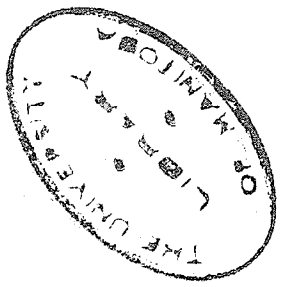
UNIVERSITY OF MANITOBA

TEACHER EVALUATION

BEING A THESIS SUBMITTED TO THE COMMITTEE ON POST-GRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

BY

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ABSTRACT

Teachers in school systems should be carefully and continuously evaluated. This can be done successfully by adequately trained administrative officers who will treat teaching staffs considerately and who will solicit the aid of these staffs in setting up an evaluation programme.

Criteria by which teachers are to be evaluated can be established by authoritative opinion and scientific analysis. Authorities agree that criteria should be chosen from certain areas of teaching activity, namely: Methods of Instruction, Knowledge of the Subject, Professional Interest, Relations with the Community, Relations with Pupils, and Personal Qualities (health, etc.,). Teachers should be evaluated in each of these areas.

Several devices and procedures should be used by evaluating officers to give a complete assessment of a teacher in each of these areas. A teacher should also be evaluated by more than one adequately trained observer. The results of these evaluations should be kept on a personnel file available only to the administrative staff. This file will be used by them to determine a teacher's position in the school system.

An original questionnaire on evaluation practices sent to selected cities and faculties of education in Canada, the U.S.A. and Britain disclosed the following: (i) a close agreement between cities and teacher training colleges on the most

important criteria to be used for assessing teachers, (ii) a tendency of American institutions to utilize modern techniques and devices for teacher evaluation in the classroom and outside it, (iii) a conservative trend in Canadian cities to confine teacher evaluation to simple classroom observation.

The entire study tended to prove that evaluation of teachers is practical, necessary, and beneficial both to the teachers and to the educational system.

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CHAPTER I

INTRODUCTION

The best means of evaluating teachers is to wait until it is possible to examine the resulting contributions they or their pupils make to history. Socrates and Aristotle for instance, are considered to be great teachers because we now know that by personal influence they produced a Plato and an Alexander the Great. The greatest Teacher of all so inspired twelve of His pupils that they changed the whole world. Waiting for the judgment of history is obviously the ideal method, but it is much too slow and impractical today, and so this thesis is seeking an adequate means of obtaining a clear assessment of a teacher's abilities while he still is at work in the school and in the community.

In these days of mass education, teaching rarely involves intimate contact between a teacher and a few favoured pupils, so common in the past. Thus it is often thought that the simplest means of judging the success of this modern impersonal type of teaching is by examination results. The best teacher will be the one who gets most pupils "through"; conversely, a poor teacher will be one whose pupils fail to pass a stereotyped examination. This is certainly an immediate means of assessment, but it is at the opposite scale of reliability when compared with the judgment of history.

Besides getting pupils through examinations, teachers have had in recent years other responsibilities imposed on them by society. Judgment of their success as teachers often depends on how well they can

handle these added obligations. Many older evaluation systems do not take into account this extension of social responsibility and are therefore out of date. This thesis attempts to bring teacher evaluation up to date by analyzing evaluation methods of the past and by investigating published and unpublished methods of the present.

Let us consider a few of the added responsibilities which were ignored in older methods of teacher evaluation. Pupils are now required by law to stay at school longer than previously. Teachers must prepare these older students who have lived longer in the artificially soft world of the classroom for the world outside which is harsh. They must also reconcile students with increased experience of the world to a life at school which they may feel is too far removed from reality to be of any value. Neither undertaking is an easy one, nor is easy to evaluate.

Teachers must ingrain good work habits into children, since anything of worth requires effort if it is to be learned. In these days when students of every calibre remain at school this means that teachers must inspire those with limited ability as well as those with great ability to use their talents fully.

In many crowded urban areas the home is no longer the centre of social life. Moral teachings, social graces, and other things once taught in the home must be learned elsewhere - if they are to be learned at all. In some of these areas this function has been taken over by the schools. This places an additional responsibility on the shoulders of the teachers in these schools. How well this responsibility is discharged will be reflected by the impact of their pupils on society.

These illustrations are used to show that teaching is a complex

process and that evaluation of it becomes increasingly difficult, yet many educational systems still base evaluation of their teachers on the use of a single device or technique in the classroom. On the grounds that such a procedure is inadequate, this thesis will describe other means for obtaining a complete evaluation of the teacher in the classroom and outside it.

The writer's interest in this problem of teacher evaluation was first aroused by a course on educational supervision given by the Faculty of Education at the University of Manitoba. Part of this course included a study of devices used by supervisors to assess teachers, and research on this phase of supervision provided stimulating material for a paper on the subject. Since then the field of teacher evaluation has not been investigated by anyone at the University. It therefore seemed worthwhile to pursue further research on this subject.

Initial research into teacher evaluation methods in rural Manitoba proved disappointing. Although the great majority of teachers in the province work in rural areas and small towns, they are evaluated quite subjectively and haphazardly(albeit conscientiously)by provincial inspectors who may conduct semi-annual or even annual visits only. Reports of these inspections are sent to local school boards for their information. Teachers may or may not receive copies, depending on the individual inspectors. On the basis of these reports often depends the status of the teacher for the coming year. The report is a five point rating scale consisting of about twenty items, with space provided for general comment. The inspector may spend considerable time with a teacher

if the need is great, or he may spend very little time, for inspectors act in the capacity of helpers of teachers as well as assessors. At the same time the inspector evaluated the school plant for the benefit of the provincial government and the local school board. Since the provincial grants for education can be held up by an inspector, most school boards will heed his advice. Precisely the same procedure is followed in the large towns of the province. Thus educational evaluation of teachers in most of Manitoba is an annual or semi-annual affair in which one person untrained in standardised and up-to-date evaluation procedures sits in judgment for a few hours in an attempt to assess the full value of a teacher's year of work.

So far as is known these inspectors have no training or guidance on methods and systematic procedures of teacher evaluation. Some may pick up information elsewhere and perform excellently but there is no standard common to all. Discovery of such a meagre teacher evaluation programme so close to home was an added incentive to find a better one and present it in written form. This thesis will therefore try to describe the best procedures and methods used to judge teachers in various parts of Canada, America, and Britain.

The only urban centre in the province for which we have an accurate report is the city of Winnipeg. Provincial inspectors of schools were brought into this city system about six years ago. Previously, supervisors and members of the superintendent's department did the assessing of teachers - particularly those on probation. Since the Reavis Survey, supervisors have been delegated the task of helping rather than assessing members of the teaching staff. Principals of

schools are now asked to submit reports on the teachers of their staffs at least once a year on an evaluation form which was prepared by the teachers and administrators. Provincial inspectors visit teachers in the lower schools of the city once a year, and submit their reports to the school board. One high school inspector visits the high schools of the city on a rotation basis so that most high schools are inspected every two or three years. Thus most city teachers are evaluated by more than one person each year. They are also continuously and systematically evaluated.

Therefore in Manitoba a rural area does not have as adequate a system of teacher evaluation as does an urban centre. It may be assumed that similar conditions exist in other provinces and in other countries. This entire study of teacher evaluation is therefore confined to urban areas where the best procedures of teacher evaluation are followed. Most universities are established in or close to these areas. Teacher training colleges attached to these universities were also contacted to find out how teachers-in-training were evaluated.

Having decided to limit the investigation of teacher evaluation criteria to urban centres in these three countries, the aims of the study were set forth as follows:-

(a) To inquire by means of an original questionnaire about present teacher evaluation practices in cities and teacher training centres of Canada, the United States, and (to a limited extent) Great Britain.

(b) To review critically the past practices in teacher evaluation in Canada, the United States, and Great Britain by a study of published material.

and means of teacher evaluation most commonly used at the present time.

(d) To decide by reasoned argument the best criteria and devices for evaluating teachers in the light of the study made.

Only one of these aims had to be modified to fit conditions which developed as the study progressed. It was found that the only available literature on the subject of teacher evaluation was American in origin. The reading review on the subject is confined to practices of teacher evaluation in the United States. Fortunately this comprised an extensive literature.

The study was begun by preparing the questionnaire and mailing it to each centre or institution. Each was invited to complete the questionnaire and to submit devices used to evaluate teachers.

While waiting for these responses to the questionnaire, practices in teacher evaluation were reviewed by reading the available literature on the subject. This proved to be an extensive undertaking and gave a valuable picture of teacher evaluation, at least in the United States.

Chapters II to IV are the direct result of this reading review. Chapter II deals with the following major problems of teacher evaluation:

(a) That teacher evaluation is a desirable practice when carried out properly;

(b) That evaluation devices are of two kinds - those which are used directly in the classroom to judge teachers, and those used outside of the classroom for teacher assessment.

(c) That teachers have a more complex role in society than they had fifty years ago. Consequently the problem of deciding teacher evaluation criteria is a difficult one.

Chapter III presents a chronological survey of studies on teacher evaluation from 1929 to 1949, and brings out these important ideas:

(a) Authoritative opinion and scientific analysis have established the fact that certain criteria are present in good teachers and absent in poor teachers;

(b) There is no agreement on all of the criteria which constitute the successful teaching act;

(c) There is some agreement on the broad areas under which various criteria can be placed.

Chapter IV presents some of the current methods and devices used in teacher evaluation, such as:

(a) Rating scales based on teacher-pupil relationships;

(b) Cumulative personnel file devices for the complete evaluation of the teacher;

(c) The use of the School Community Council.

Chapter V contains a study of the results of the questionnaire already mentioned. Thirty-eight questionnaires were mailed, twenty-four to Canadian cities and institutions, ten to American cities and institutions, and four to British centres and educational colleges. It took about four months to collect replies since some of the questionnaires had to travel long distances. Twenty-seven questionnaires were filled in, which was a very encouraging response. The findings represent the opinions of a selected sampling of Canadian, American and British institutions on Teacher Criteria, Methods of Teacher Evaluation, and Evaluation Devices.

Chapter VI concludes the study by: (i) summarizing the results obtained from the readings and the questionnaires concerning criteria and means of teacher evaluation in use; and (ii) choosing the

best criteria and devices which can be used to evaluate teachers.

Definitions. In this study the terms: factors, traits, qualities, characteristics, and criteria, all refer to those personal properties and abilities possessed by individuals in the teaching profession, which distinguish them one from the other. The terms: rating, efficiency rating, evaluation, teacher evaluation, judging, and assessing, all refer to the act of measuring abilities and personal assets of teachers or teaching. The terms: rating officer, judge, rater, supervisory officer, administrative officer, or principal, are all used to indicate some person who must perform the act of rating.

CHAPTER II

PROBLEMS OF TEACHER EVALUATION

It will be necessary to begin this chapter by presenting both sides of the argument on teacher evaluation for there have always been those who favour it and those who oppose the practice. The final aim will be to show by reasoned argument that evaluation is a desirable practice.

This will be attempted despite the fact that an analysis of the conditions shows that teacher evaluation is a practice which is on the wane in many school systems in the United States. It will be shown later that this is probably due to inefficient practices of evaluation.

The changing concepts of teachers and teaching have, of course, added greatly to the complexity of the task of deciding just what should be evaluated, for the concept of teaching has moved out from the four walls of a classroom into the community around the school. With this shift the demands made on teachers have increased. It is therefore necessary to describe these changes before a final assessment can be made.

In addition the number of devices for evaluating teachers has also increased and so these devices will also be described.

i. Arguments for and against Teacher Evaluation

For 1. In this day and age when teachers are being paid proportionately higher wages, the parents who foot the bill feel that they have a perfect right to know what they are getting for their money. Hence there is a growing demand for evaluation of teacher effectiveness. In other civilian

professions attempts are made to pay people according to their worth in a particular job. A man who gets a raise in pay or a higher position with a better salary usually earns it by his own efforts or ability. This same person, as a taxpayer, thinks he has a right to oppose a salary schedule which automatically gives a teacher an increase in pay simply because he has taught one more year. Mr. Taxpayer gets a raise in pay because he has increased his own effectiveness in a competitive market. Some states (e.g. New York) apply the same principle to the granting of teachers' salaries.

2. Each year in educational systems, teachers are required to evaluate the work of pupils. Each year administrators are faced with the problem of promoting teachers to fill vacancies in their educational systems. They must have some means of judging which teachers are most worthy of advancement. In the case of pupils, this is decided by examinations. In the case of teachers, something else is usually used.

3. A systematic evaluation is required for all teachers who are hired by educational systems on a probationary basis. This may vary in length of time. But it is used to insure the permanent appointment of only those who can best serve pupils in the schools.

4. Where salary schedules set up by cities are based on teacher merit, systematic teacher evaluation will be necessary. According to Reavis and Cooper this practice was on the increase in the United States in 1945:

> The Research Division of the National Education Association reported that, in 1930, 10.6% of a sample of 1,077 cities used rating on efficiency scales to determine a teacher's place on the salary schedule. By 1942 ... 234 cities of a sample of 1,737 were using efficiency ratings "in paying regular increments on the salary schedule" ... (which) is 13.5% of the sample, a slight increase in the use of ratings in recent years.[1]

5. Some types of evaluating devices allow the teacher to self-evaluate. When this is compared co-operatively with the rating made by a rating officer, stimulus can be given to the professional growth of the teacher.

6. If a school system has a definite set of evaluation records for each teacher, these may serve a useful purpose in protecting each teacher. With changes in administrative personnel, and with changes in elected Board officials, petty antagonisms sometimes develop and hasty judgments are apt to be made against teachers who have been in a school system for some time. A favorable evaluation record should preclude gross injustice being done.

7. According to Reavis and Cooper, "In educational administration reporting to superior officers and to the public is accepted as a major responsibility of executives."[2] Unless some attempt is made to evaluate the teaching staff, information as to the quality of the professional staff cannot be divulged. This evaluation should be as accurate as possible so that the morale of the teaching staff will not suf-

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[1] Reavis and Cooper, Evaluation of Teacher Merit in City School Systems, Supplementary Educational Monograph No. 59, p.5 (Chicago: University of Chicago Press, 1945).

[2] Ibid, p.10.

fer from misstatements due to hasty judgments which may be given to the public in the newspapers.

8. The welfare of the pupils in the schools is the main concern of any educational system. Poor teaching can be harmful to this welfare. It is a responsibility of administrators to protect children from poor teaching. An adequate evaluation programme should help to reveal such weaknesses.

Against 1. In spite of these arguments for rating scales, and in spite of the suggested evidence that more cities are using such scales to place teachers properly in the salary schedule, there is definite evidence that the over-all use of rating scales in schools throughout the United States (at least), is on the decline:

> In 1940-41, according to an NEA Research Bulletin ... some sort of rating device was in use in 40 percent of the cities of the country which reported their practice in the matter. Cities with 100,000 or more population favored the use of ratings more than cities from 2,500 to 5,000 population. Of the former 67 percent used ratings, while only 35 percent of the latter used them. Altho 40 percent represent a considerable number, it is a decline from the 57 percent recorded twenty years earlier. At that time 82 percent of large cities and 51 percent of small communities made use of rating devices.[1]

2. In large school systems it is impossible for the superintendent to evaluate each teacher. He must delegate this task to others. The present trend in administration is to let supervisors act as advisors and guides to teachers, - not as critics. This means that in average sized and small schools the task of evaluation falls on one

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[1]National Education Association, Teacher Rating, Discussion Pamphlet No. 10 (Washington: National Education Association, 1950) p.3.

person - the principal. Evaluation may thus be resolved into the expression of one person's opinion on another person's teaching. If the rating officer does not like the teacher as a person, this may go hard on the teacher. This interplay of personalities makes the rating too subjective to be of much use.

3. Teaching is an act which includes the functioning of a great many different factors. The mechanical ones can possibly be observed readily by someone trained for that task. As yet there exists no reliable means for measuring intangible factors (personality, emotional stability, etc.). The critics of rating feel that it is too much to expect that a rating officer can adequately perform such a feat by observing a teacher in a classroom.

4. Few persons welcome criticism. Administrators know that the evaluation of members of a teaching staff is bound to involve criticism as well as praise. For that reason it is felt that a barrier will be raised between the rating officer and the teaching staff which prevents friendly relations between them.

5. Judgment made by a rating officer is taken by many teachers as a personal criticism because teaching is a matter of personality and it is difficult to distinguish criticism of teaching from criticism of the teacher as a person.

6. Teachers feel that administrative officers (even if they are promoted from the teaching ranks) gradually lose the "feel" of the classroom with its many problems and situations. These officers are therefore not always in a position to construct a valid device for

evaluating the teaching process. Where such a method is used the teachers feel that it is unfair. If teachers were invited to work with administrative officers on the construction of an evaluating device, such a criticism could no longer be applied.

Most of the arguments against teacher evaluation are not aimed at rating at all. They are arguments against bad rating practices which have crept into the evaluation process itself. For that reason they can be easily refuted.

In the first place it is because of these evils of practice that evaluation was recorded as being on the wane in 1941. Where it is used purposefully and sensibly it is still going strong. This is shown by the increase in teacher merit rating, as indicated in 1945.

Where rating is used with success, procedures have been altered to eliminate many of the faults just mentioned. To avoid the interplay of personalities which might creep into rating these cities make certain that more than one person will rate each teacher. In our own city (Winnipeg), teachers are rated by principals and also by inspectors. In other large American cities many schools have heads of departments and vice-principals rating teachers on the staff.

The argument that teaching is an act composed of many factors which cannot be evaluated either by subjective opinion or by objective test has been at least partly refuted. Large cities like New York assume this to be the case. Therefore when they evaluate a teacher they collect all the information on that teacher and keep it on file. This will include such items as activities in groups outside school, publications

made by the teacher, and so on. These will indicate some of the other facets of the teacher's personality. When an evaluation has to be made, all of this evidence is used along with educational abilities in the school and classroom.

Administrative officers can forestall unfriendly relations cropping up between themselves and a teaching staff. If they confine any evaluations which have to be made to only those times when the teacher may be due for a move or another appointment, unpleasantness should be considerably reduced.

Teachers can be educated by rating officers so that the feeling concerning a rating will be that it is an act intended to help with constructive advice, and not a personal affront. This will depend to a large extent on the attitude toward rating that is held by rating officers. If they go at it in a friendly manner, teachers will take what they have to say in a friendly spirit.

To offset the criticism that teachers have no part in the construction of rating devices, administrative officers now bring a representative group of the teaching staff to help construct the evaluating device. Cincinnati (see Chapter V, page 144) has just followed such a plan. In this city teachers are even given a voice in the evaluation process itself. Teachers rate themselves first in terms of their weaknesses and strengths. The evaluating officer (usually the principal) then rates the teacher. Then principal and teacher compare notes. A plan is then worked out from this conference to help the teacher in

his weak areas of teaching. Thus rating is intended to be used not as a means of comparing one teacher with another but rather as a means for locating teacher weaknesses so that remedial instruction can be carried out. This is a new programme in this school system, and it will take a year or two to see how it works.

It is thus possible to refute the arguments against evaluation, whereas the arguments for it are incontrovertible. This is assuming that the evaluation under discussion is effectively carried out.

ii. Effective Evaluation

An effective evaluating device will discover a teacher's strengths and weaknesses. Those who help teachers can use this information to set up a remedial programme for improving the calibre of the teacher's work. Such a programme is considered to be a function of supervision. Thus, effective evaluation becomes part of the process for improving the quality of instruction.

The N.E.A. pamphlet on Rating lists the characteristics of effective rating. With considerable expansion and clarification the characteristics are as follows:

(1) Effective rating should involve some method which minimizes the subjective judgment of the rating officer. This is a difficult thing to do. Three approaches to the solution of this problem have been:

(a) to train all the rating officers to use a scale the same way;

(b) to describe items to be measured in such detail that rating officers have only to choose the most adequate description as a grading for the teacher; and

(c) to have more than one expert rating officer judge a teacher.

In this way a more impersonal judgment should be the result, if it is based on separate ratings. Evaluation devices should also be constructed so that they will successfully measure only the aspect of teaching which they purpose to measure, (i.e.,they must possess validity.) These devices should also be so constructed that no matter how many persons use them on the same teacher, they will get the same result, (i.e., they must possess reliability.) It is possible to gauge these two aspects statistically. Authors of evaluation devices should never be satisfied with a device unless they can show that it has a fairly high degree of both validity and reliability.

(2) Raters must do their best to remove any tensions between themselves and the teachers concerned.

(3) Where rating is to be used, it should be preceded by an intensive campaign to educate teachers and public alike as to its worth as an aid for those helping teachers improve the calibre of their work. The public is aware of the efficiency expert who seeks to improve a business by first finding the weaknesses in it and then by suggesting means for eliminating these weaknesses. Supervisory officers in education must have some means of doing a similar job. Evaluating devices provide one such means.

(4) Anyone rating a teacher should be thoroughly acquainted with the teacher's work.

(5) Teachers should be rated on equivalent teaching loads of work. Some teachers with a heavy programme of work cannot possibly give as much attention to all phases of their work, as can others who carry a much lighter teaching load. The rater must keep this in mind when he makes his judgments.

(6) Teachers should be given positive guidance by their ratings. Rating officers should start from the strong points of a teacher, and, using these as a base, should stimulate the teacher to greater effort. Where it is necessary, raters may have to guide teachers out of the teaching profession entirely.

(7) Fairness and honesty should be displayed by all rating officers.

(8) Supporting evidence should always be available so that an evaluating officer has something on which to base his opinions.

(9) Teachers should have something to do with the construction of the rating scale which will be used later on them by the administrative staff. Any other procedure is undemocratic and arouses hostility among the professional staff. Furthermore, when teachers have been rated, the administrative officer doing the rating should let the teacher see the result.

iii. What Should be Evaluated?

At first glance the answer to this question appears to be

quite simple. Teachers and teaching are the things that rating officers seek to evaluate. In the early days teachers and teaching were judged very simply. Today it is not such an easy matter. Important in the pioneer days was the element of discipline, or control. A good teacher was one who could make pupils behave themselves. If the pupils learned to read orally, to write a legible hand, and to calculate simple problems in arithmetic, most school boards were thoroughly satisfied. If the teacher kept a tidy classroom, was tidy himself, and lived a sober and morally upright life, so much the better. In short, teachers were judged by easily observable standards which required no expert opinion. In those days before curricula were standardized, teachers made up their own programmes. Therefore the quality of the schooling depended entirely on the teacher. Children who were lucky enough to have someone who had been thoroughly trained learned considerably more than those who had poorly trained (possibly itinerant) teachers only.

Several things happened to education to disrupt this simple picture. A new prophet named John Dewey challenged the teacher-centred school. His gospel proclaimed that the school was for children, and should be centred about them. This was a radical innovation. In the light of this doctrine, curricula were examined and found to be sadly deficient. They were composed largely of adult ideas, expressed in adult terms. These curricula lacked any kind of uniformity. And so the great movement to improve what was taught in the schools got its start. About the same time men began to use scientific methods of in-

vestigation in education. Devices were contrived to measure a child's intelligence and many of his potentialities. Tests were derived and standardized to measure abilities and aptitudes of all children, no matter where they were located geographically.

Naturally these movements were organized by men devoted to their work. Each one in the true scientific spirit became a specialist in his own line. Thus the day of the omniscient educator passed, and the day of the specialist in education arrived. In this age of scientific inquiry, the symbol is the question mark. Research workers in education are continually trying to find the answers to difficult questions.

While these movements were afoot in education, society was undergoing enormous changes as well. The economy in Canada was altering from a predominantly agrarian one to an industrial one. Population shifts were from country to city. The family as a unit was in the process of disintegration. Children were staying longer at school, because they were no longer needed to do chores around the home. The needs in education were no longer satisfied by the three R's as a curriculum. It was rapidly becoming a technical age. To keep abreast of it, technical education had to be brought into the schools.

All of these changes have placed a heavier load on the schools. Naturally much of this load falls on the shoulders of the teachers in these schools. What constitutes an adequate job of teaching in a city school in 1954, will differ radically from the same task in the same area fifty years ago.

Consider some of the changes. In the old days a youngster

went to school until he was needed on the farm, or until he could no longer do the school work. Then he dropped out of sight and the teacher sighed with relief at having lost one dunce who was getting rather large for the seats in the classroom. Today, jobs are harder to get, so he says at school. If he can't do the work he will have to be given special attention.

In so many homes today both parents work. Thus children no longer have the security and advice which parents can provide. The school is expected to provide counsel and comfort when problems arise. Whether it is the job of the school or not doesn't matter. Most parents of such families seem to think it is.

In the old days the school might put on one concert a year. Today there are so many extra-curricular activities in progress that the teachers sometimes wonder if any actual learning is going on at all. In so many cases, however, such activities keep occupied children who would otherwise have no place to go after school hours, and nothing to do but get into trouble.

Teachers may have been dignified individuals fifty years ago, - too dignified to consider themselves as professionals. Today teaching is regarded as a profession. As members of that profession, teachers are expected to keep up certain standards of training and growth from year to year. This they do by extensive study on their own time.

Thus there are many things which make up a teacher, and which constitute the teaching act. The list seems to grow longer each year.

The task of deciding which things make up the teaching act is one of the main purposes of this thesis. For the problem of deciding what should be evaluated is a difficult one which is not made any easier by the fact that the role of the teacher is becoming larger and larger in society.

iv. Evaluation Devices

Barr, Burton, and Brueckner have prepared a list of devices which can be used to observe the teacher at work. These are described in some detail. Unfortunately, there has not been adopted as yet a uniform set of expressions which will describe a device used to observe teachers and teaching. Consequently, no two authors will use the same term to describe a similar device. Where necessary a description of the technique will be given. The list reads as follows:

I. Check Lists.
   - A. Question check-lists.
   - B. Activity check-lists.

II. Other Types of Records and Recording Devices.
   - A. Written records of various sorts.
     1. Stenographic reports.
     2. Diary records.
     3. Anecdotal records.
   - B. Mechanical recording devices.
     1. Time-recording devices.
     2. Sound recording.
     3. The sound motion picture.
   - C. Personal data records.
     1. Records of training; institutional and non-institutional.

2. Records of experience; professional and non-professional.

3. Data relating to health, academic achievement, intelligence, emotional stability, and general cultural background.

III. Rating Scales.

A. Point scales.
B. Quality scales.
C. Diagnostic scales.
D. Graphic scales.
E. Human scales.
F. Conduct scales.

IV. Tests.

A. Growth and achievement tests.
B. Intelligence tests.
C. Tests of teaching aptitude.
D. Tests of character, personality, etc.

V. Interviews, Questionnaires, and Inventories.

VI. Measures of Pupil Growth.[1]

The two types of check lists mentioned are devices which have useful functions. The question check list consists of a series of questions to be answered by the rating officer. The questions are concerned with observable characteristics of the actions of a classroom teacher. The rater will have his own way of answering the questions on the form (check marks, "Yes", "No", etc.). Here is a partial example:

I. The Organization of the Room for Work.

1. Attention to physical conditions.

(a) Are the pupils seated so that they get

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[1]Barr, Burton, and Breuckner, Supervision, (New York: Appleton, Century, Croft Inc. 1947), p.342.

the best light available?

(b) Are such devices as are available utilized to provide an abundance of fresh air?

(c) Is the heat in the room maintained at an even and comfortable temperature?[1]

The activity check list is quite similar but deals with the actual teaching process going on in the classroom:

Application of Drill Principles

I. A correct start followed by correct practice must be insured. Speed must wait upon accuracy.

(a) Is the teacher alert to see that all have the correct response or reaction before starting drill?

(b) Is she patient in securing accuracy from all, rather than a high speed from a few?[2]

The written records involve the application of various devices still used extensively. Persons observing teachers at work often keep a diary of the lessons taught each day, and the progress made by the teacher. Anecdotal records should be kept by supervisory officers as a means of supporting any judgment which they may make of a teacher. It is not good practice to state, for example, that the teacher observed has a good sense of humor. A report of incidents observed where the characteristic is brought into play should be recorded. Stenographic reports involve the actual copying down in shorthand of the conversations occurring in the classroom during the progress of a lesson. Later

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[1]Barr and Burton, The Supervision of Instruction, (New York: D. Appleton and Company, 1926) p.122.

[2]Ibid, p.124.

these may be transcribed and typed and placed in the personal file of the teacher.

Time recording devices such as stop watches and clocks can be invaluable when the person judging the teacher wishes to find out exactly how the minutes of a teaching day are spent. One of the earliest uses of time analysis was made by Breuckner in the study of reading activities in certain schools of Minneapolis, in grades one to four. Part of the analysis follows:

TABLE 1

AVERAGE NUMBER OF MINUTES A WEEK DEVOTED TO VARIOUS READING ACTIVITIES IN GRADES I TO IV IN SEVEN MINNEAPOLIS SCHOOLS[1]

Types of Activity	Grade			
	I	II	III	IV
Pure phonetic drill to develop independence in word recognition	63	62	19	2
Word drills connected with daily reading work for meaning and pronunciation	34	51	30	30
Oral reading, books, blackboards, cards, etc.	112	45	43	34

Sound recording is being used these days when magnetic tapes can be managed so easily. If a tape is run in a classroom during a lesson and then played back afterwards, it can be used to estimate the worth of the teaching. Some school systems have a two-way public ad-

[1] Ibid., p.128.

dress system which is controlled by the central office. Any room in the school can be tuned in by the principal. In this way he can supervize the work of his staff without creating an artificial situation in a classroom which might arise from his presence in the room while the lesson is going on.

Sound motion pictures are not used to measure criteria. It would be a rather expensive procedure to make a sound picture of each teacher in action as a means of judging his teaching. Good educational films are published to illustrate good teaching habits for pupil teachers.

Personal data records are all invaluable and should be kept in a file for each staff member. In this file will go all the records of scholarship, training, activities both inside and outside of the school system, results of other tests (intelligence, etc.). Modern practice insists that each teacher's file be kept on a cumulative basis so that the teacher's growth may be observed from the records.

The third group of devices on Barr, Burton, and Breuckner's list is rating scales. The first type of scales which they mention are point scales. (See Appendix, page 175.) Any scale which requires the rater to give the characteristics a definite numerical weighting, can be called a point scale. For example, school inspectors in the city of Toronto are asked to grade public school teachers on four items: Behaviour Guidance, Instructional Skill, Contribution to Life of School, and Professional Growth. The top rating is indicated by the number 1.

The bottom rating is indicated by the number 5.

Quality scales require the observing officer to decide what method of teaching is being used by the teacher (compulsion, motivation, teacher preparation). The teacher is then rated according to whichever of the methods is being used. Provision is also made for a description of methods in terms of units of work. Since this requires a detailed description of at least three kinds of teaching for each unit of some subject on a curriculum, the use of quality scales is decidedly restricted.

Diagnostic scales are rating scales which leave nothing to chance. Each degree of a characteristic is described to help the rater classify the teacher under observation. (See Appendix, page 177.) Here is part of the scale from the Oakland Public Schools:

1. Character 10 ——— 0

Possesses highest ideals — Possesses good ideals — Possesses low ideals

2. Personality ——— 1

Winning — Agreeable — Unattractive

The rater places a check mark in one of the ten spaces above the diagnosis. This mark will indicate the estimate of the rater for the particular characteristic under review.

Many point scales are combined to form graphic scales. Such scales are usually arranged so that the numbers or values are in a vertical column on the left-hand edge of the page. The qualities to be judged are arranged in a horizontal row at either the top or the bottom of the scale card. If the rater now plots on the card the value for each quality,

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[1] Reavis and Cooper, Op.cit., p.58.

and joins the plots, he will have a graph or profile of the teacher. A straight horizontal line will indicate that in the rater's opinion the teacher has equal ability in all characteristics. If this line runs from the middle number value straight across the page, it will indicate an average teacher.

Human scales are devised somewhat as follows. The rater puts down a list of twenty teachers he knows. Next he turns to the characteristics to be rated. Suppose the first one is Vitality. This will have several degrees such as : Very Superior, Superior, Average, Inferior, and Very Inferior. In the space next to Very Superior the rater writes the name of the teacher on the list of twenty names, who has this quality to a marked degree. Then he writes down in the space next to Very Inferior the name of the teacher on the list of twenty who has very little of the quality of Vitality. This procedure is continued for the remainder of the ratings. The rating official now will have a human scale which he can use as a standard for judging the characteristic of Vitality. The same procedure is followed for each item to be judged. When all the items have been given a human scale rating, the rater can use the card to appraise new teachers under his supervision.

Conduct scales are used to rate teachers either by their own behaviour patterns, or by the patterns of the children under their instruction. A partial example where teachers are judged by pupils' behaviour reads thus:

VI. Ethical Self-Control in Situations Socially Significant.

General definition: Inhibition of actions which

would interfere with carrying forward the purposes of social groups.

Definition of standard: Inhibition in the classroom, and other group units of the school, of conduct interfering with carrying forward educative activity.

Concrete acts:

1. Obeys requests promptly and cheerfully.
2. Obeys the rules of the school.
3. Enters the room and leaves the room quietly and inconspicuously, especially during school hours.
4. Avoids coughing or spitting in public.
5. Does not "delay the game".
6. Does not intrude on another's privacy or take his time unjustly. . . [1]

The rating officer has quite a few similar situations to appraise. Each one is usually given a weighted value of so many points. The sum of all the weightings will represent the rating officer's opinion of the teacher.

The next group of devices mentioned in Barr, Burton, and Breuckner's list for studying teachers is tests. Many types of tests have been devised for studying the various abilities of the teacher. These can be classified into: a) tests of teaching ability; b) tests of professional information; c) tests of classroom procedure; d) tests of social behaviour; e) tests of attitudes; f) tests of personality; g) tests of mental capacity; and h) tests of advanced subject matter. Some of these have proven to be quite reliable. In fact few would question the reliability of the standardized tests

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[1]Barr and Burton, Op. cit., p.485.

that are used to measure mental capacity. So many of these tests become limited when one attempts to use the results obtained from them to predict teaching ability. One cannot say that because a teacher received a high score in the test for mental capacity, it naturally follows that he will be an outstanding teacher. There is no doubt that this is one of the factors which would be helpful to anyone who is a teacher. Apparently, however, it is only one factor of many which make up a successful teacher.

Besides the tests for mental ability, tests in three other fields seem to have been used extensively. These are: tests of teaching ability, tests of classroom procedure, and tests of personality. In the field of teaching ability, the Bathurst-Knight-Ruch test, the Stanford Educational Aptitude Test, and the Coxe-Orleans test have been used extensively. These deal with such items as the theory of teaching (as in the Bathurst-Knight-Ruch test);

THEORY AND PRACTICE OF TEACHING

1. Courtis is the author of a well-known test in arithmetic ...T F
2. The Stanford-Binet test is often used to measure general school accomplishment.....T F
3. The mental attitude of a pupil has little to do with efficient work.....T F[1]

or with discipline case problems (as in the Stanford Aptitude test);

Alternatives (select one);

A. Tell him (or them) how bad the act is.
B. Do nothing.
C. Administer corporal punishment.
D. Rebuke him (or them) before the class.
E. Deprive him (or them) of certain class privileges.
F. Ask him (or them) to promise to do better.

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[1]Barr, Burton, and Breuckner, Supervision, (New York: Appleton Century Co., 1938) p.461.

Degrees of Certainty:

1. Very certain.
2. Fairly certain.
3. Rather uncertain.
4. Very uncertain.

Case 1. First-grade girl. Persists in writing her name with yellow crayon across her desk during drawing lesson every day.
Alternative: A B C D E F. Certainty: 1 2 3 4 .. . .[1]

The tests on classroom procedure set out a series of situations and ask the person doing the test to pick the best procedure for each situation. Tests have been expanded to include the various subject fields of the curriculum.

One of the best known tests for personality is the Morris Trait Index L. (See Appendix, page176) This test is self-applied, with no time limit. It is divided into five sections. The first section deals with a series of actions which require the person taking the test to indicate his attitude toward each one. This he will do in terms of likes and dislikes. The second section gives a series of probable teacher comments to different types of pupils (e.g., bright ones, dull ones, etc.). Persons taking the test are asked to decide to whom they would direct each remark of a list of fourteen. Section three describes a series of actions which take place in classrooms and around any normal school. The person taking the test is asked to describe how he (or she) would react to each one. (Would they find it amusing embarrassing, etc.) Section four requires the opinion of the person taking the test on a

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[1] Ibid, p.462.

series of actions based on human behaviour. They express their opinions in terms such as, "always true", "usually true", "rarely true", etc. A portion of section five is reproduced as a means of description:

> For each of the following seven situations place a cross (X) in whichever one of the six parentheses would represent your most natural attitude.
>
> I. If a teacher mentioned reviewing work every two weeks which idea would probably occur to you?
>
> 1. ( ) The only way I know to review is just to go over the work again.
> 2. ( ) For review it is interesting to have members of the class question each other.
> 3. ( ) Repetition is essential to learning.
> 4. ( ) Usually I learn something new when I review.
> 5. ( ) I like frequent chances to go over work.
> 6. ( ) Repetition is tedious. . . .[1]

Sometimes the best way to find out about a teacher is to interview him. Most school systems have some form of interview with prospective teachers before they hire them. Here is a portion of such a form:

SCHOOL DISTRICT OF THE CITY OF _____

REPORT OF INTERVIEW

Name of applicant .....
Date .....

PERSONALITY

I Highest.....; High.....; Middle.....; Low.....; Lowest.....;
1. Personal appearance:
Neatness.....; Attractiveness.....; Proper attire.....;
Posture.....;
2. Voice:
Tone.....; Pitch.....; Rate of speech.....;[2]

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[1]Elizabeth H. Morris, Morris Trait Index L (Bloomington: Public School Publishing Co.) p.6.

[2]Reavis and Cooper, Op. cit., p.50.

The form also deals with Mental Health and Use of the English Language. The interviewing officer is required to rate the candidate on these three fields. Space is provided to check any factors (Neatness, etc.) in which the applicant is deficient. The interviewing officer is also asked to underline the factors in which the applicant excels.

Questionnaires are often used to get information from teachers when interviews are impractical or impossible. During the Reavis self-directed survey of Winnipeg schools the questionnaire was used extensively to get teachers' views on various matters pertaining to the educational system. Interviews would have accomplished the same thing, but would have been too slow and too costly.

Inventories or lists of activities associated with the teaching act are often used by training colleges to find out what the various teachers in training are doing to assest themselves in their training. Such lists also help to give teachers or prospective teachers some ideas as to the type of activities they should be taking part in to improve their status in the profession.

Pupil growth is mentioned last in the list of Barr, Burton, and Breuckner. Many years ago McCall stated the case for the measurement of teaching success in terms of this growth:

> 1. The pupil is the centre of gravity or sun of the educational system. Teachers are satellites of this sun. . .
>
> 2. All the paraphernalia of education exist for just one purpose, to make desirable changes in pupils.
>
> 3. The worth of the paraphernalia can be measured in just one way, by determining how many desirable changes they make in pupils.

4. Hence the only just basis for selecting and promoting teachers is the changes made in pupils.. . .[1]

He further pointed out that teachers were selected and promoted usually on their personal attributes, but at that time (more than thirty years ago) no one had succeeded in demonstrating that there was any relationship between desirable changes in pupils and these attributes. What McCall stated thirty years ago applies to a large extent even today.

The construction of tests which will measure desirable pupil change has been the work of many prominent educators for the past generation. Consequently, there are many standardized group or individual tests which are used to measure pupil growth. Many are reliable, i.e. they measure consistently what they are supposed to measure. Most of these tests are objective in that the marking of them does not require any subjective judgment of the scorer. The main difficulty with so many of these tests is that they measure only certain aspects of a subject:

> Even though the individual (or group) tests meet standards of reliability or validity. . .they may not measure the whole product which is aimed at in the subject. Consider for example, a test in mathematics which measures only certain skills. The objectives of that course may state that the course aims to develop attitudes, knowledges and skills, as well as power to use these abilities in problem situations.[2]

Usually this can be partly solved by using a battery of tests

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[1]William A. McCall, How to Measure in Education (New York: The MacMillan Co., 1922) p. 150.

[2]Department of Supervisors, Scientific Method in Supervisory Programmes (New York: Columbia University, 1934), p.75.

so that all aspects of a subject are completely covered. Unfortunately, no battery of tests will cover all of the fields of productivity which a teacher may cultivate in children under his instruction.

In certain limited tests of ability (spelling, reading, writing, etc.) improvement in pupil growth can be accurately measured. But growth in character, personality, interest in a subject, manners, etc., cannot be measured by a standardized test. And yet all of these are desirable pupil growths. Perhaps Reavis and Cooper have stated the only possible answer, "A more acceptable view of the matter would seem to be the acceptance of pupil results, carefully measured, as partial indicators of teaching effectiveness."[1]

v. What Teachers Think of Evaluation or Rating

In their discussion pamphlet on Teacher Rating, the N.E.A. reproduce a table from one of their earlier research bulletins which gives some idea of the teacher's reaction to efficiency rating. This table, reduced somewhat to conform to the size of this paper, appears on the following page, headed Table 2.

Apparently the great majority are in favour of some system of evaluation of teaching efficiency. The most satisfied group are those who are rated in their school systems as either "satisfactory", or "unsatisfactory". Those who are not rated at all will naturally look upon this device with some suspicion. This applies only to the United States, since no such table exists for Canada.

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[1] Reavis and Cooper, Op.cit., p.101.

TABLE 2

SHOULD TEACHERS BE GIVEN EFFICIENCY RATINGS?[1]

Reporting group	Percent of teachers indicating each opinion			
	All rated annually	Those on trial rated	No rating at all	Other opinions
From cities with comparative rating scale and several levels of efficiency	64%	28%	4%	4%
From cities with "unsatisfactory" or "satisfactory" ratings	68%	23%	6%	3%
From cities with ratings on several qualities but no single comparative score	51%	37%	11%	1%
From cities where no ratings are given	43%	37%	18%	2%
All urban teachers	60%	29%	8%	3%
Rural teachers	70%	17%	11%	2%

Based on replies of 4005 urban classroom teachers and 732 rural classroom teachers. Reported in the N.E.A. Research Bulletin, "The Teacher Looks at Personnel Administration," December 1945, p.105.

vi. Conclusions

The following arguments in favour of some system of teacher

[1]National Education Association, Op.cit., p.19.

evaluation were presented:

1. Promotions and salary increases should be given to teachers on the basis of ability.

2. Promotion requires some means of judging teachers.

3. Teaching abilities of those on probation need measuring.

4. A system of merit rating for salaries is on the increase.

5. Self-evaluation should be encouraged.

6. Accumulated evidence prevents unfair treatment.

7. The public wish the quality of the teaching staff assessed.

8. Children need protection from weak teachers.

The following arguments were presented in opposition to the practice of teacher evaluation:

1. There has been a decline in the general use of rating devices.

2. Evaluation of a teacher is often made by only one person.

3. Teaching consists of too many factors which have not yet been adequately measured by any means.

4. Criticism of teachers by rating officers raises a barrier between these two groups.

5. Teachers often take criticism of their teaching as personal criticism.

6. Evaluation devices are often constructed by administrative officers who have lost touch with the classroom situation.

These different arguments against a system of teacher evaluation were refuted as follows:

Item 1. The decline in the use of teacher evaluation devices is probably due to poor rating practices.

Items 2, 4, and 5 are not condemnations of rating, but of poor rating practices.

The final fault in Item 6 can be corrected by the administrators themselves.

Item 3. No one will deny that at present there are no means for accurately measuring many of the factors associated with teaching. However, if a personal file is kept on each teacher containing a record of all of the teacher's activities, it should help evaluating officers to judge the teacher as a complete person.

Thus the arguments for teacher evaluation outweigh those opposed to it. Therefore it is a desirable practice in education when carried out effectively. Evidence was provided to show that teachers in the United States support this view.

Figures, however, indicate that formal evaluation of teachers is on the wane in educational systems in the United States. In many places where it has been attempted, evaluation has been discarded as an ineffective device. A review of the criticisms of evaluation will reveal why. Each criticism points out a fault or series of faults which have defeated the attempt to use evaluation in an educational system.

For evaluation to be effective, certain basic principles must be followed. If they are not, the rating system will fail. Here are a few in review:

(1) Before rating is to be tried, teachers and public must be educated as to its worth. Past experience has shown that an evaluation programme cannot be forced on an educational system. This is especially true if its purpose is not understood by all those in the system.

(2) When a rating system is to be established, teachers should be given a part in preparing the devices which will be used for evaluation. If this is not done, a feeling of hostility can easily be aroused between administrators and teachers which will doom the plan to failure.

(3) The measure to be used on a phase of teaching should be as objective, valid, and reliable as those setting it up can make it. These are difficult standards to achieve. In effect, the device must depend on personal opinion as little as possible; it must actually measure what it is supposed to measure, and not something else; and no matter how many use the device, for the same teacher they should all get the same result. This means that several assessors may be necessary to get an accurate judgment of a teacher.

Since evaluation is implemented by principals and other administrative officers, much of the success of such a programme depends on them. There are certain precepts which they can follow to make their part in the scheme effective.

First, they must try to be as friendly as possible towards those whom they must rate. This will make the task much easier. Secondly, they should adopt a helpful and encouraging attitude by starting with the strong points of a teacher. This will help teachers to over-

come weaknesses without losing self-confidence. Thirdly, they should never try rating someone on work which they do not know thoroughly themselves. If they do, teachers will feel that they are being subjected to an unfair criticism. Fourthly, they must be as honest about the rating as possible. Rating officers who tell a teacher one thing, and report something else to their own superiors are defeating the purpose of rating. The main purpose of evaluation should be to obtain information on a teacher which will enable the administrative staff (if necessary) to set up a remedial programme for improving the calibre of the teacher's work. Teachers must be given a true picture of their abilities and deficiencies. Fifthly, due account should always be taken of the actual teaching load when judging teachers. Some may have a much heavier teaching programme than others. Thus they may not be able to do as thorough a job in particular subject fields as others with a lighter load. Last, and possibly most important of all, no judgment should be made of any teacher without supporting evidence. To get this evidence the rating officer may have to spend a considerable time in a teacher's classroom. This will preclude any hasty opinions being formed without a firm basis of fact.

The matter of what should be evaluated is the object of this entire study. At this juncture evidence has been brought forward to show that the teaching task has changed considerably in the last fifty years. What was expected of a teacher in the early days will not suffice today. The teacher is expected to do more than teach in a classroom from

nine to four. These added duties have made the task of deciding what should be evaluated a very difficult one indeed. Methods of attacking this problem will be described in later chapters.

Evaluation devices are of two kinds: (1) those which are used directly in the classroom to judge teachers and their teaching; (2) those which are used anywhere to judge teachers and their capabilities indirectly. Among the former are: check lists and rating scales, stenographic reports, diaries, anecdotal records, recording devices, and measures of accomplishment after exposure to learning situations. Among the latter are: interviews, various devices to determine characteristics and capabilities of teachers, and all data relating to training, experience, health, background, etc. Both types of evidence are required to give administrators a complete picture of teachers on their staffs. This will enable them to make wise decisions concerning teacher appointment and disposal.

Descriptions of so many devices require a considerable amount of space. Some of these techniques are described in much greater detail than others. This is true of check lists and rating scales, which are used more widely than other devices for teacher evaluation. It is also true of testing programmes for teachers and pupils. These are not only widely used devices for evaluation, they also represent the attempt to develop scientific means for teacher evaluation. Thus it will be seen that the problems of teacher evaluation are very complex, and no easy solution is available.

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CHAPTER III

A CHRONOLOGICAL SURVEY OF SELECTED STUDIES ON TEACHER EVALUATION CRITERIA

Introduction

The purpose of this chapter is to review some of the methods used to determine those qualities of teachers and teaching which should be in an evaluation scheme. The survey covers the years 1929 to 1949, and considers only that material which was procurable, for some of the source material on the subject has gone out of print. It is felt, however, the material surveyed gives an adequate picture of the research done in teacher evaluation criteria. The studies surveyed are as follows:

1. Mead's summary of studies on qualities of merit in teachers up till 1939, and his own check-list study on qualities of merit in good and poor teachers.

2. Hart's attempt to determine effective teachers' qualities by canvassing pupil opinion presented a new approach to the problem. For this reason it is included. The book containing the original study was not available, but many excellent descriptions were available, and these were gathered together to describe Hart's approach.

3. The Commonwealth Teacher Training Study was available in toto. The first part of this study deals with the qualities which are to be found in good teachers. Their method of determining this and their

conclusions will be reproduced.

4. Young's analysis of rating scales used by cities in the United States to discover what qualities were considered when rating teachers, is another study on the same subject. In the study there is a detailed description of rating scales. This has already been discussed in Chapter II, so was not included in this part of the study.

5. A large number of tests have been used on both teachers and pupils to see if the qualities desired in teachers could be measured this way. One of these statistical studies is reported, - that of Barr and his associates on some of the schools in Wisconsin. This method represents another attempt to determine qualities of teacher success, and deserves mention.

6. Baxter noticed that there were a lot of activities which went on in a classroom between teachers and their pupils. She decided that teaching qualities could be determined in part by observing this interplay of characters. These relationships, Baxter noticed, could be grouped under definite headings for purposes of evaluation of teachers. This study will be reported as another aspect of evaluation.

7. Part of the study made on teacher education in the state of Michigan dealt with teacher evaluation. The recommendations of the committee on this matter are included in the study. They represent the co-operative findings of the teachers and educative officers in the state. Their "list of competencies" was considered to be a definite contribution to the study of teacher evaluation criteria.

8. The only Manitoba effort available was the work of the com-

mittee on Teacher Evaluation during the Reavis survey of the Winnipeg schools. This involved the soliciting of teacher opinion on evaluation, by means of a questionnaire. It was included because it is a local effort, and the results of the study are felt by all members on the Winnipeg staff who are evaluated.

9. Beecher's approach to the problem of teacher evaluation criteria was not a new one, but it represented a bringing together of all the studies concerning pupils' opinions of desirable criteria in teachers. From these he set up his own standard for teacher evaluation. This reading was introduced because it represented a modern approach to evaluation in terms of behaviour of teachers toward pupils.

The value of these studies will be summarized at the end of the chapter but some interim conclusions follow most studies presented.

The Studies

Up to the year 1929 Mead informs us the research on good and poor teachers had been carried on in one of these five ways: 1) judgments of pupils as to qualities of teachers by whom they had been taught; 2) judgments of school officers concerning the teachers whom they had supervised; 3) qualities of teachers analyzed from lists set up by placement bureaus; 4) problems and difficulties encountered by teachers themselves as a means of identifying desirable teachers; and 5) various other studies representing a combination of one or more of the above approaches to the problem.

The first three of these approaches are recorded in this article by means of descriptions of some of the studies carried on by earlier

investigators. Kratz, Bird, Davis, Book, and Knight all published studies based on the opinions of pupils concerning their teachers. The youngest school group whose opinion was solicited was from a Grade 2 level (in Kratz's study). The oldest group was from Normal School girls (in Bird's study). The numbers involved in these studies ranged from 600 to well over 13,000 students.

Of Knight's study Mead reports:

> Pupils wrote on a sheet of paper the names of all the teachers they had ever had. They were then instructed to select the best one from the group, then the next best, and so on in descending order. Pupils in the seventh and eighth grades and in the high school made the judgments. Knight thus secured a general merit rating of teachers.[1]

Reudiger and Strayer working together set up a quality list from the suggestions of some 26 principals and supervisors. Clapp also set up a list of ten qualities from the same type of source. This list was then used by superintendents and principals to rate their best teachers.

Osburn secured blanks from appointment bureaus or committees of over 100 institutions (including normal schools and university bureaus). From this, a list of twelve qualities was developed.

The results of these eight investigations are summarized in tabular form on page 46. Forty-four qualities are mentioned in the eight studies. The studies themselves span from 1896 (Kratz), to 1925 (Knight). It is difficult to find very much agreement, particularly

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[1] A. R. Mead, "Qualities of Merit in Good and Poor Teachers," Journal of Educational Research, XX (November, 1929, p.241.

PART OF MEAD'S SUMMARY OF RANKINGS OF DIFFERENT INVESTIGATORS[1]

TABLE 3

Qualities of Teachers in Order of Merit from Strongest as Reported in each Study.

QUALITY	INVESTIGATOR							
	Kratz	Bird	Davis	Book	Ruediger & Strayer	Clapp	Osburn	Knight
Politeness	6th	...	....	...	....	....	....	....
Personal appearance	2nd	...	10th	...	10th	2nd	6th	...
Kindness, sympathy	1st	1st	....	1st	....	8th	....	....
Fairness	...	2nd	3rd	7th	....	6th	....	....
Sociability	...	7th	8th	4th	9th	...	12th	....
Crossness	7th	...	....	...	....	...	....	....
Sense of Humor	...	4th	....	...	....	...	....	....
Good humor	...	6th	4th	2nd	....	...	....	....
Discipline	3rd	3rd	5th	8th	....	...	1st	....
Neatness	5th	7th	...	...	....	...	....	....
Patience	4th	4th	9th	3rd	....	...	....	....
Preparation	...	9th	...	...	....	...	10.5	....
Clarity of explanation	...	9th	6th	...	....	...	....	....
Knowledge of subject	...	...	1st	...	....	10th	3.5	9th
Ability to hold interest	...	...	5th	...	....	....	....	....
Willingness to help	...	...	6th	...	....	....	....	....
Personality	...	...	7th	...	4th	....	3.5	....
Firmness	...	...	...	5th	....	....	....	....
Power to encourage	...	...	...	6th	....	....	....	....
Order	...	...	...	...	1st	....	....	....
Skill in instruction	...	...	...	...	2nd	....	2nd	....
Initiative	...	...	...	...	3rd	....	....	....
Studiousness	...	...	...	...	5th	....	....	....
Following instructions	...	...	...	...	6th	....	9th	....
Experience	...	...	...	...	8th	....	....	12th
Health - vitality	...	...	...	...	11th	9th	....	....
Address	...	...	...	...	....	1st	....	....
Optimism	...	...	...	...	....	3rd	....	....
Reserve	...	...	...	...	....	4th	....	....
Enthusiasm	...	...	...	...	....	5th	....	....
Sincerity	...	...	...	...	....	7th	....	....
Ability to use English	...	...	...	...	....	...	8th	13th
Character	...	...	2nd	...	....	...	5th	....
Accord	...	...	...	...	7th	...	...	....
General ability	...	...	...	...	...	...	10.5	8th
Tact (professional)	...	...	...	...	...	...	....	2nd
Scholarship in Geography	...	...	...	...	...	...	....	3rd
Scholarship in Arithmetic	...	...	...	...	...	...	....	14th
Scholarship in Science	...	...	...	...	...	...	....	6th
Scholarship in History	...	...	...	...	...	...	....	7th
Scholarship in Student Teaching	...	...	...	...	...	...	....	11th
Age	...	...	...	...	...	...	....	10th
Salary	...	...	...	...	...	...	....	4th
Pupils' Estimate	...	...	...	...	...	...	....	1st

[1] Ibid, p. 242.

concerning ranking. Kindness or Sympathy is the only quality given the same rank by more than two investigators. It is ranked first in order of merit in three out of the four studies in which it is mentioned.

Possibly the only noticeable agreement is in some of the qualities chosen. There are eight qualities which occur in at least four of the studies. These are: Personal Appearance, Sociability, Neatness, Kindness or Sympathy, Fairness, Preparation, Ability to Hold Interest, and Knowledge of the Subject. Therefore one may assume that at least half the investigators agree on the choosing of these as qualities of merit. They do not agree on how these should be ranked.

Mead and his associates, using these earlier works as a base, constructed a check-list of qualities which they felt should be found in good teachers. One hundred and fifty-eight items appeared on this list. These were divided into five areas: items of technique or method, items of scholarship, items of professional interest, items of community relations, and personal qualities.

Forty items are listed under technique or methods. These include: daily lesson preparation, drill,review, questioning, use of tests and examinations, care of supplies, etc. Qualities of scholarship contains fourteen items, and items of professional interest has twenty-four. Personal qualities contains a list of sixty-four items. (See Table 4 on page 48 for the list of these qualities.)

To determine if these qualities were associated with good

TABLE 4

LIST OF TEACHER QUALITIES USED BY MEAD[1]

1. Cleanliness in person and habits	33. Tactfulness
2. Co-operation	34. Vigor
3. Courage	35. Vivacity
4. Decision	36. Voice
5. Enthusiasm	37. Address
6. Expressive countenance	38. Appearance
7. Good follower	39. Good mental and physical health
8. Good loser	40. Sense of justice
9. Good mixer	41. Power
10. Idealism	42. Taste
11. Industry	43. Judicial sense
12. Initiative	44. Love
13. Intelligence	45. Effort
14. Leadership	46. Kindness
14a. Open-mindedness	47. Self-reliance
15. Loyalty	48. Self-confidence
16. Manner	49. Promptness
17. Modesty	50. Faith
18. Neatness	51. Patience
19. Optimism	52. Friendship
20. Persistence	53. Interest in others
21. Personality likeable	54. Politeness
22. Poise and carriage	55. Cheerfulness
23. Presence commanding attention	56. Firmness
24. Reliability	57. Vitality
25. Reserve and dignity	58. Fairness
26. Adaptability	60. Integrity
27. Alertness	61. Self-control
28. Sense of order	62. Resourcefulness
29. Sense of humor	63. Good nature
30. Sensitive to social proprieties	64. Reverence
32. Sympathy	

teachers, check lists were distributed to principals, superintendents and supervisors. These people were asked to use these check lists on the best teacher they had under their supervision, and also on the worst teacher

[1] Ibid, pp. 257, 258.

they supervised. The actual checking was to be done from memory, not by observation. It was felt that whatever could be remembered about a teacher some time after observation would be a more positive record.

Each of the items was to be checked in one of three ways. If, in the opinion of the supervisory officer, the item was a prominent factor in a teacher's work, it was checked with a " / " mark. If the item could be identified as belonging to a teacher, but was not prominent, it was checked with a " - " mark. If the item was considered to be absent, it was to be checked with a " n " mark. Lists were completed for a total of 130 teachers, from elementary schools, high schools, and miscellaneous sources. Only 21 of these were classified as poor teachers. It is obvious then that some of the so-called worst teachers were not considered to be poor teachers.

One small group actually completed the check-lists by interviewing supervisory officers. Each opinion that the officer made had to be supported by concrete evidence from a teacher's actions. Check-lists for nine teachers were completed this way. The data obtained from the area Items of Community Relations will be reproduced to show how information was handled. The term, "Misc.I", refers to the nine check-lists done by interviewing the supervisory officers concerning the teachers being appraised. "P" designates the poor teachers.

TABLE 5

RELATION OF THE TEACHER TO THE COMMUNITY[1]

Relation	Types of teachers with these relations outstanding				
	Elem.	H.S.	Misc.	Misc.I	P
1. Adjustment to board and room ..	x		x	x	x
2. Courtesy to patrons		x	x	x	x
3. Willingness to co-operate with patrons	x	x	x	x	x
4. Understanding of policy of school towards its community .	x	x	x	x	
5. Participation in community activities	x	x	x	x	
6. Harmonizing with best moral standards	x	x	x		
7. Harmonizing with best social standards	x	x	x	x	
8. Use of tact in local political matters			x		
9. Use of tact in local religious matters		x	x		
10. Use of tact in relation to gossip	x	x	x	x	
11. Discretion in conversation with patrons	x	x	x	x	
12. Avoidance of arousing antagonism by other cause than those above	x	x	x	x	x
13. Ability to speak before community audiences			x		
14. Business relations			x	x	x
15. Co-operative work with local libraries	x		x		
16. Participation in community recreations					
	40	30	30	9	21
	10	10	14	11	5

NOTE: Among 40 elementary teachers, 10 relations are outstanding; among 30 high-school teachers 10 relations are outstanding, etc.

[1] Ibid, p.256.

From the table, it will be seen that among the poor teachers there were fewer qualities of merit which were outstanding. Only five relations with the community were outstanding among the twenty-one poor teachers. Similar results were obtained in the other four areas analyzed. Poor teachers were outstanding in only four items from the forty listed under methods. Three of these involved matters of routine management. Under qualities of scholarship poor teachers were outstanding in two items (out of fourteen): general information about the local community, and knowledge of the rules and regulations of their own school systems. A similar pattern appeared in the area of professional interest. Of the twenty-four items listed, poor teachers were reported to be strong in only three of them.

Thus it was found that almost all of the qualities of merit were outstanding in teachers who were considered to be good by their supervisory officers. It was also found that very few of the qualities of merit were considered to be outstanding in teachers whom the supervisory officers judged to be poor. The conclusion which naturally followed was that a good teacher would have more of these 158 qualities of merit to an outstanding degree, than would a poor teacher. Therefore the constructed check-list did contain qualities of merit which would be outstanding in good teachers. These qualities or criteria could be used as a basis for teacher evaluation.

The next study, by Hart, involved the method of pupil judgment of teacher qualities, mentioned by Mead. Hart's study was included because it afforded the most detailed description of this method.

Hart sent a questionnaire to some 10,000 high school seniors in sixty-six high schools scattered throughout the United States. The questionnaire contained these queries:

1. Considering all of the teachers you have had in high school think of the one you have liked best and, without mentioning the teacher's name write down in the space below as accurately as you can your reason for liking this teacher best. Call this teacher, "Teacher A". Note that this is to be the teacher you like best, not necessarily the best teacher. (Space is provided for an adequate response.)

2. Now think of the one you have liked least of all, and write down as accurately as you can reasons for not liking this teacher. Call this teacher, "Teacher Z". (Space is provided for response.)

3. Was the teacher you like best also the best teacher; that is, the one who taught you most effectively?_____ Was "Teacher Z" the best teacher?_____

4. If neither "Teacher A" nor "Teacher Z" was the best teacher you have had, write down as clearly as you can just how your best teacher differed from "Teacher A". Call this teacher, "Teacher H". "Teacher H" differed from "Teacher A" in the following ways: (Space is provided for response.)

5. Counting all the teachers you are now having work with:

   a) How many are more like "Teacher A" than "Teacher Z"? _____
   b) How many are more like "Teacher Z" than "Teacher A"? _____
   Total _____

In all there were 3,725 high school seniors who replied to the questionnaire. The responses to the first two questions are given in tabular form (see Table 6, page 53). There were forty-three different reasons given for liking teacher A best and thirty reasons given for liking teacher Z least. The results can be combined to show the most

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[1]Barr, Burton, and Brueckner, Op.cit., pp.362, 363.

TABLE 6

SOME REASONS FOR LIKING "TEACHER A" BEST, AND FOR LIKING "TEACHER Z" LEAST, BASED ON RESPONSES TO HART'S QUESTIONNAIRE [1]

Teacher A	Teacher Z
1. Helpful with work, explains clearly	1. Cross, crabby, loses temper
2. Cheerful	2. Not helpful with work
3. Companionable	3. Partial, has pets
4. Interested in pupils	4. Superior, aloof, haughty
5. Makes work interesting	5. Mean, unreasonable
6. Commands respect	6. Unfair in marking and grading
7. Impartial	7. Inconsiderate of pupils' feelings
8. Not cross, grouchy, sarcastic	8. Not interested in pupils, does not understand them
9. We learned the subject	9. Unreasonable assignments and homework
10. Pleasing personality	10. Does not command respect
11. Patient, kind, sympathetic	11. Does not stick to subject, talks too much
12. Fair in marking, grading tests	12. We did not learn what we were supposed to
13. Fair and square	13. Dull, stupid, uninteresting
14. Work must be done promptly and properly	14. Too old
15. Courteous to class	15. Not fair and square in pupil dealings

significant reasons given by these high school pupils for their likes and dislikes. The reasons given in Table 6 are the first fifteen given by the pupils, in order of rank.

The table shows that lack of the qualities which made teacher A likeable were the main cause for disliking teacher Z. Therefore qualities listed under teacher A could be taken as criteria for successful teaching, - at least from the viewpoint of high school students. Each of these likeable

[1] Ibid., pp.363,364.

qualities described the behaviour of teachers in the classroom. Hart did not show that pupils can be pretty accurate judges of teachers. This was done by later investigators. (See page 84). However, this study presented a challenge to teachers which has not dimished with the passing of time. It also gives us a set of evaluation criteria for teachers based on their behaviour in the classroom. Beecher[1] gives a few of the responses sent in to Hart's questionnaire by pupils. It might be a good idea to reproduce some of them here:

> I liked teacher A best because he knew exactly what he was doing all the time. He very seldom made mistakes and was always considerate in anything being discussed. He had complete control over his pupils, yet everyone liked him. If a pupil asked him a question he would answer it fully and explain everything, if he thought the pupil was interested. He had much patience with the pupils and no one was afraid to ask him anything - he was more of a "pal" than a "boss". He was very fair in grading students and no one ever complained.[2]

In contrast to this we have one account of a teacher Z:

> Teacher Z lectured all the time like a phonograph record. Couldn't keep order in the classroom. We could put anything over on him; even make him believe that he hadn't given us an assignment. He was high-hat. Called on certain few all the time. When something funny happened, he would make funny faces to keep from laughing. Why couldn't he laugh?[3]

One example should be given of a teacher H, who was supposed to represent the best teacher the student had, if Teacher A did not fill that capacity. Here it is:

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[1]Dwight E. Beecher, The Evaluation of Teaching (Syracuse: Syracuse University Press, 1949) p.57.

[2]Ibid., p.58

[3]Ibid., p.60

> She does not make me feel uncomfortable in her classes and at all times I feel free to express my own ideas and to ask questions. I also like very much the way she speaks to me in the corridors. No matter how big of a hurry she is in she always has time to speak. She seems more of a pal to me than a teacher. She is not easy in her grading. She has good order in her class.[1]

Hart's study actually had 1,000 of these responses printed in the report itself. Once again, one is struck by the shrewd insight of the pupils concerned. It should be explained that the identity of pupils and teachers was kept secret, so that all judgments were made in strictest confidence.

Turning from Hart's study of teacher qualities, we next come to the Commonwealth Teacher Training Study. This was a highly organized, thoroughly financed, project to determine (in part) the traits most essential for success in teaching the various grade levels.

The Commonwealth Teacher-Training Study set out a master list of teachers' traits. Ninety-seven different people were interviewed to discover what they believed to be the traits most essential for success in teaching the various grade levels in different types of communities. Included in this large group of people were: administrators (41), teachers (27), parents (14), pupils (10), representatives of teacher agencies (3), professors of education (2). In the interview those being questioned were asked to give examples of the trait as expressed by activities which teachers would exhibit. From this, 2,800 actions indicating the possession of traits were obtained. Teacher levels included: High school (both junior and senior), Intermediate (Grades three

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[1] Ibid., p. 59

to six), Primary (Kindergarten to grade two), and Rural schools. Here is the question list on high school teachers:

1. What are the important qualities that a high school teacher should possess? How are they shown?

2. (a) Think of the best teacher among all the high school teachers you have ever known. Why is he or she the best teacher?
   (b) Did he (or she) have any bad qualities? What were they?

3. (a) Think of the poorest teacher you have known among your co-workers. Why was he or she so poor?

   (b) Did he (or she) have any good qualities?

4. Can you mention any traits that successful teachers need in high school more than in grade school work?

5. In respect to what personal traits do successful women teachers differ from successful men teachers?[1]

Twenty-one judges "translated" the 2,800 actions into traits. The meanings of traits were then defined by taking four different dictionaries (New Standard, Webster's International, Oxford, and Century), and using the definition agreed upon by any three of the four. When this was completed there were 83 traits defined. Such a number would be rather impractical for ordinary use. A special staff was asked to combine as many of these traits with similar meanings as they could. This operation (known as "telescoping") was carried out with the idea that about 25 would be a sufficiently large number of traits to be handled by teacher-training institutes.

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[1] W. W. Charters and Douglas Waples, The Commonwealth Teacher-Training Study, (Chicago: The University of Chicago Press, 1929) pp.54, 55.

TABLE 7

TRAITS OBTAINED ON "TRANSLATION" IN THE COMMONWEALTH TEACHER STUDY[1]

1. Accuracy	29. Fluency	56. Open-mindedness
2. Adaptability	30. Forcefulness	57. Optimism
3. Alertness	31. Foresight	58. Originality
4. Ambition	32. Frankness	59. Patience
5. Animation	33. Good judgment	60. Perseverance
6. Appreciativeness	34. Good taste	61. Pleasantness
7. Approachability	35. Health	62. Poise
8. Attractive personal appearance	36. Helpfulness	63. Progressiveness
	37. Honesty	64. Punctuality
9. Breadth of interest	38. Imaginativeness	65. Purposefulness
10. Calmness	39. Independence	66. Refinement
11. Carefulness	40. Industry	67. Reserve
12. Cheerfulness	41. Initiative	68. Resourcefulness
13. Cleanliness	42. Insight	69. Scholarship
14. Considerateness	43. Inspiration	70. Self-confidence
15. Consistency	44. Intellectual curiosity	71. Self-control
16. Conventionality		72. Sense of humor
17. Co-operation	45. Intelligence	73. Simplicity
18. Courage	46. Interest (community)	74. Sobriety
19. Courtesy	47. Interest (professional)	75. Sociability
20. Decisiveness		76. Spontaneity
21. Definiteness	48. Interest (pupil)	77. Sympathy
22. Dependability	49. Kindliness	78. Tact
23. Dignity	50. Leadership	79. Thoroughness
24. Discretion	51. Loyalty	80. Thrift
25. Dispatch	52. Magnetism	81. Unselfishness
26. Enthusiasm	53. Modesty	82. Voice (pleasing)
27. Fairness	54. Morality	83. Wittiness
28. Firmness	55. Neatness	

After this, twenty-five administrators were asked to rank these traits for five types of teachers: senior high school, junior high school, intermediate grades, kindergarten-primary, and rural schools. The administrators represented fourteen states. Seven of them were experienced primarily in elementary schools, and eighteen in secondary schools. Six of

[1] Ibid, pp.64,65.

the administrators were superintendents; four were instructors in teacher colleges; seven were principals; two were supervisors of special subjects; two were state department officials; and four had no special classification.

These administrators were asked to rank the twenty-five traits in order of their importance in the judging of the five types of teachers. This was correlated with the rankings of twenty-five teachers during the course of the study. The coefficient of correlation between the two sets of rankings was found to be so high (.861), that the judgment of the administrative officers was considered valid enough for the study. It had been planned to do the same for other groups, such as parents, etc., but this was not considered necessary after such a high correlation was obtained. The ranking by the administrative officers then, represents the ranking for the study.

This means that for a trait such as Adaptability, the administrators gave the following ranks: i) in Rural Schools - of first importance; ii) in Kindergarten to Primary Schools - of sixth importance; iii) in Intermediate Schools, and iv) in Senior High Schools - the eighth most important trait; and v) in Junior High Schools - the tenth most important characteristic. It should be noted in passing that the "telescoped" traits were not all represented on the original table by one word. Space limitations made it advisable to use only the main word in the foregoing table.

TABLE 8

RANK - LIST OF "TELESCOPED" TEACHERS' TRAITS DONE BY ADMINISTRATORS[1]

Traits	Rank for Teachers of				
	Senior H.S.	Junior H.S.	Inter-mediates	Kdg. Prim.	Rural School
1. Adaptability	8	10	8	6	1
2. Attractiveness	17	14	9	10	15
3. Breadth of interest ..	1	10	11	15	2
4. Carefulness	11	13	9	14	12
5. Considerateness	17	3	1	1	3
6. Co-operation	11	9	14	16	3
7. Dependability	14	19	16	17	15
8. Enthusiasm	9	4	5	2	11
9. Fluency	23	24	25	23	25
10. Forcefulness	5	4	18	19	13
11. Good judgment	2	1	3	4	3
12. Health	16	16	12	10	9
13. Honesty	7	12	7	9	6
14. Industry	19	8	14	13	17
15. Leadership	4	7	19	21	8
16. Magnetism	11	4	5	3	9
17. Neatness	20	16	13	4	18
18. Openmindedness	9	20	23	24	22
19. Originality	22	22	16	12	19
20. Progressiveness	23	23	22	20	22
21. Promptness	21	14	20	18	21
22. Refinement	14	20	2	8	13
23. Scholarship	5	16	21	21	20
24. Self-control	2	2	3	6	6
25. Thrift	25	25	24	25	24

As a matter of fact, the "translated" traits and trait actions represent an enormous amount of work, occupying some twenty-one pages of the monograph alone. Each trait is described in elaborate detail. One

[1] Ibid, p.18.

example should suffice as an explanation. The trait Good Judgment has about the highest ranking in Table 8. Here is its description, which could serve as an aid to teachers in training:

Good judgment:

a) Gives good reasons when he advises that a plan or project should be discarded.

b) Waits until children are calm to talk things over with them.

c) Does not think that teachers are superior to others.

d) Does not try to check up on every little thing that does not concern him.

e) Does not spend too much time on non-essentials.

f) Makes an effort to know conditions back of a situation.

g) Takes criticism in the right spirit.

h) Wears clothes that are appropriate for school.

i) Distinguishes effort from scholarship.

j) Sees good traits in people who are not socially refined.

k) Seeks opinion of head of department about changes within the department.

l) Groups students according to ability.

m) Does not give pupils too many liberties.

n) Distinguishes between good and bad work.[1]

This study established traits or qualities which teachers require for success at any school level. These traits were based on the expert analysis of a wide variety of opinions on successful teaching.

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[1] Ibid, p.232.

Some of these qualities were considered to be more important than others. The type of school (High School, Rural School, etc.) was a large factor in determining this relative importance. To aid teacher training, every successful teaching act associated with each trait was also described.

In another work published at about the same time, Young presents an extensive study of teacher rating scales in different American cities. In most cases these scales were used to determine the teacher's place in the salary schedule.

The introductory remarks point out that the development of measuring and testing programmes in education, and the influence of the child-centred school, "have shifted the attention of education from the teacher, the subject matter, or the method of instruction, to the child."[1] To Young, the basis of any rating plan should be "teacher accomplishments as measured by subject-matter test results, pupil activities, co-operative atmosphere, creative work, and self-control."[2]

Thirty-eight teacher rating scales were studied from different cities in the United States. The factors found on these scales were tabulated by Young. The frequencies of each factor were also listed. This was then compared with two similar studies (see Table 9, page 62) made in 1925 (ten years earlier), and in 1915 (twenty years earlier). It is interesting to note the changes which have occurred in twenty

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[1] Young, The Administration of Merit-Type Teachers' Salary Schedules, (New York: Columbia University, 1933), p.13.

[2] Ibid, p.14.

TABLE 9

FACTORS INCLUDED IN THIRTY-EIGHT TEACHER RATING SCALES COMPARED WITH STUDIES BY KING AND BOYCE[1]

Factor	Frequency this study	Percentages		
		This study	King's study#	Boyce's study##
Technique of instruction	37	97	96	60
Co-operation	34	90	32	60
Personality	33	87	86	40
Scholarship	25	66	56	64
Classroom management	24	63	62	--
Teaching results	24	63	58	16
Professional attitude	24	63	57	32
Influence upon character of pupils	24	63	--	--
Health or vitality	23	61	28	22
Class discipline	22	58	37	98
Initiative	21	55	--	--
Attention to details of school business	21	55	--	--
Daily preparation	17	45	31	26
Provisions for individual help	16	42		
Community life	16	42		
Relations with patrons	16	42		
Ability to interest pupils in work	13	34		
Improvement	13	34		
Judgment	12	32		
Executive ability	11	29	18	
Extra curricular activities	9	24		
Knowledge of course of study	8	21		
General intelligence	7	18		
Attention to duty	6	16		
Participation in educational organizations	6	16		
Sense of humor	6	16		
Adaptability to work	5	13		
Schoolroom atmosphere	4	11		
Knowledge of current events	4	11		
Use of educational reserach	4	11		
Social balance	3	8		
Social service	3	8	27	
Value to school system	2	5		
Ability of pupils	2	5		
Value of vacation experience and travel	2	5		
Promise of success	1	3		
Years of service	1	3		
Conversational ability	1	3		

[1] Ibid., p.54 #Made in 1925 ##Made in 1915

years. The earlier scales contained factors which would not be too difficult for almost anyone to observe in the classroom. The later scales show a trend toward those factors which can only properly be observed by a person with some training in the technique. The earlier forms tend to rate the teacher on what goes on in the classroom. The last forms (in particular) are moving out from the four walls of the classroom to judge the teacher.

A closer scrutiny of Young's table reveals some other pertinent facts. There is no mention of how many scales were used by Boyce or King in their analyses. Since rating scales reached a popular high in the thirties, they likely analyzed fewer than Young. Nine factors were mentioned in the 1915 analysis. Yet ten years later this had only increased by three factors. Thus very little was added to the list in the ten year period from 1915 to 1925. This could indicate a lack of interest in rating scales in that period.

From Boyce's 1915 study, Discipline was the only factor common to the rating scales analyzed (it was found in 98% of them). Technique of Instruction and Personality were the only factors fairly common to the scales analyzed by King in 1925. Young's analysis produced only three factors common to most scales, - Technique of Instruction, Co-operation, and Personality. The percentages for the rest of the factors in all three studies indicate a wide lack of agreement on what should be included on a rating scale for judging teachers.

The curious thing about the study made by Young was that,

although 38 factors were mentioned, only 12 of these were used by more than half of the cities reported. Seventeen of the remaining 26 factors were found on the rating scales of less than one city in four. The new trend to rate teachers on work done outside the classroom will be found in those 17 factors just mentioned. Thus, only a small number of cities rated teachers on these outside activities. The majority still confined their rating to the earlier pattern of classroom activity.

Let us now turn our attention from Young's analysis, and follow Barr and others' attempts to find the validity of certain instruments employed to measure teaching ability. Their study involved 66 teachers and their classes in four school systems of Wisconsin. The average experience of each teacher was ten years. The average number of pupils per class was 26. Grades involved in the test ranged from two to seven.

Pupils were tested for gain in achievement, intelligence, gain in arithmetic achievement, and for their accomplishment quotient. The achievement tests used were the Stanford Achievement Tests. Three intelligence tests were used: the Detroit Primary Intelligence Test, the Otis Self-Administering Test of Mental Ability, and the Terman Test of Mental Ability. Gains in achievement were obtained by subtracting the second raw score on achievement from the first one made at the start of the term. Arithmetic achievement was obtained in the same manner, by taking out the separate score obtained on the arithmetic part of the whole test. Accomplishment quotients were obtained for each class by dividing the mean educational age (as evinced by the test results) by the mean mental age of the class.

Teachers were subjected to a battery of tests including: Social Intelligence Test (Moss, Hunt and Omwake), Psychological Examination for High School Graduates and College Freshmen (Thurstone and Thurstone), The Morris Trait Index L (E. H. Morris), Aptitude Test for Elementary and High School Teachers (Bathurst, Knight, Ruch, and Telford), New Stanford Arithmetic Test - Form V (Kelley, Ruch, and Terman), Personal Health Standard and Scale (Wood), Vocational Interest Blank (E. K. Strong), Professional Information (unpublished test by Torgerson), and Personality as measured by an informal ten-point scale for the rating of thirty-three personality traits drawn from the Commonwealth Teacher Training Study. This required four sittings of from one and a half to two hours each.

In addition to these tests, teachers were rated by the supervisory staffs of the systems in the study. Each teacher was rated twice on each of the following scales: Strayer-Engelhardt Teacher Rating Card (Short Form), Michigan Education Association Teacher Rating Card (Long Form), Pennsylvania Teacher Rating Score Card, Giles Recitation Score Card, Almy-Sorenson Rating Scale for Teachers (cf., Appendix, page 175), Schutte Scale for Rating Teachers, and Torgerson Diagnostic Rating Scale of Instructional Activities (cf., Appendix, page 177).

The investigators decided that teaching efficiency would be determined in this study by: i) gains in pupil achievement as indicated by the Stanford Achievement Test; ii) a composite rating from the seven rating scales already listed; iii) a composite score ob-

tained from the battery of nine tests already listed; iv) a composite score obtained from six of the tests in the battery of nine (Personal Health Standard, Vocational Interest Blank, and Personality rating excluded); v) a composite score from all of the items used in the study; and second, a composite made up of the combined scores of two items in pupil achievement, seven rating scales, and the nine measures of qualities associated with teaching success.

They justify these criteria by means of a diversified argument. Most people would be willing to accept the fact that pupil achievement is one characteristic which should be associated with good teaching. The Stanford Test used to measure this has high degrees of both validity and reliability. Rating scales are justified as a criterion of teaching success because:

> (1) the use of rating scales provides a comprehensive measure of teacher ability enabling the rater to take into consideration a large number of qualities, activities, and achievements usually associated with teaching success; (2) because a composite of rating scales constitutes a certain consensus of expert opinion as to the characteristics of good teaching; (3) because the rating scales composing this criterion have already been widely used in the measurement of teaching ability; and (4) because the scales employed in this investigation are highly reliable (.89 to .93)[1]

The battery of tests was justified because they attempt to measure items commonly associated with teaching success, such as intelligence, personality, health, etc. According to their authors these

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[1]Barr, Torgerson, et al., "The Validity of Certain Instruments Employed in the Measurement of Teaching Ability", The Measurement of Teaching Efficiency, ed. by Helen Walker (New York: The MacMillan Co., 1935), p.87.

tests were among the most reliable and valid instruments in use at that time for the measurement of these characteristics. Each test measures a narrow field, but taken all together the investigators felt that they could measure a large number of teaching abilities. The six-test composite was felt to be more objective than the complete nine-test battery. This is why it was used. The complete composite was chosen because, "in the absence of an ideal criterion, a composite of a number of instruments for the measurement of teaching ability ... probably constitutes the most trustworthy criterion of teaching ability now available.[1]

The results obtained were disappointing. It was found that correlation was uniformly low between the measures of teaching ability and gain in pupil achievement as measured by the Stanford Achievement Test. That is to say, if a teacher rated a high score in the battery of efficiency tests, it did not necessarily follow that her pupils would have a high score in the achievement test. If both measures were valid instruments for indicating teaching efficiency, then both scores should have been high. The same thing was found for the other criteria used in the study. Correlations between different criteria were so low as to be considered insignificant. Some tests and rating scales did indicate a slight amount of validity with respect to others in measuring teaching efficiency. But the people in charge of the study were forced to conclude that many of the so-called criteria which they were certain would be valid measures of teaching efficiency, were not when treated statistically.

Other research workers have attempted to correlate teaching

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[1] Ibid, p.89.

efficiency statistically with certain traits associated with teaching itself. The results of several such studies have been arranged in tabular form. Part of the table is reproduced herewith:

TABLE 10

COEFFICIENTS OF CORRELATION FOR CERTAIN TRAITS AND TEACHING EFFICIENCY[1]

Trait	Boardman 1928	Morris 1928	Ulman 1931	Barr 1935	Phillips 1935	Odenwilder 1936
Age	.342					
Experience	.389					1.46
Scholarship		.545	.20-.30	.17	.228	.281
Intelligence	.332	.233	.15	.360	.357	
Professional knowledge	.256		.14	.35		.256
Personality		.512		.26		.533
Interests			.02	.20	.102	

Nearly all of the studies reproduced in the table show small positive coefficients of correlation. It hardly seems likely that there should be such a small relationship between teaching efficiency and each of the traits mentioned (excepting personality). The measuring devices used may not be adequate. In some cases the correct picture may actually

[1]Barr, Burton, and Breuckner, Op.cit., p.376.

be presented. Little is done about professional knowledge in teacher training institutions, so it can have only a small bearing on teacher success. Personality in two of the studies is significant, the only encouraging result of the whole list.

Six years after Barr's study, there appeared a small volume by Bernice Baxter on Teacher-Pupil Relationships. This work has been so well received that by 1950 it had been re-published six times.

The questionnaire which appears as Table 11 on the following page was sent to 220 teachers from four geographical regions. Group one was composed of senior students in San Francisco State Teachers' College, all of whom had one year of student teaching prior to filling out the questionnaire. Group two was a summer-school class in the same college, consisting of teachers, principals and supervisors from various parts of California. Group three consisted of teachers from schools in New Haven, Connecticut, used as demonstration schools for the State Normal School (located in New Haven). Group four consisted of teachers of the West Middle District School of Hartford, Connecticut.

The author had two other persons with wide experience help her classify the responses to the questionnaire. In all, they found that all pupil-teacher situations could be placed in forty-four different categories. The whole thing is tabulated in her monograph, and occupies a space of five pages. The first page of the tabulations is set out on the following page as Table 12.

TABLE 11

QUESTIONNAIRE SENT OUT BY BAXTER TO STUDY TEACHER - PUPIL RELATIONS[1]

Evidences of Pupil - Teacher Relationship

Explanation: There are evidences of the interaction of teacher and pupil personalities in every classroom. The effectiveness of the teacher is often judged on the basis of observable evidences of this interplay of personalities.

Will you please list significant evidence such as any observer might see in a classroom. The following is presented as the form to follow:

PUPIL: Reciting, looking directly at teacher. TEACHER: Smiling, nodding approval.

PUPIL: Scowlingly and haltingly handing something to teacher. TEACHER: Holding out hand. Body rigid and tense.

TABLE 12

PART OF BAXTER'S TABLE SHOWING RETURNS TO QUESTIONNAIRE ON PUPIL - TEACHER RELATIONSHIPS[2]

PUPIL	TEACHER	Frequencies				
		1	2	3	4	Totals
1. Disturbs either intentionally or unintentionally - does not do expected thing - makes error.	By posture, gesture of facial expression calls attention to pupil's shortcoming.	27	30	39	12	108
2. Happy, eager, enthusiastic, interested and co-operating.	Alert, cheerful, enthusiastic, helpful, vivid facial expression.	47	38	10	8	103
3. Nervous, shy, timid, hesitant, stammering	helpful, leisurely, calm, unruffled, patient, soothing.	39	28	7	22	96
4. Brings in something of interest.	Shows interest, commends and shows to class.	27	21	19	18	85
5. Accidentally breaking something, not complying, making an error.	Shows disapproval, correcting firmly and decisively.	38	15	17	15	85
6. Obstinate, sullen, refusing to work, disgruntled.	Impatient, losing temper, fault-finding, curt, sarcastic.	19	10	11	7	47
7. Reading haltingly, nervous, uncertain, late in complying.	Impatient, critical, nervous, tapping foot	38	11	0	8	57

[1]Bernice Baxter, Teacher - Pupil Relationships, (New York: The MacMillan Company, 1950) p. 14.

[2]Ibid, p.15.

The four groups are the ones numbered under the "Frequencies". All of the situations are arranged in order of frequency with the exception of number 6. It should have been placed ninth in the list to be consistent. That is a small point, however. The idea is that there is presented in tabular form a series of situations which do occur in a classroom. The pupil does one thing, and the teacher reacts to it.

From this questionnaire Baxter felt that it should be possible to observe teacher - pupil relationships in the classroom, since so many teachers from widely separated points had agreed that many such interactions did occur. She tried doing a series of trial observations in various classrooms, each trial in the company of one of three persons, "experienced in judging teaching effectiveness."[1] Baxter found that her judgment agreed almost completely with the competent persons who knew the teachers and pupils concerned. (She had never encountered either pupils or teachers judged before.) Satisfied that there were relationships between pupils and teachers which could be observed and recorded by an experienced observer, Baxter next began a study of six teachers selected by competent judges. The study lasted for a period of six months. It was carried out by direct observation in the classroom and subsequent recording of any relationships seen in the group.

As it turned out, three of the teachers studied were really competent in their work. The other three were not too successful in their relationships with pupils in the classroom. Classes tended to absorb the personality of the teacher directing them. Thus, a calm well-

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[1] Ibid., p. 20.

organized teacher produced calm, well-organized pupils. A harsh, forceful, and rather loud teacher had a class full of pupils who emulated her.

Baxter summarizes the characteristics of good and poor teachers thus:

> The good teachers were free from the restricting inhibitions and restraints common to the poor teachers. They sought ways to improve their teaching and were open-minded and desirous of suggestions. The poor teachers defended their shortcomings whether called upon or not to do so and called attention to that which they thought would lead to commendation.
>
> In contrast to ineffective teachers who resorted to threats and to loud, dominating demands, the superior teachers guided children by quiet, humorous, and sometimes inaudible suggestions. Enthusiasm and spontaneity were found to be prevalent in the rooms of the good teachers. In the classrooms of the less successful teachers, nagging, apathy, and a complete absence of zestful enterprise prevailed.
>
> . . . There were a friendliness and courtesy in the classrooms of the good teachers but there was a disregarding of personality as such in the classrooms of the tense and striving poor teachers. Teachers and pupils showed a co-operative interest in the undertakings in the classrooms of the better teachers. Co-operative purpose and planning were conspicuously lacking in the other classrooms.[1]

Convinced that pupil - teacher relationships gave a clear-cut means of distinguishing strong and weak teaching, Baxter extended her study to thirty-six more teachers who were unselected as to the quality of their teaching. When observations were complete twenty-one of these teachers exhibited relationships which corresponded to the pattern already set by the three strong teachers of the first study. Fifteen could only be grouped as ineffective teachers.

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[1] Ibid., pp.30, 31.

Gradually it became possible to describe certain acts which went on in classrooms under certain definite headings. Good teachers exhibited what Baxter calls, "positive behaviour" to these situations. Poor teachers exhibited "negative behaviour". Here is one of her examples:

INTERESTED IN PUPILS AS PERSONS

Sample(s) of Positive Behaviour:

Teacher 9. Remarks to observer: "I want pupils in my room to be interested in adjusting to members of their own social group rather than in doing good work just to please me. I try to learn as much as I can about the home and background of each child. Each child has many of his own problems to face and solve."

Sample(s) of Negative Behaviour:

Teacher 39. "These children come from dreadful homes. I have to treat them as I do or they would run over me. All I can do is to keep them busy and shout them down. They don't appreciate anything else."[1]

One complete chapter of this monograph describes in some detail the characteristics of an effective teacher. The writer decides that the effective teacher (called "Miss X.") has three prominent characteristics which are responsible for her success in teaching. The first of these is open-mindedness or freedom from prejudice and restraint. This led to the pupils being allowed to form their own opinions about things. The classroom also lacked strain and restraint. The second characteristic mentioned is that of resourcefulness. The teacher had wide interests of her own and conveyed much of her broad

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[1] Ibid., pp.71,72.

enthusiasm to her pupils. The third characteristic of this teacher is a genuine interest in her pupils as human beings. She knew all about the interests and hobbies of each one in her class.

Baxter established that for each pupil action there is a teacher reaction in the classroom. This action-reaction pattern can be followed by observation in the classroom itself. For effective teachers the pupil-teacher pattern was a calm, co-operative, balanced and happy one. For ineffective teachers the pattern was usually hectic, unco-operative, unbalanced, and unpleasant.

Teacher personality as it impinged on pupils greatly influenced pupil-teacher relationships. A teacher who was well-balanced emotionally and physically tended to pass some of her normalcy on to her class. Conversely, an emotionally upset teacher would pass some of this imbalance on to her pupils.

Baxter felt that teachers could be partly evaluated by observation of these inter-actions in the classrooms. In the classes of good teachers observations would show that pupils: responded to the teacher; were friendly toward everyone; were made to feel secure; were emotionally stable; were taught to be original in their thinking; and were encouraged to be dependent on their own resources.

Next, let us turn to another study of teacher evaluation conducted in an American state. This time the state was Michigan. The Michigan Cooperative Teachers Study was made by educators of that state on teacher education. The problem was to discover ways and means of

improving teacher education in the state. All phases of teaching were studied including: recruitment, general education, professional education, community relations, teacher supply and demand, evaluation, graduate studies, extension programmes, and inter-institutional relationships. The concern of this study was the work of the committee on evaluation.

This committee succeeded in preparing three forms to be used throughout the entire state. Two of these forms dealt with the follow-up programme on teacher graduates. This was found to be one source of weakness from their study of training institutes. No uniform policy was being followed throughout the state. The committee presented a standard procedure to be followed. One of the forms devised was for graduate students. They were asked to report on their teaching situations to the college from which they had graduated. This report included an estimate of their progress in teaching, their problems, the type of community, the type of school, and other information considered pertinent. The other form included in this standard procedure was for the use of the colleges. They were required to rate the graduate teacher on available evidence, for the purpose of state certification.

The other form prepared by the committee on evaluation contained detailed statements of competencies desired in all teachers by the state of Michigan. As such it represented a list of criteria or qualities which Michigan expected would be found in good teachers. It was this part of the work by the evaluation committee that merited the

inclusion of the Michigan study with other studies of evaluation criteria.

This form was sent to every school and educational training institution in the state. It was to be used by all teachers. New teachers and teachers in training would find the form useful because it gave an account of the activities in which teachers were expected to participate in the performance of their duties. In outline it read thus:

A Statement of Competencies Desired in Teachers[1]

I. The teacher as a person:
   - A. Works with growing philosophy of life that contributes to the improvement of his own life and the lives of others.
   - B. Lives a rich personal life.
   - C. Develops and maintains good social relationships.
   - D. Exhibits physical fitness and attractive personal appearance.

II. The teacher as a professional worker:
   - A. Is guided by an educational philosophy basic to the preparation of good citizens in a democracy.
   - B. Persists in gaining and maintaining a functional command of his subject field.
   - C. Uses skilfully a wide variety of teaching methods.
   - D. Is a student of child growth and development.
   - E. Makes classroom routine a part of the learning experience of pupils.
   - F. Carefully plans his work and makes adequate preparation for it.
   - G. Practices democracy consistently.
   - H. Develops and maintains constructive teacher-pupil relationships.
   - I. Participates in establishing and maintaining co-operative and constructive relationships with teachers and administrators.
   - J. Evaluates pupil growth fairly.
   - K. Participates actively in matters affecting his own growth.

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[1] The Education of Teachers: Outcomes of the Michigan Cooperative Study on Teacher Education, pp.175-181. Edited by David M. Trout. (Bemen Springs, Michigan: The College Press, 1943.)

III. The teacher as a citizen of the community:

A. Shows by his conduct an understanding of the community backgrounds, interest and needs.
B. Has skill in techniques for increasing his understanding of community resources and needs.
C. Actively participates in community betterment.
D. Is an effective exponent of the school and the teaching profession in the community.

From the Michigan study of teacher competencies, let us next turn to the self-directed survey of the Winnipeg schools. In this study the teachers were asked by questionnaire to express an opinion on teacher appraisal. No one filling out the questionnaire was required to sign this questionnaire. All they were required to do was to answer "yes" or "no" to the questions.

Although there does not seem to have ever been a 100% response to any of the questions, it would seem to indicate that the majority of those who filled in the questionnaire (teachers in Grades I to IX) favored teacher appraisal. At that time (1948), pupil teachers and teachers who were not appointed permanently to the Winnipeg staff were rated by principals or supervisors on their current work and on their prospects for successful teaching. Judges were required to point out weak points and strong points in work and personality. The raters were also required to indicate at what level the teacher's talents could best be employed. A comment was also required on the health of the teacher being rated.

TABLE 13

RESPONSES TO QUESTIONNAIRE ON TEACHER APPRAISAL FROM REAVIS REPORT OF SELF-DIRECTED SURVEY OF WINNIPEG SCHOOLS (1948)[1]

Questions	Percentage Responses	
	Yes	No
1. Is a formal system of merit appraisal desirable	72	13
2. What should be the purpose of such a system?		
a) Appointment to the staff?	74	2
b) Promotion within the system?	78	2
c) Reprimand, transfer, or dismissal?	46	9
3. Who should prepare such a system of appraisal?		
a) Administrators (superintendents, supervisors, principals)?	39	11
b) Representatives of administrators and teachers?	59	8
4. Who should make the actual appraisal?		
a) Supervisors?	62	3
b) Principals?	80	2
c) Fellow-teachers?	19	18
5. To whom should the appraisal be made?		
a) The School Board?	14	15
b) The Superintendent?	84	1
6. When should the formal appraisal be made?		
a) Annually for all teachers?	31	17
b) Before permanent appointment?	68	1
c) At the request of the Superintendent?	34	5
d) At the request of the principal?	30	6
7. Should teachers have the right to know the results of his or her appraisal?	94	2
8. Do you consider the present system of appraisal in Winnipeg schools satisfactory?	68	12

Seven hundred and forty-three members of the teaching staff from Grades I to IX, supervisors, and principals were asked to give their opinion on twenty-four items suggested for a Teacher Appraisal Scale.

[1]Report of the Directed Self-Survey, Winnipeg Public Schools: Reports of Core Committees, Vol. II, Part VII, Teacher Appraisal, (Committee on Field Service, Department of Education, University of Chicago, September, 1948), pp.86-103.

TABLE 14

RANK OF RESPONSES TO ITEMS SUGGESTED FOR TEACHER APPRAISAL SCALE BY 743 MEMBERS OF WINNIPEG SCHOOL SYSTEM[1]

Items		Rank
Personal Traits:	a) Emotional stability	3
	b) Appearance and dress	14
	c) Voice and manner	2
Attitude Towards Pupils:	a) Kindliness and sympathy	8
	b) Friendliness	16
	c) Fairness	1
Understanding of People:	a) Handling problems of conduct	4
	b) Relations with other teachers and other members of staff	13
	c) Relations with the public	19
Professional Attitude: ..	a) Support of professional organizations	17
	b) Reading of professional literature	21
	c) Additional professional courses ..	23
School Activities:	a) Interest in general school activities	10
	b) Interest in extra-curricular activities	24
	c) Co-operation with other teachers	9
Community Activities:...	a) Knowledge of social problems	18
	b) Knowledge of community life	20
	c) School and community	22
Instruction:	a) Organization of work	11
	b) Knowledge of subject matter	6
	c) Control and interest of pupils ...	5
Routine School Duties:..	a) Attention to rules and regulations	7
	b) Care of school property	12
	c) Housekeeping of classroom	15

With these responses in mind, the sub-committee presented a suggested Teacher Rating Scale for the Winnipeg Schools. This original

[1] Ibid., p.92.

form was considered by the principals and others concerned with rating to be too cumbersome. The modified form now in use is discussed along with other rating forms used in different cities in Chapter V.

The suggested Teacher Rating Scale[1] was divided into four main areas: Handling of Routine School Duties, Instruction, Understanding of People and Relations with Them, and Certain Important Basic Attitudes. The suggested scale was a four point one. If a teacher rated an 'a', he (or she) was, "efficient and prompt, initiates improvements". A 'b' rating was, "efficient and prompt". A 'c' rating indicated that the teacher, "has to be checked up occasionally". A 'd' rating indicated that the teacher was, "habitually neglectful or impatient".

Under Handling of Routine School Duties the teacher is expected to attend to rules and regulations, take reasonable care of school property, attend to the housekeeping in his or her own classroom, and see that conditions for working are as satisfactory as possible in the room itself. These items are of a mechanical nature and would be easy to check off in rating a teacher.

Under the area of Instruction, raters are to look for a good organization of work, an adept handling of subject-matter difficulties, a good knowledge of the subject itself and an interest in the subject, a firm control of pupils' work and work habits, and a successful attainment of a good standard of work in co-operation with the pupils of the class. This area can also be observed and measured by the rater.

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[1] Ibid, pp.97, 98.

In the area dealing with Relations, the rater is required to observe how the teacher deals with pupils, staff members, and the general public in the daily routine which accompanies the teaching act. This region requires an expression of opinion on the part of the rater which will have to be based on observations over a considerable period of time.

The last area on Basic Attitudes seeks to gauge the amount of interest the teacher has in the school as evidenced by the unsolicited time that is put in on extra activities which will help the school as a whole. It also seeks to gauge the amount of interest shown by the teacher for each individual pupil in the class.

Each of the items mentioned in the separate areas is given four different descriptions, corresponding to the a, b, c, or d rating. The rater was asked to pick the description which best suited each teacher.

From this questionnaire study certain conclusions can be made. Concerning the methods of teacher appraisal, the majority of those answering the questionnaire agreed that:

1. Formal appraisal of teachers was desirable.

2. Appraisal should be used for the purpose of appointment and promotion, and not as a basis for dismissal, reprimand, or transfer of teachers.

3. Teachers should help the administrative staff prepare the appraisal form.

4. Principals should do most of the appraising, supervisors a certain amount, but teachers should not rate each other.

5. Appraisal results should be made known to the Superintendent and not to the School Board.

6. Teachers should definitely be appraised before permanent appointment to the city staff.

7. Teachers should have the right to know the results of the appraisal made on them.

Concerning criteria to be used in judging teachers, those answering the questionnaire considered these criteria of least importance:

(1) Professional Attitude, - which involves support of professional organizations, reading of professional literature, and the taking of professional courses.

(2) Community Activities, - which involves knowledge of social problems, knowledge of community life, school and community.

Winnipeg teachers did consider these criteria important:

1. Personal Traits, - involving stability, appearance, voice, and manner.

2. Attitude Toward Pupils, - involving kindliness and sympathy, friendliness, and fairness.

3. Instruction, - involving organization of work, knowledge of subject matter, and control and interest of pupils.

4. Routine School Duties, - involving attention to rules, care of school property, and housekeeping of the classroom.

This left the impression that opinion favoured teacher appraisal of activities directly concerning school. Activities outside

of the school itself were not considered very important.

The most recent available study on criteria was that made by Beecher in 1949. He obtained his criteria from an analysis of the studies made on pupil opinion of teacher behaviour. This differs radically from the Winnipeg approach, which used teachers' opinions. Hart's study of pupil opinion has already been described. Beecher describes many others. One or two will be mentioned in his study.

Davis in 1924 obtained the voluntary responses of over 13,000 pupils in 175 high schools concerning the qualities of their best teachers and the qualities of their poorest teachers. He then grouped these responses into traits and arranged them in the order of frequency mentioned. The qualities of the best teachers were: (1) Capability or knowledge of subject; (2) Character, force, disposition, sympathy; (3) Fairness; (4) Good nature, humor, kindness; (5) Discipline; (6) Ability to hold interest; (7) Clearness; (8) Willingness to help; (9) Personality; (10) Sociability; (11) Patience; (12) Appearance. The qualities characteristic of the poor teachers were (1) Unfairness and favoritism; (2) Failure to explain and make clear; (3) Lack of discipline; (4) Uninteresting and uninterestedness; (5) Nervousness and lacking in pep; (6) Overstrictness; (7) Easiness; (8) Ignorance of subject; (9) Lack of sympathy; (10) Impatience; (11) Sarcasm; (12) Slovenliness.[1]

Various investigators have shown statistically that when the ranking of teachers was compared with the rankings made by officials on

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[1]Beecher, Op.cit., pp.45-47.

the same teachers, the reliability coefficient was high. Thus the pupils' rankings of teachers were found to be in almost complete agreement with official rankings. There is some justification in Reavis and Cooper's remark that, "Of all persons who may apply rating devices to the teacher, pupils appear to be in the best position to use them to good advantage."[1]

From the analysis of all the significant pupil studies of a similar nature Beecher chose six categories as the ones most frequently mentioned in over 30,000 pupil expressions of opinion on teachers and teaching. The six were: Indications of Fairness; Indications of Cheerfulness; Indications of Sympathetic Understanding; Indications of Control; Indications of Ability to Get Pupil Response; Indications of Knowledge and Skill. Using these as the main headings, thirty-eight criteria were listed for rating teacher behaviour. Each of these represented teacher actions in the classroom. The list is contained in Table 15 on page 85.

This list was submitted to experienced state supervisors, principals, teachers, and to a group of pupil teachers, for their opinions of the items on the scale. At a later conference they all agreed that the items on the original list were an adequate representation of what should go on in a classroom.

Beecher established criteria of effective teacher behaviour by an analysis of previous studies of pupils' opinions of teaching. These opinions were considered valid because several statistical studies

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[1]Reavis and Cooper, Op.cit., p.94.

TABLE 15

BEECHER'S LIST OF CRITERIA REPRESENTING IDEAL TEACHER BEHAVIOUR IN THE CLASSROOM[1]

Fairness

1. Does not jump to conclusions.
2. No favoritism shown to pupils
3. Respect shown pupil opinion
4. Willing to help pupils who need it.
5. No excessive criticism of pupils
6. Rating and grading fair and reliable

Cheerfulness

1. Happy facial expression
2. Never impatient
3. Never cross or nagging
4. Has a sense of humour
5. Can laugh off trouble
6. Friendly in manner to all pupils

Sympathetic Understanding

1. Alert to individual weaknesses
2. Criticism is constructive
3. Shows an interest in individual comments
4. Encourages all pupil efforts
5. Not superior or aloof in manner

Business-like Procedures

1. Considerate of pupils' feelings in presence of class
2. Poised, at ease

Business-like Procedures (cont'd)

3. Unquestioned authority
4. Pupils are not trying to get away with something
5. Teaching objectives clear
6. Insistent on order and obedience
7. Has full control
8. Thorough planning of work
9. Insists on thorough work done on time

Pupil Response

1. Inspires eager pupil response
2. Has personal enthusiasm
3. Stimulates pupils
4. Interested in all pupil effort, no matter how small
5. Never disregards pupil interest
6. No dull, dead periods

Knowledge

1. Thorough knowledge of subject
2. Explains lessons, answers, and assignments clearly
3. Creates interest by example
4. Anticipates difficulties in assignments given to classes
5. Assignments definite and clear
6. Provides for repetition of the work

had shown that, for the same teachers, pupil judgments were in agreement with judgments of trained observers.

This author decided that pupils were looking for these abilities in good teachers: a fair and sympathetic understanding of all; a friendly and cheerful approach to classroom situations; a business-like way of

[1] Beecher, Op.Cit., pp.69,70.

doing things; an ability to get response from pupils; a thorough knowledge of the subject plus an ability to put it across.

Beecher constructed a teacher rating device using these indications of ability as the core. The scale contained 38 items. To a limited extent the author proved that it was a valid instrument in the hands of skilled observers. He also discovered that 25 items of teaching were enough to observe in order to pass judgment on a teacher. This will be discussed in the next chapter which deals with actual methods used to evaluate teachers.

Conclusions

Besides the interim conclusions which follow many of the studies described in this chapter, these broad conclusions can be made from all of the studies presented:

1. Qualities, criteria, or characteristics desirable in teachers have been well established by authoritative opinion or scientific analysis.

2. These opinions or analyses are made by teachers, supervisors, principals, pupils, and parents.

3. These opinions are obtained by questionnaire (Hart, Baxter, etc.), interview (Mead, Commonwealth Study), conference (Michigan, Winnipeg), or by analyzing the opinion of others (Young, Beecher).

4. The criteria established are found in good teachers, and are absent in poor teachers (Mead, Hart, Beecher).

5. Efforts to establish objective tests as criteria of teaching success have not been successful (Barr and others).

6. There is no agreement on all of the criteria which constitute the successful teaching act (Mead's summary, Young's summary, etc.)

7. There is some agreement on the broad areas under which various criteria can be placed. Mead, Young, The Michigan Conference, and the Winnipeg survey all agree on these areas: a) Technique or means of instruction; b) The amount a teacher knows about the subject or subjects; c) The interest of teachers in their profession and their attitude to others in the profession; d) A teacher's relations with the community; e) All personal qualities, such as health, speech, manner, vitality, etc. The Commonwealth Study mentions all of these areas except Community Relations. Hart, Baxter, and Beecher exclude Professional Interests and Community Relations. Since these studies deal with pupil opinion in the classroom, it is natural to suppose that anything which goes on outside the classroom will not be of any interest to pupils.

8. Criteria lists when established are normally used to appraise teachers, or to assist pupil teachers. This method of appraisal will be discussed in the next chapter.

9. Hart, Davis, Beecher, and others have either assumed or have proved to their own satisfaction that pupils can establish criteria for judging teachers as well as adults.

10. Modern educators agree that competent teachers must have certain attributes to ensure success.

CHAPTER IV

SOME DEVICES AND METHODS FOR TEACHER EVALUATION SELECTED FROM READINGS ON TEACHER EVALUATION CRITERIA

Introduction

The purpose of this chapter is to present in detail three devices and three methods which can be used (or are being used) in teacher evaluation. The three devices are scales. The first two were constructed by Baxter and Beecher. The method of application used by each of these authors was discussed in the previous chapter. Baxter rates a teacher on personal effectiveness with the pupils. Beecher rates the teacher on behaviour toward the pupils. Although there is no evidence of widespread use of either of these scales, they are presented as satisfactory means of partial teacher evaluation. The third scale is the Ohio Teaching Record. It is not intended to be used as a rating scale, but as a device to aid teachers in their work. This form has been widely accepted in the state of Ohio. It will be described in detail.

Three methods will also be described. The first of these will describe the evaluation of prospective teachers and teachers-in-training as carried out in two American training colleges. Prospective teachers are subjected to a battery of tests and are interviewed by social workers, psychiatrists, and school principals. From the interviews it is decided what applicants lack the personality required for teaching. These are not admitted to the teacher training colleges. Successful candidates

whose test results indicate deficiencies in scholarship are given remedial training in their weak subjects as well as regular teacher training. By eliminating undesirables from the profession and by using evaluation to find weaknesses which can be treated remedially, these training colleges hope to raise the standards of the teaching profession. The second method of teacher evaluation is advocated by Reavis and Cooper. This involves the use of a cumulative personnel file for each teacher in which will be kept available records of the teacher's training, activities, and abilities. Such cities as Chicago and New York use this as a partial means for teacher evaluation. The third method of evaluation is the newest approach. It is recommended by the N.E.A. This method advocates the abolition of rating scales or merit rating plans, and the establishment of a council composed of members of the community, teachers and administrators. This group attempts to appraise educational facilities, and to aid teachers in finding their right place in the community. The Community Council seeks to guide teachers rather than to rate them one against the other.

Devices

When constructing her rating scale for teachers, Baxter did so with the idea that:

> Too many rating scales still glorify the academic accomplishments of the teachers . . . The great majority of rating scales overlook, in their items for evaluating teaching, the effect of the impact of the teacher's personality upon the immediate behaviour of pupils.[1]

She based her scale on the evaluation of "the effect of adult

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[1] Baxter, Op.cit., p.152.

teaching personalities upon children's conduct."[1] This effectiveness was rated in six areas: (1) In getting pupil response; (2) In creating a friendly classroom atmosphere; (3) In establishing a feeling of security; (4) In exerting a stabilizing influence; (5) In inspiring originality and initiative; (6) In developing pupil self-reliance.

Each of these six areas was given a five-point grading. The points were described in detail to aid a person who might use the scale to judge a teacher. A grading of one represented the best teaching practice in the area described. A grading of five represented incompetent teaching. The entire scale is set out as Table 16.

Baxter claims she used this scale to separate competent from incompetent teachers. There is no mention of the success which others may have had using the same scale. The descriptions for each situation might make it a trifle difficult to decide the precise rating for a teacher. Grade I and Grade 2 under the area of Pupil Response seem to be quite similar. The former is represented thus: "Teacher - genuinely interested in pupils as persons; enthusiastic, vital." The latter, thus: "Teacher - dynamic and purposeful; interested in pupil effort." Surely the difference is a subtle one, requiring considerable observation to note it. In the same area there should be no great difficulty in separateing Grade I, Grade 3, and Grade 5 teachers. The same criticism could be levelled at each area. The writer contends that this scale would be greatly facilitated if it graded teachers on a three-point basis rather than on a five-point one.

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[1] Ibid., p.152.

TABLE 16

A RATING SCALE OF THE TEACHER'S PERSONAL EFFECTIVENESS[1]

I. In Getting Pupil Response

1	2	3	4	5
Teacher-genuinely interested in pupils as persons; enthusiastic, vital	Teacher-dynamic and purposeful; interested in pupil effort	Teacher-varying from direct interest in pupils to obliviousness of pupils	Teacher-more concerned with routine than pupils; unanimated	Teacher-apathetic, dull; disregarding pupil purposes
Pupils-wholehearted in response (physical and mental alertness)	Pupils-responding to teacher most of the time	Pupils-varying from eager responsiveness to wandering inattentiveness	Pupils-listless, conforming dully; showing little concern for teacher	Pupils-ignoring teacher; finding interest in each other; noisy and careless

II. In Creating Friendly Classroom Atmosphere

1	2	3	4	5
Teacher-conversational, friendly and with a sense of humor; seeing pupils' point of view	Teacher-friendly with an understanding adult point of view	Teacher-serious, reserved and exacting; stirring competitive effort	Teacher-aloof, "talking down to pupils; impatient with interruptions or digressions	Teacher-critical, fault-finding, harsh, definitely unfriendly
Pupils-meeting teacher naturally and freely (person to person relationship)	Pupils-respectful; obedient, willingly conforming	Pupils-self-centred, unwilling to share	Pupils-intolerant, strained, rude to each other and to teacher	Pupils-sullen, rebellious or deliberately disturbing to each other and teacher

III. In Establishing a Feeling of Security

1	2	3	4	5
Teacher-encouraging, constructive, stimulating, confidence inspiring	Teacher-constructive in guiding pupil effort	Teacher-overlooking opportunities for bringing out weaker	Teacher-permitting pupils to laugh at mistakes of others or be overly critical	Teacher-intolerant of mistakes, demanding, critical
Pupils-Willing to try; undisturbed by mistakes; participating generally and with ease	Pupils-Most pupils willingly participating	Pupils-Capable, self-confident, monopolizing opportunities; weaker pupils not responding	Pupils-Uncertain; covering up embarrassment in various ways	Pupils-Afraid to try; self-conscious; restrained or rebellious

IV. In Exerting a Stabilizing Influence

1	2	3	4	5
Teacher-Equal to varying demands; courteous and polished (voice and manner)	Teacher-Poised but with evident effort	Teacher-Occasionally rushed, impatient and discourteous to pupils	Teacher-Indecisive, uncertain, distracted; torn between several demands	Teacher-Flustered, hurried, rushing; strained, impatient, lacking central purpose
Pupils-Controlling voices; courteous; aware of each other's welfare	Pupils-Generally attentive to own tasks; co-operative with each other and with teacher	Pupils-At times undirected; abandoning tasks; easily distracted	Pupils-Impatient with each other; quarrelsome, irritable; lacking purpose	Pupils-Using shrill voices; noisy, blustering, selfish, rude; demanding attention

V. In Inspiring Originality and Initiative

1	2	3	4	5
Teacher-Original in manner; ingenious, resourceful	Teacher-Motivating work through the use of interesting devices	Teacher-Using an habitual procedure; possessing typical classroom mannerisms	Teacher-No variation in language; dull, prosaic	Teacher-Wholly lacking in ability to intrigue pupils
Pupils-Responsive to extent of offering ideas eagerly and with enthusiasm	Pupils-Showing interest and willingness to participate	Pupils-Following in routinized way; showing little initiative	Pupils-Bored, half-hearted, without purpose or direction	Pupils-Wholly apathetic, dull; a prevalent "don't care" attitude

VI. In Developing Pupil Self-Reliance

1	2	3	4	5
Teacher-Entering into pupils' activities without domination; exchanging ideas, encouraging pupil decision	Teacher-Putting pupils on their own; guiding and suggesting	Teacher-Expecting pupils to try for themselves but oversolicitous; hovering, protective; unwilling to trust pupil judgment	Teacher-In didactic manner, telling pupils exactly each step to take	Teacher-Apart, removed, giving long distance directions; demanding conformity
Pupils-Initiating; suggesting ways and means; solving problems	Pupils-Accepting responsibility in terms of teacher's suggestions	Pupils- Overanxious about results; constantly referring to teacher	Pupils-Relying on teacher; showing little ability to think for themselves; dependent	Pupils-Assuming no responsibility; showing practically no concern for their own actions; uncontrolled

[1] Ibid., p.144.

The scale is noteworthy because it places all the emphasis on how teachers get along with pupils. This might be too limited a judgment to be taken as the sole one. Baxter admits that:

> A scale which considers the interacting behaviour of teacher and pupil is not sufficiently comprehensive to make a complete evaluation of teaching. It is suggested that this scale be used in addition to others which are generally used.[1]

As such this scale is suggested as one means for the evaluation of teachers.

A similar scale of teacher behaviour was prepared by Beecher. The method used to prepare this scale has already been described (see pages 83-86). After the scale had been prepared with the aid of educators of the state of New York, Beecher then used the scale himself to rate a group of teachers twice to check his own consistency of evaluation. A satisfactory result was obtained. He next compared his ratings using the scale with the judgment of a number of experienced educators. The number of experts chosen is not mentioned, but they came from the ranks of state supervisors, supervisory principals and superintendents. They were selected after "extensive consultation with state department supervisors and department heads."[2]

A sampling of fifty teachers was used for the test. They were chosen from all the grade levels in the elementary and high schools. Teachers of all the different subject fields were included, as were teachers from urban, rural, and consolidated schools. Two complete

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[1] Ibid., p.151

[2] Ibid., p.73.

ratings were made for each teacher. This required as many as five visits to some classrooms. The teachers themselves had no inkling of what Beecher was doing. Since he is a research associate for New York State Department of Education, his appearance on any scene would not likely arouse much curiosity. The experienced judges were asked to prepare their ratings of the teachers in terms of superior, average, and poor. These ratings were given to the investigator after he had made his own ratings and converted them from scores to qualities. Beecher found that at no time was it possible to check off the 38 items in one visit to a classroom. If as many as 25 of the items could be noted, they apparently constituted a range large enough for a rating.

When the rating of Beecher for the 50 teachers was compared statistically with the judgment of the experienced raters, the coefficient obtained was .88. This seemed to indicate a significant amount of validity between the investigator's ratings using his scale, and those made by the experienced judges.

The scale was then tried by two other persons who applied it to an additional 50 teachers. When these ratings were compared with the judgments of experienced raters for these 50 teachers, the coefficient obtained was high enough to indicate a significant amount of validity (.79).

Others have used Beecher's scale, and all agree that:

1. The behaviours are easily observed.
2. The items are specific and not subject to any great variance of interpretation.

3. The attention of supervisor and teacher is focused on practices necessary in meeting vital pupil needs and therefore there are some in-service training values involved in the use of this procedure.[1]

The use of the scale appears to be easy to understand. Suppose while observing a teacher in a classroom, the rater notes that the teacher starts a lesson in a very pleasant manner and includes all the pupils in her remarks. Opposite each item there is space provided for the rater to indicate "/" marks if the items are observed in a favorable light, or "-" marks if the items observed are unfavorable. In the instance mentioned above, the rater would place "/" marks opposite items 7 and 12. The final "score" is the number of plus items observed divided by the total number of items observed. This can then be converted to whatever type of score is desired. It is suggested that at least two visits will be required to a classroom to get a sufficient number of items rated to give a significant score.(25 is the suggested number of items which should be involved in a score for a teacher.)

Beecher concludes this small study with two warnings and one suggested use for the scale. Such a scale should never be used as a sole basis for a merit rating of a teacher. The scale should be used co-operatively with teachers to help improve their teaching, and should never be used on them. In the hands of teachers themselves, such a scale might have its greatest use in self-evaluation since it gives the teacher some idea of what pupils expect from good teachers.

This scale is like Baxter's in that it is based on the rela-

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[1] Ibid, p.75.

TABLE 17

A SCALE FOR RATING EFFECTIVE TEACHER BEHAVIOUR[1]

Indications of Fairness	Anecdotal Record of Observations
__ __ 1. Praise and criticism based on fact; no jumps to conclusions.	
__ __ 2. No favoritism shown; no pets	
__ __ 3. Rating and grading of pupils fair and reliable	
__ __ 4. Respect shown for pupil opinion and suggestions	
__ __ 5. Willingness to help all pupils as need appears	
__ __ 6. No excessive criticism of individual pupils	
Indications of Cheerfulness	**Anecdotal Record of Observations**
__ __ 7. Smiling; happy facial expression and voice	
__ __ 8. Never shows aggravation or impatience	
__ __ 9. Never cross, crabby, or nagging	
__ __ 10. Sense of humor; includes amusing thought and interpretations; can take a joke	
__ __ 11. Minimizes accidents and misfortunes of class, self and environment; can "laugh off trouble"	
__ __ 12. Friendly in manner and tone of voice to all pupils	
__ __ 13. Alert to individual weaknesses and problems, never evades individual questions or apparent needs for individual help, sympathizes with failure due to genuine difficulty or other reasonable cause	
__ __ 14. All criticism constructive	
__ __ 15. Expresses interest in individual comments even if irrelevant	
__ __ 16. Encourages all, indicates approval of pupil effort at every opportunity	
__ __ 17. Not superior or aloof in manner, does not pretend to "know everything", easy rather than tense, conversational manner in discussion with pupils	

[1] Beecher, Op.cit., pp.69,70.

TABLE 17 (cont'd)

Business-like Procedure in Controlled Situations	Anecdotal Record of Observations
__ __ 18. Considerate of pupils' feelings in presence of class	
__ __ 19. Poised, at ease	
__ __ 20. Authority unquestioned	
__ __ 21. Pupils do not "try to get away with something"	
__ __ 22. Objectives clear to teacher and pupil	
__ __ 23. Full control - acceptable pupil conduct without frequent reprimands	
__ __ 24. Insistence on order and obedience	
__ __ 25. Evidence of thorough planning	
__ __ 26. Insistence on thorough work done on time	
Ability to Get Pupil Response	**Anecdotal Record of Observations**
__ __ 27. Inspires eager responses from pupils, many participating	
__ __ 28. Personal enthusiasm, well-inflected voice, vivacious	
__ __ 29. Stimulating, encourages response and individual comment	
__ __ 30. Interest shown in all pupil effort even if small	
__ __ 31. Evident pupil interest never disregarded	
__ __ 32. Not tied by routine, no dull, dead periods.	
Knowledge and Technique	**Anecdotal Record of Observations**
__ __ 33. Evidences thorough knowledge of subject	
__ __ 34. Explains lessons and answers questions clearly and thoroughly	
__ __ 35. Assignments definite and clear	
__ __ 36. Anticipates difficulties in assignments and explains in advance.	
__ __ 37. Creates interest through example, practical applications etc.	
__ __ 38. Provides for repetition	

tionships between the teacher and the pupils. It is unlike Baxter's scale in structure, however, being much shorter and simpler. The rating officer using Beecher's scale has only to decide whether a characteristic is present or absent in a teacher. He does not have to grade each item. It might be rather difficult for any teacher to attain some of these items all of the time. Number 7 for example, "Smiling; happy facial expression and voice", would be a difficult assignment for every minute of the teaching day. The rating officer presumably decides the average for each item.

Beecher himself feels that only 25 items would be a sufficient number on which to rate a teacher. Unfortunately, he does not specify which 25. His insistence on anecdotal observations to support any opinion is an excellent idea. Such a procedure would eliminate snap judgments, and would make hasty observations impossible.

This scale is presented as a new approach to teacher evaluation. It has been used in a limited way apparently with success. It is simple to administer, and seeks to measure something vital in the teaching process. Because of this it is presented from the literature on the subject.

Let us turn from scales prepared by individual authors to a group effort on this matter of teacher evaluation, made by teachers and educators. In 1939, a representative group of faculty supervisors, pupil teachers, and teachers from the schools of Columbus, Ohio began the exploration of the problems of evaluating teachers' effectiveness. Hundreds of situations were described in which this group felt the qualities of teaching competence could be observed. An attempt was made to classify

these situations under certain question headings. Five headings were developed thus:

> What procedures were employed to stimulate thinking and planning on the part of the students?
>
> Did the teacher identify some of the needs of different pupils and how did he try to meet these needs?
>
> What mechanics of teaching were used?
>
> Were the processes of teaching (for pupils the processes of learning) democratic?
>
> What effects did the teacher's personality have upon the teaching-learning situation?[1]

Under each of these questions a series of specific facts or activities was listed. This was completed early in 1940. Since then two revisions of the record form have been made, - each one with a little more detail than its predecessor. The second revised form is the one that is now distributed on a commercial basis.

The changes which have taken place are shown by using one specific area as an example. This area in the present edition deals with Pupil Problems. The original section was entitled, "Meeting Pupil Needs", and contained 16 different needs. The observer was required to note with a check mark whether the need was met or was not met by the teacher. A small space was provided under each need for anecdotal observations to support judgment. The second edition contained 26 different needs. The observer was asked to check one of three columns: "Efficiently Met", "Inefficiently Met", or "Missed a Chance". Space for anecdotal evidence was provided only at the bottom of the page and the observer wrote in the number of the need when he explained how the

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[1]Troyer and Pace, Evaluation in Teacher Education, (Washington, D.C.: American Council of Education, 1944) p.30.

teacher took care of it.

This section in the present edition has the full title, "How Did the Teacher Help Students With Their Own Personal Problems?" Two pages are devoted to this question. The left-hand page contains the regions in which the problems are considered to lie. There are eight of these listed, and each is described in some detail. The problem regions are:

Sec. 1. Problems Relating to Health and Physical Development.
2. Problems Relating to Personal Temperament
3. Problems Relating to Social Dispositions
4. Problems Relating to Home and Family
5. Problems Relating to Vocations, Work and Money
6. Problems Relating to School Activities and Situations
7. Problems Relating to Leisure-Time Activities
8. Problems Relating to Understanding of the Community, the Culture, the Universe.[1]

The right-hand page is divided horizontally into three equal parts. Each of these represents an observation period, and the rater used the space for writing down anecdotal evidence. The same two questions are found in each of these three sections:

1. What personal problems were touched upon?
   How were they handled?
   What did both teacher and students say and do?
2. What criticisms, suggestions or comments do you have?
   Defend your comments.[2]

Thus this one section has developed from a list of needs to a detailed account of student problems, with adequate space provided for an anec-

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[1] The Ohio Teaching Record, College of Education, Ohio State University (Columbus: Ohio State University Press, 1945) p.16.

[2] Ibid., p.17.

dotal recording of the means used by teachers to handle them.

A Description of the Teaching Record Now in Use

The form itself is thirty pages in length. It is divided into four parts: Introduction, Areas of Teaching Effectiveness, Summary of the Teacher's Effectiveness, and the Follow-up Interview. Thus it cannot be thought of as a handy little gadget which will fit comfortably into someone's back pocket. (See Appendix, page 178)

The introduction to the teaching record contains the authors' views on teachers and teacher training. These views are incorporated into the record itself. Anyone who does not agree with these concepts is advised against using the form at all.

The authors believe in democratic social values being used and advocated in the schools. The thinking process requires greater emphasis in the schools, and students should be given a greater opportunity to think and plan together. Not enough attention is being given in the schools to individual problems of pupils, and to behaviour patterns of groups of students working together.

The authors also disapprove the using of their record as the sole device for evaluating a teacher. The form should be used to aid in making teaching better. Only teachers who approve of the form should be evaluated by it. This should be accomplished by the supervisor and the teacher working together. Both should have in mind that teaching is:

> . . . a process, a co-operative inquiry, directed towards the clarification of the beliefs of both teacher and students, and emphasizing . . . the development of self-

> direction on the part of the students. The whole enterprise is characterized . . . by a supremely high regard for the personal worth of every individual participating.[1]

There are eight areas of teaching effectiveness, - three more than in the original record form. The areas are divided thus: I. Materials of Instruction, II. Purposes of Instruction, III. Methods of Instruction, IV. Effectiveness of Instruction, V. Pupil Problems (described already), VI. School-Community Relations, VII. Democratic Relationships and Attitudes, VIII. Human Relationships. Each of these occupies two pages. The left-hand page sets out the situations, and the right-hand page is divided into three parts for anecdotal recording.

Section IX contains a guided summary. Certain questions are asked about the teacher in four educational areas. These bring the teaching act which has been observed into a sharp focus. The observer is asked to describe the teacher's contribution in terms of:

I. Expressing in Action a Clearly Formulated Social and Educational Philosophy.
   1. Possession of an educational philosophy which functions in teaching.
   2. Representing the ideals of the profession.
   3. Contributing to school and community life.
   4. Helping students to clarify their values.
   5. Accepting responsibilities to the school as a whole.

II. Effectively Promoting the Growth and Development of Boys and Girls.
   1. The conscious application of principles of child development.

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[1] Ibid., p.4.

2. Dealing effectively with individual differences among students.
3. Consciously applying the principles of functional guidance procedures in teaching.
4. Participating constructively in the extra-curricular activities of the school.

III. Expressing in Action and Developing in Pupils Effective Personal and Community Relationships.

1. Applying the principles of healthy social adjustment in personal living and in dealing with others.
2. Applying the principles of healthful living (mental and physical) to personal living and teaching.
3. Interrelating school and community in teaching.
4. Using the various media of communication: oral and written expression, the fine arts, crafts and music in teaching.
5. Speaking with clearness and pleasant effectiveness.

IV. Utilizing All Available Resources - in Men, Materials and Techniques in the Learning Process.

1. Utilizing the process of planning in daily living and in teaching.
2. Utilizing proficiently a wide range of materials and methods of instruction.
3. Continuously evaluating educational aims, processes, and results.
4. Control of the knowledge in the field within which one teaches and the ability to use this in terms of increasing the students' intelligence about the world in which they live.
5. Carrying out appropriate and effective methods in the management of pupils in the classroom and with "extra-curricular" activities.
6. Applying critical reflective thinking (scientific method) to the solution of problems, exemplifying it, and teaching for it in school situations.[1]

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[1] Ibid., pp.26-29.

The back page of this booklet provides space for a follow-up interview where raters and teachers get together and discuss the findings made on teachers. Any additional information about themselves which teachers can supply is noted, as well as any information on the use of the form itself. The last section requires the rating officer to tell what teachers could do to improve their effectiveness.

There is a suggestion made in the general discussion in the teaching record that teachers use the form on themselves after a teaching session, to appraise their own effectiveness. This would probably be an excellent idea for beginning teachers.

The Teaching Record represents the most elaborate device for teacher evaluation discovered in the reading on the subject. It must be accepted rather widely, because it is sold commercially. The fact that it has been revised several times would seem to indicate that those responsible for its origin are using it constantly and are aware of any limitations as they arise. Its great bulk makes it literally impossible to use the Record as a quick means of teacher assessment. The purpose of such elaboration must be to aid both teachers and administrators in their educational thinking. Such thinking will be directed toward long term planning rather than a short term criticism of the teacher. Because the Record is intended to help teachers more than to criticize them, it is presented as a device for constructive teacher evaluation.

Methods

The School of Education of Syracuse University in 1941 published

a monograph which contains in it a section dealing with the choice of students who will become teachers. They justify great care in selection of future teachers thus:

> 1. Students in the high schools served by the School of Education should be assured of worthy leadership and companionship in their educational experiences.
>
> 2. Students preparing to teach should be assured that regardless of extraneous factors, they will be competing only with candidates for positions who meet a minimum but high standard of qualifications.
>
> 3. Those who think they want to teach should experience a guidance procedure which will either verify or call into question their teaching qualifications. . . .
>
> 4. Through the selection of students whose qualifications rank with the best in other professions, the School of Education . . . may attain a position of leadership and respect. . .[1]

This School sets out eight criteria or groups of criteria which are used as a basis for judging the worth of students to become teachers. Since no mention is made of ranking these, presumably they are of equal importance. However they will be recorded in the same order as they occur in the monograph. Physical stamina and vitality are required by those who would become teachers. Emotional stability is required so that the teacher will not bring into the classroom an unbalanced attitude due to his or her own personal problems. A certain social competence is an important factor which will be in evidence whenever co-operation with others, good manners and a smart appearance

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[1]Curriculum Committee, School of Education, Syracuse University, A Functional Program of Teacher Education, pp.39-41 (American Council of Education; Washington, D.C., 1941.)

are required as part of the teaching act. Since each of these is important all the time a competent teacher will possess them to a marked degree. Teachers should know something of the learning process so that they can pass it on to their pupils. Good teachers are expected to be among the leaders of the community. They should be widely read on all matters of interest and culture. Any teacher must be able to express his or her thoughts both orally and on paper in a competent manner. To be a teacher one must have some concept of the philosophy of education, of the great advances made in psychology of education, and of the social trends in education.

Since the main concern of this paper is the criteria used to judge teachers and teaching, the check-list found in the Appendix of this volume is of interest. It contains those characteristics which the faculty at Syracuse apparently is looking for in apprentice teachers. There are twenty in the list. The person doing the rating is provided with a five-point scale set down beside each characteristic. The scale ratings are: Inferior, Below Average, Average, Above Average, and Superior. The characteristics are set out in Table 18 on the following page.

Some of the items would be rather difficult to judge in a student taking his or her first year training in teaching. Items fourteen to twenty would require a considerable amount of actual teaching in one particular school before much evidence would be available on them. Actually the entire list looks like a good one for teachers on probation

TABLE 18

CHARACTERISTICS OF APPRENTICE TEACHERS AS SET OUT IN A CHECK LIST BY THE SCHOOL OF EDUCATION, SYRACUSE UNIVERSITY[1]

1. Sympathetic understanding of boys and girls.
2. Command of subject matter and general background of teaching.
3. Personal appearance (dress, attractiveness, posture, neatness).
4. Initiative.
5. Dependability.
6. Skill in teaching techniques.
7. Ability to select and organize learning experiences.
8. Ability to discern and provide for individual differences.
9. Ability to direct discussion without dominating it.
10. Skill in social control (discipline)
11. Ability to employ good English expression.
12. Ability to gain the full co-operation of pupils.
13. Skill in testing and other evaluating techniques.
14. General ability to secure desirable learning results.
15. General professional attitude.
16. Capacity for professional growth as evidenced in own school.
17. Willingness to assume additional school responsibilities.
18. Willingness to participate in community affairs.
19. Willingness to accept and act on supervisory suggestions.
20. Ability to handle regular school routine.

in some large system, after they have had at least a year's training in some school of education.

Troyer and Pace[2] report in their monograph on the evaluation made by the education faculty of Wayne University, Detroit. Very heavy emphasis is laid on the selection of pupils who are to become teachers, before teacher training is begun. From the data compiled only six out of ten who apply originally qualify for entrance to the faculty of education. When the entrance procedure is examined more closely, it is not

[1] Ibid., p.255.

[2] Troyer and Pace, op.cit., p.30.

difficult to see why 40% drop out. Here is what each student who seeks entry must do. He must make his own arrangements to take the following tests: The American Council on Education Psychological Examination; Co-operative tests in English, General Culture, Contemporary Affairs; the Detroit Handwriting Scale, the Stanford Achievement and Dictation Test in Spelling. He must arrange to have a general physical examination, special tests of hearing and speech, and an interview with a psychiatrist who will test him with the Bernreuter Personality Inventory to obtain data on mental health. The prospective teacher must also obtain ratings on his probable fitness for teaching, and on his personality from six previous instructors, four public school principals (one of whom he can have had previously), his curriculum adviser from his major field in University, from an officer in a social agency where the student has given service, and from a previous employer.

The psychiatrist is provided with a rating blank on which he ranks the candidates on: Success in Social Relationships, Significant Experiences, and Physical Characteristics. The ranking is done on a five-point basis which ranks the prospect as: Superior, Good, Average but Below Desired Standard, Very Doubtful, and Definitely Undesirable. The same basis of ranking is used by all the others who interview the candidate, with the exception of the social agency.

The social agency form has a space at the top to indicate how long the candidate worked with them, and what he did. They use a five-point scale for ranking as well. It is not the same as that used by the

others. This scale runs from Poor, to Low Average, to Good Average, to Superior. Space is provided to indicate if there is no evidence on which to base a judgment. The criteria they use seem pertinent.

TABLE 19

CRITERIA USED BY SOCIAL GROUP WORK AGENCIES ON PROSPECTIVE TEACHERS FOR WAYNE COLLEGE, DETROIT[1]

1. Worker secures good rapport with group; gets on well with all members; secures confidence and is "at home" with them; is pleasant and patient.
2. Willingness to learn; open-minded and adaptable; has good attitude in using suggestions of supervisor.
3. Studies and respects personalities of all members of his group; aids them in adjusting, even outside the specific group situation.
4. Uses co-operative and democratic rather than dictatorial methods in group leadership.
5. Conscientious and responsible in matters of record-keeping and other necessary administrative or routine matters.
6. Seems to have proper balance in his own emotional life as it relates to group or supervision.
7. Stimulates individual or small group to creative work; resourceful in aiding them to plan, execute, and evaluate their projects.
8. Has a desirable combination of interest in the children and in the program of the group.
9. Consistent in policies in administering necessary disciplinary control within the group.
10. Appearance and appropriate grooming.
11. Vital and energetic; uses own personality to the best advantage of the program.
12. Analyzes job and considers implications of his work.

The results of all the tests and interviews are summarized in a profile chart for the dean of the college. More than half of those who were accepted had to be given remedial treatment for deficiencies

[1] Ibid., p.35.

which had been exposed in the selection process. Marks already obtained at the University were also used in judging academic competence. Teaching success was found to be highly correlated with recommendations from faculty advisers, psychiatric ratings, and social worker ratings.

From a glance at the ratings used by those in social work, it should appear rather obvious that there is very little difference between the goals set up by those in social work and the goals desired by those in educational work. It would seem to be an excellent testing ground for those who might want to become teachers.

The methods of these two colleges are mentioned in connection with evaluation because they indicate a trend. The trend is toward a greater emphasis on evaluation as an eliminative and corrective process at the start of teacher training. Many of the faults of teachers, if observed at an early stage, can be corrected or eliminated. Many of those who could weaken the teaching profession will be guided out of it. Thus the standards of the profession will be raised by preliminary evaluation.

Of the two, Syracuse represents a conservative approach to this preliminary evaluative process. Wayne University, however, has set out such an exhaustive entrance procedure that one cannot help but feel that the enthusiasm to eliminate undesirables from entering the teaching profession has been carried too far. The number of tests to be taken by prospective teachers is appalling. On the other hand, the use of the psychiatric interview and (more particularly) the social agency report

on those seeking to be teachers, represent sound practice. Teachers should be mentally healthy. Insistence on previous experience in social service work will help to orient the prospective teacher.

The other two methods of teacher evaluation represent the attitude toward this subject which is held by two men, Reavis and Cooper; and by the N.E.A. of the United States, one of the official educational bodies of that country. The former present their suggested method in detail. The latter have come forward with an entirely new idea, which is not described in too great detail. Both sources reject most of the run-of-the-mill methods which have been used to evaluate teachers and teaching.

In spite of considerable research on the problem there is little objective information available on what constitutes teaching efficiency or on the criteria associated with it. There is an abundance of opinion, mostly conflicting. Even scientific studies have failed miserably in determining what constitutes teaching success. Reavis and Cooper think that the reason for this is the false assumption that the same pattern can be applied to all successful teachers and their teaching. There are too many other conditioning factors, such as type of community, maturity of pupils, etc.

The same authors hold the view that persons responsible for teachers in each school system should decide what general factors and what specific factors are prerequisite for the success of teachers in a particular position they may hold within the system. The factors or

criteria required for teaching success in one system may not be quite the same for another.

Those who do pass judgment on teachers within school systems often spend too much of their time rating teachers on method, and not enough time in determining how much pupils are actually learning from the teacher. In fact pupil ratings, and the effects produced on pupils, other teachers, and parents, are all factors which could be used in the rating of a teacher.

The collecting of evidence about teachers is another phase of teacher rating or evaluation. This cumulative record procedure will provide an adequate source of evidence with which administrators can make valid judgments of teachers. This evidence can be used:

> . . . (1) to refresh the memory when judgment is being passed; (2) to compel evaluators to inquire into the facts; (3) to prove to critical teachers that the facts are available; (4) to give top administrators a more adequate means of control over subordinate administrators; (5) to facilitate reporting on personnel to the school board; (6) to provide continuity of evaluation through changes in administration; (7) to enable school systems to conduct a continuous study of their personnel problems.[1]

When such evidence is collected it facilitates any reporting which administrative officers must do either to their superiors or to the public. School systems persist, although administrative officers change. In order to have a continuous record of personnel, a cumulative system should be installed. This will then preclude the necessity of a new administrative officer having to go over ground which

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[1]Reavis and Cooper, Op.cit., p.109.

has already been thoroughly covered by his predecessors. Changes in working conditions, policies, school populations, and the like, are always going on within city school systems. New teachers in particular like to know as much as possible about the school to which they are assigned. A continuous survey of the entire system is required to have this information available, and to anticipate changes which may be required.

It is suggested that the evidence which can be collected concerning the professional staff should contain items concerning the work done by the teacher; items which will indicate the respect that the teacher commands from pupils, other teachers, and parents; and items which will indicate how well the teacher is trying to keep abreast of the latest developments in his teaching field. Items of teacher productivity can be obtained from various sources. The following means are suggested:

1. Scores made in standardized tests and derived scores from standardized tests.
2. Reports of efforts to accomplish results in areas not easily measured by standardized tests - special projects undertaken, special methods developed, and special facilities provided.
3. Reports in extra-curriculum activities - responsibilities, schedules of extra-curriculum activities, programs of public performances, photographs of displays.
4. Reports of services as member or chairman of committees and special responsibilities on school staff.
5. Copies of reports and materials produced in the performance of faculty responsibilities.
6. Reports of community activities undertaken by the teacher.[1]

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[1] Ibid., pp.110,111.

The pupil-testing programme should be of wide range, and should be varied from time to time to prevent the teachers teaching for the test rather than for mastery of the subject. In areas of pupil development not easily measured by tests (responsibility, initiative, etc.), reports of teacher projects to develop these characteristics should be placed on file by supervisory officers.

The teachers themselves can furnish a list of the extra-curricular activities in which they participate for the sake of recording it in the cumulative file. The fact that teachers serve on committees should be duly noted by the central administration, and placed on their respective files. Such work constitutes service for which there is no remuneration, and credit should be given for it.

Turning from the realm of teacher productivity to that of prestige or respect, it should be noted that the successful teacher has the respect of at least four groups of persons. These are: the pupils they teach; the parents of the community they serve; the other teachers with whom they work; and the administrative officers who must rate them. Rating is a solicited measure of the respect a teacher has gained from a superior. This respect or prestige is often formed from rating scales with a lot of superfluous factors listed on them. As measures of prestige these scales should allow the rating officers to indicate whether the experience of visiting a teacher's room was pleasant or not. They should also allow the rater to indicate how easy or how difficult it was to work with the teacher. Most scales do not have space for these items on the

list, but there is adequate room at the end for remarks. Many rating officers use this space to note such general impressions as have just been mentioned.

However, if it is possible to obtain unsolicited measures of a teacher's prestige, these are more desirable. The spontaneous reaction to a teacher's personality can sometimes tell those in positions of authority more about a teacher than the carefully prepared reports of rating officers. Communications containing commendation or criticism of teachers might be kept on the files of the teachers concerned. Such expressions of approval or disapproval would require careful analysis by administrative officers so that items having no basis of fact would be excluded from files.

Teachers are part of the schools today. However, "Schools may be good today, but it is part of the American dream that they shall be better tomorrow."[1] This means that teachers will never be done with improving their own efficiency. This can be done in two ways. They must see that their health remains unimpaired; and they must keep abreast of the developments in their special fields of instruction. Most school systems have some definite records on the health of the teachers kept on file. Evidence of professional growth should also be placed on each teacher's personal file. This may be expressed in a number of ways. Courses of study taken at University summer schools, planned travels (especially for those teaching social studies), and special jobs done in the so-called vacation period which will increase the teacher's knowledge of his (or her) special subject field, should all be placed in the

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[1] Ibid., p.119.

file.

It is suggested that the evidence collected in these cumulative personnel files be used only when necessary decisions concerning new appointments for teachers must be made. As yet, there has been no way found to eliminate the making of these decisions on the basis of opinion. The opinion should be made only after a full examination of the evidence. But someone has to make it:

> To argue that an evaluation system remain sensitive to the personal judgments of those in authority in a school system is not to say that the basis of evaluation shall be whimsical and indeterminate. The policies which shall govern evaluative decisions shall be stated as precisely and as completely as possible. Furthermore, those policies may represent highly co-operative effort by the entire staff. But policies should operate to guide rather than to bind the hands of responsible officials. . . (however) Personal judgment must remain as the final arbiter.[1]

Systems can appoint representative committees of teachers. These committees should be permitted the right to recommend on matters of teacher appointment, dismissal, transfer, and promotion. Such a group would not likely be given powers of decision which belong to administrative officers. This would tend to take some authority away from these officials.

To introduce the idea of a cumulative personnel system of teacher evaluation, administrative officers could explain the broad plan to the teachers and leave them the task of working out the finer details. Such a system should be as simple as possible, and evaluation procedures should have the co-operation and approval of the

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[1] Ibid., p.122.

teachers. All data on each teacher should be located in one central place, and should be kept as private a matter as possible.

Measures of any kind which are used to judge teacher competence are based on opinion. Reavis and Cooper point out that there is no universal agreement of opinion on those criteria which shall be used to judge all teachers. These authors suggest that something besides opinion can be used to augment teacher evaluation. This is a cumulative personnel file system. A file for each teacher will contain: an accurate account of the teacher's ability to impart knowledge to students; an account of the educational contributions made by the teacher within and also beyond the school system; and an account of attempts on the part of the teacher to improve his teaching by additional study.

Such a system will require a staff to administer it. This will confine its use to urban and highly centralized rural areas. It is used successfully by many large cities (New York and Chicago, to name only two). For this reason it is presented as an aid to teacher evaluation which attempts to minimize opinion, with one proviso. This is that those using the files to evaluate teachers place first emphasis on teaching ability. No other activity should be allowed to impair a teacher's ability to impart knowledge to pupils.

The N.E.A. pamphlet, "Better than Rating" contains the most recent (1950) summary on the methods used to evaluate teachers in the United States. The booklet also suggests another approach to the rating problem. For these reasons its contents will be included.

The authors of the pamphlet state that the function of teacher

evaluation:

> . . . is to enable people to improve their living by helping them better the quality of their choices as they work together in classroom, school, and community.[1]

Present rating plans do not fulfil this function. A description of these plans will show why this is the case.

Most teacher rating schemes require the judgment of one or two individuals. In some school systems the principals rank the teachers on their staffs in order of their effectiveness. Teachers ranked in the lower portions of school staffs have to be reported on individually to the central authority. In other systems rating officers give teachers an over-all mark on their competency. No analysis is made of the teaching at all. Some educational systems require a written statement concerning the efforts of the teacher being rated. Forms are often provided to guide the rating officers in forming their opinions. The majority of systems analyzed, however, use the rating scale. These scales were found to contain as few as four factors and as many as forty. Rating officers are expected to grade teachers on each factor separately.

Some educational centres have abandoned the idea of rating teachers from the judgment of one or two persons. In one city teachers serve for a period of eight years. If their work has been satisfactory up to that time, further promotion or salary increases will depend on the judgment of a special board of evaluation. This board has teachers on it as well as administrative officers. The idea seems to be that

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[1]Association for Supervision and Curricular Development, Better Than Rating (Washington: National Educational Association, 1950), p.66.

when crucial matters of salary or promotion are involved, a large group of people will make a more impartial judgment.

In New York at the end of the sixth, ninth, twelfth, and fifteenth years of service, the teacher's career is reviewed by an advisory committee. This group contains teachers as well as administrators. They make use of the cumulative record file on each teacher to help them in their judgments. If the review of the file proves to be satisfactory, advancement to a higher salary bracket and to a high teaching status takes place.

All of these schemes use rating to determine salary and promotion. Three types of rating forms are mentioned in this pamphlet which do not have this function. The first kind is the self-evaluation form. Teachers are encouraged to use this type of form to assess their own strengths and weaknesses. Such a form is described on page 76 of Chapter III (The Michigan Cooperative Conference). Some school systems use a joint evaluation plan. This involves a comparison of ratings between the teacher (who rates himself), and the supervisor (who rates the teacher). Such a plan is used by Cincinnati, and is described on page 144 of Chapter V. The third form mentioned by the authors of the pamphlet is the Ohio Teaching Record. This has already been described elsewhere in this chapter.

According to the N.E.A. the correct function of teacher evaluation is: (1) to improve the teaching profession by helping those in it find their proper place; and (2) to encourage cooperation between society

and the educational system toward that goal. Consider how the practice of merit rating fulfils this function. Teachers are often compared to some ideal teacher who exists only in the mind of the rating officer. Such an unrealistic approach will improve no one. Many rating officers have very definite ideas about certain educational procedures. Teachers know that if they follow these ideas they will receive a good rating, and hence an increment in salary. Rather than use their own ideas (which will help them find their proper place) they realize that it is more profitable to use someone else's. Rating one teacher against another (i.e., ranking them) breaks down co-operation between teachers themselves. Instead of trying to help one another, they try to outstrip one another in order to curry favour. Merit rating schemes are often imposed on teachers by administrative officers. The instructional staff is given no chance to offer advice or to make suggestions. Such a procedure is neither helpful nor co-operative. In general, then, the N.E.A. feel that the practice of merit rating is not a function of teacher evaluation.

Evaluation procedures which are not of the merit type seem to have a useful function. They are co-operative ventures which help teachers in their work. None of them, however, give the community any part in the venture. The N.E.A. feel that the community should play a part in teacher evaluation.

School people or citizens or both will want to know how to go about finding a better way to help teachers grow professionally.

This requires a comprehensive programme of educational appraisal, as distinct from mechanical types of rating devices. To initiate such an appraisal programme an organization must be developed which will be inclusive enough and specific enough to represent the school community.

Planning should help the school discover its place as a vital and living part of the community. The organization best suited to evolve a programme of educational appraisal in public schools is that created for the purpose of co-operative curriculum development. This could be called a School Community Council.

It is suggested that this Council keep the following principles in mind:

1. The process is to be a co-operative enterprise involving pupils, school people and lay citizens.

2. The programme of appraisal starts where teachers are and goes on from there.

3. Evaluation must be an integral part of the school community's programme for improving the educational process, never an end product, nor imposed by administrative order.

4. The programme of appraisal is continuous and comprehensive.

5. Methods and procedures for evaluating teaching services must be co-operatively and locally evolved, since objectives set by one group will not be exactly similar to those set by another group.

6. Techniques must be developed for gathering evidence of individual growth and development.

7. An evaluation process makes intelligent use of objective test-

ing instruments which are available or can be constructed.

This then is the suggested answer to the rating of persons in education.

The writers of this pamphlet contacted selected school systems to ascertain teacher evaluation practices. The majority of these systems use a rating form containing a list of qualities which are supposed to be associated with effective teaching. Teachers are rated on the presence or absence of these qualities. Ability to detect these qualities in teachers rests in the hands of principals, supervisors or other administrative officers. On their judgment (made at intermittent intervals) the teacher's pay and position depends. This is merit rating, and the N.E.A. are opposed to it.

Opposition is based on the interpretation of the function of evaluation. As practiced, its function is to determine salary, promotion and tenure. This is not enough. Its principal function should be to make teaching in any community a more pleasant job. This can be accomplished by helping teachers in their work. This help will come from administrative officers, other teachers, and members of the community in which the school system is situated. This group will be called the School Community Council.

Each community should decide what it wants from its educational system and from the teachers in the system. Everything should then be done to attain these goals. This will be the task of the Council.

Whether the community should be allowed to delve so deeply into educational affairs is another matter. As long as the lay members

of the School Community Council were sufficiently informed on all matters of education, their advice and co-operation would be a great help. But in areas where such members might be of limited background their advice and activities might be of great harm. Presumably it would be tried first in areas vitally interested in education.

This chapter has described devices and methods but has also shown that:

1. A teacher rating scale can be constructed on the basis of the inter-action between teacher and student personalities, and such a scale can be simplified by reducing it from a five-point to a three-point scale.

2. A teacher rating scale can be constructed on the basis of the conduct of teachers toward those whom they teach, and again such a scale can be simplified by reducing the number of items from 37 to 25.

3. Scales are only partial devices for the evaluation of teachers and should be used in conjunction with other means to obtain an accurate evaluation of a teacher.

4. Teachers can be evaluated by using the Ohio Teaching Record. This device involves an entire philosophy of education based on the use of democratic social values in teaching. It is widely used to guide teachers in their work. Its bulk makes it a difficult device for hasty evaluation of teachers, but an excellent one where considered judgment is required.

5. Some teacher training colleges are trying to raise the stand-

ards of the teaching profession by making it more difficult for prospective teachers to gain admittance, and by insisting on a high degree of scholarship in successful candidates.

6. There is no universal agreement on a set of standards by which all teachers may be judged. A fair assessment can be made if a file is kept on each teacher. This file will contain accounts of the teacher's contributions to the school in which he is working (pupils' results in standard tests, extra-curricular activities, etc.), judgments on his work (rating scales, etc.), and records of attempts to better his knowledge in his own subject field by further study or travel. When judgment has to be made on a teacher, those responsible for such decisions will use this file.

7. The use of rating scales for the purposes of determining teacher salary, tenure, and promotion is the only evaluation practiced in many educational systems. A better concept of teacher evaluation would be to make it a co-operative project to help teachers find their proper place in the schools of the community. This could be carried out by a School Community Council consisting of laymen, teachers and administrators.

CHAPTER V

A QUESTIONNAIRE STUDY OF EVALUATION PRACTICES

In addition to the book studies, it was decided to prepare an original questionnaire to be sent to Canadian cities and to teacher-training institutes attached to Universities across the Dominion. This was later expanded to include some American cities and teacher-training institutes, and also a few in Britain. The purpose of the questionnaire was to present a list of criteria about teaching to each of the systems or institutions and to ask them for an opinion of this list. Twenty criteria were listed. All educational organizations contacted were invited to add to the list. They were also asked to rank the criteria in order of importance.

Included as well was a list of five suggested methods used to apply these criteria. Space was provided for any additional methods which might be used by the party concerned. To this was appended a brief list of devices which might be used in the actual appraisal. Space was also provided for additions to this.

The criteria list was prepared from the form used by inspectors of schools in the province of Manitoba to evaluate teachers. Racial Origin and Religious Background were added to the list to see if certain prejudices still existed. Health was also added to make a total of twenty items. This was considered to be an adequate number of criteria without any further additions.

Fig. 1.--Questionnaire form used in the study

CRITERIA

Opposite each item place a check mark in the appropriate column. The order of importance of each item will be indicated by the column chosen. Thus A will indicate primary importance, E will indicate that the item in your opinion should be excluded, and columns B to D will indicate a decreasing order of importance intermediate between A and E.

Criteria	A	B	C	D	E
Manner					
Voice					
Personality					
Personal Appearance					
Tact					
Spirit of the Classroom					
Classroom Management					
Discipline					
Speech of the Teacher					
Attitude toward Work					
Knowledge of the Subject					
Teaching Methods					
Pupils' Interest					
Pupils' Expression					
Stimulation of Initiative					
Sympathetic Contact					
Racial Origin					
Health					
General Effectiveness					
Religious Background					
Please add others					

METHODS

Please place a check mark in the appropriate column to indicate frequency of method used to apply criteria.

Method	Frequently	Sometimes	Never
Teacher self-appraisal			
Pupil appraisal of teacher			
Principal(headmaster) appraisal of teacher			
Supervisor appraisal of teacher			
School inspector appraisal of teacher			
Please add others			

Please do the same to indicate the frequency of the device used.

Device	Frequently	Sometimes	Never
Check lists and rating scales			
Personal observation in the class			
Standard tests on professional subjects			
Interview and conference			
Please add others			

Form letters (see page 127) were sent out with the questionnaire (see also page 125) to nine Canadian, four American and two British teacher colleges attached to universities. These institutions were also asked to send along any of their own special devices for student-teacher evaluation. Seven Canadian colleges, three American colleges, and one British college filled in the questionnaire. These were: Dalhousie University, University of New Brunswick, Laval University, Ontario College of Education, University of Manitoba, University of Saskatchewan, University of Alberta, Wayne University, Syracuse University, Teachers' College-Columbia, and the University of Birmingham in England. One Canadian University (British Columbia) sent along all the forms it uses, but failed to fill in the questionnaire. An American college did not answer at all. One British university answered by mail, but did not fill in the questionnaire.

Turning to the cities, fifteen spread across Canada were mailed questionnaires and form letters. Six in the United States, and two in Britain were also included in the list. Ten Canadian cities filled out the questionnaire. Five American cities also obliged. One British city answered very politely, but neither city on the other side of the Atlantic would fill in the questionnaire. Here is the list: <u>In Canada</u>,- Victoria, Edmonton, Calgary, Regina, Winnipeg, Toronto, Hamilton, Quebec city, Halifax, St. John's,Newfoundland. <u>In U.S.A.</u>- Los Angeles, Denver, Phoenix, Cincinnati, and Chicago.

This meant that in all, eleven colleges and fifteen cities filled in questionnaires. The basis of selection for mailing should be

Dear Sir:

As a M.Ed. thesis project I am making a study of teacher evaluation criteria in some of the larger educational centres of Canada, the United States and Great Britain. This is being sponsored by Dean Scarfe of the Faculty of Education at the University of Manitoba.

Most educational centres have some system which is used to evaluate teachers when they are on probation, and later, to judge their progress. Generally, it is applied to all teachers, no matter at what level or degree of specialization. This may be administered by inspectors, principals(headmasters)or other special officers.

Enclosed is a rough check list to indicate the sort of thing we are seeking. Please place a check mark beside each item to indicate your opinion of its importance as a criterion in judging a teacher. Space is provided for additional items which you feel should be included. Your completion of this would be greatly appreciated.

In addition, if you could inform us on this same form of your methods and enclose whatever forms are used to implememt them, we would be most grateful.

Yours truly,

Fig.2.--Form letter which accompanied questionnaire to cities

Dear Sir:

As a M.Ed. thesis project I am making a study of teacher evaluation criteria in some of the larger educational centres of Canada, the United States and Great Britain. This is being sponsored by Dean Scarfe of the Faculty of Education at the University of Manitoba.

Almost all teacher training institutes have some system which is used to evaluate teachers in training and which is administered by members of the staff.

Enclosed is a rough check list to indicate the sort of thing we are seeking. Please place a check mark beside each item to indicate your opinion of its importance as a criterion in judging a prospective teacher. Space is provided for additional items which you feel should be included. Your completion of this would be greatly appreciated.

In addition, if you could inform us on the same form of your methods and enclose whatever forms are used to implement them, we would be most grateful.

Yours truly,

Fig. 3.--Form letter which accompanied questionnaire to faculties of education.

mentioned before proceeding further. In Canada, two cities per province were mailed forms (where there were considered to be two of sufficient size). One university per province (Newfoundland was excluded) received the questionnaire. In the United States those cities which we knew from previous work were interested in educational studies, were mailed forms. Teacher training colleges which were interested in teacher evaluation (as evinced by publications sponsored by them), were also mailed forms. The British cities and colleges were suggested by Dean Scarfe, recently arrived from Britain.

Some institutions and cities did not fill in the questionnaire, but replied rather extensively. The nature of their response is worthy of note because it represents another side of the picture. In part, the Chief Inspector for the schools of London, England, states: ". . .We do not . . .base our assessment of teachers on assessments of separate qualities. . . .any such method generally produces the wrong answer. . . "[1]

Incidentally, there is no explanation of how they do base their assessment of teachers in that area. Surprisingly enough, the same sort of answer came from the city of New York, where we were assured that:

> . . .we have in the public school system of New York City no standard scales for rating teachers or evaluating their work. Our teachers are rated as either Satisfactory or Unsatisfactory. . .[2]

This also seemed to miss the point. What we wanted to know was the basis used for the Satisfactory or Unsatisfactory rating. If they

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[1]Part of a letter from A.G.Hughes, Chief Inspector, London, England.

[2]Part of a letter from J.Greenberg, Associate Superintendent of Schools, New York City.

did not use rating scales, there was room on the questionnaire for them to indicate that fact. The majority of cities contacted got the idea right away.

The University of Edinburgh answered by air mail, but did not fill in the questionnaire. They kept it instead. Part of their reply will indicate their position on the matter:

> . . .As you will understand, we aim at appointing to our supervisory staff people who know good teaching when they see it, and I am sceptical whether any analytical account of what good teaching consists in would do much to improve the quality of their intuition. . .[1]

The letter does not explain how these people know good teaching when they see it. Judging teaching by intuition seems to be a highly dangerous state of affairs.

The rest of the correspondence came from those who answered the questionnaire. It will be introduced into the discussion when appropriate.

Half of the cities and colleges answering the questionnaire sent along the supplementary material which they use to evaluate teachers and teaching. Cities doing this were: Chicago and Cincinnati in the U.S.A.; St. John's, Halifax, Toronto and Winnipeg in Canada. Teacher training institutions complying with the request were: Wayne College and Syracuse College from the U.S.A.; and the education faculties at British Columbia, Alberta, Saskatchewan, Toronto, and New Brunswick in Canada. These devices will be discussed in the latter part of the chapter.

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[1]Part of a letter from John Pilley, Professor of Education, Moray House, Edinburgh University.

Replies to the Questionnaire

When the questionnaires were all collected the replies were summarized. Opposite each of the twenty criteria five columns were arranged. Those answering were asked to grade each criterion from A to E. The choice of A for a criterion would indicate that in the opinion of the correspondent that criterion was of first rate importance in judging teaching. The choice of E would indicate that in the judgment of the person answering, that particular criterion should be omitted from any judgment of teaching. Choices of B to D would indicate a decreasing order of importance.

From the results obtained (see Fig. 4 on page 131), no criterion obtained 26 A choices; nor did any criterion receive 26 E ratings. A few criteria received a large number of A choices. These were: Attitude toward Work (24), Personality (22), Spirit of the Classroom (19), and Stimulation of Initiative (19). As was expected, Recial Origin was given a large number of E ratings. Twenty-two of those answering indicated that this criterion should be rejected. Only half of those replying would reject Religious Background as an important quality in a teacher (13). Of this number 9 were from the U.S.A. where a teacher's religious background apparently is not given any weight. This means that in only four Canadian questionnaires was there an indication that Religious Background would not be used as partial judgment of a teacher.

If these criteria are ranked by giving each A choice a weight

Fig. 4.--Summary of Replies from 26 Questionnaires Received from Teacher Colleges and Cities in Canada, U.S.A., and Britain.

SUMMARY OF REPLIES FROM THE 26 CITIES AND TEACHER TRAINING COLLEGES ANSWERING QUESTIONNAIRE[a]

CRITERIA

Opposite each item place a check mark in the appropriate column. The order of importance of each item will be indicated by the column chosen. Thus A will indicate primary importance, E will indicate that the item in your opinion should be excluded, and columns B to D will indicate a decreasing order of importance intermediate between A and E.

Criteria	A	B	C	D	E
Manner	13	9	3	-	-
Voice	7	17	1	-	-
Personality	22	4	-	-	-
Personal Appearance	10	10	6	-	-
Tact	17	5	1	-	-
Spirit of the Classroom	19	4	2	-	-
Classroom Management	16	8	2	-	-
Discipline	12	11	1	-	-
Speech of the Teacher	12	12	2	-	-
Attitude toward Work	24	1	-	-	-
Knowledge of the Subject	18	8	-	-	-
Teaching Methods	17	8	-	-	-
Pupils' Interest	18	8	-	-	-
Pupils' Expression	14	7	2	-	-
Stimulation of Initiative	19	4	2	-	-
Sympathetic Contact	18	6	1	-	-
Racial Origin	-	-	2	1	22
Health	7	13	2	1	-
General Effectiveness	5	4	3	-	-
Religious Background	1	1	3	5	13
Please add others					

METHODS

Please place a check mark in the appropriate column to indicate frequency of method used to apply criteria.

Method	Frequently	Sometimes	Never
Teacher self-appraisal	9	8	7
Pupil appraisal of teacher	1	5	18
Principal(headmaster) appraisal of teacher	17	7	1
Supervisor appraisal of teacher	17	5	2
School inspector appraisal of teacher	8	6	5
Please add others			

Please do the same to indicate the frequency of the device used.

Device	Frequently	Sometimes	Never
Check lists and rating scales	7	10	7
Personal observation in the class	26	-	-
Standard tests on professional subjects	3	11	6
Interview and conference	19	6	-
Please add others			

[a]Totals do not always come to 26 for each item. This is because some cities and colleges failed to express an opinion on these items.

of 4 points; the B's a weight of 3; the C's a weight of 2; the D's a weight of 1; and the E's a weight of 0, their ranks will be:

TABLE 20

RANK OF CRITERIA AS DETERMINED BY TEACHERS' COLLEGES AND LARGE CITIES

Criteria	City Rank	Faculty Rank
Manner	17	10
Voice	18	15
Personality	1	3
Personal Appearance	15	12
Tact	12	11
Spirit of the Classroom	7	5
Classroom Management	7	15
Discipline	10	18
Speech of the Teacher	14	7
Attitude toward Work	3	1
Knowledge of the Subject	6	2
Teaching Methods	5	9
Pupils' Interest	2	7
Pupils' Expression	9	13
Stimulation of Initiative	4	6
Sympathetic Contact	10	3
Racial Origin	20	20
Health	16	17
General Effectiveness	13	13
Religious Background	19	19

There is some agreement in the two rankings. Both would ignore Racial Origin and Religious Background in judging teachers. Eight criteria are ranked by both types of institutions within the first ten, although not in the same order. To both groups Personality, Spirit of the Classroom, Attitude toward Work, Knowledge of the Subject, Teaching methods, Pupils' Interest, Stimulation of Initiative and Sympathetic Contact

are criteria desirable both in teachers and in pupil teachers.

The wide divergence in rankings of some criteria (e.g., Discipline) may be due to the difference in the teaching act as it is carried out in training institutes and in actual classrooms. Discipline would scarcely enter the picture as a determining factor at the college, whereas in the city classroom it will be present. The same will be true for Classroom Management. How can it be ranked in a training college when the pupil teacher never has a classroom to manage for any appreciable length of time?

TABLE 21

QUESTIONNAIRE SUMMARY ON FREQUENCY OF METHOD USED TO APPRAISE TEACHERS IN 26 CITIES AND TEACHER TRAINING COLLEGES IN CANADA, U.S.A., AND BRITAIN

Method	Used	Not used	No opinion
Teacher appraises self	17	9	-
Pupil appraises teacher	6	18	2
Principal appraises teacher ...	24	1	1
Supervisor appraises teacher ..	22	2	2
Inspector appraises teacher ...	14	5	7

Twenty-four out of twenty-six systems or institutions indicated by their answers to the questionnaire that the principal should appraise the teachers on his staff. Almost the same number concurred

with respect to the supervisor. School inspectors are a vanishing breed in many American localities, thus seven questionnaires ignored his function entirely. The encouraging part about the replies is that seventeen of them indicated a willingness to permit teachers to appraise themselves. Such a reaction indicates that the rating act itself is being thought of more and more as a device for the guidance of the teaching staff. Certain forms (e.g., the Ohio Teaching Record) are excellent devices for teacher self-appraisal. They permit teachers to assess their own strengths and weaknesses.

In spite of the fact that several studies show that pupils can evaluate teachers accurately, very few of the questionnaires indicated a willingness to allow this to be carried out. Perhaps there are too many administrative problems to be overcome,(guarding identity of pupils, willingness of teachers, etc.)

TABLE 22

QUESTIONNAIRE SUMMARY ON FREQUENCY OF DEVICES USED TO APPRAISE TEACHERS IN 26 CITIES AND TEACHER TRAINING COLLEGES IN CANADA, U.S.A., AND BRITAIN

Device	Used	Not Used	No Opinion
Check lists and rating scales ..	17	7	-
Personal observation in class ..	26	-	-
Standard tests on professional subjects	14	6	6
Interview and conference	25	-	1

All answering the questionnaire agreed that personal observation in the classroom was necessary for adequate appraisal. Interview and conference between the teacher and the administrative officer concerned with the appraisal was also chosen by nearly everyone. This would be the natural follow-up in the process of constructive supervision.

Check lists and rating scales did not fare as well. About one-quarter of those answering the questionnaire indicated that they did not use these devices. An analysis of the responses (Appendix, pages 178-181) reveals that only Canadian institutions did not make use of such devices. Thus, for the sampling of the questionnaire, check lists and rating scales are used more extensively by American than by Canadian institutions.

Why such a large group failed to express any opinion on tests on professional subjects is difficult to explain. Several possibilities come to mind. Certainly no test has yet been devised which will yield a satisfactory result. Those answering may not have known what was meant. In any case only fourteen indicated that they used such tests at all. Only one of that number used such a device frequently. It is a bit difficult to imagine that someone who could get a high score on child psychology (as applied to education) would automatically be rated as an excellent teacher. Such knowledge might help to make a teacher better, but could only be used as a partial basis for judgment of the complete teacher.

Table 23 was prepared to show the Canadian viewpoint with respect to the questionnaire criteria. To both groups such criteria as: Personality, Spirit of the Classroom, Attitude toward Work, Knowledge of

TABLE 23

RANK OF CRITERIA AS DETERMINED BY CANADIAN CITIES AND FACULTIES OF EDUCATION

Criteria	City Rank	Faculty Rank
Manner	13	8
Voice	15	12
Personality	1	3
Personal Appearance	17	8
Tact	12	8
Spirit of the Classroom	6	8
Classroom Management	5	15
Discipline	10	14
Speech of the Teacher	9	4
Attitude toward Work	2	1
Knowledge of the Subject	7	1
Teaching Methods	4	4
Pupils' Interest	7	4
Pupils' Expression	18	16
Stimulation of Initiative	2	14
Sympathetic Contact	10	4
Racial Origin	20	20
Health	15	18
General Effectiveness	14	17
Religious Background	19	19

the Subject, Teaching Methods, Pupils' Interest and Sympathetic Contact are placed within the first ten in rank. This is exactly the same (although not necessarily in the same order) group of criteria as were placed in the first ten by the whole group (Canadian, American and British combined, cf., Table 20). There is one other criterion given a ranking within the first ten by Canadian institutions only, and that is Speech of the Teacher.

Two other points of interest arise out of Table 23. One is the great divergence of opinion on the criterion Stimulation of Initiative. Cities rank this as second. For some inexplicable reason faculties of education rank this fourteenth. The other point is the large amount of agreement found within the faculties with respect to importance of each criterion. This becomes apparent when the items are given a weight and then ranked. Many criteria were found to have exactly the same weight. For example, Manner, Personal Appearance, Tact, and Spirit of the Classroom were each given four A choices, two B choices and one C choice. Using the weighting suggested gives each of these a value of twenty-four points. Therefore they are all of equal rank. The criterion Voice also garnered twenty-four points, but this was composed of only three A choices. Thus it was ranked below the other four. Such fine distinctions were only needed in dealing with the results obtained from Canadian universities. In the first sixteen criteria the point spread after weighting was only from twenty-eight down to twenty-one points. Such unanimity was unexpected. It would also seem to indicate that in such a situation, ranking is not necessary since so many criteria are given almost equal importance.

TABLE 24

QUESTIONNAIRE SUMMARY ON FREQUENCY OF METHOD USED TO APPRAISE TEACHERS IN 10 CITIES AND 7 TEACHER TRAINING COLLEGES IN CANADA

Method	Used	Not Used	No Opinion
Teacher appraises self	10	7	-
Pupil appraises teacher	2	14	1
Principal appraises teacher	16	-	1
Supervisor appraises teacher ...	17	-	-
Inspector appraises teacher	11	2	4

By comparing this table with the composite one on page 133 it becomes apparent at once that it is the Canadian institutions which make up the large majority of opinions against the teacher rating himself, or the pupils rating the teacher.

TABLE 25

QUESTIONNAIRE SUMMARY ON FREQUENCY OF DEVICES USED TO APPRAISE TEACHERS IN 10 CITIES AND 7 TEACHER TRAINING COLLEGES IN CANADA

Device	Used	Not used	No opinion
Check lists and rating scales	9	7	1
Personal observation in class	17	-	-
Standard tests on professional subjects	10	5	2
Interview and conference	16	-	1

By comparing this table with the composite one on page 134 it is interesting to note that all seven of the institutions not using check lists and rating scales are located in Canada. Thus all the suspicion of an itemized analysis of teaching seems to be centred in Canada. There is the possibility of course that certain educational areas in our dominion have not yet considered such a device.

A few correspondents added other criteria to the list of twenty which appeared on the questionnaire. These were: Mental Health (the only one suggested more than once); Rapport between Pupils and Teacher (Spirit of the Classroom surely is the same thing); Willingness to go beyond Obligation (Attitude toward Work covers this); Psychology of Learning and

Philosophy of Education (Teaching Methods and Knowledge of the Subject imply these); Ability to carry through on an assignment (here Attitude toward Work would also apply). There are several not covered by those in the questionnaire. These were: Relationships with Other Teachers, Relationships with Community, Elicits Parents' Co-operation, and Flexibility to Adjust to New Situations.

The first three mentioned in this last group are criteria which will be found outside the classroom. Judgment of a teacher should include these relationships with colleagues, with parents, and with the community at large. A casual visitor would not be able to determine how well a teacher fills these criteria. They are important elements to teaching success.

Devices Used for Teacher Evaluation

i. By American Cities

Two American cities sent forms for teacher evaluation which proved to be very interesting. These came from Chicago and Cincinnati.

The Chicago form for teacher appraisal consists actually of two forms. The long form contains eight pages and must be made out in duplicate, - one copy to be retained by the teacher and the other to be filed in the school office. The short form is a summary which is kept in the central offices. The long form is to be used, "primarily as a means of helping teachers to improve their effectiveness"[1]. It is used only for teachers on probation. Perusal of such a form by these teachers should give them a good idea of what is expected of them in Chicago schools.

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[1] Appraisal of Services of Teachers in the Chicago Public Schools, Chicago Public Schools, Department of Personnel, October, 1952, p.3.

Principals are required to acquaint probationary teachers thoroughly with the form. Teachers are encouraged to self-rate and self-evaluate, using the form.

Chicago advocates keeping an evaluation file on teachers to provide evidence which will help in the final appraisal.

> In this file will be included various kinds of material, such as copies of articles or books published; summaries of speeches made; descriptions of creative work; records of successful teaching experience; accounts of travel; or records of service in the school, the district or the community. The teacher may wish to include also scholarship records or data on professional activities. Either principal or teacher may add correspondence or accounts of incidents in journal form with specific data.[1]

The form itself lists seven areas for appraisal. They are: Personal Qualities as They Affect Class Management, Instructional Skills, Teacher-Student Relationships, Teacher-Parent Relationships, Community Relationships, Teacher-Staff Relationships, and Professional Growth. Each area is fully described on the form so that the person doing the rating will not be in doubt as to what is wanted.

One of the areas is described thus:

1. Personal Qualities as They Affect Class Management

   Mental and physical poise
   Good grooming
   Good posture
   Pleasing quality of voice
   Evident love of teaching
   Dedication to democratic principles
   A spirit of enthusiasm
   Resourcefulness and initiative
   Habits of punctuality
   Habits of handling routine practices effectively

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[1] Ibid., p.3.

Habits of keeping records accurately
Habits of maintaining an attractive classroom

OUTSTANDING: All personal qualities listed in noticeable degree with several qualities in highest degree of excellence.

UNSATISFACTORY: A conspicuous lack of one or more of the desired personal qualities, with no compensating superiority in any other quality.

CHECK ONE

OUTSTANDING	COMPETENT	UNSATISFACTORY

[1]

At the end of the form space is provided for a General Rating which will be either Outstanding, Competent or Unsatisfactory. The first three areas are to be weighed heavily in the General Rating. To be rated as Outstanding a teacher must be outstanding in these three areas (Personal Qualities as They Affect Class Management, Instructional Skills and Teacher-Student Relationships). To be graded as Unsatisfactory a teacher must be rated as unsatisfactory in these same areas.

On the back of the form space is provided for the teacher to write any comments and sign them after reading the rating made by the principal. Such a form leaves very little to chance. Each area to be appraised is rather thoroughly described, so that the appraising officer knows exactly what is wanted. For teachers using the form as a self-appraising device the same thing may be said to apply. They can read for themselves what their system expects to be done in the teaching

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[1] Ibid., p.4.

act. It seems to be quite clear that once a teacher passes the probationary period the form will be used to measure self-improvement.

Cincinnati is using for the first time this year a revised appraisal procedure. In the report sent with the appraisal form, the Cincinnati Bureau of Governmental Research recommended to the Board of Education that, "salary schedules be related to teacher merit as established by appraisal".[1] The professional staff rejected this idea and urged the Superintendent and Board to do likewise. (The reason might be that the professional staff felt that in paying by merit the teacher who has demonstrated that he is not worthy of a pay increase often stays on the school staff with no increase in pay. They advocate rather that an attempt be made to help such a teacher, and that if he does not respond to such assistance, he should be fired.) The Board agreed with this recommendation of the professional staff but decided that in any case the teacher appraisal system needed a complete overhauling. This was done by an Appraisal Procedures Committee chosen from the professional staff. In agreeing with the teaching staff that merit rating should not be connected to salary schedules, the Board held the position that:

> . . .rather than to justify inferior teaching by proportionally lower pay, its obligation is to insist that all pupils have instruction of high merit. Toward this end, the Board believes that it should continue its policy of expecting its teachers. . .to effectively discharge the full responsibilities of their assignments; failing which, separation from service should be quick and certain.[2]

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[1] A Progress Report on The Revised Appraisal Procedure for the Cincinnati Public Schools, p.1.

[2] Ibid., p.1.

The form for evaluating teacher performance is composed of four pages. The first page contains the instructions for the use of the form. Space is also provided for the indication of: when self-appraisal was carried out by the teacher; when a conference was held between the teacher and the principal; when the principal appraised the teacher; and what recommendations were made by the principal concerning the teacher.

The appraisal form itself covers three areas: Personal Qualities and Performance, Teaching Performance, and Professional Qualities. Personal Qualities and Performance has three sub-areas: A. Staff Relationships; B. Community Relationships; and C. Appearance and Manner. Teaching Performance deals with: A. Teaching Techniques; B. Classroom Environment; C. Pupil Growth. Eight characteristics are listed under Professional Qualities.

In all there are forty-four items to be evaluated. One column is provided beside these items for the teacher's self-appraisal. The second column is provided for the use of the principal. The comment column is provided for interpretations of qualities which either the teacher or principal may wish to add. Fig. 5 presents part of page two of this form.

More than a page of space is provided for the teacher to indicate supplementary information. This will concern extra-curricular activities engaged in, and extra instruction being taken by the teacher to obtain higher academic qualifications. Space is also provided for the teacher to indicate the nature of help given by the supervisory

Code for self-appraisal; to be used in Column (1)

✓ = one of my strongest characteristics
0 = neither one of my strongest, nor one of my weakest characteristics
- = one of my weakest characteristics (one which I would like to improve)

Code for principal's appraisal, if any; to be used in Column (2)

S = satisfactory
NH = needs help
U = unsatisfactory
NO = no opportunity to observe performance in this area

COMMENT	I. PERSONAL QUALITIES AND PERFORMANCE	(1)	(2)
	A. Staff Relationships		
	1. Promotes friendly intra-school relationships		
	2. Adjusts easily to changes in procedure; does not consider his own programme all-important		
	3. Carries a fair share of out-of-class responsibilities		
	4. Accepts criticism or recognition gracefully		
	5. Accepts group decisions without necessarily agreeing		
	6. Uses discretion and consideration in speaking of his school or colleagues		
	7. Co-operates with immediate administrators and supervisors		
	B. Community Relationships		
	8. Works understandingly and co-operatively with parents		
	9. Supports and participates in parent-teacher groups		
	10. Participates in community activities		
	11. Interprets the school's program and policies to the community as occasion permits.....		
	C. Appearance and manner		
	12. Dresses appropriately; is well-groomed and poised		
	13. Speaks clearly, using good English in a well-modulated voice		
	14. Shows genuine respect, concern and warmth for others, both child and adult		

Fig.5.--Part of the second page of An Evaluation of Teaching Performance for the Public Schools of Cincinnati.

officers to make teaching more effective. Stress is laid on the fact that the code is designed specifically, "to prevent comparison of one teacher with another".[1]

ii. By Canadian Cities

Four Canadian cities were obliging enough to provide the forms which they use to evaluate teachers. Two of these (Toronto and St. John's) are forms which inspectors of schools complete. The other two (Halifax and Winnipeg) are forms completed by school principals.

The simplest forms are those used by the inspectors. In the Toronto schools, four items are to be graded: Behaviour Guidance, Instructional Skill, Contribution to Life of School, and Professional Growth. Top grading for each item is "I". Space is also provided for the inspector to note any special skills (subjects, teaching method, extra-curricular work, etc.) which the teacher may possess.

The form from St. John's can be used on teachers and also on teaching principals. It represents a summary of what has already been observed by the inspector and sent in detailed form to the teacher concerned. Ratings are: Excellent, Good, Fair, and Poor. Space is also provided to indicate that there is no evidence of the ability under consideration.

Teachers are observed: in terms of the activities which go on in their classrooms; by the organization and management which their work possesses; and (if they are principals) by the way in which they conduct teachers' meetings, keep school records, and supervise their teachers. Rating of activities is to be directed toward: teaching

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[1] An Evaluation of Teaching Performance for the Cincinnati Public Schools, Cincinnati, Ohio, p.1.

ability, direction of seat work, and the work that the pupils do themselves. Organization and management of: records, routine tasks, and the physical education programme are to be evaluated by the inspectors. Space is also provided on this form for any comment which the rating officer may wish to make.

No explanation is made of the meaning of any of the terms used by either of these forms. Presumably all inspectors are fully informed as to what is wanted in each case. Let us hope that they, in turn, explain it all to the teachers.

The Principal's Card for Supervision, provided by the Halifax schools, has greater detail than those forms already mentioned. The form itself rates teachers in four areas: Routine Details, Room Conditions, Class Discipline, and Organization of Work. The first two deal with the mechanics of education. The largest area is covered by Organization of Work. The first section in this area asks the principals to rate the presentation of a lesson by answering eleven questions which are set out to direct their supervision. Possibly they represent a lot of ground to be covered in one lesson period. Here is the particular section as it appears on the card:

(1) Lesson: Subject_____ Topic _____ Minutes_____

(a) Is lesson related to pupils' interests? .....
(b) Has there been a review of previous work? .....
(c) Have explanations been adequate? .....
(d) Have teaching aids been used? .....
(e) Was an attempt made to check success of lesson? .....
(f) Were the questions well chosen? .....
(g) Were questions well distributed among pupils? .....
(h) Did the class enjoy the lesson? .....

(i) Is written work carefully checked for neatness and accuracy? .....
(j) Does teacher encourage careful enunciation? .....
(k) Is reasonable time devoted to oral drill? .....
(l) Other work observed during the period:[1]

The remaining sections under Organization of Work deal with lesson assignments, understanding of children, pupil response to the teacher, and general remarks which can be made in the teacher's favour. Space is then provided for suggestions and recommendations by the principal. A note at the end states that these suggestions, etc. must be made known to the teacher. The teacher is also given the right to review the entire form at any time (presumably with the principal).

There is no way of knowing how the form used by Halifax principals was derived, but the Winnipeg form was one of the outgrowths of the Reavis survey of Winnipeg schools. The work of the teacher committee on evaluation has already been discussed in Chapter III. The form used at present is a much simpler one than the original. It is very brief and to the point. Teachers are rated on three categories of efficiency: Attention to General School Duties, Instruction of Pupils, and General Class Control and Relations with Pupils. These are summarized by a General Rating of the teacher. Principals are asked to indicate teacher improvement or growth since the last time of rating. This must be supported by written evidence. Space is provided for the principals to indicate the steps that have been taken to aid teachers with difficul-

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[1]Principal's Card - Supervision, Board of School Commissioners, Halifax, N.S.

ties or weaknesses. Under the heading of General Comment or Suggestions, special abilities of teachers are to be noted. Relations with other staff members and with the public are placed under the same section.

At the bottom of the form, directions are given concerning the frequency of rating. Principals will rate: when they have changed their opinion of teachers since they rated them last; when they have a new teacher; when they are new to the school themselves; annually for teachers on probation. Otherwise, rating is to be done every three years.

Evaluation Devices for Pupil Teachers

i. In American Teacher Colleges

The two teacher training colleges which sent their devices used to evaluate pupil teachers were Wayne University of Detroit, and Syracuse University. Both of these colleges have already been mentioned in the discussion, (Chapter IV).

The form used by Syracuse is an anecdotal report on which are listed fourteen different aspects of teaching. Under each one of these a description is given, so that the reporting teacher will have an idea of what the faculty of education want. The first two of these read as follows:

I. COMMAND OF SUBJECT MATTER

(Mr. N. was well informed in Biology and kept close track of current developments related to the subject. He was weak in Physics.)

2. INTEREST IN AND UNDERSTANDING OF THE LEARNER

(Mr. N. made no noticeable attempt to become acquainted with his pupils as individuals but treated them as a group. On one occasion when a pupil was recovering from an illness he showed real sympathy and understanding. This was the exception during his teaching.)[1]

A considerable space is left underneath each of these examples of the type of anecdote desired. Teachers filling this out are asked to do it near the end, or at the end of the practice teaching term. They are asked for specific facts about the student's teaching. These go in the anecdotal spaces. The fourteen aspects of teaching on which comment is desired are presented in table form.

TABLE 26

ASPECTS OF TEACHING AS THEY APPEAR ON SYRACUSE UNIVERSITY'S PUPIL TEACHER EVALUATION FORM[2]

1. Command of Subject Matter	2. Interest in and Understanding of the learner.
3. Skill in Selecting and Directing Learning Experiences	4. Skill in Managing Group Processes
5. Skill in Evaluating Pupil Progress	6. Habits of Industry and Dependability
7. Professional Motivation	8. Personality Adjustment
9. Relations with Co-Workers	10. Handling School Routine
11. Skill in Communication	12. Personal Appearance
13. Role in Community (for extra-mural teaching only	14. Class Leadership

On the last page of this form there is a space for an overall appraisal, for additional comments, or for both. There is space

[1] Form for Reporting on Work of Student Teachers, Form C, School of Education, Syracuse University, Syracuse, New York, p.1.

[2] Ibid.

provided also for the reporting of any information to the faculty which the evaluating teacher might wish to withhold from the student teacher.

Wayne University College of Education have both a long and a short evaluation form for reporting student teaching. Copies of the long form are given to supervising teachers and to the pupil teachers in their charge. This form contains a detailed description of each characteristic under the four categories which are to be appraised. Each characteristic is described in terms of three levels of teaching,- low, middle, and high. At the end of the practice teaching time in a school, student teachers make a self-appraisal of their own strengths and weaknesses in the space provided at the end of this long form. The shorter form is a summary and is completed by the supervisory teacher, who gives the student a mark and sends this along to the faculty.

This instrument of evaluation:

> . . . .may serve: (1) as an aid to students in continuous self-evaluation; (2) as a guide in co-operative efforts of all concerned with the development of student-teachers; (3) as a guide in making recommendations for subsequent placement of students; and (4) as a source of information regarding student's capabilities and competencies in classroom situations.[1]

The four categories on which student-teachers are to be evaluated are: Relationship with Children; Effectiveness in Developing Learning Experiences; Relationships with the Community; and Relationships with the Profession, Self-Adjustment, Integration. There are thirty-two characteristics under these four categories. The complete third category will be reproduced on the next page to give an idea of what Wayne College is trying to do.

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[1] Evaluation Form for Reporting Progress in Student Teaching, Wayne University, College of Education, p.1.

TABLE 27

THE THIRD CATEGORY OF CHARACTERISTICS DESIRED FOR PUPIL TEACHERS BY WAYNE COLLEGE OF EDUCATION[1]

III. RELATIONSHIPS WITH THE COMMUNITY

A. Extends Class Activities to School-Wide Levels Where Such Interaction Is Beneficial

From		Toward
Conducts class activities independently of larger school groups	Becomes acquainted with total school program; follows own class of children through at least one total school day	Sees school as a co-operative community; co-operates in inter-class and school-wide activities; utilizes school resources for profitable learning.

B. Utilizes Community to Enrich Children's Learning

Seems unaware of community; does not use resources; or Sees community as a limiting factor rather than as a challenge.	Becomes aware of home and community backgrounds and resources; makes some justifiable use of such information.	Makes of the community a learning laboratory. Uses superior judgment in taking purposeful field trips and bringing people and materials into school to further children's understanding.

C. Guides School Work Upon Community Problems

Selects traditional learning experiences unrelated to community problems	Is aware of community problems; suggests application of material learned	Understands social and economic problems of living as a challenge to the school; centers learning experiences upon community problems

D. Elicits Parent Co-operation (under the direct supervision of supervising teacher)

Does own "job" and expects parents to do their; accepts verbally the need for co-operation but does nothing to further it.	Courteous and helpful to parents; invites their co-operation	Seeks parent interest and participation in the school to the end that all work co-operatively for maximal development of children

[1] Ibid., p.5.

There are five pages of material arranged in a similar manner to describe each characteristic of the four categories. Such a device indicates an enormous amount of work on the part of the education faculty. They have made their idea of good teaching practices absolutely clear for the benefit of all concerned.

The form itself does not pretend to measure all those intangibles which go into the teaching act. It is to be used merely as a guide. Thus the mark given by the supervisory teacher to the student teacher does not have to be precisely related to the findings on the outline form. Possibly the best thing about such a form is that it gives student teachers a fairly precise idea of some of the desirable practices in teaching.

ii. In Canadian Teacher Colleges

The following Canadian Universities very kindly sent the materials they use to appraise pupil-teachers: British Columbia, Alberta, Saskatchewan, Toronto, and New Brunswick. Only one of the five did not have an evaluation form for use on pupil teachers. This was Toronto. They do use an interview rating form, but steadfastly have refused to use a teaching rating form. The Dean, by way of explanation in the covering letter states:

> . . . .In general I have three main factors (which go to make up the capable teacher):
>
> (1) Personality
> (2) Knowledge
> (3) Training
>
> . . . .Critics sometimes find it difficult to evaluate the student and ask for a scale by which they should mark. We have steadfastly refused to provide them with such a yard-

> stick. Each student during the year will have 7 or 8 different critics so that we have evaluations from a number of critics as well as an evaluation by each member of our staff.[1]

Toronto's interview rating sheet is a standard one. Candidates are rated on Personal Appearance, Expression, Self-Confidence, and on the General Impression they create. The interviewing officer rates them on a five point basis from Very Poor to Excellent.

The remaining Universities have forms for evaluating pupil teaching. These are all so similar that one description will suffice for them all. The most elaborate one comes from British Columbia. The most comprehensive one comes from Alberta. Generally speaking, evaluation is carried on in three areas. These are sometimes not given quite the same titles, but the meaning is almost identical when the characteristics under the main headings are examined. Personal Fitness, or Personal Qualities, or Student Teacher is one area under which is considered personality, scholarship, co-operation, voice, expression, etc. Lesson Preparation is another area used by all faculties in which evidence can be placed on the amount of work pupil teachers put into lessons before they are taught. Instructional skill, Presentation of Lesson, or Procedure is the other heading into which development of lesson, questioning, use of aids, etc. can be placed. Pupil contact, classroom management will also come under the heading of procedure.

Only one faculty asks for a general comment and not a specific letter rating. All the others with evaluation forms require either a

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[1]Portion of a letter received from A. C. Lewis, Ontario College of Education.

three point quality judgment or a three to five point letter judgment on each pupil teacher. Saskatchewan was the only University to mention in their correspondence anything about student teacher self-appraisal:

> In addition we place very great stress upon student teachers' self-appraisal. The student uses the form and examines his own personal fitness for teaching, his lesson preparation, and his instructional skill in the light of the points stressed on the form. . .The student is often asked to give an oral appraisal of his own lessons and of the methods which he uses, and the students are encouraged and given direction in evaluating each other's work.[1]

No doubt other faculties do the same thing, although none mentioned it in their correspondence.

If all seven rating forms are examined, it is possible to group the main factors into seven areas. Some are repeated on more than one form. They can be arranged as a table with those having the greatest frequency at the top.

TABLE 28

AREAS BY WHICH PUPIL TEACHERS ARE EVALUATED IN SEVEN TEACHER COLLEGES OF CANADA AND THE U.S.A.

1. Qualities and Personal Characteristics
2. Contacts Made with the Pupils Taught
3. The Actual Process of Teaching
4. Ability to Fit into the Teaching Profession
5. Knowledge of the Subject Being Taught, and Evidence of Care in Lesson Preparation.
6. Ability to Handle Routine Matters of School and Classroom.
7. Relationships with the Community

[1] Part of a letter from Prof. Toombs of the Faculty of Education, Saskatchewan University.

Only American teacher colleges give the seventh item any space on their forms. Perhaps the Canadian faculties feel that this area will scarcely be touched in the pupil-teacher year. There is no doubt, however, that success in teaching is often greatly influenced by teacher-community relations. This will be especially true in a small community, which used to be the place where most teachers got their first start.

Conclusions from the Questionnaire

On Criteria

1. These qualities in a teacher were considered more important than all others: Attitude toward Work, Personality, Spirit of the Classroom, and Stimulation of Initiative.

2. The Racial Origin of a teacher is one quality which all twenty-six who answered the questionnaire indicated would not be taken into account.

3. In Canada, the Religious Background of a teacher is of importance in some areas of the country (Quebec, Edmonton). It is given no consideration in the United States.

4. Teacher training colleges and cities showed agreement in eight out of the first ten qualities which they desired in teachers or pupil teachers. These were: Attitude toward Work, Personality, Spirit of the Classroom, Stimulation of Initiative, Knowledge of the Subject, Teaching Methods, Pupils' Interest, and Sympathetic Contact.

On Method (Who Should Evaluate?)

5. Ninety percent answering the questionnaire favoured the ap-

praisal of teachers by principals and supervisors.

6. Seventeen out of twenty-six favour teachers evaluating themselves. Of those who are not in favour of this method, seven come from Canada. Thus Canadian institutions represent the bulk of those opposed to such a practice.

7. About 22% of those answering favored pupils appraising the teachers or pupil teachers. This indicates that for the institutions canvassed, pupil appraisal is not a common practice. Those who said they made use of such a device were in the ratio of three American to one Canadian.

On Devices (How Evaluation was Carried out)

8. There was a 100% agreement on the use of personal observation of the teacher or pupil teacher in the classroom as a means of determining his worth.

9. Twenty-five out of twenty-six indicated that interviews and conferences were used extensively as devices for teacher evaluation.

10. Sixty-five percent of those canvassed used check lists and rating scales. All institutions which indicated that they did not use such devices were in Canada. This came to a total of seven institutions out of the grand Canadian total of sixteen. Thus for the Canadian institutions canvassed, these devices are definitely not popular.

On Criteria Added to the Questionnaire

11. Most of the suggested additions could be placed in one of the twenty criteria already there. Therefore, the list as it was first

made out seems to be fairly adequate.

12. Four exceptions to this indicate a new trend in teacher evaluation. These were: Relationships with Other Teachers, Relationships with Community, Elicits Parents' Co-operation, and Flexibility to Adapt to New Situations. The first three mentioned indicate the trend. Institutions are using qualities which will not be exhibited in the classroom, but outside of it, to evaluate their teachers and pupil teachers.

The reader should keep in mind the fact that these conclusions apply only to those cities and institutions in the United States and Canada which answered the questionnaire. (Plus one British teacher training college.) It might be safe to say that as such they indicate certain trends. But it would be most unwise to assume that the conclusions apply to all educational institutions in this country, in the United States, or in Britain.

CHAPTER VI

CONCLUSIONS

The data and arguments presented in this thesis favour the practice of careful and continuous teacher evaluation. It is necessary in school systems for the following reasons: (i) Teachers applying for appointment to educational systems have to be assessed in some way before being given a permanent appointment. (ii) In these same systems teachers on the permanent staff need to be evaluated and a record kept of their work for promotion purposes and to protect them from unfair practices which changes in administration sometimes produce. (iii) A sound principle for educational administrators is to keep themselves scientifically informed of the calibre of the teaching staff in a school system. This can only be done when there is an adequate and just assessment made of each teacher. (iv) The prime consideration of any education system, however, is the welfare of the children. An adequate teacher evaluation programme will protect this welfare by detecting those teachers who may be harmful.

The organization and implementation of a programme of teacher evaluation is, of course, a difficult matter requiring great tact and considerateness on the part of administrative officers. Certain procedures have been highly successful when followed by systems with teacher evaluation schemes. The writer believes that these steps should be followed by any system which hopes to have an evaluation programme which will function. The steps to be followed are:

(1) Cities should first convince teachers and the public that such a programme is necessary and beneficial.

(2) When this has been accomplished, teachers should be given an opportunity to help construct the measure which is to be used to ascertain their effectiveness.

(3) The measure evolved should depend on subjective opinion as little as possible, and give the same results when used by different rating officers on the same teacher. These scales should be intelligible to teachers and help them know the type of ability and quality which rating officers are seeking.

(4) Each teacher should be assessed in these cities by several competent judges so that a teacher's position in the system will not depend on one person's judgment only.

(5) School systems should recognize that all factors involved in teaching cannot be easily measured at any one time. To get as complete a picture of the teacher as possible they should have an individual filing system and place in it all of the items concerning a teacher's activities both inside and outside the classroom.

(6) When rating is actually carried out in these cities rating officers should try to be as friendly as possible to those whom they judge, and evaluate teachers only when necessary.

(7) They should impress on the teachers that they are trying to help them as well as assess them.

(8) These rating officers should not attempt to judge a teacher on work which they do not fully understand themselves.

(9) They should try to give each teacher an honest picture of their findings after the rating has taken place.

(10) In successful city programmes of evaluation, rating officers should keep in mind that the purpose of teacher rating is to obtain information on a teacher which will enable the administrative staff (if necessary) to set up a remedial programme for improving the calibre of a teacher's work.

(11) Rating officers should also take into account the teaching load when evaluating a teacher's work. Teachers with heavy programmes have not as much time for preparation as those with a lighter teaching load.

(12) Finally, these rating officers should make no judgment of a teacher without sufficient evidence. They should therefore spend enough time with each teacher and use enough different devices to obtain a wide range of concrete evidence of ability.

Perusal of the literature on the subject of teacher evaluation in various types of school systems has shown that when a scheme for evaluation has been started and has then broken down, the failure can be traced to the omission of one or more of the procedures outlined in the preceding paragraph. The reader will note however that the calibre of the administrative officers was the first thing mentioned in the paragraph. On these the ultimate success of an evaluation scheme will depend.

Mention was made in the implementation of a teacher evaluation programme that teachers and administrative officers should work to-

gether when constructing an evaluation device. It was also suggested that the device when completed should be reliable and valid. Nothing was said however about what should be evaluated. To find this out the writer turned to the large number of studies on teacher evaluation criteria. From the different studies he chose those criteria used most frequently by different authorities. Briefly the studies may be described as follows:

Mead[1] chose a list of qualities which in his opinion were associated with good teaching. Rating officers who used this list confirmed this by associating more of the qualities with good teachers than with poor ones.

Hart[2] canvassed a large number of high school students to find out why they liked some teachers and disliked others. In general he found that students were favourably impressed by teachers who were helpful, cheerful, interesting, and who had control of the classroom. They did not like teachers who were cross, unhelpful, partial, and unfair.

The Commonwealth Teacher Training Study[3] established a series of traits required by successful teachers at all school levels in different types of schools. This was done by interviewing educators and those interested in education and obtaining from them descriptions of activities or traits associated with successful teaching. It was found

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[1]See pages 44-51.

[2]See pages 51-55.

[3]See pages 55-61.

that the importance of these teacher traits depends on the type of school in which they are to be used. Breadth of Interest was ranked as the most important trait for High School teachers. Good Judgment was ranked first in the Junior High. Considerateness was the most important trait in Intermediate, Kindergarten, and Primary teachers. A Rural School teacher's most important trait was Adaptability.

Young[1] sought criteria which were used in teacher evaluation by analyzing the rating scales of different American cities from 1915 to 1933. He found only three criteria in common use in a large number of rating scales. These were: Technique of Instruction, Co-operation, and Personality.

Barr[2] and his co-workers tried using a standardized testing programme to evaluate teachers. The results of subjecting teachers to a battery of tests were supposed to give a picture of their abilities. The pupils whom they taught were also tested before instruction and after to discover their achievement quotient. The investigators hoped that this programme of testing would be an adequate means for revealing a teacher's ability. The results indicated that a testing programme by itself is not an adequate means of evaluation. Other investigators have found the same thing. Tests are invaluable aids in helping to assess teachers, but cannot be used as the sole means of evaluation.

In her study on teacher-pupil relationships, Bernice Baxter[3]

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[1]See pages 61-64

[2]See pages 64-69

[3]See pages 69-74

suggested that for each pupil action there is a teacher reaction which is observable in the classroom. With effective teachers these reactions are calm, co-operative, balanced, and pleasant ones; for ineffective teachers they are precisely the opposite.

In an attempt to improve teacher education in the state of Michigan, a representative committee of educators[1] prepared a list of competencies which in their opinion were desirable in teachers. These competencies centred about the areas of: (i) personal life and habits of the teacher; (ii) the professional ability of the teacher; and (iii) the contributions made by the teacher to the community. Syracuse and Wayne Teacher Colleges[2] also sought to improve the calibre of their teachers in training by raising the entrance requirements and by maintaining a higher level of scholastic attainment among the students. Evaluation techniques and devices were used to implement both of these projects. At the time such a procedure may have been an admirable one, but the writer feels that the shortage of teachers today unfortunately necessitates the abandonment of such a programme.

During the Reavis Survey[3], the teachers of Winnipeg were asked to express their opinions by means of a questionnaire on methods of teacher appraisal, and on the importance of criteria to be used in judging teachers. The responses indicated a favourable attitude to formal appraisal of the teaching staff by principals and supervisors

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[1]For description see pages 74-77 [3]See pages 77-83

[2]See pages 103-110

to determine teacher appointment and promotion on a form prepared by teachers and administrators. Personal Traits, Attitude toward Pupils, Instruction, and Routine School Duties were chosen by the Winnipeg school staff as the most important criteria when making assessment of teachers.

Beecher[1] decided from an analysis of earlier studies that teacher evaluation criteria could be based on pupils' opinions of teacher behaviour toward them in the classroom. He grouped these criteria of behaviour into five areas: Understanding of All Pupils; A Friendly Classroom Attitude; Efficient Classroom Procedures; Ability to Get Pupil Response; and A Knowledge of the Subject.

All these studies show that criteria which are desirable in teachers can be established by authoritative opinion and scientific analysis. These opinions and analyses have been made by administrators, supervisors, principals, teachers, pupils, and parents. They have been expressed in questionnaires, interviews, conferences, and analyses of the opinions of others. Some of the studies indicate that the criteria are present in good teachers and are not found in poor teachers. Efforts to use the results of objective tests as the sole criteria of teaching success have been a failure. The evaluation process must still depend (in part) on the use of criteria established by the opinions of competent authorities.

Unfortunately these authorities do not agree on the specific

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[1] See pages 83-86

criteria which should be used to assess teachers. Most of the studies however show some agreement on broad areas from which the criteria may be chosen. The areas of agreement are: Techniques or Means of Instruction, Knowledge of the Subject, Professional Interest and Attitude, Relations with the Community, and Personal Qualities (health, etc.). A new area was also revealed in some of the more recent studies on the subject (including the questionnaire study which will be mentioned later), that of Relations with Pupils. In the writer's opinion, these six areas of activity represent what should be evaluated.

If teachers and administrators are to get together in a system and construct a device for the partial evaluation of the teaching staff (as was suggested earlier in this discussion) they might organize it around these six areas of teaching activity. Since no two systems are exactly alike, each system would have to choose specific criteria to be included under each area.

Two of the areas of teaching which authorities agreed should be evaluated were Professional Interest and Attitude, and Relations with the Community. Neither of these could be assessed by a rating officer in a classroom because they are activities which usually take place elsewhere. To obtain this information some means would have to be used other than a rating scale.

This suggests that even a carefully constructed device containing criteria pertaining to the six areas agreed upon cannot give complete teacher assessment. Authorities on teacher evaluation (such as Reavis and Cooper) agree on this point. This author therefore

maintains that along with a constructed rating scale other devices and techniques should be used to assist in teacher evaluation.

Accordingly this thesis contains descriptions of several devices and techniques (cf. Chapter II, also Appendix I) which have been used with success to evaluate certain phases of teaching. Some of these devices and techniques were given greater space than others (cf. Chapter IV) because they were new or because they were considered to be of greater importance. Among these were included: Baxter's and Beecher's Rating Scales, The Ohio Teaching Record, The Teacher Personnel Filing System, and The School Community Council. It is the writer's contention that a teacher evaluation programme should make use of some of these devices and procedures if it is adequately to assess its teachers.

Either of the rating scales constructed by Baxter or Beecher should be used because they contain the only adequate description of the activities to be used in judging teacher-pupil relationships. Baxter's scale (which is more thorough than Beecher's) rates a teacher's personal effectiveness in these activities: (i) getting pupil response; (ii) creating a friendly classroom; (iii) making pupils feel secure; (iv) producing emotionally stable pupils; (v) inspiring pupil originality; and (vi) developing pupil self-reliance.

Every school system should use The Ohio Teaching Record for the guidance of its teachers and rating officers. This device completely describes teaching procedures in all of the areas already agreed upon in this study (although the wording may not be quite the

same). It also indicates what constitutes good rating practices. As such it is a device which can be used extensively for inservice training of both teachers and rating officers. The great length of the device makes it a rather awkward document for evaluating all of the teachers in a system. It could be used very effectively, however, on teachers who require special help in their work.

It has already been established that such devices as are described here and elsewhere in the thesis should be used to aid in the assessment of teachers. There must be some way, however, of bringing the results of all of these separate assessments together when a complete judgment of a teacher has to be made. This can be accomplished by using the personnel file system. A private folder is kept in a central office on each teacher and contains: (i) evidences of the teacher's ability to impart knowledge; (ii) evidences of the teacher's contributions to education within the school and beyond it; (iii) evidences of the teacher's attempts to improve his teaching ability by additional study. When teachers have to be evaluated the total evidence accumulated on such a file is used by the administrative officers. This writer subscribes to the use of such a method in large educational systems where there is an adequately trained staff to keep it in operation.

In smaller communities where it is not possible to maintain such detailed records, the School Community Council (consisting of administrators, teachers, pupils and citizens) is a suggested means of helping in teacher evaluation. This Council decides for themselves what will be required of teachers in their community and then helps

the teachers meet these requirements. This plan is a good one in that it attempts to get the community actively interested in education.

All of the preceding discussions of teacher evaluation were based on literature on the subject dating from 1929 to 1950. To ascertain up-to-date teacher evaluation practices a questionnaire study was made of selected cities and teacher training colleges in Canada, America, and Britain. Thirty-seven cities and teacher training institutions were contacted in 1953, and twenty-six replied.

This questionnaire contained twenty criteria which might be used to evaluate teachers. Institutions contacted were asked to choose the most important of these criteria. Four qualities were considered more important than all the others by those replying. These were: Attitude toward Work, Personality, Spirit of the Classroom, and Stimulation of Initiative. When rankings of these criteria made by cities and teacher training colleges were compared it was found that the two groups agreed on eight of the first ten criteria. Besides the four already mentioned other criteria were: Knowledge of the Subject, Teaching Methods, Pupil's Interest, and Sympathetic Contact. It came as a refreshing surprise to find such close agreement on the most important evaluation criteria.

Space was provided for the addition of other criteria which correspondents thought should be included on the list. This produced three criteria dealing with teacher relationships between themselves, the community, and between parents. Each of these emphasizes the fact

(mentioned already in this study) that teachers are being evaluated now by educational centres for their work outside of the classroom as well as in it.

Two criteria were placed on the list to see if certain prejudices still existed when the merits of a teacher were under consideration. These were Religious Background and Racial Origin. Sad to relate Religious Background is considered of some importance in parts of Canada. It is given no consideration by the centres contacted in America and Britain. Racial Origin was given no consideration in teacher evaluation by any of those answering the questionnaire.

The questionnaire also asked for expressions of opinion on who should judge teachers. Ninety percent of those replying agreed that principals and supervisors should evaluate teachers. About one third of those contacted indicated that there was no purpose served by teachers evaluating themselves. It is interesting to note that almost all of this group were Canadian. Very few (about one in five) agreed that teacher evaluation could be carried out by pupils.

The final section of the questionnaire dealt with means used to evaluate teachers. Everyone replying agreed that personal observation in the classroom is one means. All but one reply agreed that interview and conference between the teacher and the rating officer were other adequate rating devices. American centres all favoured the use of check lists and rating scales. About one-half of the Canadian replies indicated that they did not use such devices.

From the literature and the questionnaire study the following course of action when evaluating teachers is suggested:

1. Teachers should be evaluated in the following areas by these means:

(a) Techniques or Means of Instruction can be rated by using check lists, certain commercial rating scales (Ohio Teaching Record, Almy-Sorenson Rating Scale, etc.), observation in the classroom, and the use of various means for ascertaining pupil achievement.

(b) Knowledge of the Subject can be appraised by observation in the classroom if it is carried out by a person who knows the subject well and is trained to observe and assess teaching.

(c) Professional Interest and Professional Attitude can be evaluated by keeping on a central file the records of professional courses taken, along with records of positions held on teacher organizations. The esteem of fellow teachers and co-workers can also be estimated by rating officers.

(d) Relations with the Community can be estimated by keeping a record on file of activities carried out by the teacher in the community and of positions of responsibility held in community.

(e) Personal Qualities (health, etc.) can be assessed by physical examinations, interviews, conferences and by keeping

on file the results of certain fairly reliable tests of intelligence, personality, leadership, etc.

(f) Relations with Pupils can be evaluated by a qualified observer in the classroom using a scale like that suggested by Beecher or Baxter, or some scale which helps him assess classroom atmosphere.

2. Teachers should be evaluated by more than one adequately trained person.

3. If evaluation locates certain weaknesses in a teacher, a remedial programme should be instigated to cure these weak points.

4. Where a school system wishes to produce a device of its own for the partial evaluation of its teachers, both teacher and administrators should work together on its construction so that it will fit the needs of the system.

5. Evaluation of teachers should be a continuous process and not an intermittent one. Records of the evaluations of each teacher should be kept in a file available to administrative officers.

6. This record should be used: (i) Before appointing a teacher to a permanent position on the staff; (ii) Before recommending a teacher on the staff for promotion to a higher position; (iii) Before implementing a remedial programme for a weak teacher, and after the programme is completed; (iv) Before dismissal of a teacher.

From the weight of the data and the cogency of the arguments the author is in no doubt that evaluation of teachers is practical, necessary and beneficial both to the teachers and to the educational system.

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APPENDIX I.

SOME EDUCATIONAL FORMS USED TO EVALUATE TEACHERS

Almy-Sorenson
Rating Scale
for Teachers

Published by the
Public School Publishing Co.
Bloomington, Illinois

Printed in U. S. A.

Score.....

ALMY-SORENSON RATING SCALE FOR TEACHERS

Name of Teacher Rated.....Position.....

School.....City and State.....

Name of Rater.....Position.....

School.....City and State.....

Date .....Remarks.....

1. **Resourcefulness**—Means for meeting situations and overcoming them.

Basis for Judgment Score

10 9 8 7 6 5 4 3 2 1 0

Skillfully meets every difficulty. | Usually equal to every difficulty. | Successful in most situations. | Rather mechanical. Often overcome. | Unable to cope with difficulties. Easily "floored."

Definite General Inadequate ( )

2. **Enthusiasm**—Lively manifestation of zeal and earnestness.

10 9 8 7 6 5 4 3 2 1 0

Shows lively interest. | "Self starter." Usually interested. | Is moderately zealous. | Quite dead and indifferent. | Dead. Inanimate.

Definite General Inadequate ( )

3. **Leadership**—Capacity or ability to instil into action.

10 9 8 7 6 5 4 3 2 1 0

Children manifest whole-hearted response. | Very seldom does teacher fail to activate children. | Ordinarily children are responsive. | Ineffective in conducting children. | Children not responsive. Ignore teacher.

Definite General Inadequate ( )

4. **Cooperation**—Collective and concurrent effort or labor.

10 9 8 7 6 5 4 3 2 1 0

Works splendidly with others for common objective. | Works well with others. | Usually cooperative. | "Solo worker." Reluctant in common endeavor. | Completely individualistic. Neither gives nor takes.

Definite General Inadequate ( )

5. **Trustworthiness**—Worthy of confidence—Can be depended upon.

10 9 8 7 6 5 4 3 2 1 0

Always dependable. Does work 100%. | Very seldom fails to do work properly. | Generally to be trusted. | Uncertain. Spasmodic. | Unreliable. Can't accept trust or duty.

Definite General Inadequate ( )

6. **Honesty**—Freedom from deception or trickery.

10 9 8 7 6 5 4 3 2 1 0

Always "in the open" and "above-board." | Satisfactory. Not thought of in this respect. | Average. Gives little or no trouble. | Often a little "foxy." | Deceptive. Engages in trickery.

Definite General Inadequate ( )

7. **Fairness**—A state or condition of impartiality and justice.

10 9 8 7 6 5 4 3 2 1 0

Gives no undeserved favors. | Very seldom unjust. | Generally fair and impartial. | "Discriminates." Plays favorites. | Has pets.

Definite General Inadequate ( )

8. **Sympathy**—Fellow feeling—Appreciation of another's feelings and difficulties.

10 9 8 7 6 5 4 3 2 1 0

Always wisely responsive to others' feelings. | Is thoughtful of others' difficulties. | Reasonably responsive. | Quite cold and indifferent. | Entirely immune to others' feelings.

Definite General Inadequate ( )

9. **Tact**—Ability to deal with others without giving offense.

10 9 8 7 6 5 4 3 2 1 0

Develops friendliness by contact. | Very seldom gives offense. | Ordinarily gets along with others. | Often "rubs the wrong way." | Antagonizes nearly every one.

Definite General Inadequate ( )

750-2p

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751-2p

Published by the
Public School Publishing Co.
Bloomington, Illinois
Printed in U. S. A.

ANSWERS FOR
MORRIS TRAIT INDEX L

By
ELIZABETH H. MORRIS, Ph. D.
Professor of Education,
New York State College for Teachers

The answers are so spaced that they match the test exercises. By folding along the vertical lines, the answers may be brought close to the test exercises.

Give one point credit for each answer that agrees with the one given in the answer key.

It is suggested that more accurate and rapid results are obtained if the scorer completes one page of all the test papers before proceeding to the next.

A space is provided at the end of each section of the test for recording the score on that section. For Sections I, III, and IV, there are also provided spaces for recording the separate scores for the five types of answers.

Transfer the score on each section to the upper right-hand corner of the front page of the test booklet.

For further instructions for scoring, see "Directions for Scoring," on page 3, and "Supplementary Suggestions," on pages 5-7 of the Teacher's Handbook.

ANSWERS

Page 2

Item No.	Answer
SECTION I	
1.	(LM)
2.	(LM)
3.	(L)
4.	(LM)
5.	(L)
6.	(L)
7.	(N)
8.	(L)
9.	(L)
10.	(L)
11.	(LM)
12.	(LM)
13.	(LM)
14.	(LM)
15.	(N)
16.	(N)
17.	(L)
18.	(LM)
19.	(LM)
20.	(LM)
21.	(LM)
22.	(LM)
23.	(LM)
24.	(LM)
25.	(L)
26.	(N)
27.	(N)

Page 3

Item No.	Answer
28.	(LM)
29.	(DM)
30.	(DM)
31.	(DM)
32.	(L)
33.	(L)
34.	(L)
35.	(LM)
36.	(LM)
37.	(LM)
38.	(L
SECTION II	
1.	(3)
2.	(1)
3.	(1)
4.	(2)
5.	(3)
6.	(4)
7.	(5)
8.	(6)
9.	(4)
10.	(3)
11.	(2)
12.	(4)
13.	(6)
14.	(4)

ANSWERS FOR MORRIS TRAIT INDEX L (Continued)

Page 4

Item No.	Answer
SECTION III	
1.	(5)
2.	(4)
3.	(4)
4.	(3)
5.	(3)
6.	(1)
7.	(2)
8.	(3)
9.	(1)
10.	(1)
11.	(1)
12.	(1)
13.	(2)
14.	(3)
15.	(5)
16.	(4)

Page 5

Item No.	Answer
SECTION IV	
1.	(B)
2.	(B)
3.	(A)
4.	(C)
5.	(D)
6.	(B)
7.	(D)
8.	(D)
9.	(B)
10.	(B)
11.	(D)
12.	(C)
13.	(B)
14.	(B)
15.	(B)
16.	(B)
17.	(B)
18.	(B)
19.	(C)
20.	(E)
21.	(B)
22.	(B)
23.	(D)
24.	(C)
25.	(D)
26.	(A)
27.	(A)
28.	(C)
29.	(E)
30.	(D)

Page 6

Item No.	Answer
31.	(E)
32.	(E)
33.	(D)
SECTION V	
I.	
1.	( )
2.	( )
3.	( )
4.	(X)
5.	( )
6.	( )
II.	
1.	(X)
2.	( )
3.	( )
4.	( )
5.	( )
6.	( )
III.	
1.	( )
2.	(X)
3.	( )
4.	( )
5.	( )
6.	( )

Page 7

Item No.	Answer
IV.	
1.	( )
2.	( )
3.	(X)
4.	( )
5.	( )
6.	( )
V.	
1.	( )
2.	( )
3.	(X)
4.	( )
5.	( )
6.	( )
VI.	
1.	( )
2.	( )
3.	( )
4.	(X)
5.	( )
6.	( )
VII.	
1	( )
2.	( )
3.	( )
4.	( )
5.	(X)
6.	( )

Page 8

FOR COMMENTS

Class Record Sheet for
Morris Trait Index L

Published by the
Public School Publishing Co.
Bloomington, Illinois
Printed in U. S. A.

CLASS RECORD SHEET
FOR
MORRIS TRAIT INDEX L

By ELIZABETH H. MORRIS, Ph. D.

School..... Class..... Age Range.....

Examiner..... City and State..... Date.....

Students	Total Score	Scores on Sections					Total Number			
							Section I		Section IV	
		I	II	III	IV	V	N's	LM's & DM's	A's & E's	C's
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
Sum of Students' Scores										
Average (Sum ÷ No. of Students)										

SEE NEXT PAGE FOR INSTRUCTIONS ON HOW TO USE THIS RECORD SHEET

Instructions for Filling Out Class Record Sheet
The use of this record is optional with the teacher.

1. The record sheet provides spaces for recording the scores of each member of the class. It is suggested that after the test has been given and scored, the students' papers be arranged according to their total scores, from the highest to the lowest. This arrangement will show the standing of each member of the class.

2. To fill out the class record sheet, proceed as follows: Record the name of the first student on line numbered 1. Place his total score on the entire test in the "Total Score" column.

3. Next, record the score on each section for this student. These scores are obtained from the upper right-hand corner of the test booklet.

4. Next, record the information called for in the last four columns. This information is obtained from the end of Section I and Section IV of the test booklet. A large number of N answers indicates a lack of emotional breadth. The number of LM's, DM's, A's, and E's together give the total number of extreme answers, indicating emotional intensity. A large number of C's indicates a lack of assurance. See page 7 of the Teacher's Handbook.

5. Each student's scores are recorded in a similar manner.

6. When the scores for each student have thus been recorded, the class average may be determined. To determine the class average, add up the number of scores in each column and place the number opposite "Sum of Students' Scores." Divide this sum by the number of students, and place the average thus obtained after "Average" on the record sheet. The averages for total score are given on page 4 of the Teacher's Handbook. Averages for the separate sections, etc., have not yet been computed.

TEACHER'S HANDBOOK

for

MORRIS TRAIT INDEX L

BY

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New York State College for Teachers

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TEACHER'S HANDBOOK
for
MORRIS TRAIT INDEX L[1]

By

Elizabeth H. Morris

DESCRIPTION AND PURPOSE

Leadership is a trait which is often referred to and generally recognized as an important supplement to sheer intellectual ability. The ability to win a favorable kind of prominence and to initiate lines of action, takes different forms in different kinds of work; but always it suggests a complex blend of qualities which are of great social significance. These qualities are somewhat indicated by persons' likes and dislikes and by their characteristic feelings and attitudes. Such attitudes are often indicated by slight differences in responses to given situations. For example, the person who considers five of ten mentioned situations amusing, two others embarrassing, and three interesting, differs from the person who considers five of these same situations embarrassing, three interesting, and two amusing. Similarly, a large number of extreme answers—such as marking statements "always true" (instead of "usually true"), or "dislike very much" (instead of merely "dislike" or "neither like nor dislike")—suggests a more positive general outlook and a greater intensity of expression about feeling than a large proportion of non-extreme answers. Comment about feeling may differ considerably from actual intensity of feeling-tone. Since, however, some kind of expression of personal characteristics determines much of their social significance, it was thought appropriate to secure some estimate of feelings through verbal expressions about them; and results have demonstrated the usefulness of such a measure.

Most people are, of course, leaders at some times and habitually followers in other situations. In discovering their individual differences, therefore, it is essential to find the predominating trend. The purpose of this Index is to present enough different typical situations in each of five sections, or types of approach, to secure the general trend of an individual's reactions as they do or do not imply leadership, especially for teaching.

[1] For description of the theory underlying construction of this Index, the method of securing score-values for individual items, comparison of scores with other kinds of measures, and suggestions as to modifications for other uses, see "Personal Traits and Success in Teaching," by Elizabeth H. Morris, Contribution to Education No. 342, Teachers College Bureau of Publications, Columbia University, 1929. Sections I to V, inclusive, of the present edition of the Morris Trait Index L correspond respectively to Sections I, IIB, IIC, IV, and V of the original edition of Trait Index L as described in Doctor Morris' book, mentioned above.

DIRECTIONS FOR GIVING

1. Trait Index L is self-administering because of the instructions on page 1 of the booklet and the fact that there is no time limit. It may be filled out individually or in groups. The group situation has the advantage of discouraging undue deliberation over particular items or asking unnecessary questions.

2. About 40 minutes should be allowed for filling out the booklet, since few people complete it in less than thirty minutes and few need more than fifty.

3. Attention may be directed to the importance of sincere expression of personal attitudes by saying, "As you note in the directions on the first page, this is *not* a test of knowledge. Therefore do *not* give answers principally in terms of your reasoned conclusions, but sincerely choose the answer which most nearly represents *your usual feeling or attitude*. The value of your answers depends upon the degree to which they indicate your *own* attitudes. One good way to be accurate about your feelings is to indicate as nearly as possible the way you have most often felt in the past."

4. Those in charge of having booklets filled out *should not suggest* that the Index is a measure of qualities of *leadership*. They may indicate, however, that the purpose of the Index is to find out about characteristics which *differ* from intellectual traits.

DIRECTIONS FOR SCORING

1. There is just one scorable answer for each item. It should be remembered that the scoring is *diagnostic*, not *descriptive*. Often the scorable answer is not that which is most characteristic of strong teachers; but it is the answer which serves to distinguish the strong from the weak teachers. (Cf. p. 19-26, "Personal Traits and Success in Teaching.")

2. The score is the number of answers like those of the scoring key. Enter these scores at ends of sections and on front page.

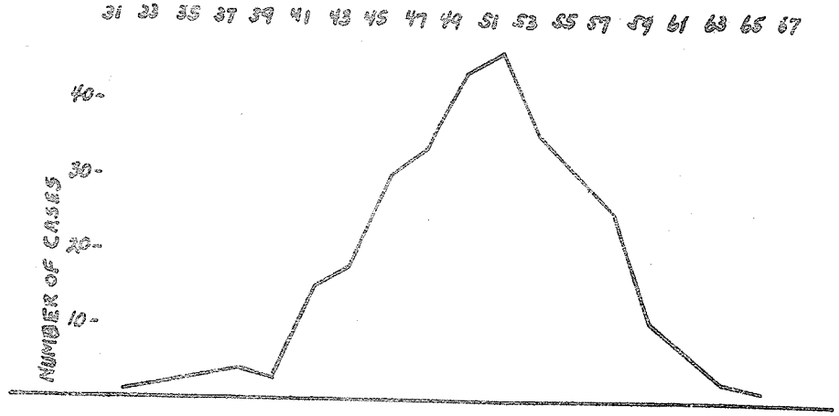
PRESENT STANDARDS

Total scores may be compared with Graph I which gives the distribution of 317 scores made by college freshmen in New York State College for Teachers, who had made an average of 84 or more in Regents' Examinations in high schools.

GRAPH I

317 TOTAL SCORES ON TRAIT INDEX-L

(Lower limits of step-intervals indicated)



VALIDITY AND RELIABILITY

Determining the validity of Trait Index L was, of course, difficult because of the lack of a satisfactory criterion of leadership. Since the Index was especially prepared for use with students preparing to teach in high schools, scores have been compared with the students' grades in practice teaching.

That Trait Index L indicates probable success in teaching is shown by the fact that, for students ranking in the highest sixth of the class grades in practice teaching, the average score* was 115 compared to 103 for the lowest sixth. The higher average for strong practice teachers occurred consistently in each of the six sections of the Index, the greatest advantage being in sections I, III, V, and VI. For a group of students for whom detailed estimates of teaching ability were available, the average score was 114 for those who "win cordial coöperation" of pupils, and only 104 for those not so rated. This validation is subjective but significant, since cordial coöperation of pupils is an indication of leadership on the part of the teacher.

A probability table is sometimes a better indication of the value of certain measures than is the coefficient of correlation, because of correspondence between measures in certain parts of the series even though there is discrepancy in other parts. A score in the upper two-fifths of Trait Index results was found to mean a 64% chance of similar rank in practice teaching for the group intensively studied. Only 6% of those who scored in the top fifth in Trait Index scores were in the lowest fifth in practice teaching.

* On the original form of the test, which had a possible total of 225 points.

SUPPLEMENTARY SUGGESTIONS

1. High total score is more of a recommendation of a teacher than low score is condemnation.

2. *The scoring key has been developed primarily for use with college freshmen who are preparing to teach in high school.* For example, answer B for item 18 of section IV is the scoring answer for young students, whereas answer C would be the scoring answer for experienced teachers. Similarly, LM seems to be the significant answer for items 9 and 10 of section I as given by experienced elementary teachers. *Items for which scoring answers seem inappropriate for certain groups, could be discarded or rescored and results considered accordingly instead of with reference to norms given in the preceding part of this handbook.* Only by tabulation of results from additional groups which can be classified as definitely possessing or lacking leadership, can present score values be helpfully changed. *It is essential to regard scores as indicative and suggestive rather than as final.*

3. Whether because of the training received during four years of preparation for teaching, or because of natural growth, senior students usually score a few points higher than freshmen.

4. Answers in Trait Index L offer almost limitless possibilities for analytical treatment. It may be possible to develop suggestions for tracing out evidences of initiative and of other traits, by noting specific answers such as those to items 6 and 26 in section I, 30 in section IV, etc.

5. The most useful treatment of results as yet employed by the author has been the making of profile charts for individual students. A chart shows a student's rank, compared to others of his class, in respect to leadership in general, social attitudes, social feelings, social judgment, degree of assurance, emotional intensity, and emotional breadth. These rankings are especially significant when combined with those in health, intelligence, emotional stability, accuracy, and average of preparatory school record. Individual differences are more marked if plotted in terms of decile rank than in terms of step-intervals for the distribution of scores. Values can, of course, be approximated and can be included in a range of six or eight ranks if it is desired to differentiate less in some kinds of measures than in others. Furthermore, measures can be variously weighted so as to have much or little influence on the composite score.

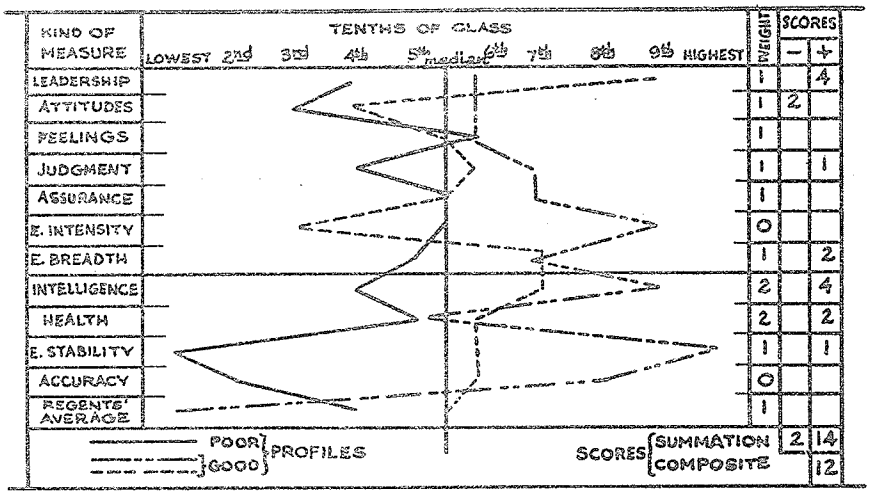
Use of this device helps in locating the various assets and weaknesses in the personal make-up of different individuals. It has been found that variations in accuracy (as measured by number of right compared to number of right plus wrong answers on an intelligence test) seem to be a definite handicap if they fall as low as the first two deciles, and a definite asset if they fall as high as the top two. Within the middle 60%, however,

differences are of much less significance. To score ranks outside of this middle range would penalize or credit too heavily, hence accuracy is not weighted for the composite profile score. It is important as a part of the picture, however.

Relative consistency in rankings in the different measures makes a more favorable profile than great variety of rankings. Furthermore, it has repeatedly appeared that even if discrepancy occurs, it is more serious in some instances than in others. A student who has a rank of only 2 in intelligence but 9 in emotional stability has better chances for success in teaching than another student who has only 2 in emotional stability and 9 in intelligence. (This refers, of course, to rank within the student group. A rank of only 2 in intelligence does not mean low intelligence compared to people in general.)

Graph II shows how profiles vary for two promising students (one represented by a succession of dash-dots — · · — · · —, the other by dashes — — — — —) and how both differ from that of one who seems to lack leadership for teaching (represented by a solid line ————). The summation and

GRAPH II



composite scores are for the student represented by dashes. Because of probability of growth, it seems well in profiles for freshmen to credit ranks 6 through 10 in scores on sections III and IV but not to penalize for ranks 1 through 5. Trait Index L furnishes the following possibilities for separate measures:

Morris
Trait Index L

Section	Score	Sections I and IV		Section III	
I		N		1	
II		LM		2	
III		DM		3	
IV		A		4	
V		E		5	
Total		C		LM DM A E	

MORRIS TRAIT INDEX L

By
ELIZABETH H. MORRIS
Professor of Education,
New York State College for Teachers

Fill out all of the blanks, giving all information as accurately as you can. Write plainly.

Name ..... Age .....

Place ..... Date .....

Teaching experience .....

.....

.....

.....

Directions

The purpose of this trait index is to find out how you feel about a number of things. It is *not* like an intelligence test in which only certain answers are right, nor like an information test requiring specific items of knowledge; *but* is a chance for you to show *what you think and feel.*

There are five sections of this trait index. For each section you will find a sample situation and response as an illustration of how you are to follow directions for that section.

Where you can choose a response from the pupil's standpoint, consider yourself as a pupil. In the other situations *imagine* yourself in the position of teacher or other person indicated, and choose the response you feel would be the best.

Each time read the various possible responses very carefully, then mark carefully to give the correct indication of your attitude. *Answer promptly but do not feel hurried, since you will not be restricted to a definite time limit.*

DO NOT OMIT ANY ITEM IN THE FIVE SECTIONS.
IF YOU HAVE ANY GENERAL QUESTIONS, ASK THEM NOW.

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SECTION I

Explanation of marking:

LM means "like very much."
L means "like."
N means "neither like nor dislike."
D means "dislike."
DM means "dislike very much."

SAMPLE of use:

1. (DM) Being unfairly treated.
2. (L) Kindly people.

For each of the following items, write the appropriate letter or letters in the parenthesis to indicate your feeling:

1. ( ) Studying. (in general)
2. ( ) Reading. " "
3. ( ) Games. " "
4. ( ) Travel. " "
5. ( ) Work. " "
6. ( ) Directing others.
7. ( ) Being alone.
8. ( ) Having responsibility.
9. ( ) People between 1 and 6 years of age.
10. ( ) People between 7 and 11 years of age.
11. ( ) People between 12 and 18 years of age.
12. ( ) People between 25 and 35 years of age.
13. ( ) People between 50 and 60 years of age.
14. ( ) Bright pupils.
15. ( ) Slow pupils.
16. ( ) Meeting emergencies.
17. ( ) Variety.
18. ( ) Being with people.
19. ( ) Following directions explicitly.
20. ( ) Making good grades in your own work.
21. ( ) Knowledge.
22. ( ) Refinement.
23. ( ) Others' good opinion.
24. ( ) Intellectually curious pupils in a class you teach.
25. ( ) Obedient pupils as class mates.
26. ( ) Talking to strangers.
27. ( ) Entering into other people's hobbies and interests.

28. ( ) Keeping at a thing.
29. ( ) Ungrammatical English.
30. ( ) Inaccuracies in mathematics.
31. ( ) Doing work merely well enough to fit the occasion.
32. ( ) Knowing about other people's experiences.
33. ( ) Enabling a music-lover to hear a concert.
34. ( ) Scientific experiments such as those in physics or chemistry.
35. ( ) Interpreting historical events.
36. ( ) Justice.
37. ( ) Having high ideals.
38. ( ) Following customs and ceremonies.

Score, Section I.....
LM . . ..
L . . ..
N . . ..
D . . ..
DM . . ..

Go right on with the other sections:

SECTION II

Many good teachers are careful to word comments in various ways for different kinds of pupils. Some of the different kinds of pupils are:

1—bright ones
2—dull ones
3—careless ones
4—lazy ones
5—"bluffers"
6—conscientious ones.

Read the following SAMPLE:

(2) Now that you understand the problem, go over each step slowly and carefully again so that you will still understand the whole problem tomorrow.

You notice that number 2 is placed in the parenthesis before the statement to indicate that the sample statement is probably more suitable for the dull ones than for any other kind of pupils named above.

By writing in the parenthesis the proper number to indicate one of the six kinds of pupils, you are to show to which kind you think each of the following comments might *most* appropriately be made:

1. ( ) In your case quality is more important than quantity.
2. ( ) We expect exceptional achievement from you.
3. ( ) These mistakes are "intelligent" ones but unpardonable!
4. ( ) It is as important for you to find out why your answer is wrong as for you to learn the correct answer.
5. ( ) Think twice to recite once!
6. ( ) Your work is passing, but not satisfactory because not nearly as good work as you can do.
7. ( ) "You pay for everything you get in this world."
8. ( ) "All work and no play makes Jack a dull boy."
9. ( ) Merely satisfactory work isn't enough.
10. ( ) Be sure you're right, then go ahead!
11. ( ) Work for clear understanding more than for speed in solving these problems.
12. ( ) Were the quantity of your work up to its quality, you might have a good record.
13. ( ) Selection of the best references for your purpose will be wiser than the reading of all suggested references.
14. ( ) "Practice makes perfect," you know! Try going over things you are to learn an extra time or two.

Score, Section II.....

SECTION III

School situations may sometimes be characterized as:

1—amusing

2—embarrassing

3—necessitating firm control

4—interesting

5—necessitating correction of mistake

Read the following SAMPLE:

(4) At the beginning of English class a pupil says, "Miss X, before we take today's questions summarizing *Ivanhoe* we should like ten minutes to debate the issue: Resolved that Sir Walter Scott holds a place of high importance among historians."

You see that number 4 is placed in the parenthesis before the statement to indicate that "interesting" is probably the best characterization of the sample statement.

For each of the following situations, write the correct number in the parenthesis to show how you would characterize the situation *from the standpoint of the teacher*. If the situation could be characterized in more than one way, indicate the one which you feel would *usually* represent the characterization you would make *as teacher:*

1. ( ) Pupils call attention to the fact that a word which the teacher has written on the blackboard is misspelled.
2. ( ) A student who has had an airplane trip during the summer describes it as a surprise for the class, who had expected to hear a book report.
3. ( ) Pupil asks a question related to the work but beyond the teacher's knowledge.
4. ( ) In botany class a pupil reads "pats" for "pots" and the rest of the pupils laugh uproariously.
5. ( ) Pupils "keep step" with anyone who goes to the front of the study hall to use the dictionary.
6. ( ) On class-day the seniors present a keen and exaggerated "take-off" of the teachers' peculiarities.
7. ( ) After a meeting held by the pupils constituting the athletic board, Mr. Y. enters his room with a visitor, and finds scraps of paper and discarded ballots scattered about.
8. ( ) Girls in a certain high school go to their teacher of sewing with the frank objection that they don't see why they should have to wear commencement dresses made in the domestic art department when the boys are free to buy whatever clothes they choose.
9. ( ) Class laughs as the tallest boy takes his seat, unconscious of a "Fresh Air Fund for Babies" tag pinned to his back.
10. ( ) The teacher insists on a boy's removing his coat for brief gymnastic exercises, and finds that his objection had been because of a much patched shirt.
11. ( ) In chemistry class after the professor had said, "Please notice the deadly odor from the chlorine generator," one pupil said, "Yes, as we pass out."
12. ( ) A popular member of the class walks in, unconscious that a black mark on his nose and cheek gives his face a comical expression. Some pupils laugh.
13. ( ) The principal, who has been in the room half of the class period, says to the teacher in the presence of the pupils, "Miss X, you ask too many questions requiring memory rather than thought."
14. ( ) Pupils impose upon some freedom the teacher has allowed as to when themes should be handed in.
15. ( ) The replies which pupils make to questions asked by the visiting principal, indicate that they have not had enough drill on the work.
16. ( ) After the physics teacher has described a dynamo designed to generate direct electrical current, Harry J. gives a more complete description of the one he has seen in the city light plant.

Score, Section III.....

SECTION IV

Explanation of marking:

A means "always true."
B means "usually true."
C means "sometimes true, sometimes false; just as apt to be one as the other."
D means "rarely true."
E means "never true."

SAMPLE of use:

(B) Clear directions are followed better than are careless ones.

Indicate whether you consider the following statements true *always, usually, sometimes, rarely,* or *never,* by writing the appropriate letter in the parenthesis preceding each statement:

1. ( ) It is easy to arouse other people's interest and curiosity.
2. ( ) When one way of solving a problem fails, a student should try another method.
3. ( ) A poor recitation is unsatisfactory as a piece of work.
4. ( ) High school pupils prepare lessons because they are assigned rather than because of interest in the content.
5. ( ) How long it will take is the most important thing to know about an assignment.
6. ( ) It is interesting for the teacher to prepare lessons.
7. ( ) It is hard for me to recite.
8. ( ) It is hard for me to listen in class.
9. ( ) I am apt to look up related articles or other information when assigned material doesn't make clear the problem for study.
10. ( ) In making a recitation one should think of the way he expresses the point he wishes to make.
11. ( ) Pupils should explain to teachers that they couldn't get their lessons because they didn't have time.
12. ( ) When marking papers, the teacher should know whose paper he is marking.
13. ( ) Pupils are apt to have a real interest in preparing lessons.
14. ( ) Competition for academic honors is enjoyable.
15. ( ) It is interesting to explain ideas to other people.
16. ( ) It is easy to interest others in what I am doing.
17. ( ) I like to work to a top-notch position.
18. ( ) To keep work up to date is easy for me.
19. ( ) The motives and reasons for other people's actions puzzle me.
20. ( ) Sarcastic comment by the teacher is a good means of checking the over-confident pupil.
21. ( ) High school pupils adopt certain ideals and "heroes" more consciously than do pupils in the elementary grades.
22. ( ) Successful teachers conform in some degree to the standards of the community in which they teach.
23. ( ) To remember ventilation and proper lighting as well as the subject matter of a lesson is difficult for a teacher.
24. ( ) It is difficult to keep appointments promptly.
25. ( ) It is difficult to continue to recite when a visitor has come into the room.
26. ( ) It is more important to stress exact facts in scientific study than in literary appreciation.
27. ( ) Class discussion does more to help high school pupils in interpreting facts than in securing accurate information.
28. ( ) Industrious dull pupils surpass bright careless ones.
29. ( ) It is all right for the teacher to laugh when a pupil says something funny in order to be "smart."
30. ( ) Being shown how to teach a lesson is more interesting than thinking out a method of my own.

31. ( ) When a fellow member of the class doesn't understand a point which I grasp clearly, I find it difficult to see why he fails to get the point.

32. ( ) Good teachers are more interested in the control they have over pupils than in the amount those pupils learn.

33. ( ) People who are very different from those I associate with, are uninteresting.

Score, Section IV.....
A . . . . .
B . . . . .
C . . . . .
D . . . . .
E . . . . .

SECTION V

Under the same circumstances different people are apt to feel very differently. Sometimes they would *do the same thing* because of custom or courtesy, but they would *FEEL differently* about it.

Read the sample given below, and note that response No. 1 might represent the way one person feels, whereas No. 2 or No. 5 or any of the rest would describe the feeling of another person under the same circumstances:

SAMPLE:

A lecturer has just made the statement, "Boys and girls of high school age should be taught in separate schools." Members of the audience might feel:

1. ( ) I don't agree with that.
2. ( ) Yes indeed! By all means!
3. ( ) My experience would support the opposite opinion.
4. ( ) I wonder what his reasons are.
5. ( ) I doubt it; but I'll reserve judgment until he gives his reasons.
6. ( ) There are a good many pros and cons.

For each of the following seven situations place a cross (X) in whichever one of the six parentheses would represent *your* most natural attitude:

I. If a teacher mentioned reviewing work every two weeks, which idea would probably occur to you?
1. ( ) The only way I know to review is just to go over the work again.
2. ( ) For review it is interesting to have members of the class question each other.
3. ( ) Repetition is essential for learning.
4. ( ) Usually I learn something new when I review.
5. ( ) I like frequent chances to go over work.
6. ( ) Repetition is tedious.

II. If asked (because of a recent law) to include in your English work some teaching concerning fire-prevention, what would you probably think to yourself?
1. ( ) I can think of several ways to combine the two so as not to get behind in our regular English work.
2. ( ) I have enough to do already.
3. ( ) It will be difficult to make that interesting to high school pupils.
4. ( ) It will take too much time.
5. ( ) I'll need suggestions of ways to combine the two.
6. ( ) That will furnish good new theme topics.

III. Your teacher has said, "Beside the assigned work I shall give one additional reference, not required but interesting and helpful." You feel:
1. ( ) That's fun; and I may find more material myself!
2. ( ) Good! That means more material if I have time for it; but I don't have to feel burdened.
3. ( ) These additional assignments make me tired. The other is enough to do; but these "not required" ones are expected!
4. ( ) I certainly don't propose to do more than required!
5. ( ) Why not make assignments definite? Now we don't know what is really expected!
6. ( ) I'm going to ask whether the teacher thinks I'd better do that supplementary work.

IV. Suppose that it is your second week of teaching school and that a lesson you had carefully planned "went flat." Which would probably be your feeling?
1. ( ) I wish somebody would tell me what was wrong.
2. ( ) I've got to find out why that lesson was poor.
3. ( ) What new can I learn? Let's see—did that lesson go "flat" because I did the talking instead of the pupils; or because they weren't ready for it, etc.?
4. ( ) That certainly was discouraging! I don't know what to try next.
5. ( ) I'll show those pupils next time that they've got to do better even if they do think me "green."
6. ( ) Not so fatal for a beginner; but I mustn't let it happen again!

V. In working with three or four others, decorating for a bazaar, you think of a different and very attractive way to use the colored streamers. You feel:
1. ( ) If I proposed something different the chairman might think me forward.
2. ( ) I'll tell them I think something different would be better.
3. ( ) I'll ask if they wouldn't like to try this other novel arrangement.
4. ( ) I wonder whether to suggest a different arrangement or just help with this.
5. ( ) Might as well do what is proposed! That's easier, and besides I don't want any friction.
6. ( ) Let's do it another way! I'll show you.

VI. Suppose that as a high school junior (expected to spend one hour in preparation of a math. lesson) you worked from 8 to 9 P.M. and got all but one problem which you tried twice. Because you were in "training" for a basket-ball contest you were supposed to go to bed at 9:30. Indicate the way you probably would have felt about working 15 minutes more on the refractory problem:
1. ( ) I've done the required amount, so I'm entitled to stop. Besides, I have all but one problem; that's better than most of the class will do.
2. ( ) It would be much more fun if I could get that fifth problem too. I'll try one more way.
3. ( ) I suppose I ought to keep at Number 5, but I really don't want to!
4. ( ) Guess I'll just have time to try Number 5 once more! If I take a fresh sheet I ought to correct any mistake I may have made before.
5. ( ) I can't think of another way to try that problem, so it'll have to go!
6. ( ) Sorry not to have Number 5; but can't help it!

VII. Suppose the principal unexpectedly asks you to hand in a certain report before you go home. Would you:
1. ( ) Feel that you must say, "Very well" though you were really thinking, "I have to!"?
2. ( ) Feel that you had to refuse, because you had to catch a train immediately after class?
3. ( ) Decide to accept the situation, but feel that you were treated unfairly?
4. ( ) Think you must ask to be excused?
5. ( ) Decide to explain your special haste this time, and ask if you could give him the report next day?
6. ( ) Enjoy this proof of the demands made upon teachers?

Score, Section V.....

For:	*Decile rank in:*
Leadership in general	Total Score
Social attitudes	Score on section V
Social feelings	Score on section III
Social judgment	Score on section IV
Assurance	Decile rank in terms of number of C answers in section IV. Use numbers in reverse order since a large number of "sometimes" answers indicates lack of assurance in either the affirmative or negative direction.
Emotional intensity	Decile rank in terms of total number of extreme answers (i.e., LM plus DM answers in section I, plus A and E answers in section IV).
Emotional breadth	Decile rank in terms of total number of N answers (section I), using numbers in reverse order as for assurance.

Such a profile technique can be adapted to the needs and standards of any particular institution, and offers a valuable combination of both total and analytical scores. Personality is very complex, hence the more completely we can measure and represent its various aspects the more accurately we can select individuals fitted for particular kinds of leadership. There seems to be no single "teaching personality," but certain combinations and proportions of various, somewhat measurable traits are desirable.

MANUAL

For

Torgerson Diagnostic Teacher Rating Scale of Instructional Activities

By

T. L. TORGERSON
School of Education, University of Wisconsin
Madison, Wisconsin



Published by
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Printed in U. S. A.

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The Measurement of Teaching Success

The measurement of teaching success is to-day being considered from several points of view. Valid and reliable measures of the efficiency of teachers will serve the following purposes: (a) a basis for the selection of teachers to be trained, (b) a basis for determining the effectiveness of the teacher training program, (c) a guide in the placement of teachers after training, and (d) a scientific basis for the improvement of teachers in service. It is now generally felt that training in service is not only of paramount importance to the beginning teacher but that it is the basic problem in a supervisory program for the entire teaching staff.

The Torgerson Diagnostic Teacher Rating Scale of Instructional Activities is a valid and reliable instrument for the measurement of teaching efficiency. It is especially adapted to a program for the improvement of teachers in service.

Criteria of Teaching Success

When is a teacher a successful teacher? The answer to this question will, in a large measure, depend upon what we consider to be the true function of the teacher. It is generally acknowledged that the all important function of the teacher is to produce desirable changes in her pupils. What these changes should be will depend, in some measure, on the objectives formulated by the school. It is generally agreed, however, that a teacher is a successful teacher from the standpoint of instructional skill when she has produced satisfactory pupil growth in achievement. With gain in pupil achievement as a criterion, one may readily determine the validity of measuring instruments used in rating teachers. Instead of measuring the teacher and what she is, a more valid and direct method of measuring her success is to measure what she does. In other words, measure the effectiveness of her teaching practices. In solving this problem, the factor of utmost importance is to secure a valid and reliable criterion. A valid and reliable method of measuring gain in pupil achievement is afforded by the use of standardized achievement tests, if care is taken to select tests that have a high curricular validity and a high reliability.

Validity and Reliability of the Scale

The original form of the Torgerson Diagnostic Teacher Rating Scale of Instructional Activities consisted of forty aspects of teaching based upon traditional teacher rating scales and the literature of educational method. Under each aspect of teaching was listed five statements of teacher or pupil activities. These statements described activities or practices on different levels of merit as judged by the opinions of a group of experts. Each of the forty groups of statements was given rank values from one to five but the statements were not arranged in order of merit nor were the rank values of the different statements designated on the scale.

In rating a teacher, the supervisor checked the one statement under each of the forty aspects of teaching listed in the scale that best described the characteristic behavior of the teacher or her pupils. The scoring was done objectively by a key which gave the rank order values for each of the statements. The scale thus provided for a possible range of scores from 40 to 200.

Two criteria of teaching success were set up in order to validate each aspect of teaching as well as to determine the validity of the entire scale. The two criteria used were: gain in pupil achievement and supervisors' rankings of the instructional skill of their teachers. Gain in pupil achievement was determined by applying a standardized achievement test to the pupils near the beginning of the year and again near the end of the year. Rankings of the instruc-

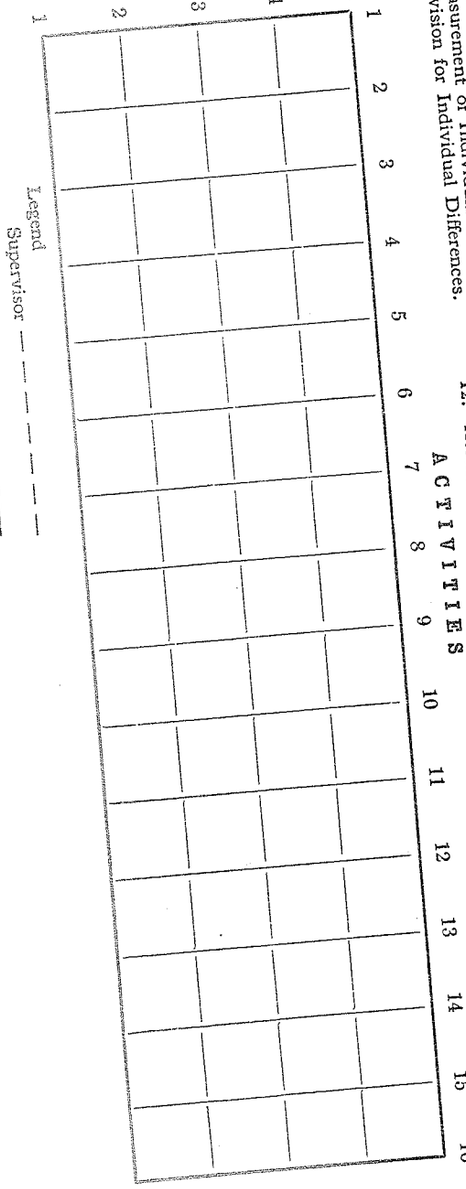
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TEACHING PROFILE
FOR USE WITH
Torgerson Diagnostic Teacher Rating Scale
By T. L. TORGERSON

Teacher..... Subject..... Grade..... Years Teaching Experience.....
Supervisor..... City..... State..... Date.....
Total Score (Supervisor's Rating)..... Percentile Score..... Total Score (Teacher's Rating)..... Percentile Score.....

1. Discussion Period.
2. Pupil Diagnosis.
3. Remedial Instruction.
4. Drill Material.
5. Measurement of Individual Differences.
6. Provision for Individual Differences.
7. Technique of Measuring Results.
8. Types of Criticism.
9. Pupil Attention.
10. Results of Motivation.
11. Pupil Activity.
12. Attention to Heating, Lighting, Etc.
13. Use of Instructional Materials.
14. Control Over Pupils.
15. Method of Handling Problem Cases in Discipline.
16. Corrective Measures.



66-1p

...teaching the statement that best describes her teaching practice.

784-4p

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TORGERSON DIAGNOSTIC TEACHER RATING SCALE OF INSTRUCTIONAL ACTIVITIES

By T. L. TORGERSON

Teacher..... School.....

City..... Date.....

Subject..... Grade.....

Rated by.....

GENERAL DIRECTIONS

This teacher rating scale sets forth sixteen aspects of teaching. Under each are five statements of teacher and pupil activities. Supervisors will find the scale a valuable means of diagnosing and evaluating objectively the work of their teachers. Teachers will find it a useful diagnostic check list of their instructional activities.

The supervisor, in using the scale, should consider carefully the five activities or procedures for each of the aspects of teaching listed and place an *X* on the dotted line before the statement that best describes the general practice of the teacher. Take the *Assignment*, for example. If the characteristic method of the teacher in assigning lessons is to say, "For to-morrow's lesson, study the next five pages, or the next chapter," then item *b* of this aspect of teaching should be marked as shown below:

Assignment.

..... a. Indefinite assignment.
....X.... b. Number of pages in a textbook.
..... c. Topical assignment from textbook.
..... d. Problem assignment.
..... e. Problem-project or unit assignment.

The supervisor in analyzing the work of a teacher should disregard any notion he may have of the general merit of the teacher. He should concentrate on one aspect of teaching at a time, and, if he is thoroughly familiar with the work of the teacher, he will readily be able to select the statements that best describe her teaching practices. If the supervisor is not familiar with certain phases or aspects of a teacher's work, he should not attempt to check these aspects of her work until he has had opportunity for further visitation. Valid ratings cannot be made on the basis of general impression.

The teacher in analyzing her own teaching procedures should concentrate on one aspect of teaching at a time. She should check under each aspect of teaching the statement that best describes her teaching practice.

1. Discussion Period.
   - ..... a. Class discussion limited to brightest pupils.
   - ..... b. Majority of pupils participate in the discussion.
   - ..... c. Majority of pupils show lack of interest in the discussion.
   - ..... d. Teacher discourages discussion or questioning.
   - ..... e. Discussion period seldom provided.

2. Pupil Diagnosis.
   - ..... a. Only class difficulties analyzed.
   - ..... b. Only obvious difficulties of class given any attention.
   - ..... c. Special attention given to retarded pupils only.
   - ..... d. Individual pupil difficulties basis for remedial teaching.
   - ..... e. No attempt to analyze class or pupil difficulties.

3. Remedial Instruction.
   - ..... a. Reviews and reteaching based upon individual pupil difficulties.
   - ..... b. No reviews or reteaching provided.
   - ..... c. Carefully prepared class reviews with additional help for dull pupils.
   - ..... d. Occasional class reviews.
   - ..... e. Carefully prepared class reviews.

4. Drill Material.
   - ..... a. Teacher makes up supplementary drill material.
   - ..... b. Drill material rarely ever used.
   - ..... c. Standardized drill practice exercises generally used.
   - ..... d. Unsystematic use of drill material.
   - ..... e. Standardized drill practice material used at times.

5. Measurement of Individual Differences.
   - ..... a. Teacher estimates each pupil's ability.
   - ..... b. Individual differences not measured.
   - ..... c. Only extreme differences recognized.
   - ..... d. Objective achievement tests used.
   - ..... e. Objective achievement and intelligence tests used.

6. Provision for Individual Differences.
   - ..... a. Ability grouping with subject matter and standards of attainment the same for all.
   - ..... b. Ability grouping with differentiated subject matter for each group.
   - ..... c. Special attention given to dull pupils only.
   - ..... d. Differentiated assignments or individual instruction.
   - ..... e. Subject matter and standards of attainment the same for all pupils in the same course and grade.

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Key for Torgerson
Diagnostic Teacher Rating Scale

KEY FOR TORGERSON DIAGNOSTIC TEACHER RATING SCALE OF INSTRUCTIONAL ACTIVITIES

These score values are spaced so that they match the exercises in the scale. By folding the scoring key along the vertical lines, the score values may be brought close to the exercises in the scale.

For further directions for scoring, see pages 4 and 5 of the manual accompanying the scale.

Page 2		Page 3		Page 4	
1.		7.		12.	
4	a.	2	a.	5	a.
5	b.				
1	c.	4	b.	4	b.
2	d.			1	c.
3	e.	1	c.	2	d.
2.		5	d.	3	e.
4	a.	3	e.		
2	b.			13.	
3	c.	8.		3	a.
5	d.	2	a.		
1	e.	1	b.	4	b.
3.		4	e.	5	c.
5	a.	3	d.	1	d.
1	b.	5	e.	2	e.
4	c.			14.	
2	d.	9.		1	a.
3	e.	2	a.	4	b.
4.		3	b.	3	c.
3	a.	4	c.	5	d.
1	b.	5	d.	2	e.
5	c.	1	e.		
2	d.			15.	
4	e.	10.		1	a.
		3	a.	2	b.
5.		4	b.	4	c.
3	a.	5	c.		
1	b.	2	d.	5	d.
2	c.	1	e.		
4	d.			3	e.
5	e.	11.			
		3	a.	16.	
6.				3	a.
3	a.			4	b.
4	b.	5	b.	2	c.
2	c.	1	c.	5	d.
5	d.	2	d.		
1	e.	4	e.	1	e.

784-1p

7. Technique of Measuring Results.

..... a. Traditional essay examinations supplemented with occasional use of objective tests.

..... b. Objective examinations with occasional use of standardized achievement tests.

..... c. Only traditional essay examinations used.

..... d. Essay, objective, and standardized achievement tests used.

..... e. Objective examinations always used.

8. Types of Criticism.

..... a. Pupils indifferent to general class criticism.

..... b. Pupils resent criticism offered.

..... c. Many pupils are stimulated to improve by criticism.

..... d. Criticism may be constructive or destructive depending upon the mood of the teacher.

..... e. Pupils are stimulated by criticism and shown how to improve.

9. Pupil Attention.

..... a. Only a few pupils attentive.

..... b. Passive attention. Lack of sustained active attention.

..... c. Active attention demanded and secured.

..... d. Pupils show enthusiastic and spontaneous attention.

..... e. Teacher frequently calls for attention with little result.

10. Results of Motivation upon Pupils.

..... a. Sustained interest lacking.

..... b. Interest present and well sustained.

..... c. Sustained interest and spontaneous enthusiasm for work.

..... d. Only brightest pupils in the class are interested.

..... e. Majority of the class indifferent and uninterested.

11. Pupil Activity.

..... a. Pupils show purposeful activity when directed closely by the teacher.

..... b. Pupils show spontaneous, purposeful activity.

..... c. Unguided, misdirected activity.

..... d. Group activity and initiative discouraged.

..... e. Purposeful activity carried on by the majority of the class.

12. Attention to Heating, Lighting, and Seating.
    - ..... a. Serious maladjustments reported and correction insisted upon.
    - ..... b. Serious maladjustments reported.
    - ..... c. Very slight attention given to these items.
    - ..... d. Only extreme maladjustments given any attention.
    - ..... e. Adjustments made are only those under immediate control.

13. Use of Instructional Materials.
    - ..... a. Reference books, maps, dictionaries, etc., not conveniently placed.
    - ..... b. Materials used extensively but not economically.
    - ..... c. Materials conveniently placed and used efficiently.
    - ..... d. Rarely uses available supplementary teaching materials.
    - ..... e. Supplementary materials not ready for class when needed.

14. Control over Pupils.
    - ..... a. Very little control.
    - ..... b. Only occasional necessity for exercise of authority.
    - ..... c. Forced military control.
    - ..... d. No disciplinary problems arise.
    - ..... e. Considerable attention to infraction of many disciplinary rules.

15. Method of Handling Problem Cases in Discipline.
    - ..... a. Frequent recurrence of disciplinary cases.
    - ..... b. Problem cases referred to superior officer.
    - ..... c. Slight attempt to analyze each case and apply remedial treatment.
    - ..... d. Problem cases studied carefully and corrective treatment applied.
    - ..... e. Each case promptly punished.

16. Corrective Measures.
    - ..... a. Punishment which inhibits but does not correct.
    - ..... b. Corrective treatment rather than punishment.
    - ..... c. Punishment which reflects partiality and favoritism.
    - ..... d. Corrective treatment which tends to eliminate disciplinary problems.
    - ..... e. Punishment which causes resentment.

tional skill of his teaching staff were obtained from each supervisor and these ranks were then transmuted into linear scores. Gain in pupil achievement was measured by the Otis Classification Test and the Stanford Achievement Test.

The validity of each of the forty aspects of teaching originally listed on the scale was determined by dividing the teachers into three groups on the basis of their criterion scores and computing the mean score on each aspect of teaching for each criterion group. Those aspects of teaching that failed to show successively higher mean scores for the low, average, and high criterion groups were eliminated from the scale because they failed to discriminate between teaching of known degrees of merit. The present scale contains the sixteen aspects of teaching that did discriminate between poor, average, and good teachers. The validity coefficients for the revised sixteen-point scale are set forth in the following table.

Validity Coefficients

CORRELATION OF TORGERSON DIAGNOSTIC TEACHER RATING SCALE SCORES WITH CRITERIA OF TEACHING SUCCESS

School Systems	Teachers	Pupils	Grades	Experimental Period	Criterion	r
A	37	1,134	4-6	14 weeks	Gain in Achievement	.507
A	37		4-6		Supv. Rankings	.749
B, C, D, E	88	3,080	2-6	24 weeks	Gain in Achievement	.525
B, C, D, E	88		2-6		Supv. Rankings	.651
F	52		4-6		Supv. Rankings	.648

The above validity coefficients, obtained by using gain in pupil achievement as a criterion of teaching success, are attenuated by differences in the mean intelligence of the various classes. When gain in pupil achievement is used as a criterion, it is essential that the mean level of intelligence and the variability of intelligence for each class be approximately the same. This was not true in the above reported study as ability grouping was in use in many of the classes. Dull and bright classes were next eliminated from the study by excluding all classes with mean intelligence quotients below 90 and above 110. The correlation of the Diagnostic Teacher Rating Scale with gain in pupil achievement for classes with mean intelligence quotients between 90 and 110 was +.677. Another serious attenuating factor is the unequal familiarity among supervisors with the work of their teachers. The average supervisor is not sufficiently familiar with the work of his staff to pass valid judgments on the specific practices and activities called for in the scale. Later studies conducted by the author indicate that the validity of the scale is increased very materially when it is used by a supervisor who has had opportunity for extended supervisory visits keeping in mind the teaching activities included in the scale. While the above coefficients are unusually high when considered as validity coefficients, they are considerably lower than the true validity of the scale as an instrument for measuring the instructional skill of teachers.

A statistical measure of the objectivity of the scale was obtained by having two supervisors rate the same staff of twenty-five teachers independently with the scale. The coefficient of correlation between the two sets of ratings was .986.

A statistical measure of the reliability of the scale, obtained by having the supervisor in city B with twenty-eight teachers and the supervisor in city C with thirty teachers rate their teachers a second time after an interval of several weeks, yielded coefficients of reliability of .86 and .89.

General Nature of the Scale

The Torgerson Diagnostic Teacher Rating Scale is basically a check list which permits an inventory to be made of the instructional activities of the teacher. The scale sets forth sixteen aspects of teaching, each of which is de-

fined by five statements of teacher and pupil activities. Supervisors will find the scale a valuable means of diagnosing and evaluating objectively the work of their teachers. Teachers will find the scale a valuable means of diagnosing and evaluating their instructional procedures. The scale is a reliable and valid instrument for measuring the instructional skill of both elementary and secondary school teachers. While the scale was not designed to serve as a valid measuring instrument for special teachers, it may readily be adapted to their needs.

The scale has been validated experimentally by determining its relationship to certain criteria of teaching success. The subjective element in teacher rating has been largely eliminated. The teacher is rated by taking an inventory of her teaching practices in aspects of teaching that permit discrimination between good and poor teachers, and evaluating these practices objectively by means of a standardized key. The eighty statements of procedures or practices listed on the scale are observable activities of teaching practices. In using the scale, the supervisor simply checks the statements that tell what the teacher does without any attempt to determine the worth of the activity. When all of the sixteen aspects of teaching have been checked, the scale should be scored by applying the objective scoring key which gives a possible range of scores from 16 to 80.

The teacher may use the scale in a similar way to analyze her own teaching procedures by checking the statements which are descriptive of her common practices, after which she may apply the objective scoring key in order to evaluate these practices. The sum of the scores on each aspect of teaching will constitute the teacher's total score. The total self rating score or total supervisory rating score may be transmuted into a percentile score by referring to the percentile norms on page 7. The scores for each aspect of teaching may be transferred to the profile chart in order to provide a graphic representation of the teacher's strength and weakness in instructional skill.

General Directions

The supervisor in using the scale should consider carefully the five activities or procedures for each of the aspects of teaching listed and place an *X* on the dotted line before the statement that best describes the general practice of the teacher. Take the *Assignment,* for example. If the characteristic method of the teacher in assigning lessons is to say, "For to-morrow's lesson, study the next five pages, or the next chapter," then statement *b* should be marked as shown below:

Assignment.
..... a. Indefinite assignment.
....*X*.... b. Number of pages in a textbook.
..... c. Topical assignment from textbook.
..... d. Daily problem assignment.
..... e. Problem-project or unit assignment.

The supervisor in analyzing the work of the teacher should disregard any notion he may have of the general merit of the teacher. In taking an inventory of the teaching activities of the teacher, he should concentrate on one aspect of teaching at a time, and, if he is thoroughly familiar with the work of the teacher, he will be able to select the statements that best describe her teaching practices. If the supervisor is not familiar with certain phases or aspects of a teacher's work listed on the scale, he should not attempt to check these aspects of her work until he has had opportunity for further visitation. Valid ratings cannot be made on the basis of general impression.

The teacher in analyzing her own teaching procedures should concentrate on ing the statement that best describes her general practice. It may seem advisable, in certain instances, to check two statements under a certain aspect of teaching. In that case, the score on this aspect of teaching will be the average of the scoring key values for the two statements checked.

The evaluation of the practices of the teacher is made objectively by means of the scoring key, and the scores may be interpreted by referring to the table of norms on page 7.

Suggested Uses for the Scale

1. It provides a list of important instructional activities of value to both supervisor and teacher.
2. It provides an objective method of making an inventory of important instructional activities of each teacher.
3. It provides an objective method of evaluating important instructional activities of the teacher.
4. It enables a supervisor to make valid and reliable measurements of the instructional skill of his teachers.
5. It enables a supervisor to determine the strengths and weaknesses of the instructional skill of each teacher.
6. It enables a teacher to make an objective inventory of her instructional activities.
7. It enables a teacher to evaluate her instructional activities objectively and thus determine her own strength and weakness.
8. It enables a supervisor to promote a scientific program for the improvement of teachers in service based upon the weaknesses of each teacher.
9. It brings about a better understanding and closer coöperation between teacher and supervisor.
10. It enables the supervisor to measure objectively the improvement made by his teaching staff and thus secure a measure of the effectiveness of the supervisory program.

General Principles Underlying a Program for the Improvement of Teachers

1. A program for improving the teacher in service should be preceded by an attempt to interest the teacher in her own improvement. The use of the diagnostic teacher rating scale as a self rating scale stimulates a teacher's interest in improving her teaching techniques.

2. In order that improvement may be made, attention must be given to the details of teaching. The diagnostic teacher rating scale centers the attention of the learner upon a few specific aspects of teaching.

3. A knowledge of one's progress is an incentive to better work. The use of the diagnostic teacher rating scale in a program for the improvement of teachers in service involves a plan of measuring objectively the work of the teacher and recording the results of such measurements graphically.

4. Difficulties and misunderstandings frequently arise in the relationships of teachers and supervisors because of the failure of each to distinguish between fact and opinion. In using the diagnostic teacher rating scale, the teacher and the supervisor will agree on the facts about the teaching practices of the teacher prior to their evaluation.

5. A program for the improvement of teachers in service should be based upon the specific weaknesses of each teacher. The diagnostic teacher rating scale indicates the specific weaknesses of each teacher. These weaknesses have been agreed upon by both teacher and supervisor, and are weaknesses that are vital in the success of the teacher.

Suggested Steps in a Program for the Improvement of Teachers in Service

1. The principal or supervisor should call his teachers into conference at the beginning of the year and place in their hands the Torgerson Diagnostic Teacher Rating Scale. During this conference, he should analyze the scale carefully and make clear to the staff its general nature and purpose. He should instruct his teachers to analyze their teaching procedures carefully during the next week, keeping in mind the sixteen aspects of teaching set forth in the scale. During the following week, the teachers should take an inventory of their teaching practices by checking on the scale the activity under each of the sixteen aspects of teaching that best typifies their own procedures. If the activities that characterize the work of a teacher vary with the subject taught, she should use a separate scale for each subject.

2. The principal or supervisor should inform the teachers that he also will rate them, using the same scale, and that the two ratings will be compared.

3. The supervisory officer should rate the teachers only after careful study of their work. Each supervisory visit should extend, if possible, throughout an entire class period with the attention focused upon the aspects of teaching listed in the rating scale. It must be emphasized that, unless the principal becomes thoroughly familiar with the work of his teachers, his ratings will have no validity.

4. When the supervisory officer has completed his ratings, he should call each teacher into private conference for a comparison of the two ratings. In cases of disagreement, an attempt should be made to agree upon the procedures which are most characteristic of the teacher's teaching. Further visitation may be necessary before final agreement can be reached. *Up to this point, the objective has been to reach an agreement as to the facts of the case; there has been no attempt to evaluate what the teacher does.*

5. After an agreement has been reached between the supervisory officer and the teacher about the facts in the case, that is, what the teacher's teaching activities actually are, the scoring key should be applied in order to evaluate these teaching practices.

6. The total score on the scale should then be transmuted into a percentile score and the scores on each aspect of teaching transferred to the profile chart and a duplicate made for the teacher.

7. Those aspects of teaching that have the lowest scores should be selected for special study by the teacher during the following month or remainder of semester. The teacher should select the references given in the manual pertaining to the special aspects of teaching in which she is weakest and make a careful study of this material. The objective of the supervisory officer should be to guide, direct, and help the teacher in every way possible to strengthen her particular weaknesses.

8. The self ratings and the supervisory ratings should be repeated at the end of the semester and again at the end of the year.

9. Summary of program: (1) oultine the program for the teachers, (2) have the teachers use the scale to make an inventory of their teaching activities, (3) the supervisor should use the scale to make an inventory of the teaching practices of each teacher, (4) the supervisor and teacher should confer and compare ratings, (5) score the scale after an agreement has been reached, (6) prepare the teaching profile, (7) select the aspects of teaching in which the teacher is weakest for special study, (8) consult the special list of references to be used as a basis for study, (9) the supervisor should direct an improvement program for each teacher based upon her weaknesses, and (10) repeat the use of the rating scale at the end of the training period in order

Norms for the Torgerson Diagnostic Teacher Rating Scale

(Based Upon 476 Unselected Cases)

Percentile Score	Rating Scale Score	Percentile Score	Rating Scale Score
90	75	40	63
80	72	30	60
75	71	25	58
70	70	20	56
60	68	10	51
50	65		

A Selected List of References for Special Study

I. *Discussion Period*
1. Burton, Unit V, Problem 1.
2. Burton, pp. 375-379.
3. Douglass, pp. 241-248.
4. Parker, Chapter IX.

II. *Pupil Diagnosis*
1. Burton, Unit V, Problem 5.
2. Douglass, p. 477.
3. Hildreth, Chapter VI.
4. McCall, Chapter III.
5. Morrison, Chapter XXXI.
6. Palmer, Chapters X, XI, XII.
7. Waples, Section V, pp. 428-459.

III. *Remedial Instruction*
1. Burton, Unit V, Problem 5.
2. Douglass, pp. 61-67, also pp. 480-481.
3. Thorndike & Gates, Chapters XI, XII.
4. Waples, pp. 304-311.

IV. *Drill Material*
1. Burton, Unit IV, Problem 1.
2. Douglass, p. 174, p. 338.
3. Holley, Chapter VIII.
4. Parker, Chapter VIII.
5. Waples, Section II, pp. 351-355.

V. *Measurement of Individual Differences*
1. Burton, Unit II, Problem 5.
2. Douglass, Chapter XV, pp. 457-498.
3. Greene & Jorgensen, Chapter III.
4. Miller, pp. 15-16, also pp. 104-106.
5. Palmer, Chapter IV.
6. Parker, pp. 269-324, also pp. 362-390.
7. Ryan, pp. 86-115.

VI. *Provision for Individual Differences*
1. Burton, p. 98, p. 135.
2. Douglass, Chapter XV, pp. 116-119.
3. Greene & Jorgensen, Chapter VIII.
4. Holley, pp. 29-36.
5. Miller, pp. 104-108, 138, 190-191.
6. Palmer, Chapter V.
7. Parker, Chapter XV.
8. Ryan, pp. 86-115, 182-201.
9. Thorndike & Gates, Chapter X.

VII. *Technique of Measuring Results*
1. Burton, Unit V, Problem 3.
2. Colvin, Chapter VIII.
3. Douglass, Chapter XII, Chapter XIV.
4. Greene & Jorgensen, Chapters I, IV, VII, VIII, XII.
5. Hildreth, Chapter VII.
6. Morrison, Chapters III, IV, V, also pp. 603-607.
7. Palmer, Chapter IX.
8. Parker, Chapter XXII.
9. Ruch, the whole book.

VIII. *Types of Criticism*
1. Morrison, pp. 383-388.

IX. *Pupil Attention*
1. Burton, Unit II, Problem 2.
2. Morrison, pp. 103-107, 115-124, 129-130.
3. Parker, Chapter XIV.
4. Waples, Section IV, pp. 404-407.

X. *Results of Motivation upon Pupils.*
1. Kilpatrick, Chapters X, XI, XII.
2. Morrison, pp. 103-105.
3. Palmer, Chapter XIII.

XI. *Pupil Activity*
1. Douglass, Chapters VIII, IX.
2. Kilpatrick, Chapter VIII.
3. Waples, Section II, pp. 304-351.

XII. *Attention to Heating, Lighting, and Seating*
1. Dresslar, pp. 1, 58, 69, 75-80, 82-90, 132-139.
2. Holley, pp. 14-18.
3. Parker, pp. 33-34, also Chapter III.

XIII. *Use of Instructional Materials*
1. Burton, Unit V, Problem 4.
2. Douglass, Chapter VII, also pp. 161-162.
3. Holley, pp. 18-20.
4. Parker, pp. 34-41, also Chapter XVII.

XIV. *Control over Pupils*
1. Bagley, pp. 97-103.
2. Colvin, pp. 62-68.
3. Dresslar, p. 68.
4. Morehouse, Chapter XVI.

XV. *Method of Handling Problem Cases in Discipline*
1. Colvin, pp. 123-127.
2. Holley, pp. 20-29.
3. Morehouse, Chapter XII.
4. Waples, Sections III, IV, V.

XVI. *Corrective Measures*
1. Morehouse, Chapters XIII and XIV.
2. Waples, Chapters III, IV, V, VI.

Books Containing the References Given in the Study List

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SUMMARY OF REPLIES FROM CANADIAN CITIES

CRITERIA

Opposite each item place a check mark in the appropriate column. The order of importance of each item will be indicated by the column chosen. Thus A will indicate primary importance, E will indicate that the item in your opinion should be excluded, and columns B to D will indicate a decreasing order of importance intermediate between A and E.

Criteria	A	B	C	D	E
Manner	3	5	1	-	-
Voice	1	7	1	-	-
Personality	9	1	-	-	-
Personal Appearance	1	5	4	-	-
Tact	5	3	-	-	-
Spirit of the Classroom	6	2	1	-	-
Classroom Management	7	1	2	-	-
Discipline	5	3	1	-	-
Speech of the Teacher	4	4	2	-	-
Attitude toward Work	8	2	-	-	-
Knowledge of the Subject	5	4	-	-	-
Teaching Methods	6	4	-	-	-
Pupils' Interest	5	4	-	-	-
Pupils' Expression	3	5	2	-	-
Stimulation of Initiative	8	2	-	-	-
Sympathetic Contact	5	3	1	-	-
Racial Origin	-	-	1	-	9
Health	1	7	1	-	-
General Effectiveness	5	2	1	-	-
Religious Background	-	1	1	2	5
Please add others . . . Attention to General School Duties					

METHODS

Please place a check mark in the appropriate column to indicate frequency of method used to apply criteria.

Method	Frequently	Sometimes	Never
Teacher self-appraisal	1	5	3
Pupil appraisal of teacher	-	1	8
Principal(headmaster) appraisal of teacher	8	2	-
Supervisor appraisal of teacher	7	3	-
School inspector appraisal of teacher	5	3	1
Please add others . . . Superintendent appraises teacher.		1	

Please do the same to indicate the frequency of the device used.

Device	Frequently	Sometimes	Never
Check lists and rating scales	2	4	4
Personal observation in the class	10	-	-
Standard tests on professional subjects	2	3	3
Interview and conference	5	4	-
Please add others			

Summary of Replies from Canadian Faculties of Education

CRITERIA

Opposite each item place a check mark in the appropriate column. The order of importance of each item will be indicated by the column chosen. Thus A will indicate primary importance, E will indicate that the item in your opinion should be excluded, and columns B to D will indicate a decreasing order of importance intermediate between A and E.

Criteria	A	B	C	D	E
Manner	4	2	1	-	-
Voice	3	4	-	-	-
Personality	6	1	-	-	-
Personal Appearance	4	2	1	-	-
Tact	4	2	1	-	-
Spirit of the Classroom	4	2	1	-	-
Classroom Management	2	4	1	-	-
Discipline	2	5	-	-	-
Speech of the Teacher	5	2	-	-	-
Attitude toward Work	7	-	-	-	-
Knowledge of the Subject	7	-	-	-	-
Teaching Methods	5	2	-	-	-
Pupils' Interest	5	2	-	-	-
Pupils' Expression	4	1	1	-	-
Stimulation of Initiative	5	1	1	-	-
Sympathetic Contact	5	2	-	-	-
Racial Origin	-	-	-	1	6
Health	2	2	-	1	-
General Effectiveness	3	-	2	-	-
Religious Background	1	-	-	2	4
Please add others: Mental Health (Emotional stability)					
Please add others: Rapport between pupils and teacher					

METHODS

Please place a check mark in the appropriate column to indicate frequency of method used to apply criteria.

Method	Frequently	Sometimes	Never
Teacher self-appraisal	1	3	3
Pupil appraisal of teacher	-	1	6
Principal(headmaster) appraisal of teacher	3	3	-
Supervisor appraisal of teacher	5	1	1
School inspector appraisal of teacher	-	3	1
Please add others: Appraisal by teacher with whom student is practicing	3	-	-
Please add others: Academic Records			

Please do the same to indicate the frequency of the device used.

Device	Frequently	Sometimes	Never
Check lists and rating scales	-	3	3
Personal observation in the class	7	-	-
Standard tests on professional subjects	-	5	2
Interview and conference	6	1	-
Please add others: Student log books.			
Please add others: Academic Records			

Summary of Replies from 15 Cities

CRITERIA

Opposite each item place a check mark in the appropriate column. The order of importance of each item will be indicated by the column chosen. Thus A will indicate primary importance, E will indicate that the item in your opinion should be excluded, and columns B to D will indicate a decreasing order of importance intermediate between A and E.

Criteria	A	B	C	D	E
Manner	6	7	1	-	-
Voice	2	11	1	-	-
Personality	13	2	-	-	-
Personal Appearance	4	7	4	-	-
Tact	10	3	-	-	-
Spirit of the Classroom	11	2	1	-	-
Classroom Management	11	2	2	-	-
Discipline	9	4	1	-	-
Speech of the Teacher	5	8	2	-	-
Attitude toward Work	13	1	-	-	-
Knowledge of the Subject	8	7	-	-	-
Teaching Methods	10	5	-	-	-
Pupils' Interest	11	4	-	-	-
Pupils' Expression	8	6	1	-	-
Stimulation of Initiative	11	3	1	-	-
Sympathetic Contact	9	4	1	-	-
Racial Origin	-	-	2	-	13
Health	3	10	1	-	-
General Effectiveness	9	3	1	-	-
Religious Background	-	-	2	2	8
Please add others: Love for children					
Please add others: Attention to general school duties					

METHODS

Please place a check mark in the appropriate column to indicate frequency of method used to apply criteria.

Method	Frequently	Sometimes	Never
Teacher self-appraisal	5	5	4
Pupil appraisal of teacher	-	3	11
Principal(headmaster) appraisal of teacher	13	2	
Supervisor appraisal of teacher	9	4	1
School inspector appraisal of teacher	6	3	3
Please add others: Superintendent appraisal of teacher		1	

Please do the same to indicate the frequency of the device used.

Device	Frequently	Sometimes	Never
Check lists and rating scales	6	5	4
Personal observation in the class	15	-	-
Standard tests on professional subjects	2	5	6
Interview and conference	10	4	
Please add others			

Note: Totals do not always come to 15 for each item. This is because some cities failed to express any opinion on some of the items listed.

Summary of Replies from 11 Teacher Training Institutes Attached to Universities

CRITERIA

Opposite each item place a check mark in the appropriate column. The order of importance of each item will be indicated by the column chosen. Thus A will indicate primary importance, E will indicate that the item in your opinion should be excluded, and columns B to D will indicate a decreasing order of importance intermediate between A and E.

Criteria	A	B	C	D	E
Manner	7	2	2	-	-
Voice	5	6	-	-	-
Personality	9	2	-	-	-
Personal Appearance	6	3	2	-	-
Tact	7	2	1	-	-
Spirit of the Classroom	8	2	1	-	-
Classroom Management	5	6	-	-	-
Discipline	3	7	1	-	-
Speech of the Teacher	7	4	-	-	-
Attitude toward Work	11	-	-	-	-
Knowledge of the Subject	10	1	-	-	-
Teaching Methods	7	3	1	-	-
Pupils' Interest	7	4	-	-	-
Pupils' Expression	6	1	1	-	-
Stimulation of Initiative	8	1	1	-	-
Sympathetic Contact	9	2	-	-	-
Racial Origin	-	-	-	1	9
Health	4	3	1	1	-
General Effectiveness	6	1	2	-	-
Religious Background	1	-	1	3	5

Please add others: Rapport between pupils and teacher; Mental Health; Psychology of Learning, Philosophy of education, Relationships with community; Relationships with other teachers; Elicits parents' co-operation; Willingness to go beyond obligation; Flexibility to adapt to new situations; Ability to carry through on an assignment.

METHODS

Please place a check mark in the appropriate column to indicate frequency of method used to apply criteria.

Method	Frequently	Sometimes	Never
Teacher self-appraisal	4	3	3
Pupil appraisal of teacher	1	2	7
Principal(headmaster) appraisal of teacher	4	5	1
Supervisor appraisal of teacher	8	1	1
School inspector appraisal of teacher	2	3	2
Please add others: Co-operative conference			
Academic Records			
Student Teacher's Staff Consultant's) appraisals			
Demonstration or Training Teacher's)			

Please do the same to indicate the frequency of the device used.

Device	Frequently	Sometimes	Never
Check lists and rating scales	1	5	3
Personal observation in the class	11	-	-
Standard tests on professional subjects	1	6	1
Interview and conference	9	2	-
Please add others: Student log books with running commentaries			
Academic records			
Professional logs and diaries			

Note: Totals do not always come to 11 for each time. This is because some institutes failed to express any opinion on some of the items listed.

APPENDIX II.

SUMMARIES OF REPLIES TO QUESTIONNAIRE

THE OHIO TEACHING RECORD

Anecdotal Observation Form

SECOND REVISED EDITION

This record form is intended for use in a co-operative inquiry carried forward by teachers and competent, informed observers, whose purposes are concerned with the improvement of teaching.

Copyright, 1945
COLLEGE OF EDUCATION
OHIO STATE UNIVERSITY
COLUMBUS 10, OHIO

Copies of THE OHIO TEACHING RECORD may be purchased from the Ohio State University Press, Columbus 10, Ohio. Single copies, 25 cents; orders of 100 or more, 15 cents each

PREFACE

Three editions of this work have been produced and used widely in the schools of Ohio and many other states. More than 1,000 teachers have used the booklet and several thousand prospective teachers have studied the material it contains and have used it as a tentative guide for observations of classroom practice. The present edition is not the work of a single author; many persons have suggested improvements which have been incorporated in it.

The user should bear in mind that forms of any kind are dangerous. They are not flexible enough to meet the detailed requirements of any particular situation. They are used stupidly when they are followed slavishly. They are used most intelligently when they serve as guides or points of departure. So used this form will provide a frame of reference for observing the teacher at work in her classroom. If that is done the *Ohio Teaching Record* will have been successfully used.

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DESCRIPTION OF SITUATION

Name of Teacher Observed.....

Place (City or County).....

Name of School.....

Subject or Area.....

Age or Grade Level.....

Number in Class or Group.....

Characteristics of Situation (Seating Arrangements, Room Equipment, Heating, Lighting, Ventilation Facilities, etc.)

Characteristics of Pupils (All One Sex, Race, Age, Economic Status, etc.)

Other Descriptive Data:

BRIEF GENERAL PICTURE OF OBSERVATIONS

Running Account of Observation 1:

Observer: ..... Date: ..... Time: From..... To.....

Running Account of Observation 2:

Observer: ..... Date: ..... Time: From..... To.....

Running Account of Observation 3:

Observer: ..... Date: ..... Time: From..... To.....

INTRODUCTION TO THE USE OF THE RECORD

"It is not possible or desirable for all teachers to be alike. While all teachers need to be competent, different ones will develop competency in varying ways and to varying degrees, in accordance with their individualities and the areas of service for which they are making preparation. No two will show the same pattern. Similarly, we must recognize that the programs of different institutions will vary in accordance with the circumstances within which each operates. Each institution, in ways appropriate for it, should work at the task which is common to all."

. . . Some Major Factors in Competency for Teaching
College of Education, Ohio State University; May, 1941
(Mimeographed)

Many observational forms are so designed that users may only record final judgments. This form was designed in a manner which requires the recording of observations on which the judgment is to be based. Many forms are thought of as complete evaluative instruments in themselves. This form was projected to aid in collecting such evidence about classroom teaching practice as will *ground* or *warrant* judgments of that practice. Teachers and supervisors together, it was assumed, would study that evidence and would do the evaluating. No device can perform that function.

Many makers of evaluative devices declare that their instruments are "neutral" so far as social outlook is concerned. These evaluators make the point that *values* enter into the educational picture only when the data collected are acted upon. The makers of the present form do not subscribe to that doctrine. Our values are in this form and we would not want it otherwise. We are concerned that democracy as a way of life shall flourish. We believe that students and teachers should practice democracy in their daily living, that teachers should teach for it and should make students consciously aware of democratic social values. The form, we believe, emphasizes this point of view. Moreover, we believe that people who differ from us in this respect cannot and should not use the form.

We believe that a greater emphasis should be placed on the thinking process in our schools, that ideas should have a more central position, that planning should be a much more common activity—in short, that students should have more freedom to think and plan together. We believe that "thinking" has been restricted all too frequently to problems whose answers are already known; we believe that good thinking cannot be done unless all of the important *values* involved are considered, and that it is every bit as dangerous to leave any important value out of the picture as it is to overlook an important "fact."

We believe that not enough attention has been given in our schools to the personal problems of individual students and that not enough emphasis has been placed on the development of more co-operative patterns of behavior on the part of *groups* of students working on *common tasks*. Because we hold these values high, they are emphasized in the form. Here again, those who take a significantly different point of view cannot very well use the form to advantage.

Notwithstanding our care in the construction of the form, despite our advice not to use the instrument unless our values are esteemed, it is certainly possible for individuals to use the materials for ends which we think are vicious. We disapprove the use of *this single device* for evaluating teaching. There are many points to consider besides those in this form. Other evidence is needed.* Then too, the worth of the data collected through use of this form would depend upon the adequacy of the sampling of teaching situations observed. We believe, too, that the form should be used primarily *to aid in the improvement of teaching* and not merely to pass judgments upon the teaching observed.

We believe that this observational form should be used only where its use has been approved by the teachers who are to be observed. We believe, too, that teachers who are observed should have an opportunity to discuss at some length the records made by the observer and that final evaluations should be the result of a co-operation on the part of teacher and supervisor. We believe, that is, that the form should be used *with teachers*, not on teachers.

* See Page 7.

Recording Observations

Every observer sees with his own eyes, hears with his own ears, and is directed in that seeing and hearing by his own particular purposes. What he sees, what he hears, will be dependent upon his background of experience, his alertness in the classroom situation, the techniques he uses in recording his notes (much will be gained if the observations are recorded on the spot, or shortly afterwards) and the conceptions held by the observer of what constitutes teaching and learning. A detailed statement of the factors in competency for teaching as conceived at Ohio State University is a part of this record and is to be found on pages 25 to 29. Underlying that formulation, in the opinion of the writers, is the conviction that teaching is a process, a co-operative inquiry, directed toward the clarification of the beliefs of both teacher and students, and emphasizing throughout the development of self-direction on the part of students. The whole enterprise is characterized, perhaps even conditioned at times, by a supremely high regard for the personal worth of every individual participating.

Learning may be and has been defined in a number of ways, and legitimately so. Although the present form allows observers to record learning of many different types, it is here acknowledged that an emphasis has been placed upon learning as the seeing of relationships. A student *is learning* when he sees relationships between what he is now doing or what he now believes, and certain beliefs or practices which formerly he cherished, disavowed, or was oblivious to. He *is learning* when he sees relationships between what he is now doing or what he now believes and certain probable future consequences of his present actions and beliefs. The student is in an excellent position *to learn* when the environment calls to his attention certain inconsistencies or conflicts between belief and action, belief and belief, or action and action. As was stated in the previous paragraph, in this form we have emphasized the need for teachers to aid students to identify their beliefs, and to help them in the never ending process of further clarifying those beliefs. The writers would be among the first to admit that the confusions in our present social structure are among the pressures which make necessary this emphasis on teaching and learning in our schools today. A good teacher, in our estimation, will strive hard to bring beliefs out into the open, will motivate students to relate their work to their convictions and to the probable future consequences of any plans of action.

This emphasis may cause some inconvenience to supervisors of student teaching, or to supervisors of teachers in service, if they happen to minimize the importance of these aspects of teaching and learning, and yet wish to use this form for purposes of improving the teaching in their situations. They will probably make less frequent use of some of the guides which bear upon these points, but outside of that, there is no reason why they cannot make effective use of the record form.

The usual advice to observers is to record only those things heard and seen which are *significant* and not much more can be added in the present instance. The word *significant* needs clarification: *if what is seen or heard can be acted upon in a way to illuminate good teaching or to improve the teaching, then it is significant and should be recorded.* What you write in the booklet should be a basis for discussion with the teacher and if acted upon should improve the quality of teaching, or reassure the teacher of the soundness of her practices. It follows then that the most competent recording of observations will be a product of those who have an hypothesis of what constitutes teaching and what constitutes learning. Without such hypotheses observers would have no criteria for selecting noteworthy things. Recording would be a hit-or-miss matter and discussions of the observations with the observed teacher might lead nowhere.

This does not mean that everyone must develop a detailed outline of what constitutes good teaching before he attempts to utilize a form of any kind. Everyone concerned with teaching and learning has some conception which guides him, even though it has never been consciously or comprehensively expressed. An individual may be aided in the development of a better conception of what constitutes good teaching through using various forms and discussing his observations with others more competent than himself. It is easily possible that through the use of this present form as a point of departure, many of the users will emerge with a conception of good teaching much at variance with the one expressed here. Nevertheless, an observer who has not formulated for himself what he believes to be the essentials of good teaching is warned not to attempt to improve the teaching observed through a discussion with that teacher of his recordings. We repeat that it is practically impossible to write a consistent series of anecdotes, *significant* anecdotes, unless one has a reasonably clear conception of what he conceives good teaching to be.

One does not just record everything, and even if he tried, he would be selecting what *he* saw or heard. As an observer continues work with a teacher, as he makes repeated observations, he may decide to focus his observations upon certain particular aspects of teaching competency and may decide to record only those items which have relationships to these selected points. The observer may frequently omit the writing of anecdotes which are for all practical purposes

exact duplicates of events already described, but if he does omit them, it will be wise to indicate the frequency of this type of happening in the classroom.

It will be obvious to the users of the form that we believe that the effectiveness of teaching *in the classroom* can be fairly well ascertained by directing inquiry (co-operative inquiry) along the lines of eight major questions:

1. What were the materials of instruction?
2. What was the function of the subject matter used?
3. What methods of instruction were employed?
4. How effective were the materials and methods employed?
5. How did the teacher help students with their own personal problems?
6. What was done to promote better school-community relations?
7. How were democratic attitudes and relationships fostered?
8. How were good human relationships furthered?

Two pages in the booklet are devoted to each of these questions. One page is given over to a series of SECTION HEADINGS which cover what we believe to be the essential points if the major question is to receive the serious consideration it deserves. Each of the section headings is in turn supplemented by a series of questions which, we hope, give operational meaning to the respective sections. While many questions and suggestions are associated with each section, it was impossible to include all of the questions or suggestions which conceivably belong or relate to it. What is now there is only illustrative. Those who use the form will find many additional illustrations in their observations of classroom practice, and undoubtedly too, observers may wish to make and write in additional section headings. Do not be *bound down* by the form. Use it in any way that will contribute to the improvement of teaching. Add to it, subtract from it, change it, if that will contribute to our major purpose.

Opposite each page of *Section Headings*, the user will find a page divided into three approximately equal parts. Here the observer is expected to record significant anecdotes relating to the questions on the page of section headings. One space is to be allowed for each of three different periods of observation. Here again, the form is not something to be followed slavishly. If your notes of one day's observation take all of the space reserved for three observations, then tuck in a blank paper and record future anecdotes on that.

Using the Record Form

In 1940-41 the first edition of this observational guide was tried out experimentally in 41 public school systems in Ohio. Approximately 600 teachers participated in this experiment. A plan was developed whereby each of these 600 teachers was observed once each week over a period of ten weeks. We then studied the question of the number of observations which should be made of each teacher if an adequate basis for making recommendations for changes in teaching practices was to be provided. On the basis of a study of the filled-in booklets, and after discussions with supervisors who were interested in the question, we came to the conclusion that we did not need ten observations of every teacher and that, in general, we could have done equally well with six. This does not mean, of course, that every teacher should be observed six times. That is a reasonable point of departure, however, and observers are cautioned not to place too much weight upon the results of one or two periods of observation.

During the experimental try-out all supervisors agreed that the observer should be in the classroom for at least one full period; the periods varied in length with the age and grade of the children and the particular subjects studied. It was also agreed —and this was very important—that no teacher would be observed who objected in any way to use of the form. Another point of agreement between teachers and observers was that the time of observation would not be announced in advance, that it would vary with respect to the time of day and the day of the week.

As might have been expected, the follow-up interviews between teacher and observer constituted the greatest value of the experimental use of the observational form. The teachers were not very much interested in the improvement of the instrument. They were interested in improving their own teaching. They reported a feeling of satisfaction with their own growth, they felt a distinct improvement in their relationships with their administrators, and they approved heartily the participation of faculty members from teacher-education institutions in the process of improving instruction in Ohio.

Some observers took the form into the classroom and wrote their notes in the booklet while class activities were going on. Others jotted notes on blank paper and transcribed them to the booklet at a later time. Most of the teachers in the experiment indicated that they would not mind the introduction of the booklet into the classroom and they didn't mind the writing of notes in the booklet while they were teaching. Notwithstanding their judgments, there are many supervisors who oppose vehemently this method of using the form.

A number of teachers used the form "on themselves." After a period of teaching they would write down from memory the items which they believed were significant. After securing a collection of these items, pondering on them, and raising questions about their own practices, they had interviews with their supervisors and discussed the data and the questions.

A small number of teachers asked to be observed by their colleagues. They preferred to have their friends observe and record, and they followed up the procedure by discussing the observations at a later hour. Where teachers invite and prefer this practice, it is undoubtedly all right, but as a general policy it probably has numerous dangers.

The most general practice in the experiment was to have a teacher observed by her supervisor, by her principal or superintendent, or by a supervisor from a neighboring university. In some instances it was a very difficult matter to work out a plan whereby all the teachers participating could be observed once each week over a period of ten weeks. Here and there it was impossible to adhere rigidly to that plan.

Besides its use by supervisors for the improvement of teaching, the original form was used rather extensively in introductory courses in education. The topics listed in the form were the subject matter of discussions centering around the question: What constitutes good teaching? Students were asked to observe experienced teachers at work and to record their observations in the form. These observations were reported in class and summaries were made of the discussions which followed.

The relationships between teachers and their supervisors ordinarily are, and always should be, directed toward the improvement of teaching. To improve teaching a supervisor must have a reasonably clear conception of what he considers to be good teaching and he must have *data* bearing on the practices of a particular teacher or group of teachers. A competent, informed supervisor is one who has formulated for himself the major factors in teaching competency and with this as a basis for his observations, has collected relevant evidence and has used this evidence with the observed teacher in ways which will further that teacher's growth. Without a formulation it is impossible to collect evidence that has meaning. In fact, observations or facts become *data* only when they are related to some hypothesis, and in the observations of teaching practice that hypothesis is concerned with what constitutes good teaching.

This brings up the question of how the recorded anecdotes will be used in the follow-up interview with the teacher. Space does not allow the discussion of this point, which would necessarily be long. Perhaps there is no need for the warning that great care should be exercised in choosing what portion of the record to emphasize in the interview. A second warning is important: there is always the tendency on the part of an observer to believe that he has recorded "the facts." You did "see" the things you recorded—otherwise you would not have committed them to the record—but these recordings should not be classified immediately as facts. They are judgments in part, and hence should be regarded as hypotheses which will be tested in the follow-up discussions with the teacher.

To some users there may appear to be at least one curious dichotomy in the materials. On the one hand we have set up eight major questions to direct observations in the classroom, and on the other hand we ask the observers at one point to summarize their findings under the headings of "Factors in Competency." These two sets of categories are very closely related to each other. The faculty of the College of Education of Ohio State University has postulated certain factors as essential in competency. These, it is assumed, are necessary in the preparation of good teachers. But it must not therefore be assumed that they are ends in themselves.

If the teacher has been well trained, if she has made substantial achievement in these factors in competency, she will discharge the functions of a classroom teacher well. What are these functions? The more important ones are related to the eight questions posed in the booklet. Suppose, however, that she does not perform these functions well. Suppose that she does not foster democratic attitudes and relationships very consistently or very well and that the booklets contain overwhelming evidence to that effect. It does not follow that "being told about it" will help the teacher to improve. Even telling her what she might have done in that particular situation, in several or many situations, may be of practically no help. The more reasonable assumption, from our point of view, is that there is some deficiency in the factors of competency. Improvement will probably come about if the observer is more concerned with what *underlies* this teacher's defective practices. It is wiser to relate the defect to this more fundamental cause (weakness in competency) than to proceed on the basis that talking about the unsatisfying incident will by itself suffice to remedy the situation.

CAUTIONS TO BE OBSERVED IN USING THIS RECORD

The results of one observation have some significance. The results of several are more valuable. Evidence which comes from a large number of observations, sampling different seasons of the year, different times of the day, and different teaching situations would be the best foundation for judgments on *classroom* teaching effectiveness.

What *you* see and what *you* record represent *your* selections from all the happenings which went on in your classroom visits. Your interpretation must therefore be carefully drawn. If you make a judgment which is somewhat beyond the evidence, say so. Qualify your interpretations wherever necessary but don't hesitate to make qualified interpretations. If they are advanced cautiously and are thought of as tentative and as a basis for further study and exploration, they may indeed be an excellent basis for improving the quality of teaching.

Do *not* try to evaluate the *teacher* with only these observations as a basis. To do that you will need to know many more things about the teacher and her work. These things which you *do not know* about her are probably best shown by your summaries under the various factors in competency. Undoubtedly, you need further information on many of these factors. In addition you would probably want to have data bearing on the growth of the children in various ways during their work with the teacher.

PART I. WHAT WERE THE MATERIALS OF INSTRUCTION?

Sec. 1. *Visual Aids Employed:* (1) Bulletin boards, clippings, etc.; (2) Exhibits of materials, products, etc.; (3) Exhibits of health records, test results, etc.; (4) Maps, charts, globes; (5) Motion pictures; (6) Still pictures of all kinds; (7) Slides, film strips, radiomats, etc.; (8) Flash cards; (9) Blackboards; (Write in others) (10)..... ; (11)..... ; (12).....

Sec. 2. *Auditory Aids:* (1) Phonograph; (2) Piano; (3) Radio programs or transcriptions; (Write in others) (4)..... ; (5)..... ; (6).....

Sec. 3. *Research Aids:* (1) Library books in classroom; (2) Mimeographed or duplicated materials; (3) Newspapers and magazines; (4) Pamphlet materials; (5) Textbooks; (6) Workbooks; (7) Dictionaries; (8) Encyclopedia; (9) Almanac; (Write in others) (10)..... ; (11)..... ; (12).....

Sec. 4. *Miscellaneous Equipment Resources:* (1) Scientific equipment; (2) Home-made equipment; (3) Student-made equipment; (Write in others) (4)..... ; (5)..... ; (6).....

Sec. 5. *Community Resources:* (1) Excursions (planning or follow-up); (2) Visiting speakers; (3) Visits to places within the school; (Write in others) (4)..... ; (5).....

Sec. 6. *Personal Resources:* Did the teacher employ procedures which brought into play her own special capacities? Did she attempt any procedures which called for personal resources in which she was noticeably lacking? Did she employ as subject matter her own previous experiences? Did she draw upon her knowledge of the students' home and family backgrounds? Were there evident weaknesses in her personality of which she seemed unaware?

ANECDOTAL EVIDENCE FOR PART I

OBSERVATION 1

1. Describe briefly the materials used.

2. What materials would you recommend to replace or supplement those which were used?

OBSERVATION 2

1. Describe briefly the materials used.

2. What materials would you recommend to replace or supplement those which were used?

OBSERVATION 3

1. Describe briefly the materials used.

2. What materials would you recommend to replace or supplement those which were used?

PART II. WHAT WAS THE FUNCTION OF THE SUBJECT MATTER?

Sec. 1. *Were the Materials of Instruction Themselves the Important Thing?* What was the place of the textbook, course of study, page by page assignments, facts, rules, formulas, memorizing, "correct" answers, authorities, etc.?

Sec. 2. *Was the Subject Matter Used to Promote Pupil Thinking?* What was done to develop inferences, hypotheses, generalizations, applications of principles, larger problems, distinctions between facts and assumptions, recognition of errors in logic and definition, awareness of complexity of cause and effect relations, realization of limitations and shortcomings of rules and principles, sensitivity to propaganda, comparison of authorities, and the habit of open-mindedness and suspended judgment, etc.?

Sec. 3. *Was the Subject Matter Used to Promote Pupil Planning?* What was done to lead pupils to set up their own goals, to plan ways of reaching them, to anticipate consequences, to note conflicts and inconsistencies, to see relationships, to utilize many resources, to try a variety of ways of solving problems, to be alert to difficulties, to relate current activities to "big ideas" or larger purposes, to realize that a "plan" is a flexible guide and not a fixed way of doing something, to develop self-discipline, etc.?

Sec. 4. *Was the Subject Matter Used to Promote Valuing?* How were controversial issues discussed? How were pupils given opportunities to make important choices, to see what they "really believe," to express likes and dislikes, to ask questions they desired to discuss? How were they led to be sensitive to new problems, helped to realize that ends and means or processes and results cannot be separated? How were they helped to clarify their beliefs about war and peace, religion, economic relationships, esthetic standards, social inequalities, minority groups, Bill of Rights, science and scientific methods, labor and industry, conservation of resources, etc.?

Sec. 5. *Was the Subject Matter Used to Promote Greater Personal Effectiveness?* Skill in using materials, tools, machines; wise use of goods and services; occupational experience and information; familiarity with economic problems and procedures; reading, writing, or number skills; effective oral expression; expanded interests; etc.

Sec. 6. *Were Pupil Beliefs, Convictions, Comments, Questions, and Activities Treated as Subject Matter?* Were they related to other values or generalizations, used to suggest other illustrations? Did the teacher treat them with dignity and utilize them in the teaching-learning process?

ANECDOTAL EVIDENCE FOR PART II

OBSERVATION 1

1. What were the major purposes of the instruction as *you* could *infer* them from your observation? Justify your statements by records of what you *heard* or *saw*.

2. What are some criticisms you would make of the purposes dominating the classroom activities?

OBSERVATION 2

1. What were the major purposes of the instruction as *you* could *infer* them from your observation? Justify your statements by records of what you *heard* or *saw*.

2. What are some criticisms you would make of the purposes dominating the classroom activities?

OBSERVATION 3

1. What were the major purposes of the instruction as *you* could *infer* them from your observation? Justify your statements by records of what you *heard* or *saw*.

2. What are some criticisms you would make of the purposes dominating the classroom activities?

PART III. WHAT METHODS OF INSTRUCTION WERE EMPLOYED?

Sec. 1. *Methods Which Ordinarily (not always) Focus Attention on the Teacher in the Teaching-Learning Process:* (1) Teacher demonstrations; (2) Lectures; (3) Drill; (4) Giving tests or examinations; (5) Reading by teacher; (6) Overview or preview of a unit; (7) Storytelling by teacher; (8) Preparing for tests and examinations; (9) Assignment of homework; (10) Assignment of seatwork; (Write in others) (11)_____; (12)_____; (13)_____

Sec. 2. *Methods Which Ordinarily (not always) Focus Attention on the Teacher and Some Individual Student in the Teaching-Learning Process:* (1) Pupil demonstrations; (2) Lecture discussion; (3) Diagnosis and remedial teaching; (4) Oral reading by students; (5) Recitations; (6) Review; (7) Individual activities or projects; (8) Interviews; (9) Reports by members of the class; (10) Question-answer; (Write in others) (11)_____; (12)_____; (13)_____

Sec. 3. *Methods Which Ordinarily (not always) Focus Attention on Group Activities in the Teaching-Learning Process:* (1) Committees at work; (2) Discussions; (3) Dramatizations; (4) Games, contests, stunts; (5) Panel discussions; (6) Planning sessions; (7) Group projects; (8) Division of class into groups; (Write in others) (9)_____; (10)_____; (11)_____

Sec. 4. *Methods Which Ordinarily (not always) Bring the Teacher and the Student into a Tutorial Relationship with Emphasis on Privacy:* (1) Teacher going from pupil to pupil around the room; (2) Individual students going to teacher for help; (3) Making appointments for private interviews at some other time; (Write in others) (4)_____;
(5)_____; (6)_____

ANECDOTAL EVIDENCE FOR PART III

OBSERVATION 1

1. List the methods used in today's activities and briefly indicate how they were decided upon and followed through.

2. What methods would you have recommended for today's work and how would you have selected them? Why?

OBSERVATION 2

1. List the methods used in today's activities and briefly indicate how they were decided upon and followed through.

2. What methods would you have recommended for today's work and how would you have selected them? Why?

OBSERVATION 3

1. List the methods used in today's activities and briefly indicate how they were decided upon and followed through.

2. What methods would you have recommended for today's work and how would you have selected them? Why?

PART IV. WHAT ABOUT THE EFFECTIVENESS OF THE MATERIALS AND METHODS EMPLOYED?

Sec. 1. What is the probable effectiveness of the materials and methods in promoting the ability of students to think and plan for themselves?

Sec. 2. In terms of other available materials and methods, what do you think of the appropriateness of those used today?

Sec. 3. How effectively did the materials and methods secure the interest, attention, and participation of students?

Sec. 4. Were the materials and methods reasonably well suited to the maturation of the students?

Sec. 5. Were the materials and methods modified to meet the needs of various individuals or subgroups within the class?

Sec. 6. Did both teacher and students share in selecting the materials and methods and modifying them as they were used?

Sec. 7. What about the poise, confidence, and skill displayed by the teacher in utilizing the materials and methods?

Sec. 8. Did the materials and methods involve students in such activities as will probably help solve personality difficulties of many individuals within the group?

Sec. 9. Would the materials and methods used seem likely to increase the sensitivity of students to new problems, sensitize them to conflicts in values (their own, other students', social groups')?

Sec. 10. Did the materials and methods appear to evoke a variety of student behaviors (feelings, reflection, activities, co-operation, purposing, reading, writing, discussion, etc.)?

Sec. 11. Was there opportunity for students to summarize their experiences and thus become aware of the materials and methods employed?

Sec. 12. How suitable were the materials and methods in terms of available time and space and other resources?

Sec. 13. Did the materials and methods allow opportunities for the teacher to become an intelligent observer of the behavior of students?

ANECDOTAL EVIDENCE FOR PART IV

OBSERVATION 1

1. Comment on the significantly strong or significantly weak points in the effectiveness of the materials and methods. Substantiate your judgments by recording behavior and conversation of students and teacher.

OBSERVATION 2

1. Comment on the significantly strong or significantly weak points in the effectiveness of the materials and methods. Substantiate your judgments by recording behavior and conversation of students and teacher.

OBSERVATION 3

1. Comment on the significantly strong or significantly weak points in the effectiveness of the materials and methods. Substantiate your judgments by recording behavior and conversation of students and teacher.

PART V. HOW DID THE TEACHER HELP STUDENTS WITH THEIR OWN PERSONAL PROBLEMS?

Sec. 1. *Problems Relating to Health and Physical Development:* physical handicap; poor posture; over- or under-size; skin disorders; sleepiness; undernourishment; retarded growth; colds; weak eyes; poor hearing; unsuitable clothing; lack of cleanliness; headaches; disinterest in physical activities; bad teeth; sickness; glandular disorders; bad eating habits; etc.

Sec. 2. *Problems Relating to Personal Temperament:* nervousness; irritability; temper; moodiness; impulsiveness; dogmatisms; fears; forgetfulness; day-dreaming; crying; complaining; confusion of desires; lack of confidence; lack of aims; lack of sense of humor; lack of imagination and creativity; etc.

Sec. 3. *Problems Relating to Social Dispositions:* unfriendliness; jealousy; overaggressiveness; boastfulness; vulgarity; tactlessness; pugnacity; argumentativeness; cheating; lying; showing off; lack of manners; shyness; oversensitiveness to criticism; irresponsibility; peculiarities; lack of taste in dress; inability in dancing, games, or other social skills; lack of interest in same or opposite sex; overinterest in same or opposite sex; sex irregularities; bad reputation; confusions on "right" and "wrong"; etc.

Sec. 4. *Problems Relating to Home and Family:* foreign family; minority race; poor family; broken home; only child; more able brother or sister; irresponsible parents; family discord; over- or underdiscipline; delinquency; parents drinking; rebellion against parents; fear of someone in family; member of family in penal or psychopathic institution; schism in parent-school relations; etc.

Sec. 5. *Problems Relating to Vocations, Work, and Money:* naïve vocational aims; lack of vocational aims; lack of self-analysis with respect to vocational abilities; confusion in selection of courses to prepare for vocation; lack of work experience; too many or too few home duties; need for part-time job; too much outside work; desire to quit school to work; little sense of value of money; insufficient money for school lunches, books, clothes; etc.

Sec. 6. *Problems Relating to School Activities and Situations:* weakness in written or oral expression; restiveness in class; failure to concentrate; dilatoriness; fear of speaking up in class; failure in use of library; overconcern for examinations; slow reading; failure in subjects; emotionalized reaction to grades; dissatisfaction with grade placement; poor place to study; too much home work; difficulty in understanding textbooks; antagonism to teacher; conflicting schedule; inability in use of numbers; confusion in a new school environment; etc.

Sec. 7. *Problems Relating to Leisure-Time Activities:* inability in sports; indifference to natural phenomena; naïveté in music; failure to develop use of hands in handicraft; lack of good hobbies; poor choice of movies; immature use of radio; poor reading habits; playing in streets and alleys; over-allegiance to gang; lack of companions of own age; no time for play; lack of big-muscle diversions; etc.

Sec. 8. *Problems Relating to Understanding of the Community, the Culture, the Universe:* ignorance of community facilities; prejudice against community groups; lack of sense of historical significance of community; naïve beliefs in virtue of war; race hatred; ignorance of economic forces; perplexity about origins of humanity, function of religion, the after life, the will of God; disregard for law; failure to sense proprietorship in public property; distorted philosophy toward W.P.A. and other social agencies; overpatriotism; crusading impulse; confusion of democratic right with license; etc.

ANECDOTAL EVIDENCE FOR PART V

OBSERVATION 1

1. What personal problems were touched upon? How were they handled? What did *both* teacher and students *say* and *do?*

2. What criticisms, suggestions, or comments do you have? Defend your comments.

OBSERVATION 2

1. What personal problems were touched upon? How were they handled? What did *both* teacher and students *say* and *do?*

2. What criticisms, suggestions, or comments do you have? Defend your comments.

OBSERVATION 3

1. What personal problems were touched upon? How were they handled? What did *both* teacher and students *say* and *do?*

2. What criticisms, suggestions, or comments do you have? Defend your comments.

PART VI. WHAT WAS DONE TO PROMOTE BETTER SCHOOL-COMMUNITY RELATIONS?

Sec. 1. *Is There Evidence That Studies Were Made of Community Conditions,* including field trips to courts, factories, housing projects, industries, museums, art galleries, farms, etc.; locating occupational information and facts on local labor market; considering many local community problems in class work and discussion; making community surveys; learning about local government, public officials; learning about customs, traditions, and interesting community lore; etc.?

Sec. 2. *Is There Evidence That Community Resources Were Utilized to Promote Learning,* including using visiting speakers to address the class; using many illustrations from the local situation to illustrate the principles being studied; studying local industrial processes and products; using local newspapers and other publications; securing exhibits and displays from local sources; basing curriculum mainly on direct study of local community; etc.?

Sec. 3. *Is There Evidence That Steps Were Taken to Promote a Better Understanding of the School,* including encouraging parents to visit the school; sponsoring school (or room) exhibits, open houses, fairs, etc.; arranging for favorable school publicity; writing letters and reports to parents; organizing parent groups; sending out bulletins of information; etc.?

Sec. 4. *Does It Appear That Services Were Rendered to the Community by the School,* including the organization of pupil committees which function as service groups to the community in cleanup campaigns, safety drives, etc.; aiding needy pupils with school lunches, supplies, medical and dental services, etc.; providing consumer information to pupils and parents; promoting adult education, evening classes, study groups, etc.; providing services such as library facilities, recreational equipment and facilities, baby clinics, nursery schools, etc.; using the school building as a community center; having pupils play an active part in community activities and organizations and supporting community projects; etc.?

Sec. 5. *Is There Any Evidence That Steps Have Been Taken to Develop Joint Responsibility on the Part of School and Community for the Educative Process,* including the organization of school-community groups such as community councils, PTA's, co-operatives, etc.; school concern for the out-of-school life of pupils; co-operation with other educative agencies in the community such as the YMCA, settlement houses, etc.; teachers' visits at the homes of pupils; evaluations in terms of changes in the community and changes in the lives of pupils; development of pupil vacation projects; drawing parents into active participation with teachers in the educative process; etc.?

Sec. 6. *Is There Any Evidence That Services Were Rendered to the School by the Community,* including the participation of parents in school luncheon programs, donations or loans of materials and exhibits; the services of parents in decorating or otherwise maintaining school plant and equipment; the participation of parents in helping with recreational programs, evening programs, assemblies, dramatics, musical activities, donation of books and magazines, the teaching of arts, crafts, or skills which otherwise could not very well be taught by the regular teaching staff; etc.?

ANECDOTAL EVIDENCE FOR PART VI

OBSERVATION 1

1. What was done to promote better school-community relations? Record relevant activities and conversations.

2. Could this aspect of the teaching be improved? How?

OBSERVATION 2

1. What was done to promote better school-community relations? Record relevant activities and conversations.

2. Could this aspect of the teaching be improved? How?

OBSERVATION 3

1. What was done to promote better school-community relations? Record relevant activities and conversations.

2. Could this aspect of the teaching be improved? How?

PART VII. HOW WERE DEMOCRATIC ATTITUDES AND RELATIONSHIPS FOSTERED?

Sec. 1. *Was there any evidence of the teacher's honest liking and sincere regard for the boys and girls?* Did she treat the pupils with dignity? Respect? Was she pleasant in meeting them? In dismissing them? How did she react to tardiness, to incompleted assignments, to noise and confusion, to work which did not meet *her* standards; etc.?

Sec. 2. *Was there evidence to indicate a belief on the part of the teacher that the classroom was a place to learn and not merely to report what had been learned elsewhere?* This attitude implies patience with boys and girls who are in the learning process, a tolerance of what may seem irrelevant to the teacher but relatively important to the students; etc.

Sec. 3. *Was there any evidence that the teacher had faith in the thinking process as a method for solving our more complex social and personal problems?* Did the teacher want to solve problems only in terms of her own values? One, two, or only a few values? Or did she regard the neglect of any human and social values involved just as seriously as she would the neglect of "facts" in solving the problem? Was the teacher determined to allow the children the privilege of coming to a conclusion through their own processes of thinking, or did she "interfere"—want them to do it in "her way"? Did she place high value on each student's "thinking through" his beliefs and convictions? How did she handle conflicts in values?

Sec. 4. *How was LEADERSHIP conceived?* Were individuals singled out for leadership experiences? Was "followership" implied? Was the election of committee chairmen, or of local, state, or national representatives conceived as the choosing of *leaders?* Were the voters then thought of as having surrendered their leadership? Were the rank and file thought of as inadequate for leadership? Was leadership thought of as "the planning which emerged from group thinking"? Was every one concerned with, encouraged and expected to contribute to, the solution of a common problem? Was every student expected to maintain his own qualities of leadership, expressing that leadership wherever he participated?

Sec. 5. *How were AUTHORITIES utilized?* As "experts" who have the answers to the problems facing the class? As possessors of "the truth"? How many authorities were examined with reference to a single question? Were these statements of the authorities used as starting points for further exploration—as hypotheses which would get their real test only when they were tried out? What did the teacher do when authorities differed?

Sec. 6. *In what ways, if at all, did the teacher show any concern for the economic side of democracy,* including decent standards of living, adequate wages, reasonable hours of labor, health protection, old-age insurance, labor organizations, participation of employees in determining policies, unemployment relief, compensation for sickness and accidents, provisions for promotion and tenure? Was there a desire to improve society by creating such conditions of living as would free more and more people to realize their potentialities?

Sec. 7. *In what ways, if at all, did the teacher show any concern for the political aspects of democracy,* including the relationships of government and business, of government to good living, of government to pressure groups? How did the teacher help to preserve and extend freedom of speech, of assembly, of religion; freedom from search and seizure; freedom to change the forms of government in ways thought wise by the generation now living? Was there evident desire to improve our society by creating the freedom required if all individuals are to realize their potentialities?

Sec. 8. *Was "group work" a mere bow to fashion, a form, a formula, a tradition, a requirement, "busy work," or was there evidence of a fresh, vigorous, and intelligent group action on problems important to the group?* Was the co-operation of a kind you could call "reflective," or was it the pulling together of many individuals who know better than to raise problems or questions which in this class might "rock the boat"?

ANECDOTAL EVIDENCE FOR PART VII

OBSERVATION 1

1. What was done to foster democratic attitudes and relationships? Record relevant activities and conversations.

2. Could this aspect of the teaching be improved? How?

OBSERVATION 2

1. What was done to foster democratic attitudes and relationships? Record relevant activities and conversations.

2. Could this aspect of the teaching be improved? How?

OBSERVATION 3

1. What was done to foster democratic attitudes and relationships? Record relevant activities and conversations.

2. Could this aspect of the teaching be improved? How?

PART VIII. HOW WERE GOOD HUMAN RELATIONSHIPS FURTHERED?

There are some unique requirements for competency in every field of teaching. These relate to specialized knowledge and specialized skills. Nevertheless it must be said that these specialties are requirements only because they can contribute to the education of young people. A primary requirement of all teachers is associated with the improvement of good human relationships. When we state that a teacher should have control of the knowledge and the skills in the field in which she teaches, when we ask for the ability to use this knowledge and skill, we are asking for such use, such control, such skill as will promote the quality of living everywhere. The other seven sections of this record all bear upon this point in an indirect fashion. Here the opportunity is presented to synthesize the work of the teacher as it bears upon furthering good human relations; upon meeting human needs.

Sec. 1. *How did the teacher help others to see what they were after and what they were doing?* Essentially the techniques we use for promoting self-direction are "revealing" in nature. We help the other fellow *reveal* to himself what he is worried about, what he wants to accept, what his attitudes are, etc. We try to help him see more clearly what his problem is, the thinking that he has done, the values toward which he is striving, and the attitudes, opinions, biases, or prejudices that may be the bases of his actions.

Sec. 2. *How did the teacher earn the respect and the confidence of others?* Respect and confidence are often gained when others are assured of our competency, training, and experience; when they see that our opinions are *informed* opinions, i.e., that they are based upon reliable *information*; when they see that our judgments are not unduly influenced by our own desires or prejudices; when they see that we are genuinely sincere and interested in the process or idea which is under consideration; when we do not betray confidence of others.

Sec. 3. *How did the teacher secure co-operation?* Co-operation implies working together on a problem or project. It is *not* obedience. In a genuinely co-operative enterprise people work *with* you, not for you. To work together effectively, all workers need a clear sense of the problem or activity. They need also a feeling of having something to give. *You* must do *your* share of the work. The suggestions made by those whose help is solicited must be given serious, thoughtful, appreciative consideration. Aid should be fully acknowledged.

Sec. 4. *How did the teacher create good will as a resource valuable in itself?* We can do many things to create good will and we need not do this for ulterior purposes. We can do it because we prize good human relations and because we are creating conditions which favor possibilities of future co-operative efforts. By being interested in people and their experiences, by sharing our own experiences with them, through rewards of many kinds, through enrichment of the environment in which we work, we can help to create good will.

Sec. 5. *How did the teacher control conflict situations?* Sometimes we attempt to "stall off" the conflict; or we try to divert consideration to another and less *fiery* issue; or we try to "save face" all around by pointing to the substantial grounds on which each position rests; or we apologize for the enthusiasm and force with which we presented our own view and challenged others; or we show that any small agreement which does exist is the important thing. Sometimes we conclude that the best way to handle the situation is to fight it out or to ignore it.

Sec. 6. *How did the teacher persuade, constrain, or compel others to do what she wanted them to do?* Sometimes there are things we want the other fellow to do. Sometimes we want to stop him from doing things. Under this general attempt to pre-determine the thinking or action of another person, we use authoritative techniques, conditioning techinques, pressure techniques, and "shutting-off" techniques. Other people use these techniques on us. We do these things consciously at times and very often unconsciously. These techniques of pre-determination are not always bad; sometimes, in fact, they are the only appropriate ones if life itself is to be protected.

Sec. 7. *How did the teacher develop common concerns through the free entertaining of ideas?* We do this through *eliciting* beliefs, values, and attitudes; we help to *transform* the original statements so that evidence can be applied to them; we make clear the significance of likenesses and differences; we formulate statements that represent greater unity than was present initially; we apply this new formulation to the problem which initiated the inquiry and perhaps to allied problems; and sometimes we intellectualize the whole process.

ANECDOTAL EVIDENCE FOR PART VIII

OBSERVATION 1

1. Human relations are furthered when human needs are met. In what ways did the teacher meet the need for affection and belongingness? For achievement and recognition? For an adequate standard of living? For freedom from guilt and freedom from fear? For a society which aims for the growth of all people everywhere?

2. Could this aspect of the teaching be improved? How?

OBSERVATION 2

1. Human relations are furthered when human needs are met. In what ways did the teacher meet the need for affection and belongingness? For achievement and recognition? For an adequate standard of living? For freedom from guilt and freedom from fear? For a society which aims for the growth of all people everywhere?

2. Could this aspect of the teaching be improved? How?

OBSERVATION 3

1. Human relations are furthered when human needs are met. In what ways did the teacher meet the need for affection and belongingness? For achievement and recognition? For an adequate standard of living? For freedom from guilt and freedom from fear? For a society which aims for the growth of all people everywhere?

2. Could this aspect of the teaching be improved? How?

Method I

SUMMARIZING YOUR EVIDENCE IN TERMS OF THE OBSERVATIONAL GUIDES

While there are an infinite number of ways by which you may summarize your evidence, we feel that two methods deserve special prominence. In the first you may examine your anecdotes and summarize them in terms of the major headings appearing on the pages opposite your written records. The second method, which appears in the next section of this booklet, requires you to relate your written anecdotes to some of the major factors in competency for teaching. To follow out the first method read the directions below:

1. *What Were the Materials of Instruction?* On the basis of all of your observations of this teacher, what subject matter does she emphasize? What does she neglect? You may be helped in writing a brief summary by relating as best you can your written anecdotes to the section headings which appear on page 8.

2. *What Was the Function of the Subject Matter?* No one can exactly determine *purpose* through observation, but what was the teacher trying to accomplish so far as you could see? After writing what seemed to you to be her major purposes, be sure to check your judgment against her own comments in the follow-up interview. You may be helped in interpreting your anecdotes by a re-reading of all the sections on page 10.

3. *What Methods of Instruction Were Emphasized?* What methods were used over and over again? What methods which to you seemed appropriate were not employed? A study of the section headings on page 12 may aid in writing a brief summary.

4. *What About the Effectiveness of the Materials and Methods Employed?* Is there a general trend in the anecdotes you have written in this section? Or was the teacher erratic—good and bad within a single period, varying much from day to day, etc.? What were strengths and weaknesses as revealed in your THREE periods of observation? Here again reference to the printed sections on page 14 may be helpful to you.

5. *How Did the Teacher Help Students with Their Own Personal Problems?* Did the teacher neglect opportunities to help students with their personal problems? Did she tend to pay attention to problems of one kind or a few kinds? Did she handle certain problems relatively well and others poorly? Relate your anecdotes on page 17 to the section headings in Part V and briefly summarize your findings.

6. *What Was Done to Promote Better School-Community Relations?* Do your written anecdotes indicate that the teacher is conscious of the importance of relating school and community? What did she emphasize? What opportunities did she overlook? Do your records reveal any sensitivity on the part of the community to needs of the school? Relate your data to the sections on page 18 and briefly summarize your findings.

7. *How Were Democratic Attitudes and Relationships Fostered?* In re-reading all of your anecdotes covering three periods of observation, what can you say about this teacher's relationship to the democratic way of living? Did the teacher practice democracy? Did the students live democratically in school? Did the teacher make the students conscious of democratic and authoritarian tendencies in their daily living? Study the section headings again on page 20 before summarizing your anecdotes.

8. *What Evidence Was There of Furthering Good Human Relationships?* Do your anecdotes reveal significant strengths and weaknesses so far as training in the special area is concerned? Is there some relationship among the strengths, among the weaknesses, between the strengths and weaknesses? Is the teacher competent in her specialized area? Incompetent? Why?

Method II

SUMMARIZING YOUR EVIDENCE IN TERMS OF SOME MAJOR FACTORS IN COMPETENCY FOR TEACHING*

INTRODUCTORY REMARKS

"The following statement of some major factors in competency for teaching was prepared for the consideration of the faculty and students of the College of Education of the Ohio State University. There is no implication that the list of factors here given is final or complete. The present statement is intended merely to indicate what we now recognize as some of the more essential characteristics of the teacher whose purpose is to function within the democratic purpose. These are proposed *as hypotheses* for the achievement of this purpose. As hypotheses they are, of course, subject to testing and hence to change.

"Each of these factors must be thought of not merely as arising out of a fundamental purpose which underlies the whole school and teacher-education program, but as intimately related to each other. The whole is not equal merely to the sum of its parts. In other words, these are not separate *competencies* but factors or elements in *competency* for teaching. These factors in competency do not exist as static entities. Rather, they mark off characteristics of a process, and hence, are themselves in constant process of development. For this reason, there is no expectation that within a period of four years these aspects of competency will be developed in a completed sense. Nevertheless, the teacher-education institution can and should (1) aid students in gaining control of these competencies, and (2) guarantee to the schools that its graduates are not too deficient with respect to any of them.

"Competency, in the terms in which we conceive it, is a never ending development. Hence, gains 'on the job' should be as normal as those 'in the schools.' This suggests the obliteration of many present emphases between pre-service and in-service training. The teacher-education institution should not only provide the opportunity for these aspects of competency to be gained through study, but it should also exemplify them in its procedures. The work of members of the faculty should be characterized by them and the students should be encouraged to develop them through practice.

"It is not possible or desirable for all teachers to be alike. While all teachers need all these kinds of competency, different ones will develop them in varying ways and to varying degrees, in accordance with their individualities and the areas of service for which they are making preparation. No two will show the same pattern.

"Similarly, we must recognize that the programs of different institutions will vary in accordance with the circumstances within which each operates. Each institution, in ways appropriate for it, should work at the task which is common to all. The factors in competency as here stated provide ample opportunity for different individuals and groups to work for their achievement in a variety of ways appropriate to their respective abilities and functions."*

We believe that the observations recorded in the booklet take on greater significance when they are related to some formulation of what constitutes good teaching. Given this relationship, it becomes possible for the observer *and* the teacher observed, *to act upon the anecdotal evidence* in a manner to clarify and illuminate "good teaching," or to improve the teaching, or both. Under each factor in competency there is a question to be answered and space for your comments. Obviously, these judgments of yours are tentative. The evidence should be sufficient to risk the judgment even though not sufficient to "prove" or completely substantiate it.

* *Some Major Factors in Competency for Teaching.* College of Education, Ohio State University; May, 1941. (Mimeographed.)

1. Expressing in Action a Clearly Formulated Social and Educational Philosophy

1.1 *Possession of an educational philosophy which functions in teaching.* It is essential that a teacher should have a vision of a total program of education and the vital service it should render to the modern world. This implies, among other things, an understanding of the relation of the school to the culture of which it is an element, of the historical development of education as an aspect of cultural development, and of the conflicting ideologies of the present. In a democracy (as contrasted with a totalitarian state) it is not required that every teacher be of the dominant ideology. But a devotion to freedom of thought and an attitude of open-minded honest inquiry regarding such questions are essential to those who are concerned with education.

1.11 What can you say about this teacher's educational philosophy?

1.2 *Representing the ideals of the profession.* The teacher should exemplify in her practices a devotion to the ethics of the profession. This implies an adherence to approved practices in her relationships with other members of the profession and with members of the community generally. An additional implication is that the teacher not only will be aware of what constitutes competency in the profession but will see to it that all of her relationships with students are guided by those standards of good teaching. Furthermore, the successful teacher will be sensitive to the need for a continuing study of good teaching practice and for continuing efforts to improve that practice.

1.21 From all your observations, what can be said about this teacher's attitude toward the profession?

1.3 *Contributing to school and community life.* Teaching offers notable opportunities for usefulness and devotion to human welfare. Only the person who finds deep satisfaction in such usefulness and devotion, particularly with children and young people, should enter teaching. She must believe in the public schools as a basic means of promoting and maintaining a democratic way of life. The teacher should participate with administrators, teachers, students, parents, and the community in efforts to improve the quality of social services. This implies not only willingness and desire to work with people from all social, economic, and racial backgrounds, but also such teaching practices as will promote effective, co-operative planning to meet the needs of the entire community.

1.31 What does your evidence show with respect to contributions to school and community life?

1.4 *Helping students to clarify their values.* Valuing has many points in common with planning. Values are revealed whenever a choice between alternatives is made. Values are also revealed, however, when choices are made without planning. An important characteristic of a good teacher is that she is not only *aware* of her own values, but able to see the values that are important to her students and to suggest ways of making these values *clear to the student.* It is possible, in terms of the philosophy here expressed, to say that education is the process by which students should be helped to clarify their values.

1.41 Did this teacher carry on this process? What does your evidence reveal?

1.5 *Accepting responsibilities to the school as a whole.* Too frequently teaching is regarded as a simple classroom, pupil-teacher relationship. This proposition is intended to emphasize that the good teacher should have a wider, dependable loyalty to the school as a whole, and should perform a series of functions that have meaning only as they comprehend a wider view of the teacher's obligations. The good teacher is ready and willing to participate in the development of the curriculum and in the formation, development, and selection of school policies; and to perform a fair share of the routine or administrative tasks involved in such activities as schedule making, record keeping, and committee service.

The teacher should realize and act in accordance with the principle that the pupil experiences provided in her own classroom are to be planned to supplement and integrate with other experiences which her pupils are having in connection with all the various school activities. To this end the teacher needs to be familiar with the objectives and program of the school as a whole and with the pupil experiences which are being provided in every other area, and to modify her own program accordingly.

1.51 Was there evidence of this integration with the whole school program?

2. Effectively Promoting the Growth and Development of Boys and Girls

2.1 *The conscious application of principles of child development.* It is essential that the teacher have a scientific broad knowledge of the processes of development and learning in childhood and adolescence in much the same way that it is necessary for a doctor to have a broad background in physiology.

2.11 Does your evidence point to strengths or weaknesses in this factor?

2.2 *Dealing effectively with individual differences among students.* The modern school recognizes each pupil as an individual and tries to deal with each according to his needs. A teacher should thus know about both usual and exceptional types of cases in their various ramifications and about ways of dealing with them.

2.21 Was the teacher sensitive to individual differences and did she make adequate provision for them?

2.3 *Consciously applying the principles of functional guidance procedures in teaching.* Each teacher should recognize guidance services as an integral part of the total educational program, not something distinct and apart. She needs to be familiar with the breadth and scope of guidance, and with the special skills and techniques involved. She should know how to assume her own guidance responsibilities to her pupils and how to make use of specialized services according to the needs of individuals.

2.31 How successfully did this teacher carry on guidance?

2.4 *Participating constructively in the extra-curricular program of the school.* The total development of the pupil involves his social and recreational as well as his academic activities. The teacher must be informed about such activities, and their important place and functions in the schools.

A teacher should be competent to further and constructively supervise extra-class activities. She should participate in various personally satisfying social and recreational extra-class activities, which should give experience bearing on the supervision of such activities in schools and communities.

2.41 In the classroom activities and discussions, what evidence was there of the teacher's interest or participation in the extra-curricular program?

3. Expressing in Action and Developing in Pupils Effective Personal and Community Relationships

3.1 *Applying the principles of healthy social adjustment in personal living and in dealing with others.* Teaching is eminently a social profession, involving not only contacts with pupils and other teachers, but also with parents and community. The teacher-in-training should demonstrate ability to get along with persons of both sexes, including contemporaries, as well as older and younger people. She should be at ease and poised in social situations, and give evidence of ability to lead and to co-operate. She should enjoy social contacts and exhibit balance in her social program.

3.11 From your observations of this teacher, what can you say about her social adjustment?

3.2 *Applying the principles of healthful living (mental and physical) to personal living and to teaching.* Only those persons who are emotionally "balanced," and reasonably free from disabling physical and sensory handicaps can ordinarily provide normal adult associations for young people. The teacher needs to keep a nice balance between work and recreation; between physical and mental activity; between contacts with youths and adults; between male and female associates. She needs many interests, and personal contacts with a variety of people, not all of whom are associated with the schools. In other words, she should have a "zest for living" and be an individual in her own right.

3.21 What does your evidence reveal about the living habits of this teacher?

3.3 *Interrelating school and community in teaching.* A teacher must have a discriminating knowledge of communities ranging from local to international. She must be able to think critically and constructively about current social, economic, and political problems. She should know the problems and backgrounds of her local community. She should participate in, and contribute to, its culture and help the school take its place as a force in the community.

3.31 Was there evidence of this interrelating school and community?

3.4 *Using the various media of communication: oral and written expression, the fine arts, crafts, and music in teaching.* The teacher should assist children, through various art media, in the interpretation of their experiences. Therefore, she herself must have had one or more successful experiences in fields of expression beyond those of verbalization. This implies that the teacher will make use of art media in interpreting, illustrating, and vivifying her own experiences, and will guide pupils to utilize creatively art products and processes to the end of more adequate self-expression and communication.

3.41 How did this teacher reveal this requirement for good teaching?

3.5 *Speaking with clearness and pleasant effectiveness.* Of great importance also is ability to write clearly, correctly, and forcefully. Especially desirable should be proficiency, whatever the grade or subject, in teaching reading, vocabulary, and other study skills.

3.51 From your observations, what can you say about this factor in competency?

4. Utilizing All Available Resources — in Men, Materials, and Techniques — in the Learning Process

4.1 *Utilizing the process of planning in daily living and in teaching.* "Planning," "thinking," "inquiry," are essentially synonymous—and essential in a teacher. The person who is planning is clarifying goals and getting more clearly in mind his reasons for wanting to attain these goals. He constantly weighs alternatives—values, purposes, courses of action. He analyzes the gaps between what he is or does, and what he wants to be or do. He sets up tentative hypotheses which seem to have possibilities and elects those which seem promising. He selects resources from within himself and in his environment. He formulates step by step a program of action. He judges possible results, and prepares to meet difficulties which seem likely to appear. Finally, he puts his program into action, continuously modifying goals and precedures in terms of proposed outcomes. One who plans well knows what he is doing and why.

4.11 Was the planning process characteristic of the classroom work?

4.2 *Utilizing proficiently a wide range of materials and methods of instruction.* Modern research, theory, and practice have yielded a fund of rich and varied materials and techniques for providing experiences for boys and girls. It is essential that a teacher should have a clear comprehension of appropriate materials and methods for use in achieving desired outcomes and a skill in utilizing these. The use of certain general materials and methods should be the "stock-in-trade" of a teacher in any area. Such might include skill in the effective use of visual and audio aids, of supplementary reading and reference materials, of directed study, of special topics and reports by pupils, of guide sheets, of group discussion, and of community problems and resources.

In special areas and at different levels teachers should be familiar with, and give evidence of skill in utilizing, the materials and techniques uniquely appropriate to the desired outcomes for a particular group. These might include proficiency in the use of demonstrations, of laboratory procedures, of field trips, of tools and instruments, of dramatic presentations, of source units, and of various specialized devices and techniques. They might also include familiarity with, and intelligent and discriminating use of, the variety of resources available, both natural and human, particularly in the local community.

4.21 What about this teacher's proficiency in utilizing a wide range of materials and methods of instruction?

4.3 *Continuously evaluating educational aims, processes, and results.* A modern program of education calls for evaluation of objectives, processes, and results. Only by means of competent evaluation can it be determined whether or not the objectives of the school are being realized. Teachers should be alert to use the common and the newer evaluation devices in their own teaching and have the disposition to co-operate in the larger school-wide evaluations. Skill in interpreting and using the results is an obvious concomitant.

4.31 Does any of your evidence point to strengths or weaknesses in this factor in competency?

4.4 *Control of the knowledge in the field within which one teaches and the ability to use this in terms of increasing the students' intelligence about the world in which they live.* There should be understanding of the contribution which such knowledge can make to the education of young people at the level where the student plans to teach. There should be such understanding of the proposed areas of instruction as will make her competent to guide the experience of pupils in these areas, and also to participate in, and contribute to, thinking about those fields in the community. In this connection there is need for a teacher to keep constantly in touch with current knowledge, to think critically, and to develop in the pupils, capacity for critical thinking.

Teaching in elementary or secondary schools calls for breadth rather than concentration of scholarship. Thus a teacher needs some acquaintance with all the areas as well as intensive knowledge of one, and appreciation of the interrelation of different fields of knowledge. There should be scholarly competence with respect to the materials and techniques of teaching in the subject-matter fields at the level at which the student plans to teach.

4.41 On the basis of your observations, what can you say about this teacher's control of the knowledge within her field and her ability to use it wisely with her students?

4.5 *Carrying out appropriate and effective methods in the management of pupils in the classroom and with "extra-curricular" activities.* Efficient management includes appropriate provision for lighting, ventilation, heating, routine attendance, as well as ability with respect to the use of supplementary reading and reference materials, laboratory and project materials, and progress records. It also includes appropriate pupil-teacher relationships, effective and co-operative leadership, and participation by pupils in establishing and carrying out policies.

4.51 Do your observations point to strengths and weaknesses here?

4.6 *Applying critical reflective thinking (scientific method) to the solution of problems, exemplifying it, and teaching for it in school situations.* If teachers are to guide girls and boys in the use of the "method of intelligence" so essential in reaching decisions concerning educational, social, and political problems in a democracy, it is desirable that they themselves understand its power and its limitations and put it into practice in their daily living and teaching.

4.61 What judgment do you have to make on this point?

FOLLOW-UP INTERVIEW DATA

This form can be used effectively only when teacher and observer have opportunity to discuss the record. The observational record should not be considered "complete" until an interview has been held. If the interview reveals additional significant information about the teaching or about the record form, report such information below.

EXPERIENCES RECOMMENDED FOR THIS TEACHER

In the light of all your observations and your summaries, what experiences would you recommend to this teacher as fruitful ways of improving her effectiveness?