

AN EXAMINATION OF THE CRITERIA OF TEACHER EVALUATION  
EMPLOYED BY DISTRICT SUPERINTENDENTS OF SCHOOLS  
IN NEWFOUNDLAND

**CENTRE FOR NEWFOUNDLAND STUDIES**

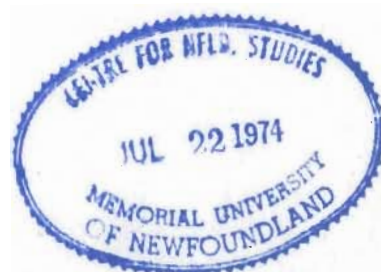
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MEMORIAL UNIVERSITY OF NEWFOUNDLAND

AN EXAMINATION OF THE CRITERIA OF TEACHER EVALUATION  
EMPLOYED BY DISTRICT SUPERINTENDENTS OF  
SCHOOLS IN NEWFOUNDLAND

by



REGINALD ALOYSIUS FARRELL

A Thesis

Submitted to the Committee on Graduate Studies  
in Partial Fulfillment of the Requirements  
for the Degree of Master of Education

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

St. John's, Newfoundland

Fall, 1973

## ACKNOWLEDGMENTS

The writer wishes to express his gratitude for the assistance, advice and encouragement of Dr. K. W. Wallace, the supervisor of this study.

Appreciation is also expressed to the Newfoundland district superintendents who took the time from their schedules to complete the questionnaire. Without their help this study would not have been possible.

Finally, the writer wishes to express appreciation to his wife, Angela, for her patience, encouragement and assistance while the thesis was being prepared.

## ABSTRACT

This study was conducted in order to examine the criteria of evaluation employed by Newfoundland district superintendents when evaluating teachers for (a) teacher competence, and (b) promotion to an administrative position.

The instrument consisted of two sections: a personal and school district questionnaire, and two teacher evaluation questionnaires. The latter section contained the same thirty criteria, evenly distributed into Mitzel's three categories of presage, process and product, for each evaluative situation. Each criterion was scored on a four point scale. The instrument provided space for superintendents to include additional criteria which they employ for each evaluative situation, as well as to express their comments on the study. The instrument was mailed to all Newfoundland district superintendents, and 94 per cent responded.

The statistical procedures utilized included frequency counts to place criteria in rank order to determine whether or not a common body of criteria was employed in each evaluative situation; the ranking of all thirty criteria for both evaluative situations to enable comparisons to be made between each criterion

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and the evaluative situations; the use of Pearson's contingency coefficients to ascertain whether or not the emphasis placed upon the particular criteria changed with the evaluative situation; a factor analysis to see if criteria tended to cluster into Mitzel's categories of presage, process and product; chi square tests to ascertain whether or not significant differences existed in the responses according to the five personal and school district variables; and the ranking according to weighted scores of additional criteria employed by superintendents but not listed on the instrument.

Analysis of the data revealed that superintendents employed a common body of criteria in each evaluative situation. The emphasis placed upon most of the criteria changed with the evaluative situation. Process criteria were emphasized when evaluating teacher competence, and presage criteria when evaluating teachers for administrative promotion. Factor analysis revealed that there was a clustering into Mitzel's categories of presage, process and product criteria. Some significant relationships were established between certain criteria of evaluation and the superintendents' personal and school district variables.



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## CHAPTER I

### THE PROBLEM AND ITS SIGNIFICANCE

#### I. INTRODUCTION

During the past decade tremendous strides have been made toward the improvement of teacher qualifications in Newfoundland. Ten years ago there were many unqualified teachers in Newfoundland schools. It was not uncommon to have teachers whose only credentials were a grade eleven diploma. Indeed, some cases have been cited where high school students were taught by teachers who had not completed high school themselves. (Statistical Supplement to the Annual Report of the Department of Education, 1962, p. 1). Today, the need to hire untrained teachers has largely disappeared.

During the 1971 salary negotiations between the Newfoundland Teachers' Association and the Provincial Government, the quality of Newfoundland Teachers was questioned rather extensively by the general public. The various public forums indicated a rather wide-spread consensus that there were many ill-prepared teachers in Newfoundland schools. Yet they received the same financial benefits as the better prepared teachers. In a world where an individual's income is largely determined



by his productivity, such a situation was considered to be absurd. People in general find it difficult to accept the idea of an automatic salary scale for all teachers when their own compensation depends directly on their continual demonstration of effectiveness on the job.

The new Provincial Teacher (Certification) Regulations (1972, p. 7) attempt to insure that candidates aspiring to become teachers will be competent. By granting interim certificates for a period of two years, the Department of Education has virtually eliminated the certification of teachers based solely on academic preparation. In order for a teacher to receive permanent certification within the present regulations, he must be recommended for same either by the district superintendent or the supervisor of the school board employing him.

Whenever teacher evaluation occurs in Newfoundland schools, it is usually done either by the school board supervisor or the school principal who generally employs the method of classroom visitation. Whether the analysis of the teacher's performance is done by the principal, the supervisor or the superintendent, the final responsibility for teacher evaluation rests with the superintendent. Judging the capabilities of teachers who differ greatly in their methods, behaviors and interests is no easy task. Regardless of who performs the evaluation, or whether it is done formally or informally,

the determination of the criteria employed will always be of paramount importance. Hence, the evaluator is confronted with the necessity of having clearly-defined criteria so that he can better make objective judgments about the teacher's competence.

From the above, it is evident that the evaluation of teacher effectiveness which should insure that Newfoundland schools are staffed with competent teachers is of utmost importance. A valid method of evaluation is of pressing interest to the teachers concerned, the school boards and their administrative staffs, the Department of Education, and the community-at-large.

## II. STATEMENT OF THE PROBLEM

The major problem of this study was to examine the criteria used by district superintendents when evaluating teacher competence.

More specifically, the study was concerned with the following questions:

1. Do district superintendents use a common body of criteria when evaluating teacher competence?
2. Is there a common body of criteria used by district superintendents when evaluating teachers for promotion to administrative positions?
3. Is emphasis placed upon the same criteria in the different situations referred to in (1) and (2)?

4. Is there a significant emphasis placed upon particular categories of presage, process, or product criteria when evaluating teachers for either or both situations?
5. What are the most frequently used and the least frequently used criteria in each evaluative situation?
6. What is the relationship (if any) between the criteria of evaluation used and variables such as the age and length of experience of the superintendent, and the size of his school district?
7. Are there evaluative criteria employed by superintendents in addition to those outlined on the instrument?

#### Hypotheses

The following null hypotheses, which are a reflection of some of the questions posited in this study, were tested:

1. No significant relationships exist between the emphasis that Newfoundland superintendents place upon the same criteria when evaluating for (a) teacher competence and (b) for administrative positions.
2. There are no significant relationships between the criteria used by superintendents and different categories of the personal and

school data variables.

### III. SIGNIFICANCE OF THE STUDY

This study, the first of its kind in Newfoundland, should be significant in the following ways:

1. It follows upon research undertaken concerning evaluative criteria at the University of Alberta. Moore (1966) examined the criteria used by school inspectors in Victoria, Australia. Thomas (1969) examined the criteria used by high school principals in the same Australian state. Rogers (1970) analyzed the evaluative criteria used by high school principals in Alberta. A comparison of the findings of this study with those of the prior studies should be of interest to the inquisitive educator.
2. Isolation of commonly-used criteria should be valuable to teachers, the school boards and their administrative staffs, the Newfoundland Teachers' Association, the Department of Education, and the community-at-large.
3. It should enable superintendents to look at their own evaluative practices in relation to those of their fellow superintendents.

#### IV. DEFINITION OF TERMS

##### Evaluation

Evaluation in this study pertains to the subjective judgment by a superordinate of a teacher's competence without the involvement of the teacher being judged.

##### Criterion

A standard on which evaluative judgments are made.

##### Criteria

The criteria used in the study are those categorized by Mitzel (1960, pp. 1488-91) as presage, process, and product criteria.

1. Presage criteria. In this category the teacher's competence is judged according to his personal attributes such as intelligence, speech, manner, and so on.
2. Process criteria. In this category the teacher's competence is judged according to the behaviour displayed by him, and to a lesser extent, according to student behavior which is a reflection of the teacher's behavior. Teacher-student interaction, methodology, and classroom discipline are some examples of process criteria.
3. Product criteria. In this category the teacher's competence is judged according to the amount

of student growth, gains, or change that

occurred as a result of the teacher's performance.

The criteria in this category are dependent upon the establishing of a set of goals toward which teaching is directed.

#### Teachers

Teachers in this study refer to all teachers employed by school boards excluding school administrators, central office administrators and consultants.

#### Superintendents

The chief administrative officers employed by the school boards to assist in the formulation of district policies and to insure that these policies are implemented.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### I. INTRODUCTION

Teachers have been evaluated as long as there have been teachers, and literally hundreds of studies have been done on teacher evaluation. Yet, despite this long tradition and the numerous studies on teacher evaluation, there still exists a lack of consensus among educators as to how teachers should be evaluated. The two basic problems seem to be: (1) to define effective teaching; and (2) to define appropriate criteria for the evaluation of teacher effectiveness.

Such a state of affairs would taint the researcher with an attitude of pessimism. Byrne (1962, pp. 20-21) states that

No other issue has received so much attention from research workers. An unkind critic might be inclined to observe that never has there been so much effort expended for so few results. Nevertheless, the studies continue to accumulate.

More recent publications, however, appear to be more optimistic. There are indications that efforts to define effective teaching and how it should be evaluated have not been in vain. Various research projects that have been undertaken within the past decade appear to be

making encouraging progress. Gage (1968, p. 403) is convinced that research findings will soon make a worthwhile contribution to the evaluation of teachers.

More complex research designs capable of taking more categories of significant variables into account are being propounded. The psychological, educational, and methodological sophistication of research workers is being greatly raised by greatly improved predoctoral and postdoctoral training programs. And more adequate financial support is providing better organizations and facilities for educational research and development. The faith persists that educationally significant differences can be consistently produced in the future as new intellectual and material resources are brought to bear on educational programs.

Smith and Gremillion (1971, p. 4), who surveyed studies conducted on teacher evaluation since 1900, are enthusiastic about recent developments in teacher evaluation.

Educational researchers have earnestly studied teacher effectiveness since 1900 . . . . So far, after nearly 70 years of effort, the results have been disappointing. Discrimination between good and poor teachers still can be made only at the grossest levels. However, some breakthroughs have been made recently, and hopefully these hold promise for the future.

Flanders (1969, p. 1423), who examined research that was conducted on teacher evaluation from 1960 to 1966, asserts that

The research which is reviewed herein permits cautious optimism and indicates that the tools long needed for the analysis of the teaching-learning process are gradually being developed. This optimism is in contrast with the conclusion reached in past reviews.



Flanders, then, is of the opinion that the tools necessary for the evaluation of teacher effectiveness will soon receive the endorsement of educators.

MacKay (1971, p. 18) is also optimistic about the future of teacher evaluation.

The picture is fairly bright and becoming brighter; however, indications from practitioners are that there seems to be a substantial gap between practice and currently available theory and technique.

This statement made by MacKay indicates the need for researchers and practitioners to work more closely together so that the major problems confronting the evaluation of teacher effectiveness may be resolved.

The remainder of this review of literature shall:

(1) analyze the problem of teacher evaluation by looking at some questions germane to this problem; and (2) present the positions and conclusions of various researchers who have studied this problem.

## II. ANALYSIS OF THE PROBLEM

### Arguments for Evaluation

Administrators usually justify their evaluating of teachers with the following arguments:

1. The public argument. The public finances the operation of the schools, including teachers' salaries, and can therefore demand that teachers be held accountable. "It is impossible to render

a true and complete account without evaluating teaching and its' effects (Bargen, 1965, p. 16)."

2. The administrative argument. Evaluation forms the basis for administrative decisions such as transfer, dismissal, tenure, certification and promotion (McNally, 1972, p. 353).
3. The instructional argument. Teachers are evaluated for the purpose of improving the teaching and learning situation (McNally, 1972, p. 353).

#### How Do Teachers View Evaluation?

Brown (1962, p. 29) carried out a study to ascertain how teachers perform under stress. He concluded that

Where the inspector observes teaching under stress he sees a performance that may or may not be a typical one, depending on the individual teacher. The performance may be either close to or far from the teacher's best efforts.

Quite obviously, the quality of one's performance under stress depends not upon the individual's teaching abilities, but rather upon his ability to perform under stress.

In discussing why teachers do not like to be evaluated for their teaching performance Ryans (1954, pp. 695-96), posits four possible reasons:

1. There is a distrust of those who serve as judges and assign the ratings.

2. There is awareness of the much publicized unreliability of ratings.
3. Teachers claim they are 'professional' persons and therefore should not be subjected to a prestige-weakening experience as competency of job behavior.
4. Many individuals, and many teachers in particular, are introverted and mildly insecure.

The reasons posited by Ryans are some of the principal reasons given by teachers for their dislike of teacher evaluation. Another reason often given by teachers is that when a superordinate is observing the teacher's performance an artificial atmosphere is created in the classroom.

In spite of teacher attitudes, Ryans (1954, p. 696) concludes that teacher evaluation must be continued because

Job performance cannot be improved, indeed it is likely to show progressive deterioration, if the issue of quality of behavior is avoided and standards of classroom performances are neglected.

Rosé (1963, p. 81) admits that teachers do experience anxiety when being evaluated, but contends that "the greatest reducer of unwholesome role anxiety is doing a good job and knowing it." He further states that

Teachers can and do respond in terms of anxiety reduction when they have been through an appropriate process of observation, analysis, and evaluation of their teaching.

Beecher (1963, p. 52) suggests that teacher fear of appraisal would be dispelled if teachers were thoroughly

acquainted both with what is expected of them; and with the appraisal techniques being used. Teachers, then, must understand that evaluation is a worthwhile and necessary operation.

#### How Should Effective Teaching be Evaluated?

The number of self-styled experts in the appraisal of teachers is almost infinite. There are numerous evaluators among students, parents, school board members, and other non-teaching members of the community. It would seem that everyone has the answers except those who are confronted with the task of evaluating teacher effectiveness--the administrators. This is not unique, of course, for many jobs look quite simple to the outsider who is not charged with the responsibility of executing them. Byrne (1962, p. 20) says that ". . . in the evaluation of instruction one is faced with a problem as complex as the nature of reality." Byrne, no doubt, by implying that what is real for one person may not be real for another, acknowledges that personal values and biases play a major role in the evaluation of teacher effectiveness.

Fox and Jones (1970, p. 541) demonstrate their awareness of the magnitude of this problem when they state

One of the most difficult tasks facing the academic administration--principal, superintendent, or college dean--centres around

the development and use of appropriate criteria for judging effective teaching.

Most administrators would probably agree that there is no simple answer to the question of teacher competence. It is most difficult to measure an individual's effectiveness when his job does not have results that are clearly measurable. Administrators realize that many other influences, besides the teacher's, play a role in the development of students.

Thompson (1962, p. 169) contends that before good teaching can be evaluated it must be defined. The defining of a good teacher or good teaching is a most difficult task. Evans (1959, p. 33) states that there is much contradictory and inconclusive information available about teachers and teaching efficiency. Turner (1970, p. 155) maintains that "a logical defence that good teaching is situational rests squarely on the procedures by which one determines what 'good' teaching means."

Bantock (1968, p. 175) is most emphatic when he states that "before the question of criteria can be raised, it is necessary to undertake a conceptual clarification of what it means to teach, what in fact is involved in the concept of teaching." Owens (1971, p. 77) states that the main problem in measuring teacher competence is twofold: (1) the establishing of an accepted definition of teaching competence; and (2) the developing of

quantitative criteria for measuring this qualitative process.

Many authors who have written about criteria for evaluation have expressed different views on the subject. Bantock (1968, p. 176), for example, says that "there are no universally applicable criteria of what constitutes a good teacher." Mitzel (1960, p. 1481) states "No standards exist which are commonly agreed upon as the criteria for teacher effectiveness." He further states that it is difficult to isolate criteria which are relevant, reliable, free from bias, and practical. Bobbie (1968, p. 1) contends that there is not agreement on what an effective teacher is or does. Martiñ (1961, p. 185) on the other hand, is convinced that universally applicable criteria can be applied in teacher evaluation. Having established her position that there are traits common to good teaching for various subjects, she states ". . . criteria can be formulated which apply not merely to the teaching of a particular subject, but to the teaching of all subjects." Smith and Gremilleon (1971, p. 4) take a very definite position when they state

A teacher's principal role is to produce desirable changes in the lives of pupils--to improve their knowledge, their skills and their attitudes. An effective teacher, then is one who produces these desired changes in pupils and does it with some degree of efficiency.

Rose (1963, pp. 42-52) considers the two most

important steps in the methodology of evaluation to be (1) the obtaining of objective data, and (2) making proper use of these data. In discussing the methods and criteria used in teacher evaluation Lucio and McNeil (1962, pp. 207-208) state

Methods of judging teacher effectiveness are subject to various kinds of difficulties. First, the various methods which have been utilized yield results which do not correlate highly with each other; hence they do not measure the same aspects. Second, the methods which appear most valid are often the most difficult to administer. Third and most important, the determination of teacher effectiveness depends to a large extent on the criteria used. In essence, if different methods and different criteria are used in measuring the factors which contribute to teaching success, the results will inevitably differ.

Undoubtedly, the method employed in teacher evaluation depends upon the purpose of conducting the evaluation. The literature on teacher evaluation indicates that evaluation is conducted for the purpose of improving instruction more than for any other purpose. Lucio and McNeil (1962, pp. 212-18), as well as Fox and Jones (1970, pp. 541-43), propose that the administrator and the teacher establish goals or educational objectives towards which the teaching should be directed. These goals or educational objectives are established early in the school year, and several meetings are held between the administrator and the teacher throughout the school year to discuss strategies and solve any problems that may

have arisen. At the end of the school year, the teacher is evaluated in terms of the success that he had in the achieving of those goals.

The method of teacher evaluation discussed above has the obvious advantages of: (1) assuring the teacher that his performance is evaluated on his year's work; and (2) both the administrator and the teacher are aware of the criteria employed in the evaluation.

#### Who Should Evaluate?

As with the many other questions related to teacher evaluation, there is much disagreement among writers regarding who should evaluate teachers. Allen et al. (1970, p. 13) indicate that almost all people directly concerned with the teaching-learning process get involved.

. . . the business of evaluation goes on all the time in every school. Not only supervisors but students, principals, teachers, parents and superintendents are busily judging what is going on.

In this section, then, writers' opinions and research findings concerning teacher evaluation by students, the teachers themselves, department chairmen, supervisors and principals will be presented. The writer recognizes that this list is by no means exhaustive, but it does represent the kinds of evaluators most frequently discussed in the literature.



Gage (1972, p. 185), in acknowledging that ratings of teachers by their students have been used as a basis for teacher self-improvement, states

Providing feedback to teachers of students' ratings seem useful for the practical purpose of improving teacher behavior. As described by the students, teachers did change in the direction of students' ideals as a result of getting feedback.

Hickman (1970, p. 51) and his editorial staff at Nation's Schools surveyed administrators to ascertain their attitudes toward the evaluation of teachers by students. The following results, based on a five per cent proportional sampling of 14,000 school administrators in 50 states, were obtained.

. . . administrators split about 40-40 over the issue, with 17 per cent still weighing the question. Administrators who favored student participation often made side comments, that the decision to participate should be left to the discretion of the individual teacher.

The evaluation of teachers by students, then, is not seen as a very popular method of evaluation. It may be inferred, however, that it can be most beneficial for teachers wishing to get feedback from students for the purpose of improving instruction.

Forbes (1965, p. 106), suggests that the teacher is in the best position to conduct evaluation. He contends that a pre-test should be given and that it should be followed by instruction and post-test,

respectively. This will give the teacher a good indication of his effectiveness.

. . . such a program of evaluation, carried on over successive years, cannot help but make you and me more aware of our capabilities and weaknesses as teachers. . . . We are sure to have established a sound basis for self-evaluation, which, in turn will lead to improved education of our children.

Hicks and Jameson (1957, p. 22) cite such authors as Otto, Shane, Yauch, Corey, Wrightstone, Ellsbree, McCall, Reutter, and Barr, who contend that self-evaluation should be emphasized in teacher evaluation. They also state that surveys, undertaken by several state elementary school principal organizations, by some state departments of education, and by classroom teachers' organizations, indicate that self-evaluation is the most beneficial in terms of teaching improvement.

Other writers, however, are skeptical about self-evaluation. Shaplin (1961, p. 36) is of the opinion that teachers vary greatly in their ability for self-analysis but that probably all can raise their levels of awareness and skill through practice. Rose (1963, p. 51) quotes Sarbin as saying that people involved in role enactment are limited in observing themselves as social objects. Rose (1963, p. 52), who suggests that self-evaluation and effective role enactment are almost mutually exclusive, concludes that

It may be just wishful thinking to believe that

teachers substantially improve their own teaching alone, except haphazardly by long, ineffective trial and error processes in which a large amount of relevant data is not accessible to them.

The argument presented by Rose appears to be a sound one. When an individual evaluates his own performance, he runs the risk of being subjective. Others can see our weaknesses much more readily and objectively than we can. Many individuals are reluctant to admit weaknesses when they are pointed out by others. To discover one's own weaknesses is even more difficult.

Squife and Applebee (1964, p. 9) hold that the department chairman as an agent of liaison within the school is in the best position to evaluate teachers.

. . . the teacher has a right to expect that the person who is most knowledgeable about him, his subject, and the variety of teaching methods open to him should judge his competence. Although the school principal can judge in part, and in larger districts, the subject matter specialist can judge in part, the department chairman is probably the most highly qualified to weigh all parts.

Lucio and McNeil (1962, p. 212), who propose that the teacher's performance be evaluated in terms of defined teaching objectives, assert that the supervisor should evaluate teachers.

The assessment of teacher performance is an essential responsibility of the supervisor, not of others less skilled or remote from the teaching process and organizational goals. To place this function in the hands of others weakens the supervisor's power to effect his major responsibility toward improvement of teaching and curricula.

Articles by Enns and Borgen, in the February, 1965, issue of the CSA Bulletin, indicate that there are contradictory opinions concerning the role of the principal in the evaluation of teachers. Enns (1965, p. 31), who considers the principalship to be more of a staff than a line position, asserts

When evaluation becomes more specifically the inspection and assessment of teacher efficiency and effectiveness, I think the principal must withdraw if he is to continue to perform the other functions effectively.

Borgen (1965, p. 18), who feels that the principal must evaluate teachers, states

If he is truly concerned and committed to the improvement of teaching in his school, it is inconceivable to me that he can divorce himself from the evaluation of the educational process which involves intimately the evaluation of the work of teachers.

Shane (1952, p. 58), who surveyed 35 elementary school districts in the United States, found that it was the principal who most frequently evaluates teachers.

In 85 per cent of the schools the principal had complete or partial responsibility for appraisal, while fewer than 50 per cent of the superintendents and 30 per cent of the supervisor made any kind of rating.

From the above, it is quite obvious that educators are far from agreement on who should evaluate teachers. The writer is convinced that whoever evaluates teachers should have a thorough knowledge of the situation in which the teacher is performing. It is most difficult to say

precisely who should do the evaluating because this would depend, to a large extent, upon the organizational structure of the school system. It may be stated as an organizational principle, however, that the person to whom the teacher is responsible should be very actively involved in the evaluation of the teacher's performance.

### III. THE RESEARCH

#### Introduction

This review of research is organized according to Mitzel's three categories of: presage, process, and product. This is basically the approach taken by Flanders (1969, pp. 1423-35), Smith and Gremillion (1971), and Owens (1971, pp. 75-82).

Owens (1971, p. 75) maintains that researchers have traditionally studied the following criteria:

1. The results produced or pupil gain as a measure of teaching competence.
2. The process implied in teaching, or actual classroom behavior.
3. Teacher characteristics, or the equipment the teacher possesses for teaching.

The categories outlined by Owens are essentially the same as Mitzel's product, process, and presage respectively.

#### Presage Criteria

Presage criteria are those which are indicative of the teacher's personal characteristics such as qualifications, ability to get along with people, voice,

appearance, and so on.

Ryans (1960, p. 5) asserts that presage criteria can be a valuable indicator of teacher effectiveness when he states

Perhaps the first step toward a better understanding of problems relating to teacher competency may be the intensive and extensive study of teacher characteristics. . . . It should not be too difficult to demonstrate these characteristics to a considerable degree. Certainly teachers who were found to rank high--say, in the top twenty per cent--on a number of sets of teacher characteristics generally agreed to be important in a particular culture could be regarded as being effective teachers.

Byrne (1962, p. 23) says that the study conducted by Ryans attempted to reduce the multitude of behavior characteristics displayed by teachers to a few behavior clusters, each represented by a group of teachers. It was felt that the behavior of teachers can be described adequately by the following behavior dimensions:

- Pattern one      - Understanding, friendly behavior, or aloof, egocentric and restricted behavior.
- Pattern two      - Responsible, businesslike, systematic behavior, or evading unplanned and slipshod behavior.
- Pattern three    - Stimulating, imaginative, surgent, or enthusiastic behavior, or dull routine behavior.

Anderson and Hunka (1963, p. 78) maintain that such an evaluation with a statistical approach is open to attack.

The most serious criticism, over and above the obvious one that static teacher

characteristics can tell us nothing if situational determinants of teaching proficiency are strong, is that in any culture in which the financial return for teaching is so poor that any good man is likely to be excluded, the competent dictated few will probably exhibit fairly unusual characteristics.

Byrne (1962, pp. 22-23) cites studies that have found relationships between certain criteria and teaching competence. These studies indicated a slight positive relationship between degrees of intelligence and rated competence, between knowledge of the subject matter and rated competence, between attitudes toward the profession and rated success, and between socio-economic status and rated success. They did show, as well, a consistent positive relationship between academic achievement and teaching effectiveness. No significant difference was found either between sex and competence, or between marital status and competence. Experience was found to relate positively with teaching effectiveness up to the end of five years, after which it ceases to have further benefits. Byrne (1972, p. 23) concluded that "Many teacher characteristics have a bearing on teaching competence but no one stands out as the infallible predictor of success."

Allen et al. (1970, p. 16), after having reviewed findings of researchers who investigated the factors that make up a model of the successful teaching personality, concluded that "... personality

characteristics and patterns cannot be taken seriously for evaluation purposes at the present time."

### Process Criteria

Process criteria are those which give an indication of the behavior displayed by the teacher in the classroom, and to a lesser extent, the behavior of the students which is a reflection of the teacher's behavior.

McNeil (1971, p. 14) says that there is a movement, in many professions, away from a person's being able to attain and maintain his job on categorical grounds (ascription) rather than on the basis of achievement. More emphasis is now placed upon what follows from an individual's work rather than how he goes about it.

McNeil goes on to state that

The failure to educate all students and the massive retardation which exists, especially among minority-group students, has brought home the fact that one cannot judge a teacher as good solely because he is following recommended procedures or meets categorical expectations.

Byrne (1965, p. 300) maintains that the performance of the teacher has traditionally been employed in the evaluation of teaching and teachers. The administrator, with little or no help from research in the evaluation of teaching and teachers, start with assumptions impossible to verify.

He follows procedures that can be tested only by the logic of common sense. He arrives at



decisions that are judgmental rather than empirical. Though he may wish to be objective, he is forced to be intuitive. He is more the artist than the scientist, frequently capable of sensitive perception but often rigid and inflexible, displaying limited vision (p. 302).

Worth (1961, p. 5) carried out a study which he contends casts some doubt upon the ability of administrators to evaluate teaching and teachers. He found that many aspects of a teacher's work that were preceived unfavorably by one administrator were often perceived favorably by another. Barr (1961, pp. 150-51), as well as Smith and Gremillion (1971, p. 8), arrived at the same conclusion as Worth.

Gage (1963, p. 257) attempts to explain why such discrepancies exist among administrators when he states

Most classroom visitors go to the classroom with definite preconceptions of what they are looking for. They go to the classroom not to find out what effective teacher behavior is, but to see whether the teacher is behaving effectively, that is, in the way they believe he should behave. . . . No fallacy is more widely believed than the one which says it is possible to judge a teacher's skill by watching him teach.

Gage (1972, p. 172) writing in another context, where he again refutes the observation of performance as a valid measure of competency, states

Observers are hard enough to ignore when they are friends or researchers, whose impressions will not affect one's standing. But when the teacher knows he is being looked over by someone whose opinion will determine his promotion or salary, his performance may depend more on his nerve than his teaching skill. . . . there are other obstacles--like the difficulties of

adequate time sampling and staffing--to the success of each approach; even if we assume that such observations yield valid evidence on the effectiveness of teaching. And, so far, research support for that assumption is much too weak.

While attempting to make the observation of teacher performance, as a method of evaluation more objective, Ryans (1954, pp. 696-67) suggests two procedures: (1) the Forced-Choice Performance Report, and (2) a Classroom Observation Scale. The Forced-Choice Performance Report essentially consists of ". . . presenting a pair of equally popular behavior descriptions, one of which is known, on the basis of empirical validation, to discriminate between criterion groups which the other does not." The Classroom Observation Scale has many unique characteristics.

(1) It provides for judgment of teacher behavior as based (a) on the immediate observation of the teacher's performance in the classroom and (b) on inferences regarding teacher behavior derived from pupil behavior; (2) it assumes that many teacher traits or qualities constitute dimensions of behavior, the opposite poles of which may be described with precise and meaningful terms referring to specific behaviors of the teacher; (3) it demands that the judge avoid the 'central tendency error' by forcing the rating in the direction of one or the other of the poles; (4) it makes use of a detailed 'Glossary' which provides supplementary descriptions of the teacher behaviors under consideration, and, of course, demands thorough acquaintance with the instrument (Ryans, 1954, p. 698).

Ryans (1954, p. 701) cautions evaluators who may use either of his suggested procedures that

In the use of either of the procedures suggested, Forced-Choice Ratings or the Classroom Observation Scale, it is, of course, necessary that the judges or raters, (1) base their judgments on job performance, i.e., actual teacher behaviors. It is also necessary; (2) that opportunity for observation be extensive enough to assume a representative sampling of the behavior being rated.

Flanders has developed a method of evaluating teachers by performance known as interaction analysis.

Interaction analysis is essentially an attempt to analyze classroom interaction among teachers and pupils.

Techniques of interaction analysis capture selected elements of classroom verbal communication which have proven to be helpful in the analysis of teaching behavior; first, for the improvement of instruction; second, for the preparation of future teachers; and third, for the prediction of educational outcomes (Flanders, 1970, p. 7).

Flanders further states that much can be inferred about classroom events by the use of this technique.

It is possible, for example, to reach conclusions about the reinforcement and support that a teacher provides during the classroom instruction, to decide whether the teacher or the pupils suggested the ideas that are discussed, to estimate the balance of initiation and response on the part of the teacher as well as on the part of the pupils, and a number of other interesting features of teacher-pupil relationships (p. 7).

Smith and Gremillion (1971, p. 9) cite studies, conducted by Anderson and Brewer (1945), Withal (1951), Medley and Mitzel (1958), and Flanders (1960), which have attempted to identify behavior crucial to pupil learning. Smith and Gremillion (1971, p. 10) conclude their treatment

of interaction analysis as a method of teacher evaluation by stating :

Much research is being done in this area today and hopefully we may look forward to major breakthroughs in identifying teacher behaviors which are crucial to pupil learning.

### Product Criteria

Within the category of product criteria, the teacher's competence is judged according to the amount of student growth that occurred as a result of the teacher's performance.

Byrne (1962, p. 21) and Smith and Gremillion (1971, p. 4) contend that the competence of the teacher should be judged by what he produces--pupil growth. The bonus here is on the outcome of one's work--the product--rather than on the personal characteristics of the worker and how he goes about his work. The basic argument in this context is usually made by looking at other professions and how they are evaluated. The mechanic is competent if he repairs the vehicle; the doctor is competent if the patient's condition responds to his prescribed treatment; the fisherman is competent if he catches a certain quota of fish. It seems, then, that we have competent teaching when the primary goal of the school is attained--pupil growth or achievement.

Smith and Gremillion (1971, p. 21) state that in order for pupil achievement to be a measure of teaching

effectiveness three problems must be overcome.

One, we must know explicitly what changes we want to produce in the lives of our pupils. Two, we must be able to measure these changes. Three, we must be able through experimental design to attribute the measured changes to the actions of the teacher.

Byrne (1962, p. 21) says that despite reservations such as the inadequacies of achievement tests in measuring either accurately or completely the extent to which objectives are realized, and the difficulty in determining whether these gains result from the efforts of a specific teacher, pupil growth criteria are the most fruitful to date.

Lucio and McNeil (1962, pp. 211-12) propose that not only achievement in subject matter but also areas that are sometimes thought to be intangible such as pupils' self-understanding, social attitudes and similar behaviors can be measured if defined in measurable terms.

Research results have indicated that pupil gain criteria can be used to determine the outcomes of particular teaching acts rather precisely, since these criteria are focused on the essence of teaching--the achievement of pupils.

Frazier (1969, p. 21) asserts that no appraisal should fail to assist the teacher in determining her degree of success in obtaining desired objectives, and carrying out a proposed program.

There is a good chance that evaluation based on the achievement of agreed upon objectives is the only kind that will be accepted by educators in the future.

He further argues that organizations are formed because

there is a goal to be achieved. Evaluation is carried out to determine whether they have been accomplished with the best possible utilization of resources (efficiency).

Smith (1967, p. 67) relates that

The Committee on Teacher Effectiveness of the American Educational Research Association worked out a hierarchy of criteria leading from specific characteristics of the teacher such as intelligence, to the superintendent's satisfaction, and finally to success of pupils in life. The lowest level of the hierarchy is the teacher's characteristics and the highest level are the teacher's effects on the success of pupils in both school and life.

Medley and Mitzel (1962, p. 317) discuss their views in a study they carried out to discover classroom behavior characteristics of education program graduates who are effective teachers.

The competence of the teacher is defined as the average success of all of his behaviors in achieving their intended effects. Strictly speaking, we cannot assess the competence of a particular teacher unless we know what effects he is seeking to achieve. We can, however, measure certain effects of his behavior and see which of his behaviors are followed by which effects. If this information were made known to the teacher, he could presumably modify his behavior and increase his competence. There are as many ways of being effective as there are effects to be produced; the competent teacher is one who is able to produce those effects he intends to produce.

Ryans (1960, pp. 1487-88), after pointing out the various limitations of pupil growth as an indicator of teaching effectiveness, concludes that

... if the rationale of the product (student performance) criterion is accepted, and if the complex control problem presented by a multiplicity of producers and the multi-dimensionality of the criterion can be

satisfactorily coped with, student change becomes an intriguing approach to teacher effectiveness.

#### Recent Research Related to the Present Study

Three studies have been done at the University of Alberta using the same basic instrument which was used in this study. Moore (1966), who developed the instrument, studied the criteria used by school inspectors in Victoria, Australia, for the evaluation of teacher effectiveness. Thomas (1969) studied the criteria used in the same Australian state by high school principals, and Rogers (1970) studied the criteria used by both junior and senior high school principals in Alberta. All three used the Mitzel categorization of presage, process, and product to determine what criteria are actually being used by school administrators. Both Thomas and Rogers factor analyzed the data from their studies, and thus demonstrated that the instrument was a valid indicator of the Mitzel categories.

Moore's study attempted to determine whether or not inspectors of the Department of Education in Victoria, Australia, used a common body of criteria when evaluating teacher effectiveness. The study further sought to determine any particular emphasis placed on Mitzel's criteria of presage, process, and product. The instrument consisted of two parts: (a) an unstructured

part asking for criteria they use in evaluating teachers for teaching competence, and the criteria they use when evaluating teachers for promotion to administrative positions; (b) a structured part containing thirty criteria that can be used in either evaluative situation. Moore concluded that no common body of criteria could be identified from the unstructured instrument. Having arrived at this conclusion, Moore (1966, pp. 61, 66) stated

This is regarded as an indication that inspectors are better able to express their approach to the assessment of teaching performance when some structure is provided and is further evidence of the need for the provision of some kind of guide or check list to ensure that due regard is given to the major components of teaching performance. It reveals too the fact that unless inspectors are stimulated to consider criteria, they are likely to judge teaching performance on a limited basis resulting in a "halo" effect because the assessment is an indication of the total performance of the teacher.

Moore's findings indicated that a common body of criteria could be identified when criteria were analyzed. Inspectors emphasized process criteria when evaluating teachers for teaching competence, and presage criteria when evaluating teachers for promotion to administrative positions.

A follow-up to Moore's study was conducted by Thomas in 1969. He analyzed the criteria used by high school principals in Victoria, Australia, when evaluating teachers for (a) teaching competence and (b) promotion



to administrative positions. He examined the extent to which a common body of criteria was used, the emphasis placed upon particular criteria and particular categories of criteria, and the relationship between the criteria used and selected variables. Thomas discovered that a common body of criteria was used when evaluating for teaching competence, and that a different common body of criteria was used when evaluating for promotion to administrative positions. Like Moore, he found that process criteria were stressed in the first evaluative situation, while presage criteria were stressed in the latter situation. As in the first study, product criteria were not very highly emphasized. Thomas also found that a relationship existed between the criteria used, and certain variables such as the age and length of experience of the principal, and the size and location of the school. He also found that principals used many criteria not listed on the instrument.

The Rogers study, conducted on high school principals in Alberta, was basically a replication of the study carried out by Thomas. Rogers' findings were essentially the same as Thomas'. He found that a common body of criteria was used in each evaluative situation, and that there was a considerable shift in emphasis on certain criteria when the situation changed. Again, emphasis was placed on process criteria when evaluating

for teacher competence, and on presage criteria when evaluating for promotion to administrative positions. Like Thomas before him, he found some significant relationships between the evaluative criteria and the personal and school data variables. Like his two predecessors, he discovered that many criteria not listed on the instrument were used.

#### IV. SUMMARY

The review of literature, as presented in this chapter, has looked at some of the major issues concerning teacher evaluation that have been studied by educators particularly in the past decade. This review has concentrated on the findings and opinions of educators who have done extensive work in the area of teacher evaluation.

Researchers have been primarily concerned with such problems as the defining of good teaching and how it should be evaluated, the attitudes of teachers toward teacher evaluation, determining who should evaluate teachers, and the problem which is of utmost importance to this research--determining the criteria to be used in evaluating teachers. The work of those researchers indicates the magnitude of the problems relating to teacher evaluation, and that no simple solution to the problem of evaluating the teacher's performance has received any wide-spread endorsement.

The general findings of three studies from the University of Alberta using the same instrument as was

used in this study were also presented. This was done so as to provide a basis for comparisons to be made with the criteria used by school district superintendents in Newfoundland and school inspectors in Victoria, Australia, as well as with high school principals in both Alberta and Victoria, Australia.

## CHAPTER III

### THE DESIGN OF THE STUDY

#### I. SYNOPSIS OF THE PROBLEM

Newfoundland district superintendents now play a major role in the certification of teachers. Under the new teacher certification regulations, which became effective July 1, 1972, interim certificates are granted to candidates, aspiring to be teachers, for a period of two years. The permanent certification of these candidates, by the Department of Education, is subject to the recommendations of their superintendents. The Department of Education does not provide superintendents with a check list or guide to evaluation.

When a teacher applies for an administrative position, it is the superintendent who either decides that the teacher is suitable for such a promotion or recommends to his board that the teacher be promoted.

It was the purpose of this study to examine the criteria of teacher evaluation employed by district superintendents when evaluating teachers regarding (a) their teaching competence, and (b) their suitability for promotion to an administrative position. By using identical criteria in both evaluative situations, it was possible to ascertain whether or not there was a change

in emphasis from one evaluative situation to the other. It was also possible to compare the emphasis placed upon Mitzel's three categories of presage, process, and product.

The study also sought to identify any relationships which existed between the evaluative criteria used by superintendents and variables such as the age of the superintendent, his administrative experience, and his total years of schooling.

Finally, the study sought to ascertain whether or not superintendents employed criteria of evaluation in addition to those listed on the instrument.

## II. THE INSTRUMENT

The basic instrument consisted of two sections; a Personal and School District Questionnaire and a Teacher Evaluation Questionnaire. The former included the following variables:

1. The age of the superintendent
2. Length of experience as an administrator
3. Total number years of schooling
4. Number of courses in Educational Administration
5. Size of the school district.

The latter section consisted of two parts:

1. A questionnaire for the evaluation of teacher competence
2. A questionnaire for evaluation for promotion

to an administrative position.

Both of these questionnaires include the same thirty evaluative criteria, but the criteria were arranged in a different order in each section. The criteria were thus arranged so as to lessen the probability that answers to the first part, relating to teacher competence, would prejudice answers to the second part, relating to administrative promotion.

The superintendents were asked to score each criterion on a continuum as follows:

- A - a factor always used
- F - a factor frequently used
- S - a factor seldom used
- N - a factor never used.

They indicated the importance that they attach to each criterion by circling the appropriate letter. Both questionnaires in the latter section were scored in this manner.

Space was provided, on each evaluative questionnaire, to enable superintendents to list any additional criteria employed by them in each evaluative situation. They were also asked to make any comments they wished on the instrument, the evaluation of teachers, or the study itself.

The criteria of evaluation used in the Teacher Evaluation Questionnaires were prepared by Moore and

used in his study. Moore (1966, pp. 30-31) stated

This instrument contained a list of thirty criteria drawn from the literature on the evaluation of teachers. The criteria were selected for inclusion on the instrument after a pilot study had been carried out to isolate ten in each of the categories suggested by Mitzel; that is, Product, Process, and Presage criteria.

### III. COLLECTION OF THE DATA

#### Source of the Data

The instrument was sent to all 32 district superintendents in Newfoundland, along with covering letters from the researcher and Brother A. F. Brennan, president of the Association of District School Superintendents, and a stamped addressed envelope for return of the instrument by mail. The researcher's letter outlined the purpose of the study, and indicated that the researcher had the approval and support of his supervisor, Dr. K. W. Wallace, Brother A. F. Brennan, and the Department of Educational Administration, Memorial University. The researcher also expressed his willingness to share his findings with all Newfoundland district superintendents. Brother Brennan appealed to district superintendents to cooperate with the researcher because he felt that the research would be of some assistance to them.

Follow-up letters were sent to superintendents three weeks later. At that date, fifty-six per cent of

the superintendents had returned questionnaires. These follow-up letters resulted in three more returns bringing the number of responses up to twenty-one or sixty-six per cent.

Since returns from the follow-up letter were slow in arriving, additional questionnaires with covering letters were mailed a week later. Responses from the additional questionnaires raised the percentage of returns to ninety-four per cent.

Copies of the letters to the superintendents are included in Appendix A.

Table I (p. 42) presents an analysis of returns which were mailed by superintendents.

#### Personal and School District Data

Details of the respondents and their school districts are provided in Table II (p. 43). More than half of the superintendents (57.6 per cent) were less than forty years of age; three-fifths (60 per cent) had more than ten years of experience as an administrator; more than two-thirds (70 per cent) had more than seventeen years of schooling; more than half (53.3 per cent) had less than eight courses in Educational Administration indicating that they had neither a graduate degree nor a graduate diploma in this area. Exactly two-thirds of the superintendents work in districts of fewer than five



TABLE I  
CLASSIFICATION OF RESPONSES TO  
QUESTIONNAIRES

Classification	Number	Per Cent
Returned and usable	30	93.8
Returned but not usable	0	0
Not returned	2	6.3
Totals	32	100

TABLE II  
PERSONAL AND SCHOOL DATA (FREQUENCIES BY PERCENTAGES)  
N=30

Variable	Categories			
Age of Superintendent	< 35 33.3	35-39 23.3	40-46 23.3	47+ 20.0
Length of experience as an administrator (in years)	< 10 40.0	10-14 20.0	15-19 13.3	20+ 26.7
Total number years of schooling	16 6.7	17 23.3	18 53.3	19 16.7
Number of course(s) in Educational Administration	< 5 43.3	6-7 10.0	8-9 20.0	10+ 26.7
Size of school district (number of pupils)	< 2500 23.3	2500-4999 43.3	5000-6999 16.7	7000+ 16.7

thousand students.

Table III (p. 45), which provides additional information concerning personal and school district variables, demonstrates rather large ranges among the superintendents and among the school districts. The disparity in the sizes of the school districts would indicate that the role of the superintendent would vary quite extensively from the very small to the very large districts. Duties performed by superintendents in the smaller districts, such as the hiring of teachers and the planning of new schools, would generally be delegated to other professional personnel in the larger districts. It is also worth noting that, although each superintendent by virtue of his office is a professional administrator, there is a very wide range in the degree of professional preparation.

#### Statistical Procedure

A frequency count was used to determine whether or not superintendents apply a common body of criteria when evaluating teachers for (a) teacher competence, and (b) administrative promotion. All thirty criteria used in both evaluative situations were arranged in rank order according to the percentage of respondents who indicated that they "always" or "frequently" used a specific criterion.

The establishment of a rank order of criteria used

TABLE III  
ADDITIONAL PERSONAL AND SCHOOL  
DISTRICT DATA  
N=30

Variable	Median	Range
Age of Superintendent	39	31
Length of Experience as an Administrator	12	32
Total Years of Schooling	18	3
Courses in Educational Administration	6	24
Size of School District	3058	19,612

for the two evaluative situations enabled comparisons to be made of the emphasis placed upon an individual criterion in each evaluative situation. Pearson's contingency co-efficients were also calculated to establish the degree of relationship between the evaluative situation and the criteria of evaluation used.

When the thirty criteria were ranked according to frequency and classified according to Mitzel's categories of presage, process, and product, it was possible to compare the emphasis placed upon these categories of criteria. A factor analysis, with an absolute value of .30 as the lowest level of significance, was used to determine whether criteria tended to cluster in Mitzel's categories of criteria. For this purpose, the data, although ordinal in character, were assumed to be interval scaling.

Chi square tests were used to determine whether significant differences existed in the responses of superintendents according to specific categories of personal and district data variables. An alpha level of .05 was used to test the null hypothesis that no significant differences existed.

Criteria, not listed on the instrument but used by superintendents were ranked according to frequency of mention. An arbitrary weighted score was assigned to each criterion, on the basis of an allotment of five points for

each A ("Always") and three points for each F ("Frequently").

#### IV. LIMITATIONS AND DELIMITATIONS OF THE STUDY

##### Limitations

This study was limited to the personal and school district data variables outlined in the study.

It was further limited to the basic format of the instrument used.

##### Delimitations

The field from which the data were gathered was delimited to the Newfoundland district superintendents.

The study was delimited to the evaluation of professional personnel who perform at the operational level in each school district. No attempt was made to study the evaluation of school district administrative or supervisory personnel.

## CHAPTER IV.

### EVALUATIVE CRITERIA COMMONLY EMPLOYED BY NEWFOUNDLAND SCHOOL DISTRICT SUPERINTENDENTS

One of the purposes of this study was to ascertain whether or not Newfoundland district superintendents employed a common body of criteria, chosen from among the thirty criteria contained in the instrument, when (a) evaluating teachers' competence and when (b) evaluating teachers for promotion to an administrative position.

#### I. EVALUATION OF TEACHER COMPETENCE

Superintendents were asked to score the thirty criteria on Teacher Evaluation Questionnaire One according to the frequency with which they used each criterion when evaluating teacher competence. Each criterion was scored on a four point scale, according to whether it was always, frequently, seldom, or never used by the superintendent.

Those thirty criteria, ranked according to the frequency with which superintendents indicated that they always or frequently used a particular criterion, are presented in Table IV (p. 49). The table indicates that a considerable number of criteria were employed in evaluation. Seventeen of the thirty criteria were always

TABLE IV

FREQUENCY OF MENTION OF CRITERIA EMPLOYED BY SUPERINTENDENTS IN  
EVALUATING TEACHERS FOR TEACHER COMPETENCE  
N=30

Rank	Criteria	Percentage Response		
		*A	**F	Total
3.5	Concern with the all-around development of pupils	83.3	16.7	100
3.5	Class control	66.7	33.3	100
3.5	Lesson preparation and planning	63.3	36.7	100
3.5	The loyalty and dependability of the teacher	50.0	50.0	100
3.5	The degree of co-operation of the teacher with other staff members	50.0	50.0	100
3.5	Qualities of leadership displayed by the teacher	46.7	53.3	100
10	Provision made for individual differences and group needs	80.0	16.7	96.7
10	Teacher-pupil relationships	76.7	20.0	96.7
10	The energy, force, and enthusiasm displayed in the teaching	56.7	40.0	96.7
10	The personality of the teacher	56.7	40.0	96.7



TABLE IV (Continued)

Rank	Criteria	Percentage Response		
		*A	**F	Total
10	The methods of lesson preparation used	46.7	50	96.7
10	Pupil participation in lessons	40.0	56.7	96.7
10	The professional activities of the teacher	23.3	73.3	96.6
15	Academic qualifications and knowledge of the curriculum	73.3	20.0	93.3
15	The use of teaching aids	40.0	53.3	93.3
15	Supervision and checking of written work	23.3	70.0	93.3
17	Concern with the character development of the pupils	43.3	46.7	90.0
19	The teacher's standing with the pupils	33.3	53.3	86.6
19	The training of the pupils in self-expression	13.3	73.3	86.6
19	The development of the process of individual inquiry in the pupils	10.0	76.7	86.7
21.5	The pupils work well without supervision	13.3	70.0	83.3
21.5	The attitudes of the pupils to the school and to authority	6.7	76.7	83.4

TABLE IV (Continued)

Rank	Criteria	Percentage Response		
		*A	**F	Total
23.5	Pupil attitudes of courtesy, industry, and self-reliance	13.3	66.7	80.0
23.5	The degree of self-evaluation of processes employed	10.0	70.0	80.0
25.5	The pupils appreciation of moral and ethical standards	23.3	53.3	76.6
25.5	Dress and appearance of the teacher	16.7	60.0	76.7
27.5	The level of intelligence of the teacher	13.3	50.0	63.3
27.5	The training of the pupils in civic competence and responsibility	3.3	60.0	63.3
29	The teacher's participation and standing in the community	6.7	50.0	56.7
30	Examination results	6.7	46.7	53.4

\*Always Used

\*\*Frequently Used

or frequently employed by ninety per cent of the superintendents. Twenty-four of the criteria were used by eighty per cent, and twenty-six of the thirty criteria were used by seventy-five per cent of the superintendents. These data led the researcher to conclude that Newfoundland district superintendents employ a common body of criteria when evaluating teachers for teaching competence.

The following six criteria were used by all respondents either always or frequently when evaluating teachers: concern with the all-round development of pupils; class control; lesson preparation and planning; the loyalty and dependability of the teacher; the degree of co-operation of the teacher with other staff members; and the qualities of leadership displayed by the teacher.

Where more than one criterion received the same percentage of total responses, the criterion with the highest score in the category "always used" was placed before criteria with a lower score in this category. Strongest support, then, was given to the criterion--concern with the all-round development of pupils. The effective teacher was considered as one who is concerned with the whole child, is in charge of the classroom situation, prepares his lessons well, is loyal and dependable, co-operates with other staff members, and conducts himself as a leader.

The next seven criteria--provision made for

individual differences and group needs, teacher-pupil relationships; the energy, force, and enthusiasm displayed in the teaching; the personality of the teacher, the methods of lesson preparation used; pupil participation in lessons; and the professional activities of the teacher--received only one response (3.3 per cent) less than the first six criteria. Ninety per cent of the superintendents, then, considered those seventeen criteria to be extremely important in the evaluation of teacher competence.

## II. EVALUATION FOR PROMOTION TO AN ADMINISTRATIVE POSITION

Superintendents scored Teacher Evaluation Questionnaire Two in the same manner as the criteria found in Teacher Evaluation Questionnaire One. The criteria, however, were arranged differently in the second questionnaire. The superintendents ranked the criteria on the second questionnaire according to the frequency with which they use them when considering the teacher's worthiness of being promoted to an administrative position.

Table V (p. 54) presents the thirty criteria ranked according to the frequency with which superintendents indicated that they always or frequently use them. The table demonstrates that nine criteria were always or

TABLE V

FREQUENCY OF MENTION OF CRITERIA EMPLOYED BY SUPERINTENDENTS IN EVALUATING  
TEACHERS FOR PROMOTION TO ADMINISTRATIVE POSITIONS  
N=30

Rank	Criteria	Percentage Response		
		*A	**F	Total
5	The degree of co-operation of the teacher with other staff members	86.7	13.3	100
5	The personality of the teacher	86.7	13.3	100
5	Qualities of leadership displayed by the teacher	86.7	13.3	100
5	Concern with the all-round development of the pupils	86.7	13.3	100
5	Academic qualifications and knowledge of the curriculum	80.0	20.0	100
5	The loyalty and dependability of the teacher	76.7	23.3	100
5	Teacher-pupil relationships	66.7	33.3	100
5	The professional activities of the teacher	63.3	36.7	100
5	Concern with the character development of the pupils	43.3	56.7	100
11	Provision made for individual differences and group needs	70.0	26.7	96.7

TABLE V (Continued)

Rank	Criteria	Percentage Responses		
		*A.	**F	Total
11	Class control	66.7	30.0	96.7
11	The energy, force, and enthusiasm displayed in the teaching	63.3	33.3	96.6
14	Lesson preparation and planning	43.3	50.0	93.3
14	The methods of lesson presentation used	30.0	63.3	93.3
14	Pupil participation in lessons	26.7	66.7	93.4
18.3	The teacher's participation and standing in the community	56.7	33.3	90.0
18.3	The teacher's standing with the pupils	53.3	36.7	90.0
18.3	The attitudes of the pupils to the school and to authority	40.0	50.0	90.0
18.3	The development of the process of individual inquiry in the pupils	36.7	53.3	90.0
18.3	Dress and appearance of the teacher	26.7	63.3	90.0
18.3	Pupils' attitudes of courtesy, industry, and self-reliance	6.7	83.3	90.0

TABLE V (Continued)

Rank	Criteria	Percentage Response		
		*A	**F	Total
22	The pupils work well without supervision	20.0	66.7	86.7
23	The level of intelligence of the teacher	50.0	33.3	83.3
24.5	The degree of self-evaluation of processes employed	46.7	33.3	80.0
24.5	The use of teaching aids	30.0	50.0	80.0
27.5	Supervision and checking of written work	30.0	46.7	76.7
27.5	The pupils' appreciation of moral and ethical standards	20.0	56.7	76.7
27.5	The training of the pupils in civic competence and responsibility	16.7	60.0	76.7
27.5	The training of the pupils in self-expression	13.3	63.3	76.6
30	Examination results	6.7	43.3	50.0

\*Always Used

\*\*Frequently Used

frequently employed by all Newfoundland district superintendents. Twenty-one criteria were always or frequently employed by ninety per cent of the superintendents, twenty-five criteria by eighty per cent, and twenty-nine criteria by seventy-five per cent of Newfoundland district superintendents. Such overwhelming evidence would indicate that Newfoundland district superintendents clearly employ a common body of criteria when evaluating teachers for promotion to an administrative position.

The following criteria were used "always" or "frequently" by all superintendents: the degree of co-operation of the teacher with other staff members; the personality of the teacher; qualities of leadership displayed by the teacher; concern with the all-round development of the pupils; academic qualifications and knowledge of the curriculum; the loyalty and dependability of the teacher; the professional activities of the teacher; teacher-pupil relationships; and concern with the character development of the pupils. More than eighty per cent of the respondents said that they "always used" the criteria of: the degree of co-operation of the teacher with other staff members; the personality of the teacher; qualities of leadership displayed by the teacher; and concern with the all-round development of the pupils. The effective administrator, then, was seen above all else as someone who is a leader, who knows how to co-operate with and



relate to his subordinates, and who recognizes the primary goal of the school institution as the all-round development of the pupils.

The criteria of: provision made for individual differences and group needs; the energy, force and enthusiasm displayed in the teaching; and class control were only one response (3.3 per cent) short of consensus. The three criteria of: lesson preparation and planning; the methods of lesson presentation used; and pupil participation in lessons fell only two responses (6.6 per cent) short of consensus.

The nine criteria which were ranked the highest according to their "always" or "frequent" use indicate that superintendents very definitely emphasize personal characteristics, proficiency in human relations, and concern for pupil development as the most desirable qualities of an administrator.

It could be inferred, since the criterion--examination results--received only fifty per cent in the categories of "always" and "frequently" used, that superintendents consider it to be largely irrelevant when evaluating teachers for promotion to an administrative position.

## CHAPTER V

### COMPARISONS OF SUPERINTENDENTS' EMPHASES PLACED ON CRITERIA OF EVALUATION IN EACH EVALUATIVE SITUATION

Does one have to be a good teacher in order to be a school administrator? This question has been a subject of perennial debate in educational circles. There are educators who contend that an excellent teaching record is imperative for success as an administrator. Others contend that the best teachers do not make the best administrators. Proponents of this latter position sometimes suggest that it is not even essential for an administrator to have been a teacher.

It was one of the purposes of this study to ascertain the position of Newfoundland district superintendents relative to the above question. Since the instrument, used in this study, contained the same criteria for both evaluative situations, it was possible to compare responses in each situation. If Newfoundland district superintendents contend that the best teacher makes the best administrator, they will place approximately the same emphasis upon (a) individual criteria, and (b) categories of criteria.

## I. EMPHASIS PLACED UPON INDIVIDUAL CRITERIA

The rank order of the evaluative criteria employed in each evaluative situation, as well as the differences in ranks for each criterion, is presented in Table VI (p. 61). To give a broader distribution of rank ordering an arbitrary weighted scale, consisting of five scores for each "always" response and three scores for each "frequently" response, was imposed on these two categories of responses.

A very definite change in emphasis can be seen for many criteria as the evaluative situation changed. Provision made for individual differences and group needs, ranked second for teacher competence, was ranked eighth for administrative promotion. The criteria--concern with the all-round development of the pupils, the personality of the teacher, the degree of co-operation of the teacher with other staff members, and qualities of leadership displayed by the teacher--which received the highest rank for promotion to an administrative position, ranked first, seventh, ninth and eleventh respectively for teacher competence.

The greatest change in emphasis from one evaluative situation to the other was for the criterion--the teacher's participation and standing in the community--which ranked thirteenth for administrative promotion but only

TABLE VI

## RANK ORDER OF CRITERIA OF EVALUATION EMPLOYED IN EACH EVALUATIVE SITUATION

Criteria	Teacher Competence		Administrative Promotion		Difference in Rank
	Weighted Score	Rank	Weighted Score	Rank	
Concern with the all-round development of the pupils	140	1	142	2.5	1.5
The provision made for individual differences and group needs	135	2	129	8	6
Teacher-pupil relationships	133	3	130	7	4
Class control	130	4	127	10	6
Academic qualifications and knowledge of the curriculum	128	5.5	<del>138</del>	5	.5
Lesson preparation and planning	128	5.5	110	15	9.5
The personality of the teacher	121	7.5	142	2.5	5
The energy, force, and enthusiasm displayed in the teaching	121	7.5	125	11	3.5
The loyalty and dependability of the teacher	120	9.5	136	6	3.5

TABLE VI (Continued)

Criteria	Teacher Competence		Administrative Promotion		Difference in Rank
	Weighted Score	Rank	Weighted Score	Rank	
The degree of co-operation of the teacher with other staff members	120	9.5	142	2.5	7
Qualities of leadership displayed by the teacher	118	11	142	2.5	8.5
The methods of lesson preparation used	115	12	102	19	7
Pupil participation in lessons	111	13	100	20.5	6.5
The use of teaching aids	108	14	90	23.5	9.5
Concern with the character development of the pupils	107	15	116	12	3
The professional activities of the teacher	101	16	128	9	7
The teacher's standing with the pupils	98	17.5	113	14	3.5
Supervision and checking of written work	98	17.5	87	25	7.5
The development of the process of individual inquiry in the pupils	90	19	103	18	1

TABLE VI (Continued)

Criteria	Teacher Competence		Administrative Promotion		Difference in Ranks
	Weighted Score	Rank	Weighted Score	Rank	
The training of the pupils in self-expression	86	20	77	29	9
The pupils' appreciation of moral ethical standards	83	21.5	81	27	5.5
The pupils work well without supervision	83	21.5	90	23.5	2
Pupil attitudes of courtesy, industry, and self-reliance	80	23	85	26	3
Dress and appearance of the teacher	79	24.5	97	22	2.5
The attitude of the pupils to the school and to authority	79	24.5	105	16.5	8
The degree of self-evaluation of process employed	78	26	100	20.5	5.5
The level of intelligence of the teacher	65	27	105	16.5	10.5
The training of pupils in civic competence and responsibility	59	28	79	28	0

TABLE VI (Continued)

Criteria	Teacher Competence		Administrative Promotion		Difference in Rank
	Weighted Score	Rank	Weighted Score	Rank	
The teacher's participation and standing in the community	55	29	115	13	16
Examination results	52	30	49	30	0

twenty-ninth for teacher competence. The criterion--the level of intelligence of the teacher--which ranked twenty-seventh for teacher competence, was an equal sixteenth for administrative promotion.

Of the first four criteria ranked for teacher competence, only one was among the first four for administrative promotion. Of the first ten ranked for teacher competence, however, eight were among the first ten ranked for administrative promotion, but in different order for each criterion.

Pearson's contingency coefficients were also calculated to ascertain the relationship between each criterion of evaluation and the evaluative situation. The significance of C was tested by determining the significance of the chi square at the .05 level of probability.

The null hypothesis of no significant difference between the emphasis placed upon each criterion in the two evaluative situations was rejected for eighteen criteria. Table VII (p. 66) presents the eighteen criteria which range from a C value of 0.830 to 0.419.

An analysis of the ten highest criteria shows that more superintendents employed the following criteria for teacher competence than for administrative promotion: the pupil's appreciation of moral and ethical standards; the training of the pupils in self-expression; provision made for individual differences and group needs;



TABLE VII

THE DEGREE OF RELATIONSHIP BETWEEN THE EVALUATIVE SITUATION AND CERTAIN  
CRITERIA OF EVALUATION [PEARSON'S CONTINGENCY COEFFICIENT  
(.05 LEVEL OF SIGNIFICANCE)]

N=30

No.	Criteria	Frequencies by Percentages				Chi-Square	Degrees of Freedom	C	
		A	F	S	N				
1.	The degree of self-evaluation of processes employed	*1	10.0	70.0	13.3	3.3	66.658	16	0.830
		*2	46.7	33.3	10.0	3.3			
2.	The pupils' appreciation of moral and ethical standards	1	23.3	53.3	20.0		44.222	12	0.772
		2	20.0	56.7	16.7	3.3			
3.	The level of intelligence of the teacher	1	13.3	50.0	30.0	6.7	42.222	12	0.765
		2	50.0	33.3	10.0	3.3			
4.	The training of the pupils in self-expression	1	13.3	73.3	10.0		40.488	9	0.758
		2	13.3	63.3	20.0				
5.	The teacher's standing with the pupils	1	33.3	53.3	6.7	6.7	36.378	6	0.740
		2	53.3	36.7	10.0				
6.	Provision made for individual differences and group needs	1	80.0	16.7	3.3		33.287	4	0.725
		2	70.0	26.7	3.3				
7.	Examination results	1	6.7	46.7	36.7	10.0	32.402	9	0.721
		2	6.7	43.3	30.0	20.0			

TABLE VII (Continued)

No.	Criteria	Frequencies by percentages				Chi Square	Degrees of Freedom	C.
		A	F	S	N			
8.	The energy, force and enthusiasm displayed in the teaching	1	56.7	40.0	3.3	32.257	4	0.720
		2	63.3	33.3	3.3			
9.	The development of the process of individual inquiry in the pupils	1	10.0	76.7	10.0	24.235	6	0.670
		2	36.7	53.3	10.0			
10.	The use of teaching aids	1	40.0	53.3	3.3	23.028	9	0.659
		2	30.0	50.0	16.7			
11.	The pupils work well without supervision	1	13.3	70.0	16.7	19.468	4	0.627
		2	20.0	66.7	13.3			
12.	The methods of lesson presentation used	1	46.7	50.0	3.3	19.240	4	0.625
		2	30.0	63.3	6.7			
13.	Pupil attitudes of courtesy, industry and self-reliance	1	13.3	66.7	20.0	18.640	6	0.619
		2	6.7	83.3	6.7			
14.	The training of the pupils in civic competence and responsibility	1	3.3	60.0	33.3	16.581	6	0.597
		2	16.7	60.0	23.3			
15.	The attitude of the pupils to the school and to authority	1	6.7	76.7	13.3	14.060	6	0.565
		2	40.0	50.0	10.0			

TABLE VII (Continued)

No.	Criteria	Frequencies by percentages				Chi Square	Degrees of Freedom	C
		A	F	S	N			
16.	Lesson preparation and planning	1	63.3	36.7		10.523	3	0.510
		2	43.3	50.0	3.3			
17.	The personality of the teacher	1	56.7	40.0	3.3	7.432	2	0.446
		2	86.7	13.3				
18.	Teacher-pupil relationships	1	76.7	20.0	3.3	6.391	2	0.419
		2	66.7	33.3				

\*Teacher Competence

A = Always

F = Frequently

\*\*Administrative Promotion

S = Seldom

N = Never

examination results; and the use of teaching aids. Conversely, more superintendents used the following criteria for administrative promotion than for teacher competence: the degree of self-evaluation of processes employed; the level of intelligence of the teacher; the teacher's standing with the pupils; the energy, force and enthusiasm displayed in the teaching; and the development of the process of individual inquiry in the pupils.

The data reveal, then, that there was a relationship between the evaluative situation and almost two thirds of the criteria in the instrument.

## II. EMPHASIS PLACED UPON CATEGORIES OF CRITERIA

Tables VIII (p. 70) and IX (p. 72) present analyses of the emphasis which superintendents placed upon each of Mitzel's categories of presage, process, and product in each evaluative situation. These tables, dependent upon the categorization of criteria presented in Appendix B, are derived from Table VI (p. 61). The dotted line in each table divides the ranked criteria into halves. The tables are thus designed so as to easily display the emphasis placed upon each criterion in both evaluative situations.

Table VIII presents the analysis of the evaluative criteria employed for teacher competence grouped according

TABLE VIII

RANK ORDER OF CRITERIA OF EVALUATION EMPLOYED FOR TEACHER COMPETENCE  
GROUPED ACCORDING TO MITZEL'S CATEGORIES

Category	Rank as per Table VI									
Presage	5.5,	7.5,	9.5,	9.5,	11,	16,	17.5,	24.5,	27,	29.
Process	2,	3,	4,	5.5,	7.5,	12,	13,	14,	17.5,	26.
Product	1,	15,	19,	20,	21.5,	21.5,	23,	24.5,	28,	30.

to Mitzel's categories. Of the fifteen highest ranked criteria, eight were process criteria, five presage criteria, and two product criteria. An observation of the ten lowest ranked criteria shows that seven are product criteria, three presage criteria, and one process criterion.

Analysis of Table VIII (p. 70), then, clearly shows that superintendents placed the most emphasis on process criteria and the least emphasis on product criteria when evaluating teacher competence. This finding is in agreement with that of Moore (1966, p. 32) and Thomas (1969, p. 71), who respectively found that both inspectors and principals in Victoria, Australia, considered process criteria to be most important and product criteria least important in the same situation. Rogers (1970, p. 67) also reports the same finding regarding principals in Alberta.

Table IX (p. 72) reveals that of the fifteen highest ranked criteria for administrative promotion, eight were presage criteria, five process criteria, and two product criteria. The five lowest ranked criteria for administrative promotion were all product criteria.

The data indicate that Newfoundland district superintendents emphasize presage criteria and again de-emphasize product criteria when evaluating teachers for promotion to an administrative position. This finding

TABLE IX

RANK ORDER OF CRITERIA OF EVALUATION EMPLOYED FOR ADMINISTRATIVE  
PROMOTION GROUPED ACCORDING TO MITZEL'S CATEGORIES

Category	Rank as per Table VI									
Presage	2.5,	2.5,	2.5,	5,	6,	9,	13,	14,	16.5,	22.
Process	7,	8,	10,	11,	15,	19,	20.5,	20.5,	23.5,	25.
Product	2.5,	12,	16.5,	18,	23.5,	26,	27,	28,	29,	30.

is also in agreement with the findings of Moore, Thomas and Rogers.

It may be concluded from the data that process criteria were emphasized when evaluating teachers for teacher competence, but that presage criteria were considered to be the most important when evaluating teachers for administrative promotion. Product criteria were de-emphasized in both situations.

### III. RESULTS OF FACTOR ANALYSIS

The instrument used in this study contained thirty criteria which according to Moore, the developer of the instrument, were evenly distributed among Mitzel's categories of presage, process, and product. Both Thomas (1969, Appendix C) and Rogers (1970, Appendix C) validated Moore's assumption that there was indeed a clustering of criteria into the categories of presage, process, and product.

The results of the factor analysis of criteria for each evaluative situation in this study appear in Tables XV. (p.117) and XVI (p.120), Appendix C. The critical value of .30 was selected as the lower level of significance. Items, then, with either a positive loading factor of greater than .30 or a negative loading factor of less than  $-.30$  were considered to be loading significantly on that factor. A three factor solution



of the data indicates that three clusters of criteria could be distinguished. The clustering in the first, second, and third factors were respectively identifiable as product, presage, and process criteria.

## CHAPTER VI

### RELATIONSHIPS BETWEEN EVALUATIVE CRITERIA AND CHARACTERISTICS OF RESPONDENTS AND THEIR SCHOOL DISTRICTS

This study sought, as one of its purposes, to determine whether or not there were any significant relationships between the evaluative criteria employed by superintendents and the five personal and school district variables.

These variables consisted of: the age of the superintendent; the length of his experience as an administrator; his total number of years of schooling; the number of courses obtained by the superintendent in educational administration; the size of his school district in terms of actual student enrollment.

Because of the small size of the sample, each of the variables was divided into two categories. Chi square tests, at the .05 level of significance, were performed to determine whether or not significant differences existed between each of the paired groups in each variable for the thirty criteria in each evaluative situation. The null hypothesis stated that no significant difference existed between the evaluative criteria employed in each situation and the two

distributions of each variable.

The observed frequencies for each criterion which showed a significant difference in responses may be found in Appendix D.

#### Age of Superintendents

Table X (p. 77) shows that for the age groups selected, under forty years of age and forty years of age and over, chi square tests disclosed significant differences in responses to only two of the criteria of evaluation, and in both cases when evaluating teachers for teacher competence. Thus, the null hypothesis that no significant differences existed was rejected in only two of the sixty cases.

The observed frequencies show that Newfoundland district superintendents who are under forty years of age place more emphasis on the criterion of pupil attitudes of courtesy, industry and self-reliance than those who are over forty. All of the superintendents in the under forty group responded to this criterion in either the "always" or "frequently" category, whereas almost half (46.2 per cent) of the older superintendents said that they "seldom" use it when evaluating teacher competence.

For the criterion of the personality of the teacher, the observed frequencies show that the older superintendents place more emphasis upon this criterion

TABLE X

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS  
IN DIFFERENT AGE GROUPS (.05 LEVEL OF SIGNIFICANCE)

(Less than 40 years, n=17)

(40 years and over, n=13)

Criteria	Chi Square	Teacher Competence	Degrees of Freedom	Administrative Promotion	Degrees of Freedom
		Chi Square		Chi Square	
Pupil attitudes of courtesy, industry and self-reliance	9.842		2	*	-
The personality of the teacher	7.402		2	*	-

than the younger superintendents when evaluating teacher competence. Whereas the older superintendents strongly indicated that they "always" use this criterion, the younger superintendents indicated that they use it "frequently" rather than "always."

#### Length of Experience as an Administrator

One significant chi square value was obtained for the variable of length of experience as an administrator. All superintendents with ten or more years experience responded either "always" or "frequently" to the criterion of supervision and checking of written work when evaluating teachers for teacher competence. The less experienced superintendents displayed more agreement in the category of "always" than the more experienced superintendents who overwhelmingly indicated that they "frequently" employ this criterion (see Table XI, p. 79).

In all other cases, the null hypothesis that no significant difference existed between the length of the superintendents' experience and how they responded to each criterion was upheld.

#### Total Number Years of Schooling

Table XII (p. 80) reveals that for the selected categories of less than eighteen years, and eighteen years and over for total number years of schooling, chi

TABLE XI

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS  
ACCORDING TO THEIR LENGTH OF EXPERIENCE AS ADMINISTRATORS  
(.05 LEVEL OF SIGNIFICANCE)

(Less than 10 years experience, n=12)

(10 years and over, n=18)

Criteria	Teacher Competence		Administrative Promotion	
	Chi Square	Degrees of Freedom	Chi Square	Degrees of Freedom
Supervision and checking of written work	8.175	3	*	-

\*No significant difference

TABLE XII

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS  
ACCORDING TO THEIR TOTAL NUMBER OF YEARS OF SCHOOLING  
(.05 LEVEL OF SIGNIFICANCE)

(Less than 18 years, n=9)

(18 years and over, n=21)

Criteria	Teacher Competence		Administrative Promotion	
	Chi Square	Degrees of Freedom	Chi Square	Degrees of Freedom
The professional activities of the teacher	6.252	2	*	-
The pupils work well without supervision	8.469	2	*	-
The degree of co-operation of the teacher with other staff members	5.714	1	*	-

\*No significant difference

square tests disclosed significant differences in responses to three criteria of evaluation for teacher competence. A relationship was established, then, between these criteria employed by superintendents and their total number years of schooling. The null hypothesis was supported for all other criteria.

An examination of the observed frequencies for the two categories of years of schooling shows that superintendents with eighteen years of schooling or more were in stronger agreement upon the criteria of the professional activities of the teacher, and the pupils work well without supervision, than superintendents with less than eighteen years of schooling. For the criterion of the degree of co-operation of the teacher with other staff members, the more educated superintendents indicated that a larger percentage of them "always" use this criterion than the lesser educated superintendents. Conversely, for the other two criteria, the lesser educated superintendents displayed stronger agreement in the "always" category than the more educated superintendents. When the categories of "always" and "frequently" are considered conjointly, it is evident that the more educated superintendents consider those three criteria to be more important in the evaluation of teacher competence than the less educated superintendents.



### Number of Courses in Educational Administration

Table XIII (p. 83) shows that chi square tests revealed significant differences in responses for two criteria of evaluation for teacher competence, and two criteria for administrative promotion. A relationship was thus established between these criteria of evaluation and the number of courses superintendents had taken in educational administration. The null hypothesis was supported for all other criteria.

Superintendents with eight or more courses in educational administration considered the criteria of pupil attitudes of courtesy, industry and self-reliance, and concern with the character development of the pupils to be more important for the evaluation of teacher competence than superintendents with less than eight courses in educational administration.

When evaluating teachers for administrative promotion, superintendents with less than eight courses in educational administration considered the criteria of pupil participation in lessons, and lesson preparation and planning to be more important than did superintendents who had completed eight or more courses in educational administration.

### Size of the School District

Table XIV (p. 84) shows that, for school districts of

TABLE XIII

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS  
 ACCORDING TO THEIR NUMBER OF COURSES IN EDUCATIONAL ADMINISTRATION  
 (.05 LEVEL OF SIGNIFICANCE)

(Less than 8 courses, n=17)

(8 courses or more, n=13)

Criteria	Teacher Competence		Administrative Promotion	
	Chi Square	Degrees of Freedom	Chi Square	Degrees of Freedom
Pupils attitudes of courtesy, industry and self-reliance	6.584	2	*	-
Concern with the character development of the pupils	7.087	2	*	-
Pupil participation in lessons	*	-	6.075	2
Lesson preparation and planning	*	-	9.534	3

\*No significant difference

TABLE XIV

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION OF RESPONDENTS  
 ACCORDING TO THE SIZE OF THE SCHOOL DISTRICT  
 (.05 LEVEL OF SIGNIFICANCE)

(Less than 5,000 pupils, n=20)

(5,000 or more pupils, n=10)

Criteria	Teacher Competence		Administrative Promotion	
	Chi Square	Degrees of Freedom	Chi Square	Degrees of Freedom
The level of intelligence of the teacher	9.300	3	*	

\*No significant difference

less than 5,000 students and 5,000 or more students, chi square tests established only one significant difference in responses to criteria of teacher evaluation. A relationship was established between the criterion of the level of intelligence of the teacher and the size of the school districts when evaluating teachers for teacher competence. In all other cases, the null hypotheses were supported.

The observed frequencies show that superintendents whose school districts have large student enrollments were in stronger agreement about the importance of the teacher's level of intelligence as a factor in evaluating for teacher competence than superintendents whose school districts have smaller student enrollments.

### Summary

At least one significant relationship was found between responses to certain criteria and the five personal and school district variables. In most cases, however, the null hypotheses of no significant difference were upheld. The superintendents' responses to the evaluative criteria were affected in a very limited manner by the five variables.

Of the eleven significant differences in responses, to the evaluative criteria, all but two occurred when evaluating teachers for teacher competence. According to

categories of criteria, significant differences existed for four presage criteria, three process criteria and four product criteria.

## CHAPTER VII

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

#### I. SUMMARY

The primary intention of this study was to examine the criteria of evaluation employed by Newfoundland district superintendents when evaluating teacher competence and when evaluating teachers for promotion to an administrative position.

The new teacher certification regulations, which came into effect July 1, 1972, placed the Newfoundland district superintendents in a key position relative to teacher certification. Before these regulations became law, permanent teaching certificates were granted teachers solely on their ability to be successful at university. The new teacher certification regulations, however, require that the aspiring teacher undergo what amounts to a two year internship before he is eligible for permanent certification. In order for a candidate to receive his permanent teaching certificate from the Department of Education, he must be recommended for same by his superintendent. At the present time, Newfoundland district superintendents do not have any set procedures for the execution of this responsibility, but they are

making efforts to establish such procedures" (see Brother Brennan's letter, Appendix A).

The review of the literature, which presented the opinions and research findings of many leading educators, did not disclose any universal endorsement of acceptable procedures for the evaluation of teacher competence. It did, however, emphasize the complexity of the problem, and stressed the need for educators to continue seeking an acceptable solution to it.

Newfoundland district superintendents either hire and evaluate teachers within their districts, or designate other professional personnel, such as supervisors or principals, to perform these duties. Even where the hiring and evaluating of teachers is done by other professional personnel, the ultimate responsibility for these duties rests with the superintendent. Likewise, it is the responsibility of the superintendent, even though he may have a staffing committee, to determine what teachers are promoted to administrative positions within his school district.

Obviously, where teachers are being hired and promoted to administrative positions within school districts, there is a need to have some clearly-defined criteria to determine the suitability of teachers for these positions. It was the purpose of this study to examine the criteria employed by Newfoundland district

superintendents when evaluating teachers. More specifically, the study attempted to isolate a common body of criteria for both the evaluation of teacher competence and for promotion of teachers to administrative positions; to compare the emphasis placed upon each criterion as the evaluative situation changed; to detect any particular emphasis placed upon the categories of presage, process, or product criteria in each evaluative situation; to determine whether or not there was a relationship between the evaluative criteria employed by the superintendents in each evaluative situation and certain variables such as age, education, and the size of his school district; and to seek any evaluative criteria employed by superintendents in addition to those outlined on the instrument.

The instrument used in this study consisted of two sections: a personal and school district questionnaire, and two teacher evaluation questionnaires. The questionnaires in the latter section contained the same thirty criteria for both evaluative situations, and were evenly distributed into Mitzel's three categories of presage, process, and product. Space was provided on the instrument to enable superintendents to make any comments they wished on the instrument, the evaluation of teachers, or the study itself, as well as to list any additional criteria they may employ in either evaluative situation.



Of the thirty-two district superintendents to whom the instrument was mailed, thirty responded.

The statistical procedures employed in the analyses of the data included: frequency counts to place criteria in rank order for both evaluative situations to ascertain whether or not a common body of criteria was used in evaluating teachers for teacher competence and administrative promotion; the ranking of all thirty criteria for both evaluative situations, according to weighted frequencies, to enable comparisons to be made between each criterion and the evaluative situations; the use of Pearson's contingency coefficients to ascertain whether or not the emphasis placed upon particular criteria changed as the evaluative situation changed; the rank ordering of criteria according to the categories of presage, process, and product to ascertain the emphasis placed upon these categories in each evaluative situation; a factor analysis to see if criteria tended to cluster into Mitzel's categories of presage, process, and product; chi square tests to ascertain whether or not significant differences existed in the responses of superintendents according to selected categories of the five personal and school district variables; and the ranking according to weighted scores of additional criteria employed by superintendents but not listed on the instrument.

Analysis of the data revealed that superintendents

employed a common body of criteria when evaluating teachers for teacher competence, and that they also employed a common body of criteria when evaluating teachers for administrative promotion. The emphasis placed upon most of the criteria changed as the evaluative situation changed. Process criteria were employed when evaluating teacher competence, and presage criteria when evaluating teachers for promotion to an administrative position. A relationship was established between certain criteria of evaluation employed by superintendents and their personal and school district variables. In the great majority of cases, however, the null hypothesis of no significant difference was upheld.

Just over one quarter (26 2/3 per cent) of the superintendents listed criteria of evaluation in addition to those included on the instrument.

## II. CONCLUSIONS AND IMPLICATIONS

As a result of the data analysis, the following conclusions and implications may be stated:

1. Since it was found that Newfoundland district superintendents employ a common body of criteria for the evaluation of teacher competence, a guide consisting mainly of these criteria, could be devised for the evaluation of teachers in this province. 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. Educators charged with the evaluation of teachers, be they principals, supervisors, or superintendents, should also find such a guide to be most useful.

2. Concern with the all-round development of students ranked as the criterion which superintendents considered to be most important in the evaluation of teacher competence. This criterion was either used "always" (83.3 per cent) or "frequently" (16.7 per cent) by all respondents. Although all respondents indicated that they use five other criteria either "always" or "frequently", this criterion received the highest percentage of responses in the "always" category. It is obvious, then, that Newfoundland district superintendents consider the teacher who is concerned with the development of the whole person to be most effective. In view of this finding, it should be beneficial to each superintendent to examine the teaching that is taking place within his district, in order to determine what steps need

to be taken to improve the development of the whole person. The Faculty of Education at Memorial University may also wish to examine the significance of this finding in relation to its teacher education program.

3. The teacher who has a pleasing personality, cooperates with other staff members, displays qualities of leadership, and is concerned with the development of the whole person should be a strong candidate for promotion to an administrative position within the Newfoundland school districts. Each of these criteria was employed either "always" (86.7 per cent) or "frequently" (13.3 per cent) by all respondents. The criteria--academic qualifications and knowledge of the curriculum, the loyalty and dependability of the teacher, the professional activities of the teacher, teacher-pupil relationships, and concern with the character development of the pupils--were also used "always" or "frequently" by all respondents, but received less support in the "always" category than the first four criteria. Since nine criteria were employed either "always" or "frequently" by all respondents, twenty-one criteria by ninety per cent of the respondents, and twenty-nine criteria by over seventy-five

per cent of the respondents, it is obvious that the criteria on this instrument could form the basis for a guide to be used by Newfoundland district superintendents when deciding what teachers are worthy of promotion to administrative positions.

- 4.. Only one of the four highest ranked criteria for administrative promotion--concern with the all-round development of the pupils--was among the four highest ranked criteria for evaluation of teacher competence. However, eight of the ten highest ranked criteria for teacher competence were among the ten highest ranked criteria for administrative promotion, but occupied a different rank in each evaluative situation. Pearson's contingency coefficients also disclosed that there was a significant relationship between the criteria used and the evaluative situation. The null hypothesis of no significant difference between the use of the criteria and the evaluative situation was rejected for eighteen of the thirty items. These data led to the conclusions that Newfoundland district superintendents do consider a successful teaching experience to be valuable to an administrator, but that they require their administrators to possess certain personal characteristics in addition to those possessed by effective teachers.

5. Newfoundland district superintendents placed most emphasis on process criteria when evaluating teacher competence, and on presage criteria when evaluating for promotion to an administrative position. In both evaluative situations, product criteria received the least emphasis. On the surface, the de-emphasis of product criteria would seem to indicate that Newfoundland district superintendents do not fully appreciate the primary reason for the existence of schools--the production of educated people. A more acceptable rationale, however, for the de-emphasis of product criteria could be the difficulty of measuring the product, or the difficulty of attributing certain gains in students to the efforts of a particular teacher, or both. Regardless of the reason for this de-emphasis, the practicality of evaluating teachers according to what they are supposed to be doing--fostering pupil growth--is in need of a thorough investigation.
6. In only eleven of the three hundred possible cases were there significant differences between the emphasis placed upon particular criteria according to the various categories of personal and school district variables. Seven of these eleven differences were accounted for by the variables pertaining to the academic qualifications of the

superintendents--the superintendent's total number years of schooling, and the number of courses that he has completed in educational administration. Teachers, then, will tend to be evaluated in very much the same manner regardless of the superintendent's age, length of experience, or ~~the~~ size of his school district. They may expect, however, to receive a slightly different evaluation from the more professionally-prepared superintendents than from the less professionally-prepared superintendents.

7. There seems to be an inconsistency concerning the emphasis placed upon the product criterion--examination results--in Newfoundland schools. District superintendents, in this study, considered examination results to be of least importance when evaluating teachers both for teacher competence and administrative promotion. Yet, Newfoundland pupils are constantly being evaluated by this criterion, and their academic success is determined by their ability to do well in examinations.
8. Criteria listed by superintendents in addition to those outlined on the instrument were very few. Only eight of the thirty respondents listed additional criteria. These additional criteria (see Appendix E) could help supplement those outlined in the instrument in the development of

a guide both for the evaluation of teacher competence, and for administrative promotion.

9. Only six (20 per cent) of the thirty respondents offered comments on the evaluation of teachers, the instrument, or the study itself. This sample was so small and their opinions so diverse that it was impossible to draw any conclusions from them or to categorize them into any set pattern.

### III. RECOMMENDATIONS FOR FURTHER STUDY

Studies could be carried out to ascertain what Newfoundland principals, supervisors, teachers, and even students perceive to be the components of a good teacher as well as the competencies required of school administrators.

Research to determine the attitudes of superintendents, supervisors, principals, and teachers toward the methods of evaluation that are presently employed both for the evaluation of teacher competence and for promotion to administrative positions. Such a study, should be most revealing in terms of the present state of teacher evaluation in this province.

The development of a guide for the evaluation of teacher competence that would be acceptable to the Association of District School Superintendents, the Department of Education, and the Newfoundland Teachers'



Association. Such a guide would be subject to the analyses of those parties and would have to be tested to establish its validity and reliability.

Research could be undertaken to determine just what responsibilities are actually placed in the hands of practicing administrators, and to determine what type of training would best prepare aspiring administrators to cope with those responsibilities. The development of a guide for selection procedures to be followed in making administrative appointments would also be of value.

Research could be carried out to determine methods of measuring the product of the teaching-learning process. As evidenced in this study and others, teacher effectiveness is usually evaluated by the more measurable presage and process criteria. Before a teacher's effectiveness can be measured in terms of product, specific goals or educational objectives have to be established. The establishment of these goals in themselves could be a very worthwhile study.

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APPENDICES

APPENDIX A

THE INSTRUMENT AND LETTERS TO SUPERINTENDENTS



ASSOCIATION OF DISTRICT SCHOOL SUPERINTENDENTS

Corner Brook

Newfoundland

103

TO ALL MEMBERS

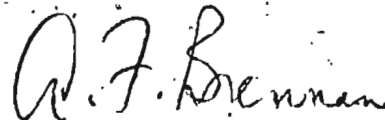
April 6, 1973

Dear Members:

Mr. Reg Farrell, a graduate student at Memorial University, is now doing a study on the methods of teacher evaluation as used in this Province. In view of the topic at our most recent meeting and of the special committee which we have set up on Teacher Evaluation, I feel that this study may be of some assistance to us. For that reason, I recommend your cooperation with his efforts when he contacts you.

Since most of us have gone through the task of earning a M.Ed., I'm sure that his request will strike a sympathetic chord in your heart. This support will come all the more readily when you realize that the result of his study may be of some help to us all in our work.

Sincerely yours,



Bro. A. F. Brennan  
PRESIDENT

AFB/bjh



## MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

P.O. Box 13  
April 9, 1973

Dear Superintendent:

I am writing to request your cooperation and assistance in completing a research project which is part of my graduate studies program at Memorial University.

The research is concerned with the criteria employed by Newfoundland School District Superintendents when evaluating teachers for (a) teacher competence, and (b) promotion to administrative positions.

Dr. K. W. Wallace, my supervisor, Brother A. F. Brennan, president of your association, and the Department of Educational Administration, Memorial University, have given their approval and support for this project. The questionnaire is being sent to every School District Superintendent in Newfoundland.

Your name and the name of your district are not required. You may be assured that individual responses will be treated in the strictest confidence. The data will be presented in the form of consolidated findings.

I would greatly appreciate your early attention to the return of the enclosed questionnaire. In making this request, I apologize for adding approximately fifteen minutes to what I know is an extremely busy schedule. I have enclosed a stamped addressed envelope for return of the questionnaire.

I shall reciprocate by making the results of the study available to you in abstract form, or by meeting with your association if requested.

Page 2  
April 9, 1973

Thanking you in advance for your cooperation and your contribution to what I trust will be a valuable research study.

Sincerely yours,

Reg Farrell  
Graduate Student

Enclosures



## MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

*Department of Educational Administration*P. O. Box 13  
May 1, 1973

Dear Superintendent:

On the 10th day of April I mailed you a questionnaire relating to my thesis on Teacher Evaluation. This thesis, of course, is an essential part of my graduate studies program at Memorial University.

My initial letter and questionnaire resulted in a fifty-six percent return. Since my sample is so small, it is imperative that I receive a much higher percentage of responses.

If you have not returned the questionnaire, I again request your assistance so that I may complete my research project. Also, as indicated in my initial letter, it is hoped that this study will be of some value both to you and to your association.

If you have returned the questionnaire, I thank you for your gratuitous assistance. It is much appreciated, as without it, my thesis would not be possible.

Sincerely yours,

Reg Farrell  
Graduate Student



## MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

Department of Educational Administration

P. O. Box 13  
May 8, 1973

Dear Superintendent:

Last week, I wrote you a letter requesting your cooperation so that I may continue my research on "The Criteria of Teacher Evaluation Employed by Newfoundland School District Superintendents."

It is now a month since I mailed the initial questionnaires and letters soliciting your cooperation. Also, since last week's letter resulted in only two more returns, I fear that some of you may have mislaid the questionnaire. Consequently, I am forwarding you another copy of my questionnaire.

I apologize for this imposition on your time. Realizing that your time is so valuable, I have attempted to keep the completion time of the questionnaire to a maximum of fifteen minutes.

Many of the questionnaires returned to date have indicated that your colleagues are most interested in the findings of this research. The president of your association, Brother A. F. Brennan, has expressed a keen interest in the study, and feels that it may be of value to all superintendents. No doubt you realize that the higher the percentage of returns the more valid the study will be.

If you have returned the questionnaire, I thank you sincerely for your assistance. If you have not returned the questionnaire, I hope that you will be able to do so as soon as possible for time is fast becoming a major factor in the completion of this study.

Wishing you continued success in your endeavours,  
I remain

Sincerely yours,

Reg Farrell  
Graduate Student

Enclosures

TEACHER EVALUATION QUESTIONNAIRES  
for School Board Superintendents

There are two sections to this instrument:

Section One. Personal and School Data Questionnaire.

Section Two. Evaluation of Teachers (Two  
Questionnaires).

1. It will take you approximately fifteen minutes of your time to complete the questionnaire.
2. You are asked to return the completed instrument in the stamped addressed envelope provided, at your earliest convenience. Your co-operation will be greatly appreciated. Data will be processed by computer at Memorial University. An abstract of the findings will be sent to all superintendents shortly after the completion of the thesis.
3. After you have completed the questionnaires, please feel free to make any comments you wish on the evaluation of personnel, the questionnaires, or the study itself.

COMMENTS

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## SECTION ONE

## Personal and School District Questionnaire

1. Age of Superintendent \_\_\_\_\_
2. Length of experience as an administrator (including this year) \_\_\_\_\_
3. Total number of years of schooling \_\_\_\_\_
4. Number of courses in Educational Administration \_\_\_\_\_
5. Size of School District (please state actual enrollment) \_\_\_\_\_

## SECTION TWO

## Evaluation of Teachers

## Instructions

1. Each of the following questionnaires lists 30 factors which may be taken into account when evaluating teachers. Please score all items on each questionnaire according to the importance each factor has for you in your personal evaluation of teachers. Use the following scale.

Please circle your selected response, e.g.:

- (A) indicates a factor always used;
- (F) indicates a factor frequently used;
- (S) indicates a factor seldom used;
- (N) indicates a factor never used;

Thus your circling of (F) would indicate that the factor concerned is used frequently in your evaluation of teachers;

and so on.

2. First, score all of Questionnaire One (p. 111) according to the importance which each factor has for you when forming opinions about the competence of teachers. Second, score all of Questionnaire Two (p. 113) according to the importance which each factor has for you when forming opinions that certain teachers are worthy of promotion to an administrative position (e.g. Principal).



## PURPOSE: EVALUATION OF TEACHER COMPETENCE

## Teacher Evaluation Questionnaire One

No.	Factor	
1.	Provision made for individual differences and group needs.	A F S N
2.	Concern with the all-round development of pupils.	A F S N
3.	Qualities of leadership displayed by the teacher.	A F S N
4.	The degree of self-evaluation of processes employed.	A F S N
5.	The teacher's participation and standing in the community.	A F S N
6.	Supervision and checking of written work.	A F S N
7.	Academic qualifications and knowledge of the curriculum.	A F S N
8.	The attitude of the pupils to the school and to authority.	A F S N
9.	Pupil attitudes of courtesy, industry and self-reliance.	A F S N
10.	Class control.	A F S N
11.	Concern with character development of the pupils.	A F S N
12.	Dress and appearance of the teacher.	A F S N
13.	The methods of lesson preparation used.	A F S N
14.	The professional activities of the teacher.	A F S N
15.	The pupils' appreciation of moral and ethical standards.	A F S N
16.	The pupils work well without supervision.	A F S N
17.	Pupil participation in lessons.	A F S N

18. The level of intelligence of the teacher.	A F S N
19. Lesson preparation and planning.	A F S N
20. Examination results.	A F S N
21. The personality of the teacher.	A F S N
22. Teacher pupil relationships.	A F S N
23. The teacher's standing with the pupils.	A F S N
24. The development of the process of individual inquiry in the pupils.	A F S N
25. The loyalty and dependability of the teacher.	A F S N
26. The training of the pupils in self-expression.	A F S N
27. The energy, force, and enthusiasm displayed in the teaching.	A F S N
28. The degree of co-operation of the teacher with other staff members.	A F S N
29. The use of teaching aids.	A F S N
30. The training of pupils in civic competence and responsibility.	A F S N

Please list below any factors always or frequently used by you when evaluating teacher competence, and not included in the above list.

1. _____	A F
2. _____	A F
3. _____	A F
4. _____	A F

## PURPOSE: PROMOTION TO AN ADMINISTRATIVE POSITION

## Teacher Evaluation Questionnaire Two

- |  |         |
|--|---------|
| 1. Dress and appearance of the teacher.                                | A F S N |
| 2. Supervision and checking of written work.                           | A F S N |
| 3. The development of the process of individual inquiry in the pupils. | A F S N |
| 4. The attitudes of the pupils to the school and to authority.         | A F S N |
| 5. The professional activities of the teacher.                         | A F S N |
| 6. The use of teaching aids.   | A F S N |
| 7. The teacher's standing with the pupils.                             | A F S N |
| 8. The degree of co-operation of the teacher with other staff members. | A F S N |
| 9. The training of pupils in civic competence and responsibility.      | A F S N |
| 10. Provision made for individual differences and group needs.         | A F S N |
| 11. The personality of the teacher.                                    | A F S N |
| 12. Pupil participation in lessons.                                    | A F S N |
| 13. The pupils work well without supervision.                          | A F S N |
| 14. The methods of lesson presentation used.                           | A F S N |
| 15. The degree of self-evaluation of processes employed.               | A F S N |
| 16. Qualities of leadership displayed by the teacher.                  | A F S N |
| 17. Concern with the all-round development of the pupils.              | A F S N |
| 18. Examination results.   | A F S N |

19.	The pupils' appreciation of moral and ethical standards.	A F S N
20.	The energy, force and enthusiasm displayed in the teaching.	A F S N
21.	Teacher-pupil relationships.	A F S N
22.	Class control.	A F S N
23.	The training of pupils in self-expression.	A F S N
24.	The teacher's participation and standing in the community.	A F S N
25.	Concern with character development of the pupils.	A F S N
26.	Lesson preparation and planning.	A F S N
27.	The level of intelligence of the teacher.	A F S N
28.	Pupils' attitudes of courtesy, industry, and self-reliance.	A F S N
29.	Academic qualifications and knowledge of the curriculum.	A F S N
30.	The loyalty and dependability of the teacher.	A F S N

Please list below any factors always or frequently used by you when evaluating teachers as being worthy of promotion to an administrative position, and not included in the above list.

1.	_____	A F
2.	_____	A F
3.	_____	A F
4.	_____	A F

APPENDIX B

CRITERIA USED IN THE INSTRUMENT SET OUT IN CATEGORIES

CRITERIA INCLUDED AT RANDOM ON THE INSTRUMENT  
GROUPED ACCORDING TO MITZEL'S CATEGORIES

A. PRESAGE CRITERIA

1. The personality of the teacher.
2. The dress and appearance of the teacher.
3. Academic qualifications and knowledge of the curriculum.
4. The level of intelligence of the teacher.
5. The professional activities of the teacher.
6. The degree of co-operation of the teacher with other staff members.
7. The loyalty and dependability of the teacher.
8. Qualities of leadership displayed by the teacher.
9. The teacher's participation and standing in the community.
10. The teacher's standing with the pupils.

B. PROCESS CRITERIA

1. Lesson preparation and planning.
2. Pupil participation in lessons.
3. Teacher-pupil relationships.
4. Class control.
5. The energy, force and enthusiasm displayed in the teaching.
6. Supervision and checking of written work.
7. The methods of lesson presentation used.
8. The use of teaching aids.
9. The provision made for individual differences and group needs.

10. The degree of self-evaluation of process employed.

#### C. PRODUCT CRITERIA

1. Concern with the all-round development of the pupils.
2. Examination results.
3. The pupils work well without supervision.
4. The development of the process of individual enquiry in the pupils.
5. Concern with character development of the pupils.
6. The training of the pupils in civic competence and responsibility.
7. Pupil attitudes of courtesy, industry and self-reliance.
8. The pupils' appreciation of moral and ethical standards.
9. The training of the pupils in self-expression.
10. The attitude of the pupils to school and to authority.

Source: T. J. Moore, "An Identification and Analysis of the Criteria Employed in Teacher Evaluation," Unpublished Master of Education Thesis, University of Alberta, Edmonton, Alberta, 1966, pp. 111-112.

APPENDIX C

FACTOR ANALYSIS TO IDENTIFY MITZEL'S  
CATEGORIES OF CRITERIA



TABLE XV

THREE-FACTOR ANALYSIS OF CATEGORIES OF CRITERIA EMPLOYED IN EVALUATION OF  
TEACHER COMPETENCE (VARIMAX ROTATED FACTORS)

( $p_1$  = Presage Criteria     $p_2$  = Process Criteria     $p_3$  = Product Criteria)\*

No.	Criteria	Communalities	Factor Loadings		
			1	2	3
1.	Provision made for individual differences and group needs	0.510	0.710 $p_2$	0.022	0.073
2.	Concern with the all-round development of the pupils	0.178	0.229	0.354 $p_3$	0.025
3.	Qualities of leadership displayed by the teacher	0.025	-0.021	0.103	0.116
4.	The degree of self-evaluation of processes employed	0.484	0.629 $p_2$	0.297	-0.033
5.	The teacher's participation and standing in the community	0.169	0.172	0.372 $p_1$	-0.035
6.	Supervision and checking of written work	0.288	0.273	-0.113	0.447 $p_2$
7.	Academic qualifications and knowledge of the curriculum	0.197	-0.103	0.341 $p_1$	-0.265
8.	The attitude of the pupils to the school and to authority	0.318	0.457 $p_3$	0.245	-0.223

TABLE XV (Continued)

No.	Criteria	Communalities	Factor Loadings		
			1	2	3
9.	Pupil attitudes of courtesy, industry and self-reliance	0.312	0.516p <sub>3</sub>	0.113	-0.179
10.	Class control	0.380	0.422p <sub>2</sub>	0.231	0.386p <sup>2</sup>
11.	Concern with character development of the pupils	0.471	0.565p <sub>3</sub>	0.115	-0.373p <sup>3</sup>
12.	Dress and appearance of the teacher	0.249	0.196	0.395p <sub>1</sub>	0.234
13.	The methods of lesson preparation used.	0.313	0.159	0.251	0.474p <sub>2</sub>
14.	The professional activities of the teacher	0.175	-0.084	0.386p <sub>1</sub>	0.140
15.	The pupils' appreciation of moral and ethical standards	0.384	0.499p <sub>3</sub>	0.066	-0.363p <sub>3</sub>
16.	The pupils work well without supervision	0.247	0.327p <sub>3</sub>	-0.149	0.343p <sub>3</sub>
17.	Pupil participation in lessons	0.338	0.538p <sub>2</sub>	-0.134	0.175
18.	The level of intelligence of the teacher	0.240	0.028	0.099	-0.479p <sub>1</sub>
19.	Lesson preparation and planning	0.340	0.255	0.483p <sub>2</sub>	0.205

TABLE XV (Continued)

No.	Criteria	Communalities	Factor Loadings		
			1	2	3
20.	Examination results	0.140	0.282	0.246	-0.009
21.	The personality of the teacher	0.156	0.026	0.355p <sub>1</sub>	0.170
22.	Teacher-pupil relationships	0.440	0.585p <sub>2</sub>	0.298	0.095
23.	The teacher's standing with the pupils	0.404	0.447p <sub>1</sub>	0.450p <sub>1</sub>	0.048
24.	The development of the process of individual enquiry in the pupils	0.452	0.642p <sub>3</sub>	0.200	-0.027
25.	The loyalty and dependability of the teacher	0.156	-0.052	0.392p <sub>1</sub>	-0.003
26.	The training of the pupils in self-expression	0.291	0.515p <sub>3</sub>	0.011	0.160
27.	The energy, force and enthusiasm displayed in the teaching	0.314	0.170	0.520p <sub>2</sub>	-0.120
28.	The degree of co-operation of the teacher with other staff members	0.283	0.099	0.488p <sub>1</sub>	0.189
29.	The use of teaching aids	0.530	0.494p <sub>2</sub>	0.370p <sub>2</sub>	0.387p <sub>2</sub>
30.	The training of the pupils in civic competence and responsibility	0.142	0.301p <sub>3</sub>	-0.120	0.193

\*0.3 Level of Acceptability

TABLE XVI

THREE-FACTOR ANALYSIS OF CATEGORIES OF CRITERIA EMPLOYED IN EVALUATION OF  
TEACHERS FOR PROMOTION TO AN ADMINISTRATIVE POSITION  
(VARIMAX ROTATED FACTORS)

( $p_1$  = Presage Criteria     $p_2$  = Process Criteria     $p_3$  = Product Criteria)\*

No.	Criteria	Communalities	Factor Loadings		
			1	2	3
1.	Dress and appearance of the teacher	0.167	-0.027	0.399 $p_1$	-0.089
2.	Supervision and checking of written work	0.288	-0.104	0.125	0.512 $p_2$
3.	The development of the process of individual enquiry in the pupils	0.483	0.693 $p_3$	0.019	0.055
4.	The attitudes of the pupils to the school and to authority	0.464	0.306 $p_3$	0.601 $p_3$	0.095
5.	The professional activities of the teachers	0.245	-0.286	0.397 $p_1$	0.072
6.	The use of teaching aids	0.416	0.341 $p_2$	0.069	0.543 $p_2$
7.	The teacher's standing with the pupils	0.391	0.371 $p_1$	0.503 $p_1$	0.018
8.	The degree of co-operation of the teacher with other staff members	0.384	0.185	0.581 $p_1$	-0.113
9.	The training of pupils in civic competence and responsibility	0.090	0.183	0.060	0.230

TABLE XVI (Continued)

No.	Criteria	Communalities	Factor Loadings		
			1	2	3
10.	Provision made for individual differences and group needs	0.454	0.494p <sub>2</sub>	0.256	0.380p <sub>2</sub>
11.	The personality of the teacher	0.418	0.163	0.624p <sub>1</sub>	0.043
12.	Pupil participation in lessons	0.408	-0.125	-0.030	0.626p <sub>2</sub>
13.	The pupils work well without supervision	0.538	0.328p <sub>3</sub>	0.146	0.639p <sub>3</sub>
14.	The methods of lesson presentation used	0.306	-0.143	0.174	0.505p <sub>2</sub>
15.	The degree of self-evaluation of processes employed	0.677	0.665p <sub>2</sub>	0.383p <sub>2</sub>	-0.032
16.	Qualities of leadership displayed by the teacher	0.500	0.393p <sub>1</sub>	0.588p <sub>1</sub>	-0.022
17.	Concern with the all-round development of the pupils	0.249	0.316p <sub>3</sub>	0.379p <sub>3</sub>	-0.077
18.	Examination results	0.080	0.143	0.229	0.086
19.	The pupils appreciation of moral and ethical standards	0.374	0.517p <sub>3</sub>	0.278	-0.171
20.	The energy, force and enthusiasm displayed in the teaching	0.595	0.510p <sub>2</sub>	0.495p <sub>2</sub>	0.301p <sub>2</sub>

TABLE XVI (Continued)

No.	Criteria	Communalities	Factor Loadings		
21.	Teacher-pupil relationships	0.432	0.207	0.598p <sub>2</sub>	0.176
22.	Class control	0.459	-0.207	0.404p <sub>2</sub>	0.503p <sub>2</sub>
23.	The training of the pupils in self expression	0.455	0.671p <sub>3</sub>	0.044	0.057
24.	The teacher's participation and standing in the community	0.401	0.140	0.600p <sub>1</sub>	-0.174
25.	Concern with character development of the pupils	0.230	0.427p <sub>3</sub>	0.211	0.062
26.	Lesson preparation and planning	0.315	-0.237	0.243	0.447p <sub>2</sub>
27.	The level of intelligence of the teacher	0.261	0.045	0.146	-0.487p <sub>1</sub>
28.	Pupils' attitudes of courtesy, industry and self-reliance	0.652	0.764p <sub>3</sub>	0.261	0.017
29.	Academic qualifications and knowledge of the curriculum	0.523	0.406p <sub>1</sub>	0.500p <sub>1</sub>	-0.330p <sub>1</sub>
30.	The loyalty and dependability of the teacher	0.215	0.374p <sub>1</sub>	0.265	-0.070

\*0.3 Level of Acceptability

APPENDIX D

OBSERVED FREQUENCIES WHICH DETERMINE THE RELATIONSHIP  
BETWEEN THE CRITERIA OF EVALUATION EMPLOYED BY  
SUPERINTENDENTS IN EACH EVALUATIVE SITUATION  
AND SELECTED CATEGORIES OF CERTAIN VARIABLES

TABLE XVII

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION EMPLOYED IN  
EVALUATING TEACHERS FOR TEACHER COMPETENCE, ACCORDING TO SELECTED  
CATEGORIES OF CERTAIN VARIABLES (.05 LEVEL OF SIGNIFICANCE)

Criteria	Variable	Category	Frequencies by percentages				N
			Always	Frequently	Seldom	Never	
Pupil attitudes of courtesy, industry and self-reliance	Age	under 40	17.6	82.4	-	-	17
		40 plus	7.7	46.2	46.2	-	13
The personality of the teacher	Age	under 40	35.3	58.8	5.9	-	17
		40 plus	84.6	15.4	-	-	13
Supervision and checking of written work	Experience (years)	under 10	41.7	41.7	8.3	8.3	12
		10 plus	11.1	88.9	-	-	18
The professional activities of the teacher	Schooling (years)	under 18	44.4	44.4	11.1	-	9
		18 plus	14.3	85.7	-	-	21
The pupils work well without supervision	Schooling (years)	under 18	33.3	33.3	33.3	-	9
		18 plus	4.8	85.7	9.5	-	21
The degree of co-operation of the teacher with other staff members	Schooling (years)	under 18	11.1	88.9	-	-	9
		18 plus	66.7	33.3	-	-	21
Pupils attitudes of courtesy, industry and self-reliance	Courses	under 8	5.9	58.8	35.3	-	17
		eight and over	23.1	76.9	-	-	13



TABLE XVII (Continued)

Criteria	Variable	Category	Frequencies by percentages				N
			Always	Frequently	Seldom	Never	
Concern with the character development of the pupils	Courses	under 8	23.5	58.8	17.6	-	17
		8 and over	69.2	30.8	-	-	13
The level of intelligence of the teacher	Size (pupils)	under 5,000	10.0	45.0	45.0	-	20
		5,000 and over	20.0	60.0	-	20.0	10

TABLE XVIII

SIGNIFICANT DIFFERENCES IN RESPONSES TO CRITERIA OF EVALUATION EMPLOYED IN  
EVALUATING TEACHERS FOR ADMINISTRATIVE PROMOTION, ACCORDING TO  
SELECTED CATEGORIES OF CERTAIN VARIABLES  
(.05 LEVEL OF SIGNIFICANCE)

Criteria	Variable	Category	Frequencies by percentages				
			Always	Frequently	Seldom	Never	N
Pupil participation in lessons	Courses	under 8	41.2	58.8	-	-	17
		8 and over	7.7	76.9	15.4	-	13
Lesson preparation and planning	Courses	under 8	64.7	29.4	-	-	17
		8 and over	15.4	76.9	7.7	-	13

APPENDIX E

COMMENTS AND ADDITIONAL CRITERIA

## COMMENTS ON THE STUDY

1. Quite obviously, the supervisory role of superintendents varies with the size of the board. Superintendents of large boards must depend on their supervisors and principals for an evaluation of teachers.

2. The frequency of use does not give the total picture--certain areas may be used often but not carry any great weight.

Many of the areas are used subjectively--the degree of objectivity is important.

Should provoke some thought on evaluation--it is certainly not receiving enough attention at the present time in most districts.

3. Too many ambiguous statements, e.g. "dependability and loyalty" is one question, yet completely different.

4. Teacher evaluation should be in the area of "performance evaluation" as opposed to "rating." Teachers who should be rated are obvious cases.

5. There are certain factors which are hard to pinpoint which we use in evaluation, one of which is a "feeling" based on all aspects of the teacher's performance and attitudes and philosophy of education.

6. Attitude toward work, toward working against odds, and patience are but some of the characteristics I look for. Another point I try to ascertain is whether there is a high degree of competence and confidence. This latter does not mean, as we often think in the 30-35 year old groups, that a teacher is indispensable, but rather is vigorous and exudes briskness, confidence and interest in life.

I try also to ascertain whether the teacher understands society or whether he is just an orientated person who thinks that the world revolves around the classroom.

TABLE XIX  
 ADDITIONAL CRITERIA USED BY SUPERINTENDENTS WHEN EVALUATING  
 TEACHER COMPETENCE  
 N=8

No.	Criteria	Frequency		Weighted Score (A=5, f=3)
		Always	Frequently	
1.	The creativity of the teacher	2	-	10
2.	The teacher's ability to innovate	2	-	10
3.	The teacher's concern for students as individuals	2	-	10
4.	The teacher's ability to develop curriculum in terms of students needs	2	-	10
5.	The teacher's desire to keep abreast of professional developments	1	1	8
6.	The teacher's willingness to give extra help	1	-	5
7.	Parent-teacher relationships	1	-	5
8.	The teacher's ability to identify learning situations	1	-	5
9.	The teacher's proficiency in making maximum use of class time	1	-	5
10.	The teacher's receptiveness to suggestions	1	-	5

TABLE XIX (Continued)

No.	Criteria	Frequency		Weighted Score (A=5, f=3)
		Always	Frequently	
11.	Discovery method of teaching	1	-	5
12.	The teacher's ability to state educational objectives clearly	1	-	5
13.	The teacher's christian characteristics	1	-	5
14.	The recommendation of the principal	1	-	5
15.	The recommendation of the supervisor	1	-	5
16.	Teacher-principal relationships	1	-	5

TABLE XX

ADDITIONAL CRITERIA EMPLOYED BY SUPERINTENDENTS WHEN EVALUATING TEACHERS FOR  
ADMINISTRATIVE PROMOTION

N=8

No.	Criteria	Frequency		Weighted Score (A=5, F=3)
		Always	Frequently	
1.	Ability to make difficult decisions	3	-	15
2.	The teacher's concern for the students as individuals.	2	-	10
3.	The organizational ability of the teacher	1	-	5
4.	Knowledge of the Newfoundland school system	1	-	5
5.	Good health	1	-	5
6.	Parent-teacher relations	1	-	5
7.	The integrity of the teacher	1	-	5
8.	The teacher's ability to work under pressure	1	-	5
9.	Concern or progress above or beyond normal limits	1	-	5
10.	Competency in administrative and curricular methods	1	-	5



TABLE XX (Continued)

No.	Criteria	Frequency		Weighted Score (A=5,F=3)
		Always	Frequently	
11.	The teacher's christian characteristics	1	-	5
12.	Teacher-supervisor relations	1	-	5
13.	The recommendation of the principal	1	-	5
14.	The recommendation of the co-ordinating principal	1	-	5
15.	The recommendation of the supervisors	1	-	5
16.	Experience in dealing with people (communicate, etc.)	-	1	3





