

NEWFOUNDLAND TEACHERS' PERCEPTIONS OF
FORMATIVE TEACHER EVALUATION: RELATIONSHIP
TO QUALITY OF EVALUATION, TEACHER COMMITMENT
AND PROFESSIONAL INVOLVEMENT

CENTRE FOR NEWFOUNDLAND STUDIES

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FORMATIVE TEACHER EVALUATION: RELATIONSHIP TO QUALITY OF
EVALUATION, TEACHER COMMITMENT AND PROFESSIONAL INVOLVEMENT**

by

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**A thesis submitted to the Faculty of Education
in partial fulfilment of the requirements for the degree of
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When one door of happiness closes, another opens: but often we look so long at the closed door that we do not see the one that has been opened for us.

Helen Keller

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Dedication

This thesis is dedicated:

To my beloved wife,

Jacqueline Joy Reid,

whose middle name reflects the joy you have brought to my life,
and whose love, support and understanding have helped to make
life's challenges easier to overcome;

to our newborn child - Madison Jane,

whose birth was much anticipated.

We hope that we will make your world a better place and that
you come to enjoy learning as much as we do;

to my parents,

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whose constant love, hard work and dedication to family,
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Abstract

The purpose of this study was to measure Newfoundland teachers' perceptions of the relationship between formative teacher evaluation practices and the overall quality of the evaluation experience, the perceived levels of teachers' commitment to their schools and teachers' professional involvement in their work and professional development. At the time of this study, there were 29 school districts (since reduced to 10), with each having their own teacher evaluation policies. The Newfoundland and Labrador Teachers' Association (NLTA) has placed an emphasis on formative teacher evaluation since 1982; however, a review of policies from districts across the province indicated that formative teacher evaluation practices are carried out to varying degrees.

Data were collected from a random sample of Newfoundland teachers ($n=229$) and subjected to multiple regression analysis. This study found that statistically positive relationships existed between the use of formative teacher evaluation practices, the overall quality of the teacher evaluation experience, teacher commitment, and professional involvement ($p < .0005$). All three of the hypotheses chosen for the study were supported.

The results suggest that variations of practice existed between individual school's and/or district's teacher evaluation policies. Some teachers reported that while their school districts had policies that promoted formative teacher evaluation practice, in reality, these policies were not emphasized in practice. As well, most teachers reported that they were evaluated by either their superintendent/assistant superintendent and/or their principal/vice-principal; however, the majority of teachers felt that the best person to evaluate them and to

determine the degree of teacher growth and professionalism was either themselves or a fellow teacher which may suggest that teachers prefer formative teacher evaluation practices.

The results of this study reinforce the validity of formative teacher evaluation practices as a viable alternative for teacher evaluation in the province of Newfoundland and Labrador. These findings suggest that, if formative teacher evaluation policies were chosen for implementation, some school districts and/or individual schools would need major changes to their evaluation policies. However, in schools and districts where formative evaluation policies already exist, some would only need to be reviewed and improved upon. The same is also true for any provincial teacher evaluation model that may be considered by government and/or the Newfoundland and Labrador Teachers' Association. These results support other studies completed in this area and suggest that formative teacher evaluation may lead to improved teaching through increased teacher commitment and professional development. The research literature reviewed for this study suggested that such a result would lead to improved achievement by students and greater accountability by teachers which is desired by the public.

CHAPTER 1

Introduction

Similar to reform efforts in other educational jurisdictions across Canada, the United States and elsewhere, recent reform proposals to Newfoundland's education system have been based on the public's desire for increased school improvement and efficiency (Royal Commission, 1992). Among the most important reforms from the teachers' perspective are for a revised teacher certification process, increased accountability, and the need for professional development, all of which relate to teacher evaluation.

Legislators and the public believe that effective teacher evaluation leads to greater accountability through improved teaching strategies, increased commitment to school improvement and greater involvement in school related programs and activities (Bolton, 1973; Ellis, 1984; Lewis, 1982; Wise, Darling-Hammond, McLaughlin & Bernstein, 1984). But despite a variety of evaluation methods that have been tested over several decades, many researchers and educators have charged that teacher evaluation practices are inadequate and have described an array of problems that negatively impact on evaluation efforts.

Some of the more common inadequacies and problems that are seen to exist in various educational jurisdictions include: (a) conflicting purposes of formative and summative evaluation (Hawley, 1981; Hickman, 1983; Mbeo, 1991; Popham, 1988; Stiggins, 1986); (b) lack of resources of time, money and personnel for evaluation purposes (Stiggins & Bridgeford, 1985; Wise et al, 1984); (c) an ineffective and time-wasting activity that was seen as "pro forma" (Bayer, 1969; Harris, 1986; Stiggins & Duke, 1988; Wise et al, 1984); (d) poor quality of evaluation feedback (Medley & Coker, 1987; McLaughlin & Pfeifer, 1986); (e) lack of evaluative data beyond classroom observations (McGreal, 1983; Stark & Lowther, 1984; Stiggins & Bridgeford, 1985); (f) poor linkages between evaluation practices and staff development (Duke & Stiggins, 1986; Lewis, 1982; Scriven, 1981; Stiggins & Bridgeford, 1985); (g) failure to clearly define what constitutes effective teaching (Good & Mulryan, 1990), and; (h) lack of trust in evaluation practices (Duke & Stiggins, 1986; Stiggins & Bridgeford, 1985). These researchers argued that these and other problems must be addressed if teacher evaluation practices were to be more effective in meeting their intended purposes.

These problems combined with demands by the public for greater teacher and school accountability have caused educational researchers to seek new ways to improve instruction, increase teacher professionalism, and create more effective schools through evaluation. Recent research suggests that one way to improve teacher evaluation practice is through the ongoing professional development of teachers, and that the best way to facilitate such development is through a focus on formative or growth-oriented teacher evaluation as opposed to the summative or accountability evaluation practices that have been emphasized in the past (Darling-Hammond; Duke & Stiggins; Goodlad, 1984; Natriello et al, 1977; Scriven, 1981; Stiggins & Bridgeford, 1985; 1986 Wise & Pease, 1983). This idea has been supported by the studies of McGreal (1983); McLaughlin & Pfeifer (1986); Stiggins & Bridgeford, (1985); and Wise et al., (1984), which show that teachers are more accepting and supportive of teacher evaluation practices that focus on formative processes. Based on recent proposals for educational change, Newfoundland seems poised to follow this trend as well.

Proposed Educational Reforms

Given provincial legislators' and the public's growing concern over the quality and effectiveness of school climates, the perceived lack of variety in teachers' instructional practices and the general inefficiency of school systems in general, accountability of teachers has become a topic of increased importance on the educational and public agenda. The 1992 Royal Commission on Education: Our Children, Our Future (Royal Commission) noted that:

Public demands for improvement and increased efficiency in the operation and maintenance of schools are part of the broad issue of accountability. More generally, accountability in education concerns the system's fulfilling its duty to students, parents and society at large by providing a good curriculum, and teaching effectively and efficiently. (p. 207)

The Royal Commission noted that the current system of teacher certification in Newfoundland had worked quite well in raising the standard of teachers qualified to teach in Newfoundland schools. Since 1965 " the number of teachers with at least one degree has increased from about 15% to nearly 100%...and all new teachers entering the field now have at least one degree" (p. 2). But while Newfoundland now had a well-qualified teaching force, several serious problems were seen to exist, namely stagnation of teachers' professional development and teacher complacency. These problems needed to be addressed if the quality of educational instruction was to be improved and student achievement levels increased.

With the release of *Adjusting the Course I* (1993) & *II* (1995) the provincial government responded to the recommendations of the Royal Commission and outlined some of the primary outcomes it wished to achieve through educational reform and made specific recommendations as to how these outcomes would be achieved. The first document outlined the government's plans for restructuring the education system of the province while the second outlined some of the more substantive changes which were intended to follow the restructuring process. Two of the most important reforms from the teachers' perspective were those that outlined the changes to teacher recertification and professional development processes, although it was not clear at that time how these changes would be accomplished.

In August, 1995, as a result of these proposals, a provincial teacher evaluation committee was established to consider teacher evaluation practices that were then being used throughout Newfoundland and Labrador. This committee was comprised of representatives from government, the NLTA, and the Newfoundland and Labrador School Boards' Association (NLSBA) with a mandate:

1. To review modern practices of teacher evaluation currently in use throughout Canadian and American education systems.
2. To develop principles of evaluation which currently reflect research and practice which will be followed in establishing evaluation policies within each school board jurisdiction. (p. 1)

The NLTA responded to the proposed changes with the release of *Adjusting the Course II: An Analysis (1995)*. While the NLTA respected the general intent of the proposed changes and concurred with some of the specific recommendations, it did express concern with others related to teacher accountability, recertification, and professional development. It took issue with two statements in particular:

1. Means must be found to ensure the highest quality teaching. Increased attention must be given to teacher professional development, improving the working conditions of teachers, and **increasing the rewards for high teacher performance.**
2. An accountability system must be established to permit monitoring of performance. Accompanying the accountability system must be a **means of taking corrective action if performance is inadequate.**¹
(p.7)

Factors Regulating Teacher Evaluations

It was also recognized by the provincial evaluation committee that the establishment of any evaluation policies must be done in compliance with the legal parameters established through the Teachers Collective Agreement. Across the United States, Canada, and in Newfoundland, the courts, increasingly, emphasize due process and procedural fairness rights where evaluation practices have been challenged, especially in wrongful dismissal cases for teacher incompetency. In the Newfoundland setting, the NLTA, the union representing teachers, reported that school boards had not won any competency cases mostly because of evaluation or procedural problems. Article 14 of the last Provincial Collective Agreement which ended in December, 1995, outlined the evaluation procedures to be followed for teachers. It states in part:

¹ **Bold in the original text.**

- 14.01 The prime purpose of evaluation shall be the increased effectiveness of personnel in improving instruction and the educational environment.
- 14.02 (a) Subject to 14.02 (b), all evaluations, both formative and summative, shall be conducted openly and with the knowledge of the teacher(s) and the teacher(s) shall be informed as to which type of evaluation is being conducted.
- (b) For the purposes of this Article:
- (i) formative evaluation is a process of evaluation which occurs to improve the professional performance of the teacher(s);
- (ii) summative evaluation is the process of evaluation which uses its results to make decisions in areas of employment.
- (iii) The evaluation of a probationary teacher shall be comprised of both formative and summative processes.
- (iv) Any summative evaluation made on a tenured teacher must be preceded by a formative evaluation. (p.12)

If these guidelines were followed, it would seem that most school jurisdictions would be fairly confident with their supervisory and evaluation procedures, at least from the fairness perspective. Since this Article emphasizes professional performance, teacher growth, and remediation before a summative process, questions of incompetency could be answered before a court action becomes necessary. Given the current political and legal climate, it would seem that the implementation of formative teacher evaluation policies are being viewed as a positive and necessary change. In the Newfoundland setting, partly as a result of these forces, the provincial government, the NLTA and teachers themselves see the need for a change to teacher evaluation policies in Newfoundland schools and are actively exploring the development of a provincial model that could be based on formative or growth-oriented evaluation principles.

Statement of the Problem

Background to the Study

While the emphasis on formative evaluation practice and the subsequent distinction between formative and summative teacher evaluation purposes has received much emphasis recently, it is not a new phenomenon. G. Hickman (1983) reports that prior to the 1981 Provincial Collective Agreement, "neither the Newfoundland Teachers' Association (now known as the NLTA), the Federation of School Boards, nor the government had developed a specific policy statement on teacher evaluation" (p.4). In 1982, the NLTA designed a formal policy on teacher evaluation that set out clear distinctions between formative and summative purposes for evaluation practice, but one was seen as more important than the other. The policy stated, "Although the need for both types is recognized, the NLTA maintains that formative evaluation is the more important of the two, thereby receiving the greater emphasis" (p.7). Hickman notes that this report was submitted during the 1981-82 school year to all parties involved in negotiating the next Collective Agreement. It was finally accepted and included as part of the agreement in 1983.

Thus, while the distinction between the formative and summative purposes of evaluation has been included as part of the Collective Agreement for over a decade, the intended emphasis from the outset has been on formative evaluation practice, "which uses its results to improve the professional performance of the teacher" (NTA, p.8). Has this emphasis been realized in practice? The author's personal experience indicates that while many school districts state that the emphasis was on the formative aspect of evaluation, in practice, the emphasis seems to be on the summative aspects of evaluation instead. This reality reflects the often dual nature that is seen to exist between the stated purposes of policy and what actually exists in practice. This problem was also evident at the time of Hickman's study in 1983. He stated:

This researcher's experience as a teacher and administrator led him to believe that there were glaring discrepancies between intention and actual practice in teacher evaluation. While it was generally known that some school boards had apparently excellent "on-paper" systems of teacher evaluation, the writer's informal feedback seemed to suggest that what actually happened in the practical application of many models was vastly different from what was advocated by those who were responsible for the implementation and administration of their evaluation system. (pp.4-5)

Hickman's study also showed that there was a growing concern among teachers and administrators that, "as enrollments continue to decline and fiscal constraints escalate, the evaluation of teachers for summative purposes could take precedence over the formative nature of the process" (p.195). It was his recommendation therefore, that, "concerted efforts be made to convince administrators and teachers that the primary purpose of teacher evaluation should be formative in nature, that is, aimed at the improvement of instruction" (p.195).

Have Hickman's recommendations for practice been followed over the last decade? What is the current status of formative teacher evaluation practice? Where implemented, has formative evaluation contributed to teacher growth, professional development and more effective schools as intended? The answers to these questions are important as they may provide information that could be utilized by the Provincial Teacher Evaluation Committee and individual school boards to establish effective teacher evaluation policies. Such information may also help to ensure that evaluation theory reflects evaluation practice by causing current theory to be revised and may lead to more uniform standards of evaluative practice that could then form the basis for a provincial teacher evaluation model.

Purpose of the Study

The purpose of this study then, was to measure Newfoundland teachers' perceptions of the degree to which formative teacher evaluation practices existed within their particular school district and/or school and their perception of the overall quality of the evaluation experience. It was also intended to measure the degree to which teacher evaluation was positively related to selected school characteristics that were indicative of teachers' commitment and professional development. These were seen as important outcomes to determine since they formed the key components in the public's and government's desire for increased accountability and improved schools as reflected by recently proposed educational reforms. Specifically, the following hypotheses were tested:

1. There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perception of the overall quality of the evaluation experience.
2. There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perceived levels of Teachers' Commitment to their individual schools.
3. There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perceived levels of Teachers' Professional Involvement in their work and professional development.

Definition of Key Terms

The following are some of the key terms used in this study:

1. **Formative Evaluation**--Formative evaluation is defined as growth-oriented evaluation that is intended to improve a teachers' professional abilities.
2. **Summative Evaluation**--Summative evaluation is an ending or concluding process that is used to make a summing up of a teacher's overall teaching and professional abilities which is used to make employment related decisions such as granting or refusing tenure, renewal, advancement, and/or specialization.
3. **Commitment**--Indicates the degree to which teachers are supportive of and committed to the school.
4. **Professional Involvement**--Indicates the degree to which teachers are concerned about their work and committed to professional development.
5. **Teacher Recertification**--Teacher recertification refers to a set of proposals made by the provincial government with the intention of revising how teachers are to be initially certified, recertified, granted tenure, advancement, renewal and/or specialty.

Significance of the Study

There has been a great deal of emphasis, recently, on the status of teacher evaluation practices in Newfoundland school districts and the proposed usage of teacher evaluations for improving teachers' personal and professional growth, instructional strategies and student achievement. While the emphasis on formative teacher evaluation policies has been part of the teacher's Provincial Collective Agreement since 1983, it is not clear as to the extent that

such practices are actually practised or their level of perceived influence. As well, the emphasis still seems to focus on summative evaluation in some areas of the province.

Thus, it is important to determine the degree to which formative teacher evaluation procedures are currently being practised and the degree to which teachers in individual school districts perceive formative evaluations to be effective in promoting selected characteristics indicative of teacher growth and effective school processes. The outcomes of this study could inform decisions related to the structure of future teacher evaluation policies and practices that could be implemented in Newfoundland and Labrador, either as part of individual school district policies or as part of a provincial teacher evaluation model.

Delimitations

The data for this study were collected from a sample of 229 teachers, among 80 schools, in all 29 school districts in the province of Newfoundland and Labrador during the 1995/1996 school year. A total of 84 respondents (37 percent) were elementary teachers and 146 respondents (64 percent) were high school teachers. In terms of the level of education of respondents, 224 (98 percent) reported having a Bachelor's Degree, 47 (21 percent) held a Master's Degree and one (.004 percent) with a Doctorate. Of those responding, 155 (68 percent) taught in single grade schools, 21 (9 percent) taught in multigrade schools, while 46 (20 percent) taught in some combination of single and multigrade schools. The size of the schools ranged from less than 100 students (16 percent), to those with more than 400 students: 100 to 200 students (32 percent), 200 to 300 students (17 percent), 300 to 400 students (28 percent), and those over 400 students (one school or .004 percent).

CHAPTER 2

Review of the Literature

The review of the literature presented in this chapter consists of five sections including: (a) Teacher Evaluation in Newfoundland; (b) What is Teacher Evaluation; (c) The Formative and Summative Debate; (d) The Dimensions of Effectiveness; and (e) The Promise of Formative Evaluation. This review is then summarized to concisely outline the theoretical framework for this study and the intended outcomes of the research.

Teacher Evaluation in Newfoundland

A review of the literature indicates that there have been few studies on the quality and impact of the teacher evaluation processes used in Newfoundland school systems or teacher attitudes to those systems. One of the first such studies was conducted by Bayer (1969), cited in J. Hickman (1975), who reported on the status of teacher evaluation practices that were used in most school districts prior to 1968. He noted that the supervisors were called "snoopervisors" by many teachers and that they travelled mostly by boat to get to isolated communities, with little or no notice, observed the teacher for an hour or so, wrote up a report and left. The report, seldom seen by the teacher, was sent to the Department of Education in St. John's where it was kept in a confidential file until it was needed at some future time, "as a basis for rehiring or releasing a teacher" (p.1).

Other studies looked at various components of the evaluation process and what was given emphasis in the evaluation procedures. Farrell (1973) was one of the first to conduct such a study of teacher evaluation practices in Newfoundland. He examined the criteria for teacher evaluation practices used by district superintendents when evaluating teachers for competence and for promotion to administrative positions. He found that superintendents used a common body of criteria for each situation, but that the process [instructional process] criteria was emphasized for teacher competence while presage [personal characteristics] criteria was emphasized for administrative promotion. Farrell recommended that since a common body of evaluative criteria was used by superintendents to determine teacher competence, then a common guide could be devised to evaluate all teachers. Farrell stated:

Such a guide would be of utmost importance to teachers (especially beginning teachers), since they would have a clear understanding of what is expected of them as teachers. It would also be valuable to the Department of Education who would have some assurance that teachers all over Newfoundland are being evaluated by the same standards. (p.92)

J. Hickman (1975) conducted a similar study from the teachers perspective and found that teachers also believed that the evaluation emphasis should be on the process component instead of product or student achievement. He said, "Given the emphasis that is currently placed on examination results by students, teachers and administrators, it might be wise to re-evaluate the place of such practices [teacher evaluation] in Newfoundland's school system" (p.132). He also recommended the establishment of a common teacher evaluation system that, "would have to be clearly understood by the evaluator and evaluatee in order to be of significant value" (p.134). Finally, he thought that, "research should be carried out to determine the degree to which teachers are involved in the evaluative process and the degree to which they would like to be involved" (p.135).

G. Hickman (1983) conducted a comprehensive study of teacher evaluation systems in Newfoundland and Labrador with the purpose of finding out exactly what was happening with teacher evaluation as there seemed to be wide variations between what existed on paper and what was actually occurring in practice. He said that, " Since little was known about the direct application of specific models of teacher evaluation to practical operational modes in the various school districts throughout the Province, the researcher judged it important to increase the level of awareness in this regard" (p.5). Some of his key findings relevant to this study were that: (a) principals were primarily responsible for teacher evaluations; (b) respondents felt that emphasis should be placed on the stated purposes and criteria of evaluation; (c) most respondents felt that although improvement of instruction was the primary purpose of teacher evaluation, in practice, this was seldom the case; (d) 97% of school boards had similar policies for evaluation that used some combination of the formative/summative approach; (e) teachers felt that evaluations were more summative in

nature despite efforts to convince them otherwise; (f) principals had little time to conduct evaluations properly because of teaching and administrative duties; (g) there was a lack of clarification of the purposes and criteria for evaluation; (h) evaluations were too formal, seen as a threat, and were viewed negatively; (I) there was too much emphasis on classroom performance only; (j) evaluation was not continuous and there was little follow-up activity.

Thus, it would seem that at the time of G. Hickman's study, teacher evaluation practices were seen by teachers in a negative manner and that serious problems existed with teacher evaluation practices. Many distrusted their evaluation processes and felt that it was a waste of time. As well, they viewed it as being more summative than formative in nature despite school board policies to the contrary. There seemed to exist wide discrepancies between the stated purposes of evaluation and what actually was practised. These findings and attitudes reflected those reported and held by teachers in other educational jurisdictions across Canada, the United States, and elsewhere (Hickman, 1983; Stiggins & Bridgeford, 1985; Stiggins & Duke, 1988; Wise et al, 1984).

What is Teacher Evaluation?

The term "teacher evaluation" is a fairly recent phenomenon on the educational scene and is often used interchangeably with the term "supervision". Depending on one's philosophical viewpoint, supervision is seen as a completely separate process from evaluation or one is a subsection of the other. Historically, teachers have been "supervised" which later came to mean "evaluated". The research literature generally refers to evaluation as one part of the total supervisory process carried out by school leaders, either as headteachers, coordinators, supervisors and/or principals. The difference between the two now seems to lie with how individual school boards choose to define the terms and how they apply them in their district "supervisory" and/or "evaluation" policies. Supervision/evaluation practices have evolved from its informal colonial beginnings that were inspectorial in nature, to the scientific model of the early 1900s, the human relations model from 1930 to 1950, the bureaucratic model from 1950 to 1960, to the more recent and popular models of clinical Supervision (Acheson & Gall, 1980, 1987; Cogan, 1973; Goldhammer, 1969; Goldhammer, Anderson and

Krajewski, 1980, 1993), and the Performance Objective Models, commonly referred to as Management by Objectives (Redfern, 1980). Finally, there are the emergent models: the Differentiated Evaluation Model (Glatthorn, 1984), the Developmental Evaluation Model (Glickman, 1981; Harris, 1986), and the Performance-Based Developmental Evaluation (Valentine, 1992).

McLaughlin (1990) states that, "Teachers are evaluated, by one means or another, in virtually every school district" (p.403). While evaluation has measured different skills over the years, the current emphasis seems to be based on a measurement of categories of criteria as there are many different skills involved but many are interrelated. Oliva (1990) lists the categories most commonly used as being: instructional skills, personal traits, and professional attributes. Valentine (1992) similarly lists them as: instructional processes, interpersonal relationships, and professional responsibilities. Seyfarth (1991) lists five criteria: knowledge of subject, preparation and planning, implementing and managing instruction, student evaluation, and classroom environment .

The complexity of teacher evaluation is highlighted by Shulman (1989) who notes that, "teaching is such a complex and contextualized phenomenon that any single mode of measurement will fail to assess its practitioners validly" (p.17). Similarly, Travers (1981) states, "No one has yet identified a set of competencies that can be demonstrated to be related to how much pupils learn" (p.20). Unfortunately, some educators and legislators believe that effective teaching can be defined as the simple compilation of a set of competent skills which can then be evaluated.

In spite of the complexities related to the identification of effective evaluation systems, common characteristics have been recognized. Wise, Darling-Hammond, McLaughlin, and Bernstein (1984) conducted a study of effective teacher evaluation practices in four diverse school districts. Each of the four districts emphasized, "different purposes for evaluation; they used different methods for assessing teachers; and they assign different roles to teachers, principals and central office administrators in the evaluation process" (p.x). But despite these differences in form, each of the districts followed certain common practices in their teacher evaluation systems. These include:

- 1.) They provided top-level leadership and institutional resources for the evaluation process.
- 2.) They ensured that evaluators have the necessary expertise to perform their task.
- 3.) They enabled administrators and teachers to collaborate to develop a common understanding of evaluation goals and processes.
- 4.) They used an evaluation process and support system that are compatible with each other and with the district's overall goals and organizational context.

Similar criteria to these have also been identified by Daresh (1989), McLaughlin (1990), and Stiggins and Duke (1988). But as Wise et al. point out, "although these factors seem to be straightforward and self-evident requisites for effective evaluation, they are not easily accomplished and usually overlooked in the pressure to develop and adopt the perfect checklist or set of criteria for teacher evaluation" (p.xi). This position is supported by McGreal (1988) who says, "it is the system's procedures and practices that allow or encourage what happens between teachers and administrators. The bottom line of effective evaluation is the quality of what happens when the administrator and teacher get together" (p.3).

Increasingly, educational researchers and school districts are coming to believe in and to adopt evaluation systems that include those principles described above. What is also being accepted is the notion that the philosophical base on which previous teacher evaluation systems have been based have proved ineffective and must be changed. As Stiggins & Duke (1988) maintain:

Accountability systems strive to affect school quality by protecting students from incompetent teachers. However, because nearly all teachers are at least minimally competent, the accountability system directly affects only a very few teachers who are not competent. Thus, if our goal is to improve general school quality--and we use those strategies that affect a few teachers--overall school improvement is likely to be a very slow process. Growth-oriented systems, on the other hand, have the *potential* of affecting all teachers--not just those who are having problems. There is no question that all teachers can improve some dimension(s) of their performance. (p.3)

As McGreal (1988) also says, "while there is growing attention to addressing the needs of marginal teachers (Sweeney and Manatt, 1984), the majority of schools with successful teacher evaluation programs have decided that remedial issues can be addressed with regular procedures rather than using a set of rules and guidelines built specifically for marginal staff members" (p.3).

In summary, the research literature indicates there is a growing consensus toward acceptance of a conceptualization for teacher evaluation based on the following beliefs: (a) that teaching is a complex process which involves many interrelated variables; (b) that teacher evaluation cannot be conducted effectively as an isolated event; (c) just as there is no one best way to teach, there is no one best set of evaluation criteria on which to judge teachers; (d) there are some common characteristics of diverse but effective teacher evaluation systems; (e) accountability evaluation systems are only useful in addressing the needs of marginal teachers; (f) growth-oriented evaluation systems have the potential of meeting the needs of all teachers.

McLaughlin (1990) suggests that, for teacher evaluation to work, it must be based on the development of a culture that is conducive to evaluation. Such a culture can only be established if there is candour on the part of teachers, and trust between the evaluator and the teacher. The literature suggests that such cultures will be created if the above principles are followed.

The Formative and Summative Debate

One of the underlying issues that evolve around most of the problems with existing teacher evaluation practices has been the philosophical argument over the intended purposes of evaluation (McGreal, 1988; Murphy, 1987; Wise & Darling-Hammond, 1984). These arguments have usually centered on the two categories of formative and summative evaluation (Bolton, 1973; Bickers, 1988; Kowalski, 1978; Natriello, 1990). Most teachers are subject to formative and summative processes, either as completely separate processes or as part of an integrated process, especially in smaller schools with scant resources. An additional problem is that of principals who must teach as well as administrate and thus, seldom have sufficient time to evaluate properly. But even when these processes have been separated, confusion exists because there is a lack of clarification of what the formative and summative purposes actually are (Mbeo, 1991). An ongoing debate exists between educators and policy makers regarding the most effective and appropriate application of these purposes.

Popham (1988) emphatically argues for a complete separation of the two purposes, since most teacher evaluation practices try to accomplish both at the same time, but in reality accomplish little of either. He calls this sort of teacher evaluation process a dysfunctional marriage or a battle between an improvement-focused (formative) process and a removal-focused (summative) process. He states that, "These two evaluative functions are splendid if separate, but counter-productive when combined" (p.269). He also states that teachers are reluctant to "open-up" to their principal or evaluator in such systems because even though the formative aspect may be promoted, there is also the risk of being found deficient which could lead to the teacher being fired.

Barber and Klein (1983) also argue for a complete separation of evaluation purposes. They state:

In violation of evaluation theory and often at the expense of their effectiveness, administrators have traditionally tried to use a single evaluation system to serve both formative and summative evaluation. Whenever such systems are mixed teachers receive inconsistent messages about purposes and outcomes of evaluation. (p.248)

Similarly, Sergiovanni and Starratt (1988) recommend a complete separation of the two processes. They state:

If one assumes that the purpose of supervision is to help teachers grow and improve their classroom effectiveness, an objective that requires trust and collegial relationship, then to evaluate a teacher's performance will undermine that trust and cancel one's ability to facilitate teacher growth. This may be the primary reason why supervisors typically avoid evaluation. This part of a supervisor's job seems to place him or her in an adversarial, judgemental relationship with a teacher. The teacher will feel threatened and thus will not trust the supervisor, and he or she will tend to be defensive, closed, and legalistic in their relationship. (p.377)

Others, however, argue that an integrated approach can be effectively applied (Hunter, 1988; McGreal, 1988; Robinson, 1983; Valentine, 1992). McGreal (1988) stated that, "both the literature and experiential evidence suggest that evaluation systems focusing primarily on instructional enhancement are almost always accompanied by the necessary levels of accountability" (p.4).

Hunter (1988a) argues that formative and summative purposes are compatible, but that the evaluator needed to be skilled in both practices, but she also says (1988b) that the summative evaluation should not have any surprises. She states, "All conclusions should be based on data previously discussed with the teacher and validated by script taped classroom evidence plus school professional performance, which is summarized in the final assessment" (p.53).

Valentine (1992) believes that both processes can effectively be conducted by the same person, but like many other researchers, he sees formative and summative evaluation as having different purposes. However, he proposes a new model called Performance-Based Developmental Evaluation which is based on the belief that, "Effective teacher evaluation

includes procedures that emphasize personnel development and de-emphasize personnel employment decisions" (p. 2). He recommends a 95 % emphasis on formative activities and 5 % on summative activities. What he suggests as a buffer or linkage between the two procedures is the use of a Professional Development Plan which he asserts acts as a "safeguard" for teachers because of one simple rule that must be followed, " A rating of "does not meet expected performance" does not occur on the Summative Evaluation Report unless a Professional Development Plan for improvement was developed during the formative phase" (p.129). It remains to be seen whether this innovation will be successful as this is a new model and has not yet been widely implemented or studied.

This model, at least in terms of intent and time, is somewhat similar to that proposed by Sergiovanni and Starratt (1988) who argue that while both formative and summative evaluation practices are necessary procedures that help to ensure growth, accountability, and effective teaching, the emphasis needs to be placed on growth and improvement. They recommend the use of the 80/20 Quality Rule as a means to finding an appropriate balance between the two purposes. They argue that, "When more than 20 percent of supervisory time and money is expended in evaluation for quality control or less than 80 percent of supervisory time and money is spent in professional development, quality schooling suffers" (p.382).

There are obviously large differences of opinion among educational researchers as to the most effective means to apply these concepts in practice. The literature and therefore school policy statements tend to treat formative and summative evaluation as ideals, that are mutually exclusive of each other. The emphasis in formative evaluation is on professional development while in summative, the emphasis is on accountability or a summing up of what is. But according to Scriven (1991), the author who originally coined the formative and summative terminology, such a narrow view would be incorrect.

In an attempt to clarify the problem, Scriven discusses a number of fallacies about the formative/summative debate, with the hope that it will provide educators and policy makers with a better understanding of the original meaning of the terms and to help them make better decisions with respect to the formulation and implementation of district teacher evaluation policies. The terms "formative" and "summative" evaluation first appeared in a 1967 article

entitled, The Methodology of Evaluation, and as the author, Scriven (1991) points out, "After twenty-three years of fairly extensive use of these terms, a number of conceptual problems involving them have emerged, and solving those problems turns out not to be trivial" (p.19). He adds that, "In many fields--teacher education being one of the most important--mistakes about these distinctions lead to major errors of policy and practice" (p.19).

Scriven identifies what he says are ten fallacies of practice in the thinking and application of these terms. He argues that formative and summative evaluation are not two *types* of evaluation; but rather, he conceives of them as two *roles* that evaluation can play (McLaughlin & Phillips, 1991). In the formative role, "The evaluator is playing a "constructive" part where the emphasis is on input that will help to improve a program; in the summative role, which Scriven saw as very important and ever present, the evaluator is determining the worth of the program" (p.18). He also argues that formative evaluation should be done as rigorously and formally as summative evaluation, that formative evaluation should have an overall rating if it is to be effective, and that specific recommendations should be part of formative evaluation procedures. Finally, he states that formative and summative can be done either by internal or external staff, but the same person should not do both.

The Dimensions of Effectiveness

During the 1980s, the school improvement literature had consistently identified school organizational climate as one of the main factors contributing to the effectiveness of a school (Creemers, Peters & Reynolds, 1989). Three school level characteristics--School Commitment, Professional Involvement, and Innovation--have been shown to be indicators of an effective school (Sheppard, 1995). Teacher evaluation efforts that seek to make improvements to teaching behaviours and practice are based on the belief that improvements in these areas lead to more effective schools and increased student achievement (Bolton, 1973; Ellis, 1984; Lewis, 1982; Wise, Darling-Hammond, McLaughlin, & Bernstein, 1984). These beliefs form the basis for the recent educational reforms to teacher evaluation practices that emphasize formative procedures.

The Promise of Formative Evaluation

Valentine (1992) argues that there has been a shift in teacher evaluation methodology over the last two decades, with a change in emphasis from, "the traditional 'summative-judgmental evaluation for employment decision making' to a 'formative-developmental emphasis on personnel growth'" (p.viii). This statement is supported in the literature and in practice with the introduction of developmental evaluation models that have a primary emphasis on the formative aspects of evaluation and a lesser emphasis on the summative ones.

The Clinical Supervision model is used extensively in Newfoundland schools, but the emphasis has been on using the evaluations for employment related decisions (G. Hickman, 1983). The original intent for the clinical supervision model was the remediation of teachers to improve instruction by developing a relationship between the supervisor and teacher based on mutual trust (Goldhammer, Anderson and Krawjewski, 1980). Unfortunately, there is much evidence, that this 'mutual trust' cannot be realized if the emphasis is placed on summative purposes (Stiggins, 1986). Thus, the current trend is to separate formative and summative components and to place an emphasis on the formative or growth producing aspects of teacher evaluations.

This practice is seen as key to the development of effective teaching practices and a key link to the creation of more effective schools and increased student achievement. Sergiovanni and Starratt (1988) view evaluation as one important component of a new view of supervision which sees the development of personnel as human resource development. This view is based on the notion that it is, "the most productive or effective form of supervision" (p.xix), and is, "emerging as a key role and function in the operation of schools" (p.2). Evaluation, instead of being a 'pro forma', isolated and yearly exercise in 'administrivia' will be integrated with professional development, school improvement, teacher empowerment and other initiatives as part of a total school process that seeks to create a positive and effective school culture and/or climate. This concept is also supported by the work of Darling-Hammond (1992), Gitlin & Price (1992), Glickman (1992), Oliva (1993), and Wiles & Bondi (1991).

Some of the emerging models that incorporate these principles include: Differentiated Evaluation (Glatthorn, 1984), Developmental Evaluation (Glickman, 1981), and Performance-

Based Developmental Evaluation (Valentine, 1992). The Differentiated and Developmental Models have been in existence for about a decade or more, but have not been widely used in most areas. Since they allow for an individual focus for teacher evaluations and thus a greater chance for growth, these are now gaining in popularity with the recent emphasis of formative evaluation strategies described above. The Performance-Based Model by Valentine is also developmental in nature, but unlike the other models, it incorporates both formative and summative practices that can be done by the same evaluator.

Summary

Educational researchers now believe that formative evaluation has the most potential for the professional development of teachers, the improvement of instruction and increased student achievement. This belief has encouraged the development of various evaluation models based on formative practice. Since the Provincial Teacher Evaluation Committee (1995) of the Government of Newfoundland and Labrador seems poised to recommend similar models for this province, it was necessary to determine the status of formative evaluation practices that were being used and to determine if there is a positive relationship between such practices and teachers' perceptions of the quality of the evaluation experience, their level of commitment, and the extent of their professional involvement.

While the intent, in the Teachers' Collective Agreement, has been to emphasize formative evaluation practice, it is not clear that such has been the case in most school districts in Newfoundland. Further, where formative evaluation has been emphasized, it is not known how effective such emphasis has been. While there have been a number of studies on various aspects of teacher evaluation, no studies have been completed that focus specifically on the extent of formative teacher evaluation in Newfoundland school districts and its effects on various educational practices. The intent of this study was to contribute to the theory and practice in this area.

CHAPTER 3

Methodology

The purpose of this study was to measure Newfoundland teachers' perceptions of the degree to which formative evaluation practices existed within their particular school and/or district and their rating of the overall quality and relationship to Teacher Commitment and Professional Involvement. Duke & Stiggins (1988) identified five key areas of formative attributes from the research literature that lead to successful teacher evaluations: 1) the teacher, 2) the evaluator, 3) the evaluation procedures, 4) the evaluation feedback, and 5) the context of teacher evaluation.

These attributes have been incorporated into a research instrument called the Teacher Evaluation Profile (TEP). It was designed by Stiggins & Nickel (1988) to measure the existence of formative teacher evaluation practices in school districts or individual schools. It was used in this study to measure the perceptions of five-hundred of the province's teachers, to create a profile that was representative of the teacher population for the province. It measured teachers' perceptions of the important attributes of formative or growth-oriented teacher evaluation processes that existed in Newfoundland schools and teachers' perceptions of the overall quality of evaluation.

A second instrument, called the School Organizational Climate Questionnaire (SOCQ), developed by Giddings & Dellar (1991), was used to measure: 1.) teachers' commitment; and 2.) teachers' professional involvement.

Method of Research

The present study may be classified as correlational research. The purpose of correlational research is to describe, record, analyze, and interpret relationships that exist between independent and dependent variables.

Multiple regression analysis was used to compare the relationships that existed between independent variables of formative teacher evaluation attributes and the dependent variables of quality of evaluation, teacher commitment and professional involvement. The hypotheses include:

1. There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perception of the overall quality of the evaluation experience.
2. There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perceived levels of Teachers' Commitment to their individual schools.
3. There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perceived levels of Teachers' Professional Involvement in their work and professional development.

Statistical significance of the relationships was examined through the F test of linearity and through a measure of accounted variance and multiple R Square. Probability was set at the .05 level. Simple and Stepwise Regressions were used to explore individual relationships.

The TEP Research Instrument

The TEP measures the existence of growth-oriented or formative attributes of teacher's evaluation experiences and the overall quality of the evaluation experience. The TEP was developed by Stiggins and Nickel (1988) at the Northwest Regional Educational Laboratory in Portland, Oregon. It was based on the outcomes of three sets of studies that identified 44 attributes of the teacher evaluation process that, "provided a fairly accurate prediction of the overall quality and impact of those practices" (p. 153). The first study began

with an in-depth study of the teacher evaluation systems in four school districts whose purpose was, "to uncover barriers to teacher growth through effective evaluation" (p.152). Both teachers and administrators agreed that the major barriers to teacher development in the their evaluation systems were: a lack of training among participants in effective evaluation and feedback procedures, insufficient time available for or allocated for evaluation, a lack of trust in each other among teachers and their supervisors, and the complete domination of the evaluation process by concerns for due process rights and evaluation for accountability concerns to the exclusion of concerns for teacher growth (p.152).

In the second study, since the researchers could not take over a district evaluation system, remove the barriers, and see if more teacher growth resulted, they sought out and focused on teachers who reported that they had experienced professional growth as a result of a high-quality evaluation experience. The elements that were identified as contributing to the evaluation experience were those five areas that came to form the categories of the research instrument: the teacher, the evaluator, the procedures of evaluation, the feedback from evaluation, and the context of evaluation.

The third study used 55 descriptive items in these five categories to test growth experiences of the general teacher population. First, the questionnaire asked teachers to rate the overall quality and impact of their most recent evaluation experience. Then it asked them to describe nine specific aspects of themselves as teachers, such as the strength of their expectation of themselves and their orientation to risk-taking and change. Then, they were asked to describe their perceptions of the person who evaluated their teaching performance, in terms of their credibility as a source of feedback on teaching, interpersonal manner, and knowledge of the technical aspects of teaching. Additional questions solicited information on evaluation procedures (treatment of standards, sources of performance information), feedback provided (nature and frequency, etc.), and the evaluation context (intended role of evaluation, time spent evaluating, and policies governing evaluation). Analysis of the subsequent data revealed that 44 of the original 55 attributes combined to create an internally consistent picture of teacher evaluation practices that, "provided a fairly accurate prediction of the

overall quality and impact of those practices" (p.153). After tests to confirm its reliability and validity, the questionnaire was revised and refined to become the Teacher Evaluation Profile (TEP).

The initial pilot test analysis was based on the TEP responses of over 400 teachers from five Northwest (United States) districts, while the technical analysis procedures and data quoted here in this study are based on, "the responses of an independent sample of over 4,500 teachers from 27 districts from the states of Connecticut, Montana, Ohio, Oregon, and Washington" (p.156). All data were collected during the 1987-1988 school year. Three sets of analyses were conducted on these responses.

The first phase addressed questionnaire item and subscale intercorrelations. Instrument and subscale internal consistency reliability estimates were computed, as were subscale intercorrelations. In addition, the 44 x 44 item intercorrelation matrix was factor analysed to examine the factor structure of the TEP. The interrelationships accounted for 50% of the variance suggesting that the TEP measures the construct it was designed to reflect.

Alpha estimates were obtained on the internal consistency reliability of the five subscales, as well as the estimates of the intercorrelations among scales. The internal consistency reliability of the total instrument for both data sets was .93 (Stiggins & Nickel, 1988, p.157).

The second phase of the analysis focused on the relationship between the individual items and the respondents' ratings of the quality and impact of their evaluation experiences. Bivariate correlations were computed between items and criterion ratings, then items were regressed on the criterion ratings to describe the predictive efficiency of the TEP. The multiple correlation for the combined criterion was .70 ($F = 200.659$, $p < .0001$), while the multiple correlations for quality were .68 ($F = 175.236$, $p < .0001$) and for impact .62 ($F = 118.488$, $p < .0001$). These results suggest that the attributes used in the TEP to describe a teacher evaluation event are related to the perceived quality and impact of that event.

The third analysis examined the sensitivity of the TEP to differences in the teacher evaluation environments across school districts. Individual regression equations were computed for 26 of the 27 school districts, and those equations were compared in terms of the magnitude of the multiple correlation and the particular items that provided the most

parsimonious explanation of variance in criterion ratings. In addition, the range of district mean responses to the 44 TEP items were graphed to explore the variability in district profiles (p.156). The median multiple correlation across districts was reported at .79, with the range between .54 to .99. Additionally, the regression equations were unique for each district, with an average of 5.6 items. Thus, it was determined that the instrument allowed for the detection of unique nuances of the teacher evaluation environment across school districts.

The TEP questionnaire asks teachers to describe their most recent evaluation experience from a variety of perspectives. First, teachers answer a number of demographic questions related to themselves and their teaching situation. Second, teachers rate the overall quality of their evaluation experience using a 10 point scale from 0 to 9—with 0 representing very low quality and 9 representing very high quality. Third, teachers rate the overall impact of their evaluation experience on four educational practices using a 10 point scale from 0 to 9—with 0 representing very low impact and 9 representing very high impact. Fourth, teachers rate their perceptions of the existence and degree of use of 44 formative attributes across four categories, each having a unique rating format based on a 1 to 5 scale, with 1 representing low on the particular scale and 5 representing high on the same scale. Completion of the TEP takes approximately 45 to 60 minutes. A copy of the revised research instrument can be seen in Appendix A.

The School Organizational Climate Questionnaire (SOCQ)

In this study the SOCQ as developed by Giddings and Dellar (1991) was used to measure two variables - Teacher Commitment and Teacher Involvement. It was developed primarily to gather data to describe and analyse school characteristics that impact upon the implementation of school improvement efforts. In its original form , the SOCQ contains seven scales (School Commitment, Peer Cohesion, Professional Involvement, Participatory Decision-Making, Staff Autonomy, Innovation, Work Pressure). Each scale has eight items for a total of 56 items on two forms, an Actual and Preferred format. A number of researchers with experience in the development and use of climate assessment instruments have reviewed the validity of each set of items.

The SOCQ has been used primarily in Australia where it was initially field tested by 56 elementary school teachers from 11 different schools. The final instrument was then field tested in target schools with N=234 teachers. The two scales of interest to the author's study are those of Teacher Commitment, and Professional Involvement. Sheppard (1995) used these scales in a study of Newfoundland schools to determine the relationship between instructional leadership and the school characteristics that were used for this study. Both scales were reported as having reliability coefficients above .70, (Commitment, Alpha = .89; Professional Involvement, Alpha = .89) amounts noted by Fraenkel and Wallen (1990) as being acceptable levels for educational studies.

Data Collection

The data for this study were collected from both elementary (K-6) and high schools (7-12) in all school districts in the province of Newfoundland and Labrador during the 1995/1996 school year. Superintendents of all 29 school districts (since reduced to 10) in the province were written requesting permission for the involvement of individual schools and teachers within their districts. All superintendents gave their permission to conduct the study as requested. The complete list of superintendents, with addresses by district, was obtained from the *1995/1996 Directory of Schools*, a document published yearly by the Newfoundland and Labrador Department of Education. A copy of the letter sent to the Superintendents is included in Appendix B.

To ensure an equal opportunity for participation in the study, all schools in each district were randomly selected with the number of schools being represented based on a ratio of the number of teachers in each district. Thus, larger districts had more schools represented and smaller districts had fewer schools represented. Five hundred (500) questionnaires were sent to the selected schools to be returned in self-addressed stamped envelopes. To ensure an adequate response opportunity from individual schools and teachers, and to facilitate the distribution and return of questionnaires, a total of 100 schools were selected for the study with each school receiving five questionnaires.

The principals of each of the 100 identified schools were mailed a package containing an introductory letter and five large envelopes. The introductory letter explained the purpose of the study, requested the principal's permission to conduct the study and if given, requested them to distribute the questionnaires where possible to either three male and two female teachers or to three female and two male teachers. Otherwise, they were to be distributed to any other ratio of male and female teachers that were willing to participate.

Each envelope contained an explanatory letter for the individual teacher, a questionnaire with *Letter of Understanding and Consent Form* to be signed by both the teacher and principal before completion of the questionnaire, and the self-addressed stamped envelope. Copies of the letter sent to the principals and teachers are included in Appendix C and D respectively. Of the 500 questionnaires distributed to the 100 schools, 400 were actually distributed by principals in 80 schools. Of the 400 questionnaires distributed, 229 were returned for a return rate of 57 percent.

Teachers were requested to circle their answers on the questionnaire according to the scale indicated. Participants were asked, at certain intervals of the questionnaire, to check their answers to confirm their responses and to verify their recording of the answers. Finally, participants were asked to return the completed survey, their answer sheet and consent form, signed by both themselves and their principal, to the author of the study in the self-addressed, stamped envelope provided.

Limitations of the Study

The following limitations were made with respect to this study:

1. Both instruments are subject to the limitations of reliability and validity.
2. The data were collected through a mail survey. While 80 percent of the schools contacted participated, only 57 percent of those schools agreeing to participate returned their surveys. The fact that the analysis has been conducted on received data only is based on an assumption that there was no peculiar characteristic applicable to those not responding that would have altered the findings.
3. There are limitations that are inherent in correlational designs.

Chapter 4

Results of the Study

The purpose of this study was to determine Newfoundland teachers' perceptions of their teacher evaluation practices. Specifically, it measured whether there was a positive relationship between the use of formative teacher evaluation practices and teachers' perceptions of the overall quality of the evaluation experience, the perceived level of Teachers' Commitment to their school and Teachers' Professional Involvement in their work and professional development. As well, selected questionnaire items explored various demographic items that were related to the hypotheses being studied.

Reliability Analysis

Reliability analysis on the data collected for each of the scales used in the present study was conducted using the Cronbach Alpha scale. All independent and dependent scales had reliability coefficients above .70 noted by Fraenkel and Wallen (1990) as being the minimal acceptable level for educational studies. In this study, the lowest reliability coefficient identified was .70 and the highest was .93. There was no reliability coefficient reported for the first dependent scale (Q1) as there was only one rating used. The full reliability results for each of the scales are identified in Tables 1 & 2 - Cronbach Alpha Reliability Analysis.

Multiple Regression Results

The data collected were analysed using Multiple Regression Analysis. All three of the following hypotheses were supported: Hypothesis 1: Quality of Evaluation, Hypothesis 2: Teachers' Commitment, and Hypothesis 3: Professional Involvement, were supported in this study (see Table 3- Results of Regression Analysis).

Hypothesis 1: There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perceptions of the overall quality of the evaluation experience ($F = 47.11$, $DF = 4/157$, $p < .05$).

Hypothesis 2: There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perceived levels of Teachers' Commitment to their individual schools ($F = 07.35$, $DF = 4/209$, $p < .05$).

Hypothesis 3: There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perceived levels of Teachers' Professional Involvement in their work and professional development ($F = 04.02$, $DF = 2/212$, $p < .05$).

Globally, the Multiple Regression results showed that all of the correlations between the independent variables and the dependent variables for each of the three hypotheses were positive and significant, thus permitting acceptance of each of the three hypotheses. In multiple regression analysis, an examination of the Variables in the Equation section of the regression results will help determine the direction of the relationship (the sign of b or $Beta$), and the strength of the relationship ($Beta$). A review of the results for each of the hypotheses determined that not all of the individual relationships between independent and dependent variables were positive and/or significant, however these results are discussed individually for all three hypotheses.

Simple Regression Results

Hypothesis 1: There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perceptions of the overall quality of the evaluation experience ($F = 47.11$, $DF = 4/157$, $p < .05$).

When Quality of Evaluation was regressed on each of the independent variables, each variable explained a significant amount of variance. All four of the relationships were positive and significant (see Table 4 - Hypothesis 1: Simple Regression Results). These results suggest that the attributes of the evaluator, the evaluation procedures, the feedback received from evaluation, and the context within which the evaluation takes place are all important determinants for teachers when they consider the quality of the evaluation experience.

Hypothesis 2: There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perceived levels of Teachers' Commitment to their individual schools ($F = 07.35$, $DF = 4/209$, $p < .05$).

The simple regression results showed that three of the individual relationships - Feedback, Context, and the Evaluator Attributes variables were significant while the Procedural Attributes variable was not significant (see Table 5 - Hypothesis 2: Simple Regressions Results). When all the variables were included in the model, only the Evaluator Attributes variable explained significant variance in Teachers' Commitment (see Table 6: Variables in the Regression).

These results suggest that the attributes of the evaluator are the most important determinants for Teachers' Commitment to their individual schools. It is interesting to note however, that the Context Attributes variable remained a robust variable in explaining significant variance in Teachers' Commitment, at least until the Evaluator Attributes variable

was included in the model (see Table 7 - Hypothesis 2: Stepwise Regression). Darlington (1990) notes that it is not unusual for important variables to explain significant variance beyond that which is explained by another variable with which it is highly correlated. In other words, the importance of the Context Attributes variable, at least, should not be underestimated in its importance in explaining variance related to Teachers' Commitment. Similarly, because the Feedback Attributes variable explains significant variance in Teachers' Commitment, it deserves some further analysis. While it does not explain significant variance in the final model, it is noteworthy that its beta becomes negative. Even if this negative beta were significant, this does not mean that there is a negative relationship, but rather, it behaves as a suppressor variable accounting for error in the regression model.

Hypothesis 3: There is a positive relationship between formative evaluation practices perceived to be employed and teachers' perceived levels of Teachers' Professional Involvement in their work and professional development ($F = 04.02$, $DF = 2/212$, $p < .05$).

Simple regression analysis revealed that all independent variables, with the exception of the Procedural Attributes variable, were significantly related to Teachers' Professional Involvement (see Table 8 - Hypothesis 3: Simple Regression Results). However, similar to Hypothesis 2, when all variables were included in the model for Hypothesis 3, results showed that only one variable, Evaluator Attributes, explained variance in Teachers' Professional Involvement (see Table 9 - Hypothesis 3: Variables in the Regression). These results suggest that, as for Hypotheses 2, the attributes of the evaluator are the most important determinants for Teachers' Professional Involvement in their work and professional development. However, unlike Hypothesis 2, the Stepwise Regression results for Hypothesis 3 (see Table 10 - Hypothesis 3: Stepwise Regression) did not show any significant change in relationships for any of the other three independent variables when they were added to the model, although all relationships were positive and robust.

Table 1

Cronbach Alpha Reliability Analysis for Independent Variables

Independent Variables	Question #	RC
Evaluator Attributes	(Q 2-13)	.9391*
Procedural Attributes	(Q 14-22)	.7987*
Feedback Attributes	(Q 23-30)	.8997*
Context Attributes	(Q 31-35)	.7018*

* The average Reliability Coefficient (RC) for all four Independent Variables was .83.

Table 2

Cronbach Alpha Reliability Analysis for Dependent Variables

Dependent Variables	Question #	RC
Quality of Evaluation	(Q1)	NA
Teachers' Commitment	(Q 36 - 43)	.8444*
Professional Involvement	(Q 44 - 51)	.8518*

* The average Reliability Coefficient (RC) for both Dependent Variables was .85.

Table 3**Results of Regression Analysis**

Hypotheses for Study	R Square	DF	F	p
H1 - Quality of Evaluation	.5455	4/157	47.11	.0000*
H2 - Teachers' Commitment	.1233	4/209	07.35	.0000*
H3 - Professional Involvement	.0706	2/212	04.02	.0036*

* Indicates significant relationship

Table 4**Hypothesis 1: Simple Regression Results**

Variable	R Square	Beta	T	Sig T
<u>H1-Quality of Evaluation</u>				
Procedural Attributes	.42243	.649945	10.818	.0000*
Feedback Attributes	.44696	.668547	11.371	.0000*
Context Attributes	.19699	.443835	6.265	.0000*
Evaluator Attributes	.38697	.622066	10.050	.0000*

* Indicates significant relationship

Table 5**Hypothesis 2: Simple Regression Results**

Variable	R Square	Beta	T	Sig T
<u>H2 - Teachers' Commitment</u>				
Procedural Attributes	.00899	.094826	1.755	.1659
Feedback Attributes	.03138	.177137	2.621	.0094*
Context Attributes	.04313	.207667	3.091	.0023*
Evaluator Attributes	.08106	.284711	4.846	.0000*

* Indicates significant relationship

Table 6**Hypothesis 2 - Variables in the Regression**

Variable	B	SE B	Beta	T	Sig T
<u>H2 - Teachers' Commitment</u>					
Procedural Attributes	-.152880	.084012	-.168343	-1.820	.0702
Feedback Attributes	-.037209	.081158	-.044273	-.458	.6471
Evaluator Attributes	.244936	.081158	.390469	4.199	.0000*
Context Attributes	.226359	.133453	.134928	1.696	.0913
(Constant)	19.347539	1.991499		9.715	0.00

* Indicates significant relationship

Table 7**Hypothesis 2: Stepwise Regression**

Variable	B	SE B	Beta	T	Sig T
<u>Stepwise Regression 1</u>					
Procedural Attributes	.010040	.079955	.011056	.126	.9002
Feedback Attributes	.142939	.073994	.170077	1.932	.0547*
<u>Stepwise Regression 2</u>					
Procedural Attributes	-.025866	.081423	-.028482	-.318	.7510
Feedback Attributes	.089019	.078314	.105920	1.137	.2570
Context Attributes	.274915	.138116	.163872	1.990	0.00*
<u>Stepwise Regression 3</u>					
Procedural Attributes	-.152880	.084012	-.168343	-1.820	.0702
Feedback Attributes	-.037209	.081158	-.044273	-.458	.6471
Context Attributes	.226359	.133453	.134928	1.696	.0913
Evaluator Attributes	.244936	.058331	.390469	4.199	0.00*

* Indicates significant relationship

Table 8**Hypothesis 3: Simple Regression Results**

Variable	R Square	Beta	T	Sig T
<u>H3 - Professional Involvement</u>				
Procedural Attributes	.00798	.089343	1.837	.1888
Feedback Attributes	.01067	.136634	2.022	.0444*
Context Attributes	.02891	.170023	2.530	.0121*
Evaluator Attributes	.04327	.208020	3.771	.0020*

* Indicates significant relationship

Table 9**Hypothesis 3: Variables in the Regression**

Variable	B	SE B	Beta	T	Sig T
<u>H3 - Professional Involvement</u>					
Procedural Attributes	-.055449	.083990	-.061857	-.660	.5099
Feedback Attributes	-.047504	.081628	-.057082	-.582	.5612
Evaluator Attributes	.170446	.057678	.277947	2.955	.0035*
Context Attributes	.163272	.133137	.099422	1.226	.2214
(Constant)	21.588968	2.004297		10.771	0.00

* Indicates significant relationship

Table 10**Hypothesis 3 - Stepwise Regression**

Variable	B	SE B	Beta	T	Sig T
<u>Stepwise Regression 1</u>					
Procedural Attributes	.056041	.078842	.062517	.711	.4780
Feedback Attributes	.080452	.073196	.096672	1.099	.2729
<u>Stepwise Regression 2</u>					
Procedural Attributes	.029285	.080365	.032670	.364	.7159
Feedback Attributes	.038170	.077679	.045866	.491	.6237
Context Attributes	.212782	.134455	.129570	1.583	.1150
<u>Stepwise Regression 3</u>					
Procedural Attributes	-.055449	.083990	-.061857	-.660	.5099
Feedback Attributes	-.047504	.081628	-.057082	-.582	.5612
Context Attributes	.163272	.133137	.099422	1.226	.2214
Evaluator Attributes	.170446	.057678	.277947	2.955	.0035*

* Indicates significant relationship

Formative Teacher Evaluation Practices

The three hypotheses explored in this study showed that there was a positive relationship between the use of formative teacher evaluation practices and teachers' perceptions of the Quality of Evaluation, and the levels of Teacher Commitment and Professional Involvement. This study also sought to determine the extent to which formative procedures were actually practised in Newfoundland and Labrador schools. To answer this question, a number of questionnaire items related to teacher evaluation procedures practised in Newfoundland schools were included in the survey. The answers to these questionnaire items are outlined in the tables and discussions that follow.

Table 11 identified that an overwhelming majority of teachers (80%) found their administrations supportive. This is a high percentage and suggests that teachers and administrators have a good working relationship already established which is important from an evaluations perspective. Teachers must have trust in those who conduct their evaluations and this supportive relationship could make it easier to implement a provincial teacher evaluation model based on formative evaluation principles.

Table 11

Administrative Support

Topic	Individual Items	Percentage (%)
<u>Administration Supportive</u>	Supportive	39.9
	Very Supportive	39.9
	Unsupportive	3.9
	Somewhat Supportive	11.0
	Uncertain	5.3

Table 12a results indicate that most school districts' evaluation systems were five years of age or older while Table 12b indicates that most teachers are not evaluated very often. These numbers also suggest that, at the time of this study, evaluation was not a high priority for most school districts. Over half the teachers in this study were evaluated every five years or more. This amount of time between evaluations suggests a summative approach since formative evaluation is conducted in various ways on a ongoing basis.

It is not clear from these figures what type of evaluation system - formative or summative - is the formal policy of individual school districts. However, research by Hickman (1983) showed that, while it was not explicitly stated as policy, the intent was that formative evaluation should be emphasized. He noted that the NLTA's policy on teacher evaluation, developed in 1982, stated that, "Although the need for both types [of evaluation] are recognized, the NLTA maintains that formative evaluation is the more important of the two, thereby receiving the greater emphasis" (p. 7).

Table 12a

Evaluation Practices

Topic	Individual Items	Percentage (%)
<u>Age of Evaluation System</u>	2 years	5.6
	3 - 4 years	7.8
	5 - 6 years	17.8
	7 - 8 years	13.9
	9 - 10 years	43.2
	No response	21.4

Table 12b**Evaluation Practices**

Topic	Individual Items	Percentage (%)
<u>Evaluation Frequency</u>	Every Year	4.0
	Every 2 Years	8.5
	Every 3 Years	29.5
	Every 4 Years	10.8
	Every 5 Years or more	52.8
	No response	23.2

Table 13 indicates that when evaluated, most evaluators use between 2 to 4 classroom observations per evaluation which lasts between 30 and 45 minutes. These numbers and times reflect those practices which are commonly used across Canada, the United States and elsewhere which are commonly perceived as the minimums required to conduct a worthwhile teacher evaluation. However, in formative evaluation processes, much more time must be allocated for teachers' evaluations as teachers participate in self-evaluation, peer mentoring and coaching , processes which are often detailed and require much reflection and evaluation. The emphasis is on individual growth needs, so some teachers may require additional time for evaluation on a weekly basis, while other teachers, depending on their experience and degree of growth, may require less time per session and may only need evaluation on a monthly basis. Thus, these considerations would require that no major adjustments would be required for the implementation of a provincial model based on formative evaluation; not only would more time need to be allocated for evaluation, but more training would be required for teachers and evaluators to implement formative evaluation processes effectively.

Table 13
Classroom Practices

Topic	Individual Items	Percentage (%)
<u># of Classroom Observations</u> (per evaluation)	None	2.8
	2	29.6
	3	40.8
	4	18.4
	5 or more	8.4
	No response	21.8
<u>Amount of Time for Evaluation</u> (per observation)	20 minutes	3.8
	30 minutes	19.7
	45 minutes	24.0
	60 minutes	1.6
	No response	20.1

Table 14 results showed that the Principal/ Vice - Principals have the major responsibility for evaluating both probationary and tenured teachers with Superintendents/Assistant Superintendents having a secondary and much smaller responsibility. These results suggest a “top - down” approach that would have to change if a formative/teacher growth model was to be implemented. The formative model requires that teachers use peer teachers, coaches and mentors and self - evaluation as part of their ongoing evaluation with a summative or administrative component used only every 3 to 4 years.

Table 14**Responsibility for Evaluations**

Topic	Individual Items	Percentage (%)
<u>Primary Responsibility</u> (probatioary teachers)	Superintendent/Assistant Superintendent	29.6
	Principal/Vice - Principal	62.3
	Department Head/Headteacher	1.5
	Fellow Teacher	0.9
	Coordinator	3.9
	No response	14
<u>Primary Responsibility</u> (tenured teachers)	Superintendent/Assistant Superintendent	8.7
	Principal/Vice - Principal	83.8
	Self - Evaluation	6.9
	No response	24.9

Table 15 indicates that teachers believe that most of their professional development comes from the influence of Fellow Teachers (41.3) or are Self - Influenced (35.1). Despite the fact that most of the evaluations are carried out by either the Superintendents/Assistant Superintendents and/or Principals/Vice- Principals, they exert the least amount of influence, although the latter does have some. These results could have important implications for any future model for teacher evaluation. If personal growth and professional development are desired, then these results suggest that a formative evaluation model may be the best one to use as a requirement of formative evaluation is the use of fellow teachers as coaches and mentors as the well as the use of self-evaluation. Administrators could also act as coaches and mentors but cannot carry out the summative function in a true formative evaluation model.

Table 15
Influence on Professional Growth (P.G.)

Topic	Individual Items	Percentage (%)
<u>Most Influence (P.G.)</u> (on Teachers)	Superintendent/Assistant Superintendent	0.4
	Principal/Vice - Principal	17.8
	Department Head/Headteacher	1.3
	Fellow Teachers	41.3
	Self - Influenced	35.1
	No response	5.6

Finally, Table 16 results suggest that the best person to evaluate their overall growth as teachers was either the Principal/Vice - Principal (30.8%) and Fellow Teachers (29.9%). Similarly, the person identified to evaluate the overall performance of teachers was the Principal/Vice-Principal (38.8%) and Fellow Teachers (30.6%). These findings suggest that teachers are very comfortable with being evaluated by their administrators, despite the fact that teachers indicated, in Table 14, that their administrators did not exert much influence on their professional development. This contradiction may be due to the fact that teachers are familiar with and used to their administrators conducting evaluations which is important from a summative evaluation perspective. Similar to the findings in Table 15, that Fellow Teachers had the most influence on teachers' professional development, Table 16 results also showed that Fellow Teachers had a high degree of influence in evaluating overall growth (29.9%) and overall performance (30.6%). These findings suggest that a provincial teacher evaluation model should include Fellow Teachers in any evaluations conducted.

Table 16**Teachers' Overall Growth (O.G.)**

Topic	Individual Items	Percentage (%)
<u>Best to Evaluate (O.G.)</u> (as a teacher)	Superintendent/Assistant Superintendent	1.3
	Principal/Vice - Principal	30.8
	Department Head/Headteacher	5.4
	Fellow Teachers	29.9
	No response	5.8
<u>Overall Performance (O.P.)</u> (as a teacher)	Superintendent/Assistant Superintendent	1.7
	Principal/Vice - Principal	38.8
	Department Head/Headteacher	5.9
	Fellow Teachers	30.6
	Self	18.3
	No response	8.8

Summary of Findings

The three hypotheses of this study were supported. The results suggested that a positive relationship existed between the perceived use of formative teacher evaluation and teachers' perceptions of the Quality of Evaluation, Teachers' Commitment and Teachers' Professional Involvement. The Multiple Regression Results showed that, for each of the three hypotheses, the relationship was positive and significant. However, an examination of the Variables in the Equation section showed that, for Hypotheses 2 & 3, two of the individual relationships (Procedural and Feedback Attributes variables), had negative beta weights, but were not significant. To determine if any negative relationships actually existed, Simple

Regressions were conducted for each of the three hypotheses. These results showed that no negative relationships existed; instead, they confirmed the strength of the relationships indicated by the global or Multiple Regression Analysis for each hypothesis.

The Simple Regression results for Hypothesis 1 showed that all four of the independent relationships (Procedural, Feedback, Context, and Evaluator Attributes) were both positive and significant predictors of the Quality of Evaluation. The amount of variance accounted for by each variable was: Procedural (42 %); Feedback (44 %); Context (19%); and Evaluator (38 %). Globally, the accounted variance for Hypothesis 1 was fifty-four percent.

The Simple Regression results for Hypothesis 2 showed that all four of the independent relationships were positive, but that only three of them (Feedback, Context, and Evaluator Attributes) accounted for significant variance in Teachers' Commitment. The amount of variance accounted for by each variable was: Procedural (1 %); Feedback (3 %); Context (4 %); and Evaluator (8 %). Globally, the accounted variance for Hypothesis 2 was twelve percent.

Similar results were found for Hypothesis 3; all four of the relationships were positive and the same three variables as for Hypothesis 2 were significant for Hypothesis 3. The amount of variance accounted for in Professional Involvement by each variable was: Procedural (1 %); Feedback (1 %); Context (2 %); and Evaluator (4 %). Globally, the accounted variance for Hypothesis 3 was seven percent.

Considered by themselves, the Multiple Regression results suggest that only the Evaluator Attributes variable accounted for any amount of significant variance in Teachers' Commitment of Professional Involvement. However, Stepwise Regression Analysis, used to build a model to determine the influence of variables as they are added to the equation, showed that the Context Attributes variable was positive and significant until the Evaluator Attributes variable was added to the equation in Teachers' Commitment. Thus, the importance of the Context Attributes variable cannot be underestimated. The same is also true for the Feedback Attributes variable which was also positive and significant until the Context Attributes variable was added to the equation; then the Feedback variable became negative but was not significant.

Given the strength of the Multiple and Simple Regression results, the three hypotheses identified for this study were accepted. However, while the hypotheses were accepted, they do not answer the question of the extent to which formative evaluation procedures were actually practised in Newfoundland and Labrador schools. This question was answered through analysis of a number of survey items include in the questionnaire for that purpose. The analysis showed that formative teacher evaluation is used to some extent across the province, but that its use is limited. In fact, the findings suggest that, although the use of formative evaluation has been emphasized by the NLTA since 1982, extensive use of summative evaluation is still in evidence.

The majority of evaluation systems currently in use are seven years old or older and the majority of teacher evaluation occur only every five years or more. In addition, the frequency of evaluations (70 % with 2 to 4 observations per evaluation) and the amount of time given to individual evaluations (majority between 20 to 45 minutes) also suggests the use of summative procedures. If formative evaluation systems were used, much more time would have been identified in these areas since formative evaluation requires ongoing and in-depth evaluation. Finally, the majority of evaluations are still carried out by administrators (Superintendents/Principals and/or their assistants) with very few being conducted by teachers' peers or themselves which is usually the case in formative evaluation.

Thus, while the results of this study suggest that, where used, a positive relationship exists between the perceived use of formative teacher evaluation practices and teachers' perceptions of the Quality of Evaluation, Teachers' Commitment and Teachers' Professional Involvement, the results also indicate that the use of formative teacher evaluation in Newfoundland and Labrador schools is limited. Therefore, while these findings may suggest the viability of formative teacher evaluation as a possible basis for the establishment of a provincial teacher evaluation model for schools in Newfoundland and Labrador, much needs to be done to ensure that such a model would be effective. These needs are addressed in the recommendations section in Chapter 5.

CHAPTER 5

Discussion of Results

Summary

The desire to establish a province-wide teacher evaluation process came about as a result of the release of the Williams Royal Commission on Education (1992) in Newfoundland and Labrador. Several areas that were identified as being of importance to the public had to do with an increased desire for school improvement and efficiency and teacher accountability which was seen to be lacking. Two of the most important recommendations that came out of the Commission , at least from the teachers' perspective, were related to the teacher certification process and teachers' professional development.

These concerns were similar to those reported by Wise, Darling-Hammond, McLaughlin and Bernstein (1984) who reported that legislators and the public believed that effective teacher evaluation leads to greater accountability through improved teaching strategies, increased commitment to school improvement, and greater involvement in school related programs and activities. As a result of these concerns, both the Newfoundland Government and the NLTA established a Provincial Teacher Evaluation Committee in August, 1995 to review existing teacher evaluation methods with a view to making recommendations that reflected theory and practice in existence at that time.

Teachers have always been evaluated to some degree, but it has only been over the last few decades that any form of systematic approach has been attempted to formalize the process. Ongoing research on teacher evaluation has shown that, despite a variety of methods that have been tested over several decades, many researchers and educators believed that teacher evaluation methods have been inadequate and have described an array of problems that have negatively impacted on teacher evaluation methods. These problems combined with demands by the public for greater teacher and school accountability have caused educational researchers to seek new ways to improve instruction, increase teacher professionalism, and create more effective schools through evaluation.

Recent research suggested that one way to improve teacher evaluation practice was through the ongoing professional development of teachers, and that the best way to facilitate

such development was through a focus on formative or growth-oriented teacher evaluation as opposed to the summative or accountability evaluation practices that have been emphasized in the past (Darling-Hammond, Wise & Pease, 1983; Goodlad, 1984; Natriello et al, 1977; Scriven, 1981; Stiggins & Bridgeford, 1985; Stiggins & Duke, 1986). This idea has been supported by the studies of McGreal (1983); McLaughlin & Pfeifer (1986); and Wise et al., (1984), which showed that teachers were more accepting and supportive of teacher evaluation practices that focused on formative teacher evaluation processes.

While there has been a great deal of recent interest in, and emphasis on, the use of formative teacher evaluation as a means of improving teacher evaluation and student achievement, its use in Newfoundland and Labrador schools has not been a new phenomenon. In 1982, the NLTA designed a formal policy on teacher evaluation that set out clear distinctions between formative and summative purposes for evaluation practice, but formative evaluation was seen as more important than summative. Hickman (1983) noted that this policy was negotiated and accepted as part of the 1983 Collective Agreement.

Hickman (1983) suggested, in his study on teacher evaluation practice, that there was often a dual nature between the stated purposes of policy and what actually existed in practice. In keeping with this view almost 15 years later, the author's personal experience and the perceptions of fellow teachers indicated that while the teacher evaluation policies of many school districts stated that the emphasis was on the formative aspect of teacher evaluation, in some cases, the emphasis seemed to be on the summative aspects of evaluation instead.

Hickman's study also showed that there was a growing concern among teachers and administrators that the evaluation of teachers for summative purposes could take precedence over the formative nature of the process. To overcome this threat, it was his recommendation that administrators and teachers somehow needed to be convinced that the primary purpose of teacher evaluation should be formative in nature or, in other words, aimed at personal and professional growth.

To explore the relationship between the use of formative teacher evaluations and the three hypotheses described earlier, and to provide possible useful data that may form the basis

for a province-wide teacher evaluation system, permission was received from all Superintendents to conduct this study in all 29 school districts (since reduced to 10) across the province of Newfoundland and Labrador at all grade levels. For the purposes of this study, these grades were divided into two levels; K-6 (Primary & Elementary) which are taught as unified grades, and 7-12 (Junior & Senior High) which are usually taught by subject rather than grades.

The research instrument, *Newfoundland Teachers Perceptions of Teacher Evaluation Systems*, was developed by combining and revising two previously used research instruments. These were the - *Teachers Evaluation Profile (TEP)*, developed by Stiggins & Nickel (1988) and, the *School Organizational Climate Questionnaire (SOCQ)*, developed by Giddings & Dellar (1991). To permit an opportunity for equal school representation, schools within each district were randomly selected. To facilitate distribution of the questionnaires, 100 packages - consisting of five questionnaires, an explanatory letter, and Consent Form (to be signed by the principal before completion and the individual teacher upon completion) were and a self-addressed stamped envelope were included. Of the 100 packages sent, 80 were actually distributed, and of the 400 questionnaires actually distributed, 229 were completed and returned for a response rate of 57 percent.

The use of Multiple and Simple Regressions determined that the strength of the relationships between variables was positive and significant; therefore, all three of the hypotheses were accepted - a positive relationship was found between the existence of formative teacher evaluation practices and teachers perceptions of the Quality of Evaluation experience, Teachers' Commitment to their schools and Teachers' Professional Involvement in their work and professional development.

As well, these findings also suggest that, in many areas of the province, summative practices are still used more than formative and that formative practices are not being effectively implemented where used. This is despite the recommendation by the NLTA in

1982 for an emphasis on formative evaluation over summative evaluation and the formal adoption of such policies in 1995 which were made part of the Teachers' Collective Agreement. These results also show that not much has changed in some areas of the province since the results for this study were similar to those outlined by Hickman (1983) who found that despite policies that stated otherwise, many schools still emphasized summative evaluation over formative.

Implications for Practice

These findings have implications for teacher evaluation policies currently in use by school districts across Newfoundland and Labrador. They suggest that formative teacher evaluation practices are a viable alternative for schools that do not currently emphasize such policies and/or that formative teacher evaluation is a viable alternative for a provincial teacher evaluation model. The results suggest that the use of formative teacher evaluation leads to a positive Quality of Evaluation experience and a positive relationship to Teachers' Commitment to their schools and to Teachers' Professional Involvement in their work. These are outcomes which lead to improved instruction and teacher accountability, (Wise, Darling-Hammond, McLaughlin & Bernstein , 1984) and include the main areas for improvement that are desired by government, school boards, parents and teachers themselves (Royal Commission, 1992).

These findings also suggest that school boards need to review their policies so that, where formative evaluation policies exist, they need to be improved or at least implemented. Such a move would ensure that school district policies are in line with the Teachers' Collective Agreement and thus, would satisfy all legal requirements.

Recommendations

The results of this study were consistent with the results of Hickman's (1983) study which found that while many school districts have policies on paper promoting formative teacher evaluation, the reality is that, at least for some districts, the emphasis is not on formative evaluation, is very weak, or that formative evaluation is not emphasized at all.

Despite strong support from teachers, there seemed to be gaps in both the degree of implementation and quality of formative evaluation practices in certain areas in individual school districts across the province. However, in districts where formative evaluation procedures were used, teachers reported a positive relationship between its use and the Quality of Evaluation, and the perceived levels of Teachers' Commitment and Teachers' Professional Involvement. Thus, the following recommendations are made with respect to the findings of this study:

Recommendation # 1: The use of formative teacher evaluation has been shown to have been positively related to the Quality of Evaluation experience, the level of Teachers' Commitment to their school, and the level of Teachers' Professional Involvement. These are important factors that have been shown to lead to improved instruction and higher student achievement. Since it is the desire of both the public and government to have these outcomes, it is recommended that formative evaluation policies be adopted as a viable model for a provincial teacher evaluation system. While the hypotheses for this study were supported, it is suggested that a more thorough investigation of this relationship be explored. While the relationships in this study were shown to be positive, more causal relationships may be shown to exist between school districts who have made a strong commitment to implementing formative teacher evaluation policies and those who have not, or who are still using the summative teacher evaluation model. Such research may provide a better understanding of the differences that exist between formative and summative teacher evaluation practices, and how such differences are related to teacher growth.

Recommendation # 2: There is also a need to commit resources for the training of evaluators, mentors and peer coaches, and teachers themselves. As presently stated in many school board policies, an emphasis on formative teacher evaluation is desired and recommended. This has also been stated in the NLTA's policy since 1982. However, to ensure that such policies are implemented and thus, turned into practice, more resources of time, personnel and finances need to be identified and committed to the process. If not, the potential of formative teacher evaluation, namely positive outcomes for teachers, students and the school systems will not be realized.

Recommendation # 3: The results of this study indicate that while some areas of practice related to formative teacher evaluation are strong, others are weak. Further study should be conducted to determine what practices are strong and weak, and why, so that strong areas can be emphasized and weak areas improved upon.

Recommendation # 4: Wide variation exists in the length of time teacher evaluation policies have been in place, how often teachers were observed, and for how long. Such procedures should be made more uniform to strengthen teacher evaluation policies and to strengthen the overall impact of any provincial model used because more uniform teacher evaluation methods would be utilized within individual schools, across schools within a particular school district and, across school districts throughout the province of Newfoundland and Labrador.

Recommendation # 5: Teachers clearly indicated that the use of peers was the best sources of influence for their professional development and to evaluate their overall growth as teachers. For a true formative evaluation model to be realized in practice, teachers must be given the opportunity to participate in the evaluation process. Many formative teacher evaluation policies currently in use have both individual , peer and mentor/coach opportunities as well as a formal summative component. Therefore, it is recommended that any provincial model used should include the opportunity for individual, peer, and mentor/coach opportunities.

Conclusion

The results of this study suggest that, where used, formative teacher evaluation practices are an effective method to encourage teacher growth and professionalism which may lead to improved levels of education for students and greater accountability of teachers to the public. They support previous research that formative teacher evaluation practices lead to

greater teacher growth and may indeed be useful as a model for a province-wide teacher evaluation system.

There is a need to develop a provincial framework for teacher evaluation policies that can be implemented and adapted to local needs. Given the diversity of individual school boards, school sizes, administrative make-up, teacher workload, and local community conditions, it may be impossible to develop an evaluation policy that is appropriate for all. However, a provincial framework that incorporates the principles of formative teacher evaluation, while allowing for local needs, should be more acceptable to individual school boards. Such a policy would also ensure that when teachers move from school to school or between districts, they are able to participate in an evaluation scheme that is, in principle, consistent with their previous experience. At the present time, when teachers move, they may encounter the complete opposite of what they have been used to or may not encounter any evaluation at all.

Finally, teacher evaluation needs to take an integrated approach. Teacher evaluation policies should not be separate from teachers' professional development. They are not exclusive of each other, rather they complement each other or should. Ongoing professional development should seek to develop the full range of skills that teachers require to do their jobs professionally and thoroughly. Teachers' professional development should be well planned so that teachers can view their shortcomings and be encouraged to improve without fear of reprisal or reprimand. To do otherwise ensures that teachers will continue to use negative practices that may inhibit both their ability to be more effective teachers and the potential levels of achievement for their students.

Teachers' professional development needs to be emphasized over the long-term and to form an integrated part of any school's professional development program. One day workshops are not sufficient to ensure that theory becomes grounded in practice. In fact, one of the largest drawbacks to teachers' professional development in the past has been the lack

of understanding of how to effectively develop theory into practice. As well, due to a lack of committed resources, financial and otherwise, not enough follow-up has occurred to measure the effectiveness of training and whether the desired outcomes of training have been achieved.

The results of this study suggest that the use of formative teacher evaluation is an effective means to provide such an integrated approach to teacher evaluation, accountability and professional development that, too often, has not been realized in the past. It is apparent that, if our school system is to be “transformed...”, then our leaders must focus on formative teacher evaluation practices. Only if such practices are truly implemented, will their potential in the development of professionally involved and committed teachers be realized.

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List of Appendices

Appendix A

Thesis Survey Instrument

Thesis Survey Instrument

**Newfoundland Teachers Perceptions of Teacher Evaluation Systems
(Teacher's Confidential Perceptions)**

***Prepared By:* Leon A. Mills**

Candidate for the Degree of Master of Education (Leadership)

Memorial University of Newfoundland

St. John's, NF

February 1996

Identification Code No. _____

Introduction to The Research

The purpose for conducting this research is to determine your perceptions of the attributes of the teacher evaluation process used by your school district and the relationship that exists between these attributes and their effect on the overall quality of the evaluation experience and their relationship to selected educational practices as described in this questionnaire.

If, for some reason, you do not wish to take part in the study, please return the uncompleted questionnaire in the envelope so that it can be sent to the next person on my list of potential respondents. However, since the evaluation process is of such importance to teachers, it is important that your input be part of the planning for the new evaluation process that will be proposed. Thank you in advance for your input and cooperation.

Confidentiality

Confidentiality and full disclosure of the purpose of the research are required in any study that involves the use of human subjects. To that end, a submission about the study has been made and approved by the Ethics Committee of the Faculty of Education of Memorial University of Newfoundland. This submission contained information on the purpose of the study, the methods and information to be collected, the use of human subjects, copies of letters of consent for school boards, individual schools and teachers, as well as a copy of the research instrument.

Participation is voluntary and refusal to participate can be made at any time. The only identification on the questionnaire will be that of a unique three-number code that identifies you. This code will be kept confidential and secured in a locked location, and will be used in the analysis as a number only. It is also requested that you do not discuss the contents of the questionnaire. Should you do so, it may influence the responses of other teachers within your school or district who may also be participating.

Methods & Instructions for Completion

The questions in this *research instrument* are posed as statements that relate to certain aspects of teacher evaluation practices that are used in Newfoundland school districts. As a **tenured teacher**, you are requested to carefully reflect on your experience. Your perception of the degree to which you agree or disagree with these statements is requested. Each section has a unique coding system that asks you to consider to what degree each item exists. There is a section for demographic information and a final section for written responses about topics or concerns related to teacher evaluation that have not been covered by the questionnaire.

Please indicate the **degree** to which you believe the particular statement reflects actual practice in each of the sections by marking one of the number codes on a five-point (1 to 5) scale which is explained in each of the two parts of the questionnaire, the TEP and the SOCQ. The demographic section has a variety of responses, but only one per statement or question. You are requested to circle the number on the questionnaire that best represents your perception for that item. Completion time should take about 45 to 60 minutes or two 30 minute sessions.

Requests for Clarification of Information

In the event that you have any questions about the study or require clarification on any of the research questions, please do not hesitate to contact me by one of the following methods:

1. **Letter:** P.O. Box 15, 216 Prince Philip Drive, St. John's, NF, A1B 3R5
2. **Telephone:** (709) 754-8250 (Collect)
3. **Stemnet:** lmills@calvin.stemnet.nf.ca

To save time, it is recommended that telephone be used as the time frame for this study is short.

Returning the Questionnaire

Please seal the completed questionnaire and answer sheet (**with the consent form**) in the stamped envelope provided and forward it to me as soon as possible. The return address is already on the envelope. Thank you very much for your agreement to participate in this study. If you would like to receive a copy of the results of the study, one will be provided to you upon request.

REMINDER: Please do not forget to complete and return the enclosed consent form with the questionnaire and to include your principal's signature.

PART I TEACHER EVALUATION PROFILE (TEP) SECTION 1

RATING OVERALL QUALITY OF EVALUATION

Please reflect on the last time that you were evaluated, considering the quality of the entire evaluation process, including the planning for evaluation, pre-observation conference, the observation periods, the post-conference(s), the quality of the feedback received, the interaction between you and the evaluator, the outcomes of the experience, etc.. As you reflect on this experience, how would you rate the **overall quality of the evaluation**? Using the scale below that ranges from 1 to 5, with 1 representing very low quality and 5 representing very high quality, please circle the number that reflects your rating.

1. Overall **quality** of evaluation experience where 1 is low and 5 is high, 3 is medium:

1 2 3 4 5

RATING FORMATIVE ATTRIBUTES OF THE EVALUATOR

Describe your perceptions of the person who evaluated your performance (most recently):

2. Credibility as a source of feedback:

Not credible	1	2	3	4	5	Very credible
--------------	---	---	---	---	---	---------------

3. Working relationship with you:

Adversary	1	2	3	4	5	Helper
-----------	---	---	---	---	---	--------

4. Level of trust:

Not trustworthy	1	2	3	4	5	Trustworthy
-----------------	---	---	---	---	---	-------------

5. Interpersonal manner:

Threatening	1	2	3	4	5	Not Threatening
-------------	---	---	---	---	---	-----------------

6. Temperament:

Impatient	1	2	3	4	5	Patient
-----------	---	---	---	---	---	---------

7. Flexibility:

Rigid	1	2	3	4	5	Flexible
-------	---	---	---	---	---	----------

8. Knowledge of technical aspects of teaching:

Not knowledgeable	1	2	3	4	5	Knowledgeable
-------------------	---	---	---	---	---	---------------

9. Capacity to demonstrate or model needed improvements:

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------

10. Familiarity with your classroom:

Unfamiliar	1	2	3	4	5	Very familiar
------------	---	---	---	---	---	---------------

NOTE: Please review your answers to ensure that your choices are correct.

RATING FORMATIVE ATTRIBUTES OF THE EVALUATOR (CONT'D)

11. Experience with classrooms in general:

Little 1 2 3 4 5 A great deal

12. Usefulness of suggestions for improvements:

Useless 1 2 3 4 5 Useful

13. Persuasiveness of rationale for suggestions:

Not persuasive 1 2 3 4 5 Very persuasive

NOTE: Please review your answers to ensure that your choices are correct.

RATING FORMATIVE ATTRIBUTES OF EVALUATION PROCEDURES

Describe these attributes of the procedures used during your most recent evaluation:

- A. What procedures were used to address the dimensions of your teaching (standards) to be evaluated?**

14. Were standards communicated to you ?

Not at all 1 2 3 4 5 In great detail

15. Were standards clear to you ?

Vague 1 2 3 4 5 Clear

16. Were standards endorsed by you as appropriate for your classroom ?

Not endorsed 1 2 3 4 5 Endorsed

17. Were the standards.....

Same for all teachers 1 2 3 4 5 Unique to you

NOTE: Please review your answers to ensure that your choices are correct.

RATING FORMATIVE ATTRIBUTES OF EVALUATION PROCEDURES (CONT'D)**B. To what extent were the following sources of performance information tapped as part of the evaluation ?**

18. Observation of your classroom performance:

Not considered 1 2 3 4 5 Used extensively

19. Examination of classroom or school records (lesson plans, etc.):

Not considered 1 2 3 4 5 Used extensively

20. Examination of student achievement:

Not considered 1 2 3 4 5 Used extensively

C. Extent of observation in your classroom, based on your most recent evaluation experience:

(Note: In these items, **FORMAL** refers to the observations that were pre-announced and were preceded and followed by a conference with the evaluator; **INFORMAL** refers to unannounced drop-in visits).

21. Number of **FORMAL** (pre-scheduled) observations per year:

1 = 0 2 = 1 3 = 2 4 = 3 5 = 4 6 = 5 or more

22. Approximate frequency of **INFORMAL** (unannounced drop-in) observations:

1 = None B= Less than 1 per month 3 = Once per month
4 = Once per week 5 = Daily

NOTE: Please review your answers to ensure that your choices are correct.

RATING FORMATIVE ATTRIBUTES OF EVALUATION FEEDBACK

Please describe these attributes of the feedback you received:

23. Amount of information received:
- | | | | | | | |
|------|---|---|---|---|---|------------|
| None | 1 | 2 | 3 | 4 | 5 | Great Deal |
|------|---|---|---|---|---|------------|
24. Frequency of formal feedback:
- | | | | | | | |
|------------|---|---|---|---|---|----------|
| Infrequent | 1 | 2 | 3 | 4 | 5 | Frequent |
|------------|---|---|---|---|---|----------|
25. Depth of information provided:
- | | | | | | | |
|---------|---|---|---|---|---|----------|
| Shallow | 1 | 2 | 3 | 4 | 5 | In-depth |
|---------|---|---|---|---|---|----------|
26. Quality of the ideas and suggestions contained in the feedback:
- | | | | | | | |
|-----|---|---|---|---|---|------|
| Low | 1 | 2 | 3 | 4 | 5 | High |
|-----|---|---|---|---|---|------|
27. Specificity of information provided:
- | | | | | | | |
|---------|---|---|---|---|---|----------|
| General | 1 | 2 | 3 | 4 | 5 | Specific |
|---------|---|---|---|---|---|----------|
28. Nature of information provided:
- | | | | | | | |
|-------------|---|---|---|---|---|-------------|
| Judgemental | 1 | 2 | 3 | 4 | 5 | Descriptive |
|-------------|---|---|---|---|---|-------------|
29. Timing of the feedback:
- | | | | | | | |
|---------|---|---|---|---|---|-----------|
| Delayed | 1 | 2 | 3 | 4 | 5 | Immediate |
|---------|---|---|---|---|---|-----------|
30. Feedback focused on district teaching standards:
- | | | | | | | |
|--------------|---|---|---|---|---|----------------|
| Ignored them | 1 | 2 | 3 | 4 | 5 | Reflected them |
|--------------|---|---|---|---|---|----------------|

NOTE: Please review your answers to ensure that your choices correct.

RATING FORMATIVE ATTRIBUTES OF EVALUATION CONTEXT

Describe these attributes of the evaluation context:

31. Amount of time spent on the evaluation process including your time and that of all other participants:

None 1 2 3 4 5 Great deal

A. Resources available for professional development:

32. Time allotted during the teaching day for professional development:

None 1 2 3 4 5 Great deal

33. Availability of training programs and models of good practice:

None 1 2 3 4 5 Great deal

B. District values and policies in evaluation:

34. Clarity of policy statements regarding purpose of evaluation:

Vague 1 2 3 4 5 Clear

35. Intended role of evaluation:

Teacher 1 2 3 4 5 Teacher growth
accountability

NOTE: Please review your answers to ensure that your choices are correct.

THIS CONCLUDES PART 1, SECTIONS 1 TO 5 OF THE STUDY. BEFORE MOVING ON THE NEXT SECTION ON TEACHER DEMOGRAPHICS AND DISTRICT PROFILE OF TEACHER EVALUATION, PLEASE REVIEW YOUR ANSWERS TO THE FIRST SIX SECTIONS TO

CONFIRM THAT THE RESPONSES YOU HAVE MADE ARE IN FACT THE BEST POSSIBLE CHOICES THAT REFLECT YOUR PERCEPTIONS OF YOUR EVALUATION PROCESS AND EXPERIENCE.

Part II has three sections or categories, No. 1 to 3, that contain a number of statements about situations which occur in some schools. You are asked to indicate whether the statement applies to **your** school and to what extent you agree or disagree with it. Each category and/or individual item has a unique rating scale based on a range of 1 to 5, with 1 representing **Strongly Disagree**; 2 representing **Agree**; 3 representing **Uncertain**; 4 representing **Disagree**; and 5 representing **Strongly Disagree**.

RATING ATTRIBUTES OF TEACHERS' COMMITMENT

- | | | | | | |
|-----|---|---|---|---|---|
| 36. | Teachers actively promote the school in the community. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 37. | There is little group spirit among teachers in this school. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 38. | The morale of the staff is high. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 39. | Teachers take pride in this school. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 40. | There is little sense of unity among teachers at this school. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 41. | Teachers' loyalty to the school is not considered important. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 42. | Teachers go about their work with enthusiasm. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 43. | Teachers hold a sense of shared purpose at this school. | | | | |
| | 1 | 2 | 3 | 4 | 5 |

NOTE: Please review your answers to ensure that your choices are correct.

RATING ATTRIBUTES OF TEACHERS' PROFESSIONAL INVOLVEMENT

44. Teachers frequently discuss teaching methods and strategies with each other.

1 2 3 4 5

45. Teachers avoid talking about educational issues with each other.

1 2 3 4 5

46. Professional development matters are seldom discussed during staff meetings.

1 2 3 4 5

47. Teachers are keen to learn from their colleagues.

1 2 3 4 5

48. Many teachers attend inservice and other professional development courses.

1 2 3 4 5

49. Teachers show considerable interest in the professional activities of their colleagues.

1 2 3 4 5

50. Teachers show little interest in teaching procedures operating in other schools.

1 2 3 4 5

51. Teachers at this school are not committed to staying abreast of current developments in their teaching area.

1 2 3 4 5

NOTE: Please review your answers to ensure that your choices are correct.

RATING ATTRIBUTES OF TEACHERS' INNOVATIVENESS

52. There is constant pressure to keep working.

1 2 3 4 5

53. There are seldom deadlines to meet.

1 2 3 4 5

54. Teachers cannot afford to relax at this school.

1 2 3 4 5

55. The staff at this school do not work too hard.

1 2 3 4 5

56. There is no pressure on time at this school.

1 2 3 4 5

57. It is hard to keep up with your workload.

1 2 3 4 5

58. You can take it easy and still get your work done at this school.

1 2 3 4 5

59. Teachers have to work hard to keep up with the workload.

1 2 3 4 5

NOTE: Please review your answers to ensure that your choices are correct.

Listed below are a number of questions about the *Demographics & District Profile*, meaning the conditions, related to the school or district, in which your evaluations take place. Using the five (5) point rating scale where, for each question, the year or person corresponds to a number from 1 to 5, circle the appropriate number that best reflects your personal situation. As an example:

Ex. I have been a teacher for the following number of years:

1 = 1 to 2 years

2 = 3 to 4 years

3 = 5 to 6 years

4 = 7 to 8 years

5 = 9 to 10 years

Thus, if you have been a teacher for 5 years, you would circle letter 3 and fill in that letter on the computer answer sheet.

60. Sex: 1 = Male _____ 2 = Female _____

61. Age: 1 = 21-30 _____ 2 = 31-40 _____ 3 = 41-50 _____

4 = 51-60 _____ 5 = 60+ _____

62. Years of university: 1 = 1-2 _____ 2 = 3-4 _____ 3 = 5-6 _____ 4 = 7-8 _____

63. Degrees earned: 1 = Bachelor's _____ 2 = Master's _____ 3 = Doctorate _____

64. Do you plan to seek a higher degree beyond Bachelor's ?

1 = Yes _____ 2 = No _____

65. Do you plan to seek a higher degree beyond Master's ?

1 = Yes _____ 2 = No _____

66. Approximately, which **administrative** structure best describes your school ?

Single grades _____ Multi-grade _____

Some combination of single and multi-grade _____

67. Approximately, the number of students **enrolled** in this school is:

1 = 0-100

2 = 101-200 _____

3 = 200 - 300 _____

4 = 301-400 _____ 5 = 400 + _____

68. Approximately, which situation best describes your **primary** teaching responsibility
- 1 = Primary_____ 2 = Elementary_____ 3 = Junior _____ 4 = Senior_____
- 5 = Specialist_____
69. Overall, how **supportive** is the administration of your school toward its teachers ?
- 1 = Unsupportive 2 = Somewhat 3 = Uncertain 4 = Supportive
- 5 = Very Supportive
70. The present system of evaluation for **tenured** teachers has been used by my district for:
- 1 = 1 to 2 years 2 = 3 to 4 years 3 = 5 to 6 years 4 = 7 to 8 years
- 5 = 9 to 10 years
71. My school district usually evaluates **tenured** teachers on the following cycle of years:
- 1 = yearly 2 = 2 years 3 = 3 years 4 = 4 years 5 = 5 years or more
72. My district uses the following number of **classroom observations** for each evaluation:
- 1 = 0 times 2 = 2 times 3 = 3 times 4 = times 5 = 5 times or more
73. My district usually uses the following **length of time** for each classroom observation:
- 1 = 20 minutes 2 = 30 minutes 3 = 45 minutes 4 = 60 minutes 5 = more than 60
74. The person who had **primary** responsibility for evaluating me as a probationary teacher was:(if applicable)
- 1 = Superintendent/Assist. Superintendent 2 = Principal/Vice-Principal
- 3 = Department Head/Headteacher 4 = Fellow teachers or peers 5 = Coordinator
75. The person who had **secondary** responsibility for evaluating me as a probationary teacher was: (if applicable)
- 1 = Superintendent/Assist. Superintendent 2 = Principal/Vice-Principal
- 3 = Department Head/Headteacher 4 = Fellow teachers or peers 5 = Coordinator

76. The person who had **primary** responsibility for evaluating me as a tenured teacher was: (if applicable)
- 1 = Superintendent/Assist. Superintendent 2 = Principal/Vice-Principal
3 = Department Head/Headteacher 4 = Fellow teachers or peers
5 = Self-evaluation
77. The persons who had **secondary** responsibility for evaluating me as a teacher was: (if applicable)
- 1 = Superintendent/Assist. Superintendent 2 = Principal/Vice-Principal
3 = Department Head/Headteacher 4 = Fellow teachers or peers
5 = Self-evaluation
78. Most of the **professional** growth that I have experienced has been based on the influence of:
- 1 = Superintendent/Assist. Superintendent 2 = Principal/Vice-Principal
3 = Department Head/Headteacher 4 = Fellow teachers or peers
5 = Self-evaluation
79. The best person to evaluate me on my overall growth as a teacher is:
- 1 = Superintendent/Assist. Superintendent 2 = Principal/Vice-Principal
3 = Department Head/Headteacher 4 = Fellow teachers or peers
5 = Self-evaluation
80. The best person to evaluate me on my overall performance as a teacher is:
- 1 = Superintendent/Assist. Superintendent 2 = Principal/Vice-Principal
3 = Department Head/Headteacher 4 = Fellow teachers or peers
5 = Self-evaluation

NOTE: Please review your answers to ensure that your choices are correct.

NOTE: Please, do not forget to complete the Statement of Understanding & Consent Form at the end of this questionnaire.

SECTION 1

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**TEACHER EVALUATION PROFILE STUDY OF NEWFOUNDLAND &
LABRADOR SCHOOL TEACHERS**

STATEMENT OF UNDERSTANDING & CONSENT FORM

I, _____, declare that I understand the purposes and procedures of this study as outlined at the beginning of this questionnaire. By signing my name to this document, I signify my willingness to voluntarily participate in this study as described.

I understand that I have the right to refuse to participate in this study and/or to withdraw from the study at any time, without fear of any form of reprisal or prejudice. It is also understood that I may refrain from answering any question (s) that I do not wish to answer. I also agree that I will not discuss, either the contents of the questionnaire or my responses to them, as such discussion may influence my responses or that of other teachers who may be participating in the study.

Finally, it is understood that all responses to the questions on this document, my identity and that of my school board will be kept confidential by the researcher and the researcher's supervisory committee who will not be privy to such identification unless questions of credibility regarding the questionnaires are raised.

After careful consideration of the above statements and the intent of this form, I freely attach my signature in the appropriate space below.

Date: _____, 199____ Teacher's Signature: _____

Date: _____, 199____ Principal's Signature: _____

THANK YOU FOR YOUR TIME AND PARTICIPATION IN THIS STUDY !

Appendix B

Sample Letter to Superintendents

**Sample Letter to Be Sent to All 29 School Boards in the Province of Newfoundland
& Labrador**

February 18, 1996

Mr. David Quick, Superintendent
Humber-St. Barbe Roman Catholic School Board
P.O. Box 368
Corner Brook, NF
A2H 6G9

Dear Mr. Quick:

My name is Leon Mills and I am a graduate student of Memorial University of Newfoundland. I am currently working on the research component of my thesis as part of the requirements for the Degree of Master of Education in Educational Leadership.

My purpose in writing you today is to request your permission to conduct survey research on a sample of your district's teaching staff, a process I am also conducting with all of the province's school boards.

The purpose of my research is to determine teachers' perceptions of the current attributes of formative teacher evaluation that exist within school districts, the overall quality of the teacher evaluation experience, the existence of three specific teacher practices and the identification of the relationships that exist between these variables. The practices referred to include: (a.) teacher commitment; (b.) professional involvement, and; (c.) innovativeness.

If your approval is given, a random selection of your district's teachers will receive a copy of the questionnaire that outlines all the pertinent information regarding the study, survey methods, procedures, confidentiality information and a *Statement of Understanding and Consent Form* that must be signed by both the teacher and his or her principal. The form will also notify them that prior approval to conduct this study has been approved by the Faculty of Education Ethics Committee and that permission to conduct the study in the district has been obtained from you on behalf of the board.

Strict confidentiality will be maintained and participants will be identified by a number code. There are no physical or other risks involved for the teacher, school or district. A copy of the research results will be made available to teachers upon request. Participation is completely voluntary and respondents may refuse to answer any or all questions. Participants are free to withdraw from the study at any time.

If you are agreeable to allowing your district's teachers to participate in this study, please read and sign the *District Consent Form* attached below. Please detach the form and return it at the earliest possible time in the envelope provided. It is my intention to send out the survey forms as soon as you respond, so a quick reply from you would be much appreciated.

If you would like additional confirmation or information about this study, please contact my supervisor, Dr. Bruce Sheppard, Faculty of Education, Memorial University of Newfoundland at 737-7617, or the Associate Dean (Acting) for Research and Development, Dr. Stephen Norris at 737-8693.

In closing, I thank you in advance for your anticipated support and involvement in this study. Should you desire a copy of the results of this study, one will be forwarded to you upon completion of the study if requested. May I also take this opportunity to wish you and your staff continued success in your district's educational programs.

Sincerely,

Leon A. Mills
B. P.E., B. Ed.

District Consent Form

I, _____, on behalf of the _____ School District, declare that I understand the purpose, nature, and procedures of the study outlined briefly above and hereunder signify my willingness to permit our district's teachers to voluntarily participate in the study as described.

I understand that I have the right to refuse such permission to participate in the study or to withdraw our district from the study at any time without prejudice of any kind. It is also understood that the district's teachers may refuse to answer any or all of the questions listed in the questionnaire without prejudice of any kind. I understand and agree that any information collected as a result of this study and the identity of the participants who gave it will remain confidential. It is also understood that the results of the study will be available, upon request, at the conclusion of the study to teachers who participated and the school board.

Date: _____, 199____ Signature: _____

Appendix C

Sample Letter to Principals

Sample Letter Sent to All Principals of Participating Schools

April 29, 1996

Mr. Pat Hogan, Principal
St. Pius X Junior High School
St. John's Roman Catholic School District
St. John's, NF, A1B 2V2

Dear Mr. Hogan:

Greetings! My name is Leon Mills and I am writing you today with the hope that you will take the time from your busy schedule to assist me with my thesis study on teacher evaluation. This study is being conducted in partial fulfilment of my Master's Degree in Educational Leadership (Administration).

As you know, teacher evaluation has long been a topic of hot debate and disagreement among teachers and administrators. With educational reforms about to be implemented, we may see the introduction of a provincial teacher evaluation model if present negotiations between government and the NLTA are successful.

It is imperative therefore, that teachers have input into these discussions. One way to do so is through their participation in this study which is being supported and funded by the teacher's union who want to know what teachers think about present teacher evaluation systems, their effectiveness, and what should be used in the future.

Your school is one of one-hundred (100) schools selected from all 27 school districts in the province for participation in this study. Prior permission to conduct the study has been received from all 27 superintendents, and it is my sincere hope that you will give permission for the teachers at your school to participate. Each school will receive five questionnaires that will require your signature on the consent form (see back inside cover of each survey) before distribution to teachers.

Once signed, all you have to do is pass them on to the school's union representative to randomly distribute to teachers with the stamped envelope provided for each questionnaire (large brown envelope). He/she is to record their names and telephone numbers on the form attached to this letter, which is to be returned to me for future follow-up. A self-addressed, stamped envelope (white business envelope) has been provided for this form.

Mr. Eric Burry, of the NLTA Professional Development Branch, has written a letter (included in questionnaire) to each teacher in support of this study, and requesting teachers to complete it as soon as possible. As well, he has written a letter to all branch presidents requesting them to contact each of the school representatives to assist with the distribution and completion of the questionnaires.

If you have any questions regarding this study, please call me collect at (709) 753-3224 (W) or (709) 754-8250 (R). If you wish to speak to my supervisor, Dr. Bruce Sheppard, he can be reached at (709) 737-4460 (W). I know that the end of the year is fast approaching and your time is limited, and I am appreciative of any help you can provide in distributing these questionnaires. If, for some reason, you are unable to give permission for this study to be conducted, please let me know so that I can arrange for another school in your district to participate. As you can appreciate, time is urgent and the end date for questionnaire returns is May 31, and I would appreciate it if you could urge your staff to complete them as soon as possible.

Once again, thank you for your time and assistance in this matter. Good luck the rest of the year and enjoy your well deserved summer vacation.

Sincerely yours,

Leon A. Mills, B.P.E., B. Ed.

Detach this form, complete by filling in names of teachers and telephone number (for follow-up) if necessary, place in stamped, self-addressed envelope provided (white business envelope) and place in mail as soon as possible. Your help is very much appreciated. **Note: Please try to distribute between males and females as much as possible. (i.e. 2 males & 3 females or 3 males & 2 females).**

School Name_____

District Name_____

	<u>Teacher's Name</u>	<u>Telephone Number</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

Appendix D

Sample Letter to Teachers

Sample Letter Sent to Participating Teachers

April 29, 1996

Ms. Lori Campbell
St. Peter's Academy
P.O. Box 1966
Westport, NF
AOK 3CO

Dear Ms. Campbell:

I am a graduate student of Memorial University of Newfoundland who is currently working on the research component of my thesis as part of the requirements for the Degree of Master of Education in Educational Leadership.

My purpose in writing you today is to request your participation in the survey portion of my research by completing the enclosed questionnaire at your earliest convenience. This research is being conducted on a sample of teachers within your school district and all other school districts across the province. You are one of five-hundred teachers who have been randomly selected to participate in this study. Your participation is entirely voluntary, but if do agree to participate, both you and your principal must sign the consent form attached to the questionnaire. If you are willing to participate, please ensure that your principal signs the consent form before you complete the questionnaire. Your principal has been informed, by letter, about this study and has been requested to allow your school to participate in the study. As well, she/he has been informed that their signature and yours is required on the Consent Form attached to your questionnaire. Permission has also been obtained from the Superintendent to conduct this study within the district.

The purpose of this study is determine teachers' perceptions regarding the relationships that exist between teacher evaluation, the quality of the evaluation experience, teachers' commitment and teachers' professional involvement. With many educational reforms about to be implemented with respect to teaching and possibly teacher evaluation, it is important to determine what current practices are and how effective they are in improving instruction

and promoting student achievement. As well, discussions are taking place with respect to the development of a provincial teacher evaluation model. The results of this study may have important implications for each of these areas.

In closing, I thank you in advance for your anticipated support and participation in this study. Should you require a copy of the results of this study, one will be forwarded to you upon request.

Sincerely,

Leon A. Mills, B. P.E., B. Ed.

Appendix E

Sample Letter From NLTA to Teachers



Newfoundland and Labrador
Teachers' Association

April 22, 1996

Dear Teacher:

Many school boards in the province are presently reviewing procedures for teacher evaluation in keeping with the Joint Committee's Report on standardizing evaluation principles for teacher evaluation.

The Newfoundland and Labrador Teachers' Association has provided consultative and printing support to Mr. Leon Mills for the completion of his thesis in the area of teacher evaluation. This up-to-date research data on teacher evaluation processes in this province will further help towards a standardized evaluation program for all teachers.

To this end we seek your support in completing this questionnaire as soon as possible. There is very little current research that we as an Association can access in this area and we are awaiting the outcome of this data to help with policy development and review of current policy for NLTA.

Thanks again for attending to this task and all the best for an enjoyable Spring and balance of the school year.

Kindest Regards

Yours sincerely,

Eric Burry
Executive Assistant
Professional Development

EB/eon

Encl.

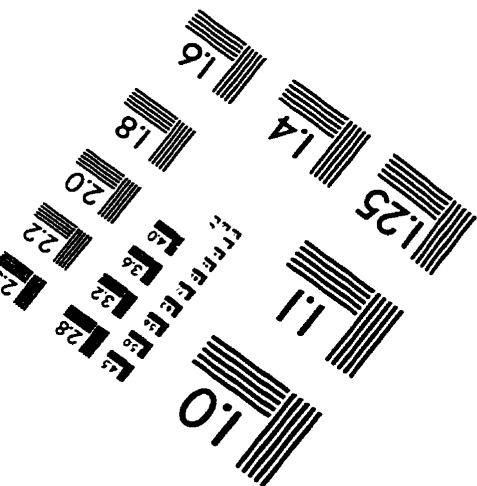
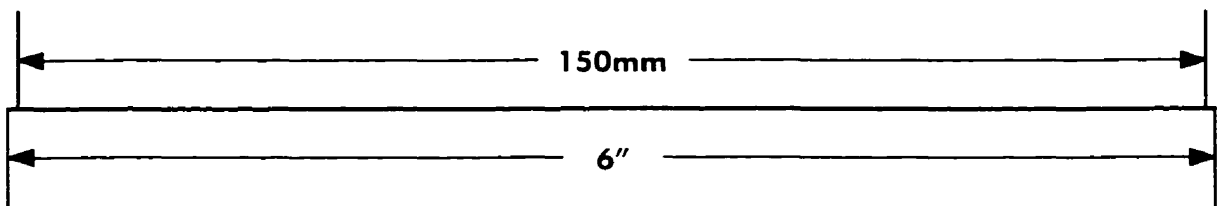
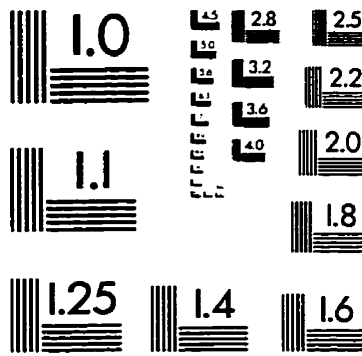
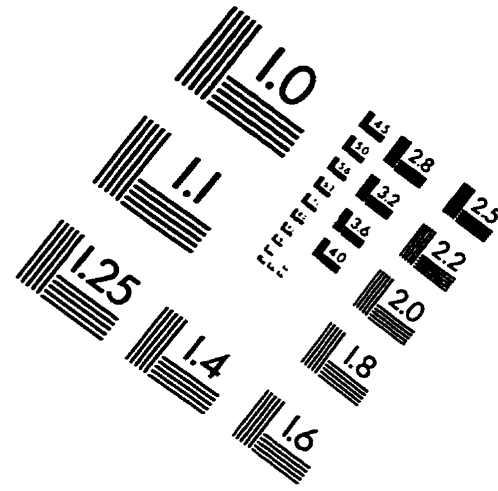
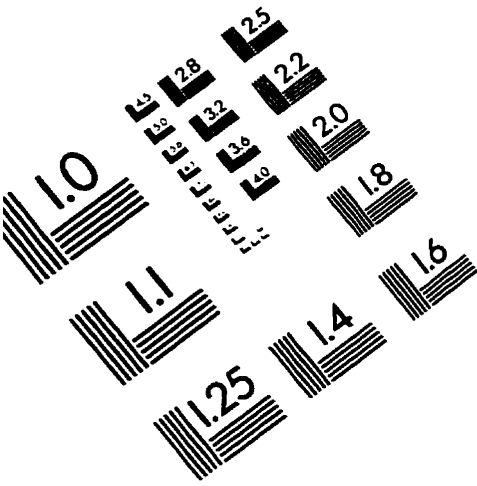
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