To the Graduate Council:

I am submitting herewith a dissertation written by Janet Dyer Mobley entitled "Principals' Perceptions of an Evaluation System In Tennessee." I have examined the final paper copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Education.

Gerald C. Ubben, Major Professor

We have read this dissertation
and recommend its acceptance

Accepted for the Council:

Vice Provost and Dean of Graduate Studies

PRINCIPALS' PERCEPTIONS OF AN EVALUATION SYSTEM IN TENNESSEE

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee

Janet Dyer Mobley

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DEDICATION

To my mother and master teacher,

Rose Frances Dyer,

for the unconditional love, understanding heart, and enduring faith

in my abilities which have been a beacon of light

and inspiration throughout my lifetime.

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ABSTRACT

The purpose of this study was to describe principals' attitudes toward the Tennessee Model for Local Evaluation, the extent to which principals understand the performance standards, how well they perceive the model identifies effective teachers, and problems they have encountered.

The researcher surveyed administrators attending Tennessee Academies for School Leaders (TASL) sessions. A questionnaire was utilized to collect data to answer the five research questions guiding the study.

Results indicated administrators believed that instructional supervision should be for the purpose of improving instruction rather than the evaluation of teachers. Although administrators felt the principal should have the primary responsibility for teacher evaluation, additional personnel share the responsibility. Administrators also felt that instructional needs identified through the supervision process should be considered in planning staff development activities, although they did not agree the principal should adapt assessment strategies based on the experience and ability of the teacher. Administrators indicated they did not fully understand the performance levels on the summative report. Additionally, many indicated they did not feel confident with technical aspects of the state model. Administrators indicated the procedures for implementing the state model were feasible in a variety of school settings. Although administrators felt the initial training was excellent, new administrators are receiving less extensive, abbreviated training sessions.

This study showed that administrators are supportive of the theory of a supervision and evaluation system of teachers; however, in practice they find the state model too time consuming and unwieldy. Administrators felt the state model required them to spend more time in the classroom that could serve to raise the significance of quality instruction in behalf of teachers and principals. Administrators are uncertain on how to use the performance standards and demonstrate variation in skills which could impact the validity and reliability of the state model. Recommendations include the following: (a) additional school personnel should share the responsibility for teacher evaluation; (b) the performance standards should be revised; (c) pre-service training should be considered as adequate measures for supervisory certification, and (d) sessions should be conducted for newly appointed principals and as follow-up training for practicing administrators.

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CHAPTER 1

INTRODUCTION

Supervision is a metaphor for success: the vision of what the school *should* be occurs when there is a link between individual teacher needs and organizational goals. A significant role of the principal is to effectively supervise teachers to develop a shared vision to impact the quality of education provided to students. School effectiveness research of the last 20 years has affirmed that the principal is a crucial factor in the improvement of teaching and learning and, if improved instruction and school success do not materialize, supervision should shoulder the responsibility for not permitting teachers to be successful (Austin & Reynolds, 1990; Glickman, Gordon, & Ross-Gordon, 1998).

In an attempt to address public concern over the quality of public education in Tennessee, current initiatives have been implemented to improve the evaluation process for all teachers. The Tennessee State Model for Local Evaluation was adopted in 1988 and revised in 1997 with the intent of developing and assessing the capacity to improve student performance by shifting the focus from teacher behavior to student achievement (see Appendix C). In light of recent studies that emphasize the importance of the role of the principal on school improvement, it seems reasonable to assume that the principal's knowledge of and attitudes toward instructional supervision are of significance for the purpose of improving instruction. With new state-mandated models for evaluation in effect in many states, a study regarding the role the principal plays in realizing the change efforts in supervisory practice seems worthwhile.

It is not clear how principals perceive their role of supervision, nor how comfortable and competent principals are in applying the instructional supervision

procedures mandated by the state of Tennessee. Although Tennessee mandated a highly complex model for local supervision in 1995, there have been no significant follow-up studies of the principal's perception of his/her role in instructional supervision. The principal's willingness and ability to embrace change in using a new model of instructional supervision may be a crucial factor in the improvement of teaching and learning in Tennessee. To significantly impact classroom instruction, it seems logical to assess the current practice of supervision and to describe the problems principals have encountered using the new state-mandated system of evaluation.

Principals can take an active role in making instructional decisions, soliciting input from staff members, but they ultimately assume final responsibility if reforms do not occur. With the emphasis placed by state legislatures on measurement of student achievement for teacher evaluation purposes and accountability, the principal's responsibility for student achievement has become more evident.

However, in Tennessee, the principal has been asked to be the leader in the implementation of supervisory practices he/she may not fully embrace nor understand. If the purpose of teacher evaluation is to increase teachers' understanding and enhance teaching practice, the principal must have a thorough knowledge of the standards, criteria, and expectations of supervision. The Tennessee Model for Local Evaluation was based on the concept of developmental supervision, performance standards in the Career Ladder Teacher Evaluation System, the National Board for Professional Teaching Standards and the Interstate New Teacher Assessment and Support Consortium. Although the Tennessee State Department of Education had a clear vision of desired changes in the supervision and evaluation of teachers, it is uncertain if that vision was

articulated in terms principals could readily understand and implement. It is also unclear if principals developed shared ownership and a positive attitude toward the change efforts required to implement new state-mandated supervisory procedures.

For reform to occur in schooling, the balance of incentives and disincentives from the perspective of the individual principal helps explain the outcome of change efforts. Input from principals in Tennessee can greatly impact recent reform efforts in supervisory practice to determine if either of these problems is evident.

Historically, research on teacher evaluation has placed responsibility for lack of student educational attainment on the teacher without regard to the principal's role of supervision. However, it is becoming increasingly more evident that the principal shares in the responsibility for student achievement (Glickman, et al., 1998; Murphy & Shipman, 1998; Patterson, 1990; Rigell, 1999). Traditionally, evaluation procedures have been designed around teacher characteristics thought to be desirable, and principals measured those characteristics with a set of ratings to indicate the degree of accomplishment. The research of the past decade has indicated that the checklist system of evaluation is not only obsolete, but it actually hinders the adoption of effective teaching practices (Glickman et al, 1998). To counter the inequities of past supervisory practice, current supervision theories emphasize that effective supervision should have positive impact on the professional growth and development of classroom teachers. Rather than being viewed as the enforcer of regulations and the ultimate expert in detecting teacher deficiencies, the principal is increasingly being viewed as a coach and facilitator (Patterson, 1990). The change in supervisory roles and practices can affect

evaluation in terms of traditional teacher and supervisor interactions; however, in order to implement educational change, there must be change in practice.

The principal's willingness to reject or accept changes in the practice of supervision can affect the outcome of the change effort. The Tennessee State Department of Education has mandated a highly complex system of evaluation with an emphasis on teacher growth, but it is uncertain as to the degree to which principals understand the performance standards and procedures used to implement the state model.

The Tennessee Model for Local Evaluation, referred to as the state model, was based largely on the concept of developmental supervision that implies effective supervision requires knowledge, interpersonal skills, and technical skills (Glickman et al. 1998). The strategies used vary according to the level of motivation and maturity of teachers. Supervision provided to beginning teachers should differ from that given to more experienced teachers. The state model was based on the assumption that supervisory practices can help teachers grow professionally, but in order to do so, the principal needs the ability to recognize effective teachers based on their level of maturity, motivation, and ability (Glickman et al., 1998).

With a renewed nationwide emphasis on evaluation systems, the role the principal plays in supervision has become increasingly important. The National Board for Professional Teaching Standards (NBPTS) has established standards and methods for assessment and certification for the accomplished teacher to "encourage professionalism in teaching that will improve student learning (Wagner, 1995, p. 21). Recently, a special task force of the Association for Supervision and Curriculum Development (ASCD) redefined the standards of practice for school supervision (Patterson, 1990). Research

from these organizations strongly suggested that supervision is valuable, that the principal is a key agent for change, and that new systems of teacher evaluation have become increasingly complex. Yet, there is a dearth of research regarding the principal's attitude toward supervision and evaluation of teachers. A key element in any major change effort is that the people who implement the change clearly understand the process and have a positive attitude toward the change. Therefore, it is important to collect data on problems principals have encountered using the state model of evaluation.

Previous studies conducted on teacher evaluation have indicated that the principal plays a major role in providing instructional leadership that can impact student achievement (Mertz & McNeely, 1993; Patterson, 1990; Rigell, 1999). The principal's willingness to embrace changes involving the supervision of teachers in the state of Tennessee can directly impact the quality of instruction and have a positive effect on student achievement.

STATEMENT OF THE PROBLEM

In 1997, the Tennessee State Department of Education revised the State Model for Local Evaluation of teachers with the intent of improving student performance by increasing the quality of instruction. No significant follow-up studies have been conducted on the implementation of the revised model for the supervision and evaluation of teachers to assess the current practice of supervision in Tennessee. The principal's willingness to embrace the changes required in using the revised and more complex system of evaluation may be a crucial factor in the appraisal of these objectives. Further research needed to determine principals' attitudes toward the supervision and evaluation of teachers, in general, in addition to how well principals understand the performance

standards used in the Tennessee Model for Local Evaluation. Therefore, a study needed to be conducted to describe the extent to which principals have implemented the state-mandated model for teacher evaluation, and problems they have encountered using the state model. This study also includes the examination of the relationship of personal characteristic of administrative and supervisory personnel to determine if there are differences which impact the evaluation process.

PURPOSE OF THE STUDY

The purpose of the study was to describe principals' attitudes toward the Tennessee Model for Local Evaluation, the extent to which principals understand the performance standards, how well they perceive that the model identifies effective teachers, and problems principals have encountered.

RESEARCH QUESTIONS

The following research questions guided the study:

1. What is the principal's perception of and attitude toward the supervision and evaluation of teachers?

2. How well do principals understand the performance standards and procedures used in the Tennessee Model for Local Evaluation?

3. To what degree do principals feel the Tennessee Model for Local Evaluation identifies effective teachers?

4. What problems have principals encountered in using the Tennessee Model for Local Evaluation?

5. Do principals with varying demographic characteristics respond differently to items addressed in the preceding research questions? Demographic characteristics to be used include position, district characteristics, years of administrative experience, time spent evaluating a typical teacher, and gender.

SIGNIFICANCE

It is important that principals have the opportunity to clarify and articulate their perceptions of and the problems they encounter using the new state-mandated evaluation system in order to provide valuable information to the Tennessee State Department of Education and local school districts. Although Tennessee mandated a highly complex model for local supervision in 1984, there had been no significant follow-up studies to assess how well principals understood the new model and what problems they had encountered using it. Historically, research on teacher evaluation has placed responsibility for the lack of student achievement on the teacher without considering the principal's role in supervision. There was no research currently available to determine the extent to which principals had been implementing the new system of evaluation. By identifying the actual practice of clinical supervision provided by principals in Tennessee, it could be determined to what extent there is congruence between what is expected of principals and what they are actually doing in the name of supervision. If principals do not "buy in" or understand how to use the new model, it is uncertain if anticipated changes will occur. Data collected from this study have significance for school districts in Tennessee to evaluate the extent to which principals are fulfilling the intent of the state-mandated system of evaluation to ultimately impact the quality of classroom instruction.

This study also has significance for professional organizations, such as the Tennessee Association for Supervision and Curriculum Development (TASCD), by providing studies related to supervisory practices. Other organizations, such as Tennessee Academy for School Leaders (TASL), can utilize the information provided for the revision or implementation of staff development programs relating to supervision. If

practicing principals and supervisors do not clearly understand the process of evaluation and performance standards used in the state-mandated system of evaluation, information provided by this study will be valuable for colleges of education involved in training potential supervisors. The Tennessee State Department of Education can use the information provided by this study to revise training procedures for new principals or provide additional training sessions for practicing principals and supervisors. If the intent of the new state-mandated system of supervision and evaluation in Tennessee schools is actually occurring in practice, the impact of effective supervision may be one of great significance.

PROCEDURES

Participants were chosen to include principals and administrators who attended Tennessee Academy for School Leaders (TASL) sessions in spring 2002. Questionnaires were administered to participants attending selected academies in three regions of Tennessee. Questions were constructed to address each of the five research questions guiding the study. Participants were asked to respond to questions by expressing the degree of agreement or disagreement with each statement on a five-point Likert scale. After the questionnaires were completed, they were analyzed using a Statistical Program for Social Sciences (SPSS).

ASSUMPTION

The investigation of the state model for supervision and evaluation was based on the assumption that the Tennessee Academy for School Leaders (TASL) academies are based on voluntary attendance by administrators within a five-year cycle. Administrators attending the academies thus represent the total population.

DELIMITATION

The non-random sampling procedure of selecting participants from the Tennessee Academy for School Leaders (TASL) academies was considered a delimitation of this study.

DEFINITIONS

The following are operational definitions used in the study.

1. Supervisory experience. The time spent by principals, supervisors, and administrators employed in positions in which fifty percent or more of their time is spent delivering instructional services to teachers.

2. Classroom observation. A phase of clinical supervision in which the classroom behavior of the teacher and the students are observed and recorded.

3 Evaluation.

   Formative evaluation. Part of the supervision process, which produces growth-oriented experiences such as direct supervision, peer coaching, and action research.

   Summative evaluation. A check to see if the desired instruction behaviors such as curriculum implementation, instructional repertoire and professional growth are being practiced.

4. Preobservation conference. A conference between the supervisor and the teacher held prior to classroom observation.

5. Postobservation conference. A conference designed for the observer to share insights and perceptions gained during observations, share strengths and needs observed, and develop with the teacher recommendations for improvement.

6. Practicality. The investment of time, money, and expertise should indicate that the returns to the school decision-making process are worth the expenditures.

7. Reliability. The instrument is consistently valid.

8. School district. A school district is any county school system, city school system, special school district, unified school system, metro school system, or

any other local school system or school district created by the general assembly to oversee schools within the district's region.

9. Supervisor. When the term supervisor is used in this paper, it refers to the principal doing the instructional supervision.

10. Supervision. The actions by the supervisor that enable teachers to improve instruction to students. This includes direct assistance, group development, professional development, curriculum development, and action research (Glickman, Gordon, Ross-Gordon, 1998).

11. Validity. The instrument measures what it is intended to measure.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this chapter was to review the literature on supervision and evaluation of teachers. This chapter was organized to include the evolution of supervision, the emergence of professional supervision, the definition of supervision, the role of the principal in supervision, the principal's perception of supervision, what principals do in the name of supervision, the ideal practice of instructional supervision, developmental supervision, instructional supervision in Tennessee, and an overview of the Tennessee Model for Local Evaluation.

INTRODUCTION

Effective supervision can have a positive impact on the classroom teacher's ability to teach (Adams, 1997; Fullan, 1991; Shanks-Pruett, 1991). The effect of supervision is so pervasive that it has been defined as the "glue that holds the school together and shapes the school into a productive unit" (Glickman, et.al, 1998). Tanner and Tanner (1987) maintained that one of the most useful ideas in educational research is to view the classroom as an ecological system consisting of factors or variables that directly influence students' learning in school. They suggested that the influence of the principal's role as a facilitator in the process of helping teachers to find the best possible methods to improve teaching and learning is becoming more evident.

A review of recent literature suggested that even though the principal is crucial for school success, the role of the principal is a study in contradictions. The principal is expected to transform, restructure and redefine schools; while also maintaining stability and resisting change. The principal has been historically and traditionally committed to

resist change and maintain stability in the school (Fullan, 1991; Sergiovanni, 1998), but with the restructuring of American schools, principals will need to acknowledge the changing contexts of schooling to meet the challenges of the new millenium.

Principals need to view their roles as instructional supervisors in relation to the changes made in the field of supervision to fully understand if they are resistant to change. In order to overcome the problems and difficulties principals will face in the future, they need to understand the historical foundations of educational leadership and supervision.

THE EVOLUTION OF SUPERVISION

According to Daniel and Laurel Tanner in Supervision in Education (1987), the functions of supervision evolved with the development of the public school system. The authors further maintained that the development of public education and the field of supervision have been so intertwined that they have been difficult to separate.

Supervision in the colonial period evokes images of the colonial schoolmaster as his/her own boss. However, the first schoolmasters in seventeenth-century New York were not only licensed to teach but were given detailed instructions for the opening of school, daily program, curriculum guidelines, and student discipline (Tanner & Tanner). Throughout the colonies, the standards, policies, and curriculum were determined by governing boards, not the teacher. During this period, supervision was by lay assessment. Town selectmen were instructed to visit the schools and make reports to the town to determine if children were being given instruction as required by law (Tanner & Tanner, 1987, p.7). The primary purpose of supervision was to determine if children were being given the education required by law; therefore, some form of examination was

often used to assess pupil progress (Patterson, 1990). Lay committees frequently attended the last day of school to ask questions of the students and examine written and oral work done by the students.

Although in New England the governing bodies exerted general authority over education, in the Middle Atlantic colonies a tolerant policy toward religion fostered several sects with each group advocating that its own religious principles be taught in schools (Tanner & Tanner, 1987). This led to varied school policies; consequently, the southern colonies did not pass laws requiring communities to establish schools. Rather, parents educated their own children with private tutors, or by sending them to private schools (Ornstein & Levine, 1989). Although several schools were established, it was difficult to bring about a public school system where each religious group could share in public funds.

Supervision in education following the Revolutionary War did not change significantly. During this period, school boards exercised supervision of teachers and pupils in the same manner. Although a new system of American educational thought and practice was evolving, the quality of supervision did not improve appreciably between 1776 and 1865.

During the 19th and 20th centuries, the significant change in supervision by lay committees to the individual, professional supervisor began to emerge (Patterson, 1990). One reason that educational reformers sought professional supervision was the poor quality of supervision at the local level (Tanner & Tanner, 1987). Often lay visitors would do a cursory visit of the school, mainly to avoid being charged with neglect. These visits were brief in nature and, in some instances, the lay visitors visited three

schools in half a day according to a pamphlet circulated on the condition of Connecticut common schools in 1839 (Tanner & Tanner).

The professionalism of teaching began with the development of the first public normal school established at Lexington, Massachusetts, in 1839 (Tanner & Tanner, 1987). The mixture of political, social, and economic motivations during this period led to the development of the universal school movement and the common school described as follows:

> Although the major thrust of the American common school movement of the first half of the nineteenth century was to win popular support for publicly financed elementary education, it also had broad social, political, intellectual, and economic ramifications. The common school may be defined as an institution devoted to elementary education in the basic tools of reading, writing, and arithmetic. It was common in that it was open to the children of all social and economic classes. Through a common or a shared program of civic education, it was to cultivate a sense of American identity and loyalty. (Ornstein & Levine, 1989, p. 170)

As the concept of public education began to change and new improvements meant new duties, it became increasingly difficult for lay committees to administer the schools directly (Tanner & Tanner, 1989). The change for supervision from lay committees to the concept of the professional supervisor began to occur primarily in large cities. This change ultimately led to the establishment of the position of superintendent (Patterson, 1990). According to Tanner and Tanner, these superintendents had virtually no professional preparation. Most of their time was devoted to visiting schools, with some superintendents having as many as 900 teachers to supervise. To compensate for the large number of teachers superintendents were required to visit, in some cities teachers were given the opportunity to observe each other's methods of teaching and classroom

management, a practice that has been regarded as a relatively recent innovation in supervision.

As school systems became larger, superintendents were unable to supervise large numbers of teachers scattered across the district (Patterson, 1990). As a result of this, the role of the principal began to change. Before the establishment of the superintendency, the principal performed duties later assigned to the superintendent. In the first half of the nineteenth century, a new role began to emerge, one "destined to be of tremendous importance in supervision ...the principalship" (Tanner & Tanner, 1987, p. 24). The authors further noted that during this time, in the early days of the principalship, when it was impossible to obtain trained teachers, the role of the principal was to train teachers. Carlin (1992) traced the etymology of the word *principal* to the emerging role of the teacher. The position of the *principal teacher* was identified as the master teacher in the late 19th century when growing urban enrollments and multi-teacher school buildings began to appear. Carlin further stated that through the evolution of this role, the principal teacher became the person who was able to lead teachers. The most important gain in separating the principalship from teaching was the opportunity it provided for the improvement in instruction, and research clearly indicated that leadership from the school principal was a crucial factor in the improvement of teaching and learning (Tanner & Tanner, 1987).

THE EMERGENCE OF PROFESSIONAL SUPERVISION

The earliest phase of instructional supervision which persisted for over one hundred and fifty years until the middle of the 19th century led to the second phase of supervision, professional supervision, with the development of the superintendency. The third phase

of development was that of scientific observation. The phase of scientific supervision first began to operate in business and industry (Shultes, 1978). Scientific supervision in education spawned large numbers of empirical questionnaires that led supervisors to view their roles as producers and interpreters of this data to help teachers improve. In Journal of Curriculum and Supervision (Fall, 1992), Stephen Gordon (1992)depicted the scientific management paradigm of supervision in the United States as a well-intentioned effort to control teachers. He noted that, although supervisors demonstrated how subjects were to be taught and recommended ways teachers could improve instruction in their classrooms, there was "an ideal" form of teaching. Much of the ideal or one best method stemmed from the work of Frederick Taylor, many of whose theories emerged from his experience and research in the steel industry in America. Taylor observed inefficiencies in work in steel plants and devised techniques for increasing the workers' productivity (Sergiovanni & Starratt, 1998). Taylor determined the one best way of completing a task and told the workers to do exactly as they were told, thereby enabling workers to increase productivity.

Shultes (1978) noted that the same limitations found in the scientific management form of supervision identified in industry became apparent in education. Although there were limitations, the scientific supervision left its mark on the future with staff hierarchical organizational structure and job descriptions. From the 1930's through the late 1950's, the fourth phase of supervision, the theory of human relations supervision, emerged. The work of Elton Mayo, a social philosopher and professor at Harvard, was instrumental in the development of human relations supervision (Sergiovanni & Starratt, 1998). Mayo believed that people could be more productive if their social needs were

met by being given opportunities to interact with each other at work. Furthermore, their productivity would increase if supervisors treated them well and involved them in the decision-making process.

Although human relations supervision offered hope of more democratic leadership, participatory supervision never went beyond the superficial and artificial (Gordon, 1990). Even though human relations supervision emphasized the dignity of the individual and encouraged wide participation in formulation of policy, the human relations theory promised much, but delivered little (Sergiovanni & Starratt, 1998). The movement actually resulted in widespread neglect of teachers, which in practice became laissez-fair supervision. It became apparent that increases in school productivity could not be achieved merely by assuring the happiness of teachers (Gordon, 1990; Sergiovanni & Starratt, 1998).

In the 1960's, instructional supervision was influenced by the behavioral science approach (Gordon, 1992). New curricula and materials were developed by outside researchers and publishers. In the 1970's, supervision in schools was largely ritualistic with a great deal of the supervisor's time spent on administrative matters. Teacher-evaluation systems tended to be perfunctory, with complacency characterizing the role and function of the supervisor. Instructional supervision materials, developed by outside publishers, were standardized evaluation forms. There was an expansion on the pattern of indirect control, with the shift of control to state legislatures and state departments of education. During that time, there were narrowly defined student performance objectives, and the evaluation systems determined externally-defined teacher competencies. The task of the supervisor became that of helping teachers to understand

and implement the standards set by external evaluation systems that were not only "teacher-proof" but also "supervisor-proof."

During the 1970's, several authors also described a somewhat less positive picture of supervision (Shultes, 1978). Some researchers felt that efforts to improve supervision of instruction consumed large amounts of human and material resources with little change in the teaching-learning environment. It appeared that supervisors were becoming a vanishing breed due to two new trends in the education scene: commercial curriculum packages and teacher organizations' negotiations. Studies conducted during this period decried the lack of supervisory research (Shultes, 1978). An article entitled "Putting the 'S' Back in ASCD" cited the small percentage of supervision-related material that appeared in the 1970's in ASCD publications compared to other areas such as curriculum development.

Sergiovanni and Starratt (1998) traced school reforms of today that began in the 1980's with a renewed interest in scientific management thinking. They stated that this neo-scientific management was based on a renewed interest in closely monitoring what teachers did, the subject matter covered, and strategies teacher used. The new model of supervision was referred to as human resources supervision. Sergiovanni and Starratt differentiated between human resources and human relations by stating that the human resources method represented a higher regard for human need, potential, and satisfaction. Gordon referred to the *new* supervision as teacher empowerment with an emphasis on individual competence, commitment, and self-responsibility. He discussed it in terms of three aspects: (1) pedagogical and social development of teachers, (2) the involvement of teachers in collaborative curriculum, instructional leadership and decision making, and

(3) a shift from external accountability to internal individual and collective accountability for school performance.

In the third edition of Supervision published in 1984, Sergiovanni and Starratt noted a mild renaissance in supervision. At the national level, the Association for Supervision and Curriculum Development began to offer more programs at academic conferences and publish more literature focused on supervisory topics. In The Basic Principles of Supervision, published in 1994, authors Harold P. Adams and Frank G. Dickey, stated that the supervisor, whether principal of a school or supervisor of a special field, has the primary responsibility of improving the instructional program. They recommended that supervisors improve the conditions surrounding learning and help teachers become more effective in guiding the learning activities of pupils. They asserted that authoritarian supervision prevents teachers from exercising their creativity and leads to rigidity in teaching that makes it difficult to adjust teaching methods to the individual needs of the pupils.

By the fourth edition of the their work in 1988, Sergiovanni and Starratt noted that supervision had transcended from a mild renaissance to a revolution, as supervision began ranking high on the agendas of state policy makers and school administrators. As these authors noted, states began to mandate increases in supervision and evaluation of teachers, ranging from training sessions to comprehensive and standardized state systems of supervision and evaluation. These systems were based on a body of research indicating that effective schools were characterized by principals and supervisors who provided strong instructional leadership.

SUPERVISION: A ROLE DEFINITION

In the past decade, the role of supervision has changed significantly. Supervision in the 1990's had been defined as a coordinating function that deals with all activities relating to the improvement of instruction. "Critical to such a role is knowledge about teaching and learning, human development, curriculum development, human relations, uses of technology, staff development, administration, and evaluation" (Wiles & Bondi, 1996, p. vii). However, in defining the role of the supervisor, one theme emerged: much confusion exists (Patterson, 1990; Wiles & Bondi, 1996).

The confusion could be attributed to several factors. First, there is the need for a clear definition of supervision, other than "to improve instruction" (Alfonso & Firth, 1990). The second factor is that there has been a historical lack of clarity about the identity of supervisors, since many people share this function.

Supervisors themselves, working in schools with teachers, find themselves struggling for role definition (Wiles & Bondi, 1996). The word *supervisor* developed after the concept of principal and has a more negative connotation because it was associated with the inspectorial role used by individuals who functioned outside the school (Carlin, 1992).

The 20th century witnessed breakthroughs in understanding human motivation and behavior, along with efforts to make supervisory practice consonant with democratic ideals. Historically, efforts to define supervision as inspection came to be regarded in the professional literature as having a negative consequence on effective working relationships. This is due in part to the authoritative management characteristics of production supervision with its efforts on the factory models of supervision to "treat

teachers as employees, with productivity and managerial efficiency being assessed by outputs (i.e., minimum-competency testing, standardized achievement-test scores) in relation to inputs (school expenditures)" (Tanner & Tanner, 1987, p. 170). These authors compared and contrasted four models of supervision: inspection, production, clinical, and developmental. The key characteristics of inspection and production were monitoring for accountability and improvement of efficiency; whereas clinical and developmental supervision had the primary functions of instructional improvement, enhancement of teachers' insight, and competence in the teaching-learning process.

Sergiovanni and Starratt (1998) stated that the emphasis in supervision has changed from evaluating teachers to promoting staff development and building a professional community among teachers. They cited the abundance of educational research that has increased the understanding of the relationship between teacher behavior and student learning. They advocated a problem-solving approach that begins with a classroom problem, identifies the variables involved that can be changed, and studies the literature about the variable and the teacher's role. The supervisor works with the teacher to form the optimum method of staff development to help the teacher solve the classroom problem. In essence, "As professional practitioners, the supervisor and the teacher must be intelligently informed consumers of research and intelligent investigative participants" (p. 357).

Effective supervision may be defined in terms of the three roles which supervisors play in helping teachers develop their skills, develop their self-confidence, and their professional support and growth system (Shanks-Pruett, 1991). Supervision may be viewed as any activity "which helps teachers to enhance or improve their teaching.

Supervision may include, but is not limited to, a number of activities such as: teaching, observing, counseling, consulting, modeling, and evaluating" (Shanks-Pruett, 1991, p. 3). Shultes (1978) described the role of the humanistic supervisor as one who must strive to achieve instructional improvement and fulfillment on the part of those with whom he/she supervises by:

> (1) Establishing an open, trusting, and collegial relationship; (2) Identifying needs, aspirations, talents, and goals of both persons and institutions in which the supervisory trusteeship is to take place; (3) Planning what is to be done, how it is to take place and when it is to occur; (4) Observing the performance "by taking the role" of the performer, the learner and the supervisor; and (5) Analyzing the performance, holding conferences and sharing appraisal feedback. (Shultes, 1978, p.25)

The definitions of supervision have evolved just as the role has changed over time. Wiles and Bondi (1996) list the six major conceptions found in modern literature:

1. Supervision as an act of administration
2. Supervision as an act of curriculum work
3. Supervision as an instructional function
4. Supervision as an act of human relations
5. Supervision as management
6. Supervision as a generic leadership role (p 8)

An administrative type of definition of supervision helps teachers focus on the major instructional goals of the school (Wiles & Bondi, 1996). The definition of general supervision work denotes activities like the writing of curriculum, preparation of materials for instruction, development of instruments for reporting to parents and evaluation of the total educational program. The curriculum definition of supervision

provided by the Association for Supervision and Curriculum Development (ASCD) describes a supervisor as a person who contributes to the improvement of teaching and or the implementation or development of curriculum. Supervision defined in terms of human relations describes those whose responsibilities include helping other staff members improve their performance. Alfonso and Firth defined supervision as a form of management found in all complex organizations. The school is seen as a production system, and organizational resources must be applied to the analysis of efficiency. Roger Smith, in Successful School Management, also viewed schools in terms of organization structures. Smith (1995) defined supervision in terms of ensuring that learning takes place in the most effective way since the management of schools has become an increasingly complex process. Supervision seen as a leadership function includes teaching teachers how to teach and reformulation of public education with regard to teaching and curriculum (Wiles & Bondi, 1996). Smith (1995) also noted that leadership which fosters teamwork and facilitates problem solving to ensure continuous improvement of the teaching and learning process is most beneficial.

Although titles and relationships vary, the knowledge and skills needed for supervisory leadership remain constant (Wiles & Bondi, 1996). The supervisor has historically been an overseer who has functioned apart from the mainstream activities of the school (Carlin, 1992). The role of the principal embraces both the functions of the supervisor and teacher of teachers, so for the purpose of this paper, the primary supervisor will be identified as the principal who has the most consistent and frequent interaction with the teacher.

THE ROLE OF THE PRINCIPAL IN SUPERVISION

In order to view the role of the principal in a broad perspective, Ubben and Hughes (1980) defined the role of principal in terms of five functions: school-community relations, staff personnel development, pupil personnel development, educational program development, and business and building management. They differentiated between the principal and principalship by stating, "The 'principal' is a person; the 'principalship' is a collection of responsibilities and specific tasks" (Ubben & Hughes, 1980, p. 201). These authors asserted that the two most important skills a principal must possess are those of organization and the development of personnel. A principal was defined as an instructional leader who must be a leader of people, not a manager of things. The uniqueness of each principal's situation makes generalizations about leadership styles difficult, but generally the principal should:

1. Implement programs of known effectiveness or active involvement in curricular improvement.
2. Monitor student performance.
3. Monitor teacher performance.
4. Provide concrete technical assistance to teachers as part of their inservice programs.
5. Demonstrate visible commitment to programs for instructional improvement.
6. Provide emotional support and incentives for teachers (Rossow, 1990, p.38).

Wiles and Bondi (1996) have described supervision as a leadership specialty in professional education that is about helping people grow and develop. The principal's job is to work with teachers to improve the educational process and to aid in the growth and development of students. However, in working with teachers, the improvement of

teaching is a means, not an end. Staff supervision and evaluation are essential activities of the principal, especially in today's complex school environment. In essence, principals have two major responsibilities that should take precedence over all other roles: a principal must be involved with curriculum and instruction as well as staff development (Nottingham, 1979).

Staff development has been defined as the process of helping people grow professionally (Nottingham, 1979). Imbedded in staff development is the evaluation of teachers, the purpose of which is to improve performance. Ubben and Hughes (1980) maintained that there are two basic purposes for staff evaluation: "(1) to improve the performance and provide direction for the continued development of present staff; and (2) to provide a sound basis for personnel decisions, such as awarding tenure, promotions, transfers, or dismissal" (p. 210).

However, while authors have widely divergent views on the relationship developed between principal and teacher. Ubben and Hughes maintained that staff improvement is largely a helping relationship, which is most effective when trust is developed between a principal and teacher. In contrast, Nottingham (1979) maintained that the "one-on-one evaluation process commonly used in schools is essentially an adversary, non-professional relationship which does nothing to build trust among professionals" (p.62). He also stated that often the principal avoids the evaluation process or treats it as a necessary evil by reducing it to an apologetic ritual.

Rossow (1990) stated that supervision is the key role a principal plays in the effective classroom. He maintained that the principal as supervisor has the major responsibility to communicate the school goals to the teachers as part of the evaluation

process. Supervision then becomes focused on improving professional performance in line with the mission of the school, with the ultimate value of increased student achievement. Pam Robbins and Harvey B. Alvy reiterated a similar theme in The Principal's Companion. These authors stated that ideally principals should frequently visit classrooms to observe, share, and affirm the work being done in classrooms. Yet, they noted that, in many schools, teachers feel intimidated when principals walk into their classrooms and are especially fearful of the observation and conferencing process (Robbins & Alvy, 1995). The role of the principal becomes one of assuring teachers that supervision and the specific evaluation process are to help teachers improve their talents and skills.

Historically, observation systems were designed to improve instruction by way of systematic observation in the classroom (Shultes, 1978). Systematic observation has been defined as "an accepted method of organizing observed teaching acts in a manner which allows any trained person who follows stated procedures to observe, record, and analyze interactions that others viewing the same situation would agree, to a great extend, with his recorded sequence of behaviors" (p. 28). Robbins and Alvy (1995) defined supervision as "providing support for teachers so they become the best they can be. Implicit in this definition is the development and refinement of a knowledge base and craft practice regarding effective teaching and learning" (p. 100).

Frequently evaluation sessions in schools today are conducted with a guiding instrument and using the clinical supervision techniques developed by Goldhammer in the 1960's (Wiles & Bondi, 1996), but later popularized by Cogen in the mid-1970's (Rossow, 1990). The clinical supervision model consists of at least four steps: (1)

preconference, (2) classroom observation, (3) analysis and reflection, and (4) postconference (Rossow, 1990, p. 60). In contrast to the four-step process, other authors describe a five-step model of clinical supervision including the observational system developed by Flanders and his associates. The Flanders' Interactional Analysis is built around ten categories. Categories 1-7 pertain to teacher talk; categories 8 and 9 refer to student talk; and category 10 indicates silence or confusion (Shultes, 1978, p. 30). The five-step process described by Wiles and Bondi (1990) includes the following steps:

1. Preobservational conference for orientation
2. An observation by the supervisor, sometimes using an instrument such as the Flanders
3. Assessment by supervisor and selection of area of emphasis
4. The conference featuring an exchange of views and feedback
5. A post-conference analysis by the supervisor (p. 190).

Although the two models of clinical supervision described in the preceding paragraphs do not differ substantively, both authors agreed that teachers and principals should be trained in the format. Both the principal and teacher are assumed to be knowledgeable about the model and to communicate as colleagues (Wiles & Bondi, 1996).

The preconference is the initial step during which the principal and the teacher review the ground rules and set the goals for the upcoming classroom observation. The preobservation conference has the basic purposes of selecting a particular lesson for observation and planning the details of the observation (Ubben & Hughes, 1980). The preconference conference also allows the opportunity for the teacher to initiate a dialogue

about planning, teaching, student work and the thinking behind the planning process (Robbins & Alvy, 1995).

During the observation, the principal collects the data. The instrument used for data collection is important in that it is a reflection of specific student behaviors that the school system has identified as important to learning (Rossow, 1990). The observation should take place at the scheduled time and place, and the principal should remain inconspicuous so the data will be reliable. Shultes (1978) stressed the importance of not trying to observe too many elements during the observation. Instead, the observer should make every effort to come away from the session with an accurate, complete nonjudmental set of data reflecting what transpired during the observation with a specific focus.

The review of literature conducted by Shultes in 1970's indicated that little had been written about the specific means of collecting the observational data. He noted that there does not appear to be any conclusive research indicating that one means of observation is better than any other means (Shultes, 1978). However, since that time, several researchers have developed instruments that are highly sensitive, though the extensive training required to use these instruments could be a drawback. Rossow (1990) described an instrument developed by Seifert and Beck that centers on the collection of data about students' behavior patterns in six student-behavior categories. Although Rossow stated that the principal can learn to use the Seifert and Beck student observation (SOS) in a matter of minutes, he neglected to report how reliable the principal's interpretation of the data might be.

Drake and Roe (1996) stated that "when selecting or developing an instrument to observe teachers, the evaluator should consider the validity, reliability, comparability, and practicality of the instrument" (p. 280). There are a variety of observation devices available for recording the behavior of teachers and pupils, and these range from narrow, often simplistic devices to complex, costly processes regarding multiple, trained observers. However, these authors cautioned against the use of rating forms that record observations of predetermined items, citing the Florida Council on Educational Management's view of rating forms:

> Procedures and instruments that require ratings on standardized criteria heavily loaded toward administrative concerns, which produce high supervisor/low employee involvement, and which promote unfocused classroom visitation or job observation are counter productive to improving instruction. (Drake & Roe, 1997, p. 303)

Despite the mode used to collect observational data, Rossow (1990) noted that the principal should provide a copy of collected data for the teacher so that both the teacher and the principal could analyze the data. Drake and Roe (1997) stressed that it is only through the formal, data based, evaluations that substance and objectivity could be obtained. Furthermore, it is through the interaction between the principal and teachers that the purposes of the school can be achieved. The synergetic supervision process of interaction is based on the following underlying assumptions: (a) Teaching involves a set of identifiable patterns of behavior; (b) Improvement of instruction can be achieved by changing patterns of teacher behavior; (c) If change is to take place, the supervisor-teacher relationship must be built on mutual trust; and (d) The primary goal of supervision is the improvement of instruction (Bellon & Jones, 1976).

After collecting the data, the principal should conduct an analysis of the data with regard to patterns of student behaviors. The teacher should use the set of notes provided by the supervisor as well as the teacher's own set of notes to prepare for the postconference discussion (Rossow, 1990).

During the postobservation conference, the principal should report and analyze the observation, then provide feedback to the teacher (Ubben & Hughes, 1980). The goal of the postconference is to encourage the teacher to reflect on his/her decisions and compare the lesson with the actual data from the observation (Robbins & Alvy, 1995). The postobservation conference is important because, once both parties discuss the meanings of the observed behavior and agreement is reached, the professional role performance of both teacher and principal usually improves (Rossow, 1990). The post observation conferences should take a positive direction, and one way to achieve this is to end the postobservation conference by asking the teacher to indicate how the observation cycle was helpful (Ubben & Hughes, 1980). Because of the importance of the postconference step, some authors suggest using a specific format such as the Champagne-Morgan conference strategy summarized below:

Step 1 Objectives are specified/reviewed

Step 2 All data relating to objectives are shared

Step 3 Agreement is made to focus on "key" objectives

Step 4 Agreement is made that some behavior changes are appropriate

Step 5 Positive, appropriate behaviors in the setting related to the objectives are identified and reinforced

Step 6 Alternative behaviors are reemphasized or identified and examined

Step 7 Alternative behavior is selected

Step 8 Detailed implementation plans for the selected alternative are completed

Step 8 a (If appropriate) Plans made are practiced or role-played

Step 9 Criteria for successful implementation of selected behavior are decided and agreed on

Step 10 Feedback is shared on purposes, commitments, and perceptions of the conference

Step 11 Commitments of both parties are reviewed (Rossow, 1990,p. 63).

Robins and Alvy differentiated between the formative evaluation process and summative evaluation as a continuum. They defined formative evaluation as growth-oriented experiences such as direct supervision, peer coaching, and action research. Summative evaluation is a check to see if the desired instruction behaviors such as curriculum implementation, instructional repertoire, and professional growth are being practiced. Although principals are advised to separate the formative and summative process, e.g. supervision and evaluation (Robbins & Alvy, 1995), the political reality is this is an unrealistic aim. It is helpful to conceptualize the relationship between supervision and evaluation to regard supervision as the formative process that allows for "dress rehearsals." Evaluation is then seen as the summative process in which institutionalized school guidelines are used to assess teacher performance.

THE PRINCIPAL'S PERCEPTION OF SUPERVISION

For a current perspective of what effective principals must do to excel on a daily basis, MacKay and Ralston (1999) described the competencies identified by the National Association of Secondary School Principals. MacKay and Ralston interviewed principals in addition to conducting a search of the relevant literature. Throughout their interviews

and research they identified and defined the competencies that they deemed important for a prospective high school principal to possess. The first of these was leadership which include having a vision of the future based on beliefs, ideas, words, and actions. The next domain was that of information collection. Rarely can a principal have all the necessary facts available for making a decision, so information collection becomes a necessary skill to develop. The third area was problem analysis; an effective principal must define the problem, look at the situation from several perspectives and weigh the pros and cons of the available solutions. Another dimension was judgment that is about logic, timeliness, and the ability to prioritize. The authors described successful principals are those who have organizational oversight, or the ability to organize ideas, programs, and concepts. Success in the principalship was further described in terms of measurement, evaluation, and implementation gauged by how much is actually accomplished. They further defined effective principals in lofty terms as those who can communicate orally and in writing, have philosophical and cultural values, and are reflective.

Missing from the list of essential competencies identified by National Association of Secondary School Principals (NASSP) to assess the skills of principals considered essential tools for 21st-century leaders are those of supervision and evaluation. On the NASSP Board of Directors Position Statement on standards and assessment, approved by the NASSP Board of Directors on February 3, 2000, there is also no mention of professional supervision of teachers. The position statement of referred to standards of content and performance as measures of student and school achievement and alignment of assessment. If the authors of current educational policy issues, as well as NASSP, do

not deem these essential proficiencies of effective principals, what is the consensus among individual principals themselves?

The supervision and evaluation processes can work to focus both the teacher and principal in a growth-oriented process to enhance instruction and curriculum. Drake and Roe (1997) stated that evaluation is a continuous process. If the real purpose of evaluation is to improve students' learning, evaluation should provide feedback as part of the learning process for teachers as well. Carl Glickman (1990) described a "super vision" of effective instruction that improves not only instruction, but the thinking process that can support the school's vision of professional growth and student learning. Donaldson (1997) wrote that is it remarkable how little we know about what good principals think about the principalship.

As part of his research for New Directions for School Leadership, Donaldson asked principals to describe what is rewarding to them regarding their work. Most principals identified with their schools' accomplishments, such as volunteer programs, citations from the state, the successful transition to magnet school status. Donaldson noted that principals are sustained by seeing their efforts pay off in the evidence of their daily work with children, families, and staff. The third source of satisfaction the principals derived was from "the immense satisfaction from being enmeshed in the action of something as important as growing minds, bodies, and psyches" (Donaldson, 1997, p. 3). Although principals derive satisfaction from school accomplishments, this research did not indicate that principals have made instructional leadership a priority in their work.

In spite of the theoretical and anecdotal evidence supporting the need for teacher supervision, it is interesting to note that supervisory practice is not listed as a means to

promote student achievement. A poll was conducted by the Educational Research Service in 1991, sponsored by seven national associations of school administrators, such as the American Association of School Administrators, and the National Association of Elementary School Principals to generate data on the principalship. The principals selected as part of the sample were mailed survey instruments that elicited their opinions, as well as items that could be used to generate profiles of the principals and their schools. One of the questions posed on the survey was, "To what extent do you consider the factors listed to be a problem hindering student achievement in the school in which you are a principal?" Interestingly, among the responding principals, the three most commonly chosen as severe problems were *inadequate money available (30.3 %), inadequate interest involvement on the part of parents (22.0 %), and problems such as poverty outside the school environment (19.0 %).* (Education Research Service, 1991, p. 44). Although each book reviewed for this paper contained at least one chapter on the principal's role in supervision and evaluation, the poll of 28 items did not include one question relating to supervision of teachers. Despite the need for instructional supervision, principals do not view their supervisory role as one that can impact student achievement. If principals do not value supervision and avoid the practice to some extent (Mertz & McNeely, 1993), the extent to which principals are willing and able to fulfill the state-mandated supervisory process can have a significant impact on the effectiveness of supervisory practice.

WHAT PRINCIPALS DO IN THE NAME OF SUPERVISION

Sarason (1997) wrote in How Schools Might be Governed and Why that how we see ourselves in a particular role and how we want others to see us in that role may or

may not be discrepant. His compilation of data from teachers for over 40 years on what teachers say a principal does included the following replies:

1. The principal is the only formal conduit for information, directives, rules, and regulations from the school district's administrative, policy-making hierarchy.

2. The principal handles all sorts of emergencies, e.g., a teacher or student becomes ill; substitutes need to be obtained; police need to be contacted, notifying authorities when the heating or electrical system is dysfunctional or the roof is leaking, etc.

3. The principal has scheduling responsibilities, such as for buses and field trips.

4. It is the principal who determines student transfers, equity in class size, investigates unusual absences, and manages issues surrounding expulsion and suspension, and complaints by and conflicts with parents.

5. The principal is the intermediary between the teacher and a variety of district-wide supervisors and special personnel, especially in regard to students who may be eligible for or require special education and services.

6. The principal carries out procedures for and makes decisions about the evaluation of teachers.

7. The principal is the one to whom a teacher can bring personal and professional issues affecting that teacher's needs and performance.

8. The principal's office is where important records are kept for each student that are available to and necessary for teachers and diverse supervisors. (Sarason, 1997, p. 85)

Sarason noted that only rarely did teachers regard principals as instructional leaders. In contrast, principals perceive themselves as persons having a plethora of duties and responsibilities to those in the school as well as to superordinates. The principal sees himself as one who mediates the concerns of students and teachers rather than as an educational-instructional leader.

In order to examine the perceptions of teachers, principals, and supervisors in the public schools of Tennessee regarding instructional supervision, Patterson (1990)

conducted a study involving these three professional groups. He used a random sampling method to survey 383 teachers, 306 principals, and 212 supervisors across the state of Tennessee to determine their perceptions of the current and ideal practice of supervision. The largest group of teacher respondents (43 percent) indicated that the principal had observed their classroom one or two times during the 1989-1990 school year; 16 percent responded that the principal had observed the class three or more times; whereas, 33 percent responded that they had received no classroom observations from their principal during the school year.

Conversely, there were significant differences in principals' perceptions of the frequency and length of classroom observations and conferences. The largest group of principals (71 percent) reported they conducted eleven or more classroom observations during the school year; twenty eight % conducted one to ten observations; and one percent conducted no observations. Overall, principals indicated that observations were helpful to teachers and that they were competent to deal with teachers' instructional problems.

Patterson concluded that there was a significant gap in the perceptions of teachers and principals relative to the benefit of observations and conferences. Although teachers were generally satisfied with observations provided by principals, they did not perceive them to be helpful; whereas, principals felt observations were beneficial to teachers.

However, other research indicated that, at least demonstrated by the amount of time principals claim they devote to supervision and evaluation of teachers, elementary principals have made supervision a priority. The National Association of Elementary School Principals (NAESP) conducted a survey of elementary/middle school principals in

1987. An eight-page survey containing 84 questions was mailed to 2,414 principals selected at random from a list of all elementary and middle schools. A follow-up study was mailed to the total sample, with 834 responses received, representing a response rate of 34.5 percent. The responses to each question were then tabulated by the Educational Research Service. One question posed to principals was: "What percent of your time do you estimate spending on each of the following responsibilities?" The survey indicated that elementary principals spend more than half of their time (53 %) in supervision and evaluation of teachers, discipline and student management, and curriculum development (Doud, 1988, p. 89). Principals in this study indicated that supervision and evaluation require at least 25 percent of their time. The study also indicated that, the larger the school, the more time the principal spends on supervising and evaluating the staff, and principals with the greatest amount of academic preparation also spent a slightly higher time on supervision and evaluation.

Portin, Shen, and Williams (1998) conducted a study in 1995 with focus groups consisting of principals from across the state of Washington to determine their perception of how the principalship has changed in the preceding five years. Based on the results of the focus groups, they developed a 55-item questionnaire used to survey all members of the Association of Washington School Principals. Eighty-one percent of principals surveyed said increased managerial responsibilities reduced their ability to provide instructional leadership and staff development (Portin et al., 1998, p.4). In addition, principals face challenges with regard to public relations, partnerships with businesses, truancy legislation, increased diversity, special education, and site-based management that consume disproportionate amounts of time and attention.

The effect of layering responsibilities requires the principal to change time which was previously allocated to instructional leadership and conducting legally required evaluations to more managerial tasks, that include managing the budget, complying with legislative mandates, and federal, state, and local regulations. Although Portin *et al* concluded that principals perceive their role as shifting from leadership, which they defined as improving the curriculum and building working relationships between the school and community, they neglected to specify the amount of time principals spend on instructional leadership as opposed to managerial duties. Nor did they specify how principals perceive their roles as instructional leaders, other than stating that additional responsibilities required them to spend a great deal of time on managerial tasks.

A 1998 study commissioned by the National Association of Elementary Principals involved a survey of 3,000 principals randomly selected in K-8 schools. Doud and Keller (1998) analyzed the responses of the 1,323 elementary principals who responded to the survey. This research indicated that principals gave staff supervision and contact their highest priority, while the lowest priority was given to planning, staff development, budget administration, and interaction with the central office staff. Although principals considered staff supervision as a high priority they reported that increased responsibilities related to managerial duties, such as generating financial support, budgeting concerns, and involvement with social service agencies, kept them from supervising teachers.

PRINCIPALS AND THE IDEAL PRACTICE OF INSTRUCTIONAL SUPERVISION

As part of an effort to restructure American schools, the Danforth Foundation, supported by the National Association of Secondary School Principals, developed the

Model School's Project (MSP) from 1969 to 1974 (National Association of Secondary School Principals Commission on Restructuring, 1992). One of the five basic changes advocated by the Model Schools Project was that the principal should be the instructional leader of the school and should devote three-fourths of his or her working time to the improvement of instruction. The project also suggested the reallocation of responsibilities within a school supervisory management team to make this feasible. Of the 36 secondary schools in the Model Schools Project, five of the most successful agreed to further define the model and pursue their own efforts to improve. These five schools formed a collaborative called the Learning Environments Consortium (LEC) to assist schools in developing effective personalized instructional programs. The LEC contended that, if instruction is to improve, the principal must recognize the need to shift the focus from administrative chores to instructional leadership. Primary among the principal's goals is to work with a supervisory management team to supervise and evaluate instruction. In LEC schools, the principal's role as "teacher of teachers" more directly links the principal to teachers. In some of the schools where the administrative team was reorganized, the principal was able to devote up to three-fourths of his/her time to instructional leadership.

Louise MacKay and Elizabeth Ralston used qualitative study methodology in writing Creating Better Schools: What Authentic Principals Do. As part of their research, they interviewed both teachers and principals on the subject of developing trusting relationships in schools, one aspect of supervision deemed essential by these researchers. One elementary school principal who had conducted research on mutual trust stated, "In this school, I believe the people can trust me to do as I say and to say as I

do. I think they call that walking the talk and talking the walk. The people here know that what I say, I do" (MacKay & Ralston, 1999, p. 52). This research indicated that many principals felt they were able to develop a "good deal" of trust in their personal relationships with teachers and those who did were able to accomplish more in their schools. Although principals are expected to develop a trusting relationship with teachers, in general, principals often sense they are spending more time on administrative aspects of the job that divert effort away instructional leadership. Compounding the problems from the principal's perspective is "a shortage of trust and an absence of needed financial resources that increase the complexity of the principal's role" (Murphy, 1994, p. 40). The principal often must deal with many factors and is caught as "the middle person between all the players in the change process and who perhaps must deal with too many factors to bring about the necessary changes" (Alexander, 1992, p. 15). The typical principal spends about nine hours a day in specific work-related activities; however, the most pervasive major concern reported by principals was fragmentation of the their time (Doud & Keller, 1998, p.9). Even though instructional leadership clearly emerges as a critical role of the principal, the time constraints concomitant with managerial duties leaves less time available for supervision and evaluation. To compound the principals' time constraints, Murphy (1994) note that principals readily acknowledge that they do not possess the skills necessary to carry out their increased responsibilities and there has been inadequate training to prepare principals for the role they are expected to play.

Based on trends and concerns in supervision he has noted as a principal and as professor of educational administration at the University of Wisconsin, Paul Rettig described a differentiated approach to supervision and evaluation of teachers. He stated

that, contrary to popular opinion, teachers do want to be observed, but "principals often do not have a philosophic grounding for supervision and evaluation, nor do they differentiate between the two" (Rettig, 1999, p. 36). He noted that, as principal, he was supposed to observe 15 to 30 teachers a year, provide them with substantive feedback throughout the year, and formally evaluate them at the end. He maintained that the responsibility of supervising and evaluating teachers in a variety of grades and subject matter in which he had no experience; in addition, other duties required a great amount of his time.

In 1992, the Sheboygan Area School District formed a group of teachers, principals, and central office staff who developed a process called differentiated supervision that provides a philosophical framework for supervision and evaluation. Teachers in the school district are divided into three groups based on needs and years of experience. New and probationary staff are included in the cooperative-clinical supervision group, which undergoes the traditional clinical supervisory process. Teachers in this group have three or four formal observations, followed by data analysis techniques and a summative evaluation at the end of the year. Teachers in the self-directed groups meet with the principal to establish written personal goals for the year. Principals make at least two or three unannounced observations and provide written feedback. Teachers who select the collegial professional development have identified a goal in common with two or more other teachers. Teachers meet throughout the year to work on a common project, then submit a written self-evaluation to the principal at the end of the year.

To determine if the differentiated model was effective in improving student performance and advancing the professional growth and development of teachers, Rettig

surveyed teachers in the clinical supervision model. It is worth noting that all of the teachers using this model responded that it helped them analyze their teaching by defining strengths and weaknesses, while most of the teachers in the self-directed model indicated it helped them in developing professional improvement plans and in developing or implementing curriculum. It is interesting to note the lack of a mentoring component of the varied models of supervision in this study. As Henderson (1990) noted in her dissertation on mentoring relationships, the mentor takes an active role in developing and advancing the protegee and, in this regard, could provide assistance on behalf of a supervisor. A study was conducted at The University of Tennessee to determine if the teaching of empathy as a counseling skill could also enhance the acquisition of that skill by the peer supervisor. The results of the study conducted by Whitaker (1994) indicated that peer supervision of counselor trainees is more effective in promoting empathic responding to the individual serving in the role of the supervisor compared to those who are receiving the supervision and instruction. Based on this study, future research examining the benefits for both mentoring and peer supervision might add to the body of literature on differentiated supervision models.

Although the Sherboygan Area School District had developed alternative forms of supervisory practices to ameliorate the problems of traditional teacher supervision and evaluation, this was not an entirely recent development. In her doctoral dissertation, Eva Wike wrote in 1984 that supervision is not the province of a particular person, but is a natural part of the school organization that includes a team approach involving all members of the instructional staff. In spite of the varied supervisory models described by researchers, Rettig concluded that the principal's critical role in teachers' professional

growth will continue to include direct supervision. Wike (1984) concurred that supervision is a process that was and still is designed to facilitate pupil learning and to achieve the goals of the organization. As other researchers have noted, "Principals remain key individuals as instructional leaders, initiators of change, school managers, personnel administrators, problem solvers, and boundary spanners for the school" (Portin et al., 1998, p.1). Murphy (1994) noted that with even though even though a participatory team can make decisions, and if the decisions do not work, they are not the ones held accountable. The trend is toward a more administratively grounded view of instructional leadership with regard to supervisory tasks because the principal is ultimately accountable for school improvement.

Principals who make the process of improving instruction a high priority and believe in the basic assumptions of supervision can function as instructional leaders to impact school improvement. Research conducted by Shultes (1978) for his doctoral dissertation defined synergetic supervision as a systematic improvement process including preobservation, observation, and postconference (Bellon & Jones, 1976). He chose descriptive research as the means of treating his major research questions, one of which pertained to the determination of differences in perceptions and understandings of teachers and principals regarding the synergetic process of evaluation. Shultes cited that descriptive research was a means of gathering a broad range of comparative data to justify current conditions and practices and enable people to make intelligent plans to improve those that already exist. He used a combination of questionnaire and interview methods to provide a cross-check between the different data collecting devices, as well as gather a greater variety of data.

Principals who responded to the questionnaire indicated that participation in the supervision/observation process had positively affected both their leadership role and their performance. Over half of the respondents indicated that the increase in their supervisory abilities had caused teachers to view them more as instructional leaders and this had greatly improved their expertise in helping teachers improve instruction (Shultes, 1978, p. 107). Overall, his data indicated that, as it applied to the schools involved in this study, the synergetic supervision process had improved instruction by improving the overall supervision of instruction process. However, the study also indicated that the actions on the part of principals were part of the improvement process.

To examine how the personal characteristics and behaviors of the principal affect the school's effectiveness, it seems logical to focus research attention on the professional characteristics and perceptions of today's principals. Loader (1997) maintained that those who have researched the current education writing have identified a gap in what has been published regarding the understanding of the principal's thought processes about leadership. Research conducted by Leithwood calls for a "better understanding of principals' internal mental processes, along with the understanding of the rational aspects of these processes, such as the content and organization of their knowledge structures" (p. 3).

Murphy (1994) stated that one of the most fundamental concerns of principals is trying to manage fundamental reform while they feel their most critical role, leadership for instructional improvement, is being displaced by managerial issues. Fullan (1991) noted that instructional leadership not only involves sophisticated skills and abilities, but aspects including the articulation of a vision, getting shared ownership, and evolutionary

planning. It would be helpful to understand the principal's internal mental processes, basic knowledge of supervision, and problems encountered with clinical supervision. The principal's perception of his/her role in supervision and evaluation of teachers would clearly have impact on the principal's willingness to be actively involved to bring about change in the supervision of teachers. Unfortunately, many educators have indicated that the purpose of teacher evaluation was to control teachers, motivate them, hold them accountable, or to dismiss teachers based on classroom performance (Wagner, 1995). Countering these negative perception of teacher evaluation purposes, " the field of supervision in public schools is in a state of transition from a traditional view of supervision as a hierarchical construct, to a more democratic, or horizontal, notion of supervision" (Poole, 1994, p. 284).

DEVELOPMENTAL SUPERVISION

The move in supervision from a hierarchical construct to a more democratic notion of supervision is evident in the research on supervision. Current literature suggests that, when principals work with teachers in a manner consistent with the way teachers are expected to work with students, teacher needs are met, school goals are realized, and improved learning results for students. The concept of developmental supervision implies that teachers are in the forefront of successful instruction and supervision is in the background. The role of the principal is to provide the support, knowledge and skills that enable teachers to succeed. Effective supervision requires knowledge, interpersonal skills, and technical skills which are supplied by direct assistance to teachers, curriculum development, professional development, group development, and action research (Glickman et al., 1998).

The first concept of developmental supervision involves providing direct assistance to establish a personal, ongoing contact with teachers to observe and assist in classroom instruction. As Wagner (1995) noted, the primary purpose of evaluation in the future will be growth instead of accountability. To foster teacher growth, evaluation will involve principal and teacher discussions rather than conferences, including narratives, instead of rating scales. Direct assistance to teacher implies that the principal is a coach or facilitator who enables teachers to become self-evaluators able to improve their own teaching performance. The collaborative process of supervision is based on the democratic procedures of acceptances and equality and can apply to an individual or group.

The second aspect of developmental supervision is group development which is the process of allowing teachers to make decisions on mutual instructional concerns. As Wagner (1995) stated, teacher empowerment and school-based management are proposed changes in many school districts. If and when these changes occur, the role of principals and teachers will also change. The principal must be aware that, as teachers become more empowered, they not only become more motivated, but also more vocal. The test of collaboration for the principal is that he allow an idea to be based on its merits, not on the force of an individual member of a group who might convince others based on persuasion, expertise, or credibility. Fullan (1993) described the complexity of the change process as one that is uncontrollable, complex, and unpredictable. He also suggested that without collaborative skills and relationships, individuals cannot become agents for school improvement. Research suggests the principal needs to develop the collaborative skills of listening, clarifying, encouraging, reflecting, and problem solving

(Glickman, Gordon, Ross-Gordon, 1998). However, it is uncertain the extent to which principals are willing and able to give up their locus of control for this to occur.

The third aspect of developmental supervision involves professional development, which is defined as learning opportunities for faculty provided for, or supported by, the school and school system. As Ubben and Hughes (1992) noted, although the quality of staff development has historically been a concern of the successful principal, recently educational reformers and state legislatures have become involved with staff development. In light of the complexity of staff development, the increased interest in the improvement of teaching can serve to provide services to teachers only if the staff development is relevant to the needs of the faculty and staff. Often staff development has not been based on a clear vision of the school system's future. Instead it has been based on one-shot faddish staff development with no follow-up for teachers. Michael Huberman, who conducted research in Switzerland on a sample of 160 teachers, stated that people come to resemble the institutions in which they work. He contended that the institutional environment determines the level of personal mastery by individual teachers. The concept of developmental supervision reinforces a similar concept: if teachers have a clear and cogent vision of the school's mission and goals of staff development based on a shared vision, they are enabled to grow as professionals. The shifting role of the principal becomes that of an instructional leader who is capable of inspiring a shared vision of personal mastery for teachers based on the mission of the school, rather than a leader who arbitrarily decides what is best for the staff.

The fourth aspect of developmental supervision involves curriculum development defined as the revision and modification of the content, plans, and materials of classroom

instruction (Glickman et al., 1998). Researchers have recommended that the curricular structure include a list of topics, skills or concepts for each course along with mastery tests for each course in addition to a list of resources (Ubben & Hughes, 1992). The principal must have a broad conceptual knowledge of the state curriculum standards in addition to the precepts of supervision to effectively assist the faculty in curriculum development and implementation.

The fifth concept of developmental supervision is to incorporate action research which involves the systematic study of a faculty to determine what is happening in classrooms with the aim of improving learning. Caffarella (1993) defined action research as a "form of study in which learners have the primary responsibility for planning, carrying out, and evaluating their own learning experiences " (p. 4). Action research, or self-directed learning, is the most common method for adults to use as they learn new skills, ideas, and attitudes. The benefits include learning that can be experienced independently and demonstrated to colleagues in the work setting. The caveat is that individual learner needs must be considered along with schoolwide, collective ones. The principal is ultimately responsible to ensure that the objectives are well conceptualized and are congruent with district and regional goals.

Providing a climate for teachers that is optimally supportive and challenging can bring together organizational goals and teacher needs to promote effective instruction and improved student learning. Huberman (1989) stated that teachers are concerned with instructional leadership and collegial exchange for professional development that inject stimulation and challenge. However, as Huberman suggested, teachers, especially in the later stages of career, cite barriers that range from incipient boredom, doubts about their

choice of teaching as a profession, and often frustration from dealing with difficult students, peers, and administrators. Unfortunately, Huberman and others do not offer specific strategies on how the principal can be an agent for change to implement these intuitively worthy concepts and remain personally motivated to undertake increased responsibilities.

In order to maximize the impact of supervision, research suggests principals should develop an honest, caring, and trustful relationship with teachers (Robbins & Alvy, 1995). Supervision and evaluation can be a growth process for both teachers and principals if principals have a desire to learn from the supervision and evaluation process. The recurring theme of instructional supervision is that the principal is responsible for encouraging and stimulating activities that will help the teacher improve teaching and learning in the classroom. Research on educational change indicates that even though principals have different leadership styles, effective principals focus on active leadership, motivating staff, motivating students, reaching the community, and continually improving the school.

Utilizing research on developmental supervision, the Tennessee State Department of Education implemented a state-mandated system of teacher evaluation in 1984, which has undergone significant changes since 1995. The basis for the new model of teacher evaluation was based on the concept of developmental supervision described in the section above in addition to other research (Goodlad, 1984; Root & Overly, 1990) indicating that the quality of education provided by the school can be influenced by the interaction between the teachers and principals.

INSTRUCTIONAL SUPERVISION IN TENNESSEE

The current Tennessee Model for Local Evaluation was adopted in 1988 and was based on a set of standards that relate to teacher effectiveness (Framework for Evaluation and Professional Growth, 1998). The intent of the new evaluation process was to develop the instructional abilities of teachers to increase student achievement. The emphasis throughout the evaluation process was to develop and assess the capacity to improve student performance. The revised state-mandated evaluation system was based on the performance standards used in the Career Ladder Teacher Evaluation System, the National Board for Professional Teaching Standards, the Interstate New Teacher Assessment and Support Consortium, and concepts of developmental supervision.

The new state model of local evaluation is based in large part on the Career Ladder Program which had the purported intent of recruiting, retaining, and rewarding outstanding teachers. The Career Ladder System of evaluation was a complex process developed to reward distinguished teachers. Teacher evaluators were given extensive training in how to use instruments to rate teacher behaviors to reward meritorious teachers with merit pay. Multiple data sources were used with two hours of classroom observation on three occasions. The sources of data included classroom observations, teacher/evaluator dialogues in planning, teaching strategies, and evaluation; a professional development and leadership summary; student questionnaires; a principal questionnaire; written tests of reading, writing, and professional knowledge; and an evaluator consensus judgement (McLarty, 1987; Mehrans et al., 1988).

The basic assumption and focus of the Career Ladder Program from its inception was that education could be improved indirectly by recruiting, retaining, and rewarding

the best teachers by providing monetary rewards to meritorious teachers. Another assumption was that all teachers basically performed the same activities, but some just performed them more consistently or better than others. It was also assumed that a number of teaching styles were effective and that multiple styles were appropriate and a single style should not be dictated (McLarty, 1987).

The objectives to be measured in developing the Career Ladder system were based on research literature pertaining to effective teaching. The objectives were reviewed and amended by Tennessee teachers, then organized into a few broad categories. The resulting aims of measurement were: Planning, Teaching, Strategies, Evaluation, Classroom Management, and Leadership (McLarty, 1977).

One of the basic premises of the Career Ladder System was that "multiple data sources were essential to the development of a complete picture of teaching performance" (Mehrans et al., 1988, p. 4). However; gathering more data was not always cost effective. This study of the multiple data sources indicated there was evidence that the decisions reached without such expensive-to-gather data would be similar to the decisions actually reached. It has been suggested that the major disadvantages of the Tennessee Career Ladder Program were its cost, complexity, and level of sophistication (McLarty, 1987). Cook (1985) noted that research and amount of literature concerning the product component of the evaluation of a teacher's effectiveness was found to be limited. The lack of outcome measures of student performance were considered as an important aspect in determining a teacher's merit, but as McLarty (1987) stated, no procedures and instruments were developed to measure how well students performed. Cook suggested

this may be the result of criticism involving the topic of using student performance to assess teachers along with strong opposition from the educational community.

Although an ERIC search revealed extensive research had been conducted on the Tennessee Career Ladder Program which is in part the basis for the new state model of local evaluation, there has been no research documenting what principals think of the of the new model. A study of the state-mandated Career Ladder evaluation system surveyed 58 teachers from 21 school districts about supervision and evaluation to examine the effect of the mandated evaluations on teacher performance and the extent to which the evaluations influenced the supervision being provided to teachers. Although most of the teachers wanted and valued instructional supervision, only three percent of respondents reported they had received supervision for purposes other than evaluation (Mertz & McNeely, 1993).

Ultimately, the evaluation process should focus on the teacher's capacity to improve student performance, but measuring a teacher's effectiveness is a complex task. Cook (1985) noted that subjective measures such as administrative checklists, peer ratings, and student checklists have been used extensively in personnel evaluation in the field of education. In an attempt to improve the quality of the evaluation process for teachers, the Tennessee State Board of Education implemented more complex evaluation procedures which include pre-observations, completion of approved evaluation documents, and post-observation conferences.

THE TENNESSEE MODEL FOR LOCAL EVALUATION: AN OVERVIEW

To overcome the opposition from the educational community and policy makers in the state of Tennessee who objected to the enormous cost associated with the Career Ladder Program, the State Department of Education instigated a study to consider a new evaluation model. Carlette Humbard, under the direction of Dr. Jane Walters, Commissioner of Education, developed the new model of local evaluation. The Tennessee State Board of Education Master Plan included the re-evaluation of the Tennessee State Model for Local Evaluation. The model is based on current initiatives within Tennessee, national teaching standards, student performance data, and emerging research regarding clinical supervision and developmental supervision. In the past three years, the Tennessee State Model for Local Evaluation, based on the clinical supervision model, has been adopted by all school districts in the state of Tennessee. The model, with the primary focus on the improvement of instruction, utilizes pre-and post-observation conferences, along with the completion of evaluation documents as a systematic approach to instructional improvement.

The stated purposes for the revised state model for the use of teacher evaluation included accountability, professional growth, and cohesive school structure. (Framework for Evaluation and Professional Growth, 1998). Accountability was defined as the component of the process designed to assure classroom, as well as schoolwide, effectiveness. The second component of the evaluation model was to provide a focus for professional growth to facilitate improved student performance. The third purpose,

Cohesive School Structure, was to increase the dialogue within schools on the goals of improved services to students.

The Tennessee State Model for Local Evaluation was based on the following six key assumptions:

1. Each teacher should possess a repertoire of teaching strategies. The content, purposes of instruction, and needs of students should drive the selection and implementation of appropriate strategies;

2. Effectiveness of teaching behavior must be assessed in light of student, school, and school system characteristics, needs, and organizational structures; student performance; and long-term as well as short-term instructional effectiveness;

3. Multiple sources of data are essential for the development of a complete picture of teaching performance;

4. The evaluation process must accommodate the needs of novice educators as well as the differing needs of experienced educators;

5. The evaluation process must be understood by all teachers and evaluators;

6. There must be a direct link between evaluation results and planned professional growth (Framework for Evaluation and Professional Growth, 1998, p. 8).

The State Model for Local Evaluation was then piloted in several school systems to determine the effectiveness of the evaluation process and generate feedback from principals and teachers. A state task force was created consisting of teachers, principals and members of the State Board. The state task force utilized a consensus process, reviewed documents and ultimately made changes in the process. When the new model of local evaluation was presented to the State Board of Education, principals and supervisors were placed on a panel to discuss refinements. Major changes were made from the original Career Ladder competencies and indicators to develop the performance

standards utilized in the new model. The State Model for Local Evaluation has been in place a sufficient number of years for a study to be conducted at this time.

It seems evident that research is needed to determine principals' attitudes toward supervision and the extent to which they understand the standards that underlie the State Model for Local Evaluation. Additionally, it seems logical to assume there needs to be further research conducted to identify the principal's willingness to change and adapt to a new process. Literature on change indicates that that the "action motifs" for leadership involving change are based on several factors (Fullan, 1991). The leadership aspects of change involve articulating a vision, getting shared ownership, and evolutionary planning. Although the Tennessee State Department of Education had a clear vision of desired changes in the supervision and evaluation of teachers, it is unclear of that vision was articulated in terms principals could readily understand and implement. It is also still unclear if the principals developed shared ownership and truly "bought into" the process of change involved in implementing the new process. Also, it is evident there was a significant planning process initially to develop the state model to evaluate teachers, but it is not clear to what extent that process has evolved .to determine if further change is indicated. However, principals are continually asked to implement educational reform movements, but as Fullan (1991) noted all reforms are proposals for change. The principal is constantly asked to implement or support various policies or projects such as categorical grants, Supreme Court rulings, or voluntary projects. Even though the principal is clearly a key agent responsible for change in the new state program for supervision and evaluation of teachers, how willing and able are principals to embrace the new process?

The process of change is not without difficulties. As Fullan (1993) noted, "productive change roams somewhere between overcontrol and chaos" (p.19). He stated that controlling strategies do not work because the change process is complex, and unpredictable. Often people do not understand the nature of ramifications of educational change, but become voluntarily or involuntarily involved in change, therefore they experience ambivalence about its meaning or consequences (Fullan, 1991).

A key element in any major change effort is that the people who implement the change clearly understand the process and have a positive attitude toward the change. Research suggests that "individuals and groups at all levels of the system can accomplish major improvements if they pay attention to both the content and the process of educational change" (Fullan, 1991, p. 16). Previous studies conducted on teacher evaluation indicate that the principal plays a major role in providing instructional leadership which can impact student achievement (Mertz & McNeely, 1993; Patterson 1990; Rigell, 1999). The principal's willingness to embrace changes involving the supervision of teachers using the State Model for Local Evaluation can directly impact the quality of instruction in Tennessee.

SUMMARY

Teacher supervision in American schools has evolved since the inception of public schools, though the essential purpose has remained constant: to assess the quality of instruction provided to students. In the colonial period, lay committees were assigned the task of examining students to determine if they had been given the education required by law. During the nineteenth and twentieth centuries, there was a change which occurred primarily in large cities. There was a transition from lay committees to individuals who

supervised instruction. This ultimately led to the establishment of the superintendent who had the responsibility of teacher supervision, often with a great number of teachers to supervise. As school systems became larger, the role of the *principal teacher* and superintendent began to reverse. Ultimately, the principal teacher, the person who was responsible for training teachers, led to the role of the principal who became responsible for teacher supervision.

The next phase of supervision was that of scientific observation based on research of how to increase productivity in the workplace. The era of scientific supervision left its mark with staff hierarchical organizational structure and job descriptions. This phase was followed by human relations supervision that involved democratic leadership, but actually resulted in widespread neglect of teachers. During the 1970's supervision was largely ritualistic with standardized materials developed by outside publishers. Current trends in supervision began with a renewed interest in scientific management thinking in the 1980's. Recent trends in supervision emphasize empowering teachers with teacher pedagogical development, involving teachers in collaborative decision making, and a shift to internal individual and collective accountability for school performance.

In the past decade, the role of supervision has changed significantly, although in defining the role of the supervisor, much confusion exists. This is due in part to the lack

of a clear definition of supervision and the historical lack of clarity about the identity of supervisors. To eliminate ambiguity, for the purpose of this paper, the primary supervisor will be identified as the principal, who has the most consistent and frequent interaction with the teacher.

The principal's role in supervision includes two major responsibilities: involvement with curriculum and instruction as well as staff development. In essence, the principal should work with teachers to improve the educational process and to aid in the growth and development of students. Imbedded in staff development is the evaluation of teachers, the purpose of which is to improve teacher performance. Educational theorists differentiate between formative and summative evaluation. Formative evaluation has been compared to supervision which allows for "dress rehearsals" to include growth-oriented experiences, while evaluation is seen as the summative process used to assess teacher performance.

Although most researchers maintain supervision can be the "*super vision*" of effective instruction that can support the school's vision of professional growth and student learning, many researchers note that it remarkable how little is known regarding what principals think about supervision. Despite the need for instructional supervision, if principals do not value supervision and avoid the practice to some extent, having further

knowledge of how principals perceive their role in the name of supervision seems worthwhile.

Research conducted on how teachers view supervision suggests that teachers rarely regard principals as instructional leaders. Teachers were generally satisfied with observations provided by principals, but did not perceive them to be helpful; whereas, principals felt observations were helpful to teachers and they were competent to deal with teachers' instructional problems.

Currently, the field of supervision is in a state of transition from a traditional, hierarchical construct to a more democratic concept. Developmental supervision involves direct assistance to teachers with the goal of observing and assisting in classroom instruction to foster teacher growth. Other aspects of developmental supervision include group development, professional development, curriculum development, and action research. The recurring theme of instructional supervision is that the principal is responsible for encouraging and stimulating activities that will help the teacher improve teaching and learning in the classroom.

The Tennessee State Board of Education developed a State Model for Local Evaluation based on the concept of developmental supervision and revision of evaluation instruments used in the Career Ladder Program. The focus of the model was the improvement of instruction, increased accountability, and professional growth of teachers. However, it is not clear the how well principals understand the performance standards, nor what problems they have encountered using the state model.

There were several unanticipated "by-products" of this compilation of related literature and research. The most significant "by-product" of the review is the paucity of research pertaining directly to the principal's perception of his/her role in supervision. Although there is much written about what a principal "ought" to do in the name of supervision, there is an obvious lack of research pertaining directly to what a principal actually does in the realm of supervision.

CHAPTER 3

METHODS AND PROCEDURES

INTRODUCTION

The purpose of the study was to examine the perceptions and attitudes of principals toward the Tennessee state-mandated model of local evaluation. It also investigated the extent to which principals understand the performance standards, how well they perceive the model identifies effective teachers, and problems they have encountered using the model. Since no previous studies on the perceptions of principals had been conducted since the state model was implemented in 1995, it seemed reasonable that a study would be worthwhile at this time.

This chapter presents the methods used in collecting data from principals. It describes the procedures used to analyze the data in addition to the findings derived from this data.

The population for this study consisted of elementary, middle school, and secondary principals who have used the Tennessee Model for Local Evaluation for at least one year. Items on the survey questionnaire included statements to examine several areas of interest. The questionnaire was developed to provide as much information as possible regarding questions guiding the study. Items on the survey were developed to reveal principals' understanding of and attitudes toward their role in clinical supervision. Other items referred to the principals' perception of and problems encountered in using the state-mandated model of supervision. The survey format required principals to express degrees of

agreement or disagreement with each statement on a five-point Likert scale. In developing the structured response items for the questionnaire, approximately ten corresponding questions were used for each of the research questions directing the study. The clusters of corresponding questions provided a framework for presenting and analyzing the questionnaire data toward teacher evaluation using the state-mandated model for local evaluation.

QUESTIONNAIRE DEVELOPMENT

Seven steps needed to construct Likert scales, adapted by those suggested by Winstead (1996, pp. 17-19) included the following:

1. Collect a large pool of statements of either beliefs or intentions.

2. Judges classify each item expressing positive (favorable), negative, or neutral attitude toward the item in question. In this research, judges should be from the pool of principals in Tennessee.

3. Items classified as neutral as well as those not unanimously classified as positive or negative are eliminated.

4. The number of response choices for each item will be on a Likert scale to include five response categories: strongly agree, agree, undecided, disagree, strongly disagree.

5. The instrument will include instructions to respondents to indicate how they feel about each item by marking strongly agree, etc.

6. The preliminary scale will be administered to a sample of principals. Five-response choice items will be scored from 1 to 5. Strong agreements with favorable items are given a score of 5, and strong disagreements with these items are given a score of 1. Scoring is reversed for unfavorable items, such that disagreement with an unfavorable item results in a high score. (The person's attitude score is obtained by summing across all his item scores. The higher the score, the more favorable the attitude.)

7. The next stage is one of item analysis. The task is to select those items which are best able to differentiate between the respondents. Two methods are commonly used to accomplish this task. One is item-total correlation. Correlations between responses for each item and the total scale score are computed. Those items, which demonstrate the highest correlations, are chosen for the final scale. Another method is to select the respondents with the highest total scores and an equal number with the lowest. Mean item scores are computed for each group and tested for statistical significance. An item is chosen for the final scale if it discriminates between the extreme groups and thus has a statistically significant difference between the mean scores.

Summative scales such as the Likert scale have advantages as well as disadvantages. One disadvantage is that it is possible for an individual to fake responses when taking an attitude inventory. Wiserman (1991) notes that the direction of the more positive attitude can usually be identified from the item, and a respondent could deliberately respond in that direction regardless of true feelings. To counter this, Wiserma suggests putting similar items in different parts of the inventory so that the consistency between responses can be noted. The advantages of the Likert scale that make it an attractive survey method include the following: (1) it follows an appealing model, (2) it can be adapted to the measurement of many different kinds of attitudes, (3) it provides meaningful results in many studies up to date, and (4) it is easy to construct and highly reliable (Winstead, 1996, p. 19).

Several specific guidelines followed under the Total Design Method approach to ordering questions in a questionnaire were implemented in the design of this questionnaire. The study on the survey design conducted by Dillman (2000) recommends ordering questions along a descending gradient of importance

beginning with those which the respondent is most likely to see as useful coming first and those least useful coming last. The second ordering principle is to group together questions that are similar in content. Dillman suggests that two purposes are met by doing this. The first is to ease the mental effort from switching from one kind of question to another; the second purpose is to encourage well-thought answers, something more likely to occur if the respondents are asked questions in an order that seems logical to them.

The third and fourth principles of the Total Design Method involve ordering questions that take advantage of cognitive ties that respondents are likely to make among groups of questions.

Item construction for the questionnaire was done using general guidelines for item construction, including the following:

1. Except for a few items requesting background or demographic information, the items should directly relate to the research questions.

2. Items on the survey should be clear, unambiguous and easily understood by respondents.

3. The survey items should include one concept in a single item.

4. The options for response to an item should be exhaustive; the options should be mutually exclusive. For all items, a neutral response will be provided to avoid forcing the respondent to make an undesirable response.

5. Shorter items should be preferred to longer items, and simpler items should be preferred to complex items (Wiersma, 1991, p. 174).

This research involved grouping questions in a sequence to make them flow throughout the questionnaire. Questions investigating principals' general

attitudes toward supervision led to questions regarding the performance standards and procedures used in the Tennessee Model for Local Evaluation. Principals were asked to rate the degree to which the evaluation model identifies effective teachers which, in turn, lead to questions regarding problems encountered using the evaluation model.

After the survey was developed, the researcher worked with a consultant from the Statistical and Computational Consulting Center at The University of Tennessee. The consultant provided assistance with research planning and survey design. The consultant suggested that the survey be shortened from about 70 to no more than 40 items. The final version of the survey was edited and shortened to a total of 40 items

The survey instrument of 40 items was field-tested by jury of principals and supervisors in Union County Schools who had used the Tennessee Model for Local Evaluation for at least one year. Each of the eight persons on the jury was administered the questionnaire. Respondents were asked to provide comments relative to the improvement of the questionnaire by addition, deletion, or clarification of items to determine if any questions were unclear or ambiguous. The jury of experts also was asked to determine if the items related to the research questions they are supposed to address. (See Appendix A for a copy of the original questionnaire).

An item-by-item examination was made upon receipt of the surveys from the experts. Suggestions and comments were examined to determine necessary

modifications of the survey and to estimate the time needed for completion. Analysis of the results from the jury were used to determine if the questionnaire included the data needed to meet the requirements of the study in addition to the guidelines of Dillman's (2000) Total Design Method of survey development described previously.

The final form of the questionnaire asked respondents to mark a box corresponding to a Likert-type scale. The Likert scale provides a number of points that include ordinal scale measurement. A set of responses for each item was provided. Respondents were asked to check a point on the scale. When the results were summarized, the points were assigned numerical values on a scale from 1 to 5, which were averaged for each survey item.

The supervision questionnaire consisted of two parts, Part I and Part II. Part I of the survey consisted of sections, A, B, C, and D. Section A consisted of ten questions o determine principals' perceptions of and attitudes toward the supervision and evaluation of teachers. Respondents were asked to mark to respond to questions using the categories of strongly agree, disagree, undecided, agree, or strongly agree on a Likert scale from 1 to 5.

Section B was designed to determine the principals' understanding of the performance standards that are included in the state model. This section consisted of thirteen questions that asked respondents to respond to the questions using categories of strongly agree, disagree, undecided, agree, or strongly agree on a Likert scale from 1 to 5.

The next section C consisted of nine questions designed the to determine if principals and other supervisory personnel felt the state model identified effective teachers. This section included nine questions which asked respondents to mark strongly agree, disagree, undecided, agree, or strongly agree on a Likert scale from 1 to 5.

The last part, section D, asked respondents to respond to problems they had encountered using in using the state model. This consisted of eight questions which the respondents were to mark of strongly agree, disagree, undecided, agree, or strongly agree on a Likert scale from 1 to 5. In addition, this section included an open-ended question asking respondents to list any additional comments regarding problems they had encountered using the state model that were not adequately addressed in the questionnaire.

Part II of the questionnaire asked respondents to indicate background characteristics including position, time spend evaluating a typical teacher, size of the school district, years of administrative experience, and gender. The first question was to note current position including the categories of principal, assistant principal, supervisor, and other. The next question asked respondents to estimate the time they spend evaluating a typical teacher in one year's time. The selections included 1-3 hours, 4-6 hours, 7-9 hours, 10-12 hours, and 12+ hours. The third question included the number of years' experience in the school district. This was divided into increments of less than 3,000 students, 3,001 to 10,000 students, 10,001 to 25,000 students and districts of more than 25,000 students.

Question 4 asked respondents to mark the number of years of school administrative experience. This was broken into segments of 0-2 years, 3-4 years, 7-10 years, 11-15 years, and 15+ years. Question 5 asked respondents to mark gender: male or female. For each question of Part II, respondents were asked to check the response which best described their background characteristics.

Survey items were collected using a variety of sources. For section A pertaining to the supervision and evaluation of teachers, survey items were developed from the review of literature on developmental supervision. Questions were designed to pertain to key topics relating to supervision, such as who should have the primary responsibility for supervision, what is the primary goal of instructional supervision, and the role of the principal in supervision. In addition to the review of literature, previously administered surveys on supervision were examined to ascertain if other survey items should be included. For section B, survey items came from the performance standards developed by the Tennessee. State Department of Education for the state model. Survey items were written to address questions regarding the principal's role in staff development and supervision, the performance standards in general, technical skills needed by the principal in evaluation, the relationship between the teacher and evaluator, and the use of the instruments used in evaluation. For section C, survey items were designed to elicit responses to determine if the state model identified effective teachers. Previously administered surveys were used to develop items in addition to the use of literature on effective instruction. For section D, items were

developed from the literature review in addition to review of surveys developed to describe problems encountered in other evaluation models. Part II was designed to allow comparisons of respondents from varying demographic settings. Data were collected to compare gender groups, position, size of the district, years of experience and time spent evaluating a teacher.

POPULATION AND SAMPLE

The survey was administered to principals and supervisors attending a Tennessee Academy for School Leaders (TASL) session in three regions of Tennessee. The TASL academies are designed to provide professional development opportunities for school leaders. In accordance with Tennessee code Annotated 49-5-5703, school administrators are required to attend TASL-sponsored activities in a five-year period based on the date of employment in a TASL mandated position. School administrators must complete a minimum of 72 hours of TASL-endorsed activities during a five-year period if 50 % or more of their time is spent delivering instructional services to teachers, principals, or other supervisory personnel (Professional Development for School Improvement, 2001).

Selecting a random sample from all the principals in the state of Tennessee would ensure representativeness from a mathematical perspective, but obtaining the random sample is a relatively complex and costly procedure. One problem associated with random sampling is obtaining a high response rate. For federal survey studies, the minimal standards require a 75% expected response rate, and

federal data collected with response rates under 50% are not used (Henry, 1990). In order to ensure a high response rate, all supervisory personnel attending randomly selected TASL-sponsored academies were asked to complete the surveys.

To vary from simple random sampling using a more complex sampling design, Wiersma (1991, p.252) suggests the following criteria to ensure a good sampling design: (a) goal orientation, (b) measurability, (c) practicality, and (d) economy.

The first criterion, goal orientation, was met as the sampling design will be tailored to the research design and was based on the study's goals and objectives. Permission from the Tennessee State Department of Education was obtained so that the researcher could distribute the questionnaire to participants in various academies.

The criterion of measurability was met by the use of inferential statistics. Valid inferences were made from the sample data to the population from descriptive measures of the population called parameters. Inferences were made and conclusions drawn about the parameters from the statistics of the sample. The basic theory and methodology "in making inferences from statistics to parameters is to obtain the sample distribution and then to use accepted statistical techniques to make the inferences to the population" (Wiersma, 1991, p. 318). Using basic concepts of probability and distributions, this researcher was able to arrive at an established and conceptually sound procedure for making inferences from the

sample of principals in the study to the larger population of principals in the state of Tennessee.

The criterion of practicality means that actual activities of applying the sampling design are identified and are feasible. Anticipating problems and devising methods for avoiding or circumventing them was done in concert with the researcher, the committee chair at The University of Tennessee, and personnel from the Tennessee State Department of Education.

The criterion of economy includes the expenditures of time, financial resources, and personnel. Since obtaining data for a research project can be time-consuming and expensive, the non-random sampling design will be a cost-efficient and time-efficient method of data collection.

INSTRUMENT ADMINISTRATION

To assure randomness in the selection of academies and an adequate sample size, two academies were chosen from the east, middle, and west regions of Tennessee. This selection was based on the largest number of participants in academies in each region to include a total of six academies. The academies selected from the state web address with the largest enrollment included the following locations:

Politics and Policies in School Leadership	Greenville	35 participants
Promoting Research-Based Instructional Practices Linked to Student Achievement	Knoxville	39 participants

Help! This Homework is Driving Me Crazy	Nashville	33 participants
A Guide Through Principal Accountability	Nashville	38 participants
Creating a Positive School Climate for All Students	Memphis	15 participants
Creating a Positive School Climate for All Students	Memphis	15 participants

The Tennessee Academy for School Leaders (TASL) chose personnel to administer the survey. Written instructions to respondents included information that the research was conducted independently from the State Department of Education, although results might be shared with personnel from the Department of Education. These data are illustrated in Table 1.

SURVEY ANALYSIS

Although random sampling is assumed for inferential statistics, significance tests are sometimes applied arbitrarily to non-random samples. Significance tests are based on a sampling theory, which requires that every case have a chance of being selected. This researcher assumed that principals are randomly distributed in TASL academies and therefore had an equal chance of being selected for this study. The study included the following disclaimer which is often used for research based on a non-random sample:

> Because some authors such as Oakes, 1986 note the use of inferential statistics is warranted for nonprobablilty samples if the sample seems to represent the population, and in deference to the widespread social science practice of reporting significance levels for nonprobability samples as a convenient if arbitrary assessment criterion, significance levels have been reported in the tables included in this article (Garson, 2002, p. 9).

TTable 1

Demographic Characteristics of Participants

Respondent Data Categories	Frequency	Relative Frequencies (Percent)
Position		
Principal	73	38.0
Assistant Principal	71	37.0
Supervisor	30	15.6
Other	18	9.4
Time Spent Evaluating a Teacher		
1-3 hours	41	19.3
4-6 hours	51	26.6
7-9 hours	40	20.8
10-12 hours	25	13.0
More than 12 hours	22	11.5
District Size		
Less than 3,000 students	22	11.5
3,000 to 10,000 students	66	34.4
10,001 to 25,000 students	32	16.7
More than 25,000 students	70	35.9
Years' Experience		
0-2 years	46	24.0
3-6 years	47	24.5
7-10 years	37	19.3
11-15 years	29	15.1
More than 15 years	24	12.5
Gender		
Female	96	50.0
Male	96	50.0

The data collected from the survey was analyzed using WesVar Complex Samples software Statistical Program for Social Sciences (by SPSS). An Excel spreadsheet was used for data entry, then data was imported for analysis from the spreadsheet to the SPSS program.

For the following research questions in the study, two steps were completed. First, the mean and standard deviation were calculated for each item. Then, a mean section score was calculated for each respondent.

For the first research question regarding the principal's attitude toward the role of supervision and evaluation of teachers, the mean and standard deviation were calculated for each of the ten questions. An overall-mean score was calculated for each respondent by summing the ten response values and dividing by the number of responses (ten). The same procedures were followed for the 13 questions in section B (research question two), the nine questions in section C (research question three) and the eight questions in section D (research question four). Reliability or internal consistency was established for each of the four subscales to allow statistical use of an average score for each subscales rather than comparison of each of the 40 items individually.

One-way analysis of variance (ANOVA) was used to calculate the significance in difference of group means. This was used to determine if the difference in sample means was enough to conclude that real means did in fact differ among groups of administrators based on characteristics of district size, years of experience, gender, and time spent evaluating a typical teacher. The

results depended on (a) the size of difference between group means; (b) the sample sizes in each group; and (c) the variances of the dependent variable in each group (Garson, 2002).

The one-way ANOVA was used to test differences in a single interval dependent variable among the five groups formed by the categories of the single categorical independent variable listed above. The dependent variables included (a) the principal's attitude toward the role of supervision and evaluation of teachers; (b) how well principals understand the performance standards and procedures used in the state model; (c) the degree to which principals feel the state model identifies effective teachers: and (d) problems principals have encountered using the state model.

The one-way ANOVA test was used to determine whether the groups formed by the categories of the independent variable seemed similar or had the same pattern of dispersion as measured by comparing estimates of group variance. Differences in the dependent variable in ANOVA are presumed to be the result of changes in the independent variable (Hingle, Wiersma, & Jurs, 1998). If the groups are significantly different, then it can be concluded that the independent variable has an effect on the dependent variable. Analysis of variance was performed on the four sub-scale scores to determine the effect of the respondents' demographic characters, such as type of position, district characteristics, years of administrative experience, time spent evaluating a typical teacher, and gender.

CHAPTER 4

PRESENTATION OF DATA AND FINDINGS OF THE STUDY

INTRODUCTION

This chapter presents the data, analyses, and findings of the study based on the five research questions guiding the study. Data presented in this chapter were collected by the use of questionnaires given to principals, assistant principals, supervisors, and other educators at Tennessee Academy for School Leaders sessions in Tennessee. The 192 completed questionnaires included results from 73 principals, 71 assistant principals, 30 supervisors, and 18 other school personnel. The questionnaires were analyzed in terms of the following research questions that guided the study:

1. What is the principal's perception of and attitude toward the supervision and evaluation of teachers?

2. How well do principals understand the performance standards and procedures used in the Tennessee Model for Local Evaluation?

3. To what degree do principals feel the Tennessee Model for Local Evaluation identifies effective teachers?

4. What problems have principals encountered in using the Tennessee Model for Local Evaluation?

5. Do principals with varying demographic characteristics respond differently to items addressed in the preceding research questions? Demographic characteristics to be used include position, district characteristics, years of administrative experience, time spent evaluating a typical teacher and gender.

Findings and results of the study are organized in terms of the research questions. In the first section, the first research question will be addressed along

with the data that pertain to that question. Data are analyzed for each of the ten questions in the questionnaire in section A relating to the supervision and evaluation of teachers. An item-by-item analysis of each question on the survey contains the relative frequency, mean, and standard deviation for that question given by the 192 respondents who completed the survey.

In section B, an analysis is made of research question two which relates to the respondents' understanding of the performance standards used in the state model. The relative frequency of the total group response is listed along with the mean and standard deviation for that group.

Section C deals with research question three which relates to the degree to which principals feel the state model identifies effective teachers. The data contain information about the relative frequency of the response, the mean and standard deviation for an item-by-item analysis of each of the nine questions in that section.

The next section focuses on research question four and presents data that relate to problems principals have encountered using the state model. An analysis of the eight questions in this section will include an item-by-item description of the relative frequency of responses, the mean, and standard deviation. The last question in this section asks respondents to describe any problems they have encountered using the state model that have not been adequately addressed in the questionnaire. Responses will be summarized and discussed based on a qualitative analysis of their responses in this chapter as well as in Chapter 5.

The final section focuses on research question five and presents data that are the results of comparisons of the responses of the survey participants according to position, years of administrative experience, time spent evaluating a typical teacher, district size, and gender.

The University of Tennessee Statistical and Computational Consulting Center provided services to perform statistical manipulating of the raw data using SPSS. This provided statistics for a reliability analysis, relative frequencies (percentages), estimated marginal means (mean and standard error), cumulative frequencies (percentages), and a one-way analysis of variance between groups (ANOVA).

RESEARCH QUESTION ONE: WHAT IS THE PRINCIPAL'S PERCEPTION OF AND ATTITUDE TOWARD THE SUPERVISION AND EVALUATION OF TEACHERS?

The questionnaire provided for administrators' perceptions of and attitudes toward the supervision and evaluation of teachers. The ten questions that pertain to this research question were found in section A of the questionnaire. Respondents marked the response of strongly disagree, disagree, undecided, agree, or strongly agree on a Likert scale from 1 to 5 with the response of 1 indicating strongly disagree, 2 disagree, 3 undecided, 4 agree, and 5 strongly agree. Table 2 shows the data derived from section A of the questionnaire.

Table 2

PERCENT OF RELATIVE FREQUENCY RESPONSES OF PRINCIPAL'S PERCEPTION OF AND ATTITUDE TOWARD THE SUPERVISION AND EVALUATION OF TEACHERS.

Total Number of Questionnaires Analyzed= 192

Item	SD	D	U	A	SA	Mean	Standard Deviation
1. The principal should have the primary responsibility for teacher evaluation.	1.0	6.8	4.2	54.2	33.9	4.14	.855
2. Other school personnel, such as the assistant principal, supervisor, department chair, and central office staff should share the responsibility for teacher evaluation.	2.1	6.3	5.7	58.9	26.6	4.03	.886
3. The principal's role in supervision includes curriculum development which is the revision and modification of the content, plans, and materials of classroom instruction.	1.6	6.3	13.5	59.9	18.8	3.88	.838
4. The principal becomes more aware of instructional needs and processes through his/her involvement in supervisory activities	0.5	0.5	2.6	52.6	43.8	4.39	.62
5. The principal's primary goal of instructional supervision should be to improve instruction.	0.5	4.2	4.2	37.0	53.6	4.4	.801
6. Instructional supervision helps to reinforce effective patterns, identify weaker patterns, and develop plans for improvement	0.5	0.5	2.6	47.9	48.4	4.43	.627
7. Supervision includes direct assistance to teachers, curriculum development staff development, group development, and action research.	1.0	0	6.8	47.9	44.3	4.34	.699
8. The principal's primary goal of instructional supervision is to evaluate teachers in order to make personnel decisions.	0.5	32.8	17.2	35.4	9.4	3.11	1.123
9. The principal's role in supervision is the process of helping teachers to find the best methods to improve teaching and learning.	0.0	3.6	5.7	51.0	39.1	4.27	.738
10. Through supervision, the principal can impact student achievement.	0.5	2.6	3.1	46.9	46.4	4.37	.727
Alpha=.6967							

SD=Strongly disagree, D=Disagree, U= Undecided, A=Agree, SA=Strongly agree
The data are reported as percentages.

For the items in Section A, alpha was .6967 which indicates a moderate level of internal consistency. The most common estimate of internal consistency, Cronbach's alpha, is the estimate of how consistently individuals respond to items within a scale.

When asked to respond to item 1 relating to whether the principal should have the responsibility for teacher evaluation, the majority of the respondents (54.2 %) indicated they agreed. The next highest group of respondents indicated they strongly agreed (33.9 %). Only two respondents indicated they strongly disagreed with this statement (1%). The mean response for this question was 4.14.

For item 2 in this section which asked whether other school personnel, such as the assistant principal, supervisor, department chair and central office staff should share the responsibility for teacher evaluation, the 113 of the respondents (58.9 %) indicated they agreed, while 51 respondents (26.6 %) indicated they strongly agreed.

For item 3 pertaining to the principal's role in supervision including curriculum development, 115 respondents (59.9 %) indicated they agreed and 36 respondents (18.8 %) strongly agreed.

When asked to respond to whether the principal becomes more aware of the instructional needs and processes through his/her involvement in supervisory

activities, the majority of respondents (52.6 %) indicated they agreed, while only one respondent (0.5 %) indicated strong disagreement.

A majority of respondents (53.6 %) strongly agreed that the principal's role of instructional supervision should be to improve instruction and 71 respondents (37 %) agreed with the statement.

When asked to respond to whether instructional supervision helps to reinforce effective patterns, identify weaker patterns, and develop a plan for improvement, the majority of responses were divided between agree and strongly agree. Of the total number of respondents, 92 (47.9 %) indicated they agreed while 93 (48.4 %) indicated they strongly agreed.

In response to item 7 relating to supervision including direct assistance to teachers, curriculum development, staff development, group development, and action research, 92 respondents (47.9 %) agreed and 85 respondents (44.3 %) strongly agreed. Interestingly, 2 respondents (1 %) disagreed that supervision should provide direct assistance to teachers.

When asked to indicate whether the primary goal of instructional supervision is to evaluate teachers to make personnel decisions, the range of responses was somewhat more varied. Of the total responses, the slight majority agreed with this statement (35.4 %) while 63 respondents (32.8 %) disagreed. A large number of respondents (17.2 %) were undecided if the role of instructional improvement is to evaluate teachers to make personnel decisions. This question

had the lowest mean score in this section with a scale mean score of 3.11 with a standard deviation of 1.123.

Administrators perceived that although the principal should have the primary responsibility for teacher evaluation, other school personnel, such as the assistant principal, supervisor, department chair, and central office staff should share the responsibility for teacher evaluation. Administrators felt strongly that the principal becomes more aware of instructional needs and processes and that the primary goal of supervision is to improve instruction. There was strong agreement that supervision should include direct assistance to teachers, curriculum development, staff development, group development, and action research.

It is interesting to note that administrators felt they could impact student achievement through supervision. One significant intent of the making revisions in the Tennessee state model of evaluation was to increase student achievement through the supervisory process. Administrators also strongly concurred that the principal's role of supervision is to help teachers find the best methods to improve teaching and learning which is congruent with the basic premise underlying revisions in the state model of evaluation. Through supervision, administrators overwhelmingly agreed they could reinforce effective patterns of teaching behavior, identify weaker patterns and help teachers develop plans for improvement.

RESEARCH QUESTION TWO: HOW WELL DO PRINCIPALS UNDERSTAND THE PERFORMANCE STANDARDS AND PROCEDURES USED IN THE TENNESSEE MODEL FOR LOCAL EVALUATION?

This section presents results of respondents' responses to research question two that addresses how well principals perceive they understand the performance standards and procedures used in the state model. As in research question one, each question in B will be analyzed on an item-by-item basis. Data for research question two are presented in Table 3. The reliability coefficient for this set of items was .7945 which indicates a high level of internal consistency.

For items 1-13 in section B, respondents were asked to mark on a Likert scale from 1 to 5 with a rating of 1 indicating strongly disagree, 2 disagree, 3 undecided, 4 agree, and 5 strongly agree. Responses will be discussed in terms of relative frequency (percents) and in some instances, the mean will be included in the analysis.

For item 1 that pertains to whether instructional needs identified through the instructional process should be considered in planning staff development activities, the majority of respondents indicated they agreed (51 %) while 88 respondents (45.8 %) indicated they strongly agreed.

When asked to respond to whether they felt they fully understand the performance standards used in the state model, 86 respondents (44.8 %) indicated they agreed while only 35 respondents (18.2 %) felt they strongly agreed.

Table 3

PERCENT OF RELATIVE FREQUENCY RESPONSES OF HOW WELL PRINCIPALS UNDERSTAND THE PERFORMANCE STANDARDS AND PROCEDURES USED IN THE STATE MODEL FOR LOCAL EVALUATION

Total Number of Questionnaires Analyzed 192

Item	SD	D	U	A	SA	Mean	Standard Deviation
1. Instructional needs identified through the supervision process should be considered in planning staff development activities.	.5	.5	2.1	51	45.8	4.41	.616
2. I fully understand the performance standards used in the state model.	2.6	11.5	22.9	44.8	18.2	3.65	.992
3. The principal needs technical skills in observing, planning, assessing, and evaluating instructional improvement.	0	2.1	7.3	62.0	28.6	4.17	.644
4. One goal of the state model is to promote positive and change-oriented relationships among faculty and staff.	2.6	8.3	29.9	47.9	11.5	3.57	.895
5. Principals are expected to adapt assessment strategies depending on the experience and ability of the teacher.	4.7	21.4	18.1	49	8.9	3.36	1.059
6. The principal should help teachers plan their own solution to problems	0	5.7	6.8	68.8	18.8	4.01	.698
7. The principal should understand the teacher's objectives prior to an observation.	0	3.6	5.2	58.3	32.8	4.2	.698
8. The teacher and principals should reach agreement about what took place during an observation.	2.1	18.2	9.9	53.1	16.7	3.64	1.029
9. A comprehensive teacher evaluation system enhances the quality and reliability of an observation.	3.3	6.3	19.3	51	20.3	3.79	.943
10. I feel competent using scripting during an observation.	3.6	8.9	21.9	43.2	19.8	3.7	1.028
11. The state model has helped improve the trust between the teacher and myself.	6.8	17.7	37.5	29.2	7.3	3.13	1.018
12. I understand how to use the performance levels on the summative report.	1	6.3	16.1	56.3	18.2	3.86	.829
13. I fully understand the difference between focused assessment and comprehensive assessment.	2.1	13.5	21.9	40.6	19.8	3.65	1.034
Alpha=.7945							

SD=Strongly disagree, D=Disagree, U= Undecided, A=Agree, SA=Strongly agree
The data are reported as percentages.

Of the group 44 (22.9 %) respondents were undecided as to whether they fully understood the performance standards, 22 respondents (11.5 %) indicated they disagreed, while some respondents (2.6 %) strongly disagreed.

For item 3 which stated that the principal needs technical skills in observing, planning, assessing, and evaluating instructional improvement, the majority of respondents (62 %) indicated they agreed, 55 respondents (28.6 %) strongly agreed and only 4 respondents (2.1 %) disagreed.

When asked to respond to the statement that one goal of the state model is to promote positive and change-oriented relationships among the faculty and staff, 92 respondents (47.9 %) agreed while only 22 respondents (11.5 %) strongly agreed. It is noteworthy that 57 respondents were undecided (29.7 %) while 16 respondents (8.3 %) disagreed with this statement.

For item 5 that asked if principals are expected to adapt assessment strategies depending on the experience and ability of the teacher, 94 respondents (49 %) indicated they agreed whereas, only 17 respondents (8.9 %) felt they strongly agreed with this statement. Of the total, 31 respondents (18.1 %) were undecided and 41 respondents (21.4 %) strongly disagreed.

For the next item that asked if principals should help teachers plan their own solution to problems, the majority of respondents indicated they agreed (68.8 %) and 36 respondents strongly agreed (18.8 %).

Item 7 asked whether the principal should understand the teacher's objectives prior to an observation. The majority of respondents indicated they agreed or strongly agreed (91.1 %). Only a few respondents were undecided (5.2 %) while 7 respondents (3.6 %) disagreed.

When asked if the teacher and principal should reach agreement about what took place during the lesson observed, 102 respondents (53.1 %) agreed while 32 respondents (16.7 %) strongly agreed. Of the total, 35 respondents (18.2 %) disagreed with this statement.

Item 9 asked if a comprehensive teacher evaluation enhances the quality and reliability of a summative evaluation. Of the responses, 37 respondents were undecided (19.3 %) while the majority (71.3 %) agreed or strongly agreed with the statement.

When asked whether they felt competent scripting during an observation, 38 respondents (19.8%) indicated a strong agreement with the statement and 83 respondents (43.2 %) indicated they agreed. For this item 34.4 % of respondents were undecided or felt they disagreed or strongly disagreed.

The next item referred to whether the state model helped improve the trust between the teacher and principal. For the total group, 56 respondents indicated (29.2%) indicated they agreed, while 14 respondents (7.3 %) indicated they strongly agreed. For this item, the largest number of respondents (37.5 %) were undecided, and a significant number (24.5 %) disagreed or strongly disagreed.

Item 12 asked whether respondents understood how to use the performance levels on the summative report. The majority (56.3 %) agreed they understood the performance levels while 35 respondents (18.2 %) indicated they strongly agreed. Only about 45 respondents (23.4 %) were undecided or felt they disagreed with this statement.

The last item in section B related to the difference between focused assessment and comprehensive assessment. The majority of respondents either agreed or strongly agreed with this statement (60.4 %) while the rest indicated they were undecided or disagreed.

Administrators strongly agreed that instructional needs identified through the supervision process should be considered in planning staff development activities. They also felt that the principal needs technical skills in observing, planning, assessing, and evaluating instructional improvement, and the principal should help teachers plan their own solutions to problems. Although one of the stated purposes of the new model is that the evaluation process must accommodate the needs of novice educators as well as the differing needs of experienced, many administrators did not feel they should adapt assessment strategies depending on the experience and ability of the teachers.

When asked if the state model affected faculty and staff relationships, many administrators disagreed or were undecided. The responses were similar to the establishment of trust between the teacher and principals. Few respondents

indicated that the state model helped impact the element of trust in their relationships with teachers.

Administrators clearly agreed they should understand the teacher's objectives prior to an observation. A significant number concurred that a comprehensive teacher evaluation system enhances the quality and reliability of an observation. However, when asked if they felt competent scripting during an observation, a large number felt they were not competent when scripting. Similarly, many did not feel they fully understood how to use the performance levels on the summative report.

RESEARCH QUESTION THREE: TO WHAT DEGREE DO PRINCIPALS FEEL THE TENNESSEE MODEL FOR LOCAL EVALUATION IDENTIFIES EFFECTIVE TEACHERS?

Section C of the questionnaire related to whether administrators feel the state model identifies effective teachers. For each item in section C, respondents were asked to mark on a Likert scale from 1 to 5 with a rating of one indicating strongly disagree, 2 disagree, 3 undecided, 4 agree, and 5 strongly agree. As indicated in Table 4, data were listed in terms of relative frequency (percents) and included mean scores. The reliability coefficient for this set of items was .8357 which indicates a high level of internal consistency.

The first item refers to value-added TCAP data. Respondents were asked to indicate if they feel value-added TCAP data should be considered in identifying effective teachers. Less than one-half of the respondents (42.2 %) believed they agreed or strongly agreed with this statement. Of the total group, 47 respondents

Table 4

PERCENT OF RELATIVE FREQUENCY RESPONSES BASED ON THE DEGREE TO WHICH PRINCIPALS FEEL THE TENNESSEE MODEL FOR LOCAL EVALUATION IDENTIFIES EFFECTIVE TEACHERS

Total Number of Questionnaires Analyzed= 192

Item	SD	D	U	A	SA	Mean	Standard Deviation
1. Value-added TCAP data should be considered in identifying effective teachers.	9.4	24	24.5	38	4.2	3.04	1.08
2. The principal has the most knowledge of teachers' abilities.	1.6	25	20.3	43.2	9.9	3.35	1.012
3. The state model can identify and document significant differences in teachers' effectiveness.	3.1	18.2	30.7	44.3	3.1	3.26	.903
4. The state model provides a detailed, accurate portrait of teaching behavior.	3.6	27.1	33.9	31.3	3.1	3.04	.931
5. A principal can identify effective teachers by using teacher performance standards in the state model.	1.6	17.2	26.6	50.5	3.6	3.38	.867
6. The state model can clearly identify effective teachers.	3.6	22.9	40.1	30.7	2.1	3.05	.878
7. The state model identifies teachers who successfully impact student learning.	3.1	22.9	38	33.3	2.1	3.08	.879
8. The state model focuses on issues of importance to me in identifying effective teachers.	2.6	16.1	31.8	44.3	4.7	3.32	.894
9. Instructional effectiveness generally increases when teachers use a variety of techniques and strategies.	1	1	6.3	38.5	51.6	4.42	.763
Alpha=.8357							

SD=Strongly disagree, D=Disagree, U= Undecided, A=Agree, SA=Strongly agree
The data are reported as percentages.

(24.5 %) were undecided, and 64 respondents (33.4 %) indicated they disagreed or strongly disagreed.

Item 2 asked if the principal has the most knowledge of teachers' abilities. Of the total group, 83 respondents (43.2 %) indicated they agreed while 39 respondents (20.3 %) were undecided.

In response as to whether the state model can identify and document significant differences in teachers' effectiveness, 91 respondents (47.4 %) indicated they agreed or strongly agreed with this statement. Many respondents, 59 out of 191, (30.7 %) were undecided and 41 respondents (21.3 %) indicated they disagreed or strongly disagreed.

Item 4 related to whether the state model provides a detailed accurate portrait of teaching behavior. A large number of respondents (65 of 191) (33.9 %) were undecided while 61 respondents indicated (31.3 %) agreed with this statement. Only 3.1 % strongly agreed with this statement.

The next item refers to whether principals can identify effective teachers by using teacher performance standards in the state model. The majority of respondents (54.1 %) indicated they agreed or strongly agreed that principals can identify effective teachers using the performance standards.

Item 6 in this section refers whether the state model can clearly identify effective teachers. For this item, the largest number of respondents (40.1 %) were undecided, while 51 respondents 926.5) indicated they disagreed or strongly

disagreed. Of the total group, only 62 respondents (32.8 %) indicated that they agreed or strongly agreed the state model clearly identifies effective teachers.

When asked if the state model identifies teachers who successfully impact student learning, 73 respondents (38 %) were undecided and only 68 (45.4 %) indicated they agreed or strongly agreed.

Item 8 asked if the state model focuses on issues of importance in identifying effective teachers. Less than half of the respondents (44.3 %) agreed and (4.7 %) strongly agreed.

The last item in section C asked if instructional effectiveness generally increases when teachers use a variety of techniques and strategies. The majority of respondents (51.6 %) strongly agreed, while 74 respondents (38.5 %) agreed with the statement. Only 12 respondents (6.3 %) were undecided and 4 respondents (2 %) disagreed or strongly disagreed.

In general, there was strong agreement among administrators that instructional effectiveness increases when teachers use a variety of techniques and strategies. Although the state model is designed to assess the instructional effectiveness of teachers using a variety of teaching strategies, administrators were less certain that the state model truly identifies effective teachers.

When asked if the state model provides an accurate portrait of teaching behavior, less than one-half of the administrators agreed. One principal with over ten years' experience replied that she preferred the old model stating the new model was too subjective, although it required her to be in classrooms more often.

Others commented that it did not focus on other measures of teacher behavior including how well the teacher worked as a team player and the degree to which the teacher followed the procedures and policies of the school.

A relatively high number of administrators were undecided whether the state model identifies effective teachers while almost one-fourth of the respondents disagreed that it does identify effective teachers. Many educators felt that the state model did not focus on issues of importance to them in identifying effective teachers. One assistant principal in administration for only a few years commented, "The state model does not take into account the many non-measurable or readily observable aspects of a good teacher (cooperativeness, consistency, public relations, etc.). Anyone can put on a good 'show' for a limited number of observations. The new model does not do a good job at looking at the cumulative effect of a good teacher."

The primary focus of the new model was to provide a systematic approach to instructional improvement. When asked if value-added TCAP data should be considered in identifying effective teachers, most educators disagreed or were undecided. In a similar item asking if the model identifies teachers who successfully impact student learning, a significant number of educators did not feel that the model did identify teachers who impacted student learning. To illustrate this, a principal commented the state model focuses mainly on teacher behavior rather than instructional effectiveness.

RESEARCH QUESTION FOUR: WHAT PROBLEMS HAVE PRINCIPALS ENCOUNTERED IN USING THE TENNESSEE MODEL FOR LOCAL EVALUATION?

Section D of the questionnaire addresses problems principals have encountered using the state model. The eight questions that generated the data in this table were found in part D of the questionnaire. The reliability coefficient for this section was .8103 which indicates a moderately high level of internal consistency. The data for this section are shown in Table 5.

The first item addresses whether the design or procedures for implementing the state model are feasible to a given school setting. The majority of respondents (52.1 %) agreed with the statement, although (26.6 %) were undecided.

When responding to item 2 relating to the training sessions provided by for the state model, 54.2 % indicated they agreed or strongly agreed that the training sessions provided adequate training in using the forms. It is interesting to note that 48 respondents (25 %) were undecided while 14.6 % disagreed that the training sessions were adequate.

The next item referred to the evaluation process benefiting teachers in terms of professional growth. For this statement, 93 respondents (48.4 %) indicated the state model benefited teachers in terms of professional growth while 37 respondents 9 (19.3 %) disagreed with the statements.

Item 4 stated that holding post observation conferences the next day does not pose a problem. Although this was a negatively worded statement, most respondents (45.9 %) either agreed or strongly agreed that holding post

Table 5

PERCENT OF RELATIVE FREQUENCY RESPONSES OF PROBLEMS ENCOUNTERED IN USING THE TENNESSEE MODEL FOR LOCAL EVALUATION.

Total Number of Questionnaires Analyzed= 192

Item	SD	D	U	A	SA	Mean	Standard Deviation
1. The design or procedures for implementing the state model are feasible for my school setting.	3.6	8.3	26.6	52.1	7.8	3.53	.896
2. The training sessions provided adequate training in using the forms and instruments for the state model.	4.7	14.6	25	46.9	7.3	3.38	.985
3. The entire evaluation process mandated by the state model benefits teachers in terms of professional growth.	3.1	19.3	23.4	48.4	4.2	3.32	.942
4. Holding post observation conferences the next day does not pose a problem.	7.8	31.3	13.5	41.7	4.2	3.03	1.11
5. The state model is helpful in making tenure decisions.	4.2	14.8	28.1	46.4	5.2	3.34	.941
6. The current state model emphasizes instructional improvement rather than teacher evaluation	2.1	16.7	32.8	42.2	4.7	3.31	.883
7. On-going support within my school district for the use of the state model was available when needed.	3.1	14.6	25	47.4	8.3	3.44	.952
8. The amount of time devoted to teacher supervision is a productive use of my time.	9.4	14.1	28.1	40.6	6.3	3.21	1.074
Alpha= .8103							

SD=Strongly disagree, D=Disagree, U= Undecided, A=Agree, SA=Strongly agree
The data are reported as percentages.

observation conferences the next day is not problematic. However, a significant number of educators (31.3 %) believed this was a problem in their school setting.

The next item stated that the state model is helpful in making tenure decisions. Although many principals (46.4 %) agreed with the statement, 80 principals (46.9 %) were undecided or disagreed that the state model was helpful in making tenure decisions.

The item relating to the state model emphasizing instructional improvement rather than teacher evaluation indicated that 63 respondents (32.8 %) were undecided, while 81 (42.2 %) agreed.

When responding to whether on-going support within the school district was available when needed, the majority of respondents (55.5 %) either agreed or strongly agreed, although 28 respondents (14.6 %) disagreed. It is interesting to note that 48 respondents (25 %) were unsure if on-going support were provided when needed.

For the last structured item in section D which related to the amount of time devoted to teacher supervision in the state model, 90 respondents (46.9 %) either agreed or strongly agreed. In contrast, 99 respondents (41.6 %) were either undecided or disagreed that the amount of time devoted to teacher supervision in the state model is a productive use of time.

The last item in section D asked respondents to list problems they have encountered using the state model that have not been adequately addressed in the questionnaire. of this section below and also in Chapter 5.

In summary, the majority of administrators felt the design or procedures for implementing the state model were feasible in a variety of school settings. They further indicated the training was adequate in learning how to use the forms and instruments for the state model. However, one principal commented that adequate and frequent training has declined in the past four years. Another noted that he had been "unable to get special populations training over the last five years. Clearly they are understaffed or unorganized." One director of schools felt the initial training the principals and he received was excellent and evaluations worked quite well, but new administrators are getting 'rushed-up' training because of funding cuts at the state level and much of the effectiveness is suffering. One administrator felt new teachers need training on procedures before they enter the school in addition to a feedback method that charts the amount of support received from administrators.

This research indicates that administrators feel the amount of time devoted to teacher supervision is a productive use of time. Several comments were made that the state model is too time consuming considering other responsibilities principals are required to perform. With the large number of teacher retirements and influx of new teachers, principals lamented there were too many new evaluations each year. One principal summarized this comment stating, "This year quite often the time frame that is given for teacher evaluation cycle creates a burden on administrators. This is particularly evident when a large number of faculty members are to be evaluated."

A significant number of administrators felt that holding post observation conferences the next day poses problems for them. One supervisor noted that it is hard to schedule three post conferences while another felt it was difficult to coordinate observation times with teachers. Most felt, however, that on-going support from the school district in the use of the state model was available when needed.

The majority of comments in this section related to the excessive amount of paperwork involved in the implementing the state model. One principal commented there was an excessive amount of forms and that the system needed to be streamlined to use only the essential forms. Another stated, "There are more pieces of paper. It seems difficult to finish one cycle of observation." Administrators clearly indicated they felt the state model was too time consuming, involved an excessive amount of paperwork, and scheduling observations and post-observation conferences were problematic.

RESEARCH QUESTION FIVE: DO PRINCIPALS WITH VARYING DEMOGRAPHIC CHARACTERISTICS RESPOND DIFFERENTLY TO ITEMS ADDRESSED IN THE PRECEDING RESEARCH QUESTIONS? DEMOGRAPHIC CHARACTERISTICS INCLUDE POSITION, DISTRICT CHARACTERISTICS, ADMINISTRATIVE EXPERIENCE, TIME SPENT EVALUATING A TYPICAL TEACHER, AND GENDER.

A one-way analysis of variance between subjects (ANOVA) based on the demographic characteristics of position, time spent evaluating a typical teacher, district size, years of administrative experience, and gender was used.

Section A represents administrators' perceptions of and attitudes toward the supervision and evaluation of teachers. This was analyzed using ANOVA relative to the dependent variables of position, time spent evaluating a typical teacher, district size, years of administrative experience, and gender.

The data for section A are analyzed based on the estimated marginal means of the total number. For the principals (38.0 %) who responded to the questionnaire the mean score was 4.040 with a standard error of .098. For assistant principals (37 %) who responded, the mean score was 4.038 with a standard error of .105. For supervisors (15.6 %), the mean was 4.070 with a standard error of .122. For the category other (9.4 %) the mean was 3.983 with a standard error of .267. Data for administrators' perceptions and attitudes toward the supervision and evaluation of teachers relative to position, district size, time spent evaluating a teacher, years experience, and gender are presented in Table 6.

When asking respondents to mark how much time they spent evaluating a typical teacher in one year's time, for 1-3 hours, the mean score was 4.021 with a standard error of .123. This represented 37 respondents (19.3 %). For 4-6 hours, the mean score was 4.061 with a standard error of .126 with a relative frequency of 51 respondents (26.6 %). For 7-9 hours, the mean score was 4.069 with a standard error of .120 and included 40 respondents (20.8 %). For the next category of 10-12 hours, the mean score was 4.120 with a standard error of .138. This included responses from 25 respondents (13.0 %). For the last category of

Table 6

ESTIMATED MARGINAL MEAN AND FREQUNCY RESPONSES BASED ON PERCEPTIONS OF AND ATTITUDES TOWARD THE SUPERVISION AND EVALUATION OF TEACHERS.RELATIVE TO POSITION, DISTRICT SIZE, TIME SPENT EVLUATING A TEACHER, YEARS' EXPERIENCE, AND GENDER

Category	Number	Relative Frequency (Percent)	Mean	Standard Error	95% Confidence Interval		F	Significance
					Lower Bound	Upper Bound		
Position							.056	.983
Principal	73	38.0	4.040	.098	3.943	4.383		
Assistant Principal	71	37.0	4.038	.105	3.930	4.372		
Supervisor	30	15.6	4.070	.122	3.950	4.430		
Other	18	9.4	3.983	.267	3.458	4.510		
Time Spent Evaluating a Teacher							.863	.488
1-3 hours	37	19.3	4.021	.123	3.777	4.265		
4-6 hours	51	26.6	4.061	.126	3.812	4.310		
7-9 hours	40	20.8	4.069	.120	3.821	4.297		
10-12 hours	25	13.0	4.120	.138	3.851	4.388		
12+ hours	22	11.5	3.903	.142	3.622	4.184		
District Size							.436	.782
Less than 3,000 students	22	11.5	4.133	.121	3.383	4.373		
3,000 to 10,000 students	66	34.4	4.066	.085	3.899	4.263		
10,001 to 25,000 students	32	16.7	4.116	.100	3.918	4.315		
over 25,000 students	69	35.9	4.140	.435	3.975	4.305		
Years Administrative Experience							.971	.425
0-2 years	46	24.0	4.012	.117	3.780	4.243		
3-6 years	47	24.5	4.006	.121	3.766	4.246		
7-10 years	37	19.3	4.148	.129	3.893	4.403		
11-15 years	29	15.1	4.046	.135	3.780	4.318		
15+ years	24	12.5	3.952	.142	3.670	4.233		
Gender							.000	.993
Female	96	50.0	4.033	.116	3.804	4.262		
Male	96	50.0	4.032	.114	3.807	4.258		

12 or more hours, the mean score was 3.903 with a standard error of .142 and included 22 respondents (11.5 %).

The next subscale shows the response of respondents relative to many years of school administrative they had prior to this school year. For 0-2 years, the mean score was 4.012 with a standard error of .117. Of a total number who responded to this question, 46 respondents (24.0 %) had 0-2 years administrative experience. For 3-6 years experience, 47 respondents (24.5 %) had a mean score of 4.006 with a standard error .121. For 7-10 years experience, 37 respondents (19.3 %) responded with a mean score of 4.148 and a standard error of .129. The mean score for 11-15 years was 4.046 with a standard error of .135 for 29 respondents (15.1 %). For the last category of 15 or more years' administrative experience, 24 respondents (12.5 %) had a mean score of 3.952 with a standard error of .142.

For the question on gender, 96 male respondents (50.0 %) had a mean score of 4.033 with a standard error of .116. The 96 female (50.0 %) respondents had a mean score of 4.032 and a standard error .114.

For the dependent variable on the questionnaire that related to how well principals understand the performance standards used in the Tennessee Model for Local Evaluation, the total number of respondents was 192. Data for this section are included in Table 7. For principals, the mean score was 3.770 with a standard error of .111. For assistant principals, the mean was 3.784 with a standard error

Table 7

ESTIMATED MARGINAL MEAN AND FREQUENCY RESPONSES BASED ON THE UNDERSTANDING OF THE PERFORMANCE STANDARDS IN THE STATE MODEL RELATIVE TO POSITION, DISTRICT SIZE, TIME SPENT EVLUATING A TEACHER, YEARS' EXPERIENCE, AND GENDER

Category	Number	Relative Frequency (Percent)	Mean	Standard Error	95% confidence Interval Lower Bound	Upper Bound	F	Significance
Position							.787	.457
Principal	73	38.0	3.770	.111	3.550	3.990		
Assistant Principal	71	37.0	3.784	.121	3.546	4.022		
Supervisor	30	15.6	3.771	.146	3.494	4.048		
Other	18	9.4	3.600	.308	2.993	4.208		
Time Spent Evaluating a Teacher							2.511	.044
1-3 hours	37	19.3	3.855	.142	3.574	4.138		
4-6 hours	51	20.6	3.796	.145	3.509	4.084		
7-9 hours	40	20.8	3.783 (*)	.139	3.510	4.057		
10-12 hours	25	13.0	3.773	.157	3.463	4.082		
12+ hours	22	11.5	3.449 (*)	.164	3.125	3.773		
District Size							1.239	.297
Less than 3,000 students	22	11.5	3.827	.146	3.550	4.103		
3,000 to 10,000 students	66	34.4	3.619	.097	3.427	3.812		
10,001 to 25,000 students	32	16.7	3.787	.116	3.558	4.016		
over 25,000 students	69	35.9	3.799	.096	3.609	3.989		
Years Administrative Experience							1.111	.353
0-2 years	46	24.0	3.612	.135	3.345	3.879		
3-6 years	47	24.5	3.619	.140	3.414	3.967		
7-10 years	37	19.3	3.762	.149	3.468	4.056		
11-15 years	29	15.1	3.707	.156	3.400	4.015		
15+ years	24	12.5	3.885	.164	3.561	4.209		
Gender							5.671	.018
Female	96	50.0	3.825 (*)	.133	3.562	4.089		
Male	96	50.0	3.637 (*)	.132	3.377	3.897		

* The mean difference is significant at the .05 level.

of .121. For supervisors, the mean score was 3.771 with a standard error of .146. For the category other, the mean was 3.600 with a standard error of .308.

For time spent evaluating a typical teacher in one years' time, the mean score for 1-3 hours was 3.855 with a standard error of .142. For 4-6 hours, the mean was 3.796 with a standard error of .145. The mean score for 7-9 hours was 3.783 with a standard error of .139. For 10-12 hours, the mean score was 3.773 with a standard error of .157. For 12 or more hours, the mean score was 3.449 with a standard error of .164.

For the independent variable of district size, the respondents in districts of less than 3,000 students, had a mean score was 3.827 with a standard error of .146. For 3,001 to 10,000 students, the mean score was 3,619 with a standard error of .097. For 10,001 to 25,000 students, the mean was 3.787 with a standard error of .116. For districts with over 25,000 students, the mean score was 3.799 with a standard error of .096.

For years of school administrative prior to the current school year, respondents with 0-2 years had a mean score of 3.612 with a standard error of .135. For 3-6 years, the mean was 3.619 with a standard error of .140. For 7-10 years, the mean was 3.762 with a standard error of .149. With 11-15 years, respondents had a mean score of 3.707 with a standard error of .156. For more than 15 years experience, respondents had a mean of 3.885 with a standard error of .164.

Male respondents had a mean of 3.825 with a standard error of .133 while female respondents had a mean of 3.637 with a standard error of .132.

The next section includes a one-way analysis of variance based on respondents' perception of the degree to which they feel the state model identifies effective teachers. The total number of respondents equaled 192. Data for the ANOVA for this section are presented in Table 8 and included the estimated marginal mean and frequency responses based on the degree to which administrators feel the state model identifies effective teachers relative to position, district size, time spent evaluating a teacher, years experience, and gender. For the 73 principals (38.0 %) who responded to the questionnaire the mean score was 3.256 with a standard error of .147. For assistant principals (37 %) who responded, the mean score was 3.117 with a standard error of .159. For supervisors (15.6 %), the mean was 3.119 with a standard error of .186. For the category other (9.4 %) the mean was 3.259 with a standard error of .407.

For time spent evaluating a typical teacher in one years' time, the mean score for 1-3 hours was 3.228 with a standard error of .188. For 4-6 hours, the mean was 3.231 with a standard error of .192. The mean score for 7-9 hours was 3.369 with a standard error of .183. For 10-12 hours, the mean score was 3.215 with a standard error of .207. For 12 or more hours, the mean score was 3.007 with a standard error of .217.

Table 8

ESTIMATED MARGINAL MEAN AND FREUQNCY RESPONSES BASED ON THE DEGREE TO WHICH PRINCIPALS FEEL THE STATE MODEL IDENTIFIES EFFECTIVE TEACHERS RELATIVE TO POSITION, DISTRICT SIZE, TIME SPENT EVALUATING A TEACHER, YEARS' EXPERIENCE, AND GENDER

Category	Number	Relative Frequency (Percent)	Mean	Standard Error	95% confidence Interval Lower Bound	Upper Bound	F	Significance
Position							.571	.635
Principal	73	38.0	3.256	.147	2.975	3.556		
Assistant Principal	71	37.0	3.117	.159	2.802	3.431		
Supervisor	30	15.6	3.199	.186	2.833	3.566		
Other	18	9.4	3.259	.407	2.456	4.062		
Time Spent Evaluating a Teacher							1.056	.380
1-3 hours	37	19.3	3.228	.188	2.856	3.600		
4-6 hours	51	26.6	3.231	.192	2.851	3.611		
7-9 hours	40	20.8	3.369	.183	3.007	3.732		
10-12 hours	25	13.0	3.215	.207	2.805	3.624		
12+ hours	22	11.5	3.007	.217	2.579	3.436		
District Size							.704	.590
Less than 3,000 students	22	11.5	3.510	.185	3.146	3.876		
3,000 to 10,000 students	66	34.4	3.305	.129	3.051	3.560		
10,001 to 25,000 students	32	16.7	3.291	.153	2.988	3.593		
over 25,000 students	69	35.9	3.352	.127	3.101	3.604		
Years Administrative Experience							.142	.966
0-2 years	46	24.0	3.203	.179	2.850	3.556		
3-6 years	47	24.5	3.250	.185	2.885	3.615		
7-10 years	37	19.3	3.256	.197	2.867	3.645		
11-15 years	29	15.1	3.155	.208	2.749	3.561		
15+ years	24	12.5	3.187	.217	2.758	3.615		
Gender							.075	.784
Female	96	50.0	3.224	.175	2.876	3.573		
Male	96	50.0	3.196	.174	2.852	3.540		

For the independent variable of district, the respondents in districts of less than 3,000 students (11.5 %), the mean score was 3.510 with a standard error of .185. For 3,001 to 10,000 students (34.4 %), the mean score was 3.305 with a standard error of .129. For 10,001 to 25,000 students (16.7 %), the mean was 3.291 with a standard error of .153. For districts with over 25,000 students (35.9 %), the mean score was 3.352 with a standard error of .127.

For years of school administrative prior to the current school year, respondents with 0-2 years had a mean score of 3.203 with a standard error of .179. For 3-6 years, the mean was 3.250 with a standard error of .185. For 7-10 years, the mean was 3.256 with a standard error of .197. With 11-15 years, respondents had a mean score of 3.155 with a standard error of .208. For more than 15 years experience, respondents had a mean of 3.187 with a standard error of .217.

The 96 male respondents (50.0 %) had a mean score of 3.224 with a standard error of .175. Female respondents (50.0 %) had a mean score of 3.186 and a standard error of .174.

The next analysis included the responses of problems encountered using the state model relative to position, district size, time spent evaluating a teacher, years' experience, and gender. Data derived from the one-way analysis of variance are presented in Table 9 and include the number of respondents, relative frequency, mean, standard error and 95% confidence interval. The total number

Table 9

ESTIMATED MARGINAL MEAN AND FREQUENCY RESPONSES OF PROBLEMS ENCOUNTERED USING THE STATE MODEL BASED ON POSITION, DISTRICT SIZE, TIME SPENT EVALUATING A TEACHER, YEARS' EXPERIENCE, AND GENDER

Category	Number	Relative Frequency (Percent)	Mean	Standard Error	95% confidence Interval Lower Bound	Upper Bound	F	Significance
Position							.476	.699
Principal	73	38.0	3.233	.151	2.935	3.531		
Assistant Principal	71	37.0	3.240	.164	2.915	3.563		
Supervisor	30	15.6	3.187	.190	2.811	3.563		
Other	18	9.4	3.686	.417	2.862	4.510		
Time Spent Evaluating a Teacher							1.454	.219
1-3 hours	37	19.3	3.478	.193	3.097	3.860		
4-6 hours	51	20.6	3.296	.197	2.906	3.685		
7-9 hours	40	20.8	3.512	.188	3.146	3.883		
10-12 hours	25	13.0	3.195	.213	2.775	3.615		
12+ hours	22	11.5	3.203	.222	2.763	3.642		
District Size							.360	.837
Less than 3,000 students	22	11.5	3.321	.190	2.946	3.696		
3,000 to 10,000 students	66	34.4	3.346	.132	3.085	3.607		
10,001 to 25,000 students	32	16.7	3.508	.157	3.198	3.819		
Over 25,000 students	69	35.9	3.421	.131	3.163	3.679		
Years Administrative Experience							.759	.554
0-2 years	46	24.0	3.342	.183	2.980	3.704		
3-6 years	47	24.5	3.498	.190	3.123	3.873		
7-10 years	37	19.3	3.275	.202	2.875	3.673		
11-15 years	29	15.1	3.296	.211	2.879	3.713		
15+ years	24	12.5	3.273	.223	2.833	3.713		
Gender							4.563	.034
Female	96	50.0	3.452(*)	.181	3.094	3.809		
Male	96	50.0	3.222(*)	.179	2.869	3.575		

* The mean difference is significant at the .05 level.

of respondents equaled 192. For the principals (38.0 %) who responded to the questionnaire the mean score was 3.233 with a standard error of .151. For assistant principals (37 %) who responded, the mean score was 3.240 with a standard error of .190. For supervisors (15.6 %), the mean was 3.187 with a standard error of .190. For the category other (9.4 %) the mean was 3.686 with a standard error of .417.

For time spent evaluating a typical teacher in one years' time, the mean score for 1-3 hours (19.3 %) was 3.478 with a standard error of .193. For 4-6 hours, the mean was 3.296 with a standard error of .197. The mean score for 7-9 hours (20.8 %) was 3.512 with a standard error of .188. For 10-12 hours, (13.0 %) the mean score was 3.195 with a standard error of .213. For 12 or more hours, (11.5 %) the mean score was 3.203 with a standard error of .222.

For the independent variable of district size, the respondents in districts of less than 3,000 students (11.5 %), the mean score was 3.321 with a standard error of .190. For 3,001 to 10,000 students (34.4 %), the mean score was 3.346 with a standard error of .132. For 10,001 to 25,000 students (16.7 %), the mean was 3.508 with a standard error of .157. For districts with over 25,000 students (35.9 %), the mean score was 3.421 with a standard error of .131.

For years of school administrative prior to the current school year, respondents with 0-2 years (24.0 %) had a mean score of 3.342 with a standard error of .183. For 3-6 years, (24.5 %) the mean was 3.498 with a standard error of .190. For 7-10 years, (19.3 %) the mean was 3.275 with a standard error of .202.

With 11-15 years, (15.1 %) respondents had a mean score of 3.296 with a standard error of .211. For more than 15 years experience, (12.5 %) respondents had a mean of 3.273 with a standard error of .223. The male respondents (50.0 %) had a mean score of 3.452 with a standard error of .181. Female respondents (50.0 %) had a mean score of 3.222 and a standard error of .179.

This study indicates that generally there is agreement among administrators regarding their attitudes toward and perception of supervision. The results of the univariate or one-way ANOVA tested the single dependent variable among groups of administrators including principals, assistant principals, supervisors, and others to determine if there were significant differences in group means. For the first analysis of variance there were no significant difference in the mean scores between groups of administrators regarding their attitude toward teacher supervision and evaluation.

For the next analysis of variance there were differences in the mean scores relating to the amount of time spent evaluating a typical teacher in one year's time. The mean scores among administrators who spent over 12 hours evaluating a teacher were less positive toward supervision and evaluation in general.

When comparing perceptions and attitudes toward supervision from administrators from school districts of varying size, there was little difference. The perceptions of administrators in districts over 25,000 students did not vary significantly from the perceptions of administrators in districts of fewer than 3,000 students.

When comparing the responses of participants toward supervision and evaluation of teachers, surprisingly there was virtually no difference in the mean responses of males and females. Further, the total number of administrators responding to the questionnaire was identical, 96 females and 96 males.

The results of the next univariate analysis tested the single dependent variable of their understanding of the performance standards in the state model relative to position, district size, time spent evaluating, years; experience, and gender. The data for this are shown in Table 7.

There were statistically significant differences in the response of administrators who spent more than 12 hours evaluating a typical teacher in one year's time compared to those who spent less time. It is interesting to note the difference in mean scores of those who spent over 12 hours showed statistically significantly less understanding of the performance standards than those who spent 7-9 hours.

There were no significant differences in group means based on district size, males were less positive than females with a difference in mean scores of .190 when comparing their understanding of the performance standards.

The next analysis of variance considered the mean responses based on the degree to which principals feel the state model identifies effective teachers relative to position, district size, time spent evaluating a typical teacher, years' experience, and gender. Data for this are shown in Table 8.

Generally when considering how well administrators felt the state model identifies effective teachers, principals and supervisors responded more favorably while assistant principals were somewhat less favorable. The difference in mean scores between those who spent over 12 hours was .3555 when compared to administrators who spent only 7-9 hours in evaluating a teacher indicating that administrators who spent more time were less positive that the state model identified effective teachers.

There were differences based on district size when comparing districts with less than 3,000 students and those administrators is districts of 10,000 to 25,000 students. Administrators in the larger districts were less favorable that the state model identified effective teachers. There were no statistical differences noted when comparing years' administrative experience or gender on how well to how well administrators feel the state model identifies effective teachers. This indicates that gender and years' experience do not have a significant impact of the perceptions of these administrators regarding how well the state model identifies effective teachers.

The last univariate analysis of variance pertained to problems encountered using the state model relative to position, district size, time spent evaluating a teacher, years' experience, and gender. Data for this are illustrated in Table 9.

There were no significantly statistical differences among varying positions when responding to problems. Principals, assistant principals, and supervisors had similar marginal mean scores. Yet, when responding to the amount of time

they spent evaluating a typical teacher significant differences were noted in the mean scores. Administrators who spent more than 12 hours showed a difference in mean scores of .3 compared to other groups.

Although there were no significant differences based on years' administrative experience, males showed they were less positive than females. For this analysis, the mean difference between males and females when responding to problems encountered using the state model was significant at the .05 level. Males perceived more problems than females. They also commented that the entire appraisal model was too lengthy and should be shortened. Similar comments related to the excessive amount of paperwork involved in the state model. Another male respondent stated, "quite often the time frame that is given for teacher evaluation cycle creates a burden on administrators. This is particularly evident when a large number of faculty members are to be evaluated."

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

Chapter 5 will summarize the study and present major conclusions reached as a result of the findings. The final section will list some implications drawn from the study.

SUMMARY OF THE STUDY

The problem investigated in this study dealt with principals' willingness to embrace changes required to use a revised and more complex system of evaluation in the public schools of Tennessee. Although the Tennessee State Department of Education mandated a highly complex model for local evaluation in 1997, there have been no significant follow-up studies to assess how well principals understand the new model and determine what problems they have encountered using it. The intent of the new model was to improve student performance by increasing the quality of instruction. However, there is no research currently available to determine the extent to which principals are implementing the new system of evaluation as it was intended.

The purpose of this study was to describe principals attitudes toward the Tennessee Model for Local Evaluation, the extent to which principals understand the performance standards, how well they perceive that the model identifies

effective teachers, and problems they have encountered. The study attempted to provide answers to the following questions:

1. What is the principal's perception of and attitude toward the supervision and evaluation of teachers?

2. How well do principals understand the performance standards and procedures used in the Tennessee Model for Local Evaluation?

3. To what degree do principals feel the Tennessee Model for Local Evaluation identifies effective teachers?

4. What problems have principals encountered in using the Tennessee Model for Local Evaluation?

5. Do principals with varying demographic characteristics respond differently to items in the preceding research questions? Demographic characteristics to be used include position, district characteristics, years of administrative experience, time spent evaluating a typical teacher, and gender.

The population for this study consisted of elementary, middle school, and secondary principals along with other administrators who have used the Tennessee Model for Local Evaluations. A questionnaire was developed to provide as much information as possible regarding questions guiding the study. The questionnaire was field-tested by a jury of principals and supervisors in Union County Schools to review the questionnaire and respond to the content validity.

The questionnaire was administered to principals and supervisors attending Tennessee Academy for School Leaders (TASL) sessions in three regions of Tennessee. To assure randomness in the selection of academies and an adequate sample size, two academies each were chosen from the east, middle, and west

regions of Tennessee. The selection was based on the largest number of participants who enrolled in academies at selected sites in each region.

After the surveys were distributed, there was a check for representativeness based on the percentages of respondents for each region. The total number of respondents based on region were as follows: (a) East-72 respondents; (b)Middle-59 respondents; and (c)West-46 respondents.

Data collected from the questionnaire was analyzed using the WesVar Complex Samples software Statistical Program for the Social Sciences (SPSS). Questionnaires were grouped according to position, time spent evaluating a typical teacher, district size, years administrative experiences, and gender. An analysis was done for each of the sections on the questionnaire that pertained to the first four research questions: the principal's perception and attitude toward supervision, how well principals understand the performance standards and procedures in the state model, the degree to which principals feel the state model identifies effective teachers, and problems principals have encountered in using the state model. For each item, a relative frequency, mean, standard deviation, and 95% confidence interval was calculated. For the last research question, results were calculated based on demographic characteristics including position, district size, years of administrative experience, time spent evaluating a typical teacher, and gender. A one way analysis of variance (ANOVA) was used to calculate the difference in group means. An analysis was done to determine if

there were significant differences in groups of administrators based on demographic characteristics.

SUMMARY OF THE FINDINGS

The findings are related to the five research questions that guided this study. The findings are discussed under each research question.

Research Question One: What Is The Principal's Perception of and Attitude Toward the Supervision and Evaluation of Teachers?

There was general agreement among administrators that the purpose of instructional supervision should be for the purpose of improving instruction rather than the evaluation of teachers to make personnel decisions. Although administrators felt the principal should have the primary responsibility for teacher evaluation, other school personnel should share the responsibility for teacher evaluation. Administrators also felt the principal can impact student achievement through supervision which involves the process of helping teachers find the best methods to improve teaching and thus ultimately impact student learning.

Results obtained in this study are congruent with the intent of the state model which was to develop and assess the capacity to improve student performance. The purpose of the revisions in the state model was to focus on instructional supervision for the purpose of improving instruction. Principals in this study agreed that the role of instructional supervision should be to improve instruction and that they became more aware of the instructional needs and processes through involvement with supervisory activities. Although respondents felt principals should have the primary responsibility for teacher evaluation, other

school personnel, such as the assistant principal, supervisor, department chair, and central office staff should share the responsibility for teacher evaluation.

Drake and Roe (1997) suggested that the supervision and evaluation process could work to focus both the teacher and principal in a continuous, growth-oriented process to enhance instruction. School system personnel in this study agreed with their research indicating that important purposes of supervision were to improve instruction, and develop a plan for improvement. One principal commented he thought conducting classroom observations allowed him to be more aware of the instructional needs of the teacher. Although most respondents felt supervision should include direct assistance to teachers, curriculum development, staff development, group development, and action research, there was less importance placed on the goal of instructional supervision to evaluate teachers to make personnel decisions.

Previous research on educational change indicated that effective principals focus on active leadership and continuous school improvement (Glickman et al., 1998). Administrators in this study strongly agreed that instructional supervision could help to reinforce effective patterns of instruction and identify weaker patterns in order to develop a plan for improvement. In addition, administrators considered curriculum development an important aspect of supervision. They further felt that the principal could impact student achievement through supervision. This is supported by previous studies conducted on teacher evaluation that indicated the principal plays a major role in providing instructional

leadership which can impact student achievement (Mertz & McNeely, 1992; Patterson, 1999; Rigel, 1999).

Research Question Two: How Well Do Principals Understand the Performance Standards and Procedures Used in the Tennessee Model for Local Evaluation?

This study indicated that administrators felt instructional needs identified through the supervision process should be considered in planning staff development activities, although they did not strongly agree the principal should adapt assessment strategies based on the experience and ability of the teacher. This is supported in part by recent educational reforms suggesting that the principal become more involved with staff development that is based on the needs of the faculty and staff (Ubben & Hughes, 1992; Glickman et al., 1998). This is congruent with one component of the state model which was to provide a focus for professional growth to facilitate improve student learning.

However, research on developmental supervision also has suggested that in order to promote effective instruction and improved student learning, the principal needs to adapt supervisory practices based on the developmental level of the teacher (Glickman et al., 98; Huberman, 1989). Although one of the stated purposes of the new model was that the evaluation process must accommodate the needs of novice educators as well as the differing needs of experienced, many administrators did not feel they should adapt assessment strategies depending on the experience and ability of the teachers. Similarly, many did not indicate they fully understood how to use the performance levels on the summative report, nor

did they feel comfortable scripting during an observation. One principal commented that confusion on rating scales on the summative evaluation could have been have been avoided with some forethought. She noted that we are programmed to believe A is the highest rating, B second, C lowest, yet on the summative report, this is reversed. After the category of Unsatisfactory, Performance Level A is lowest, while Performance Level B denotes more outstanding teaching behaviors, and Performance Level C identifies distinguished, role-model behaviors. In addition to the confusion on the rating scale, one educator felt that the performance standards to receive a rating of C were so difficult to achieve that it was almost unattainable for a teacher to receive a rating of C.

When asked whether or not the state model affected faculty and staff relationships, many administrators disagreed or were undecided. Similarly, few respondents indicated that the state model helped impact the element of trust in their relationships with teachers. This contradicts the recurring theme in the current literature on supervision that has indicated the principal is the key agent in establishing trust which can improve teaching and learning in the classroom (Glickman et al., 1998; Robbins & Alvy, 1995; Ubben & Hughes, 1992).

Research Question Three: To What Degree Do Principals Feel the Tennessee Model for Local Evaluation Identifies Effective Teachers?

A significant number of administrators indicated they did not fully understand the performance levels on the summative evaluation, in addition, a large number of educators indicated they did not feel comfortable scripting during

an observation. Although administrators responded that the supervisory process could help reinforce effective patterns of teaching behavior and identify weaker patterns, they did not strongly indicate the state model administrators felt the supervisory process could help reinforce effective patterns of teaching behavior and identify weaker patterns, they did not strongly feel the state model provides an accurate portrait of teaching behavior. They also did not indicate that the principal could identify effective teachers by using the performance standards in the state model.

Generally, there was strong agreement among administrators that instructional effectiveness increased when teachers use a variety of techniques and strategies. One of the key assumptions underlying the state model is that each teacher should possess a repertoire of teaching strategies based on the content, purposes of instruction, and needs of student. Although the state model is designed to assess the instructional effectiveness of teachers using a variety of teaching strategies, administrators were not certain that the state model truly identifies effective teachers.

When asked whether or not the state model provides an accurate portrait of teaching behavior, less than one-half of the administrators agreed. Principals indicated that the new model did not comprehensively focus on the entire range of effective teaching behaviors such as how well teachers followed the rules and regulations of the school and were able to work as a team player. This counters educational research of the last decade that has noted major shifts in the change in

focus of education from teacher traits to instructional skills in identifying an effective teacher (Drake & Roe, 1997; Ubben & Hughes, 1992). This study indicated that many educators did not believe the state model focused on issues of importance to them in identifying effective teachers.

Research has indicated that the supervision and evaluation process could focus both the teacher and principal in a growth-oriented process to enhance instruction (Drake & Roe, 1997; Glickman et al., 1998; Wagner, 1995). The primary focus of the new model was to provide a systematic approach to instructional improvement in addition to stimulating professional growth. In addressing instructional improvement, principals strongly concurred that the principals could impact student achievement through supervision, but when asked if value-added TCAP data should be considered in identifying effective teachers, many educators disagreed. This directly contradicts previous research indicating that achievement test score should be one component of teacher evaluation (Cook, 1985). Current research has suggested that effective supervision can impact the professional growth of teachers if it is supported by the school as relative to the needs of the faculty and staff (Fullan, 1993; Glickman et al., 1997; Huberman, 1989). The shifting role of the principal becomes that of an instructional leader who inspires a personal mastery for the faculty and staff based on collective as well as individual needs. Although there was strong agreement among administrators that that supervision should reinforce effective patterns, identify weaker patterns, and develop plans for improvement, many educators did not

strongly concur that the state model provides an accurate, detailed portrait of teaching behavior. In order to improve instruction by providing meaningful staff development activities based on the needs and abilities, it seems evident that those needs must be addressed by effective supervisory and evaluation practices. If this model does not provide an accurate portrait of teaching behavior, it is unclear how the principal could help develop adequate and productive staff development.

Research Question Four: What Problems Have Principals Encountered in Using the Tennessee Model for Local Evaluation?

The majority of administrators indicated that the design or procedures for implementing the state model were feasible in a variety of school settings. Administrators indicated the training was adequate in learning how to use the forms and instruments for the state model; however, some stated that although the initial training the principals received was excellent, new administrators are getting 'rushed-up' training due to funding cuts at the state level. They indicated that abbreviated training sessions have impacted the effectiveness of the supervisory process. Fullan's (1993) research on educational change strongly suggested that those who implement change reforms have a sufficient grasp of the concepts, principles, or skills needed to be effective leaders in educational reform. It is unclear if principals can successfully implement the change reform efforts of the state model if they feel training sessions are not adequately preparing them to do so. Research on the Career Ladder Program, which is in part the basis of the state model, indicated that the system was effective, yet costly, highly complex, and involved extensive training for evaluators (McLarty, 1987; Mehrans et al.,

1988). As Fullan suggested, adoption decisions are frequently made without adequate follow-through resulting in failure or frustration on those asked to implement the change. This study indicated there clearly is a need for effective and comprehensive training for new administrators.

Several administrators commented that using the state model is too time consuming considering other responsibilities principals are required to perform. With the "graying of the teacher workforce" requiring an influx of new teachers, principals lamented the large number of new evaluations each year were problematic. In addition, significant number of administrators felt scheduling observations and post observation conferences were problematic. In spite of the problems associated with scheduling, most administrators felt that on-going support from the school district in the use of the state model was available when needed. The literature on education change indicated that support at the district level could not only impact the current change efforts, but subsequent change reforms. If educators have had negative experiences with previous implementations at the district level, they will become more cynical or apathetic about new ideas or programs (Fullan, 1992). This study suggested that districts have given administrators on-going support during the changes in the local evaluation process which should serve to ameliorate the reluctance toward future reforms in supervision.

The majority of comments in this section on problems associated with the state related to the excessive amount of paperwork involved in the

implementation of the state model. While many administrators stated a preference to the old model involving checklists, current literature on supervision has emphasized a transition from the checklist method of evaluation to a more complex system of teacher evaluation. This involves an increased knowledge of what constitutes effective teaching along with the technical skills to document those teaching behaviors (Glickman et al., 1998; Wagner, 1995). Previous studies indicated that the principal plays a major role in providing instructional leadership that can impact student achievement (Mertz & Mc Neely; 1993; Patterson, 1990; Rigell. 1999). It seems worthwhile to consider feedback from principals regarding problems they have encountered to make continuous revisions in the design or procedures in the state model.

Research Question Five: Do Principals With Varying Demographic Characteristics Respond Differently to Items Addressed in the Preceding Research Questions? Demographic Characteristics to be Used Include Position, District Characteristics, Years of Administrative Experience, Time Spent Evaluating a Typical Teacher, and Gender.

This study indicated that generally there is agreement among administrators regarding their attitudes toward and perception of supervision. However, there were gender differences based on an understanding of the performance standards and problems encountered using the state model. Male educators were less positive in regard to their understanding of the performance standards and also indicated they had more problems associated with the use of the state model.

There were no significant differences in responses of varying administrative positions regarding their attitude toward teacher supervision and evaluation.

However, when considering the amount of time spent evaluating a typical teacher in one year's time there were statistically significant differences in mean scores between administrators who spent over 12 hours evaluating a teacher and those who spent less time. The principals who spent more time were less positive toward supervision and evaluation in general

When comparing perceptions and attitudes toward supervision from administrators from school districts of varying size, there was little difference in group means. When comparing years' administrative experience, however, there was statistically significant difference in group means. Administrators with more than 12 years' experience were generally less positive toward supervision and evaluation of teachers when compared to all other groups of administrative experience.

Generally, when considering how well administrators believed the state model identifies effective teachers, principals and supervisors responded more favorably while assistant principals were somewhat less favorable. It is interesting to note that administrators who spent more than 12 hours evaluating a typical teacher were less certain than were other groups that the state model identified effective teachers. This is substantiated by comments from administrators who spent a large amount of time evaluating teachers that the process was too lengthy and took away from time that could be better utilized when devoted to other responsibilities. This is not surprising because the same group of administrators spending more than 12 hours showed less favorable attitudes toward the

supervision and evaluation of teachers in general. Similarly, administrators in this group indicated the least favorable responses when asked how well they understood the performance standards and procedures in the state model. They also indicated they were less positive when responding to items such as whether the state model was feasible in varied school settings, if on-going support were available, and if the amount of time devoted to teacher supervision was a productive use of time.

There were no significantly statistical differences among varying positions when responding to problems encountered using the state model. Principals, assistant principals, and supervisors had similar marginal mean scores. Although there were no statistically significant differences based on years' administrative experience, males showed they were less positive than females when responding to problems encountered using the state model. This is consistent to the responses based on gender as to whether they understood the performance standards and procedures in the state model. Males indicated they were less positive relative to their understanding of the performance standards as well as how well the state model identifies effective teachers. Males frequently commented that the state model involved excessive paperwork, was a too lengthy process, and was too time consuming.

CONCLUSIONS

The study was conducted to determine principals' perceptions of attitudes toward the State Model for Local Evaluation in Tennessee. The findings of this

study present evidence to support certain conclusions based on the review of literature and data obtained in this study. Based on the analysis of data gathered in this study, the conclusions reached are summarized below:

1. Principals are supportive of the theory of a supervision and evaluation system of teachers, however, in practice they feel the state model is too time consuming, too unwieldy, and involves too much paperwork.

2. If spending more time in the classroom observing teachers raises the significance of quality instruction on behalf of teachers and principals, then the state model is successful because it requires increased time in classroom observations.

3. The performance standards used in the state model are vague, unclear, and difficult to score. Principals have indicated that they are unsure how to use the standards on the summative report, have difficulty in scripting, and have a high variation in skills. If these things are true, the reliability and validity of the state model system of teacher evaluation may be in question.

RECOMMENDATIONS

This study provided data, findings, and conclusions indicating there are discrepancies in the technical skills and understanding of the performance standards needed to implement the state model of evaluation as it was intended. As a result, the following recommendations are for administrators, State Department personnel, and school district personnel using the State Model for Local Evaluation.

1. School personnel, such as the assistant principal, supervisor, department chair, and central office personnel should share the responsibility for teacher evaluation with the principal.

2. Workshops are needed for administrators to show them how to adapt assessment strategies based on the experience and ability of the teacher.

They should focus on how to provide meaningful staff development activities based on experience and the developmental levels of teachers.

3. The performance standards in the state model should be reviewed to see if they consist of clear, concise language and relate to observable, measurable teacher behaviors.

4. The rubrics or performance levels on the summative evaluation in the state model should be reviewed to determine if they reflect realistic, accurate, and obtainable portraits of teacher performance.

5. Student performance in relation to teacher evaluation has taken on increased importance due to the Tennessee value-added assessment system, the statistical process that provides measures of the school system, schools, and teachers as indicators of student learning. Therefore, value-added test data should be considered as one component in the teacher evaluation process.

6. Pre-service training at colleges and universities should be as considered as adequate measures to certify that principals attending these higher education institutions have been trained in how to use the state model.

7. State Department of Education personnel should conduct training sessions for newly appointed principals, who have not received pre-service training in the use of state model. Administrative workshops are needed for follow-up training for practicing administrators to further upgrade their skills in how to effectively implement the state model.

8. Administrators need to be involved in the long-term planning process for revisions in the state model in order to reduce problems associated with scheduling post-observation conferences, the amount of paperwork involved, and time spent in evaluations.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. Future research needs to be conducted to focus on how to modify the state model of evaluation to identify and document significant differences in teacher effectiveness.

2. Further research needs to be conducted on the relationship between the scores derived from value-added assessment and the identification of effective teachers under the state model.

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APPDENDICES

APPENDIX A

LETTER TO STATE DEPARTMENT OF EDUCATION AND ORIGINAL QUESIONNAIRE

Janet D. Mobley
Horace Maynard Middle School
P.O. Box 667
Maynardville, TN 37807
865.992.1030

January 25, 2002

Dennis Bunch
Office of Professional Development
Tennessee Department of Education
4th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0376

Dear Mr. Bunch:

As a part of my doctoral research project at the Department of Educational Administration and Supervision at The University of Tennessee, I have developed a survey designed to gather information regarding attitudes and perceptions of administrators toward the Tennessee Model for Local Evaluation. The questionnaire was based on the four research questions guiding the study: (1) the principal's attitude regarding the role of supervision and evaluation, (2) how well principals understand the performance standards and procedures used in the state model, (3) the degree to which principals feel the state model identifies effective teachers, and (4) problems principals have encountered in using the state model. Enclosed is a final copy of the questionnaire. Please examine this questionnaire to determine how well it represents the intended content area and the intent of the State Department of Education regarding teacher evaluation.

The following TASL academies have tentatively been selected for administration of the questionnaire upon your approval. The following academies were chosen based on the largest enrollment in each region:

East Tennessee

Promoting Research-Based Instructional practices Linked to Student Achievement **#30909**
Knoxville

Politics and Policies in School Leadership **#30927**
Greenville

Middle Tennessee

Help! This Homework is Driving Me Crazy **#40022**
Nashville

A Guide Through Principal Accountability **#30923**
Nashville

West Tennessee

The Quality Journey to Continuous Improvement **# 40028**
Memphis

Creating a Positive School Climate for All Students #30915
Memphis

I appreciate your interest in administering this questionnaire at TASL academies. Hopefully, results of this study will contribute valuable information to the State Board of Education and the Tennessee State Department of Education regarding teacher evaluation. Please notify me if this meets your approval so I can make arrangements with you to distribute the questionnaires.

Sincerely,

Janet D. Mobley

Supervision Questionnaire

I. In the following questions, the state model refers to the state-mandated Model for Local Evaluation currently used in the state of Tennessee. Please respond to each statement by circling the number that indicates the degree to which you agree or disagree with each statement.

A. Supervision and Evaluation of Teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The principal should have the primary responsibility for teacher evaluation.	1	2	3	4	5
2. Other school personnel, such as the assistant principal, supervisor, department chair, and central office staff should share the responsibility for teacher evaluation	1	2	3	4	5
3. The principal's role in supervision includes curriculum development, which is the revision and modification of the content, plans, and materials of classroom instruction.	1	2	3	4	5
4. The principal becomes more aware of instructional needs and processes through his/her involvement in supervisory activities.	1	2	3	4	5
5. The principal's primary goal of instructional supervision should be to improve instruction.	1	2	3	4	5
6. Instructional supervision helps to reinforce effective patterns, identify weaker patterns, and develop a plan for improvement.	1	2	3	4	5
7. Supervision includes direct assistance to teachers, curriculum development, staff development, group development, and action research	1	2	3	4	5
8. The principal's primary goal of instructional supervision is to evaluate teachers in order to make personnel decisions.	1	2	3	4	5
9. The principal's role in supervision is the process of helping teachers find the best methods to improve teaching and learning.	1	2	3	4	5
10 Through supervision, the principal can impact student achievement.	1	2	3	4	5

B. Performance Standards	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Instructional needs identified through the supervision process should be considered in planning staff development activities.	1	2	3	4	5
2. I fully understand the performance standards used in the state model.	1	2	3	4	5
3. The principal needs technical skills in observing, planning, assessing, and evaluating instructional improvement.	1	2	3	4	5
4. One goal of the state model is to promote positive and change-oriented relationships among the faculty and staff.	1	2	3	4	5
5. Principals are expected to adapt assessment strategies depending on the experience and ability of the teacher.	1	2	3	4	5
6. The principal should help teachers plan their own solutions to problems.	1	2	3	4	5
7. The principal should understand the teacher's objectives prior to an observation.	1	2	3	4	5
8. The teacher and principal should reach agreement about what took place during the lesson observed.	1	2	3	4	5
9. A comprehensive teacher evaluation system enhances the quality and reliability of a summative evaluation.	1	2	3	4	5
10. I feel competent using scripting during an observation.	1	2	3	4	5
11. The state model has helped improve the trust between the teacher and myself.	1	2	3	4	5
12. I understand how to use the performance levels on the summative report.	1	2	3	4	5
13. I fully understand the difference between focused assessment and comprehensive assessment.	1	2	3	4	5

B. Performance Standards	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Instructional needs identified through the supervision process should be considered in planning staff development activities.	1	2	3	4	5
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12. I understand how to use the performance levels on the summative report.	1	2	3	4	5
13. I fully understand the difference between focused assessment and comprehensive assessment.	1	2	3	4	5

D. Problems Encountered	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The design or procedures for implementing the state model are feasible for my school setting.	1	2	3	4	5
2. The training sessions provided adequate training in using the forms and instruments for the state model.	1	2	3	4	5
3. The entire evaluation process mandated by the state model benefits teachers in terms of professional growth.	1	2	3	4	5
4. Holding post observation conferences the next day does not pose a problem.	1	2	3	4	5
5. The state model is helpful in making tenure decisions.	1	2	3	4	5
6. The current state model emphasizes instructional improvement rather than teacher evaluation.	1	2	3	4	5
7. On-going support within my school district for the use of the state model was available when needed.	1	2	3	4	5
8. The amount of time devoted to teacher supervision in the state model is a productive use of my time.	1	2	3	4	5

Are there problems you have encountered using the state model that have not been adequately addressed in the questionnaire? If so, please describe these problems:

APPENDIX B

PRODEDURES FOR ADMINISTERING THE QUESTIONNAIRE, INFORMED CONSENT, AND SUPERVISION QUESTIONNAIRE

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Procedures for Administering Supervision Questionnaire

1. Distribute questionnaire to all participants in the TASL session immediately following break for lunch.

2. The survey will take approximately ten minutes to complete once it has been distributed. Please read the following instructions before participants are asked to fill out the survey:

> This questionnaire has been developed as part of a research project at the University of Tennessee. Research is conducted independently from the State Department of Education, although results may be shared with personnel from the Department of Education.

3. Participants do not put their name on the questionnaire, but are asked to fill out the background information on the last page for data analysis.

4. After participants complete the questionnaire, collect the forms and place in the envelope.

5. Please return completed surveys to:

   Dennis Bunch
   Office of Professional Development
   Tennessee Department of Education
   710 James Robertson Parkway
   Nashville, TN 37243-0376

Thank You Very Much For Your Cooperation

□❖□

Please Read

Thank you for your willingness to participate in this study. All responses to this questionnaire will be kept confidential and in no way will any participant's name be shared. Completion of this questionnaire constitutes your informed consent to participate in this study.

Supervision Questionnaire

I. . In the following questions, the state model refers to the state-mandated Model for Local Evaluation currently used in the state of Tennessee. Please respond to each statement by circling the number that indicates the degree to which you agree or disagree with each statement.

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4. The principal becomes more aware of instructional needs and processes through his/her involvement in supervisory activities.	1	2	3	4	5
5. The principal's primary goal of instructional supervision should be to improve instruction.	1	2	3	4	5
6. Instructional supervision helps to reinforce effective patterns, identify weaker patterns, and develop a plan for improvement.	1	2	3	4	5
7. Supervision includes direct assistance to teachers, curriculum development, staff development, group development, and action research	1	2	3	4	5
8. The principal's primary goal of instructional supervision is to evaluate teachers in order to make personnel decisions.	1	2	3	4	5
9. The principal's role in supervision is the process of helping teachers find the best methods to improve teaching and learning.	1	2	3	4	5
10. Through supervision, the principal can impact student achievement.	1	2	3	4	5

B. Performance Standards	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Instructional needs identified through the supervision process should be considered in planning staff development activities.	1	2	3	4	5
2. I fully understand the performance standards used in the state model.	1	2	3	4	5
3. The principal needs technical skills in observing, planning, assessing, and evaluating instructional improvement.	1	2	3	4	5
4. One goal of the state model is to promote positive and change-oriented relationships among the faculty and staff.	1	2	3	4	5
5. Principals are expected to adapt assessment strategies depending on the experience and ability of the teacher.	1	2	3	4	5
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11. The state model has helped improve the trust between the teacher and myself.	1	2	3	4	5
12. I understand how to use the performance levels on the summative report.	1	2	3	4	5
13. I fully understand the difference between focused assessment and comprehensive assessment.	1	2	3	4	5

C. Effective Teachers	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Value-added TCAP data should be considered in identifying effective teachers.	1	2	3	4	5
2. The principal has the most knowledge of teachers' abilities.	1	2	3	4	5
3. The state model can identify and document significant differences in teachers' effectiveness.	1	2	3	4	5
4. The state model provides a detailed accurate portrait of teaching behavior.	1	2	3	4	5
5. A principal can identify effective teachers by using teacher performance standards in the state model.	1	2	3	4	5
6. The state model can clearly identify effective teachers.	1	2	3	4	5
7. The state model identifies teachers who successfully impact student learning.	1	2	3	4	5
8. The state model focuses on issues of importance to me in identifying effective teachers.	1	2	3	4	5
9. Instructional effectiveness generally increases when teachers use a variety of techniques and strategies	1	2	3	4	5

D. Problems Encountered	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The design or procedures for implementing the state model are feasible for my school setting.	1	2	3	4	5
2. The training sessions provided adequate training in using the forms and instruments for the state model.	1	2	3	4	5
3. The entire evaluation process mandated by the state model benefits teachers in terms of professional growth.	1	2	3	4	5
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7. On-going support within my school district for the use of the state model was available when needed.	1	2	3	4	5
8. The amount of time devoted to teacher supervision in the state model is a productive use of my time.	1	2	3	4	5

Are there problems you have encountered using the state model that have not been adequately addressed in the questionnaire? If so, please describe these problems:

II. Background Characteristics

Please complete the following information section to permit appropriate data analysis:

1. Check the category that best describes your current position.

   _____principal
   _____assistant principal
   _____supervisor
   _____other _____

2. How much time do you spend in evaluating a typical teacher (including pre- and post conferences, observations, etc.) in one year's time?

   _____1-3 hours
   _____ 4-6 hours
   _____ 7-9 hours
   _____ 10-12 hours
   _____ 12+ hours

3. Check the category which best describes your school district.

   _____ less than 3,000 students
   _____ 3,000 to 10,000 students
   _____ 10,001 to 25,000 students
   _____ over 25,000 students

4. Prior to this school year, how many years of school administrative experience do you have?

   _____ 0-2
   _____ 3-6
   _____ 7-10
   _____ 11-15
   _____ 15+

5. Gender:

   ____M
   ____F

Thank You Very Much For Your Cooperation

APPENDIX C

FRAMEWORK FOR EVALUATION AND PROFESSIONA GROWTH

FRAMEWORK FOR EVALUATION AND PROFESSIONAL GROWTH

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GENERAL EDUCATION EVALUATION DOMAINS AND INDICATORS

The following areas will be used to assess teaching performance. Additional information regarding the standards for each indicator may be found on pages 3-6.

I. PLANNING

- A. Establishes appropriate instructional goals and objectives
- B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals
- C. Plans instructional opportunities that are adapted to diverse students

II. TEACHING STRATEGIES

- A. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful
- B. Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills
- C. Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning

III. ASSESSMENT AND EVALUATION

- A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions
- B. Communicates student status and progress to students, their parents, and appropriate others
- C. Reflects on teaching practice by evaluating continually the effects of instruction
- D. Evaluates student performance and determines the amount of progress

IV. LEARNING ENVIRONMENT

- A. Creates a learning climate that supports the development of student abilities
- B. Manages classroom resources effectively

V. PROFESSIONAL GROWTH

- A. Collaborates with colleagues and appropriate others
- B. Engages in professional development
- C. Performs professional responsibilities efficiently

VI. COMMUNICATION

- A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others
- B. Writes clearly and correctly

GENERAL EDUCATION PERFORMANCE STANDARDS
Domains and Indicators with Measurement Statements

I. PLANNING

A. Establishes appropriate instructional goals and objectives

- Establishes long-term instructional goals reflecting a student-centered curriculum
- Develops learning goals and objectives that address student needs at the appropriate instructional level
- Constructs goals and objectives that address the thinking processes

B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals

- Evaluates how to achieve learning goals, plans learning experiences that are developmentally appropriate and relevant to students, and connects those concepts to real life and future careers
- Designs instruction that appropriately matches the goals and objectives, learning strategies, assessments and student needs
- Designs instruction that allows students to integrate knowledge, skills, and methods of inquiry from several related subject areas
- Designs instruction that appropriately integrates a variety of materials, human resources, and technology to enhance student learning

C. Plans instructional opportunities that are adapted to diverse students

- Understands and identifi , differences in student approaches to learning and performance
- Assesses individual and group performance in order to design instruction that meets students' current needs
- Designs instruction that addresses the needs of students with diverse cultural and language backgrounds and different learning needs

II. TEACHING STRATEGIES

A. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful

- Demonstrates an understanding of major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline being taught
- Varies the instructional role (e.g., instructor, facilitator, coach, and member of the audience) in relation to the c ntent and purposes of instruction and the needs of students
- Uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings
- Paces the lesson appropriately
- Clarifies directions and explanations when students misunderstand

C. Reflects on teaching practice by evaluating continually the effects of instruction

- Uses a variety of assessment techniques to evaluate the effectiveness of the implemented curriculum and the instructional strategies
- Monitors the teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly
- Uses student performance data for improving instruction
- Assesses, analyzes, and communicates accurately the effectiveness of the instruction

D. Evaluates student performance and determines the amount of progress

- Evaluates student academic achievement and determines the amount of progress
- Evaluates student attitudes toward learning and determines the amount of positive change

IV. LEARNING ENVIRONMENT

A. Creates a learning climate that supports the development of student abilities

- Uses a range of strategies to create a learning community where students are encouraged to assume responsibility for themselves and others at a level commensurate with their abilities, work collaboratively and independently, and engage in purposeful learning activities
- Assists the students in developing shared expectations for student interactions, academic discussions, and individual and group responsibilities
- Establishes and maintains standards of mutually respectful interaction within the classroom
- Uses classroom management techniques that foster self-control and self discipline
- Communicates with and challenges students in a positive, purposeful manner

B. Manages classroom resources effectively

- Organizes, allocates, and manages the resources of time, space, facilities, activities, instructional assistants and volunteers, and attention in order to provide active and equitable engagement of students in productive learning
- Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior
- Demonstrates flexibility and modifies classroom processes and instructional procedures as the situation demands

V. PROFESSIONAL GROWTH

A. Collaborates with colleagues and appropriate others

- Identifies situations in which collaboration with others will enhance learning for students
- Articulates the purpose, scope, and outcomes of each collaboration
- Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals
- Participates in collegial activities designed to make the entire school a productive learning environment

Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills

- Uses appropriately multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical and creative thinking, problem solving, and performance capabilities
- Uses strategies which help students assume responsibility for identifying and using varied learning resources
- Provides practice activities which support the achievement of the instructional goal and objectives

Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning

- Engages students in generating knowledge
- Links learning with students' prior knowledge, experiences, and cultural backgrounds
- Elicits examples of student thinking and stimulates student reflection on their own ideas and those of others
- Facilitates the students' internalization of the learning and the development of employability skills
- Organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals

ASSESSMENT AND EVALUATION

Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions

- Uses assessment strategies and instruments appropriate to the learning expectations being evaluated (affective as well as academic)
- Solicits and uses information from a variety of sources about students' experiences, learning behaviors, needs, attitudes and progress to make initial and ongoing instructional decisions
- Interprets assessment data appropriately and uses this information for diagnosis and instruction

Communicates student status and progress to students, their parents, and appropriate others

- Organizes systematically and maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and appropriate others
- Provides prompt and immediate feedback to students to focus them on what needs to be done to move to the next performance level

B. Engages in professional development

- Provides evidence of performance levels and articulates strengths and priorities for growth
- Articulates a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goal(s)
- Engages in relevant professional development activities and follows through with the plan
- Shows evidence of an increased capacity to facilitate student learning

C. Performs professional responsibilities efficiently

- Maintains accurate and up-to-date records
- Completes assigned tasks on schedule
- Maintains a satisfactory record of punctuality and attendance
- Follows applicable policies and procedures
- Maintains confidentiality and fulfills legal responsibilities

VI. COMMUNICATION

A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others

- Demonstrates an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the audience
- Models effective communication strategies in asking questions, listening, giving directions, probing for understanding, and helping others to express their ideas
- Uses appropriate grammar and word choice for the clear and concise exchange of information

B. Writes clearly and correctly

- Uses correct grammar
- Organizes information logically
- Designs communication appropriate to the audience

Framework for Evaluation and Professional Growth

Introduction

The current Tennessee State Model for Local Evaluation was adopted in 1988. The foundation of this model is a set of Competencies and Indicators presented as minimum standards and based on teacher effectiveness research. Traditional evaluation procedures include pre-observations, completion of approved evaluation documents, and post-observation conferences.

Documenting the Need for Change

In 1995, the State Board of Education Master Plan included the need to re-evaluate the State Model for Local Evaluation based on current initiatives within Tennessee as well as the introduction of the National Standards for Beginning Teachers. Revisions to the local evaluation process were to reflect the acceptance and encouragement of multiple teaching methods, attention to national standards, and the use of student performance information.

Considered in the development of the Framework for Evaluation and Professional Growth were The Tennessee School Improvement Planning Process: A Blueprint for Continuous Learning (1996); proposed revisions to the Tennessee Licensure Standards: Professional Education (1997), Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee School-to-Career System, Executive Summary (1996); and emerging research regarding clinical supervision and developmental supervision. Evaluation models in other states as well as Canada were reviewed.

Given the above, the Framework for Evaluation and Professional Growth was designed to facilitate the implementation of current initiatives within the state such as the introduction of the Curriculum and Instruction Frameworks and the school improvement process as well as improve the quality of the evaluation process for all teachers. An emphasis has been placed throughout the evaluation process on developing and assessing the capacity to improve student performance.

Purpose

The purposes for which teacher evaluation will be used are as follows:

1. Accountability: to assure that evaluation considers effectiveness in the classroom and within the school.
2. Professional Growth: to provide a focus for professional growth in an area(s) which has the greatest capacity for facilitating improved student performance.
3. Cohesive School Structure: to increase and focus the dialogue within schools on the goal(s) of improved services to students.

The Framework for Evaluation and Professional Growth was designed to meet the above stated goals and provides for an evaluation process which requires the examination of:

- what students need to know and be able to do,
- what the teacher has been doing to effect this learning,
- the degree of student success in achieving those objectives, and
- the implications for continuing employment and future professional growth.

Beliefs and Principles

- Each teacher should possess a repertoire of teaching strategies. The content, purposes of instruction, and needs of students should drive the selection and implementation of appropriate strategies.
- Effectiveness of teaching behavior must be assessed in light of student, school, and school system characteristics, needs, and organizational structures; student performance; and long-term as well as short-term instructional effectiveness.
- Multiple sources of data are essential for the development of a complete picture of teaching performance.
- The evaluation process must accommodate the needs of novice educators as well as the differing needs of experienced educators.
- The evaluation process must be understood by all teachers and evaluators.
- There must be a direct link between evaluation results and planned professional growth.

Framework for Evaluation and Professional Growth: Components

In recognizing the differing needs of students, teachers, schools, and school systems, the framework contains two major evaluation components--Comprehensive Assessment and Professional Growth and Focused Assessment and Professional Growth.

The Comprehensive Assessment component will be used to assess novice (Apprentice) educators. This component is also suitable for experienced educators who request/require structured input from a supervisor or administrator. This model contains the necessary structure to provide a comprehensive picture of the educator's performance as well as a focus for future growth.

School systems and educators have the option of implementing the second component--Focused Assessment and Professional Growth. This component can only be used with Professionally Licensed personnel and begins with an identification of the current performance level based on previous evaluations, the educator's self-assessment, and student performance information. Given this information a growth goal and Professional Growth Plan is designed by the educator with administrator input.

The Growth Plan must contain the following:

1. Area(s) to be strengthened [area(s) for growth] identified based on evidence of student performance collected through a variety of assessment techniques and attention to the Performance Standards;
2. Statement of the Professional Growth Goal(s)/Objective(s);
3. Outline of the Action Plan including a timeline for completion;
4. Identification of the evaluation methods/criteria which will be used to assess progress/growth as a result of the implementation of the plan; and
5. Statement of expected benefits with emphasis placed upon the impact of the educator's growth on student performance.

The Growth Plan is reviewed and approved for implementation based on the following criteria:

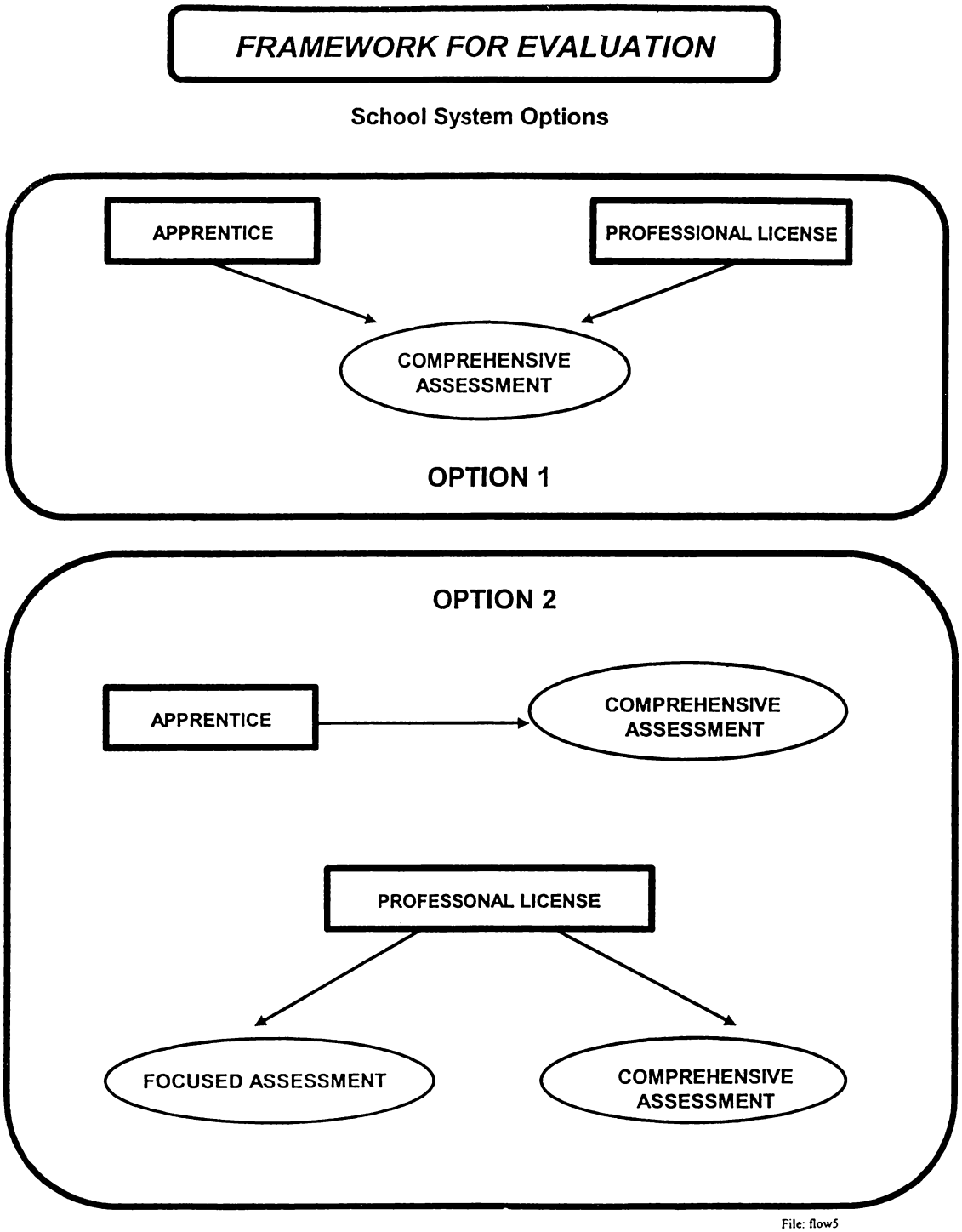
- Does the plan logically address an identified area(s) to strengthen for the educator, grade level, school, and/or system?
- Does the plan provide evidence that the resulting educator growth has the capacity to improve student performance?
- Do the evaluation methods as identified in the plan provide appropriate monitoring of the growth process and the impact on student performance? Has the educator identified reasonable and specific indicators of student success?

According to the nature of the educator's professional growth goal, the Action Plan may provide for any combination of the following: classroom observations; research and study for the purpose of strengthening content and pedagogical or professional skills; action research; collaborations; and the use of a cognitive coach during the implementation phase with students.

The evaluator monitors the implementation of the plan and conducts a Goal Evaluation summative conference at the end of the evaluation period. The Focused Assessment Summative Report will be completed. **The evaluator retains the right to conduct classroom observations and review other data as needed.**

Summary

The Framework for Evaluation and Professional Growth provides flexibility for both the school system and the educator. The Comprehensive Assessment and Professional Growth is the only required component of the framework. School systems may choose to implement the Focused Assessment and Professional Growth component in order to more effectively tailor the evaluation to align with identified student needs, educator needs, school improvement plans, and system needs as well as build on the existing knowledge of an educator's performance.


FRAMEWORK FOR EVALUATION
School System Options
APPRENTICE
PROFESSIONAL LICENSE
COMPREHENSIVE ASSESSMENT
OPTION 1
OPTION 2
APPRENTICE
COMPREHENSIVE ASSESSMENT
PROFESSONAL LICENSE
FOCUSED ASSESSMENT
COMPREHENSIVE ASSESSMENT

File: flow5

Choice Points for Local Education Agencies

Local school systems still retain autonomy in some areas of the new evaluation process. Following are choice points for which systems may exercise options based on their unique system requirements:

- **The Implementation of Option II** - the only required form of evaluation for all educators is the Comprehensive Assessment Component (Option I). Systems have the option of offering professionally licensed teachers the Focused Assessment and Professional Growth Component, in addition to the Comprehensive Assessment process.

- **Locally Developed Evaluation Process** - a local school system has the option of developing an evaluation system unique to its particular school system. However, this model must be based on the same Performance Standards used in the state framework and carry the same level of validation for training of evaluators/teachers and rating consistency as the state's framework.

- **Unit/Lesson Plan** - systems may choose whether to require these, and for whom they will be required if used. Generally, systems seem to favor requiring them of all beginning teachers, some apprentice levels and teachers with new school or grade assignments. Because some systems require that lesson plans be checked weekly, they are foregoing this as a separate part of the evaluation process.

- **Non-tenured, Professionally Licensed Teachers** - as experienced teachers move within the state, they carry their Professional License with them. However, they do not retain their tenured status in their new systems. Systems have the option of offering these non-tenured teachers the option of choosing the Focused Assessment Component or requiring that ALL non-tenured employees participate in the Comprehensive Assessment Component.

- **Set Employment Standards** - The state of Tennessee sets minimum requirements for the granting of and renewal of all levels of licenses/certificates, but, local systems may always require additional and/or different standards for continuing employment in the system. This may be apparent in the ratings required to meet employment standards, the number and type of observations, and the documentation requested by school boards for specific levels of performance.

- **Format of Forms** - any local system may reformat the state's basic instruments to meet local requirements such as placement of teacher number on forms, school names, etc. These may be replicated on NCR forms, disks, or any format which is beneficial to systems, evaluators, or teachers.

- **Evaluator Teams** - this framework will be successful in situations where systems choose to use evaluation teams of central office staff and principals and/or assistant principals, as opposed to only a primary in-school evaluator. It should be considered that a team will require some communication/copies between members as to what may be agreed to in planning and modifications to that process in the Focused Assessment or what may be a focus for subsequent observations discussed in prior planning/reflecting conversations in the Comprehensive Assessment Component.

- **Integration of Professional Growth Plans with Other School Initiatives** - the state recognizes the need for integrating professional growth with other requirements schools and teachers are facing in terms of both better time efficiency and more meaningful learning. As teachers identify professional goals for both the Focused Assessment Component and the Future Growth Plan in the Comprehensive Assessment Component, needs may be identified which coincide with those already identified while gathering data in other programs. As educators research and implement strategies which may affect other programs, they may indeed gain an expertise that will allow them to serve as resident experts in meeting the requirements for such programs as School-to-Work Opportunities or the Tennessee School Improvement Planning Process.

- **Cognitive Coaching Training** - although Cognitive Coaching training is not a required component of this framework, it has served both teachers and evaluators well in learning/practicing effective questioning/reflecting skills. All levels of professionals have provided feedback to the state that this training has not only raised their proficiency level during the evaluation process, but has served as a model for all types of professional dialogues, including parent conferences, consensus-building within meetings and communication with colleagues. A system may contract for certified trainers to provide this training within a local system or request information on opportunities within their surrounding area for principals/teachers to attend a seven-day Foundation Training program.

- **Professional Growth Plans Time Frame** - as educators seriously look at researching, implementing and evaluating new ways of teaching, experience has shown that a quality plan may take more than one school year to evolve completely. Thus a Professional Growth Plan may be started as early as the spring before the evaluation cycle and extend beyond the evaluation period into the next year(s). A Summative may be held before a plan is completed by looking at the continued progress that is being made, refining the plan to accommodate new timelines/action items, and focusing on the potential for growth and for student impact. Thus evaluators will work with Professionally licensed teachers to encourage meaningful professional growth which continues from one evaluation period to the next.

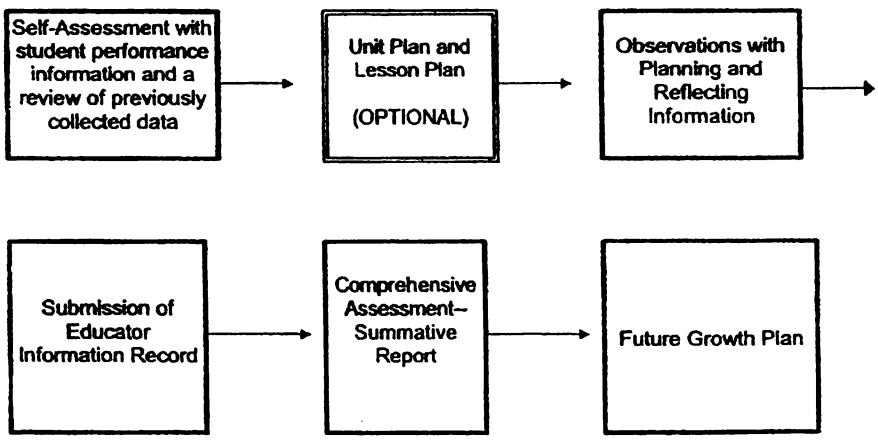
- **Evaluation Time Frame** - systems may choose to begin the evaluation process in the spring before the designated evaluation cycle begins in the fall. Generally, teachers will complete the self-assessment and identify a professional goal before the end of school. This allows educators to choose professional growth opportunities for summer work and to develop plans which would need to be implemented at the very beginning of a school year, such as gathering baseline data for students.

- **Training and Teacher Orientation** - systems may choose the most effective manner of training to educate their teachers to this new framework for evaluation. It has been suggested that since one benefit of this process is in the teaching opportunities inherent in the Performance Standards, the instruments and the rubrics, this is a key component to growth and effectiveness. Thus, teacher orientation may well be an on-going consideration as systems plan inservice programs and orient new teachers to their professional expectations. In addition, systems may choose to provide new principal training through their own organization, rather than having principals commit to a schedule for the state. The person doing the training within a system would need to be certified by the state after co-training with state personnel and participating in update briefings/materials provided by the state.

COMPREHENSIVE ASSESSMENT and PROFESSIONAL GROWTH
INTRODUCTION

Comprehensive Assessment is the required form of evaluation for apprentice educators. This component is a comprehensive review of the educator's performance and **effectiveness** with students. This component will be used to make decisions regarding initial Licensure and Career Level I Certification.

Additionally, **school systems may require that all non-tenured personnel be evaluated using the Comprehensive Assessment and Professional Growth component.** Even though an educator may be professionally licensed, it is advisable to use this comprehensive assessment to gather a complete educator profile prior to making tenure decisions. School systems should make these decisions according to system needs as well as individual educator needs. Comprehensive Assessment may also be used with Professionally Licensed and Career Level I educators as appropriate.

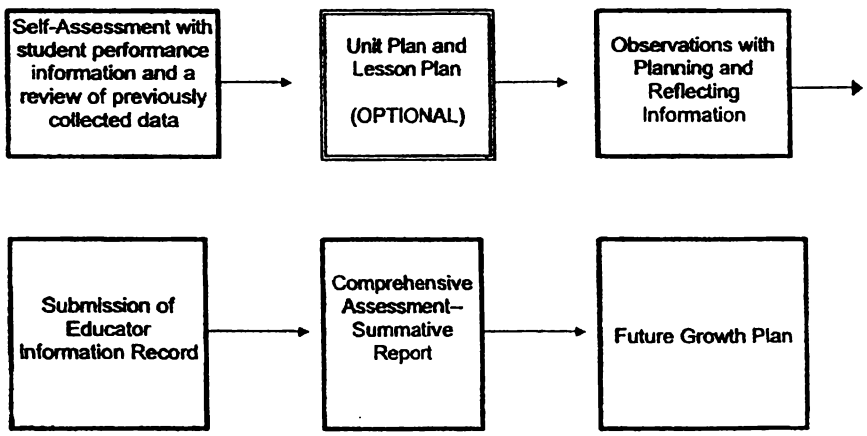


Details of the above process are contained on page 17.

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Details of the above process are contained on page 17.

Framework for Evaluation and Professional Growth



Comprehensive Assessment and Professional Growth

COMPARISON
OF
STATE MODEL FOR LOCAL EVALUATION AND COMPREHENSIVE ASSESSMENT

State Model for Local Evaluation	Comprehensive Assessment
♦ Analysis of Unit Plan/Lesson Plan: Required Probationary and Apprentice	♦ Analysis of Unit Plan/Lesson Plan: (Revised) Recommended for 1st year and 2nd year teachers, and as directed by the school system
♦ Pre-Observation Conference Record: Description of lesson/activities	♦ Planning Information Record: Rationale for and description of instructional design
♦ Post-Observation Conference Record: Evaluator's identification of competency-related strengths and needs as observed	♦ Reflecting Information Record and Appraisal Record: The Reflecting Information Record contains the educator's assessment of the instruction and its effectiveness. The Appraisal Record will then be completed with the evaluator's identification of area(s) of strength and area(s) to strengthen. (May be done by the evaluator alone or collaboratively with the teacher.)
♦ Classroom Observation Instrument: Identification and categorization of teacher/student behaviors	♦ Data Collection: Non-judgmental record of facts regarding what took place during the observation
♦ Teacher Conference Information Gathering Form: Qualitative summary of the educator's written/verbal responses to 28 questions	♦ Educator Information Record: Gathers information in evaluation and professional development (contains six response areas)
♦ Development Plan: Required of all teachers	♦ Future Growth Plan: Required of all teachers
♦ Scores from Summative Evaluation: 1-5 ratings on each indicator with mean scores computed by domain. Evaluator had the option to identify strengths and areas for development.	♦ Comprehensive Assessment--Summative Report: Stated expectations for differing levels of experience are applied. "Required Area to Strengthen" is marked when these expectations are not met. Area(s) of strength and area(s) to strengthen are identified for all levels of experience. Plans are developed based on identified area(s) to strengthen.

COMPREHENSIVE ASSESSMENT AND PROFESSIONAL GROWTH
Teacher and Evaluator Activities

Target Group: the required assessment component for Apprentice teachers, and it may be required for all non-tenured personnel, if the system desires. It is also suitable for experienced teachers who request/require structured input from an administrator. This model provides a comprehensive picture of the educator's performance and effectiveness with students, as well as a focus for future growth.

Teacher Activities:

- Use a variety of data sources to complete a **Self-Assessment.** Three areas of strength and three areas for growth are identified, based on **Performance Standards** and evidence of student performance collected through a variety of assessment techniques.
- Complete a **Planning Information Record** for each announced/unannounced observation. This will include information about the teacher's decision-making process for this group of students, how student data was used to design this lesson and what data will be gathered to identify this lesson's effectiveness.
- Complete a **Reflecting Information Record** after each observation. Links will be established between effective teacher behaviors and the actual data gathered to assess student learning.
- Compile work samples in the **Educator Information Record** and submit prior to the last observation. This provides an opportunity to document non-observable behaviors in the areas of assessment and professional growth.
- Develop a **Future Growth Plan** to be implemented after the evaluation process is complete. The depth of this plan may depend on the evaluation cycle and whether the plan is allowed to exist over more than one evaluation period.

Evaluator Activities:

- Review prior evaluations.
- Orient the teacher to the evaluation process and have input into the discussion of strengths, areas for growth and identification of areas for refinement during the evaluation process.
- Probe any areas of the planning process (**Planning Information Record**) for clarification or depth.
- Record notes regarding the events/facts of all classroom observations (at least three observations for 1st and 2nd year apprentice–at least two observations for 3rd year apprentice and professionally licensed).
- Look for evidence of the teacher as a reflective practitioner who can analyze student performance data in relation to his/her own classroom behaviors (**Reflecting Information Record**).
- Provide feedback for the entire observation process (planning, observation, reflecting) on the **Appraisal Record.**
- Review the **Educator Information Record.**
- Complete the **Comprehensive Assessment--Summative Report.**
- Discuss the performance levels identified on the **Summative Report** and identify area(s) for the **Future Growth Plan.**

File: comp-2

Comprehensive Assessment and Professional Growth

Instrument Section

cainst

SA

SELF-ASSESSMENT
(Worksheet)

EDUCATOR NAME: _____

Self-Assessment:

Using the appropriate Performance Standards and corresponding Rubrics for your job assignment, reflect upon the level of competency you have exhibited in each of these areas.

Identify three areas of strength and three areas which you would like to strengthen [area(s) for growth] and be prepared to discuss your reasons for selecting these.

You may wish to use this worksheet to organize your information.

Areas of Strength*	Reasons for Selecting
1.	
2.	
3.	

**Use the appropriate Performance Standards to identify and list areas of strength.*

SA

Areas to Strengthen [Area(s) for Growth]*	Reasons for Selecting
1.	
2.	
3.	

Use the appropriate Performance Standards to identify and list areas to strengthen.

OPTIONAL

ANALYSIS OF UNIT PLAN AND LESSON PLAN

TEACHER'S NAME: _____ **SCHOOL:** _____

	UNIT PLAN	COMMENTS
____	The unit goal(s) is/are consistent with the curriculum.	
____	The goal(s) is/are appropriate for these students.	
____	Strategies contextualizing the unit goal(s) for these students are included.	
____	Description of materials/media and their use is included.	
____	Ongoing learner understanding is assessed throughout the unit.	
____	The assessment of learner understanding relates to the stated goal(s) of the unit.	

	LESSON PLAN	COMMENTS
____	The goal(s)/objective(s) is/are clear in terms of student learning and behavior.	
____	The goal(s)/objective(s) is/are appropriate for students at this point in their learning.	
____	The plan explains how student progress toward the achievement of the goal(s)/ objective(s) will be measured.	
____	The lesson plan contains strategies for demonstrating the relevance and importance of the learning.	
____	The lesson plan provides for connections to past and future learning.	
____	The instructional procedures consider variety in task structures.	
____	The instructional procedures provide for student practice/review which contains application of the learning and authentic practice.	
____	The instructional strategies provide the opportunity for thinking beyond recall.	

File: AUPLP
1/26/98

	LESSON PLAN	COMMENTS
____	Alternative and/or supplemental activities for additional practice are included in the plan as appropriate.	
____	The plan demonstrates intent to promote learner involvement.	
____	The material and media for the lesson are listed.	
____	An explanation is provided for how the material and media will be used.	
____	The material and media are appropriate for the students and the learning.	
____	The plan contains specific procedures to monitor the level of student understanding during the lesson.	
____	The plan contains a description of the organization of student learning (classroom structure, facility arrangement, centers, etc.).	

Principal or Designee Signature/Date

Teacher's Signature/Date

Teacher's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

CA-PIR

COMPREHENSIVE ASSESSMENT
PLANNING INFORMATION RECORD

EDUCATOR NAME: _____

OBSERVATION NO: _____
DATE: _____

Educator completes this form for each formal observation; however, the evaluator may need to discuss the contents of this form for clarification purposes. Educators retain the right to make instructional decisions/changes during the observation.

1. What is the student goal(s)/objective(s) for the lesson? *(What is the ultimate desired outcome of this lesson?)* In the event that students are working on individual objectives, choose 2 or 3 students and provide their objectives. IA

2. What information do you have regarding your students' current abilities in relation to this objective(s) and how has this impacted the design of this lesson? IB and IC

3. What teaching strategies will you use to teach this objective? *(How will you accomplish your objective(s)?)* IB

4. What are the student indicators of success within this lesson? *(What behaviors will you look for to determine whether or not the students are meeting the objective(s)?)* IB

5. Identify the data which will be collected to evaluate the students' achievement of the goal(s)/objective(s). IIIA

6. What future assessments will you use to determine the retention and ongoing application of today's learning? IIIA

7. What is the relationship of this lesson to the larger unit of study and to your annual goals? IA

8. Do you have any concerns at this point regarding this lesson or these students?

OSCS

FRAMEWORK FOR EVALUATION AND PROFESSIONAL GROWTH

OBSERVATION NOTES COVER SHEET

EDUCATOR NAME: _____ SSN: _____

EVALUATOR NAME: _____

Observation Date: ___/___/___

Number of Students: _____

Class/Session Start Time:_____

Class/Session End Time:_____

OBSERVATION NOTES

EDUCATOR NAME:_____ DATE:_____

	Time	Anecdotal Notes
1		
2		
3		
4		
5		
6		
7		
8		
9		
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34		

File: ODCF
1/26/98

COMPREHENSIVE ASSESSMENT
REFLECTING INFORMATION RECORD

EDUCATOR NAME: _____

OBSERVATION NO: _____
DATE: _____

Educator completes this form for each formal observation; however, the evaluator and the educator are to discuss the contents of this form.

1. As you reflect on the lesson, what are your initial impressions? What did you see your students doing or hear them saying that support your impressions? **IIIC**

2. In your reflection, how did the lesson actually unfold as compared to what you had anticipated happening as you did your planning? **IIIC**

3. As you reflect on the goals/objectives for the lesson, what can you say about your students' achievement of those goals? *(You may wish to discuss the class as a whole as well as individual student's achievement as appropriate. Include information regarding student performance data which was collected.)* **IIIA and IIID**

4. If you were to teach this lesson again to these students, describe the lesson plan. **IIIC and Domains where changes were made**

5. As you envision the next step for these students in learning, what do you have planned? **IIIC and Planning Domain**

6. As you reflect over this lesson/reflection and previous lessons/reflections (if appropriate), what ideas or insights are you discovering about your teaching? **IIIC**

7. In thinking about future observations and reflections, what are some areas upon which you would like to focus?

CA-AR

COMPREHENSIVE ASSESSMENT
APPRAISAL RECORD

EDUCATOR NAME: _____ **DATE:** _____

This form is to be completed after each planning, observation, reflection cycle. Feedback regarding areas not included in the observation process such as the Educator Information Record may be included.

Feedback regarding Performance Standards:

Evaluator/educator comments regarding the educator's evaluation to this point:

The signatures below indicate that the above information has been shared and discussed.

_____ _____

Educator *Evaluator*

COMPREHENSIVE ASSESSMENT
EDUCATOR INFORMATION RECORD

EDUCATOR NAME: _____ SCHOOL NAME: _____

The purpose of this record is to gather a **sampling** of information regarding the Assessment and Evaluation and Professional Growth Domains. The evaluator may ask for further clarification of this information. You may record information on these pages or reproduce them exactly as they appear.

Domain III: Assessment and Evaluation

1. For each category below, provide information regarding the most effective assessment you have used, an example of results obtained, and how this data was used to make instructional decisions?

Pre-Assessment *(How do you determine the students' entry level prior to instruction?)* **IIIA**

Assessment Description (You may attach a copy of the assessment.)	**What were the results?**	**How have you used the results?**

Ongoing Progress *(How do you determine the students' progress as a result of instruction?)* **IIIA**

Assessment Description (You may attach a copy of the assessment.)	**What were the results?**	**How have you used the results?**

Assessment of Strategies and Techniques *(How do you determine the effectiveness of your strategies and techniques with these students?)* **IIIC**

Assessment Description (You may attach a copy of the assessment.)	**What were the results?**	**How have you used the results?**

2. If you have received a Tennessee Value-Added Assessment System (TVAAS) Teacher Report with a 3-year average, please respond to the following.

   a) After analyzing the TVAAS data, what have you learned about your techniques/strategies and the resulting student performance?

   b) How have you used this data to make instructional decisions?

3. Provide one example of pre-/post-data for a class of students. Describe the amount of student progress exhibited and how your conclusions were used to make instructional decisions. (You may attach copies of the assessments.) **IIID**

Pre-Instructional Data	Post-Instructional Data	Conclusions

Use of this Information:

4. What are two of your <u>most effective</u> methods for communicating with parents and appropriate others? (Describe and/or provide examples.) **IIIB**

Domain V: Professional Growth

5. A collaboration is defined as an intellectual endeavor where two or more educators share with each other and gain from each other professional knowledge. It is understood that educators regularly engage in professional growth opportunities such as collaborative and professional development activities. Complete the following chart providing information regarding recent collaborative activities. **VA**

Collaborative Activity and Date	Purpose of Collaboration	Outcome of the Collaboration

6. Use the chart provided below to provide information regarding 2 of your most useful professional growth activities. Include a description of your application of these professional growth opportunities in your classroom as well as information regarding any professional leadership with colleagues which might have resulted from your growth. **VB**

Professional Development Activity and Date	Application and Leadership which have resulted from the Professional Development Activity

Comprehensive Assessment--
Summative Report

Scoring Standards, Rubrics, Future Growth Plan



Directions for Completing Comprehensive Assessment--Summative Report

1. **Collect** and **review all pertinent data** which should include:
   Planning Information Records
   Observation Data
   Reflecting Information Records
   Appraisal Records
   Unit Plans/Lesson Plans (as appropriate)
   Educator Information Record

2. Using the General Education Performance Standards Rubrics, **determine the appropriate Performance Level for each indicator within each domain.**

3. After completing all indicators within each domain, use the Comprehensive Assessment--Scoring Standards to **determine if domains should be marked as "Required Area to Strengthen".**

4. **Complete the Additional Information section** at the end of Domain VI (page 43) with pertinent information as required by your school system.

5. **Current License/Certificate (page 44).** If an educator holds both a Professional License and a Career Level I, II, or III Certificate, list both. Other appropriate responses would be Apprentice License, etc.

6. **Purpose for Evaluation.** Complete this blank listing the reason identified for the evaluation. Examples might include: Recertification/Interim Level I; Advancement to Professional License and/or Level I; Required evaluation--2nd year Apprentice; evaluation for tenure; required local evaluation; Career Level II/III Interim; etc.

7. **Total the number of domains marked as "Required Area to Strengthen".** List the number in the blank. Refer to the Comprehensive Assessment--Scoring Standards to determine if the criteria for advancement to another License/Certificate is appropriate.

8. The **Recommendation box** should be completed with information appropriate to this educator's evaluation. This may include but not be limited to: Continued employment; Advancement to Professional License and Career Level I; and/or Follow up evaluation during the next school year.

9. **Areas of Strength.** List the domain(s) and indicator(s) which have been identified as exceeding expectations. You may list the Roman Numeral and letter corresponding to the identified area and then provide information to the educator denoting specific facts identifying the strength(s).

10. **Areas to Strengthen (Areas for Growth).** List the domain(s) and indicator(s) which have been identified as "Required Area to Strengthen". If no domains have been identified as a "Required Area to Strengthen", you may list area(s) which either the evaluator or the evaluator and the educator collaboratively identify as Areas for Growth which will guide future professional development activities.

11. The **Comments section** is provided to allow either the evaluator or the educator to enter other remarks in the evaluation file.

12. After **sharing and discussing the Summative Report** with the educator, sign and date.

SCORING STANDARDS
Comprehensive Assessment

An "unsatisfactory" rating in at least one indicator within a domain will result in that domain being identified as a "Required Area to Strengthen."

Current Status	Expectations	Criteria for marking a dor as a "Required Area t Strengthen"
First-Year Educators	• 1 indicator in each domain above Level A in Domains I-IV • All indicators at Level A in Domains V & VI	• All indicators at Level A or Indicator(s) below Level A domain within Domains I-IV • An indicator(s) below Level a domain within Domains V **Expectation: No more than 2 do be identified as "Required Areas Strengthen."**
Third-Year Apprentice/ Advancement to a Professional License	• All indicators at Level B	• An indicator(s) below Level **Requirement: Advancement to a Professional License allows no r than 2 domains identified as "Required Areas to Strengthen."**
Professional License	• No indicators below Level B • At least 1 indicator in each domain at Level C	• An indicator(s) below Level • A domain in which no indica at Level C **Expectation: No more than 1 don be identified as a "Required Area Strengthen."**

COMPREHENSIVE ASSESSMENT–SUMMATIVE REPORT

EDUCATOR NAME: _____ **SCHOOL NAME:** _____

DOMAIN I: Planning

Indicators	Unsatisfactory	Performance Level A	Performance Level B	Performance Level C
A. Establishes appropriate instructional goals and objectives	___	___	___	___
B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals	___	___	___	___
C. Plans instructional opportunities that are adapted to diverse students	___	___	___	___

_____ Required Area to Strengthen

COMMENTS:

DOMAIN II: Teaching Strategies

Indicators	Unsatisfactory	Performance Level A	Performance Level B	Performance Level C
A. Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) and provides students access to this information through experiences which make the subject matter meaningful	___	___	___	___
B. Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills	___	___	___	___
C. Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning	___	___	___	___

_____ Required Area to Strengthen

COMMENTS:

DOMAIN III: Assessment and Evaluation				
Indicators	**Unsatisfactory**	**Performance Level A**	**Performance Level B**	**Performance Level C**
A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions	___	___	___	___
B. Communicates student status and progress to students, their parents, and appropriate others	___	___	___	___
C. Reflects on teaching practice by evaluating continually the effects of instruction	___	___	___	___
D. Evaluates student performance and determines the amount of progress	___	___	___	___

COMMENTS:

___ Required Area to Strengthen

DOMAIN IV: Learning Environment				
Indicators	**Unsatisfactory**	**Performance Level A**	**Performance Level B**	**Performance Level C**
A. Creates a learning climate that supports the development of student abilities	___	___	___	___
B. Manages classroom resources effectively	___	___	___	___

COMMENTS:

___ Required Area to Strengthen

File: DS-
8.

DOMAIN V: Professional Growth				
Indicators	**Unsatisfactory**	**Performance Level A**	**Performance Level B**	**Performance Level C**
A. Collaborates with colleagues and appropriate others	___	___	___	___
B. Engages in professional development	___	___	___	___
C. Performs professional responsibilities efficiently	___	___	___	___

COMMENTS:

_____ Required Area to Strengthen

DOMAIN VI: Communication				
Indicators	**Unsatisfactory**	**Performance Level A**	**Performance Level B**	**Performance Level C**
A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others	___	___	___	___
B. Writes clearly and correctly	___	___	___	___

COMMENTS:

_____ Required Area to Strengthen

ADDITIONAL INFORMATION (to be used as needed)

Name: _____
SS#: _____
Teacher #: _____

Current License/Certificate: _____

Purpose for Evaluation: _____

Number of Domains Identified as Required Areas to Strengthen: _____

RECOMMENDATION:

AREAS OF STRENGTH:

AREAS TO STRENGTHEN (Areas for Growth):

COMMENTS (Educator and/or Evaluator):

The signatures below verify that the Comprehensive Assessment–Summative Report has been discussed with the educator.

_____ _____

Educator *Evaluator*

_____

Date

COMPREHENSIVE ASSESSMENT
FUTURE GROWTH PLAN

EDUCATOR NAME: _____ **SCHOOL NAME:** _____

Area to be Strengthened (Area for Growth): *State the Performance Standard. [Should relate directly to the Comprehensive Assessment--Summative Report]*

Professional Growth Goal(s) of this Plan: State your professional growth goal(s) in measurable or observable terms.

Action Plan: *Describe the actions you plan to take to accomplish this goal, including timelines for completion of each action. (What will you do to increase your knowledge in accomplishing your professional growth goal(s)?)*

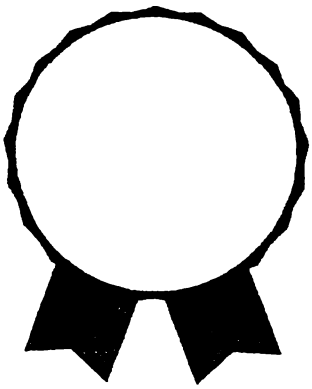
The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning with the school year _____

_____ _____
Educator's Signature Date

_____ _____
Evaluator's Signature Date

Having completed the identified action plan, describe the impact on your instruction and student performance.
I verify that I personally engaged in these activities. _____ _____ Educator's Signature Date I have reviewed the above plan. _____ _____ Evaluator's Signature Date

Rubrics
for
Comprehensive Assessment
and Professional Growth



The following rubrics are to be used in identifying the level at which an indicator within a domain is performed. All of the data gathered from the varied sources should be considered when determining the performance level. The rubrics should be used to identify the best fit for the collected data rather than expecting an exact match with each item of any one level.

RUBRICS

PERFORMANCE STANDARDS
DOMAIN I: PLANNING

INDICATOR A. Establishes appropriate instructional goals and objectives

PERFORMANCE LEVEL A

Goals/objectives are primarily driven by the text and the curriculum with some attention to the current students' needs and performances. Priority is placed on the "coverage" of content without appropriate attention to students' readiness levels. Recall and comprehension are the primary cognitive levels within the planning of goals/objectives.

PERFORMANCE LEVEL B

Identification of group knowledge/performance levels generally determines the selection of goals/objectives. The teacher focuses on short-term planning (units and daily lessons) with some attention to a developmental sequence of goals that produce long-term results. Goals/objectives center on building knowledge around the content. Activities provide opportunities to engage in higher levels of thinking.

PERFORMANCE LEVEL C

A logical, clear, and appropriate connection exists between the goals/objectives and the characteristics of the students the teacher is currently instructing. Decisions regarding the breadth, depth, and sequencing of goals/objectives are based upon the current students' needs and performances. Long-term planning is used to create an efficient and developmental pathway to learning. The teacher can identify expected student outcomes and the path through which students may reach these outcomes. Effective short-term planning allows for the modification of goals/objectives based on students' current functional levels. Goals/objectives provide for deliberate skill development in the thinking processes.

Data Sources: Educator Information Record, Planning Information Records, Classroom Observations, Reflecting Information Records

RUBRICS

PERFORMANCE STANDARDS
DOMAIN I: PLANNING

INDICATOR B. Plans instruction based upon a knowledge of subject matter, students, the community, and curricular goals

PERFORMANCE LEVEL A

Activities which relate to the topic are the primary emphasis of plans as opposed to developmental instructional designs. Some consideration is given to student readiness levels when designing instructional plans. Learning experiences provide opportunities for the integration of knowledge and skills from related subject areas. Materials/media/technology are chosen based on their relevance to the topic.

PERFORMANCE LEVEL B

Instructional plans focus on activities through which goals/objectives may be achieved. The learning is connected to real life and future careers. Instructional plans are constructed with attention to connecting the curriculum with student strengths/experiences. Plans reflect appropriate steps in a short-term learning process. Plans include learning experiences which require the integration of knowledge and skills from related subject areas. Materials/media/technology are chosen based on their relevance to the topic and support the achievement of goals/objectives.

PERFORMANCE LEVEL C

The teacher designs instructional plans which provide optimal opportunities for students to achieve the desired outcomes as stated in goals/objectives. Instructional plans have been constructed to match the current students' needs (e.g., developmental stages, prior knowledge, learning modes, and interests). Instructional plans align goals/objectives, learning strategies, assessment, and students' needs--at the appropriate level of difficulty. Curricular goals, students' experiences/strengths, and real life and future career choices are clearly connected within the instructional plans. Instructional plans provide for experiences which ensure sustained student learning and integrate knowledge, skills, and methods of inquiry from several related subject areas. Materials/media/technology are carefully evaluated and appropriately used within instructional plans for the purpose of enhancing students' learning.

RUBRIC

PERFORMANCE STANDARDS
DOMAIN I: PLANNING

INDICATOR C. **Plans instructional opportunities that are adapted to diverse students**

PERFORMANCE LEVEL A

Physical needs are considered when designing strategies to accommodate for student learning. Varied materials/strategies address more than one mode of learning in the group. Cognitive needs are addressed as they arise in the classroom. Modifications as indicated on student IEP's are implemented.

PERFORMANCE LEVEL B

Group assessment information is used in the planning process to design lessons which effectively accommodate for group differences. Plans and materials appropriately accommodate for general student differences through remedial and enrichment activities planned around the topic or content. Instructional plans include teaching approaches which are sensitive to the multiple experiences of learners and that address different learning and performance modes. Recommendations on IEP's are correctly interpreted and appropriately implemented.

PERFORMANCE LEVEL C

Ongoing assessment regarding individual and group performance is used to design instruction to meet students' current needs (i.e., cognitive, social, emotional, and physical) and facilitates movement to the next level of development. When needed, learning experiences are tailored for individual students. Instructional plans are appropriately adapted to meet the needs of students of diverse cultural and language backgrounds.

Data Sources: Educator Information Record, Planning Information Records, Classroom Observations, Reflecting Information Records

PERFORMANCE STANDARDS
DOMAIN II: TEACHING STRATEGIES

INDICATOR C. Uses an understanding of both the students and the subject matter to create a learning environment that encourages active engagement in learning, positive intellectual interactions and student ownership of the learning

PERFORMANCE LEVEL A

Students are generally focused on the content. Strategies are sometimes used to relate the content to students' prior knowledge, experiences, and backgrounds. Students participate in the learning opportunities. Students are encouraged to share their thinking and ideas.

PERFORMANCE LEVEL B

Students are focused on the content and are actively engaged in the learning opportunities. Strategies to relate the concepts/skills to students' prior knowledge and experiences are used. Learning becomes meaningful for the students in regard to past learning and future learning. Students are provided opportunities to be engaged in generating knowledge and developing perspectives. Communication to students emphasizes that developing employability skills is important for all age/grade levels.

PERFORMANCE LEVEL C

Strategies are consistently employed which link students' prior knowledge, experiences, and family and cultural backgrounds. The importance of the learning is demonstrated through the strategies/activities used for active student engagement. Strategies include learning opportunities designed to foster the development of qualities such as dependability, positive attitude toward work, conscientiousness, cooperation, adaptability, and self-discipline. Examples of student thinking are elicited and student reflection on their own ideas and those of others is stimulated. The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. Strategies are employed to move students from active participation to true involvement (ownership of the learning).

PERFORMANCE STANDARDS
DOMAIN II: TEACHING STRATEGIES

INDICATOR B. **Demonstrates an understanding of and uses a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills**

PERFORMANCE LEVEL A

Students are provided with practice activities which are related to the topic. The strategies employed emphasize recall and rote drill without attention to the underlying development of understanding and the development of the thinking processes. Practice and review activities emphasize skills/concepts in isolation.

PERFORMANCE LEVEL B

Practice activities support the achievement of the instructional goal(s)/objective(s) with consideration of the developmental levels of students. Practice centers on recall, comprehension and application. Practice and review activities reinforce students' learning by creating bridges with other learnings. Activities encourage engagement of students in the learning.

PERFORMANCE LEVEL C

Strategies are appropriately employed which actively engage students in productive, authentic learning opportunities. These learning opportunities focus on developing performance capabilities and the higher order skills required in the modern workplace such as problem-solving and decision-making skills, learning strategies, and creative thinking.

Data Sources: Classroom Observations, Reflecting Information Records

RUBRICS

PERFORMANCE STANDARDS
DOMAIN II: TEACHING STRATEGIES

INDICATOR A .Demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught and provides students access to this information through experiences which make the subject matter meaningful

PERFORMANCE LEVEL A

Information is correct and students are provided access to definitions, examples, and explanations related to the topic. The clarity of the content information varies. Language used to convey the concepts/skills may not be precise. The appropriateness of the pacing varies.

PERFORMANCE LEVEL B

Definitions, examples, and explanations are chosen to encourage student understanding of concepts. Content is generally presented with clarity and with attention to students' previous learning. Language used to convey the concepts/skills is generally precise. Pacing is determined by the difficulty of the material. Students are provided access to experiences that make the subject matter meaningful.

PERFORMANCE LEVEL C

Multiple representations and explanations of disciplinary concepts are used effectively to support students' understanding. An understanding of the central concepts, tools of inquiry, and structures of the discipline(s) is evidenced through the utilization of the most appropriate strategies for these particular students and goal(s)/objective(s). The role of the teacher varies in the instructional process (i.e., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students. Concepts are communicated with clarity through the use of precise language. Key ideas/concepts are linked to students' prior understanding. Appropriate strategies are used to engage students' cognitive processes, stimulate thinking, and make the subject matter meaningful. Pacing is appropriate to the difficulty of the material and to the level of students' understanding.

PERFORMANCE STANDARDS
DOMAIN III: ASSESSMENT AND EVALUATION

INDICATOR A. Uses appropriate assessment strategies and instruments to obtain information about students and their ongoing progress and uses this information to make instructional decisions

PERFORMANCE LEVEL A

Assessment is primarily used to document student performance. Grades/scores are based on assessment results with limited use of this assessment for diagnosis/instruction. Assessment is used to measure student learning at the end of units of study. General monitoring (i.e., questions, homework) is used to identify students' status. Reteaching is used when general class misunderstanding is demonstrated.

PERFORMANCE LEVEL B

Assessment is used at the beginning of the year to make instructional decisions regarding the course of study. Appropriate assessment methods/instruments are selected for the outcomes being measured. Assessment strategies (formal or informal) are used to elicit information regarding student experiences, modes of learning, needs, attitudes and progress. All forms of assessment are appropriately administered and the results are accurately interpreted. This data is used when making instructional decisions throughout the year.

PERFORMANCE LEVEL C

An understanding of measurement theory and assessment related issues (i.e., validity, reliability, bias, scoring concerns) is demonstrated through the use and interpretation of all types of assessment. Given this understanding, teacher-made tests show appropriate construction for measuring intended outcomes. Ongoing assessment is accurately and systematically used to plan/refine/modify the students' instruction. Remediation, instruction, or enrichment is based on the diagnosis of the point of learning as opposed to a general understanding/misunderstanding. Appropriate techniques are used during instruction to assess student understanding/mastery of the goals/objectives.

PERFORMANCE STANDARDS
DOMAIN III: ASSESSMENT AND EVALUATION

INDICATOR B. Communicates student status and progress to students, their parents, and appropriate others

PERFORMANCE LEVEL A

Cumulative student reports are provided to students, parents, and appropriate others at required intervals. Students are provided general feedback reflecting the correctness or incorrectness of their responses. Required records of student work and performance are maintained.

PERFORMANCE LEVEL B

Students are regularly informed of the accuracy of their responses and of their status regarding the accomplishment of goals/objectives. Additionally, parents and appropriate others are informed on a timely basis of a student's status, as well as academic and affective changes. Routines have been established for two-way communication with students, parents, and appropriate others.

PERFORMANCE LEVEL C

Diagnostic and prescriptive information is provided to students, parents, and appropriate others for the purpose of improving performance. Attention is focused on what needs to be done to move to the next performance level. Communication strategies have been refined to ensure that parent/student feedback will effect a change. Useful records of student work and performance are maintained.

Data Sources: Educator Information Record, Classroom Observations, Educator Conferences

RUBRICS

PERFORMANCE STANDARDS
DOMAIN III: ASSESSMENT AND EVALUATION

INDICATOR C. Reflects on teaching practice by evaluating continually the effects of instruction

PERFORMANCE LEVEL A

Assessment focuses on student achievement with limited connections made to the effectiveness of the strategies/techniques employed. The educator's reflections include an accurate description of classroom behaviors including sequence of events, teacher/student behaviors, and time frames. Given this accurate description, the educator can determine an overall level of success.

PERFORMANCE LEVEL B

A variety of assessment results are used to determine the relationship between student success and teacher behaviors. The educator can accurately interpret these results in terms of the effectiveness of the strategies/techniques employed. Modifications/adaptations/refinements in teaching strategies and behaviors are made based on the accurate interpretation of this data.

PERFORMANCE LEVEL C

The teacher can communicate specific examples of the cyclical process of reflection, assessment, and learning. Classroom data, information about student progress, and research are used as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

Data Sources: Educator Information Record, Reflecting Information Records, Educator Conferences

PERFORMANCE STANDARDS
DOMAIN III: ASSESSMENT AND EVALUATION

INDICATOR D. Evaluates student performance and determines the amount of progress

PERFORMANCE LEVEL A

Grades/cumulative scores are cited as evidence of student growth. The use of baseline data is limited in the interpretation of student learning. General statements are provided to document formal/informal assessment of both academic growth and positive attitudinal change.

PERFORMANCE LEVEL B

Assessment techniques are used to determine students' performance level prior to and after instruction. The amount of student growth as well as possible intervening variables are communicated knowledgeably. Assessment strategies may be limited in type but include structured measurement of both cognitive and affective domains. The teacher can communicate the accuracy and usefulness of the data.

PERFORMANCE LEVEL C

Appropriate assessment techniques are used to evaluate what students know and are able to do as a result of instruction. Both cognitive and affective assessments are appropriately used to provide a more complete profile of student growth. Student growth is communicated knowledgeably and responsibly. Knowledge and understanding of any intervening variables is used to determine an accurate amount of progress.

Data Sources: Educator Information Record, Reflecting Information Records, Educator Conferences

PERFORMANCE STANDARDS
DOMAIN IV: LEARNING ENVIRONMENT

INDICATOR A. Creates a learning climate that supports the development of student abilities

PERFORMANCE LEVEL A

Student behavior is maintained through learning opportunities which are teacher controlled. When inappropriate behavior is recognized, the teacher demonstrates a knowledge of reasonable and acceptable management techniques. Expectations for students are sometimes unclear. Students are held accountable for completing assignments, turning in work, and participating in classroom discussions. Students are addressed in a positive manner.

PERFORMANCE LEVEL B

Behavior is maintained through appropriate classroom management techniques. The teacher uses classroom management techniques which foster self-control and self-discipline. Appropriate strategies are used to de-escalate potential conflicts. Standards of mutually respectful interactions within the classroom (teacher/student, student/student) are established and maintained. Norms for academic discussions and individual and group work are established. Purposeful, challenging learning interactions are generally evident.

PERFORMANCE LEVEL C

A range of strategies is used to create a smoothly functioning learning community. Behavior is maintained and a climate conducive to learning is established as students work independently and collaboratively in purposeful learning activities. Expectations for student interactions, academic discussions, and individual and group responsibilities are evident. Purposeful communication is exhibited by students and teacher. Students are addressed and challenged in an appropriate and supportive manner. A classroom environment is maintained in which students feel safe to experiment with new ideas and ways of learning. Strategies are employed with students which facilitate the development of an internal locus of control. Conflict resolution strategies are used to maintain an environment conducive for learning.

PERFORMANCE STANDARDS
DOMAIN IV: LEARNING ENVIRONMENT

INDICATOR B. Manages classroom resources effectively

PERFORMANCE LEVEL A

Class time is generally used for instructional purposes; however, administrative/management duties may require attention that distracts from the learning process. Instructional assistants' time is used appropriately. Classroom resources are used to promote learning opportunities. Flexibility may not be demonstrated when unexpected situations require reorganization or reallocation of classroom resources.

PERFORMANCE LEVEL B

Class time is spent in learning with minimal attention to administrative duties. Time and skills of instructional assistants are appropriately managed to support student learning. Available classroom resources are appropriately incorporated into learning opportunities. Flexibility is demonstrated as situations demand that classroom processes and instructional procedures be modified.

PERFORMANCE LEVEL C

The resources of time, space, instructional assistants and attention are appropriately managed in order to provide active and equitable engagement of students in productive learning. The teacher effectively modifies classroom processes and instructional procedures as the situation demands. Available resources are appropriately used to facilitate efficient and effective learning. Routines are established for handling administrative matters quickly and efficiently, with minimum disruption of instructional time. A periodic review of classroom routines is conducted resulting in any needed revisions.

Data Sources: Planning Information Records, Classroom Observations, Reflecting Information Records, Educator Conferences

PERFORMANCE STANDARDS
DOMAIN V: PROFESSIONAL GROWTH

INDICATOR A. Collaborates with colleagues and appropriate others

PERFORMANCE LEVEL A

The teacher participates in team oriented tasks where cooperation is necessary for task completion and engages in interactions with other professionals which result in learning. Additionally, teacher works cooperatively with colleagues to identify target area(s) for school/system improvement.

PERFORMANCE LEVEL B

Engagement in collaborative activities results in mutual learning. Additionally, evidence is provided to demonstrate participation in collegial activities designed to make the school a productive learning environment. The teacher articulates the purpose, scope, and outcomes of each collaboration. The teacher consults with colleagues and appropriate others for the purpose of developing cooperative partnerships in support of student learning.

PERFORMANCE LEVEL C

The teacher can identify/recognize situations when and where collaboration with others will not only enhance his/her own learning but also has the capacity to improve student performance. Collaborations are broadened to include diverse resources such as outside practitioners, research findings, parents, community resources, agencies, etc. Insights and experiences resulting from professional growth activities are appropriately shared with colleagues.

Data Sources: Educator Information Record, Evaluator Data, Growth Plans

PERFORMANCE STANDARDS
DOMAIN V: PROFESSIONAL GROWTH

INDICATOR B. Engages in professional development

PERFORMANCE LEVEL A

The teacher can identify general performance levels and can prioritize areas for future growth. The teacher provides evidence of participation in professional growth opportunities.

PERFORMANCE LEVEL B

A self-assessment is completed using data from multiple perspectives. Professional growth activities reflect attention to the identified priorities for growth. Learning from professional growth opportunities is applied (directly or indirectly) to the instruction/services provided to students. Professional growth experiences demonstrate varied formats for growth.

PERFORMANCE LEVEL C

The teacher has selected professional growth opportunities which improved his/her performance, expanded his/her teaching repertoire, improved student performance, and exposed him/her to emerging professional practices. The teacher demonstrates productive leadership by actively sharing experiences and seeking and giving feedback.

Data Sources: Educator Information Record, Evaluator Data, Growth Plans

PERFORMANCE STANDARDS
DOMAIN V: PROFESSIONAL GROWTH

INDICATOR C. Performs professional responsibilities efficiently

PERFORMANCE LEVEL A

The teacher adheres to school/system policies and procedures. The teacher is on time for class, meetings, and other scheduled activities. Records are accurately maintained.

PERFORMANCE LEVEL B

Assigned tasks and responsibilities are completed on schedule. A satisfactory record of attendance and punctuality is maintained. Records are complete, accurate, and up to date. Safety issues within the teacher's control are addressed effectively.

PERFORMANCE LEVEL C

In addition to the responsibilities above, the teacher demonstrates an understanding of and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse). The teacher maintains the privacy of students and confidentiality of information except when to do so would harm the child.

Data Sources: Evaluator Data

PERFORMANCE STANDARDS
DOMAIN VI: COMMUNICATION

INDICATOR A. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, and appropriate others

PERFORMANCE LEVEL A

Clear communication is evidenced by the use of appropriate grammar and the logical organization of information. The teacher speaks clearly and chooses vocabulary appropriate to the level of the audience. Two-way communication is fostered by asking questions, listening, and assisting others in expressing ideas.

PERFORMANCE LEVEL B

Appropriate grammar and word choice are used for the clear and concise exchange of information. The teacher models effective communication strategies in asking questions, listening, giving directions, probing for understanding and helping others to express their ideas. Language and delivery techniques are appropriately chosen for clear communication given the audience being addressed. An appropriate volume and pace are used for the specific audience and the content being communicate.

PERFORMANCE LEVEL C

The teacher models effective communication strategies with students, parents, and appropriate others in conveying ideas and information and in asking questions (e.g., monitoring the effects of messages; restating ideas; drawing connections; using visual, aural, and kinesthetic cues; and being sensitive to non-verbal cues given and received). Others' input is elicited and strategies to facilitate their productive contributions to the dialogue are employed. The teacher understands the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication. The teacher makes links with the students' other environments by communicating with parents, counselors, teachers of other classes, and for the purpose of developing cooperative partnerships in support of student learning.

PERFORMANCE STANDARDS
DOMAIN VI: COMMUNICATION

INDICATOR B. Writes clearly and correctly

PERFORMANCE LEVEL A

Correct grammar is used in written communication. Handwriting is legible. Written information is organized and the vocabulary chosen is appropriate to the level of the audience.

PERFORMANCE LEVEL B

Correct grammar and mechanics are used. Written information is logically organized and complete for the intended purpose and audience. Information is appropriately designed for the specific audience.

PERFORMANCE LEVEL C

Written information is structured for clear and concise exchange of information. Consideration for the level of audience, intended purpose, and expected outcomes is evident. The reader's experiences, perspectives, and skills are considered when composing written documents. The teacher uses a variety of tools (e.g., audio-visual aids, computers) to enrich communication opportunities.

Data Sources: Classroom Observations, Evaluator Data, Educator Information Record

VITA

Janet Dyer Mobley

Born in Brooklyn, New York, Janet attended grade and high schools in several states, as she relocated with her father, a member of the U.S. Navy. After graduating from Melbourne High School in Melbourne, Florida, she enrolled in Rollins College, which she attended for one year before she married Robert Mobley. She then postponed furthering her education until after she had given birth to her two children.

She enrolled in the University of Tennessee, majoring in Elementary Education and graduated summa cum laude in 1977. She taught in Union County Schools from 1977 until 1991 when she served as a Career Ladder Evaluator for the Tennessee State Department of Education for two years. Meanwhile, in 1991, she earned a Master of Education degree in Counseling and Guidance from Lincoln Memorial University in Harrogate, Tennessee. In 1995 she became assistant principal, her present position, at Horace Maynard Middle School.

When her children graduated from college, Janet was finally able to purse her goal of furthering her education. In December 2002, she received the Doctor of Education degree with a major in Leadership Studies from the University of Tennessee, Knoxville.