

**STUDY OF
TEACHER EVALUATION
IN VIRGINIA'S
PUBLIC SCHOOLS**

**REPORTED TO
THE GOVERNOR AND THE GENERAL ASSEMBLY
OF THE COMMONWEALTH OF VIRGINIA**



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**COMMONWEALTH OF VIRGINIA
Department of Purchases and Supply
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I

Introduction

House Joint Resolution 129, adopted by the 1974 session of the General Assembly, states:

"Whereas, it is generally agreed that the caliber of the classroom teacher is one of the single most important, if not the most important, factors affecting the quality of education; and

Whereas, the Commonwealth of Virginia currently lacks as effective and fair system for merit promotion and salary increase for the truly talented professional educator; and

Whereas, the Commonwealth currently also has no effective and fair mechanism for evaluating teacher competence with respect to continued employment or salary adjustments; and

Whereas, the quality of education is a continuing and important concern of parents, teachers, children and the members of the General Assembly; now, therefore, be it

Resolved by the House of Delegates, the Senate concurring, that the Department of Education and the Board of Education are directed to conduct a study into the problems associated with teacher evaluation and to report to the House Committee on Education and the Senate Committee on Education and Health regarding the (1) nature and dimensions of the problems, (2) efforts at teacher evaluation made in other states and in Virginia, including pilot projects, and (3) reasons for their success or failure and to (4) recommend possible direction for the Joint Committees to further the study with a view towards possibly establishing an effective and fair system of evaluating teachers in Virginia's public schools and of basing salary scales, promotions and continued employment on the results of such evaluations.

The Board of Education and Department of Education shall complete their study and make their report on December one, nineteen hundred seventy-four."

The following committee was appointed by the Board of Education to conduct a study and prepare a report as required by the Resolution:

Fendall R. Ellis, Assistant Superintendent for Program Development,
State Department of Education, Richmond - Chairman

Dale G. Robinson, Director of Planning, State Department of
Education, Richmond

William J. Ellena, Superintendent of Schools, Charlottesville

James Starboard, Principal, Warwick High School, Newport News

Miles A. Reid, Principal, Hamilton Holmes Elementary School,
King William

Mrs. Captolia S. Hall, Elementary Supervisor, Southampton County,
Courtland

Mrs. Eleanor R. Binford, Teacher, John B. Cary School, Richmond

Mrs. Wanda T. Grove, Teacher, Warren County High School,
Front Royal

Robert C. Gibson, Dean, Division of Education, Radford College,
Radford

Mrs. John E. Onesty, Virginia Congress of Parents and Teachers,
Vienna

Marvin Winters, President, Virginia Education Association, Richmond

George W. Holmes, III, Executive Secretary, Virginia School Boards
Association, Charlottesville

Laszlo Ecker-Racz, Arlington

Richard P. Gifford, Member, Board of Education, Lynchburg - Ex Officio

Preston C. Caruthers, President, State Board of Education,
Arlington - Ex Officio

The committee met on June 21, 1974. It reviewed earlier studies on evaluation and merit pay, including a study on merit pay that was made in 1962 pursuant to a request of the General Assembly (SJR 47).

It discussed the Standards of Quality requirement for evaluating teachers, principals, central office personnel, and other school employees and determined the areas to be included in the report on the study requested by the 1974 General Assembly.

A preliminary draft of the report was distributed to the Committee and was discussed in detail at a meeting held on September 26, 1974. Suggestions agreed to by the Committee at this meeting are included in this report.

II

Evaluating Teacher Performance

One effect of the recent concern about accountability in public education has been a long hard look, from within and without many school systems, at the philosophy and methods of evaluating the performance of teachers. Those outside the system see evaluation primarily as a means of weeding out the incompetent teacher, and they would have the evaluation of a teacher based, at least in part, on the achievement of his students. From within the school system, however, evaluation is being approached, especially during the past several years, from a different perspective—the improvement of instruction. Evaluations are considered but one step in the on-going process known as supervision of instruction.

A 1971 survey of school systems in the United States with 25,000 or more pupils revealed that 97.4 percent of these systems had a teacher evaluation program.

Responses from 109 systems to the question, "What uses are made of the evaluations?" are shown below in order of frequency:

<u>Purpose</u>	<u>Frequency</u>
To stimulate improvement of teacher performance	102
To decide on reappointment of probationary teachers	94
To recommend probationary teachers for permanent status	90
To establish evidence where dismissal from service is an issue	89
To select teachers for promotion	64
To decide on reappointment of permanent teachers	63
To qualify teachers for regular salary increments	16
To qualify teachers for longevity pay increments	4
To qualify teachers for acceleration on salary schedule	3
To establish qualifications for merit pay	2

Two types of evaluation procedures were reported in this study.

The first general type rates the performance of a teacher against a predetermined list of "desirable" teacher characteristics. The usual rating scale includes items such as knowledge of subject matter, health, emotional stability, relationship with students, personal qualities, professional attitudes, etc. The other type of evaluation procedure, evaluation by objectives, involves establishing individual performance goals against which each teacher will be evaluated. While the first type of procedure also may include recommendations for improvement, the teacher is not assessed specifically or primarily on whether he has accomplished the required improvements. The other type of procedure, evaluation by objectives, also may include some elements of the first type of procedure; that is, the teacher also may be rated against prescribed personal and performance characteristics.

A great many variations are possible within the two types of evaluation procedures. For instance, a required formal self-evaluation may be added to the appraisal process, thus involving the teacher even more directly in the appraisal process, whether it is based on prescribed performance standards or job objectives. Also, either type of assessment may take the form of a numerical rating to measure how well the teacher meets the performance standards or has achieved job objectives.

While the majority of the schools in the sample utilized evaluation procedures which based evaluation on a comparison of a teacher's performance against prescribed standards for all teachers (88.1 percent of the responding systems), a growing number of school systems—possibly 20 percent of those in the nation—are using the evaluation by objectives or job targets approach (11.9 percent in 1971 compared to 3.7 percent in 1968).

Many school systems are beginning to reject the rating procedure in favor of the evaluation by objectives approach. This is an organizational approach that requires maximum involvement of the individuals mainly responsible (usually the principal and teacher) for setting the objectives and planning and analyzing their results.

In essence, the basic purpose of evaluation by objectives is to provide for the joint setting of objectives by the teacher and his evaluator, the use of instructional supervision in carrying out a plan of action, and the assessment of the extent to which the objectives are achieved. Implied in this approach is an assumption that the individual is capable of improving his performance. Opportunities for such improvement are enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

Most evaluation by objectives plans were developed in school systems whose teachers and administrators were dissatisfied with conventional rating plans. A similar development has been taking place in industry and other fields. The nature of work in organizations is undergoing great change, with emphasis upon management by objectives, broad participation in decision making, accountability procedures, motivational techniques, and the like. Education has also been affected by these changes.

Business people, like educators, are turning away from the use of rating scales to evaluation by objectives. "Superiors" dislike making final judgments about the work of "subordinates." On the other hand, they welcome the idea of having subordinates involved in setting performance targets and assuming more initiative and responsibility in the entire evaluation process.

Evaluation by objectives emphasizes the relatedness of organizational jobs, individual involvement in planning, analysis of performance data, as well as analyses of the results of work. Emphasis is upon the following: What are we trying to do? How well are we performing? How can we do better?

Teachers traditionally have been fearful of the punitive connotation associated with evaluation. Historically, the sponsors of teacher evaluation laws have intended to help superintendents get rid of substandard teachers rather than to raise the performance level of all teachers. As a matter of fact, some of the new statutory provisions on evaluation are found immediately adjacent to sections of the law providing for the dismissal of teachers.

Perhaps one of the best-known articles about today's concept of evaluation by objectives was written by Douglas McGregor, professor of management at Massachusetts Institute of Technology. The article, "An Uneasy Look at Performance Appraisal," appeared in the Harvard Business Review in 1957 and was so highly regarded that it was reprinted 15 years later in the same magazine.

McGregor concluded that judgment-rating procedures were ineffective and undesirable, and that a completely new approach was needed. He wrote: "A sounder approach, which places the major responsibility on the subordinate for establishing performance goals and appraising progress towards them, avoids the major weakness of the old plan and benefits the organization by stimulating the development of the subordinate."

McGregor felt that this type of performance evaluation eventually would replace the earlier judgment-rating procedure. Within the last few years approximately one-third of the states have enacted laws requiring the evaluation of teachers and other personnel in public school systems. States with such laws are Alaska, Arizona, California, Connecticut, Florida, Hawaii, Kansas, Montana, Nevada, New Jersey, North Dakota, Oregon, South Dakota, Tennessee, Texas, Virginia, Washington, and West Virginia.

Perhaps the most widely publicized and controversial teacher evaluation law is the Stull Act of California which became effective in 1972. It requires the regular evaluation of all professional staff members in the schools. Each school division is required to establish a performance evaluation plan, including such items as establishment of "standards of expected student progress" in each study area, assessment of "personnel competence" as related to the standards, evaluation of "adjunct duties," maintenance of "proper" classroom control, and preservation of a "suitable learning environment."

Although the Stull Act initially called for evaluation plans to be operational within months after passage of the measure, implementation has been slow. According to its sponsor, Senator Stull, three to five years will be required to judge the law's effectiveness. Several efforts to amend the act have been thwarted by gubernatorial vetoes.

Most of the states with laws on evaluation simply require school boards to establish and carry out programs of teacher evaluation without specifying how these objectives are to be achieved. Montana, for example, requires that the school boards "adopt specific policies and procedures for evaluation ... (that have been) developed in consultation with administrators, teachers, other staff members and students."

Administrators in school districts which have implemented evaluation by objectives programs believe that they are far superior to post-performance ratings. They also point out that evaluation by objectives is designed to raise the performance level of everyone in the organization, not of just a few.

Summarized below are trends in the evaluation of teachers¹:

Evaluation is being geared more directly toward improvement of the teacher and the instructional process. Identifying incompetent teachers is becoming a secondary objective.

- o Teachers are being involved more and more in the establishment of evaluation procedures and in the development of evaluation instruments.

There is a trend toward less evaluation of teaching methods and toward more evaluation of teaching results.

- o More and more evaluations are being based on job targets, usually mutually agreed to by evaluator and teachers.

Teacher-evaluator conferences are supplementing classroom observations as part of the evaluation process.

- o The traditional checklist is being supplemented by a narrative type of written evaluation.

¹Evaluating Teachers for Professional Growth. National School Public Relations Association, 1974.

In-service training is used widely as an integral part of the evaluation procedure.

- o Tenured teachers are being formally evaluated where once they were not evaluated at all, and more often where they once were evaluated infrequently.

Evaluation-by-peers and evaluation-by-students are growing practices.

- o Sophisticated management techniques and instruments, such as management by objectives, are being tried in a steadily growing number of districts.

Where teachers accept the evaluation process and aims, they tend to prefer more, not fewer, formal evaluation periods.

- o An increasing number of states are passing accountability laws that require some form of teacher evaluation.

The evaluation process is being covered by more and more master contracts or agreements between teacher organizations and boards of education. These agreements usually include grievance procedures.

- o Teacher organizations increasingly are not only accepting evaluation as a necessary process, but are seeking an active role in establishing guidelines and procedures.

III

Merit Pay

Merit rating of teachers first began to attract attention in the early 1900's. Frank E. Spaulding was superintendent of schools in Newton, Massachusetts, from 1904 to 1914 and established there one of the earliest merit pay programs in this country.

It was not until the period between 1920-30 that a sharp growth of interest in merit pay occurred. The decade was marked by great faith in the belief that practically everything could be scientifically measured.

Various merit rating plans were introduced. Many attempts were made to "objectively evaluate teacher effectiveness." Teachers were usually rated on the basis of "teacher-traits." Appraisals were usually made by administrators or supervisors.

During the 1920's the single salary schedule made its appearance, and increased attention was given to training and experience in the determination of teachers' salaries.

Many merit plans were abandoned during the 1930's as a result of the economic depression. The period of prosperity after World War II, however, witnessed a revival of interest in merit pay. Many articles were written on the subject and several national conferences were held during the 1950's. In 1958-59, the Research Division of the National Education Association (NEA) reported that 81 of the nation's 3,805 urban school districts had merit programs in operation.

During the late 60's and early 70's, there was a decrease in interest in merit pay as a means of rewarding the performance of superior teachers and an increase in interest in evaluation as a means for improving the performance of all teachers. This statement is substantiated by a study reported by the NEA Research Division in January 1973. This division analyzed 1,179 school salary schedules for 1971-72. The most significant features of this analysis are noted in the following table.

TABLE 1. PROVISIONS FOR ADDITIONAL COMPENSATION
FOR SUPERIOR SERVICE IN SALARY SCHEDULES
FOR CLASSROOM TEACHERS, 1964-65 TO 1971-72

Item	School Year							
	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72 ^a
1	2	3	4	5	6	7	8	9
Schedule may be exceeded for meritorious service								
YES	10.2%	9.8%	9.9%	9.6%	11.1%	9.7%	6.9%	7.9%
By stated dollar amounts	2.5	2.6	3.4	3.5	2.8	2.9	2.1	2.0
By acceleration but not to exceed regularly scheduled maximums	0.5	0.8	1.0	1.4	2.0	1.2	1.0	0.9
By board action (details not stated)	7.2	6.4	5.5	4.7	6.3	5.6	3.7	5.0
No ^b	89.8	90.2	90.1	90.4	88.9	90.3	93.1	92.1
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number of reporting systems	1,063	1,071	1,104	1,080	1,199	1,142	1,176	1,179

^aData for 1972-73 not available as of this date.

^bNo indication of merit provisions in schedule documents.

The table indicates that the percentage of school systems operating some kind of merit pay plan has decreased since 1968-69. It indicates, further, that there were three provisions under which merit pay was granted among the school systems surveyed: by stated dollar amounts; by acceleration, but not to exceed the regularly scheduled maximums; and by board action (with the details not stated.) In all probability, the third provision (by board action)

is a reservation of authority but one that is seldom exercised. Within the three types of provisions, the verbal part of the NEA report stated, there was variance from system to system with regard to requirements for eligibility and means of evaluation.

According to the best information available, there are two major factors which have contributed to the recent decrease in the number and percentage of school systems offering merit pay: (1) a gnawing doubt as to whether merit pay can be justly administered and (2) the increased cost. It is estimated that a payroll increase of approximately 10 to 20 percent is necessary to finance a workable merit pay program. These two factors, coupled with the aforementioned emphasis on the improvement of performance of all teachers, are considered significant.

The General Assembly of Virginia, by Senate Joint Resolution No. 47 dated February 19, 1962, directed the State Board of Education "(1) to study quality-of-service salary programs now in effect in Virginia and elsewhere; (2) to provide an analysis of the salient characteristics of such plans both as to their development and administration; (3) to set up study guidelines to be followed by local school divisions which may be interested in determining the possibility of establishing local quality-of-service salary programs; and (4) ... to consider and report upon an equitable and proper method for putting a quality service salary program into effect on a State-wide basis, on a local basis, or on a joint basis."

In accordance with this Resolution, the State Board of Education appointed a committee which reported to the Governor and the General Assembly on August 5, 1963.

In response to a questionnaire, it was found during the 1962-63 school year that 34 school divisions in Virginia were studying the possibility of instituting merit pay programs and that one school division had a merit pay program in operation. Another stated that it planned to institute a merit pay program in 1963-64.

The study also investigated merit pay programs in Connecticut, New York, New Jersey, Delaware, Maryland, and Virginia that had failed and merit pay programs in these states that were believed to be successful.

It reported on programs that had been undertaken and had been discontinued in Washington (D.C.), Lincoln (Nebraska), Lynchburg (Virginia), Medford (Massachusetts), Milwaukee, Philadelphia, and St. Louis. Some reasons given for discontinuing these plans were: (1) the negative effect on morale; (2) the difficulty in administering them; (3) the complexity of evaluating teacher effectiveness; and (4) the arbitrary limitations on the number of teachers who were eligible for merit pay.

Programs believed to be successful were in Canton and West Hartford, in Connecticut; Hackensack and Summit in New Jersey; Bethlehem Central, Brighton, Camden, Homer, Ithaca, and Oswego-Appalachin in New York; and Chesapeake in Virginia.¹

This study also summarized the findings of a dissertation by Dr. Robert C. Gibson, then a graduate student at the University of Virginia and now dean of the school of education at Radford College, on "The Influence of the Planning Processes Upon the Success of Merit Salaries for Teachers." This study analyzed factors which contribute to the success of merit pay programs and factors which contribute to their failure. The study also gave considerable

¹A letter was sent to each of these localities in 1974 asking whether the merit pay programs were still in effect. The responses indicated that all these programs had been discontinued.

attention to procedures deemed necessary if a successful merit pay program is to be established and operated.

The study discussed in detail the responsibilities and characteristics of the superior teacher. It proposed that school divisions in Virginia be encouraged to establish merit salary plans and provided suggested procedures and forms for such a system. It recommended that the State and the participating localities assume jointly the additional costs which would be required. No action was taken to implement the recommendations of the report.

Stirling McDowell, in a speech given in 1971 at the Western Canada Educational Administrators' Conference, offered the following pro's and con's for merit pay:

- | PRO'S | CON'S |
|--|--|
| 1. Teachers differ in their ability and efficiency; their salaries should be related to these differences. | 1. Differences in teaching efficiency cannot at present be measured with sufficient accuracy for determining salaries. |
| 2. Merit increments provide an incentive and a reward for superior service. | 2. Merit rating destroys cooperative staff teamwork. |
| 3. If we can rate for promotion and tenure we can rate for salaries. | 3. Our rating methods are too crude to distinguish among fine gradations of teaching efficiency. |
| 4. Industry uses merit rating; education can do the same. | 4. Industry and education are not analogous; teaching is an art. |
| 5. The public is willing to pay high salaries only to those who deserve them. | 5. The public will reject a plan in which only a fraction of its children are taught by superior teachers. |
| 6. Only through merit rating can teachers attain professional status. | 6. We should seek to improve all teachers, not merely to reward those who appear to excel. |

PRO'S

CON'S

- | | |
|---|--|
| 7. Merit rating will improve instruction. | 7. Merit rating may improve the efficiency of some teachers, but will have an adverse effect on many others. |
| 8. Merit rating will reward those who deserve recognition. | 8. Merit rating will cause bitterness and disillusionment. |
| 9. Merit rating will stimulate administrators to be more concerned with the efficiency of their teachers. | 9. Merit rating will hinder effective supervision. |
| 10. Merit rating will be well worth the additional cost, for it will ensure that money is being wisely spent. | 10. The additional cost of merit rating can be more profitably used in improving the efficiency of the entire staff. |

From the foregoing description of some phases of merit pay, it is evident that school systems, while recognizing the worth of outstanding teacher performance, find it extremely difficult to devise a plan which would be acceptable to the public from the standpoint of additional cost and at the same time have the support of teachers.

IV

Teacher Evaluation in Virginia

Some form of teacher evaluation has been practiced in the school divisions of Virginia since the establishment of the public school system. Traditionally, the evaluation procedure has utilized a checklist of desirable teacher traits against which each teacher was to be judged. Its main purpose was to identify incompetent teachers and to provide evidence to support their dismissal.

As required by Article 8 of the revised Constitution, the 1972 General Assembly enacted into law the Standards of Quality for Public Schools in

Virginia. Two of the standards relate to the cooperative evaluation of all school personnel:

Planning and Management Standards

8. The superintendent and his staff shall provide for the cooperative evaluation of central office personnel and principals and shall provide assistance to principals in the cooperative evaluation of teachers.

Planning and Management Objectives

- h. The principal and his staff shall provide for the cooperative evaluation of the teachers and other employees in his school. The evaluation of teachers shall be based on the standards for Classroom Planning and Management.

After the enactment of the standards of quality, the State Superintendent of Public Instruction appointed a committee of administrators, supervisors, teachers, school board members, lay people, representatives of the State Department of Education, and consultants from the American Association of School Administrators to study the evaluation process and to make recommendations. The study resulted in a 152-page report entitled Tentative Report: Evaluation of Personnel, which was distributed to all school divisions throughout the State.

This report reviewed research in teacher evaluation, discussed the strengths and weaknesses of different types of evaluation procedures, and recommended that evaluation of personnel in Virginia be based on measurable objectives established cooperatively by the person to be evaluated and the evaluator and the assessment of the degree to which these objectives are achieved. This procedure is based on the belief that the performance of all workers can be improved, and that the main purpose of evaluation is to aid in this improvement.

The process of evaluation includes five major steps: (1) diagnosis of current performance; (2) setting performance objectives; (3) carrying out a plan of action; (4) assessing results; and (5) holding conferences to plan for the future.

A brief explanation of each of the steps in the evaluation cycle follows:

1. Diagnosis of current performance. Performance criteria, or lists of job expectations, have been prepared for central office personnel, principals, teachers, and other school employees and are included in the Evaluation Procedures Handbook which was furnished to school divisions by the State Department of Education. Using the performance criteria, the teacher and the evaluator make separate diagnoses of the current performance of the teacher. Afterwards, the teacher and the evaluator meet to discuss their conclusions.
2. Setting performance objectives. As a result of the independent diagnoses and the conference, performance objectives related to areas needing improvement are identified and agreed upon. The objectives selected are limited to those that seem to be most pertinent to a particular situation and can be achieved during the school year. The objectives are stated in behavioral terms and include the method of assessment to be used.
3. Carrying out a plan of action. The nature of the performance objectives helps determine how they will be attained. For instance, those objectives that relate to classroom instruction will be closely related to the program of supervision. Since both parties have a stake in the results of efforts to achieve performance objectives, the plan of action is cooperatively determined by the teacher and the evaluator.

Assessing results. Behaviorally stated objectives will tend to reduce differences in assessments by the evaluator and teacher. The method of assessment selected by the teacher and approved by the evaluator will determine the participants who will be involved in the evaluation process. Any of the following combinations might be used:

- a. Principal (evaluator) - teacher (evaluatee)
- b. Principal (evaluator) - supervisor (evaluator) - teacher (evaluatee)
- c. Principal (evaluator) - teacher (evaluatee) - supervisor (consultant)
- d. Principal (evaluator) - teacher (evaluatee) - supervisor (consultant)
- department head (contributor)
- e. Principal (evaluator) - teacher (evaluatee) - supervisor (consultant)
- students (contributors)

5. Holding conferences to plan for the future. Upon termination of the assessment the evaluator and teacher engage in a two-way dialogue to compare the self-evaluation of the teacher with that of the evaluator; to discuss the assessments; to analyze the factors influencing performance; and to make plans for the next evaluation cycle. Since setting objectives is a continuous process, new objectives must be set as current ones are reached.

The outcomes expected from the evaluation system in Virginia are: (1) improved performance of teachers and other school employees, (2) more precise data to determine the incidence of inadequate performance, (3) more competent administration and supervision, and (4) improved student performance.

The following 18 pages are taken from the Evaluation Procedures Handbook prepared by the Department for the guidance of school divisions in preparing evaluation procedures for teachers. The handbook also includes suggestions for evaluating central office

staff, principals, and other school employees. The personnel evaluation program in Virginia is designed to improve the performance of all teachers and other school personnel. It is not designed for the purpose of implementing a merit pay program.

EVALUATION OF TEACHERS

Introduction

Evaluation of teachers has as its major objective the improvement of performance in the classroom. In order to evaluate performance of an individual, that individual should be fully aware of what his responsibilities are. The responsibilities then, are set forth in criteria which are performance oriented. It is imperative that both the teacher (evaluatee) and the evaluator(s) clearly understand what these criteria are.

Since the criteria form the basis for evaluation, the first sub-section of this section is entitled, "By What Criteria Are Teachers Evaluated?" Following this, the mechanics of evaluation are set forth, as follows: "Who Should Be Involved in the Evaluation of Teachers?" "How Often Are Teachers Evaluated?" "What Timetable and Steps Are Required in the Evaluation Cycle?" In addition, there are four forms to be used in the evaluation of teachers. These are designated as: Form TE 1. Diagnosis of Teacher Performance; Form TE 2. Listing of Performance Objectives; Form TE 3. Self-Evaluation of Objective Achievement; Form TE 4. Evaluator's Assessment of Objective Achievement. With each form, there are specific directions for its use, the number of copies to be made, who completes the form, and how the information it contains (when completed) is to be used.

BY WHAT CRITERIA ARE TEACHERS EVALUATED?

The six criteria to be applied to teachers are defined in STANDARDS OF QUALITY FOR PUBLIC SCHOOLS IN VIRGINIA, 1972-74, under the section "Classroom Planning and Management Objectives". For each criterion, indicators which give specific direction for meeting the criterion are provided. In addition to the indicators, one example of the kind of objectives which the evaluator and the evaluatee may develop is provided for each criterion. It should be noted that the sample objective, stated behaviorally, is keyed to a specific indicator; for instance, under Criterion A the sample objective applies to Indicator 1, while under Criterion B the sample objective applies to Indicator 7, etc.

(Some school divisions may wish to develop additional criteria to supplement the six provided. If so, this is commendable; however, in order to meet the requirement of the Standards of Quality with respect to teacher performance, the only criteria necessary are the six which follow.)

PERFORMANCE CRITERIA: TEACHERS

A. Provide for the Humanizing of Instruction

INDICATORS

1. Know the academic strengths and weaknesses of each student
2. Know the home and community environment of each student
3. Conduct parent-teacher conferences and parent-teacher-student conferences
4. Treat the student as an individual in accordance with his needs, interests and abilities
5. Help each student to consider the rights of others
6. Help each student to recognize his potential, to develop his abilities, and to assume his responsibilities as a member of the group
7. Employ human relations techniques which result in better understanding, appreciation and acceptance of each student as an individual of worth
8. Create a classroom environment in which teacher and students feel free to express their ideas, to listen, and to respond to the concerns of others

SAMPLE OBJECTIVES

1. To know the academic strengths and weaknesses of each student. Teacher, by end of the first semester, analyzes cumulative records and conducts individual conferences with all students. Assessment will consist of preparation of a profile of the learning assets and liabilities of each student to be used during the second semester as instructional guides.

B. Provide for Individual Differences

INDICATORS

1. Provide different subject matter and learning experiences for individual students
2. Provide different achievement standards for individuals with different abilities

B. Provide for Individual Differences (Continued)

<u>INDICATORS</u>	<u>SAMPLE OBJECTIVE</u>
3. Include affective, cognitive and psychomotor objectives	
4. Use diagnostic devices to identify needs of students	
5. Conduct teacher-student conferences	
6. Incorporate instruction relative to student experience, vocational goals values	
7. Provide opportunities for students to work independently on meaningful tasks that derive from and contribute to the planned activities of the group	7. To provide opportunities for students to work independently. Teacher will use "positive reinforcement" techniques to reward students who engage in creative independent learning activities as a means of increasing student creativity. Results will be judged successful if the number of creative independent learning activities increases by 50% over preceding year.

C. Use Appropriate Instructional Materials and Other Resources

<u>INDICATORS</u>
1. Use local and state curriculum guides and materials available in various disciplines
2. Encourage students to utilize a variety of reference and other printed and audio-visual materials and community resources.

C. Use Appropriate Instructional Materials and Other Resources (Continued)

<u>INDICATORS</u>	<u>SAMPLE OBJECTIVE</u>
3. Provide learning experiences in the total school and community environment	3. To provide learning experiences in the total school and community environment. Teacher introduces five innovative techniques in teaching procedures during year and assesses results by designing a "consumer opinionnaire" for students to complete. Principal and supervisor will make written evaluation as to effectiveness of the innovations
4. Plan demonstrations, dramatizations, and other classroom activities	
5. Make field trips available	
6. Involve resource persons, central office personnel, and school-related youth organizations	
7. Organize and implement individual and group projects, in and out of school	

D. Organize Learning Activities to Achieve Specific Purposes

<u>INDICATORS</u>	<u>SAMPLE OBJECTIVE</u>
1. Involve students in formulating objectives for each instructional unit and accompanying activities	
2. Insure continuity and sequence in the development of needed skills	
3. Provide opportunities to help students develop critical and reflective thinking, creativity and understanding of specific concepts	3. To provide opportunities to help students develop critical and reflective thinking, creativity and understanding of specific concepts. Teacher will produce three packets of information that can be used by students in a role-playing exercise to resolve a typical problem of international trade agreements. Assessment will be the extent of the effectiveness of the interpretation of the concept as reflected in the student role playing
4. Provide experiences which assist students in developing study skills, and in making judgments for working independently or seeking assistance	

E. Provide Favorable Psychological Environment

<u>INDICATORS</u>	<u>SAMPLE OBJECTIVE</u>
1. Create a relaxed but controlled atmosphere conducive to learning	
2. Make detailed plans for each unit of instruction and continue planning as instruction progresses	
3. Select materials appropriate to instruction and make them immediately available	
4. Develop and use questioning techniques that require students to employ the higher cognitive processes as well as demonstrate retention and comprehension	4. To develop and use questioning techniques that require students to think. Teacher utilizing the resources of the school library will develop a plan for students to identify and describe five ethnic-minority group leaders and state their political and social contributions. Assessment will be made according to the leaders identified and to the accuracy of the political and social contributions attributed to these leaders
5. Encourage students to express their ideas in group discussions	
6. Involve students in planning and conducting class activities under the guidance and direction of the teacher	
7. Provide opportunity for student-student and teacher-student interaction	
8. Act as a transmitter of information only when necessary, limiting lectures and demonstrations	
9. Stimulate enthusiasm through flexibility in instructional program	
10. Establish classroom setting which insures the health and safety of each student	

F. Evaluate Progress of Students

<u>INDICATORS</u>	<u>SAMPLE OBJECTIVE</u>
1. Emphasize the application of knowledge to new situations	
2. Include achievement in all areas of instruction, habits of work, attitudes, personal traits, and group relationships	
3. Help each student to develop the ability to evaluate his own progress and involve him in the evaluation process	3. To help each student to develop the ability to evaluate his own progress and involve him in the evaluation process. Teacher constructs a self-evaluation instrument for use by each student to involve him in the identification of his strengths and weaknesses. The instrument will be used monthly, followed by a student-teacher conference to plan cooperatively a course of action to improve the student's progress
4. Follow local guidelines for evaluation of student progress	
5. Use student input to make learning meaningful	
6. Assess each lesson and unit in relation to student response and attainment of objectives	
7. Utilize assessment to determine daily and unit instructional modification	

WHO SHOULD BE INVOLVED IN THE EVALUATION?

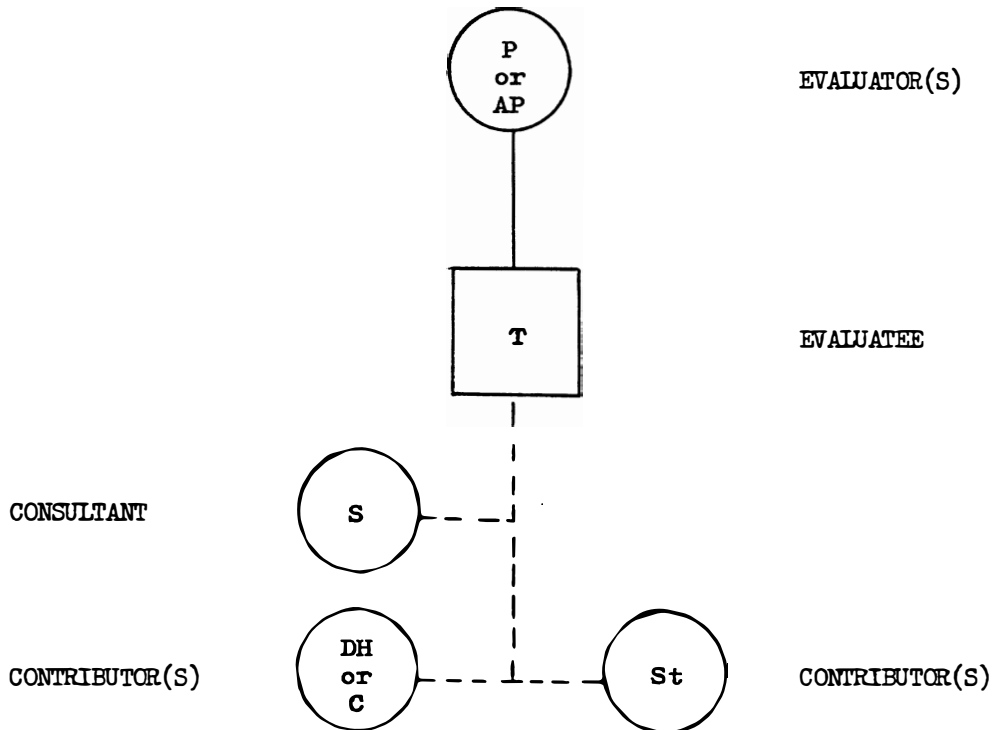
The following model (Model T) has been designed for use in the evaluation of teachers. According to the model, the principal or an assistant principal (preferably for instruction), is the primary evaluator. The evaluation is often, but not always, made in consultation with the supervisor(s). Sometimes contributions from department head(s) and/or coordinator(s) are solicited and used. If student contributors are used, the method for obtaining their input should be a joint decision made by the teacher and the evaluator. In some instances when students participate, the decision may be to evaluate teachers as a group; in others, as individuals. In all instances, the evaluation must be a cooperative endeavor between evaluatee(s) and evaluator(s).

Model T may be adapted as necessary for individual schools. For example, the evaluator and the evaluatee may elect to include only department heads as contributors. Further, in some schools, especially small ones, the model may be adapted to include, for example, only the principal and the teacher, or the principal, the teacher and one other person, perhaps a supervisor.

The specifications for the selection of staff members to be evaluated and the timetable and steps (see page 13) in the evaluation process should be followed as outlined unless more feasible, but realistic, guidelines have been designed.

MODEL T

This Model may be adapted to large or small schools. In small schools it is probable that there would be only two people involved in the evaluation of a single teacher — the principal and the teacher. For all schools, especially large ones, any combination of this model may be employed.



- Legend:
- | | |
|--------------------------|----------------------|
| P - Principal | DH - Department Head |
| AP - Assistant Principal | C - Coordinator |
| T - Teacher | St - Student |
| S - Supervisor | |

HOW OFTEN ARE TEACHERS EVALUATED?

Status of Personnel	Schedule of Evaluation		
	1st Year	2nd Year	3rd Year
ANNUAL CONTRACT			
o Beginning and new appointees	FE		
o Second-year staff members whose work was deemed satisfactory first year		PE	
o Second-year staff members whose work was less than satisfactory first year		FE	
o Third-year staff members			PE
CONTINUING CONTRACT	FE every third year; PE during intervening years		
o If performance was deemed satisfactory by last evaluation			
LESS THAN SATISFACTORY STATUS	FE annually until performance becomes satisfactory or services are terminated		
o If performance was less than satisfactory by last evaluation			

KEY: FE - full evaluation

PE - partial evaluation
(self-appraisal, only)

Full Evaluation (FE). Full evaluation means all steps in the process, including cooperative establishment of objectives, collaboration in the fulfillment of objectives, self-assessment, assessment by the evaluator, followed by an evaluation conference and follow-up action.

Partial Evaluation (PE). Partial evaluation is an abbreviated process which, while involving all of the components of full evaluation, is essentially self-evaluation. The principal or other evaluator functions primarily in an advisory capacity.

WHAT TIMETABLE AND STEPS ARE REQUIRED?

DATE	STEPS
By 2nd week Sept.	<ul style="list-style-type: none"> (a) Notifications are sent to the evaluatee indicating name(s) of evaluator(s) and others who may be involved in the evaluation. (b) Instructions and forms are provided. The forms include TE 1, TE 2, TE 3, and TE 4. (c) Evaluatee and evaluator, cooperatively, diagnose evaluatee's current performance (Form TE 1).
2nd week Oct. - 1st week Nov.	<ul style="list-style-type: none"> (a) Evaluatee and evaluator, cooperatively, select performance objectives (Form TE 2). (b) Evaluator discusses objectives with others involved in the evaluation. (c) Student surveys, if used, are completed. The information may be used to assess needs and to obtain ideas for planning the instructional program. This information should be used for affecting change.
2nd week Oct. - 2nd week Feb.	Regular administrative and supervisory contacts for evaluation are carried out. One interim conference will be held by the second week of November.
2nd week Feb. - last week Feb.	Evaluatee completes self-assessment and sends copy of completed form to evaluator (Form TE 3).
*1st week March	The evaluation of teachers with less than satisfactory status is completed.
1st week March - 2nd week June	Evaluator completes assessment form (Form TE 4) for evaluatee, confers with other administrative and/or supervisory personnel involved, and holds conference with evaluatee.
1st week April - 2nd week June	All evaluations are completed; forms are sent to proper central office department or division with copies retained by evaluatee and evaluator.

*In the case of evaluatees whose performance is judged to be less than satisfactory and some personnel action is to be taken, this deadline may have to be adjusted to conform with State laws or Board of Education regulations.

FORM TE 1. DIAGNOSIS OF TEACHER PERFORMANCE

Directions:

Using a copy of this inventory form, evaluatee and evaluator will independently diagnose the status of the evaluatee's current performance. It is not a post-performance rating form. It is to be used to assist in the identification of areas indicating performance strengths or those in which improvement is needed.

Area of strength is to be indicated by 3; area needing some improvement, by 2; and area needing considerable improvement, by 1. When the status of current performance has been determined, those areas identified as needing considerable improvement should be given first consideration in preparing performance objectives. (See Form TE 2.)

PERFORMANCE CRITERIA

CHECK
3 2 1

- A. PROVIDE FOR THE HUMANIZING OF INSTRUCTION
1. Know the academic strengths and weaknesses of each student
 2. Know the home and community environment of each student
 3. Conduct parent-teacher conferences and parent-teacher-student conferences
 4. Treat the student as an individual in accordance with his needs, interests, and abilities
 5. Help each student to consider the rights of others
 6. Help each student to recognize his potential to develop his abilities and to assume his responsibilities as a member of the group
 7. Employ human relations techniques which result in better understanding, appreciation, and acceptance of each student as an individual of worth
 8. Create an environment in which teacher and students feel free to express their ideas to listen and to respond to the concerns of others
- B. PROVIDE FOR INDIVIDUAL DIFFERENCES
1. Provide different subject matter and learning experiences for individual students
 2. Provide different achievement standards for individuals with different abilities

FORM TE 1. DIAGNOSIS OF TEACHER PERFORMANCE (continued)

	PERFORMANCE CRITERIA	CHECK		
		3	2	1
B.	PROVIDE FOR INDIVIDUAL DIFFERENCES (continued)			
	3. Include affective, cognitive and psychomotor objectives			
	4. Use diagnostic devices to identify needs of students			
	5. Conduct teacher-student conferences			
	6. Incorporate instruction relative to student experience, vocational goals and cultural values			
	7. Provide opportunities for students to work independently on meaningful tasks that derive from and contribute to the planned activities of the group			
C.	USE APPROPRIATE INSTRUCTIONAL MATERIALS AND OTHER RESOURCES			
	1. Use local and state curriculum guides and materials available in the several disciplines			
	2. Encourage students to utilize a variety of reference and other printed materials, audio-visual materials, and community resources			
	3. Provide learning experiences in the total school and community environment			
	4. Plan demonstrations, dramatizations, and other classroom activities			
	5. Make field trips available			
	6. Involve resource persons, central office personnel and school-related youth organizations			
	7. Organize individual and group projects, in and out of school			
D.	ORGANIZE LEARNING ACTIVITIES TO ACHIEVE SPECIFIC PURPOSES			
	1. Involve students in formulating objectives for each instructional unit and accompanying activities			
	2. Insure continuity and sequence in the development of needed skills			
	3. Provide opportunities to help students develop critical and reflective thinking, creativity and understanding of specific concepts			
	4. Provide experiences which assist students in developing study skills and in making judgments for working independently or seeking assistance			

FORM TE 1. DIAGNOSIS OF TEACHER PERFORMANCE (continued)

	PERFORMANCE CRITERIA	CHECK		
		3	2	1
E.	PROVIDE FAVORABLE PSYCHOLOGICAL ENVIRONMENT			
	1. Create a relaxed but controlled atmosphere conducive to learning			
	2. Make detailed pre-plans for each unit of instruction and continue planning as instruction progresses			
	3. Select materials appropriate to instruction and make them immediately available			
	4. Develop and use questioning techniques that require students to employ the higher cognitive processes as well as demonstrate retention and comprehension			
	5. Encourage students to express their ideas in group discussions			
	6. Involve students in planning and conducting class activities under the guidance and direction of the teacher			
	7. Provide opportunity for student-student and teacher-student interaction			
	8. Act as a transmitter of information only when necessary, limiting lectures and demonstrations			
	9. Stimulate enthusiasm through flexibility in instructional program			
	10. Establish classroom setting which insures the health and safety of each student			
F.	EVALUATE PROGRESS OF STUDENTS			
	1. Emphasize the application of knowledge to new situations			
	2. Include achievement in all areas of instruction, habits of work, attitudes, personal traits, and group relationships			
	3. Help each student to develop the ability to evaluate his own progress and involve him in the evaluation process			

FORM TE 1. DIAGNOSIS OF TEACHER PERFORMANCE (continued)

PERFORMANCE CRITERIA

CHECK
2 1

F. EVALUATE PROGRESS OF STUDENTS (continued)

5. Use student input to make learning meaningful
6. Assess each lesson and unit in relation to student response and attainment of objectives
7. Utilize assessment to determine daily and unit instructional modification

Date: _____

Self-diagnosis

Evaluator's diagnosis

Original: Evaluatee
Copy: Evaluator

FORM TE 2. LISTING OF PERFORMANCE OBJECTIVES

Evaluatee _____ Position _____
School/Office _____ Evaluator _____
Year for which being evaluated _____

Directions

1. The determination of evaluatee's performance objectives is a cooperative endeavor by evaluatee and evaluator. Those objectives selected must be mutually agreed upon.
2. Consider first those major areas in Column I which have been singled out in Form TE 1 as needing considerable improvement. Identify specific objectives which, if achieved, are believed to be likely to improve performance. Select those which offer the greatest opportunity of achieving maximum degree of improvement. (It is not necessary to have an objective in each area.)
3. Write objectives in Column II.
4. Work to achieve the objectives during the year.
5. Discuss with evaluator ways to make periodic assessments of progress being made.

AREAS

LIST PERFORMANCE OBJECTIVES

HUMANIZING INSTRUCTION

PROVIDING FOR INDIVIDUAL
DIFFERENCES

USING AVAILABLE INSTRUCTIONAL
MATERIALS

ORGANIZING LEARNING ACTIVITIES

PROVIDING A FAVORABLE
PSYCHOLOGICAL ENVIRONMENT

EVALUATING PROGRESS OF STUDENTS

FORM TE 3. SELF-EVALUATION OF OBJECTIVE ACHIEVEMENT

Evaluatee _____ Position _____
School/Office _____ Evaluator _____
Year for which being evaluated _____

Directions:

1. In Column I, list objectives as they appear on Form TE 2. In the self-evaluation column check the degree to which you feel the objective was achieved. Use the following key to indicate the achievement of expectation level: 3-Exceeded Expectations; 2-Met Expectations; 1-Below Expectations.
2. In the Comments space write a brief statement of the reasons for the estimates given in the self-evaluation column.

PERFORMANCE OBJECTIVES	Self-Evaluation		
	3	2	1
COMMENTS			

Signature of Evaluatee _____ Date _____

FORM TE 4. EVALUATOR'S ASSESSMENT OF OBJECTIVE ACHIEVEMENT

Evaluatee _____ Position _____

School/Office _____ Evaluator _____

Year for which being evaluated _____

Directions:

In this space, write a statement of your evaluation of the degree to which you believe the evaluatee's objectives were met. State each objective and give an assessment of achievement for it. Be explicit. Use reverse side of form if more space is needed.

In this space, make an overall assessment for each of the major areas of responsibility. Use the following key: 3—Exceeded; 2—Met; 1—Below Expectations.

AREA	DEGREE OF ACHIEVEMENT		
	3	2	1
HUMANIZING INSTRUCTION			
PROVIDING FOR INDIVIDUAL DIFFERENCES			
USE OF AVAILABLE INSTRUCTIONAL MATERIALS			
ORGANIZING LEARNING ACTIVITIES			
PROVIDING FAVORABLE PSYCHOLOGICAL ENVIRONMENT			
EVALUATING PROGRESS OF STUDENTS			

Evaluator _____ Date _____

CONCLUSIONS

The Committee commends the State Board of Education and the General Assembly for including in the Standards of Quality the requirement that a system of evaluation be provided for teachers, principals, central office personnel, and other school employees. Systems of evaluation are in operation during the 1974-75 school year in every school division in Virginia.

The implementation of mandated evaluation required a massive effort over a period of more than two years and involved the preparation, in accordance with State guidelines, of an evaluation procedures handbook by every school division. Several years will be needed to refine and assess the effectiveness of the evaluation system.

The Committee recognizes the fact that the concept of paying personnel on the basis of quality of performance is an attractive one. It believes, however, that this is not the time to consider establishing such a system in light of the evaluation efforts required by the Standards of Quality and the formidable problems and costs associated with operating a successful merit pay system.

Should a merit pay system be established at some future time the Committee suggests that, in the beginning, the system be operated on a voluntary and experimental basis in a few school divisions with State financial support, as recommended in the 1962 study.

