A device to evaluate the individual staff member.

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http://hdl.handle.net/2144/13198

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

A Service Paper

A DEVICE TO EVALUATE THE
INDIVIDUAL STAFF MEMBER

Submitted by

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(B. S. Ed., Worcester Teachers College, 1948)

In Partial Fulfillment of Requirements for
the Degree of Master of Education
1952
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CHAPTER I
THE PROBLEM

Origin of the study.-- The problem of evaluating the individual staff member first arose when the writer entered a discussion group on criteria for the elementary school. At first it seemed that with the help of a few good reference books on teaching, teachers and evaluation, the solution would be relatively simple. The reading did furnish some of the elements necessary for wise teacher rating and requirements, but it also revealed the influence of personal judgment in the selection and qualification of good teachers.

Statement of the problem.-- The problem is to establish a workable set of criteria which may be used by teachers to evaluate their own work and which may also be used by supervisors to evaluate the effectiveness of teachers in their area of supervision in the elementary school.

Justification of the problem.-- Because of the variety of techniques revealed in the literature concerning teacher evaluation and rating it appeared to be desirable to summarize these data in a sufficiently concise form so that they may be used by the average classroom teacher. Also, as one phase of the construction of a total instrument to evaluate an elementary school it would appear to be quite desirable to have one section devoted to the individual staff member.

As Section J, Data for The Individual Staff Member of the Evaluative Criteria of the Cooperative Study of Secondary School Standards had been used extensively and successfully throughout the county, it was felt that
a similar blank could and should be developed for the evaluation of staff members in the elementary school.
CHAPTER II
SUMMARY OF RESEARCH

History of teacher evaluation.-- Perhaps the first rating scale was that developed by Galton on Mental Imagery in 1883. Another early scale was the scale by Pearson for measuring intelligence (1906). Both of these were of the master scale type. Cattell and Wells used a rank-order method in evaluating ten traits of scientists and writers, respectively. Prior to 1915 Boyce first used a type of graphic rating scale.

The first World War gave impetus to the personality appraisal research since the handling of large masses of men made necessary greater emphasis on selecting those best fitted to be officers. Dr. Walter D. Scott used a man-to-man rating to determine personal qualities of officers as a basis for promotion. This was the method so highly

2/K. Pearson, "On the Relationship of Intelligence to Size and Shape of Head and to Other Physical and Mental Characteristics", Biometrika, 5, pp. 105-116.
Despite much criticism, the creation and use of rating scales became common during the years following the war and were used in education, industry, and psychological experimentation. Among the scales developed were the Filer and O'Rourke, Haggerty, Olsen, and Wickman, American Council of Education Rating Scale, and Detroit Scale for the Diagnosis of Behavior Problems to mention only a few.

There are several types of rating scales which have been or are in use. Among these are the master scale, man-to-man, rank-order, paired-comparison, classification, and graphic rating scale. These types are described at length in Greene and Symonds.

The graphic rating scale is defined as a: "Method for securing and recording a judgment concerning the degree to which an individual possesses a specific trait, by placing a mark at an appropriate position between the two extremes of a line that represents the possible range of..."
degree of a trait."  

Traxler stated, "The test technicians preferred the graphic scale to all other types." Symonds said, "The graphic rating method was probably the most serviceable and widely adopted method rating scale used." Freyd gave the following reasons in demonstrating the superiority of the graphic rating scale over other techniques:

It is simple and easily grasped.

It is interesting and requires little motivation of the rater.

It is quickly filled out.

It frees the rater from direct quantitative terms.

It enables the rater, nevertheless, to make his discriminations as fine as he cares.

It is universal; that is, no master scale is required.

The fineness of the scoring method may be altered at will.

It allows of comparable ratings without requiring each rater to know all the members of the group.

Rating scales have been widely used to evaluate personality traits in education, industry, and in psychological experimentation. Nearly every author on the rating scale gave a list of uses. A few of these are presented here as being generally representative and inclusive:


Symonds gave a general list as follows:

Rating is an aid in administration.
Ratings stimulate the person being rated.
Ratings react in a favorable way on the person doing the rating.
Ratings, if periodically given, help keep alive the personnel spirit.
Ratings help make judgments analytical.
Ratings systematically given tend to make judgments representative.
Ratings are a recognized method of getting data for research purposes.

In another article Hughes gave a list of uses applicable to educational systems:

Better understanding of the individual.
Modification of school and classroom procedures.
More scientific counseling of students.
Turning the student's attention to the importance of developing proper habits and attitudes.
Greater justice to the backward.
Greater justice to the student of superior ability.
Understanding and approval on the part of the community.

Use of rating scales.-- It will be observed that the use of rating scales is varied, but that, in general, uses center around the summary.

given by Farr that they are "good possibilities for personal diagnosis and development". Rugg in his study of the Scott Scale pointed out that only those fundamental social and dynamic traits which played a large role in the control of the individual should be measured. Lynch thought that the qualities to be evaluated should include only those subjects to direct observation.

Bradshaw in discussing the American Council of Education rating scale stated "Only five types of behavior were chosen because of their importance to student development". Hughes stated "The traits to be rated must be relative to the situation."

However, since the earliest use of the rating scale, validity of such ratings has been assailed due to constant errors inherent in the rater and the rating situation. Rugg early pointed out that:

"The task of comparing one person's qualities with another's is fraught with so much difficulty as to be impractical in rating the rank and file of persons and for most practical activities of life."

A look at some of the rating scales shows that the majority use from five to seven scale divisions. Those cited are Purdue Rating Scale,


Business Education Council Personality Rating Scale, 1/ Vocational Service Rating Scale, 2/ Teachers' Rating Scale for Pupil Adjustment, 3/ and Haggerty-Olsen-Wickman Behavior Rating Schedule. Other writers preferring the five to seven scale division were Brown, 4/ Koos and Kefauver, 5/ Carter, 6/ Farr, and 7/ Strang.

Kohns earlier wrote:

"Human judges, with all their frailties are, on the whole, more efficient prognosticators of progress than the school marks which students obtain."

To continue the problem of teacher rating, it is determined that the best method is through the use of agreed-upon common items and procedures and check-lists.


Importance of teacher load in evaluating teaching.-- Every school system, especially if it is growing and has a considerable size, should engage in a continuous survey of its personnel; it should do this in order that it may know at all times whether the personnel is adequate. If there are too few teachers, the efficiency of instruction will not be at its highest; if there are too many, there will be financial waste.

In deciding upon the pupil-teacher ratio the attempt should be made to steer between so large a ratio that pupil inefficiency would result and the so small a ratio that financial inefficiency would be obtained. It should be remembered also that too-large classes are likely to become "teacher killers". Just what the most desirable pupil-teacher ratio is, experimentation has not yet determined. Some school officials desire pupil-teacher ratios of 25:1; others, of 30:1, still others, of 35:1; while some deem that 40:1 or 45:1 are not undesirable ratios. All the school accrediting agencies have regulations on the size of classes and the total professional load of teachers, and they must, of course, be followed by all member schools.

Reeder says, "An optimum practice in these matters, as in most procedures in education, cannot be easily determined and therefore it cannot be rigidly standardized. Because of so many variable factors, and especially because of the human element which must always be considered, a science of education can never provide school officials and employees with inviolable rules; common sense will continue to be necessary to adapt the general rule to the specific situation. Experimentation would probably demonstrate that the number of pupils which a teacher can instruct most

efficiently is determined by various factors such as the qualifications of
the teacher, the method of teaching used, the amount and character of
supplies and equipment with which the teacher has to work, the amount of
extra curricular activities which must be supervised, and the grade,
subject, and intelligence level of the pupils. Here are unworked, yet
fruitful, fields for research."

The most extensive experiment made upon the problem of the relative
efficiency of large and small classes was that of P. R. Stevenson, who
found that in classes which had twice as many pupils as other classes and
in which all other factors, such as the qualifications of the teachers,
the length of the recitation period, the character of equipment, and the
intelligence of the pupils were the same, the pupils made an average mark
per semester of 76 per cent, while the pupils in the small classes made
an average mark per semester of 77 per cent. Thus, in spite of the fact
that the small classes had less than half as many pupils as the large,
they did only one per cent better than the large. It is worth noting
that practically all other experiments on the same problem have secured
results of the same tenor as Stevenson's experiment.

Many factors have contributed to an increase in the total professional
load of teachers during recent years. Among the more prominent of these
factors are the increased emphasis upon individual instruction and
guidance, greater co-operation with the home and with community agencies,
a larger amount of teacher participation in school administration, and
more supervision of extra-curricular activities. Investigations have
recently shown that in addition to nearly 30 hours a week in classroom

\footnote{P. R. Stevenson, "Smaller Classes or Larger", Public School Publishing Co., p. 107, 1923.}
teaching 9 hours a week is devoted to out-of-class activities pertaining to their work.

It is apparent that the total professional load of the teacher cannot be adequately measured by considering only one or a few factors, such as class size and the number of teaching periods.

General and professional education and preparation of teacher.-- The amount and type of preparation which should be required for entering the various types of teaching service are as yet entirely matters of opinion and will probably continue to be for a long time. Many persons who affirm that teaching is one of the most technical, difficult, and important vocations and that only those persons who have undergone a long and exacting regimen of training should be permitted to enter it. These persons are supporting movements looking toward higher standards for teachers, and they set as their goal, hoping to attain it within the next few years, a minimum of four, five, six, or seven years of preparation for both elementary and secondary school teachers; that the profession is rapidly moving toward this goal is seen on every hand and educational statesmanship should do everything possible to accelerate the movement. Most states now require at least two years of college preparation for new teachers in the elementary schools and at least four years of college preparation for new teachers in the secondary schools. And it is especially significant that a few states now require at least four years of college preparation for new teachers in the elementary schools and at least five years of college preparation for new teachers in the secondary schools.

1/Research Bulletin of the National Education Association, (March 1940), vol. XVIII, p. 63.
The most exhaustive and scholarly investigation of the teaching personnel of the United States was completed by E. S. Evenden\textsuperscript{1} and his associates, all working under the auspices of the United States Office of Education.

During recent years an imposing number of studies have been completed concerning qualifications of prospective and long experience teachers. Bossing, working with one hundred sixty-five graduates of the University of Oregon included a measure of thirteen traits which he felt influenced teaching effectivity. He used ability, discipline, character, personality, industry, co-operation, personal appearance, health, loyalty, and attitude toward the community as indicative of characteristics which should make a successful teacher. Superintendents, supervisors, and principals rated the teachers on these various qualities. It is difficult to isolate the traits and measure them but the teacher who is successful and considered good by one judge is likely to be considered so by other judges even though the correlation of these judges on the various traits is not high.

Jacobs,\textsuperscript{2} in a carefully conducted study attempted to isolate the elements of education from other concurrent factors instrumental in producing teacher effectiveness seeking to find the significant differences between the good and poor teachers. The teachers studied were graduated from several professional institutions representing one hundred eighty-four.


\textsuperscript{3}C. L. Jacobs, The Relation of the Teacher's Education to Her Effectiveness (N. Y. Columbia University Contributions to Education No. 277, 1928).
different schools and colleges scattered all over the United States. They were all employed in one large school system which had a high calibre supervising principal. Strict limits were established in order to control the experience factor. These limits included a period of years during which from the standpoint of maturity and service the teacher served best. No teacher was included in the study who had been in the schools of the co-operating city less than two years. Teachers were ranked as to relative merit on the basis of three different scores termed in the study a graphic, a descriptive, and a rank. The correlations between the three arrays of judgments which in each case were made by the same person, were high. Correlations between clock hours spent in courses in the subjects included in the regular teacher training program and success in teaching were low. The teachers in the upper quartile showed better grades in courses in methods and in practice teaching while in normal school or teachers college but it was significant that there were as many good teachers in the group who had but two years of normal school training as there were good teachers with college degrees and in some cases graduate degrees. The poor teachers had not been particularly good students in methods courses or in practice teaching before they were graduated. In a few cases they had high intelligence ratings and had done well in academic work but the practice teaching grade seemed to be most predictive of future success.

M. E. Haggerty, investigating another area related to good or poor teaching, studied 422 teachers and suggested that the crux of the problem revolved around pupil-teacher relationship and that the teacher might do

very well in one type of teaching could do poorly in another and that a
good teacher in one classroom was not necessarily good in another. He
concluded the most important single factor to be considered is the
teacher and pupil personalities.

In summarizing the reviews made the following conclusions were drawn.
1. Personality was considered very important in relation to all
the functions measured in teaching efficiency but no study
discovered just what factors were positive enough to measure
as integral parts of the term personality.
2. Intelligence, while not the most important factor, is
necessary for good teaching. A person need not be extremely
brilliant to be a successful teacher, but research proves
that neither can he be dull and have success in teaching.
3. Almost all supervisors and raters of teachers could select
the good from the poor but it was much more difficult to
break down the factors to find why some were so much better
than others.

Bernice Baxter, believes that teachers need more than ever before to
have as liberal an education as they can get. The general education
should never be considered as finished. He must strive continually to get
all information available that will help him to comprehend more intelli-
gently the cause-and-effect relations in modern life.

The teacher's professional skill will depend upon the extent to which
he can incorporate his own knowledge and experience into ways of expression
which will intrigue his pupils into wanting to know. His skill in setting

1/Bernice Baxter, "Rating Teacher's Personal Effectiveness", Journal of
the National Education Association (March 1938), Vol. XXVII, p. 81.
the stage for learning, in selecting appropriate materials of instruction, in guiding his pupils' thinking through the use of these materials, and then in helping them to evaluate their own efforts will determine his skill as an instructor.

He can teach only that which he can demonstrate. His own thinking must be clear before he can teach others to think clearly. In other words, professional education produces results when it affects the thinking, feeling, and acting of the teacher and then only.

Professional education is continuous for the teacher who would grow in his knowledge of better ways of teaching. He should know how well pupils can attack and think through problems and how much individual talent and aptitudes are being fostered by his program of instruction.

The time is past in education when perscription and regimentation dictate. The curriculum has expanded to include life in its many complexities. Creative, independent thought based upon critical thinking and experience are the expected outcomes of the expanding curriculum. More and more important decisions are left to the teacher. An adequate professional equipment is absolutely necessary for the teacher who would assume in full measure the privileges being extended to him.

As a whole, teachers are professionally minded and, if anything, overconscientious in their desire to become better teachers. The process and spirit of growth are important. Even the adjudged effective teacher can make himself more effective. If the teacher attempts to look at himself to evaluate his worth as a teacher, he is centering his attention on a cause rather than a result. His success has to be measured by looking at his pupils. If they are learning to live more effectively, he
may then think that possibly he is an effective teacher.

If some of the activities are undertaken with consistency and with enthusiasm, teachers should be happier persons themselves and more stimulating adults for children's learning environment.

**Personal characteristics.**-- Personality is affected by an individual's inherited mechanism and functions; by his organismic nature; by his creative, purposing ability; and by the effects of environment upon all of these.

Characteristics of personality will cover all levels, the uniqueness of individual personality is paramount. The general major items may be summarized as:

- **Appearance** - Attractiveness; cleanliness; neatness; appropriateness of attire; posture.
- **Voice** - Rate of speech; distinctiveness; of enunciation; flexibility; pitch; tone.
- **Power** - Health; vigor; initiative; command.
- **Character** - Tact; kindness; optimism; sense of humor; justice; integrity; morality.
- **Co-operation** - Sympathy; open mindedness; cheerfulness; loyalty; cordial working relations with pupils; colleagues and superiors.

The chief emphasis of personality is the desirable traits for the teaching personality elements of mature, competent men and women anywhere in the world. They are the desirable components in the characters of ladies and gentlemen wherever found.

MacKenzie has defined the needs of teachers as follows:

Teachers should be able:

1. Alone or in cooperation with others, to guide boys and girls in attaining a balanced plan of living.

2. To lead children and youth in finding solutions to their immediate difficulties and in relating them to the broader social problems.

3. To guide children into much meaningful experience with the basic tools and methods of work.

4. To provide leadership for boys and girls in planning and directing their own activities.

5. To utilize the community as a laboratory.

6. To work cooperatively with other teachers in the planning and execution of a unified educational program.

One quality essential to good teaching is a profound conviction of the worth of a teacher's work. For this to exist, the individual must have a sense of the greatness of his profession, of its significance for society, and of its power to benefit boys and girls. He must have no doubt that skillful teaching is essential to the preservation and improvement of our culture, to the strengthening and enlightening of every citizen.

Overall job of the teacher.-- One of the best ways which teachers can utilize in improving themselves is through daily preparation for their classes. A teacher should not be guilty of meeting her class when she does not know what she is going to do. Although she may have received

her bachelor's, master's, or doctor's degree from a first-rate university, such excellent preparation will not excuse her from giving a few minutes each day toward preparing for meeting her classes.

It is not affirmed that the teacher should remain in her classroom all day, then spend the whole evening, and her other free moments, in preparing to meet her classes the next day; such practice would make the teacher a drudge.

It is significant and encouraging that the elementary school should be regarded generally as one of the most, if not the most, progressive of the units in the educational system. Peik points out that there has always appeared to be more satisfaction in the profession with the results of the elementary teacher's preparation as evidenced by professional skill and interest in the school itself than with the preparation of secondary teachers.

It would be difficult to overestimate the importance of the teacher in the teaching-learning situation. He will determine in a large measure the pupil's choice of learning activities, his interest in his work, and the effectiveness of his application. His knowledge of his pupils, of his subject and of the methods of learning and teaching; his skill in working with others, in handling pupils, in seeing and overcoming learning difficulties; his attitudes toward his pupils, in seeing toward teaching, and toward life in general; his interests, ideals, and aptitudes—all these are factors conditioning the learning of pupils. He will not merely furnish leadership in the more technical aspects of education, but he will set standards of behavior and conduct through his own conduct attitudes,

ideals, adjustments and personal idiosyncrasies. It would be very difficult to overestimate the teacher's importance in the teaching-learning situation.

Prescott⁵ expresses the same idea as follows:

The teacher is the ultimate agent of education. No matter what appears in the official courses of study, it is he who sets the daily tasks for the pupils, or who helps them to develop a plan of work. It is he who sanctions or condemns their habits, their attitudes, and their personality qualities. If education is ever to have any genuine influence in shaping character, or in giving insight into life, the teacher will be the agent who will carry this influence. It is his philosophy of education put into practice which really matters.

His role in the guidance of the learning activities of the pupils is exceedingly important; and he has other equally significant functions and responsibilities: the directing of extra-curricular activities, acting as a friend and counselor of pupils; participating as a member of a community that has many expectancies with reference to him. How he meets these demands, will determine in no small measure his success.

It is not enough, however, for teachers merely to possess an expanding store of personal knowledge. The teacher's job is to help children to learn, to use his own knowledge for the promotion of learning in others.

As a result of identifying important characteristics of teachers and teaching a basis has been found for developing check list and check list items for evaluating teaching. The more specific use of this information will be discussed in Chapter III.

CHAPTER III

Use of research to gather important characteristics of teachers.-- It has been the purpose of the preceding chapter to accumulate assimilated material on rating scales, teacher load, teacher education, preparation and in-service growth, and evaluation of such.

Of the five rating devices the check list has the greatest usage. This type of scale consists of a series of qualities commonly associated with good teachers. These qualities are evaluated by the rater and totaled to arrive at a composite rating of the teacher. The ratings of the individual qualities may be considered with the teacher as a means of diagnosing needs for improvement.

The use of a check list is suggested as a means of analyzing and evaluating one's own work with a view to appraising and improving it. A check list is suggested rather than a more formal rating scale because the present knowledge of the ways and means of supervision and of results obtained is too meager to warrant the use of any measure which might presume to be precise and final. The check list presented is not in any way an instrument of measurement; it is intended to be used for diagnostic purposes. The result of this self-analysis should be to discover what is being accomplished and to identify those activities and characteristics which are functioning actually to facilitate learning in children and teachers.

The problem of teacher load requires further research. What research has been done shows that class sizes are increasing in the elementary
school. It is acknowledged by educational authorities, however, that the ideal class size is 25-30 pupils. The problem of teacher load is extremely complex. The extra curricular load must be considered, although there is a tendency to consider activities which are most consumptive of time as a part of the regular teaching assignment.

The investigations needed on the many phases of teaching which frequently give trouble to teachers and principals seem limitless. Grade placement of subject matter, methods of teaching, devices, and instructional means have been evolved and accepted more on the basis of experience than on conclusions from research. It is true that commendable gains have been made through educational research, especially since 1920, but authentic conclusions are seriously lacking on many instructional points because little or no research has been undertaken regarding them.

Procedure of developing initial draft of material.-- The criteria listed as a part of the summary in Chapter II were derived from a review of the research which has been done on rating scales, teacher preparation, teacher personality, teacher load, and evaluation. As the research articles were read, suggestions as to possible criteria were encountered; authorities in the field suggested other criteria; and, research experiments suggested others. Each of these suggestions was listed and other material sought on the same points. A tentative criterion was thus carefully investigated and substantiated by the works of authorities.

All the items which might be used to rate the teachers were sought. The items which were selected most often as the best to use in teacher-rating were compiled for the final listings. Therefore, in using the list of criteria to evaluate a teacher, you are rating a teacher according to
the criteria which some 25 teachers believe to be the best guide.

Naturally there are some differences of opinion, but if a number of teachers select the same items, it is assumed that the items are worth considering. There is reasonable doubt as to whether the use of the criteria is the best method for rating teachers. Previous research casts doubt on the existence of any one method which would work for everyone.

To quote Evenden:

"The volume of creditable research of this type has been such that, were the results reliable and acceptable to the profession, the problem of measuring teacher effectiveness would have been solved years ago. While no generally applicable yardsticks have presented themselves, these qualitative listings should by no means be taken lightly."

In preparing the list of possible criteria for the teacher rating scale, a certain amount of bias is necessarily introduced by the wording of items on the part of the writer, and also by the choice of items to be eliminated or put in combination with others. It is hoped that any conclusions drawn were averaged fairly by the careful checking process.

For those who desire a set of criteria for teacher rating the writer believes to have established a workable list for a reasonably quick overall check. It is determined that the best method is through the use of agreed-upon common items and procedures and checklists.

It is agreed that evaluation should be a guidance procedure, involving cooperative planning and wise counseling for the improvement of teachers on the job. Whether or not even the best of instruments for appraising teachers will produce desirable results, depends upon the quality of human relations prevailing in the use of such instruments. Effective and fair evaluation of the teacher implies much more than

rating, testing, or measurement. It involves a critical analysis in terms of recognized objectives and ideals.

The criteria of good teaching, rather than the particular instruments used, should be uppermost in the minds of both teacher and administrator. Any scales, checklist, or other devices, used should be thought of as guides to determining the presence or absence of these qualities.

A first step in teacher evaluation is, therefore, the classification of objectives which become the criteria of effective teaching. The administrator should solicit the cooperation of his staff.

A second important concept of evaluation is its purposefulness. Rating and testing, whether of teachers or pupils, is too often considered as an end in itself, with the sole objective a recorded score or rank. All too frequently, teachers feel that the principal or supervisor is sitting in judgment and that the appraisal being made is in the nature of a final verdict rather than a guidance procedure inspiring teachers to self-improvement.

The determination of merit ratings involving comparison between teachers, creates an extremely strategic situation. Such ratings may become a real menace to staff morale. It is equally true, however, that the proper and thoughtful development and use of an evaluation program may provide an excellent medium for promoting good relationships within the school.

Research of previous studies in the field disclosed items which might be used by a classroom teacher as criteria of a self-rating scale. When this list was arranged into topics and sub-topics, it became apparent that many items were repetitious or overlapping. Such items were eliminated or combined to form a pertinent standard. Since this list of
criteria would be cumbersome to use in teacher rating, it became necessary to reduce it to a smaller, more workable unit.

In order to do this, the entire lists were prepared in the form of a check-list. Space was provided for each teacher to rate the item as to relative value as criteria in teacher rating. Teachers in the class group were requested to rate each item.

The final list of criteria should not be established as the necessary criteria, because the individual differences of teachers and schools make it impossible to select one list for all teachers and all schools. Then, too, it has not been definitely established that a teacher rated with the use of these criteria would give the best possible results in every situation. The criteria established attempts to do the next best thing, an aid to better teaching.

A group of 25 selected master's students developed separate sections of an Evaluative Criteria patterned after the checklist and evaluative items of the Evaluative Criteria of the Cooperative Study of Secondary-School Standards.

One semester's research was devoted to the development of tentative materials. All materials were mimeographed with sufficient copies for each member. These were criticized, analyzed, and improved by the group until they were accepted materials and procedures for evaluation of an elementary school and stimulating improvement. Since this, a pioneer attempt, it is expected that further revisions and more accurate studies will be attempted in the future.
CHAPTER IV

INDIVIDUAL STAFF MEMBER

Statement of guiding principles.-- A competent staff is one of the indispensable elements of a good school. Every staff member should be intelligent, energetic, self-reliant, co-operative, and loyal. Each member should (1) have the desire and ability to work with other staff members cheerfully, harmoniously, and efficiently for the good of the school and its pupils; (2) recognize individualities of pupils and assist them in making satisfactory adjustments; (3) have adequate preparation; and (4) demonstrate effective procedures in guiding the learning activities of the pupils. Each member should evaluate effective growth and development of pupils and his own efforts to bring about this growth.

The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils. The teaching load and the total working load should be such as promote educational efficiency.

The teacher's personal responsibility is to coordinate curriculum experiences, methods, and knowledges of the learner in a way consistent with the best known practices and theories of education.
QUALIFICATIONS AS A STAFF MEMBER

A. PREPARATION

1. Secondary-School Attendance

List below information concerning secondary-school attendance.

<table>
<thead>
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<th>Name of School</th>
<th>Town or City</th>
<th>State</th>
<th>Dates of Attendance</th>
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</table>

2. College Attendance

List below information concerning attendance at colleges, universities, normal schools, or other institutions above the secondary school.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>State</th>
<th>Dates of Attendance</th>
<th>Degree Granted</th>
<th>Date of Degree</th>
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3. School Experience

<table>
<thead>
<tr>
<th>Position</th>
<th>Name of School</th>
<th>City or County</th>
<th>State</th>
<th>Dates</th>
<th>Number of Years</th>
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</table>

4. Non-School Experience

If experience is not on a full-time basis, indicate that fact and enter an approximation of full-time equivalence under "Number of Years".

<table>
<thead>
<tr>
<th>Position</th>
<th>Organization</th>
<th>City or County</th>
<th>State</th>
<th>Dates</th>
<th>Number of Years</th>
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</table>
5. Academic Preparation

**Checklist**

Listed below are important areas of academic preparation. Place the appropriate checklist symbol designating the extensiveness of preparation in these areas in the parenthesis preceding each field of learning.

( ) 1. Art, Fine or Applied

( ) 2. English

( ) 3. Health and Physical Education

( ) 4. Foreign Languages (List)

( ) 5. Mathematics

( ) 6. Music

( ) 7. Natural Sciences (List specific areas)

( ) 8. Philosophy of Education

( ) 9. Social Sciences
10. Speech

11. Others

**Evaluation**

( ) a. How extensive is the academic preparation of this teacher?

**Comments**

6. Professional Preparation

If courses taken in education overlap any of the fields listed below, indicate the content of such courses on one of the blank lines and enter corresponding credits in the spaces opposite.

<table>
<thead>
<tr>
<th>Curriculum</th>
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<tbody>
<tr>
<td>Tests and Measurements</td>
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<tr>
<td>Methods of Teaching</td>
<td></td>
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<tr>
<td>Reading</td>
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<tr>
<td>Arithmetic</td>
<td></td>
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<tr>
<td>Social Studies</td>
<td></td>
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<tr>
<td>Other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychology</th>
<th></th>
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</thead>
</table>

| Practice Teaching         |                      |
| Others                    |                      |
Give details of certificates held

1. Agency issuing certificate.................................
2. Type or name of certificate.................................
3. Subjects endorsed on certificate...........................
4. Administration position approved..........................
5. Date of certification...............................

Evaluation

( ) a. How adequate is the professional preparation of this teacher?

Comments

B. IMPROVEMENT IN SERVICE

In general the data desired below are for the last three years, but any activity of special significance related to improvement in service should be included regardless of when the activity was carried out.

1. Membership in Professional Organizations

Indicate the name of national, state, and local professional organizations in which membership is held (e.g., National Education Association, National Council for the Social Studies, State Teachers Federation).

a. ..............................................................
b. ..............................................................
c. ..............................................................
d. ..............................................................
e. ..............................................................
f. ..............................................................
g. 

Discuss appearances on programs of professional educational organizations indicating topic, organization, and date of appearance.

2. Professional Reading

List below the professional Education books which have been read within the last six months and professional magazines which are read regularly.

a. Books

b. Magazines

3. College or In-Service Courses

Indicate courses taken during the past three years or now being taken. Do not include courses taken before beginning teaching.

4. Study of School Problems

Describe participation either individually or through committees in the study of educational problems or teaching techniques and procedures. Indicate nature of study, plans involved, and outcomes which were achieved.
5. Additional In-Service Activities

Describe below additional experiences such as extensive travel; recreational activities; visits to government centers, museums, industries, or other schools; and writing or research activities which contributed to professional improvement. Discuss the educational significance of such experiences.

Evaluations

( ) a. How extensive have been the efforts to improve in service?
( ) b. How effective have been the efforts to improve in service?

Comments
Teacher Rating Scale

Directions: The following characteristics affect teaching success to a marked degree. Place in each pair of parentheses an evaluative rating of 5 (Excellent), 4 (Very Good), 3 (Good), 2 (Fair), and 1 (Poor) representing your qualitative judgment of yourself concerning the particular characteristic. Although each characteristic is stated in general terms, the phrases immediately following the general term provide further definition which should assist you in arriving at a fairly objective decision.

PERSONAL CHARACTERISTICS

( ) 1. Personal Appearance: Always neat as to person and attire; satisfactory variety in types of attire; genuine interest in color harmony and contrast; encourages pupils to dress satisfactorily.

( ) 2. Speech: English grammatically correct at all times; careful pronunciation and enunciation; choice of words adapted to levels of understanding of pupils; uses pleasant variation in modulation and pitch of voice; voice acceptably clear and pleasant.

( ) 3. Poise: Reflects sincere confidence before pupils and associates; maintains satisfactory emotional balance under difficult class situations; maintains sincere respect of pupils without domination or subjection of pupils to overpowering authority.
4. **Health**: Maintains generally good health; is not absent for illness an excessive amount; exhibits normal fatigue after regular duties but has vitality for occasional additional activities; observes normal health habits and encourages pupils to maintain health and cleanliness standards also.

5. **Initiative and Originality**: Initiates new ideas and methods; frequently uses suggestions of other staff members in experimenting with new techniques; constantly stimulates pupils to develop new ideas and suggestions; suggests constructive practices to the local administration.

6. **Dependability**: Is highly reliable in the carrying out of assigned duties; is punctual in all activities; carries out rules and regulations as intended even though may express a questioning attitude toward them; accepts responsibilities fully.

7. **Cooperation**: Works actively and harmoniously with other associates; assists in maintaining desirable home and school relations; accepts suggestions from supervisors and administrators; tactful in relations with others.

**PROFESSIONAL CHARACTERISTICS**

1. **Teacher-Pupil Relationships**: develops an atmosphere in the class of mutual respect between teachers and pupils; receives excellent cooperation from pupils in the conduct of classroom activities; obtains pupil cooperation in informal activities and playground or recreational pursuits; carries on counseling initiated by pupils' demands or needs.
2. **Classroom Management:** Gives attention to proper temperature, light, and ventilation of the classroom; room is attractive, well decorated, and stimulating to learning; utilizes pupil cooperation and participation in managing the classroom and instructional activities;

3. **Planning and Preparation for Instruction:** Gives evidence of adequate long-range planning; plans adequately on short-range bases (daily, weekly); readily changes plans as the occasion and need arises; participates with other staff members in over-all curriculum planning; utilizes pupil participation in planning instructional activities; plans well in advance for use of special materials, equipment, personnel, and services.

4. **Use of Various Instructional Methods:** Makes effective use of such techniques as story telling, questioning, explaining, and demonstrating; effectively uses a variety of visual aids as movies, film strips, slides; utilizes a variety of library and reading resources.

5. **Evaluation of Pupil Progress:** Constructs testing and measuring devices to measure pupil growth in the important instructional outcomes; considers pupil achievement in relation to other pupils and in relation to the pupil's ability; brings pupils into the process of evaluating their own growth; maintains adequate records of pupil progress; interprets pupil progress effectively to parents; considers diagnostic contributions
of evaluation techniques.

( ) 6. Growth In-Service: Participates with staff members or individually in the solution of educational problems in the local school system; participates in graduate or extension courses, workshops, or institutes; participates in planned reading in professional journals and publications.

( ) 7. Participation in Community and Extra-Class Activities: Participates regularly in church, scout, PTA, or community service activities; conducts field trips with pupils out-of-school time as well as during the regular school day; participates actively in Parent's Nights, School Exhibits, Education Week Programs, and similar activities.

( ) 8. Professional Attitude: Is genuinely interested in teaching and recognizes it as a profession; encourages capable pupils to become interested in teaching; maintains desirable relations with other professional people in the community; practices professional ethics in handling confidential materials and in discussing educational problems with associates, parents, and children.

PRINCIPAL'S RATING

In light of the self-evaluation ratings given by the teacher in the preceding parentheses, the Principal is requested to make two general evaluations in the two areas indicated below. The same 5, 4, 3, 2, and 1 scale with their qualitative meanings is to be used.

( ) Personal Characteristics ( ) Professional Characteristics
C. TEACHER LOAD

1. Complete data with respect to grade, year, or class taught.

<table>
<thead>
<tr>
<th>Name of grade or class</th>
<th>Pupils Enrolled</th>
<th>Hours per day in classroom teaching</th>
<th>Hours per day in additional duties*</th>
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<td>Total</td>
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*These duties would include time spent in correcting papers, playground duties, lunchroom supervision and other regularly assigned duties.

2. List below duties or activities other than related to classroom teaching or supervision. Include such activities as club or music after-school activities, conferences with parents, committee work, and research activities.

<table>
<thead>
<tr>
<th>Nature of Activity</th>
<th>Hours per week</th>
<th>Weeks per year</th>
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<tr>
<td>Total</td>
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Evaluation

( ) a. How satisfactory is the total teacher load?

Comments
D. PROFESSIONAL QUALIFICATIONS

The following checklist and evaluation items are applicable only to members of the instructional staff. All of these items should be checked and evaluated by the individual teacher and reviewed by the administrative head of the school.

CHECKLIST

This teacher as a professional worker

( ) 1. Is guided by an educational philosophy basic to the development of good citizenship in a democracy.

( ) 2. Understands the contribution of his area of teaching to both the present and future educational needs of the pupils.

( ) 3. Has a knowledge of modern theories of child behavior and development.

( ) 4. Makes careful and adequate preparations for instructional activities.

( ) 5. Manifests a spirit of cooperation with others in making changes in instructional plans and procedures due to changing conditions (e.g., community needs or extracurricular activities).

( ) 6. Adapts instructional activities to new or changing conditions which develop within the classroom.

( ) 7. Adapts instructional activities to the needs and abilities of individual pupils.

( ) 8. Makes effective use of supplementary aids (e.g., audio-visual aids).
9. Makes effective use of community resources (e.g., industries, museums, parks, school grounds, local history, and members of the community.

10. Provides opportunities for pupils to participate in planning instructional activities.

11. Shows skill in making assignments appropriate to the needs and abilities of pupils.

12. Seeks to develop good study habits among the pupils.

13. Shows skill in adapting instruction to the needs and abilities of the pupils.

14. Shows skill in evaluating pupil progress.

15. Keeps accurate records of pupil achievement.

16. Aids pupils in their social and personal development.

17. Develops and maintains teacher-pupil relationships which encourage the child to work to the best of his ability.

18. Is an active participant in matters affecting his own professional growth.

19. Participates cooperatively in community activities.

20. Makes classroom routine a part of the learning experiences of the pupils.

21. Assists in establishing and maintaining cooperative relationships with parents and other members of the community.

22.

23.
EVALUATIONS

( ) a. How effectively are plans and preparations made for instructional activities?

( ) b. To what extent are instructional activities conducted democratically?

( ) c. How skillfully are instructional activities carried out?

( ) d. How satisfactory are relationships with school associates?

( ) e. How satisfactory are relationships with members of the community?

( ) f. How satisfactory is the attitude toward teaching as a profession?

COMMENTS
Uses of this evaluation blank.-- The preceding instrument appears to have value to a teacher in evaluating some of the general aspects of teaching and as a device to be used by the administrator in evaluating or rating teachers under his jurisdiction. The data gathering aspects of the first sections of the blank appear to have definite value of the record of the professional preparation and qualifications of staff members.

Such a device to be used successfully is dependent upon the sincerity of the teacher and objectively evaluating his own performance. Through evaluation a teacher can diagnose his own strengths and weaknesses and with the assistance of proper supervisory help should be able to provide more effective teaching.

It is imperative that the criteria be regarded as flexible. Schools vary not only in their philosophy of education and their purposes and objectives but in size, control, type, location, and many other respects. No school is expected to conform to all of the criteria or to provide all the conditions suggested.
BIBLIOGRAPHY


29. Pearson, K. On the Relationship of Intelligence to Size and Shape of Head and to Other Physical and Mental Characteristics, Biometrika, 5.


36. Stevenson, P. R., Smaller Classes or Larger, Public School Publishing Co.


