

Put up Slide of today's topic.

1. Record and prayer. Ask for a volunteer.
2. Review.
 - A. Have students work with a partner.
 - B. They are to design a classroom observation instrument for global evaluation of teacher performance.
 - C. Give students time to work on this.
 - D. Give students large sheets of paper and markers to record data.
 - E. Post finished product on the board and have students report. Discuss and recommend.
3. Topics of Discussion. (put up slide)
4. Summative Evaluation. (put up slide)
 - A. Summative evaluation is the overall assessment of teacher performance made by the administrator that culminates in a comprehensive appraisal either annually or as otherwise required by the state, the district, the conference, or the school.
 - B. Included within the concept of summative evaluation are the periodic formative evaluations made during the year, by the supervisor, for the purpose of collecting data in order to make the summative appraisal at the end of the year.
 - C. The major purpose of summative evaluation is to conduct an exercise in personnel, not instructional, management.
 1. The primary purpose of formative evaluation as carried out in clinical supervision, for example, is to improve the teacher's instructional skills.
 2. The main purpose of summative evaluation is the making of decisions about personnel.
 3. Both formative and summative evaluation have as their ultimate purpose the improvement in student learning.
 - D. On the college level annual evaluations of faculty are made

for the purpose of deciding on tenure, promotion, and salary increments.

1. On the public school level, and some private schools too, the decisions to be made are primarily retention, including tenure or continuation of contract and dismissal or termination of contract.
2. Occasionally, summative evaluations are used for making decisions about transfer of teachers to their schools or assignments or to other responsibilities, for example team leader, grade coordinator, lead teacher, department head, teacher on special assignment, and workshop staff.

E. In evaluating teachers for personnel purposes school systems must provide answers to the following questions: (put up slide)

1. Who should be evaluated?
2. Who should do the evaluating?
3. What should be evaluated?
4. How should the evaluations be done?
5. How should the data be used?

5. Who Should Be Evaluated? (All employees? Only new teachers? Teachers on probation? Whom? Solicit responses - discuss)

- A. It might be argued that after teachers have gone through their probationary period and have been accorded tenure, they are fully competent and need no further supervision or evaluating.
- B. We all know, however, that the presence of ineffective teachers in our midst makes that argument void.
- C. But should all teachers be evaluated every year?
- D. The evaluation of all teachers appears to be the prevailing practice.
- E. What good does evaluation do if a teacher has tenure and could care less about the process? What can the administrator do?

6. Who Should Evaluate Teachers?

- A. Even though the principal is the logical and most probable answer to this question, it is not a universal.
- B. Massachusetts, for example, uses a committee of three people to do the evaluating. One of the persons is chosen by the teacher, one by the local school board, and the third by the other two members that were chosen.

- C. Generally speaking, either by state mandate, local board regulations, conference policy, by reasonable administrative practice, or just tradition, responsibility for evaluating personnel of his or her school falls to the principal.
- D. Many supervision experts believe that instructional supervisors should be as far removed from summative evaluation as possible.
- E. There are some conditions, however, that make it necessary for the instructional supervisor to become a part of the process: (put up slide; read; discuss)
- F. Can you think of any other conditions? Discuss.

7. What Should Be Evaluated?

- A. Some would say teacher competence, which is both a simple answer and a simplistic one.
- B. Teaching effectiveness, like beauty, can be in the eye of the beholder.
- C. As administrators, we have to come to grips with the basic problem: What is effectiveness in teaching?
- D. There is considerable uniformity of thought about teaching effectiveness.
 - 1. Everyone knows that teachers who like children tend to be more effective instructors than those who do not.
 - 2. We also know that student achievement is higher when teachers reinforce correct responses.
 - 3. In addition, we know that as a rule if students are to be motivated, the teacher must be motivated.
 - 4. Furthermore, we know that a teacher cannot teach what he or she does not know.
 - 5. Both the experts and the not-so expert rely heavily on this conventional wisdom.
- E. We can base a definition of teacher effectiveness on the description of what teachers actually do. We can observe what most teachers do and try to describe the teaching act from the data gleaned from those observations.
- F. Administrators can gather empirical data about teaching behaviors that are related to certain learner variables. Student achievement would be a good example.
- G. Administrators can ask a group of teachers or a mixed group of professional educators to describe effective teaching behaviors.
- H. Richard P. Manatt's report on the School Improvement Model,

a system of teacher and administrative evaluation in five school organizations furnishes an example of specification of competencies. (put up slide; read; discuss)

- I. What else would you add to this list? Discuss.
 - J. Since the principal will ordinarily be the person doing the evaluating, s/he will evaluate teacher performance in relation to specified generic global competencies. Included in those competencies is: (put up slide)
 - 1. *Characteristics of the Teacher.* The personal characteristics of the teacher do make a difference to the learners, to the school, and to the community.
 - a. John C. Reynolds commented, "Four factors generally differentiate effective teachers from ineffective teachers - superior personality organization, good judgment/reasoning, capacity to relate to others, and a knowledge of basic content and instructional methods."
 - b. Faculties can and should draw up their own list of personal and professional characteristics they deem essential to the teacher.
 - c. What would be on your list? (Suggestions: warmth, enthusiasm, communication skills, concern for cultural difference, etc.)
 - 2. *Process and Product.* For summative purposes personal characteristics and professional attributes are often assessed in addition to process skills.
 - a. If you examine the typical classroom observation instrument, you will find teacher effectiveness described in terms of competencies that the teacher must possess.
 - b. If you look at a typical summative evaluation instrument, you will see teacher performance judged in relation to classroom competencies and many times, in addition, personal and professional traits.
 - c. The belief is growing that teacher performance should be assessed, at least in part on the performance of students. What do you think about that?
8. How Should the Evaluations Be Done?
- A. The evaluator should make enough visits to a teacher's classroom and observe long enough each time to obtain a generous sampling of the teacher's performance.
 - 1. The principal must decide how many times he or she will visit, observe, and evaluate each teacher on the staff.
 - 2. Practice varies widely.
 - 3. But certainly the administrator should observe a teacher often enough to gather sufficient data on which

to make judgments about the teacher's performance.

- B. Should the administrator make announced visits, or should the visits be unannounced?
 - 1. Well, the summative evaluator may find it desirable to do both.
 - 2. Entrapment is not the goal, so a number of announced visits should take place.
 - 3. But on the other hand, unannounced visits can confirm whether the observations made at the announced times revealed the teacher's typical performance.

- C. Collecting and Recording the Data. If an evaluation system is not already in place, the faculty and administrators will need to decide what data they want collected and how the data will be gathered. They will need to select or create instruments for recording both the periodic observations and the final appraisal. What data should be collected for this appraisal? Discuss. Examples:
 - 1. Some of the data to be collected will come from classroom observations. Other data will result from examination of the teacher's lesson and unit plans.
 - 2. Some data will be derived from conferences with the teacher.
 - 3. Student test data will furnish clues to teacher performance.
 - 4. Comments from students, parents, teachers, and even other administrators about a given teacher should be treated with a grain of salt until firsthand evidence confirms or refutes the statement.

- D. Personnel evaluation calls for the rating of teachers.
 - 1. The administrator, not the supervisor, should bear the primary responsibility for making judgments about the competence or incompetence of teachers.
 - 2. It is crucial that the decisions concerning ratings be based on relevant, descriptive, and verifiable data.
 - 3. Every effort should be made to reassure teachers through processes that are assistance-oriented and through instruments that are objective, descriptive and diagnostic.

 - 4. The evaluator must have firm evidence for each behavior rated or else s/he should not rate that behavior.

- E. After each evaluation, periodic and final, the evaluator should confer with the teacher. The administrator does hope that the periodic evaluations will result in improvement in instruction during the year and that the summative appraisal will work the same way for instruction during the ensuing year.

- F. Should the instrument be a rating scale or should it be open-ended?
1. Both a rating scale and an open-ended instrument have their advantages and disadvantages.
 2. A rating scale is easier to fill out; it focuses on specific behaviors; that data can be treated quantitatively, if one prefers to do so.
 3. The open-ended instrument permits greater flexibility for the evaluator; it is a more personal, individualized approach, which avoids quantification of the data.
- G. Here are three examples of an assessment tool that are used by the Monroe County, (Key West, FL) Public Schools. Distribute. Look them over for a few minutes. What do you like, dislike? Discuss.

9. How Should the Data Be Used?

- A. The data collected about a teacher's performance are used by the administrator for three purposes: (put up slide)
1. Conferences with the teacher
 2. Creation of a professional improvement plan
 3. Making personnel decisions, including decisions about merit pay, career ladder, change of assignment, retention, and dismissal.
- B. Conferences between the teacher and administrator serve two purposes.
1. They offer an opportunity for the administrator to gather data not witnessed during a classroom visit; they give the teacher an opportunity to describe some of the events that the administrator viewed.
 2. Second they are the setting for an evaluation.
- C. Administrators or supervisors who must be both evaluator and instructional supervisor at the same time have a very difficult role.
1. Their observations and conferences must be both formative and evaluative.
 2. Although they diagnose and prescribe, they must also rate.
 3. Although they may try to minimize the element of threat, a certain amount of teacher anxiety remains.
- D. As a part of summative evaluation, administrators typically draw up a professional improvement plan for teachers showing areas that need improving or that could be enhanced.
1. Improvement activities commonly suggested for the teacher are a college course, a staff-development activity in the local system, visits to peers' classes, working with a colleague or mentor, and reading the

professional literature.

2. When the summative conference is terminated and recommendations for improvement have been made, copies of the completed evaluation instrument and professional development plan, duly signed by both the administrator and teacher, should be placed on file.

E. Here are three samples of Improvement Plans from different school systems in the state of Georgia. (Distribute and go over)

9. Personnel Decisions.

A. The decision to retain a teacher is much easier to make than a decision for dismissal.

B. Dismissal of a teacher after the teacher has earned tenure is extremely difficult.

1. Teachers may be discharged if their positions are abolished.
2. The major grounds for dismissal, however, are what some people call the three I's: insubordination, immorality, and incompetence.
3. Proving insubordinate and immoral behavior is relatively easy, although immorality is becoming an increasingly difficult question since standards of behavior differ greatly from community to community.
4. Incompetence is a bear for administrators. We all know that there are incompetent people in teaching positions. It is difficult to prove incompetence, however.
5. Dismissal for incompetence requires a great deal of documentation. The principal must build a case carefully, collecting all the data possible, to remove a teacher who is tenured.
6. There may be state, district, conference, and school procedures that must be followed since dismissal has legal overtones.

10. Problems in Summative Evaluation (put up slide)

A. A comment often made by teachers is "How can the principal evaluate me? He or she only sees me once in a great while." This is one major problem. Principals are not visible enough to give such a major evaluation.

B. Many principals delegate teacher evaluation to their assistant principals.

1. This has become standard practice in many school systems.
2. If the principal has to put his name on the evaluation, s/he must do the evaluating.

- C. Principals err in evaluating personnel when they skew their ratings to the high side of the scale. Overrating of teacher performance is much more common than underrating. Evaluators must take care not to let their own biases about teaching and about individual teachers affect their ratings.
- D. There is a lack of feedback on the part of some principals. If teachers are to profit from an assessment, they must know what it is they need to do to be more effective.

11. End.