 1	Disengagement	21.71	2.17
Section 2	Hindrance	14.12	2.35
Section 3	Esprit	21.59	2.16
Section 4	Intimacy	13.71	1.96
Principal's Behavior			
Section 5	Aloofness	18.41	2.05
Section 6	Production Emphasis	16.88	2.41
Section 7	Thrust	24.29	2.70
Section 8	Consideration	9.88	1.65

A Posttest profile of the Organizational Climate of the teachers who chose to be evaluated by the alternative method was constructed (see Table 12). Scores ranged from four (4), rarely occurs; to one (1), very frequently occurs. In the area of Teachers' Behavior item mean scores ranged from a high of 2.29 for Hindrance to a low of 2.02 for Intimacy. The average mean score for Teachers' Behavior was 2.19. In the area of Principal's Behavior item mean scores ranged from a high of 2.98 for Thrust to a low of 1.80 for Consideration. The average mean score for Principal's Behavior was 2.37. The average mean score for the Post-Test of the Organizational Climate for teachers who chose to be evaluated by the alternative method was 2.28.

Table 12

Posttest of the Organizational Climate - Alternative Method

Teachers' Behavior		Total Mean	Item Mean
Section 1	Disengagement	21.94	2.19
Section 2	Hindrance	13.72	2.29
Section 3	Esprit	22.61	2.26
Section 4	Intimacy	14.11	2.02
Principal's Behavior			
Section 5	Aloofness	19.33	2.15
Section 6	Production Emphasis	17.72	2.53
Section 7	Thrust	26.78	2.98
Section 8	Consideration	10.78	1.80

As in the original OCDQ study, six Organizational Climates were identified and arrayed along a continuum defined at one end by an Open Climate, and at the other end by a Closed Climate. Open Climate was the most desirable followed by Autonomous, Controlled, Familiar, Paternal and Closed as being the least desirable climate. The original names for these climates were invented not discovered (Halpin, 1966).

An Open Climate was characterized by a high degree of thrust and esprit and a low degree of disengagement. A Closed Climate had a low degree of thrust and esprit and a high degree of disengagement. Two of the eight dimensions proved to be valid predictors in repeated testings in the original OCDQ study.

Esprit was found to be a valid measure of the morale of the teachers, and thrust was found to be a valid measure of the principal's forcefulness. The remaining dimensions, although not as predictive, established the relative openness or closedness of individual schools.

The Difference Between Pretest Profiles of the teachers who chose to be evaluated by the traditional method and the teachers who chose to be evaluated by the alternative method is shown in Table 13. Under Teachers' Behavior the mean difference in the pre-test profile scores was not significant in the area of Disengagement (.13), and was moderately significant in the areas of Hindrance (1.47) and Esprit (1.23), with the traditional score being higher for Hindrance and with the alternative score being higher for Esprit. In the area of Intimacy there was a significant difference (3.26), with the traditional score being higher.

Under Principal's Behavior the mean difference in the pretest profile scores of the teachers who chose to be evaluated by the traditional method and the teachers who chose to be evaluated by the alternative method was not significant in the areas of Aloofness (.74), Production Emphasis (.09), or Consideration (.04). However, there was a significant mean difference in the area of Thrust (1.10). The alternative score was higher.

Table 13

Difference Between Pretest Profiles, Traditional and
Alternative

Teachers' Behavior	Pre Trad	Pre Alt	Mean Diff	F	P
Section 1 Disengagement	20.57	20.70	.13	.006	.941
Section 2 Hindrance	15.57	14.10	1.47	.702	.415
Section 3 Esprit	23.57	24.80	1.23	.396	.539
Section 4 Intimacy	17.86	14.60	3.26	5.588	.032
Principal's Behavior					
Section 5 Aloofness	22.14	21.40	.74	.132	.721
Section 6 Production Emp.	19.29	19.20	.09	.003	.961
Section 7 Thrust	27.00	28.10	1.10	.274	.608
Section 8 Consideration	11.14	11.10	.04	.001	.982

The Difference Between Posttest Profiles of the teachers who chose to be evaluated by the traditional method and the teachers who chose to be evaluated by the alternative method is shown in Table 14. Under Teachers' Behavior the mean difference in the post-test profile scores was not significant in the areas of Disengagement (.23), Hindrance (.40), or Intimacy (.40). There was a moderate difference in the area of Esprit (1.02) with the post alternative score being higher.

Under Principal's Behavior there was not a significant mean difference in the posttest profile scores in the areas of Aloofness (.92), Production Emphasis (.84), or Consideration (.90). There was a significant mean

difference in the area of Thrust (.2.49) with the post-alternative score being higher.

Table 14

Difference Between Posttest Profiles, Traditional and Alternative

Teachers' Behavior	Post Trad	Post Alt	Mean Diff	F	P
Section 1 Disengagement	21.71	21.94	.23	.019	.891
Section 2 Hindrance	14.12	13.72	.40	.158	.693
Section 3 Esprit	21.59	22.61	1.02	.458	.503
Section 4 Intimacy	13.71	14.11	.40	.142	.709
Principal's Behavior					
Section 5 Aloofness	18.41	19.33	.92	.856	.361
Section 6 Production Emp.	16.88	17.72	.84	.376	.544
Section 7 Thrust	24.29	26.78	2.49	2.245	.144
Section 8 Consideration	9.88	10.78	.90	.592	.447

A posttest profile of the Organizational Climate of the School is shown in Table 15. Scores ranged from four (4), rarely occurs; to one (1), very frequently occurs. In the area of Teachers' Behavior item mean scores ranged from a high of 2.32 for Hindrance to a low of 1.99 for Intimacy. The average mean score for Teachers' Behavior was 2.18.

In the area of Principal's Behavior item mean scores ranged from a high of 2.84 for Thrust to a low of 1.72 for Consideration. The average mean score for Principal's Behavior was 2.28. The average mean score for the Posttest of the Organizational Climate of the School was 2.23.

Table 15

Posttest Organizational Climate of the School

Teachers' Behavior		Total Mean	Item Mean
Section 1	Disengagement	21.83	2.18
Section 2	Hindrance	13.91	2.32
Section 3	Esprit	22.11	2.21
Section 4	Intimacy	13.91	1.99
Principal's Behavior			
Section 5	Aloofness	18.89	2.10
Section 6	Production Emphasis	17.31	2.47
Section 7	Thrust	25.57	2.84
Section 8	Consideration	10.34	1.72

The Difference Between the Pre and Post Organizational Climate scores of the school is shown in Table 16. Under Teachers' Behavior the mean difference in the pre and post scores was not significant in the area of Hindrance (.80). There was a significant mean difference in the area of Disengagement (1.18), with the pretest score being higher. Also, there was a greatly significant mean difference in the areas of Esprit (2.18) and Intimacy (2.03) with the pretest scores in both areas being higher.

Under Principal's Behavior there were greatly significant mean differences in the areas of Aloofness (2.82), Production Emphasis (1.93), and Thrust (2.08). The pretest scores in all three areas were higher. In the area

of Consideration there was not a significant difference (.78).

Table 16

Difference Between Pre and Post Organizational Climate of the School

Teachers' Behavior	Pre	Post	Mean Diff	F	P
Section 1 Disengagement	20.65	21.83	1.18	.770	.384
Section 2 Hindrance	14.71	13.91	.80	.737	.395
Section 3 Esprit	24.29	22.11	2.18	2.990	.089
Section 4 Intimacy	15.94	13.91	2.03	4.740	.034
Principal's Behavior					
Section 5 Aloofness	21.71	18.89	2.82	8.227	.006
Section 6 Production Emp.	19.24	17.31	1.93	2.905	.095
Section 7 Thrust	27.65	25.57	2.08	2.192	.145
Section 8 Consideration	11.12	10.34	.78	.556	.459

The statistical procedure used for analyzing the OCDQ data by subtests was an analysis of variance (ANOVA) (see Tables 18-25). The analysis of variance revealed whether the treatment had been effective and whether there was an interaction between the treatment and the pretest/posttest factor.

There was not a statistically significant difference between the treatment and the pretest/posttest factors for the control group for Teachers' Behavior in the area of Disengagement nor was there an interaction (see Table 17).

Table 17

ANOVA for Subtest 1 - Teachers' Behavior - Disengagement

Source of Variation	Sum of Squares	DF	Mean Square	F	Sign. of F
Main Effects	16.505	2	8.252	.382	.684
PREPOST	16.303	1	16.303	.755	.389
ALTTRAD	.532	1	.532	.025	.876
2-way Interactions	.034	1	.034	.002	.969
PREPOST ALTTRAD	.034	1	.034	.002	.969
Explained	16.539	3	5.513	.255	.857
Residual	1036.288	48	21.589		
Total	1052.827	51	20.644		

There was not a statistically significant difference between the treatment and the pretest/posttest factors for the control group for Teachers' Behavior in the area of Hindrance nor was there an interaction (see Table 18).

Table 18

ANOVA for Subtest 2 - Teachers' Behavior - Hindrance

BY PREPOST
ALTTRAD

Analysis of Variance

Source of Variation	Sum of Squares	DF	Mean Square	F	Sign. of F
Main Effects	14.211	2	7.106	.717	.494
PREPOST	8.156	1	8.156	.822	.369
ALTTRAD	7.041	1	7.041	.710	.404
2-way Interactions	3.241	1	3.241	.327	.570
PREPOST ALTTRAD	3.241	1	3.241	.327	.570
Explained	17.452	3	5.817	.587	.627
Residual	475.990	48	9.916		
Total	493.442	51	9.675		

There was not a statistically significant difference between the treatment and the pretest/posttest scores for the control group for Teachers' Behavior in the area of Esprit nor was there an interaction (see Table 19).

Table 19

ANOVA for Subtest 3 - Teachers' Behavior - Esprit

BY PREPOST
ALTTRAD

Analysis of Variance

Source of Variation	Sum of Squares	DF	Mean Square	F	Sign. of F
Main Effects	69.614	2	34.807	1.869	.165
PREPOST	50.184	1	50.184	2.695	.107
ALTTRAD	15.244	1	15.244	.819	.370
2-way Interactions	.118	1	.118	.006	.937
PREPOST ALTTRAD	.118	1	.118	.006	.937
Explained	69.733	3	23.244	1.248	.303
Residual	893.710	48	18.619		
Total	963.442	51	18.891		

For Teachers' Behavior in the area of Intimacy, there was a statistically significant difference ($p=.026$) between the treatment and the pretest/posttest scores of the control group but not between the teachers who chose to be evaluated by the alternative method and the teachers who chose to be evaluated by the traditional method (see Table 20).

Table 20

ANOVA for Subtest 4 - Teachers' Behavior - Intimacy

BY PREPOST
ALTTRAD

Analysis of Variance

Source of Variation	Sum of Squares	DF	Mean Square	F	Sign. of F
Main Effects	54.581	2	27.291	2.907	.064
PREPOST	49.437	1	49.437	5.267	.026
ALTTRAD	7.573	1	7.573	.807	.374
2-way Interactions	37.546	1	37.546	4.000	.051
PREPOST ALTTRAD	37.546	1	37.546	4.000	.051
Explained	92.128	3	30.709	3.272	.029
Residual	450.564	48	9.387		
Total	542.692	51	10.641		

For Principal's Behavior in the area of Aloofness there was a statistically significant difference ($p=.007$) between the treatment and the pretest/posttest scores of the control group but not between the teachers who chose to be evaluated by the alternative method and the teachers who chose to be evaluated by the traditional method (see Table 21).

Table 21

ANOVA for Subtest 5 - Principal's Behavior - Aloofness

BY PREPOST
ALTTRAD

Analysis of Variance

Source of Variation	Sum of Squares	DF	Mean Square	F	Sign. of F
Main Effects	92.947	2	46.474	4.105	.023
PREPOST	88.728	1	88.728	7.838	.007
ALTTRAD	1.943	1	1.943	.172	.681
2-way Interactions	7.755	1	7.755	.685	.412
PREPOST ALTTRAD	7.755	1	7.755	.685	.412
Explained	100.702	3	33.567	2.965	.041
Residual	543.375	48	11.320		
Total	644.077	51	12.629		

For Principal's Behavior in the area of Production Emphasis there was not a statistically significant difference between the treatment and the pretest/posttest scores of the control group nor was there an interaction (see Table 22).

Table 22

ANOVA for Subtest 6 - Principal's Behavior, Production Emphasis

BY PREPOST
ALTTRAD

Analysis of Variance

Source of Variation	Sum of Squares	DF	Mean Square	F	Sign. of F
Main Effects	46.024	2	23.012	1.533	.226
PREPOST	40.281	1	40.281	2.684	.108
ALTTRAD	3.799	1	3.799	.253	.617
2-way Interactions	2.398	1	2.398	.160	.691
PREPOST ALTTRAD	2.398	1	2.398	.160	.691
Explained	48.423	3	16.141	1.075	.368
Residual	720.404	48	15.008		
Total	768.827	51	15.075		

For Principal's Behavior in the area of Thrust there was not a statistically significant difference between the treatment and the pretest/posttest scores of the control group nor was there an interaction (see Table 23).

Table 23

ANOVA for Subtest 7 - Principal's Behavior - Thrust

BY PREPOST
ALTTRAD

Analysis of Variance

Source of Variation	Sum of Squares	DF	Mean Square	F	Sign. of F
Main Effects	102.850	2	51.425	2.317	.110
PREPOST	42.184	1	42.184	1.900	.174
ALTTRAD	53.554	1	53.554	2.412	.127
2-way Interactions	5.359	1	5.359	.241	.625
PREPOST ALTTRAD	5.359	1	5.359	.241	.625
Explained	108.209	3	36.070	1.625	.196
Residual	1065.541	48	22.199		
Total	1173.750	51	23.015		

For Principal's Behavior in the area of Consideration, there was not a statistically significant difference between the treatment and the pretest/posttest scores of the control group nor was there an interaction (see Table 24).

Table 24

ANOVA for Subtest 8 - Principal's Behavior - Consideration

BY PREPOST
ALTTRAD

Analysis of Variance

Source of Variation	Sum of Squares	DF	Mean Square	F	Sign. of F
Main Effects	11.422	2	5.711	.449	.641
PREPOST	6.081	1	6.081	.478	.493
ALTTRAD	4.553	1	4.553	.358	.552
2-way Interactions	2.464	1	2.464	.194	.662
PREPOST ALTTRAD	2.464	1	2.464	.194	.662
Explained	13.886	3	4.629	.364	.779
Residual	610.633	48	12.722		
Total	624.519	51	12.245		

The OCDQ data were analyzed by subtests by the use of an analysis of variance (ANOVA). The analysis of variance revealed whether there was a statistically significant difference between the treatment and the pretest/posttest factors of the control group and whether there was an

interaction between the teachers who chose to be evaluated by the traditional method and the teachers who chose to be evaluated by the alternative method.

In the area of Teachers' Behavior there was not a statistically significant difference between the treatment and the pretest/posttest factors of the control group nor was there an interaction in the subtests for Disengagement, Hindrance and Esprit. In the subtest for Intimacy there was a statistically significant difference between the pretest/posttest scores ($p=.026$) of the control group but there was not an interaction.

In the area of Principal's Behavior there was not a statistically significant difference between the treatment and the pretest/posttest factors of the control group nor was there an interaction in the subtests for Production Emphasis, Thrust, and Consideration. In the subtest for Aloofness there was a statistically significant difference between the treatment and the pretest/posttest scores ($p=.007$) of the control group but there was not an interaction.

B. School Climate Observation Checklist. The School Climate Observation Checklist (see Appendix K) is an instrument for observing more global climate variables (Hoyle, English, & Steffy, 1985). Sixteen (16) items make up the Observation Checklist with directions given for

scoring each item as it applied to the school being observed.

Eight (8) items, numbered 4 - Grouping, 5 - Noise in Classrooms, 8 - Teaching Strategies, 11 - Instructional Time to Promote Mastery by Students, 13 - Teaching and Learning Time, 14 - Instructional Goals, 15 - Community Resources, and 16 - Inservice Education for Staff, were scored by giving four (4) points if the first choice was checked and one (1) point if the last choice was checked with corresponding scores in between. The higher total score indicated a more open and business-like climate (Hoyle, English & Steffy, 1985).

The eight (8) remaining items, numbered 1 - Amount of Open Space for Instruction in the Building, 2 - Instructional Group Size, 3 - Staff Organization, 6 - Seating in Classrooms, 7 - Instructional Materials, 9 - Student Movement, 10 - Teacher Work Areas, and 12 - Use of Media or Resource Center; were checked but were not considered in the overall point tally.

The information checked in each item was used for background material or context for the scored item as it did not give information directly related to school climate (Hoyle, English & Steffy, 1985). Information on the amount of open space in the building, instructional group size, staff organization, seating in classrooms, instructional

materials, student movement, teacher work areas, and use of the media center may be very revealing when evaluating the instructional program but not when evaluating school climate.

During the second semester of the school year in which the study took place, a School Climate Observation Checklist was completed by visiting professional personnel from the Northeast Technical Assistance Center, the local LEA, and a local private college. Personnel from these three agencies were familiar with the research site and provided an outside source for the collection of data and gave a different point of view to the variables of school climate.

Data collected from the checklists were analyzed by using a t-test to compare overall scores of outside observers (see Table 25). A t-test was used to see if there was a significant difference between the mean scores of outside observers from public and private institutions.

Table 25

T-Test for School Climate Observation Checklist

Variable	Number of Cases	Mean	SD	SE of Mean
Score				
private	6	23.0000	4.980	2.033
public	6	24.6667	2.658	1.085

Mean Difference = -1.6667

Levene's Test for Equality of Variances: F+ 3.051 P= .111

t-test for Equality of Means				95%	
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	-.72	10	.486	2.305	(-6.803,3.470)
Unequal	-.72	7.64	.491	2.305	(-6.983,3.649)

Scores from the LEA and the NETAC were grouped together because the researcher wished to determine if there was a difference between the perception of school climate by professionals from the public and private sector. These scores were labeled public. Scores of professionals from a local private college were labeled private. Results from the t-test indicated that there was no significant difference between the observations of school climate by the professionals from the public and private sectors.

Summary of the Impact the Alternative Evaluation Method Had on Teacher Perception of Organizational Climate

For the OCDQ data there was a statistically significant difference in the pretest/posttest scores for Teachers' Behavior, in Section 4, Intimacy. The pretest scores of the teachers who chose to be evaluated by the traditional method were higher than the pretest scores of the teachers who chose to be evaluated by the alternative method. However, the pretest overall scores for Teachers' Behavior in Section 4, Intimacy were higher than the posttest scores which means that Intimacy decreased.

There was a statistically significant difference in the pretest/posttest scores for Principal's Behavior, in Section 5, Aloofness. The pretest scores of the teachers who chose to be evaluated by the traditional method were higher than the pretest scores of the teachers who chose to be evaluated by the alternative method. However, the posttest overall scores for Principal's Behavior in Section 5, Aloofness were higher which means that Aloofness also decreased.

The School Climate Observation Checklist indicated there was not a statistical difference in the perception of the observation of school climate of the professionals from the public and private sectors.

However, eight (8) of the sixteen (16) questions on the checklist were not used in the overall statistical computation but were used for background information.

"The Amount of Open Space for Instruction in the Building" The majority of the responses indicated that all the space in the building could be used for instruction.

"Instructional Group Size" Practically all of the responses indicated that medium group, 16-29 students was the way most of the students were instructed.

"Staff Organization" The responses available for this area were limited to team teaching and all of the responses were chosen at least once. Responses available were extensive, moderate, limited and no team teaching.

"Seating in Classrooms" Responses were primarily moveable desks or tables with the other areas; fixed positions, on the floor and "homey" furniture getting one response each.

"Instructional Materials" A wide variety of teaching materials was the most frequent response with additional marks given for A-V equipment that included computers.

"Student Movement" The most frequent response was students may move freely with teacher's permission. The additional responses of students are free to move about as they wish and limited movement with teacher's permission and limited received one or two responses each.

"Teacher Work Areas" Responses covered all four areas about equally; used by more than 20 teachers, 11-19 teachers, 5-10 teachers and less than 5 teachers.

"Use of Media or Resource Center" Responses were almost equally divided between heavily used by students all day long and during portions of the school day.

Research Question 2:

What impact has the Alternative Evaluation Method had on teacher instructional practices?

A. Analysis of Lesson Plans. The question concerning teacher instructional practices was answered by an Analysis of Lesson Plans Rubric. The Rubric was a method designed to give a score to a lesson plan, from a lesson plan form mandated by the local LEA. Lesson plans were given a holistic score based upon their completeness according to a prescribed form.

The Rubric used to analyze lesson plans considered such areas as objective being taught and the objective number from the North Carolina Standard Course of Study, strategies/procedure (how will students be actively involved?), higher level question, and closure and/or evaluation.

According to local LEA guidelines, teachers' lesson plans must follow a particular format. Eight (8) specific areas were required to be completed in order for a lesson plan to be considered complete. The eight (8) areas were as follows: (1) Subject, (2) Time, (3) Objective Number, (4) Objective(s), (5) Strategies/Procedures (How will students be actively involved?), (6) Higher Level Question and Number (Blooms's Taxonomy), (7) Closure and/or Evaluation, (8) Lesson Plan Present or Not Present. Lesson plans were assigned a point value that ranged from eight (8) to one (1), based upon their completeness.

All lesson plans were assigned a number from 001 to 180 based on a total of 180 school days. Five (5) lesson plans for each teacher were chosen by using a random number table.

Dates corresponded to the five (5) randomly selected school days. The first day, school day 11 corresponded with the calendar day of September 9; the second day, school day 23 corresponded with the calendar day of September 25; the third day, school day 30 corresponded with the calendar day of October 6; the fourth day, school day 60 corresponded with the calendar day of November 19; and the fifth day, school day 91 corresponded with the calendar day of January 23.

The five (5) randomly selected days on which lesson plans were assigned point values were assigned numbers

ranging from one (1) to five (5) and were accordingly called Time 1, Time 2, Time 3, Time 4, and Time 5. The lesson plans were rated by a point value that ranged from eight (8) to one (1).

For Time 1, the plans of 38 teachers were assigned point values. For Time 2, the plans of 39 teachers were assigned point values. For Time 3, the plans of 39 teachers were assigned point values. For Time 4, the plans of 38 teacher were assigned point values. For Time 5, the plans of 40 teachers were assigned point values. A total of 194 lesson plans were assigned point values.

Teachers whose lesson plans were assigned point values were 19 teachers who chose to be evaluated by the alternative method and 22 teachers who chose to be evaluated by the traditional method.

A t-test (see Table 26) was used to compare the lesson plans of the teachers who chose to be evaluated by the traditional method to the lesson plans of the teachers who chose to be evaluated by the alternative method. Results of the t-test indicated that there was a statistically significant difference between the points assigned to the lesson plans of the teachers who chose to be evaluated by the alternative method and the points assigned to the lesson plans of the teachers who chose to be evaluated by the traditional method. The average score of the lesson plans

was 1.1062 points ($p=.05$) higher for the teachers who chose to be evaluated by the alternative method than the average score of the lesson plans for the teachers who chose to be evaluated by the traditional method.

Table 26

T-Test for the Comparison of Lesson Plans

Variable LESSON		Number of Cases	Mean	SD	SE of Mean
ALTTRAD .00		19	5.1789	1.397	.320
ALTTRAD 1.00		22	4.0727	1.994	.425
Mean Difference = 1.1062					
Levene's Test for Equality of Variances: $F= 3.482$ $P= .070$					
t-test for Equality of Means					
Variances	t-value	df	2-Tail Sig	SE of Diff	95% CI for Diff
Equal	2.03	39	.050	.546	(.001,2.211)
Unequal	2.08	37.51	.045	.532	(.028,2.184)

B. Observation of Lessons Log. The Observation of Lessons Log included the objective and number and whether it was correlated with the North Carolina Standard Course of Study, was there a completed lesson plan, were lesson activities correlated with the objective?, instructional strategy (how was the lesson actually taught?), how were the students actively involved?, how did the lesson promote higher level thinking?, daily evaluation/monitoring for

learning/closure, teacher assistant involvement, strengths, and comments.

The Observation of Lessons Log was completed by the assistant principal or the lead teacher as either one actually observed the lesson and reviewed the lesson being taught. The Log related how well the teachers actually taught what their lesson plans indicated they planned to teach.

There were eleven (11) possible areas which could have been completed by the person observing the lesson as it was planned and as it was taught. The areas mentioned earlier were each assigned one (1) point if they were completed. It was possible to earn a score as high as eleven (11) or a score as low as one (1).

A t-test was used to compare the Observation of Lessons Log of the teachers who chose to be evaluated by the traditional method to the teachers who chose to be evaluated by the alternative method (see Table 27). Scores from the t-test for the Observation of Lessons Log indicated that there was not a statistically significant difference between the Observation of Lessons Log of the teachers who chose to be evaluated by the alternative method and the Observation of Lessons Log of the teachers who chose to be evaluated by the traditional method. Although not statistically significant the teachers who chose to be evaluated by the

alternative method did have a higher score on the Observations of Lessons Log than the teachers who chose to be evaluated by the traditional method.

Table 27

T-Test for Observation of Lessons Log

Variable		Number of Cases	Mean	SD	SE of Mean
OBSERV					
ALTTRAD .00		19	3.9123	3.730	.856
ALTTRAD 1.00		22	2.6818	3.042	.649
Mean Difference = 1.2305					
Levene's Test for Equality of Variances: F= 1.465 P= .233					
t-test for Equality of Means					
Variances	t-value	df	2-Tail Sig	SE of Diff	95% CI for Diff
Equal	1.16	39	.252	1.058	(-.909,3.370)
Unequal	1.15	34.78	.260	1.074	(-.950,3.411)

Summary of the Impact the Alternative Evaluation Method Had on Teacher Instructional Practices

In order to answer the question "What Impact Did the Alternative Evaluation Method Have on Teacher Instructional Practices" data were collected from the Analysis of Lesson Plans. The lesson plans completed by the teachers who chose to be evaluated by the alternative method did receive a

higher rating than the lesson plans of the teachers who chose to be evaluated by the alternative method.

The teachers who chose to be evaluated by the alternative method did have a higher score on the Observation of Lessons Log, than the teachers who chose to be evaluated by the traditional method; although this difference was not significant.

Research Question 3:

What impact has the Alternative Evaluation Method had on teacher self-perception?

A. Interviews. Part of Research Question 3 concerning teacher self-perception was answered by a random sample of teachers who responded orally to Interview Questions administered by a consultant from the Northeast Technical Assistance Center and with whom the teachers were acquainted. Teachers in each group, those who chose to be evaluated by the traditional method or those who chose to be evaluated by the alternative method, were chosen randomly and had an equal and independent chance of being chosen for the interview. "If every individual has the same probability of being selected and selection of one individual in no way affects selection of another

individual" (Gay 1987, p. 104), then the process can be called random.

The consultant had worked with the teachers in the area of staff development and provided an outside, unbiased opinion about the effectiveness of each method of teacher evaluation. The consultant was not affected personally by either evaluation process, as he would be evaluated by a completely different procedure. As was stated previously, teachers who chose to be evaluated by the alternative method and teachers who chose to be evaluated the traditional method, were selected by random sampling to participate in the interview. The interview consisted of answering a series of questions. The teachers were given a copy of the questionnaire prior to the interview being conducted so that they could become familiar with it.

The Interview forms consisted of two separate forms designed to be used for (1) the Alternative Evaluation Method and (2) the traditional method, the TPAS. Both forms were pilot tested on two separate occasions. The first pilot test was conducted with a group of graduate students in the spring of 1992. The second pilot test was conducted with a group of doctoral students in the spring of 1993.

The researcher met with teachers in each of the two groups, nine (9) of those who chose to be evaluated by the traditional method and ten (10) of those who chose to be

evaluated by the alternative method. Teachers were randomly chosen from both groups. At the close of the meeting the teachers were asked to sign up for an interview time that most easily fit with their schedule.

The Interview Questions were on two separate forms. One set of questions was designed to be used for teachers participating in the traditional process, the Teacher Performance Appraisal System (TPAS) and was on blue paper. The second form was designed to be used by teachers participating in the alternative process, the Alternative Evaluation Method and was on green paper.

Teachers who participated in the interview process were given a copy of the questions ahead of time and were allowed to ask the interviewer for points of clarification during the interview. They were allowed to write their answers on the form or they could respond orally and the interviewer could fill in the form during the interview.

The data collected from the interviews were analyzed using a qualitative case study method. Responses from the interview questions were grouped into categories from teachers who chose to be evaluated using the traditional method and teachers who chose to be evaluated using the alternative method.

Interviews - Traditional Method

1. Why did you choose to be evaluated by the TPAS instead of the Alternative Method?

Some of the teachers who were randomly chosen for the interview were non-tenured or initially certified, so they assumed that they had to be evaluated by the traditional method because they were initially certified, which was true. One teacher did begin with the alternative method but it seemed too general, so this teacher reverted to the traditional method.

Another teacher felt that he/she did not know enough about the alternative method of evaluation, also one teacher did not understand the alternative method. Several teachers stated that they felt more comfortable with the traditional method of evaluation and one teacher added the phrase "at ease".

2. Has being evaluated by the TPAS caused your teaching performance to improve? If no, why not? If yes, in what way?

Some teachers did not feel that the TPAS had caused them to improve, but improvement occurred because of their own initiative. One teacher did feel that the TPAS had caused her to improve because it helped point out how to qualify (not certain of the meaning). Another point made was that the TPAS helps focus on specific areas such as

Classroom Management, instructional objectives (not a part of the TPAS), meeting needs of children (not a part of the TPAS).

To one teacher who provided a specialized service, the TPAS was similar to a job description, in that it pointed out specific things the teacher was to do that the teacher might have overlooked.

One teacher felt that the TPAS helped identify weaknesses in the summative evaluation, in reality this area in the TPAS is stated "areas that need improvement". Another teacher felt that the TPAS caused her to be a better teacher because it made sure she used 5-steps (probably meant the 6-step lesson plan).

Another teacher thought she had improved but the TPAS said no (probably meant the ratings on the summative evaluation was similar to what it was last year). This same teacher felt they had grown, they were doing more than last year. This teacher equated "doing more" with growth and improvement.

Another teacher thought the TPAS causes you to be more aware of your strengths and weaknesses, and that growth is gradual. In reality the formative aspect of the TPAS does not mention weaknesses, but "Areas that need improvement".

3. Have your students learned more because of your being evaluated by the Traditional Method? If yes, in what way? If no, why not?

One teacher felt that she was self motivated with support from the principal and this caused her to come up with new/better ideas to improve, not because of the TPAS, and as the teacher improved the students learned more.

Another teacher felt that the students improved because they were involved in the lesson and the students asked different levels of thinking questions. Again a teacher felt that more detail and planning went into planning the lessons because of the TPAS and this helped strengthen weak areas.

Several teachers felt that their students had learned more, but not because of evaluation. One teacher planned for the students because of the IEP. Another teacher felt the students learned because of the way she planned and specifically planned based on the students' needs. Lastly, one teacher felt that her students learned no matter which evaluation method was used.

4. Have you changed your teaching style because of being evaluated by the TPAS. If no, why not? If yes, in what way?

One teacher felt that going to workshops, talking with other teachers, trying new practices, reflecting on how these practices worked, getting feedback on what is working and changing what is not working caused her teaching style to improve. She did not do any of this because of the TPAS.

One teacher stated that she wanted to be more effective so she tried to improve in areas where she was weak and listed using more hands on activities as an area in which she had improved. Another teacher focused on making the lessons more interesting and less "bookish". She mentioned specifically going beyond the text with supplementary enrichment materials to make the lessons more interesting.

The 6-point lesson was an area several teachers felt was important. One teacher focused on the 6-step plan and tried not to leave out any steps when she was being observed, tried to focus and make sure she did all the steps. One teacher added that she did the 6-point lesson and more for each objective she taught. In addition another teacher added she was teaching the way she always had and if she missed a step she made sure she did the step the next time. One teacher made note of the fact that the TPAS was the only evaluation method she had ever known.

5. What are the strengths and weaknesses of the TPAS?

STRENGTHS

The 6-step lesson plan helped because it gave guidance in how to teach. The steps were mentioned again because they helped with planning and helped break the lesson into parts. The teachers could make sure each part was in and because it helped them see where they were at, helped them know what was expected was mentioned several times. The TPAS was like a job description for one teacher's program. An additional strength mentioned for the TPAS was that it had a wider scope of evaluation.

WEAKNESSES

Teachers felt that the TPAS did not give them good reflection, it could be too constraining if they were to let it, it did not give enough detail (needed more feedback on what to do to improve), and was difficult to show growth or move up in the levels of performance.

One other area of weakness mentioned by teachers was that the evaluator might not understand all the areas or terms (example, line of therapy), when being evaluated teachers felt they had to follow the proposed plan rather than use their judgment to adapt the plan to where the children were, and the teachers felt that the observer might miss a part that they felt was actually present. One teacher felt that the TPAS had no weaknesses.

6. How would you improve the TPAS in the future?

Teachers felt that relating the TPAS to the new testing program in the state would be good, especially the need for higher order thinking. New teachers needed help in discussing the expectations as far as the TPAS was concerned. Other teachers asked for specifics on what was expected for their particular area.

Other areas listed as needing improvement dealt specifically with flexibility, shortening the steps, merging practices, not having to do each part of the TPAS, and adding more categories or ways to improve. Most teachers asked for more feedback on specific ways to improve.

Interview Questions - Alternative Method

1. Why did you choose to be evaluated by the Alternative Method instead of the Teacher Performance Appraisal System, TPAS?

Most teachers who chose the alternative method wanted to try something new or different in the way of teaching. Responses ranged from hope for a new process that would give more variety in ways to do things, or they wanted to try new methods.

Several teachers felt a need for new challenges in teaching. They wanted to improve their performance, to be more creative, and find ways to improve students' performance. Another teacher was willing to seek new ways to improve her program. Lastly, one teacher did not have any problem with the old system, but wanted to try something new.

2. Has being evaluated by the Alternative Method caused your teaching performance to improve? If yes, in what way? If no, why not?

All the teachers in the sample felt that their teaching performance had improved. Responses ranged from using different teaching practices such as manipulatives and small groups, going to workshops, learning new concepts and practicing these concepts in the classroom, and ways of helping students infer and explain their reasoning.

Several teachers were pleased with the flexibility that the alternative method offered. They did not feel limited when they were trying new approaches and they did not feel they were failures when they tried a new teaching approach and it was not successful.

3. Have your students learned more because of your being evaluated by the Alternative Method? If yes, in what way? If no, why not?

Most teachers felt their students had learned more because of being evaluated by the alternative method. They felt the students had more time on task, therefore they learned more. Other teachers felt that the students were thinking more critically and using higher order thinking skills, the students had more experiences, the teachers had integrated their teaching methods with other subjects, and the students had retained more.

One teacher felt that her students had learned more because of her improved teaching practices which had been brought about because of improved staff development but that this would have happened with either evaluation method. Another teacher was not sure whether her students had learned more.

4. Have you changed your teaching style because of being evaluated by an alternative method? If yes, in what way? If no, why not?

Most teachers did change their teaching styles somewhat because of using the alternative method. Teachers adapted learning styles, integrated methods, tried innovative

programs, did more small group work, and had students use more manipulatives.

Several teachers stated that they changed or adjusted their teaching style each year according to the needs of their group, and the alternative method allowed them to teach to student needs instead of the 6-step lesson plan. They still used some of the practices that they used with the traditional method but they did not feel restrained to use them in a particular way.

Teachers reported that they still used traditional practices such as the board, the textbook and written materials but they used them in a more challenging way, and they asked questions of students differently. One veteran teacher reported that she had used alternative practices prior to this year due to encouragement from the principal, who particularly wanted to see growth in the students.

5. What are the strengths and weaknesses of the Alternative Method?

STRENGTHS

One of the strengths of the alternative method was in its flexibility. The teachers reported that they had the freedom to try different things and got to work collegially. The alternative method was less stressful than doing 38

particular practices, was the vehicle that gave them the freedom to try new things and encouraged exploration with the children, allowed a common focus, and as teachers they had the opportunity to be evaluated on what they had learned.

Several teachers stated, that the new state mandated End-of Grade Testing Program will require different teaching strategies which will include more hands-on materials, manipulatives, and which will focus on individual school improvement. This is the same process for teacher evaluation that the alternative evaluation method is moving into.

WEAKNESSES

Several teachers felt that with the alternative method of evaluation they did not know what they were getting into, and they needed more feedback. They did not have any boundaries with the alternative method and felt a little uncomfortable with this approach, they had to feel their way through, to be willing to learn by trial and error, and to become self-reliant.

The alternative method required more planning and they needed to understand why and how. Some felt there was no write-up or follow through on the evaluation. With the

alternative method there were a lot of unknowns so it was difficult to know or to deliver what was expected.

6. How would you improve the Alternative Method in the future?

Teachers wanted information about the alternative method presented at the beginning of the year with periodic feedback provided during the year. Perhaps monthly meetings with others to learn about new trends and strategies in education, to hear about progress, and suggested activities. They needed some method to know what to expect perhaps establish expected outcomes.

Some teachers requested demonstration classes with teachers who were using the alternative method, to show the methods and strategies they used to teach and promote students' growth. Also, a request was made for workshops with emphasis on the alternative evaluation method.

One teacher felt she had not been involved with the alternative method long enough to make suggestions and one other teacher needed for the alternative method to be more specific.

B. Summative Evaluation. The Summative Evaluation form is required of all professional education personnel employed in a public school setting was administered by the

researcher at the end of the school year, with input from the person being evaluated, as is customary.

All professional employees of the local LEA and the state of North Carolina are required to receive a summative evaluation each year. The form used was mandated by the Department of Public Instruction and all professional employees had received an orientation about the form.

All professional employees received training upon initial employment if they had not been trained when the TPAS was originally started. The training sessions were divided into ten (10) three-hour sessions and were typically taught over a five-day period. Eight (8) areas are mentioned specifically: (1) Instruction Time, (2) Student Behavior, (3) Instructional Presentation, (4) Instructional Monitoring, (5) Instructional Feedback, (6) Facilitating Instruction, (7) Communication within the Educational Environment, (8) Non-Instructional Duties.

An individual session was scheduled for all teachers for the purpose of discussing his/her summative evaluation. Teachers were encouraged to have written input into the process. Comments made by teachers who chose to be evaluated by the alternative method were analyzed and compared to comments made by teachers who chose to be evaluated by the traditional method.

The data collected from the summative evaluations were analyzed using a qualitative case study method. Comments from teachers were divided into the eight (8) major function areas of the TPAS. A rating scale was also a part of the summative evaluation. The scale was divided into six (6) areas which corresponded with the appropriate numbers (1) Superior, (2) Well Above Standard, (3) Above Standard, (4) At Standard, (5) Below Standard, and (6) Unsatisfactory.

Teachers were encouraged to change their rating scale under each of the eight (8) functions if they felt they had earned a higher rating. A change in the rating scale had to be accompanied by appropriate comments telling why the rating should be raised.

Comments from teachers who chose to be evaluated by the Alternative Method are grouped under the specific function areas as follows:

1. Management of Instructional Time

One teacher commented that she was ready to start class quickly and had students on task. Another teacher realized that she needed to be better organized. A teacher felt that because she used a lot of extra materials in teaching and constantly encouraged students to stay on task in order to achieve daily objectives and assignments that this function should be ranked at a high level.

One teacher felt that she began on time and had materials available. Another teacher felt that she had shown remarkable improvement within the last three years and completed each of the areas under this function diligently.

The true meaning of this function was realized by only one teacher. This teacher felt she always started class quickly, got students on task quickly and maintained a high level of student time-on-task.

2. Management of Student Behavior

One teacher commented that she used a discipline log, made parent contacts, and used a quiet voice when disciplining a student and followed rules and guidelines.

A teacher had instituted a system of monthly rewards and had seen this program become successful. She saw an improvement from 28 students not participating during the first month to all students participating the last month.

A teacher had sought to handle a number of discipline problems and had maintained and improved better behavior in class. The great number of problems had improved because of this management. The teacher tried to handle discipline problems within the classroom before coming to the office. Another teacher was very consistent and maintained high expectations for her students' behavior and academic work and worked persistently to maintain this.

In the function of Management of Student Behavior all teachers who chose to comment understood the meaning of this function. These teachers were aware of their responsibilities in this area and carried them out willingly.

3. Instructional Presentation

One teacher felt very good about her lesson plans and the fact that the students understood what was expected of them. She brought examples in and went out of his/her way to make things clearer for the students. She emphasized that the students always knew what was expected of them and they were always given an opportunity to talk about their work.

A teacher commented that she had used a variety of teaching methods and planned lessons by bringing in outside resources. Another teacher sought to make all class presentations interesting and gave examples to make material easy to understand. This teacher felt that she gave students feed-back time to check for understanding and comprehension of all material.

One teacher felt that each sub-function was being met except 3.8 (brisk pace). Another teacher had worked on instructional presentation intensely from the beginning of the year.

Teachers generally felt that because they worked on Instructional Presentation it meant that they were successful and should receive a high rating. They did not appear to equate student success with a high rating.

4. Instructional Monitoring of Student Performance

One teacher felt that she did all of the practices under this function and felt good about doing them. Another teacher commented that she circulated continuously and in the process checked students' work and assigned a reasonable amount of work to students.

One teacher instituted a program of students rating themselves on open-ended questions and the students provided feedback on how to improve the answer. Another teacher monitored student work at all times and proceeded to explain (elaborate) when students had questions. This teacher felt that she constantly assisted during class time.

A teacher felt that she monitored the children throughout the day during each subject. The teacher waited until specific times (non-instructional times) to do paper work that had to be turned in and that did not involve instructional time.

Most teachers felt that Instructional Monitoring of Student Performance related only to being visible in the classroom while students were actually doing their work.

They did not appear to think that keeping anecdotal records of student work in order to check their progress was an important part of this function.

5. Instructional Feedback

One teacher felt that she was quick to praise a student and that she had great patience for students who were slower. She gave out-of-class work or homework on a voluntary basis when other teachers complained of too much homework. This teacher gave great praise and stickers for students who did the extra work.

A teacher stated she was learning the curriculum and needed to work more on being familiar with a particular grade level curriculum and needed to continue working on the learning styles approach to teaching students. Another teacher sought to lead students to find the correct answer if the wrong response was given. She gave students feedback so that they could clearly understand why they had given an incorrect response. A teacher reported that the class did research on questions they could not answer.

Most teachers thought that Instructional Feedback dealt only with encouraging/leading students to find the correct answer. The real essence of this function lies in encouraging student growth in the higher thinking skills areas.

6. Facilitating Instruction

One teacher always used goals and objectives compatible with the LEA and North Carolina. As a way of keeping track of student performance, this teacher maintained a portfolio of every students' work and gave it to them when they graduated (were promoted) from the 5th grade or when they moved. Another teacher commented that her lesson plans were developed according to the Standard Course of Study.

One teacher felt that having students check their own work and rating the work of other students contributed to the learning process for the students and planned to continue this procedure. Another teacher aligned the Standard Course of Study with the text and other activities, used the computer to average and document (keep track of) grades.

A teacher worked very closely to our plan of teaching the Standard Course of Study and used outside resources for facilitating that process. She felt that lesson plans and objectives were always taught according to the 9-week objectives and locally developed curriculum guides.

In the function of Facilitating Instruction teachers thought that whole class planning was most important. They did not think that using individual student information would be a better way to plan.

7. Communicating Within the Educational Environment

One teacher commented that she worked well with students, parents, and co-workers to create a professional environment. Another teacher sought to contact all parents weekly and let them know of the progress of their child and made numerous calls and held conferences to be in touch about all matters pertaining to their child. A teacher tried to treat all the students in a fair manner and attend functions that were related to the students, ex. PTA, parent-teacher conferences, and activities in the community.

After learning about the individual environment of the children, a teacher had managed to communicate, discipline, reward and love them in an appropriate way, a way that was essential to their growing and developing properly. Most teachers felt that they did Communicate Within the Educational Environment. However, they did not understand the word "effectively" that is listed in an area under this function.

8. Performing Noninstructional Duties

A teacher commented that she carried out duties as assigned, followed school policy and had shown evidence of growth. One teacher had requested to be released from a

noninstructional duty because she felt that it was important to get the input from other teachers.

A teacher was chair of a special committee and used the computer for scheduling the activities for the committee. She had been complimented by teachers and volunteers on the organization of the event.

One teacher had gone beyond the normal day in carrying out her duties and did extra things to help our school and children. A teacher attended PTA, Fall Festival, Dedication, etc. Another teacher reported that she always performed noninstructional duties.

Teachers felt that Performing Noninstructional Duties was the only area of this function. They did not realize "as need is perceived" was also a part of this function as was "follows a plan for professional development and demonstrates evidence of growth".

Comments from teachers who chose to be evaluated by the Traditional Method are grouped under the specific function areas as follows:

1. Management of Instructional Time

One teacher felt that the materials she taught were accepted by students, ex. (materials specific to this teacher) over a period of 6-weeks or less, thoroughly learned by students in the regular classes. Another

teacher felt that she had improved in all areas. A teacher felt that she was on task most of the time. The areas mentioned by the teachers under Management of Instructional Time had very little to do with this function.

2. Management of Student Behavior

A teacher felt that the class behavior of his/her students had improved during the school year. This teacher thought that improvement should result in a higher rating.

3. Instructional Presentation

A teacher felt that her lesson presentation always related to specific objectives. This teacher did not understand that Instructional Presentation and instructional planning were not evaluated under the same function.

4. Instructional Monitoring of Student Performance

One teacher was concerned about the performance of each student. She felt that it was her responsibility to have each student perform at their best ability. This teacher felt that proper instructional monitoring by the teacher would result in improved student performance.

5. Instructional Feedback

NO COMMENTS

6. Facilitating Instruction

NO COMMENTS

7. Communicating within the Educational Environment

A teacher tried to communicate and work in a fair manner with her students, parents, and co-workers. The teacher felt that trying to perform a particular function was equal to actually communicating in a superior fashion.

8. Performing Noninstructional Duties

A teacher assumed responsibility as assigned, for various performances featuring students at the school and in the LEA. Another teacher felt that as a teacher she should be capable of fulfilling other duties assigned to her as part of her job.

Both these teachers performed noninstructional duties as they were assigned. The teachers thought that this activity should result in a much higher rating, neither of them considered the professional development part of this function.

Summary of the Impact the Alternative Evaluation Method Had on Teacher Self-Perception

All teachers, except those who were initially certified (less than three (3) years experience) had the opportunity to chose whether or not they chose to be evaluated by the alternative method. Most of the teachers who chose to be evaluated by the alternative method were those whose students would be evaluated by the state mandated end-of-grade testing, students in grades 3, 4, and 5.

Although teachers have been evaluated by the TPAS for the last nine (9) years, some of them still did not realize the particular areas under the eight (8) functions. Teachers commonly confused lesson plans with instructional presentation. All teachers had the opportunity and were encouraged to comment and change their summative evaluation ratings, however, very few of them chose to do so.

Results of the Study

Findings

Research Question 1:

What impact the Alternative Evaluation Method had on teacher perception of organizational climate?

A. Organizational Climate Description Questionnaire (OCDQ)

The purpose of using the OCDQ was to determine whether school climate had improved as a result of using the

Alternative Evaluation Method. The eight subtests of the OCDQ were divided into four areas each for Teachers' Behavior and Principal's Behavior.

Teachers' Behavior included the subtests of Disengagement - the commitment of teachers, Hindrance - the teachers' feelings about busywork, Esprit - the morale of the teachers, and Intimacy - the teachers' feelings about the warmth of the human relationships.

Principal's Behavior included the subtests of Aloofness - the impersonal behavior of the principal, Production Emphasis - the closeness of the principal's supervision, Thrust - the forcefulness of the principal's leadership, and Consideration - the warmth and friendly behavior of the principal.

The subtests for Teachers' Behavior indicated that there was not a statistically significant difference between the treatment and the pretest/posttest factors nor was there an interaction for the control group in the areas of Disengagement, Hindrance, and Esprit. However, for Teachers' Behavior in the area of Intimacy there was a statistically significant difference ($p=.026$) between the pretest/posttest scores for the control group but not between the teachers who chose to be evaluated by the alternative method and the teachers who chose to be evaluated by the traditional method.

The subtests for Principal's Behavior indicated that there was not a statistically significant difference between the treatment and the pretest/posttest factors nor was there an interaction for the control group in the areas of Production Emphasis, Thrust, and Consideration. However, for Principal's Behavior in the area of Aloofness there was a statistically significant difference ($p=.007$) between the pretest/posttest scores for the control group but not between the teachers who chose to be evaluated by the alternative method and the teachers who chose to be evaluated by the traditional method.

B. School Climate Observation Checklist

When scoring the School Climate Observation Checklist, the scores of only eight (8) items; (4) Grouping, (5) Noise in Classrooms, (8) Teaching Strategies, (11) Instructional Time to Promote Mastery by Students, (13) Teaching and Learning Time, (14) Instructional Goals, (15) Community Resources, and (16) Inservice Education for Staff were considered in the statistical computation.

The questions are summarized as follows: (4) Grouping determined by continuous, occasional, limited assessment of student achievement or normed tests at the beginning of the school year.

(5) Noise level in the classrooms is comfortable, disorderly, distracting, or silent.

(8) Teaching strategies in all classrooms ranged from a wide variety, moderate variety, limited variety, or no variety.

(11) Instructional time varied from extensive use, moderate use, limited use, or no flexible time.

(13) Teaching and learning time interrupted by outside influences ranged from no classroom time, little, considerable, and too much time.

(14) Instructional goals are clear and understood by all students, most students, a few students, or are not clear and students are confused.

(15) Community resource people are used extensively, occasionally, rarely, or never used.

(16) Inservice education for staff in the area of morale building and cooperative problem solving ranged from extensive use, moderate use, occasional use, or never used.

There was no statistical difference in the responses from the professionals from the public or the private sector. Upon further observation it was also noted that the responses clustered from both sectors at the moderate level.

Responses to questions appeared to be the following:

(4) Grouping was determined by occasional assessment.

(5) Noise level in the classroom was comfortable.

(8) Teaching strategies in the classroom were in the moderate variety.

(11) Instructional time consisted of a moderate use of flexible time.

(13) Teaching and learning time was interrupted by little outside influence.

(14) Instructional goals were clear and understood by most students.

(15) Community resource people were used occasionally.

(16) Inservice education for staff in the area of morale building and cooperative problem solving was used moderately.

Research Question 2:

What impact the Alternative Evaluation Method had on teacher instructional practices?

A. Analysis of Lesson Plans

Lesson plans in the LEA in which the research took place have historically been considered to be very important. So important that specific lesson plan books are assigned by the central office and principals have been instructed to check lesson plans on a weekly basis. Lesson plans are required to be complete on the Monday of the preceding week.

A t-test was used to compare the lesson plans of the teachers who chose to be evaluated by the traditional method to the lesson plans of the teachers who chose to be evaluated by the alternative method. Results of the t-test indicated that there was a statistically significant difference between the points assigned to the lesson plans of the teachers who chose to be evaluated by the alternative method and the points assigned to the lesson plans of the teachers who chose to be evaluated by the traditional method. The average score of the lesson plans was 1.1062 points higher ($p=.05$) for the teachers who chose to be evaluated by the alternative method than the average score of the lesson plans for the teachers who chose to be evaluated by the traditional method.

B. Observation of Lessons Log

A different approach to checking lesson plans is whether or not the teachers actually teach the lessons their plan book indicated they planned to teach. A well-written lesson plan is only the beginning of a good lesson.

Other important aspects of a lesson plan are whether what is being planned really matters. Is the lesson something that is important or is it extraneous material included because of a teacher's preference or pressure from outside interests or parents?

Important to lesson plans also is whether the planned lesson was actually taught, did the lesson consist of work sheets or did the students engage in activities that promoted higher level thinking. Teacher assistant involvement is also important and can contribute much to student learning. Did the teacher assistants serve as instructional assistants and as a help to student learning or did they merely check papers?

A t-test was used to compare the Observations of Lessons Log of the teachers who chose to be evaluated by the traditional method to the teachers who chose to be evaluated by the alternative method. Scores from the t-test for the Observation of Lessons Log indicated that there was not a statistically significant difference between the Observation of Lessons Log of the teachers who chose to be evaluated by the alternative method and the Observation of Lessons Log of the teachers who chose to be evaluated by the traditional method. Although not statistically significant the teachers who chose to be evaluated by the alternative method did have a higher score on the Observation of Lessons Log than the teachers who chose to be evaluated by the traditional method.

Research Question 3:

What impact the Alternative Method had on teacher self-perception?

A. Interviews

A random sample of teachers responded orally to Interview Questions (see Appendices O and P) administered by a consultant from the Northeast Technical Assistance Center and with whom the teachers were acquainted. Teachers in each group, those who chose to be evaluated by the traditional method or those who chose to be evaluated by the alternative method, were chosen randomly and had an equal and independent chance of being chosen for the interview. Teachers were given a copy of the questionnaire prior to the interview being conducted.

Teachers who were interviewed divided into two categories: (1) some want to try something new and different, (2) some like to know what is expected of them so they can do what is expected. These teachers wanted to continue doing what they have always done. A third category would be initially certified teachers who did not have a choice as to the evaluation method.

Many teachers felt that they were doing a good job of teaching, and neither evaluation process was attributable to that good job. "Doing a good job" was difficult to define,

especially since the grade levels ranged from pre-kindergarten through fifth grade.

Some teachers using the alternative method did not have a clear understanding about what/how they were doing. They stated that they would like a clearer focus at the beginning of the year and more feedback during the year. They requested having something to read concerning the alternative method, and they felt that to discuss how other teachers were doing the alternative method would be helpful. The teachers realized that this process was new, and writing about their experiences would be helpful to those who came after the "trail blazers."

All but one teacher using the alternative method was poised to enter the process next year with their sights set on making the process better. The teacher who decided not to try to alternative process for the coming year stated that she did not know what the alternative process was.

Teachers who were not challenged to try the alternative method, probably needed more time and should not be required to change, but should continue to have the option of being evaluated by the traditional method.

The alternative evaluation process should be more in focus with the way teachers are using evaluation in the classroom. The evaluation process for students and teachers should be more in focus with the new testing process for

students mandated by the North Carolina Department of Public Instruction.

B. Summative Evaluation

At the end of the school year all teachers were scheduled for an individual appointment to discuss their summative evaluation (see Appendix N). Teachers were encouraged to change the rating on their evaluation and if they did change the rating to make verbal comments on their evaluation.

Teachers who chose to be evaluated by the alternative evaluation process were more likely to comment on their summative evaluation form than the teachers who chose to be evaluated by the traditional evaluation process. This may have been due to the fact that they had received more encouragement from the principal during the school year to try new instructional methods.

The realization that the teachers would not be considered a failure if a new instructional method did not cause student learning to improve immediately could have also been a factor. Also, the teachers who chose to be evaluated by the alternative method were expected to try new ideas.

Discussion

For this study data were collected to assess the impact of alternative methods of teacher evaluation on teacher perception of organizational climate, teacher instructional practices, and teacher self-perception. The organization of the data was based on three research questions used to gather information.

Research Question 1: What impact has the Alternative Evaluation Method had on teacher perception of organizational climate?

The Alternative Evaluation Method allowed and encouraged teachers to try new and innovative teaching methods. Teachers were encouraged to try different ways of teaching with the assurance that they would not be evaluated using the old standards.

Final results from the Organizational Climate Description Questionnaire (OCDQ) indicated that the subtest of Intimacy - the teachers' feelings about the warmth of the human relationships - decreased. Results from the OCDQ also indicated that Aloofness - the impersonal behavior of the principal - also decreased.

The School Climate Observation Checklist completed by professionals from the public and private sectors indicated that the responses clustered from both sectors at the

moderate level. There was no indication that there was a difference in the responses from the private or the public sectors.

Climate

During the 1990's, the movement toward school restructuring has created a climate in which new forms of teacher assessment are being explored. One must not continue to promote a model of teaching (a lock-step process) that does not encourage teachers to exercise their own professional judgment during the teaching process (Haertel, 1991). Stiggins and Duke (1988), concurred when they stated that "very few teachers report experiencing any professional growth as a result of the lockstep, accountability-oriented evaluation procedures they have experienced" (p. xi). Included in this statement is also the idea that one must not continue to think of teacher evaluation "as something done to teachers by administrators" (Haertel, 1991, p. 6). "One of the most powerful assumptions held by teachers is that evaluation is something done to them" (Gitlin, 1989, p. 324).

Alternatives

In the mid-1980's educators in this country became aware that instead of improving efficiency and equity their

efforts toward bureaucratization had the opposite effect. In terms of the interests of the research undertaken for this dissertation in the area of teacher evaluation, Pajak (1992) noted that expensive evaluation systems had been developed "that had little relevance or impact on what happened in classrooms and schools" (p. 127). Shulman (1977), concurred when he stated that "a new approach to teacher assessment is needed and needed badly" (p. 44).

Almost all educational personnel in the United States are evaluated, but "there is widespread dissatisfaction with the quality of personnel evaluation in education" (Stufflebeam, 1988, p. 157). Milner (1991) termed assessment instruments as being "first-generation evaluation instruments" (p. 789).

Medley and Coker (1987), promoted the idea of some alternate form of teacher assessment, other than principal's ratings. However, as one continues to hear more about accountability in public education, the evaluation of teachers takes on increased importance (Marczely, 1992).

Research Question 2: What impact has the Alternative Evaluation Method had on teacher instructional practices?

The lesson plans of the teachers who chose to be evaluated by the traditional method were compared to the

lesson plans of the teachers who chose to be evaluated by the alternative method. Results of the statistical computation indicated that there was a statistically significant difference between the lesson plans of the teachers who chose to be evaluated by the alternative method and the lesson plans of the teachers who chose to be evaluated by the traditional method.

The average score of the lesson plans of the teachers who chose to be evaluated by the alternative method was 1.1062 points higher ($p=.05$) than the average score of the lesson plans of the teachers who chose to be evaluated by the traditional method.

The lessons that were observed as they were taught were assigned a score based on whether the lesson planned was actually taught. Scores from the Observation of Lessons Log indicated that there was not a statistically significant difference between the Observation of Lessons Log of the teachers who chose to be evaluated by the alternative method and the Observation of Lessons Log of the teachers who chose to be evaluated by the traditional method. Although not statistically significant, the teachers who chose to be evaluated by the alternative method did have a higher score than the teachers who chose to be evaluated by the traditional method.

Standardization

Most evaluation systems for teachers are standardized, in which the evaluation process is consistently used throughout the same school district and in some situations across the state, with the identical process used for each teacher regardless of grade level or subject area (Haefele, 1992). In North Carolina as of 1992 all teachers were evaluated by the same instrument. A number of people felt that this practice really did not do justice to teachers in the various grade levels and disciplines. This opinion is echoed by Madaus and Puelin (1987) and Stodolsky (1984) who stated that the art of teaching required of the second-grade reading teacher versus the high school biology teacher is so different that it is unlikely that their respective professional competencies can be judged by the same measure.

Purpose of Teacher Evaluation

The primary goal of teacher evaluation has long been the improvement of individual and collective teaching performance in schools (Wise, Darling-Hammond, McLaughlin & Bernstein, 1984), that would in turn lead to the improvement of student learning. The evaluation process is most often carried out by adults mainly the principal. However, in their work-related profession, teachers lead lives that do not allow considerable interaction with adults and may be

devoid of adult, work-related interaction (Daresh, 1992). Teachers need to hear how well they are performing, but the word "evaluation" many times causes teachers to be resistant and negative connotations to arise about the evaluation process (Soar, Medley & Coker, 1983; Schwartz, 1992).

Teachers often say that evaluation does not help them in any area of teaching and instruction; and "the process tends to be negative, feared, and rejected by those being evaluated" (Root & Overly, 1990, p. 34). Teacher evaluation is widely regarded in a negative way (Soar, Medley, & Coker, 1983).

Research Question 3: What impact has the Alternative Evaluation Method had on teacher self-perception?

A random sample of teachers responded to Interview Questions administered by a consultant from the Northeast Technical Assistance Center. Teachers who were interviewed appeared to divide into two categories: (1) some wanted to try something new and different, (2) some liked to know what was expected of them so they could do what was expected. A third category would be initially certified teachers who did not have a choice as to the evaluation method.

All of the teachers who chose to be evaluated by the alternative process had decided to choose the same method for

the coming year, except one. They had specific suggestions about improving the procedures and were excited about the prospect of working as a collaborative group.

Teachers who chose to be evaluated by the alternative method were more likely to want to have input into their summative evaluation than the teachers who chose to be evaluated by the traditional method.

By the way the program was designed the teachers who chose the alternative method did receive more encouragement from the principal to try new teaching methods. Also, these teachers were not considered to be a failure if they tried a new instructional method and it did not result in improved student learning immediately.

Teacher Development

Darling-Hammond (1985) promoted the idea of teachers having input into developing a process to evaluate their teaching in that it is more likely that they will solicit feedback and use the recommendations for improvement. Therefore, one would do well to involve teachers in the development of any evaluation procedures, as "the effectiveness of ... evaluation relies on the engagement and motivation of the individual teacher" (Darling-Hammond, 1990, p. 27). Evaluation systems for teachers will improve performance when teachers have input into the evaluation

criteria (Glatthorn, 1989). An evaluation system that involves the entire staff will enhance the quality of instruction in classrooms (Kremer, 1988). The active involvement of teachers in the development and operation of evaluation procedures is a necessity (Root & Overly, 1990). In teaching as with any other enterprises, ownership must be present if the operation is to be successful. "Evaluation should become an on-going set of experiences in which teachers examine their own and each others' work," (Darling-Hammond, p. 8) they themselves determine its effectiveness, and explore alternative strategies.

The development of teacher-evaluation practices does not occur in a vacuum and must be applicable to real-life settings (Darling-Hammond, 1990). Communication about the process which is clear and repeated often should also be included. Darling-Hammond (1990), also agreed that conditions under which the evaluation process was designed and implemented are as important as the formal design and have a great influence on outcomes. Arbitrary evaluation procedures which have been imposed upon teachers may cause negative feelings toward evaluation (Pine & Boy, 1975). Schwartz (1992) agreed that authority-imposed evaluation is one of the problems associated with traditional teacher evaluation and such evaluation may tend to be ineffective

because of the "fear and resentment experienced by the teacher in the evaluation process" (p. 59).

Teacher evaluation is one of the most controversial and debated issues in education. Rothberg and Fenner (1991) reported that when the objective of observation is professional growth, teachers may have positive feelings toward colleagues and supervisors. All members of the educational community have one goal in common, to meet the educational needs of every student (Katims & Henderson, 1990). A more appropriate evaluation instrument for these members will help meet this goal.

Adult Growth and Development

As teachers become more empowered and accountable for their own professional growth they may find a need to engage in reflective practices and self-analysis. Despite many years of above standard evaluations many teachers may not choose to participate in activities designed to reform teacher evaluation. Research on adult growth and development shows a variety of factors that may cause individual teachers not to welcome alternative methods of evaluation (Duke, 1993). Areas included are lack of awareness, disillusionment, distrust, pessimism, high comfort level with current practice, preoccupation with

other concerns, stress, fear of failure, impatience, and poor time management (Duke, 1993).

In order for teachers to be willing to choose alternative methods of evaluation they must be willing to engage in reflective thinking or stock taking. One of the most difficult tasks "we face is convincing people of the worth of this kind of reflective evaluation" (Brookfield, 1987, p. 78). It is important that teachers are encouraged not to think of reflective evaluation as taking time away from their real purpose, teaching.

Teachers sometimes feel that administrators and supervisors are the experts and they have no value in deciding which teaching method, etc. may be best; "the experience of evaluating their own efforts is so unfamiliar that they cannot believe their judgments are really going to be accepted as valid by experts and authority figures" (Brookfield, 1987, p. 251-252).

As teachers begin to acquire new skills or knowledge it is very important that they assess the new information against prior knowledge or else they will always teach as they were taught. However, they must be careful not to judge the use or accuracy of the new information too soon, as they have not had sufficient time to form a basis for comparison (Brookfield, 1987).

Trends for the Future

Teacher evaluation is a complicated process, but one that is required by law in most states. Evaluating teachers is particularly complex because all teachers are individuals and bring their own individual teaching styles while students also bring their own learning styles into the process. Developmental educators believe that both teaching and learning styles should match the cognitive stages of the students. Both teachers and students have learning styles that are varied, without considering the person involved in conducting the evaluation process, most of the time, the principal. Manatt (1987), encouraged evaluator and evaluatee to communicate honestly and forthrightly and to be sensitive to each other's concerns and responsibilities.

Conley (1987) encouraged the evaluator and the evaluatee to work toward mutual trust and develop confidence to enable the evaluation process to work effectively and most importantly to work to demystify the evaluation process. Brandt (1987), cautioned us to develop evaluation systems that are clear and research based and that help supervisors make judgments that give constructive feedback to teachers. As an evaluation process is developed that involves teachers, in a similar vein, this same developmental process must be used to encourage teachers to

use evaluation practices that involve and motivate students.

CHAPTER 5

SUMMARY AND CONCLUSIONS

This chapter presents a summary and discussion of the study's findings. This study was designed to assess the impact of the alternative methods of teacher evaluation on teacher perception of organizational climate, teacher instructional practices, and teacher self-perception. It contains a brief summary of the study, a summary of study findings, conclusions drawn from the results of the study, a discussion of the recommendations of the study, and implications for future research that became apparent as a result of the study.

Summary

The purpose of this study was to assess the impact of alternative methods of teacher evaluation on teacher perception of organizational climate, teacher instructional practices, and teacher self-perception. The study was based primarily upon direct observation of 44 professional personnel, which included the principal and the assistant principal, in a rural elementary school in northeastern North Carolina; approximately one-half of whom chose to be evaluated by an alternative method instead of the North Carolina Teacher Performance Appraisal System (TPAS).

A case study method was used to gather data to provide answers for the three research questions. Data were compiled on each research question by using two different methods for each of the three questions.

Research Question 1: What impact has the Alternative Evaluation Method had on teacher perception of organizational climate?

- A. Organizational Climate Description Questionnaire
- B. A School Climate Observation Checklist

Research Question 2: What impact has the Alternative Evaluation Method had on teacher instructional practices?

- A. Analysis of Lesson Plans Rubric
- B. Observations of Lessons Log

Research Question 3: What impact has the Alternative Evaluation Method had on teacher self-perception?

- A. Interview Questions
- B. Summative Evaluation

Review of the literature, data gathering, and interviews provided information specific to the three research questions. This information was used to assess the impact of alternative methods of teacher evaluation on

teacher perception of organizational climate, teacher instructional practices, and teacher self-perception.

A review of the related research and literature specific to the study was conducted in eight areas. The areas included historical overview, current status, alternative approaches to teacher evaluation, specific approaches used in alternative evaluation, adult growth and development, formative and summative evaluation, trends for the future, and case study method.

At the present time the field of education is moving toward school restructuring. There is a need for creativity and higher levels of performance in the area of teacher evaluation as the teaching profession moves toward site-based management in education. The current teacher evaluation system rewards neither creativity nor risk taking on the part of teachers.

In the process of synthesizing Outcome Based Education, curriculum alignment and North Carolina End-of-Grade Testing, administrators must encourage teachers to grow professionally and to look for new and innovative ways to teach students. The North Carolina Department of Public Instruction conducted a major study and concluded that while the North Carolina Teacher Performance Appraisal System "was well designed for summative evaluation" (Holdzkom, 1990, p. 6), it was very narrow and did not lend itself to creativity

nor did it foster higher levels of performance on the part of the teacher. This practitioner, working with the Teacher Performance Appraisal System on a daily basis, found that the amount of time required to use the TPAS properly was overwhelming.

In 1989, the North Carolina General Assembly passed the School Improvement and Accountability Act, commonly known as Senate Bill 2. By this process the General Assembly granted authority to local boards of education to develop alternative systems of teacher evaluation. Through this action, the General Assembly created the opportunity for individual districts to create teacher evaluation systems if, in the view of the local district, such an alternative system would contribute to the accountability or improvement goals of the local school district (Holdzkom, 1990).

In recent years there has been a widespread movement toward effective teacher evaluation practices and improved student learning, all grouped with the word "accountability". A school principal is ultimately responsible and accountable for teacher evaluation and student learning. This concept has a long history in the literature of education.

A case study method was used to study the problem. This approach allowed an in-depth look at meaningful and significant variables which may be transferable to other

rural elementary school settings. A case study is particularly valuable when the evaluation process aims to capture individual differences.

In this particular study, the research centered around a particular school, although the research may have noted relationships within the school that had external connections. The faculty of a school changes often and new faculty members bring new ideas and teaching methods that influence the present faculty.

From the original idea of an alternative method for teacher evaluation, the plan has not been to provide a model for Alternative Teacher Evaluation, but rather to provide a process whereby teachers can collaboratively plan, with the principal, an individual Professional Development Plan which would include an evaluation component. Through an alternative evaluation approach, the teacher evaluation process will have a more visible and significant impact on school improvement, "because improving the quality of teachers" will be "seen as critical for improving the quality of education" (Darling-Hammond, 1990, p. 17).

Summary of Study Findings

The following summary is organized around the three research questions. Data were compiled on each research

question by using two different methods for each of the three questions.

Research Question 1: What impact has the Alternative Evaluation Method had on teacher perception of organizational climate?

(A) For the first question concerning teacher perception of organizational climate, the Organizational Climate Description Questionnaire (OCDQ) (see Appendix J) was administered to a random sample of teachers who chose to be evaluated by an alternative method; it was also administered to a random sample of teachers who chose to be evaluated by the traditional method. The OCDQ was administered to all teachers at the end of the school year, and the questionnaires of the teachers who chose to be evaluated by the alternative method were kept separate from those of the teachers who chose to be evaluated by the traditional method. The eight (8) subtests of the OCDQ were divided into four (4) areas each for Teachers' Behavior and Principal's Behavior.

The subtests for Teachers' Behavior indicated that there was not a statistically significant difference between the treatment and the pretest/posttest factors nor was there an interaction for the control group in the areas of

Disengagement, Hindrance, and Esprit. However, for Teachers' Behavior in the area of Intimacy there was a statistically significant difference ($p=.026$) between the pretest/posttest scores for the control group but not between the teachers who chose to be evaluated by the alternative method and the teachers who chose to be evaluated by the traditional method.

The subtests for Principal's Behavior indicated that there was not a statistically significant difference between the treatment and the pretest/posttest factors nor was there as interaction for the control group in the areas of Production Emphasis, Thrust, and Consideration. However, for Principal's Behavior in the area of Aloofness there was a statistically significant difference ($p=.007$) between the pretest/posttest scores for the control group but not between the teachers who chose to be evaluated by the alternative method and the teachers who chose to be evaluated by the traditional method.

B. A School Climate Observation Checklist (see Appendix K) was completed by visiting professional personnel from the Northeast Technical Assistance Center, the local LEA, and a local private college. Personnel from these three agencies were familiar with the research site and provided an outside source for the collection of data and

gave a different point of view to the variables of school climate.

There was no statistical difference in the responses from the professionals from the public or the private sectors. Upon further observation it was also noted that the responses clustered from both sectors at the moderate level.

Research Question 2:

What impact the Alternative Evaluation Method had on teacher instructional practices?

(A) The second question concerning teacher instructional practices was answered by an Analysis of Lesson Plans Rubric (see Appendix L) and by the use of an Observation of Lessons Log (see Appendix M). The Rubric was a method designed to give a score to a lesson plan, from a lesson plan from required by the local LEA. Lesson plans were given a holistic score based upon their completeness according to a prescribed form.

A t-test was used to compare the lesson plans of the teachers who chose to be evaluated by the traditional method to the lesson plans of the teachers who chose to be evaluated by the alternative method. Results of the t-test indicated that there was a statistically significant

difference between the points assigned to the lesson plans of the teachers who chose to be evaluated by the alternative method and the points assigned to the lesson plans of the teachers who chose to be evaluated by the traditional method. The average score of the lesson plans was 1.1062 points higher ($p=.05$) for the teachers who chose to be evaluated by the alternative method than the average score of the lesson plans for the teachers who chose to be evaluated by the traditional method.

(B) The Observation of Lessons Log was compared to the Lesson Plans Rubric to determine if teachers actually taught the lesson their plans indicated. The Log was developed from a form originally designed by a supervisor at the local LEA.

A t-test was used to compare the Observations of Lessons Log of the teachers who chose to be evaluated by the traditional method to the teachers who chose to be evaluated by the alternative method. Scores from the t-test for the Observation of Lessons Log indicated that there was not a statistically significant difference between the Observations of Lessons Log of the teachers who chose to be evaluated by the alternative method and the Observation of Lessons Log of the teachers who chose to be evaluated by the traditional method. Although not statistically significant

the teachers who chose to be evaluated by the alternative method did have a higher score on the Observations of Lessons Log than the teachers who chose to be evaluated by the traditional method.

Research Question 3:

What impact the Alternative Method had on teacher self-perception?

(A) Research question three (3) concerning teacher self-perception was answered by a random sample of teachers who responded orally to Interview Questions (see Appendices O and P) administered by a consultant from the Northeast Technical Assistance Center and with whom the teachers were acquainted. Teachers in each group, those who chose to be evaluated by the traditional method or those who chose to be evaluated by the alternative method, were chosen randomly and had an equal and independent chance of being chosen for the interview. Teachers were given a copy of the questionnaire prior to the interview being conducted.

Teachers who were interviewed were divided into two categories: (1) those who wanted to try something new and different, (2) those who like to know what is expected of them so they can do what is expected. Initially certified teachers did not have a choice as to the evaluation method,

they were required to be evaluation by the Traditional Method.

Teachers using the alternative method felt that they did not have a clear understanding about what/how they were doing. Also, the teachers stated that they would like a clearer focus at the beginning of the year and more feedback during the year. The teachers requested having something to read concerning the alternative method, and also felt that to discuss how other teachers were doing the alternative method would be helpful. The teachers realized that this process was new, and writing about their experiences would be helpful to those who came after the "trail blazers."

(B) The Summative Evaluation form (see Appendix N) required of all professional education personnel employed in a public school setting was administered by the researcher at the end of the school year, with input from the person being evaluated, as is customary.

At the end of the school year all teachers were scheduled for an individual appointment to discuss their summative evaluation. Teachers were encouraged and felt free to change the rating on their evaluation and if they did change the rating to make verbal comments on their evaluation.

Teachers who chose to be evaluated by the alternative evaluation process were more likely to comment on their summative evaluation form than the teachers who chose to be evaluated by the traditional evaluation process. This may have been due to the fact that they had received more encouragement from the principal during the school year to try new instructional methods.

The realization that the teachers would not be considered a failure if a new instructional method did not cause student learning to improve immediately could have also been a factor. Also, the teachers who chose to be evaluated by the alternative method were expected to try new ideas.

Conclusions

The following conclusions are drawn from this study which was designed to assess the impact of alternative methods of teacher evaluation.

1. The present system of evaluating teachers in North Carolina, a checklist approach, is not well suited to all elementary grade levels and areas of study.
2. Teachers feel that the TPAS is too constraining in the suggested outline for instructional presentation, it

specifically does not encourage hands-on activities for students.

3. It is difficult for teachers to show professional growth when being evaluated by the TPAS. The TPAS does not encourage nor reward creative or innovative methods of teaching.
4. Teachers are pleased with the flexibility of the alternative evaluation method. They do not feel that they are a failure if they try a new instructional approach and it is not immediately successful.
5. The climate of the school is more open as a result of allowing teachers the option of being evaluated by the alternative method.

Recommendations

The following discussion presents recommendations in three areas: teacher perception of organizational climate, teacher instructional practices, and teacher self-perception.

Teacher Perception of Organizational Climate

For purposes of assessing the impact of alternative methods of teacher evaluation on teacher perception of

organizational climate, some method of assessing school climate should be administered each year.

. Consideration should be given to administering the Organizational Climate Description Questionnaire, revised edition, for elementary schools at the end of the school year.

Teacher Instructional Practices

For purposes of assessing the impact of alternative methods of teacher evaluation on teacher instructional practices present methods of recording lesson plans and informal observations should be reconsidered.

. The early grades; pre-kindergarten, kindergarten, first and second grades are presently exploring commercial plan books designed for each grade level and that correlate with the North Carolina Standard Course of Study for these grades. Grades three, four, and five are considering a common planning book.

. Plans are being made to develop a process so that teachers can have immediate feedback from an informal observation (NCR paper, no carbons required).

Teacher Self-Perception

For purposes of assessing the impact of alternative methods of teacher evaluation on teacher self-perception, ways of improving the year-end summative evaluation are being explored for teachers and classified personnel.

. Consider conducting summative evaluations at the beginning of the school year due to the fact that state accreditation data, end-of-grade testing information, etc. are not available until late summer.

. Classified personnel will need to be included in every phase of school life because they must be given an opportunity to vote for the School Improvement Plan and Differentiated Pay.

. The alternative evaluation process should be more in focus with the way teachers are using evaluation in the classroom. The evaluation process for students and teachers should be more in focus with the new testing process for students mandated by the North Carolina Department of Public Instruction.

. Teachers who were not challenged to try the alternative method, should not be required to change but should be given more time; and should continue to have the option of being evaluated by the traditional method.

. Implications for principals will include training in site-based management and restructuring in order for them to

become prepared to work with teachers in a more collaborative manner.

Implications for Future Research

This research on assessing the impact of alternative methods of teacher evaluation on teacher perception of organizational climate, teacher instructional practices, and teacher self-perception has caused teachers to question many of their instructional practices. Teachers are beginning to ask why they should continue to use a particular instructional procedure if it does not help their students learn. Evaluation procedures to determine which particular instructional practices cause the most student learning would be beneficial.

Teachers are beginning to work together more closely and share ideas on successful teaching practices. They are not so concerned with the particular "score" on their summative evaluation because with the alternative method there is no "score". It may be beneficial to compare teacher instructional practices, grade level meetings, and cross-grade level meetings with North Carolina End-of-Grade Test scores for students.

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Appendix A

Practices Good Teaching



Telephone: (919) 560-2060
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C. Owen Phillips
Superintendent

Research, Development & Accountability
David Holdzkom, Executive Director

March 24, 1994

Ms. Brenda Tinkham
Principal,
Riverview Elementary School
Rt. 1, Box 337
Murphreesboro, NC. 27855

Dear Brenda:

It was good to hear from you and to learn that your doctoral studies continue toward success. If I may, let me take this means to try to respond to your questions about "good teaching practice".

In 1985-86, as the NC Teacher Performance Appraisal System was being put into place, we were very sensitive about potential charges that we were trying to dictate teachers' professional behavior. We found that making a distinction between the terms "practice" (as used in the NC TPAS) and "behavior" was helpful. We understood "practice" as a component part of "function". If the function in question was Management of Instructional Time, we could see that four practices underlay that function. One of those practices was 1.4 The teacher maintains a high degree of student time on task. Obviously, a given teacher would demonstrate a particular behavior (a specific, observable action) that could be classified as tending to maintain a high degree of time on task. What the evaluation system did not do was to predict (or even define) what the teacher's behavior would be. There are too many variants to develop a comprehensive exhaustive list. However, the observer was trained to recognize the connection between the specific behavior and the practice of which it was a particular example.

Given, then, this distinction between "practice" and "behavior", we did not specify desirable behaviors, but we did specify desirable practices, as I think you found in the *Educational Leadership* article. We always thought of the distinction as analogous to the distinction made by Noam Chomsky between deep structures and surface structures in language.

By 1989 and 1990, when Barbara Kuligowski and I began to work on alternative models for teacher evaluation, we tended to use the terms "practice" and "behavior" synonymously, as the context will indicate. Thus, for example, in discussion of one of the models (the one linking Functions 3 and 6) we describe the model as fostering self-reflection on the teacher's part, self-aware decision-making, etc. We described these as practices (again, the specific behavior might vary from case to case), but I think that the distinction between practice and behavior was less important, so we weren't as insistent on the use of the different terms. At other points in that paper on alternative systems, we would use complexes of behavior (cooperative learning methods, for example) as examples of practice that teachers and evaluators might want to stress.

In any case, in neither 1985 nor in 1989 did we ever prescribe a specific behavior that we thought all teachers must engage in. Indeed, we always felt that the NC TPAS, unlike some of the alternative models, should mirror a teacher's behavior, not lead it. I don't think that Dan Duke makes that distinction in so many words, but I think you can reasonably infer it from his work. Indeed, the clinical supervision folks, for the most part, see evaluation as leading teachers to improved practice, whereas the accountability folks tend to see evaluation systems as being more reflective of whatever is going on and concern themselves more with accurate reflection of current practice of a teacher. (This idea is explored in an article that Barbara and I wrote with Russ French, a copy of which I enclose.)

I hope you find this helpful. If I can answer additional questions, please let me know. You may write or phone me at 560-2060. Best of luck as you bring your dissertation to a fruitful conclusion.

Cordially,

David Holdzkom
David Holdzkom

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Appendix B

Twenty-Eight Teaching Practices

- 1.1 Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.
- 1.2 Teacher gets the class started quickly.
- 1.3 Teacher gets students on task quickly at the beginning of each lesson or instructional activity.
- 1.4 Teacher maintains a high level of student time-on-task.
- 2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.
- 2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole-class instruction, small group instruction, etc.
- 2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.
- 2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.
- 2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.
- 3.1 Teacher begins lesson or instructional activity with a review of previous material.
- 3.2 Teacher introduces the lesson or instructional activity and specifies learning objectives when appropriate.
- 3.3 Teacher speaks fluently and precisely.
- 3.4 Teacher presents the lesson or instructional activity using concepts and language understandable to the students.

- 3.5 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.
- 3.6 Teacher assigns tasks that students handle with a high rate of success.
- 3.7 Teacher asks appropriate levels of questions that students handle with a high rate of success.
- 3.8 Teacher conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.
- 3.9 Teacher makes transitions between lessons and between instructional activities within lesson efficiently and smoothly.
- 3.10 Teacher makes sure that the assignment is clear.
- 3.11 Teacher summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.
- 4.1 Teacher maintains clear, firm and reasonable work standards and due dates.
- 4.2 Teacher circulates during classwork to check all students' performance.
- 4.3 Teacher routinely uses oral, written, and other work products to check student progress.
- 4.4 Teacher poses questions clearly and one at a time.
- 5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.
- 5.2 Teacher regularly provides prompt feedback on assigned out-of-class work.
- 5.3 Teacher affirms a correct oral response appropriately, and moves on.
- 5.4 Teacher provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.
- 6.1 Teacher has an instructional plan which is compatible with the school and system-wide curricular goals.

- 6.2 Teacher uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks.
- 6.3 Teacher maintains accurate records to document student performance.
- 6.4 Teacher has instructional plan that matches/aligns objectives, learning strategies, assessment and student needs at the appropriate level of difficulty.
- 6.5 Teacher use available human and material resources to support the instructional program.
- 7.1 Teacher treats all students in a fair and equitable manner.
- 7.2 Teacher interacts effectively with students, co-workers, parents, and community.
- 8.1 Teacher carries out non-instructional duties as assigned and/or as need is perceived.
- 8.2 Teacher adheres to established laws, policies, rules, and regulations.
- 8.3 Teacher follows a plan for professional development and demonstrates evidence of growth.

Note. From North Carolina Effective Teaching Training Program, Trainer's Manual. Spring/Summer 1985. Raleigh, NC: Department of Public Instruction.

Appendix C
Five Teaching Functions

1. Management of Instructional Time
2. Management of Student Behavior
3. Instructional Presentation
4. Instructional Monitoring of Student Performance
5. Instructional Feedback

Note. From North Carolina Effective Teaching Training Program, Trainer's Manual. Spring/Summer 1985. Raleigh, NC: Department of Public Instruction.

Appendix D

Three Additional Teaching Functions

6. Facilitating Instruction
7. Interacting Within the Educational Environment
8. Performing Non-Instructional Duties

Note. From North Carolina Effective Teaching Training Program, Trainer's Manual. Spring/Summer 1985.
Raleigh, NC: Department of Public Instruction.

Appendix E

FORMATIVE OBSERVATION DATA INSTRUMENT

Instructions: Use this sheet to record anecdotally and sequentially those events which occur during the classroom observation. Be sure to code each instance of a TPAI practice as follows:

- . appropriate use of practice
- + strong or positive use of practice
- weak or negative use of practice

Practice	Time	Comments
1. INSTRUCTION TIME		
1.1 Materials ready		
1.2 Class started quickly		
1.3 Gets students on task		
1.4 Maintains high time-on-task		
2. STUDENT BEHAVIOR		
2.1 Rules--Administrative Matters		
2.2 Rules--Verbal Participation/Talk		
2.3 Rules--Movement		
2.4 Frequently monitors behavior		
2.5 Stops inappropriate behavior		
3. INSTRUCTIONAL PRESENTATION		
3.1 Begins with review		
3.2 Introduces lesson		
3.3 Speaks fluently		
3.4 Lesson understandable		
3.5 Provides relevant examples		
3.6 High rate of success on tasks		
3.7 Appropriate level of questions		
3.8 Brisk pace		
3.9 Efficient, smooth transitions		
3.10 Assignment clear		
3.11 Summarizes main points		

- | | |
|---|--|
| <ul style="list-style-type: none"> 4. INSTRUCTIONAL MONITORING <ul style="list-style-type: none"> 4.1 Maintains deadlines, standards 4.2 Circulates to check student performance 4.3 Uses oral, written work products to check progress 4.4 Questions clearly and one at a time 5. INSTRUCTION FEEDBACK <ul style="list-style-type: none"> 5.1 Feedback on in-class work 5.2 Prompt feedback on out-of class work 5.3 Affirms correct answer quickly 5.4 Sustaining feedback on incorrect answers 6. FACILITATING INSTRUCTION <ul style="list-style-type: none"> 6.1 Instructional plan compatible with goals 6.2 Diagnostic information to develop tasks 6.3 Maintains accurate records 6.4 Instructional plan for curriculum alignment 6.5 Available resources support program 7. COMMUNICATING WITHIN THE EDUCATIONAL ENVIRONMENT <ul style="list-style-type: none"> 7.1 Treats all students fairly 7.2 Interacts effectively within school and community 8. NON-INSTRUCTIONAL DUTIES <ul style="list-style-type: none"> 8.1 Carries out non-instructional duties 8.2 Adheres to laws, policies 8.3 Plans for professional development | |
|---|--|

Note. From North Carolina Effective Teaching Training Program, Trainer's Manual. Spring/Summer 1985. Raleigh, NC: Department of Public Instruction.

Appendix F

Teacher's Name _____
 Date of Observation _____

FORMATIVE OBSERVATION DATA ANALYSIS

Based on your observations, address each of the following areas using statements which accurately reflect the quality of performance documented by your raw data.

<u>MANAGEMENT OF INSTRUCTIONAL TIME</u>	<u>MANAGEMENT OF STUDENT BEHAVIOR</u>
<u>INSTRUCTIONAL PRESENTATION</u>	<u>INSTRUCTIONAL MONITORING</u>
Focus and Review	
Lesson Objective	
Teacher Input	
Guided Practice	
Independent Practice	<u>INSTRUCTIONAL FEEDBACK</u>
Closure	

FACILITATING INSTRUCTION

COMMUNICATING WITHIN THE EDUCATIONAL ENVIRONMENT

NON-INSTRUCTIONAL DUTIES

From the classification of raw data on this sheet, list the strengths observed in this lesson, and prioritize the areas needing improvement.

Strengths:

Areas That Need Improvement (Prioritize):

Note. From North Carolina Effective Teaching Training Program, Trainer's Manual. Spring/Summer 1985. Raleigh, NC: Department of Public Instruction.

Appendix G

Six Point Lesson Plan

1. Focus and Review for four possible functions:
 - to focus the learner's attention on the lesson
 - to relate previous learning to the lesson
 - to diagnose the learner's prerequisite skills
 - to provide reasons which establish why the lesson is important
2. Lesson Objective - lets the students know what is expected of them.
3. Teacher Input - the presentation of the learning activities to the students.
4. Guided Practice - the process whereby the teacher closely monitors the students's first attempts at new learning.
5. Independent Practice - occurs after the students have demonstrated that they can perform the new skill without errors.
6. Closure - provides a summary of major concepts and allows students to reach a plateau in the learning process.

Note. From North Carolina Effective Teaching Training Program, Trainer's Manual. Spring/Summer 1985.
Raleigh, NC: Department of Public Instruction.

Appendix H
Riverview Elementary School
Professional Development Plan
Alternative Evaluation System

NAME: _____ POSITION: _____

1. AREA OF FOCUS:

School Improvement-
Collegial Group -
Action Research -
Staff Development -

2. STRATEGIES:

3. ASSESSMENT:

Developed collaboratively by:

EVALUATOR: _____ EVALUATEE: _____

DATE: _____ DATE: _____

Appendix I

Data Collected on Three Research Questions

Research Questions	Teachers	Teachers	Teachers
1. What impact the Alternative Evaluation Method had on teacher perception of organizational climate?	A.Climate OCDQ B.Observa- tion Check- list		
2. What impact the Alternative Evaluation Method had on teacher instructional practices?		A. Analysis of Lesson Plans B. Observa- tion of Lessons Log	
3. What impact the Alternative Evaluation Method had on teacher self-perception?			A.Inter- views B.Summa- tive Evalu- ation

Appendix J

Organizational Climate Description Questionnaire

Please circle the number which best indicates your opinion of each statement.

(1) rarely (2) sometimes (3) often (4) Very frequently

I. Disengagement

1. The mannerisms of teachers at this school are annoying.

1 2 3 4

2. There is a minority group of teachers who always oppose the majority.

1 2 3 4

3. Teachers exert group pressure on nonconforming faculty members.

1 2 3 4

4. Teachers seek special favors from the principal.

1 2 3 4

5. Teachers interrupt other faculty members who are talking in faculty meetings.

1 2 3 4

6. Teachers ask nonsensical questions in faculty meetings.

1 2 3 4

7. Teachers ramble when they talk in faculty meetings.

1 2 3 4

8. Teachers at this school stay by themselves

1 2 3 4

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Please circle the number which best indicates your opinion of each statement.

(1) rarely (2) sometimes (3) often (4) Very frequently

9. Teachers talk about leaving the school system.

1 2 3 4

10. Teacher socialize together in small select groups.

1 2 3 4

II. Hindrance

11. Routine duties interfere with the job of teaching.

1 2 3 4

12. Teachers have too many committee requirements.

1 2 3 4

13. Student progress reports require too much work.

1 2 3 4

14. Administrative paper work is burdensome at this school.

1 2 3 4

15. Sufficient time is given to prepare administrative reports.

1 2 3 4

16. Instructions for the operation of teaching aids are available.

1 2 3 4

Please circle the number which best indicates your opinion of each statement.

(1) rarely (2) sometimes (3) often (4) Very frequently

III. Esprit

17. The morale of the teachers is high.

1 2 3 4

18. The teachers accomplish their work with great vim, vigor, and pleasure.

1 2 3 4

19. Teachers at this school show much school spirit.

1 2 3 4

20. Custodial service is available when needed.

1 2 3 4

21. Most of the teachers here accept the faults of their colleagues.

1 2 3 4

22. School supplies are readily available for use in classwork.

1 2 3 4

23. There is considerable laughter when teachers gather informally.

1 2 3 4

24. In faculty meetings, there is a feeling of "let's get things done."

1 2 3 4

25. Extra books are available for classroom use.

1 2 3 4

26. Teachers spend time after school with students who have individual problems.

1 2 3 4

Please circle the number which best indicates your opinion of each statement.

1) rarely (2) sometimes (3) often (4) Very frequently

IV. Intimacy

27. Teachers' closest friends are other faculty members at this school.

1 2 3 4

28. Teachers invite other faculty members to visit them at home.

1 2 3 4

29. Teachers know the family background of other faculty members.

1 2 3 4

30. Teachers talk about their personal life to other faculty members.

1 2 3 4

31. Teachers have fun socializing together during school time.

1 2 3 4

32. Teachers work together preparing administrative reports.

1 2 3 4

33. Teachers prepare administrative reports by themselves.

1 2 3 4

V. Aloofness

34. Faculty meetings are organized according to a tight agenda.

1 2 3 4

35. Faculty meetings are mainly principal-report meetings.

1 2 3 4

Please circle the number which best indicates your opinion of each statement.

1) rarely (2) sometimes (3) often (4) Very frequently

36. The principal runs the faculty meeting like a business conference.

1 2 3 4

37. Teachers leave the grounds during the school day.

1 2 3 4

38. Teachers eat lunch by themselves in their own classrooms.

1 2 3 4

39. The rules set by the principal are never questioned.

1 2 3 4

40. Teachers are contacted by the principal each day.

1 2 3 4

41. School secretarial service is available for teachers' use.

1 2 3 4

42. Teachers are informed of the results of a supervisor's visit.

1 2 3 4

VI. Production Emphasis

43. The principal makes all class scheduling decisions.

1 2 3 4

44. The principal schedules the work for the teachers.

1 2 3 4

45. The principal checks the subject-matter ability of teachers.

1 2 3 4

Please circle the number which best indicates your opinion of each statement.

1) rarely (2) sometimes (3) often (4) Very frequently

46. The principal corrects teachers' mistakes.

1 2 3 4

47. The principal insures that teachers work to their full capacity.

1 2 3 4

48. Extra duty for teachers is posted conspicuously.

1 2 3 4

49. The principal talks a great deal.

1 2 3 4

VII. Thrust

50. The principal goes out of his way to help teachers.

1 2 3 4

51. The principal sets an example by working hard himself.

1 2 3 4

52. The principal uses constructive criticism.

1 2 3 4

53. The principal is well prepared when he speaks at school functions.

1 2 3 4

54. The principal explains his reasons for criticism to teachers.

1 2 3 4

55. The principal looks out for the personal welfare of teachers.

1 2 3 4

Please circle the number which best indicates your opinion of each statement.

1) rarely (2) sometimes (3) often (4) Very frequently

56. The principal is in the building before teachers arrive.

1 2 3 4

57. The principal tells teachers of new ideas he has run across.

1 2 3 4

58. The principal is easy to understand.

1 2 3 4

VIII. Consideration

59. The principal helps teachers solve personal problems.

1 2 3 4

60. The principal does personal favors for teachers.

1 2 3 4

61. The principal stays after school to help teachers finish their work.

1 2 3 4

62. The principal helps staff members settle minor differences.

1 2 3 4

63. Teachers help select which courses will be taught.

1 2 3 4

64. The principal tries to get better salaries for teachers.

1 2 3 4

Appendix K

School Climate Observation Checklist

Directions: Check each item appropriately as it applies to your school.

1. Amount of Open Space for Instruction in the Building

_____ 100%
 _____ 50%
 _____ 10%
 _____ 0%

2. Instructional Group Size (Note: Indicate by percentage of time in each.)

_____ Large group, more than 30 students
 _____ Medium group, 16-29 students
 _____ Small groups, 2-15 students
 _____ Individual

3. Staff Organization

_____ Extensive use of team teaching
 _____ Moderate use of team teaching
 _____ Limited use of team teaching
 _____ No team teaching

4. Grouping

_____ Determined by continuous assessment of student achievement
 _____ Determined by occasional assessment of student achievement
 _____ Determined by limited assessment of student achievement
 _____ Determined by normed tests at beginning of school year

5. Noise in Classrooms

_____ Noise level is comfortable
 _____ Noise level is disorderly
 _____ Noise level is distracting
 _____ Noise level is silent

6. Seating in Classrooms

Students are:

- ☐ Seated on floor
- ☐ Seated on "homey" furniture
- ☐ Seated in moveable desks or tables
- ☐ Seated at fixed stations

7. Instructional Materials

- ☐ Wide variety of teaching material
- ☐ Multiple texts
- ☐ Extensive use of A-V equipment including computers
- ☐ Instruction is confined to single text

8. Teaching Strategies

- ☐ Wide variety of teaching strategies in all classrooms
- ☐ Moderate variety of teaching strategies in all classrooms
- ☐ Limited variety of teaching strategies in all classrooms
- ☐ No variety of teaching strategies in all classrooms

9. Student Movement

- ☐ Students are free to move about as they wish
- ☐ Students may move freely with teacher's permission
- ☐ Students have limited movement with teacher's permission
- ☐ Students have little opportunity to move about

10. Teacher Work Areas

- ☐ Used by more than 20 teachers
- ☐ Used by 11-19 teachers
- ☐ Used by 5-10 teachers
- ☐ Used by less than 5 teachers

11. Instructional Time to Promote Mastery by Students

- ☐ Extensive use of flexible instructional time
- ☐ Moderate use of flexible instructional time
- ☐ Limited use of flexible instructional time
- ☐ No flexible instructional time

12. Use of Media or Resource Center

- ☐ Heavily used by students all day long
- ☐ Heavily used by students during portions of school day
- ☐ Limited use by students
- ☐ Rarely used

13. Teaching and Learning Time

- ☐ No classroom time is taken from instruction by outside influences
- ☐ Little classroom time is taken from instruction by outside influences
- ☐ Considerable time is taken from instruction by outside influences
- ☐ Too much time is taken from instruction by outside influences

14. Instructional Goals

- ☐ Instructional goals are clear and understood by all students
- ☐ Instructional goals are clear and understood by most students
- ☐ Instructional goals are not clear and understood by a few students
- ☐ Instructional goals are not clear and students are confused

15. Community Resources

- ☐ Resource people are used extensively
- ☐ Resource people are used occasionally
- ☐ Resource people are used rarely
- ☐ Resource people are never used

16. Inservice Education for Staff

- _____ Extensive use of inservice for morale building and cooperative problem solving
- _____ Moderate use of inservice for morale building and cooperative problem solving
- _____ Occasional use of inservice for morale building and cooperative problem solving
- _____ Morale building and cooperative problem solving are never stressed

Note. From Skills for Successful School Leaders (p. 32-33) by J.R. Hoyle, F.W. English and B. Steffy, 1985, Arlington, VA: American Association of School Administrators. No copyright.

Appendix L
RUBRIC FOR LESSON PLANS

Subject: _____ Time: _____

Objective No. Objective(s)

Strategies/Procedure-
(How will students be actively involved?)

Higher Level Question and No.:
(Bloom's Taxonomy)

Closure and/or Evaluation:

Lesson Plan Present

Not Present

Note. Adapted from the Hertford County Lesson Plan Book

Appendix M

RIVERVIEW OBSERVATION LOG

Teacher: _____ Date: _____ Time: _____

Grade: _____ Subject: _____ Number of Students: _____

Objective Number: _____ Is it correlated with the N.C.
Standard Course of Study. Yes No

Objective: _____

Is there a completed lesson plan? Yes No

Are the lesson activities correlated with the objective?

Yes No

Instructional Strategy: _____

How were the students actively involved? (manipulatives,
hands-on materials)

How did the lesson promote higher level thinking? _____

Daily Evaluation/Monitoring for Learning/Closure: _____

Teacher Assistant Involvement: _____

Strengths: _____

Comments: _____

Observer: _____

Appendix N

TEACHER PERFORMANCE APPRAISAL SYSTEM

- INSTRUCTIONS
1. Based on the evidence from observation and discussion, the evaluator is to rate the teacher's performance with respect to the 8 major functions of teaching listed below.
 2. The evaluator is encouraged to add pertinent comments at the end of each major function.
 3. The teacher is provided an opportunity to react to the evaluator's ratings and comments.
 4. The evaluator and the teacher must discuss the results of the appraisal and any recommended action pertinent to it.
 5. The teacher and the evaluator must sign the instrument in the assigned spaces.
 6. The instrument must be filed in the teacher's personnel folder.
 7. The rating scale will be as follows:

Level of Performance6. Superior

Performance within this function area is consistently outstanding. Teaching practices are demonstrated at the highest level of performance. Teacher continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

5. Well Above Standard

Performance within this function area is frequently outstanding. Some teaching practices are demonstrated at the highest level while others are at a consistently high level. Teacher frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.

4. Above Standard

Performance within this function area is frequently high. Some teaching practices are demonstrated at a high level while others are at a consistently adequate/ acceptable level. Teacher sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.

3. At Standard

Performance within this function area is consistently adequate/acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Teacher maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2. Below Standard

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

1. Unsatisfactory

Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Teacher requires close and frequent supervision in the performance of all responsibilities.

Rating Scale

(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
----------	---------------------	----------------	-------------	----------------	----------------

Teacher Name _____

School _____

1. Major Function: Management of Instructional Time
☐ ☐ ☐ ☐ ☐ ☐

- 1.1 Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.
- 1.2 Teacher gets the class started quickly.
- 1.3 Teacher gets students on task quickly at the beginning of each lesson or instructional activity.
- 1.4 Teacher maintains a high level of student time-on-task.

Comments: _____

2. Major Function: Management of Student Behavior
☐ ☐ ☐ ☐ ☐ ☐

- 2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.
- 2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole-class instruction, small group instruction, etc.

Rating Scale

(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
----------	---------------------	----------------	-------------	----------------	----------------

- 2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.
- 2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.
- 2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

Comments: _____

3. Major Function: Instructional Presentation

☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- 3.1 Teacher begins lesson or instructional activity with a review of previous material.
- 3.2 Teacher introduces the lesson or instructional activity and specifies learning objectives when appropriate.
- 3.3 Teacher speaks fluently and precisely.
- 3.4 Teacher presents the lesson or instructional activity using concepts and language understandable to the students.
- 3.5 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
----------	---------------------	----------------	-------------	----------------	----------------

4.3 Teacher routinely uses oral, written, and other work products to check student progress.

4.4 Teacher poses questions clearly and one at a time.

Comments: _____

5. Major Function: Instructional Feedback

--	--	--	--	--	--

5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.

5.2 Teacher regularly provides prompt feedback on assigned out-of-class work.

5.3 Teacher affirms a correct oral response appropriately, and moves on.

5.4 Teacher provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.

Comments: _____

Rating Scale

(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
----------	---------------------	----------------	-------------	----------------	----------------

6. Major Function: Facilitating Instruction

- 6.1 Teacher has an instructional plan which is compatible with the school and system-wide curricular goals.
- 6.2 Teacher uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks.
- 6.3 Teacher maintains accurate records to document student performance.
- 6.4 Teacher has instructional plan that matches/aligns objectives, learning strategies, assessment and student needs at the appropriate level of difficulty.
- 6.5 Teacher use available human and material resources to support the instructional program.

☐ ☐ ☐ ☐ ☐ ☐

Comments: _____

7. Major Function: Communicating Within The Educational Environment

- 7.1 Teacher treats all students in a fair and equitable manner.
- 7.2 Teacher interacts effectively with students, co-workers, parents, and community.

☐ ☐ ☐ ☐ ☐ ☐

Comments: _____

Rating Scale

(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
----------	---------------------	----------------	-------------	----------------	----------------

8. Major Function: Performing Non-Instructional Duties

☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- 8.1 Teacher carries out non-instructional duties as assigned and/or as need is perceived.
- 8.2 Teacher adheres to established laws, policies, rules, and regulations.
- 8.3 Teacher follows a plan for professional development and demonstrates evidence of growth.

Comments: _____

Evaluator's Summary Comments _____

Teacher's Reactions to Evaluation _____

Signature indicates that the written evaluation has been seen and discussed.

Evaluator's Signature and date

Teacher's signature and date

Note. From North Carolina Effective Teaching Training Program, Trainer's Manual. Spring/Summer 1985. Raleigh, NC: Department of Public Instruction.

Appendix O

Interview Questions Teacher Performance Appraisal System, TPAS

1. Why did you choose to be evaluated by the TPAS instead of the Alternative Method?
2. Has being evaluated by the TPAS caused your teaching performance to improve? If no, why not? If yes, in what way?
3. Have your students learned more because of your being evaluated by the TPAS? If yes, in what way? If no, why not?
4. Have you changed your teaching style because of being evaluated by the TPAS. If no, why not? If yes, in what way?
5. What are the strengths and weaknesses of the TPAS?
6. How would you improve the TPAS in the future?

Note. From the author

Appendix P

Interview Questions - Alternative Method

1. Why did you choose to be evaluated by the Alternative Method instead of the Teacher Performance Appraisal System, TPAS?
2. Has being evaluated by the Alternative Method caused your teaching performance to improve? If yes, in what way? If no, why not?
3. Have your students learned more because of your being evaluated by the Alternative Method? If yes, in what way? If no, why not?
4. Have you changed your teaching style because of being evaluated by an alternative method? If yes, in what way? If no, why not?
5. What are the strengths and weaknesses of the Alternative Method?
6. How would you improve the Alternative Method in the future?

Note. From the author

Appendix Q

The Eight Dimensions of Organizational Climate

Teacher's Behavior

1. Disengagement refers to the teacher's tendency to "not be with it." This dimension describes a group which is going through the motions, with respect to the task at hand. It corresponds to the more general concept of an unplanned way of living. This subtest focuses upon the teachers' behavior in a task-oriented situation.
2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary "busywork." The teachers perceive that the principal is hindering rather than facilitating their work.
3. Esprit refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.
4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He/she "goes by the book" and prefers to be guided by rules and policies rather

than to deal with teachers in an informal, face-to-face situation. His/her behavior, in brief, is universalistic rather than particularistic; nomethetic rather than idiosyncratic. To maintain this style, he/she keeps him/herself at a distance from the staff.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He/she is highly directive and plays the role of a "straw boss." His/her communication tends to go in only one direction, and he/she is not sensitive to feedback from the staff.

7. Thrust refers to behavior by the principal which is characterized by his/her evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he/she personally sets. Apparently, because he/she does not ask the teachers to give of themselves any more than he/she willingly gives of him/herself, his/her behavior, though starkly task-oriented, is viewed favorably by the teachers.

8. Consideration refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

Note: Halpin, A.W. (1966). Theory and research in administration. New York: Macmillan Company.