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JUNIOR HIGH AND SENIOR HIGH SCHOOL

STUDENT EVALUATIONS OF TEACHERS

by

ANDREW SOREN VEIS

A professional paper submitted in partial fulfillment  
of the requirements for the degree

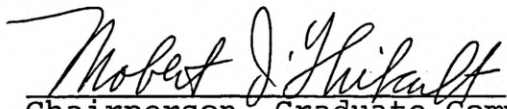
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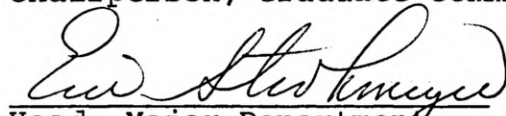
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Approved:

  
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Head, Major Department

  
Graduate Dean

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### Abstract

Some research indicated that students were capable of evaluating teachers with a great deal of accuracy; however, because of general distrust for student evaluations, teachers usually overlooked the students as a potential contributor towards a successful class.

The problem of this study was to develop an awareness of the success and the need for junior high school and senior high school student evaluations of teachers by conducting a review of literature about junior high school and senior high school student evaluation of teachers.

The literature indicated very strongly that the main objectives for using student evaluations of teachers was to improve teacher techniques and was to increase student learning. The information which came from student evaluations helped to create stimulating and useful classes and served as a method to bring about more positive understandings and relationships between students and teachers.

Some studies showed that students and teachers had the same perceptions toward the qualities which make up an effective teacher. The worst criticism, that students felt was used to describe teachers, was that the teachers did not care about the students. Some literature also stated that feedback from administration did not affect the teaching process or in many cases had a negative effect on the teacher. Students appeared as very capable observers of teacher performance, as the students have spent a great deal of time in the classroom.

The researcher recommends that the mechanics of student evaluations be thoroughly discussed, and the instrument be clearly understood by the individuals participating in the evaluations. The teachers and students involved in the student evaluations must be allowed to help develop the objectives, goals, and instrument that will be used for the evaluation process. Also the student evaluations must be kept anonymous, voluntary, and within a threat-free atmosphere.

## Chapter I

### Introduction

Successful teaching is no accident and rarely just happens; success usually results from a combination of fully planned actions and reactions. (Redfern, 1972:7)

Redfern stated that the evaluation of teaching performance has baffled both teachers and school administrators for many years. Much of the difficulty has stemmed from an uncertainty about whether the teacher as a person or the teacher's performance was the target of the assessment. (1972:7) When teacher evaluation was discussed, contemplated, and written about, there was always agreement on one point -- the need to do it. (Wicks, 1973:42) Dalton (1971:476) added that teacher effectiveness was a mealtime topic in many homes, and quick judgments are made by school beginners, teenage brothers and sisters, and middle-age parents with a sublime disregard for the fact that researchers in this country have been attempting for three-quarters of a century to identify the factors which could contribute most significantly to teaching effectiveness. Whether this type of evaluation was defended or condemned, such evaluation processes have always been part

of the real world of teaching. Dalton (1971:476) stated that Barr and others conducted a comprehensive summary of investigations dealing with measurement and prediction of teacher effectiveness which reminded educators that evaluation was inescapable. Evaluations are made, the report stated, "whether openly and carefully or subversively and haphazardly."

The teacher and the evaluator need to know what the teacher's duties and responsibilities are within the school system. This territory, often filled with assumptions, notions and understandings, can be very obscure. Until agreements are reached as to the scope of those duties and responsibilities, it was difficult to proceed with a sound evaluation process. Redfern indicated that most of the research in this area of responsibilities and expectancies was concerned with characteristics, qualities and factors that contributed to teacher effectiveness. (1972:7)

When the purpose of evaluation becomes the improvement of teaching performance and not a system for rating teachers, the results are more productive. Zelanak and Snider (1974:116) carried out a study to examine teacher

attitudes toward the teacher evaluation process. The results strongly suggested that the teachers, with the belief that the intent of evaluation was for administrative purposes, had negative feelings toward the evaluation process. The teachers that believed the intent of the evaluation was for instructional improvement viewed evaluation in a positive manner.

The mechanics of evaluation should be thoroughly discussed, and the instrument should be clear and understood by the individuals taking part in the evaluation process. Perhaps the most important element in the evaluation process was open communication between the evaluatee and evaluator. (Redfern, 1972:40)

Potentially, students, administrators, peers, and outside groups, or any combination of these groups were able to take part in teacher evaluations. Each of the potential evaluators brought a different perspective to the evaluation process.

Murry (1972:383) quoted Arthur Combs, who said, "the best sources of information about an individual and his motives may be the individual himself." When the individual in question was functioning in the role of the

the teacher, it seemed the next best source of information was the student. Kult (1975:11) stated that individuals were hard pressed to find a person that did not agree that the life function of any school was the overall interaction between student and teacher. The student should then be allowed, if not encouraged, to provide personal responses to those instructors with whom the students shared a part of their daily lives. Mattimoe (1976:109) stated that although a student critique could be a hard pill to swallow, it could also offer valuable insights into course structure and teaching methods. A teacher's opinion poll conducted by the National Education Association Research Division (1972:16) showed that teacher opinions of student evaluations were divided down the middle -- fifty percent in favor of student evaluations and fifty percent opposed.

Hogg and Wilen (1976:281) believed that students were capable of evaluating teachers with a great deal of acumen, and yet in developing tools and techniques for defining good teachers, teachers usually overlooked the student as a potential contributor.

Students have been the ones benefiting directly from improved instruction which, after all, has been the goal

of teacher evaluation. McNeil and Popham stated that student opinion of teacher behavior was stable over a period of time and that there has been a consistent relationship between student opinion of teachers and student gain. (1973:231) Thus, students have been a practical and reliable source of feedback on teacher performance. Somers and Southern (1974:129) believed that since students were the consumers of the educational process, and since the students had daily opportunities to form judgments about the effectiveness of instruction, then perhaps the students were in a better position to provide systematic data regarding teacher effectiveness.

Jackson (1966:5) stated, "that students spend over seven thousand hours observing teachers in the classroom." Of this time in the classroom, Amidon and Hough (1967:118) estimated that seventy percent of classroom time was spent in teacher-student talk. Teachers spent more of that time talking than did the students, so for that reason, teacher talk has been a convenient target for student evaluations of teachers.

As observers, students have provided a large sample, thereby reducing individual biases and increasing

reliability of the evaluation process. Using students to rate teachers has been inexpensive, usually required little time, can be scheduled within a class period, and the student evaluation process was available to the teachers at all times. Hogg and Wilen (1976:281) stated that regardless of the approach used to evaluate and improve instruction, it was important for teacher feedback to be immediate, constructive, clearly understood, and within the power of the instructor to change.

#### Statement of the Problem

The problem has been that teachers have had a general distrust for student evaluations that judge their teaching competencies. The problem of this study was to develop an awareness of the success and the need for junior high school and senior high school student evaluations of teachers, by conducting a review of literature about junior high school and senior high school student evaluation of teachers.

#### Need for the Study

Parents, students, elected officials, and state



agencies across the country are demanding teacher accountability. To satisfy this demand by the public, many schools have developed an administrative checklist approach for evaluating teachers. This approach has provided a means of evaluating teaching which has allowed the administration of the schools to produce evidence that demonstrated evaluation completion. This approach also allowed the teachers to come through the process without any risk of losing a bid for tenure within that school system. However, this procedure has provided very little information which could be used to maintain or build successful programs for the school district. Once a school district had hired a teacher, that district had the responsibility for developing the individual's teaching potential towards their maximum potential. The literature indicated that school administrators have not been successful at maintaining or building successful programs for the improvement of instruction based on evaluations conducted by administrators. Eastridge (1976:52), Watson (1974:40), and Tuckman and Oliver (1968:297) all indicated that feedback from authoritarian or supervisory personnel did not stimulate teachers toward more successful teaching and



in some cases had created a negative influence upon the teachers. McNeil and Popham (1973:227) also indicated that the teachers and the general public were unhappy with what had loosely been called the evaluation of teachers.

Husarik and Wynkoop (1974:13) indicated that a more collegial approach was necessary in order for schools to develop successful teacher evaluation programs. A collegial model was described as one that allowed the teachers, students, parents, and community representation some responsibility in the teacher evaluation process. The success of the collegial model did not come from the rehiring or the firing of the teachers, but was determined by the changes a school system made towards the improvement of teaching strategies.

As some of the literature has shown, negative results have occurred as a result of administrative evaluation of teachers. Support for the use of student evaluation of teachers has been provided by Eastridge (1976:52), Watson (1974:40), Tuckman and Oliver (1968:297) and also by the Ohio Commission on Public School Personnel Policies (1972:20) which stated that student feedback has been a

positive measure for developing successful school programs for improvement of instruction.

The information provided in this review of literature will give school personnel a source of information about:

1) the objectives of student evaluations, 2) the procedures for carrying out student evaluations, 3) the validity and reliability of student evaluations and how to increase the validity and reliability, 4) traits of the effective teachers, and 5) an analysis of student feedback to see what effect the results have been on the teachers being evaluated by the students.

The only list of abstracts on student evaluation of teacher effectiveness available to this researcher was one developed by Richard Coley (1975). This source was not confined to elementary and secondary evaluations of teachers, but contained a majority of abstracts related to the evaluations of college teachers. This research project will provide the necessary information for developing junior high school and senior high school student evaluations of teachers.

#### General Questions to be Answered

The following general questions are answered in this

study: 1) What are the objectives of student evaluations? 2) What procedures can be used to carry out student evaluations? 3) How valid and reliable are student evaluations, and how can the validity and reliability of student evaluations be increased? 4) What are the traits that students feel make up an effective teacher? 5) What effect does student feedback have on the teachers being evaluated by the students?

#### General Procedure

This researcher conducted a search of the Educational Resources Information Center, the Current Index of Journals in Education, the Education Index, and the Handbook of Research on Teaching, which have been located in the library at Montana State University. This researcher carried out a computer search of the Educational Resources Information Center and the Current Index of Journals in Education through the library at Montana State University. This researcher also used inter-library loan and information from colleagues which could not be found in the library at Montana State University.

### Delimitations

The following delimitations were placed on this research project: 1) The study was limited to the 1978-1979 academic school year. 2) The study was confined to information about schools in the United States.

### Summary

When the purpose of teacher evaluation was the improvement of teaching and was not used as a rating system for judging teachers, the results of the evaluation process were more productive. Evaluations should be focused primarily upon the extent to which the teacher accomplished performance objectives. Students, administrators, peers, and outside groups have been identified as potential teacher evaluators. However, educators have usually overlooked the student as a potential contributor, even though the student has spent thousands of hours in the classroom and has had the ability to evaluate with a great deal of accuracy. Student opinion of teacher behavior was stable over a period of time and there has been a consistent relationship between student opinion of teachers and

student gain. As observers, students have provided a large sample, thereby reducing individual biases and increasing reliability of the evaluation process.

## Chapter 2

### Introduction

In order to answer the general questions of the study, the review of literature was divided into the following sections:

1. Objectives of student evaluations.
2. Various recommendations for carrying out the procedures of student evaluations.
3. Validity and reliability of student evaluations of teachers, and how to increase the validity and reliability.
4. Traits that students feel make up an effective teacher compared with those teachers feel are representative of effectiveness.
5. Analyze student feedback to see what effect it has on teachers that have been evaluated by students.
6. Summary of literature which has been reviewed.

### Objectives of Student Evaluations

An article on student evaluations of teachers by Abrami (1977:3) asked: What should the student evaluations of teachers measure? Do evaluations elicit a representative sample of student descriptions of their instruction? Do evaluations predict teacher effectiveness as measured by some criterion or do evaluations predict teacher-

produced differences based upon some criterion measure? The literature has stated that a clarification of the objectives of student evaluation of teachers is necessary.

Barsalou, Killinger, and Thompson (1974:10-14) believed that the main objective for student evaluations was to improve the quality of instruction. Other objectives of the evaluation process could be the identification of good instructors, create higher class morale, gain better class attendance, and to decrease the number of student complaints of "bad teachers." Sherman (1975:1) gave the following two reasons for student evaluations: the identification of good teachers and the improvement of instruction. Hogg and Wilen (1976:281) and Shaw (1973:25) agreed with Sherman and stated that the goal of student evaluation of teachers was the improvement of instruction. Wicks (1973:42) believed the sole purpose of the evaluation process was to help raise teacher performance levels of the teachers related to instructional and administrative duties. Janeczko and Skapuna (1973:186) believed that student evaluations were part of the quest for quality education, and that the evaluations provided objective information about the success of the class. They further

stated evaluations may point out how well the instructor was meeting the needs of the students. Thompson (1974:25) believed that students were able to provide feedback about the curriculum, lessons, and the practical usefulness of the class which gave the instructor constructive information. Murry (1972:283) indicated that student evaluations could assist the instructor in learning how to use themselves effectively. The attention to the personal development of instructors should not be construed solely as an interest in personality per se, but as an interest in fostering more productive learning situations that result in greater student growth. Kult (1975:13) believed that the responses collected from students not only were important in the substitution of class material or the eradication of a personal foible or two, but could be a vehicle for bringing many students and teachers closer together in common understandings and respect for each other and the subsequent mutual-personal growth such an atmosphere can inspire.

The literature indicated very strongly that student evaluations were conducted for the improvement of teaching techniques and student education, so that the information



provided created stimulation and useful classes, and also the evaluation procedure acted as a vehicle in developing more positive understandings and relationships between students and teachers.

### Procedures for Student Evaluations

Eisner (1977:346) explained in his recent article on educational connoisseurship and criticism:

Start with the assumption that the improvement of education will result not so much from attempting to discover scientific methods that can be applied universally to classrooms throughout the land, or to individuals possessing particular personality characteristics or to the students coming from specific ethnic or class backgrounds but rather by enabling teachers and others engaged in education to improve their ability to see and think about what they do.

Students, teachers, and administrators must initially meet to establish the procedure for the student evaluation of teachers. The following questions must be asked and worked with during the planning phase: 1) Should the results be released only to the individual teacher or shared with the administration? 2) Should the results of the evaluation be published to serve as criteria for student selection of teachers and classes? 3) Should evaluations be completed anonymously? 4) Should the teaching staff be allowed to help develop the instrument

and define the objectives? 5) Should the staff be allowed voluntary participation? 6) What kind of background information is necessary about the students and teachers? 7) Should the evaluations be used to rank the teachers in chronological order? 8) What type of an evaluation instrument should be used for student evaluations of teachers? 9) What is the estimated cost of the evaluation procedure? 10) Are there computer facilities available to help tabulate the data?

Shaw (1973:50), Poliakoff (1973:7) and Jackson (1973:49) believed that participation by teachers in the development of the evaluation instrument seemed to be one of the best ways to neutralize concerns and create accessible faculty. They also indicated that trends in evaluation of school personnel today focus on the participation of the evaluatee and on his needs and rights as a professional and human being. They further indicated that the evaluation instrument should be cooperatively developed or agreed to by the teachers and the students. Barsalou, Killinger, and Thompson (1974:14) concluded that the voluntary nature of teacher evaluation by students and the confidential handling of data were very important in

creating a successful study. They also concluded that each school's process for student evaluation of teachers would vary due to the uniqueness of the school.

Kult (1975:11) stated that the use of student evaluation of teachers should be an optional activity decided upon by the teachers because of their potential benefits. Jackson (1973:49) believed that the information derived from student evaluations should be used solely for the improvement of instruction and not for determining salary, tenure, or promotion. However, he stated the findings may be discussed with students and others at the teacher's discretion. Thompson (1974:27) believed that the data collected from student evaluations should be made available to the administration so that inservice work-shops may be provided in the areas where there were needs. Kult (1975:11) disagreed with Thompson and stated that the role of administration in student evaluation should be entirely advisory, dependent solely upon whether the teacher wished to involve an administrator in any direct manner. Shaw (1973:50) offered the following suggestions concerning student evaluations: 1) The results of the evaluation should never be used to rank the teachers in chronological order, but should be kept confidential and used to improve

instruction; 2) in large high schools the use of a random sample of students to carry out the evaluation cuts down the paper work and speeds up the process; and 3) once an instrument was developed, problems seemed to occur after the instrument was used and the results were analyzed. Jacobson (1973:49) stated that a mutual feeling of trust must be developed within a school system before the evaluation can take place successfully.

Kult (1975:13) recommended the following procedure for presenting and carrying out the student evaluations of teachers: 1) An information session should precede the actual evaluation process, preferably in the class immediately before the evaluation. Included in the discussion should be a clarification of the reasons for the evaluation and an explanation of the evaluation type and format. 2) Prior to the actual evaluation, a brief review of the main points of the previous day's discussion should take place. Emphasis should again be placed on the positive results the evaluation can have for both students and teacher. 3) Response should be made to any last-minute questions. 4) Students should be given the amount of time which they feel is needed to complete the evaluation.

5) All evaluation should be anonymous. 6) A test-like atmosphere should be employed. 7) The completed evaluations should be randomly arranged by the teacher as they are handed to the teacher. 8) A discussion of any problems can take place following the completion of the evaluation. 9) The students can be allowed to converse among themselves for a period of time following the completion of the evaluation. 10) A positive acknowledgment of the students' participation should be made before the class is formally ended.

Interpretation of the results can be handled in the following manner according to Kult (1975:13): 1) The interpretation of results should be performed under circumstances which support careful consideration, reflection, and introspection. 2) There should be an awareness of the possibility of being excessively influenced by an extremely praising or critical comment. 3) Positive and negative comments should be recorded according to strong and weak areas as a basis for continuing the strengths and correcting the weaknesses. 4) Attempts at preparing detailed response norms may be undesirable and less useful than the preparation of focus areas. 5) The interpretation of results can be more valid, meaningful, and

conclusive when the results are reviewed more than one time.

### Validity and Reliability of Student Evaluations

Is there any validity to student ratings of a teacher's methods? Do student ratings of a teacher's effectiveness agree with other measures of the same teacher's effectiveness?

Blumberg (1974:23) believed that there was a good bit of truth in the notion that a skilled third party (student) could observe things about the job and the way it was being done. The primary actor (teacher) may not have been aware of the observed behavior and the student may have offered helpful suggestions or criticism. Hogg and Wilen (1976:281) indicated that students could be a practical, reliable source of feedback on teacher performance, because the students observe the teacher in action many hours every week.

Eastridge (1976:50) found disagreements among several studies regarding the validity of student evaluation in elementary and secondary schools. Eastridge (1976:51) also stated the McKeachie, Lin, and Mann had findings

which suggested that it was impossible for teachers to be effective with all students. Ratings and evaluations should focus more upon prescribed objectives established for the course rather than upon the ambiguous qualities that might fit into instruction and that may or may not be accurately evaluated by students. McNeil and Popham (1973:231) stated that student ratings unquestionably have validity as expressions of feelings, and that student ratings could be useful indicators that learners had or did not have favorable predispositions toward the teacher and the course. However, the validity of student ratings is a problem, as considerable halo effect is found when students rate teachers on several traits. Coats and others (1972:360) also found that students did not respond directly to specific questions regarding teacher effectiveness. Rather, a kind of halo effect based on teacher charisma or popularity determined to a large extent how students reacted to questions about teachers. An effective teacher was charismatic in many areas, and according to Friesen and Chalmers (1973:634) students perceived some teachers to be generally low in sociability, thus there seemed to be a need for teachers to come out of the



sanctity of the schoolhouse and become more sociable. Coats and others (1970:360) also found that about forty percent of the student ratings were unrelated to popularity or charisma which indicated that student ratings might be used profitably. Thompson (1974:25) believed students had a unique perspective from which any teacher could benefit, and often a perspective as valid as those applied by instructor and administrators. Poliakoff (1973:5) indicated that a number of researchers had offered evidence that student perceptions of teacher performance were related to student learning and not to ratings by other observers, such as principals. However, Masters (1977:17) stated that Hayes, Keim, and Neiman found a positive correlation between the principal's ratings of the same high school teachers. The almost unanimous opinion of the teachers was that the pupils had accurately rated the teaching. Masters (1977:17) also stated that Veldman and Peck uncovered similar results in a study in which junior and senior high school students rated student teachers. Ratings given the student teachers by the university supervisors agreed well with student ratings of the student teachers. A number of researchers have attempted to determine whether



teachers rated most highly by the students were actually the students who learn the most. Masters (1977:18) cited Fortune, Morsh, Burgess, and Smith and Podlogar, Rosenshine, and Gage as investigators that found evidence that students could pick out and give high ratings to teachers that caused students to learn. Students do seem capable of making reasoned judgments about teacher behavior which agreed with those given by administrators.

The literature indicated that the validity of student evaluations of teachers was definitely in question, which created a need to look at the factors which caused the validity of student evaluations to vary.

According to Barsalou and others (1974:10-14) the question of validity of student evaluations arose because student and faculty members did not understand what was being accomplished, and some faculty members refused to become involved even when the evaluation process was totally understood. Reasons cited were that a teacher's best or worst class may be the only one selected for the student evaluations and an individual student's interpretation of the questions could create distortions in the data. Once the evaluations were completed, administrators,

in some instances, did not provide in-service programs nor did they allow teachers time to use the results of the evaluations. The student's attitudes toward school and the teacher being evaluated sometimes were factors which influenced the evaluation process. The enjoyment and grade received from the class might influence student evaluations. Also the socioeconomic status of the student and teacher were found to influence student evaluations. Finally, post high school plans, involvement in school activities, and the educational level of the student's father all had a bearing on how a student completed the evaluation. (Tollefson, 1973:30-35) Masters and Weaver (1977:22) found that the student evaluations of teachers varied because of all the aforementioned reasons and also because of the function of the subject taught. Friesen and Chalmers (1973:635) believed the problem relating to the perception of teacher competency was complicated by its relation to the variables mentioned previously and also the grade level of the student doing the evaluation. Wicks (1973:43) believed a student's personal biases (whether positive or negative) were likely to diminish the validity of the student evaluation, and that the students

were ill-prepared to suggest remedies. It was believed that students experiencing learning difficulties, might, because of low motivation and inability to read well, produce ratings which had a degree of instability. Masters (1970:15) carried out a comparison of the stability of ratings given by students averaging grades of A or B with that of students averaging grades of C or below. Students earning grades of C and below did not appear to give ratings which were any less stable than were those of students earning grades of A or B. Teachers can have some confidence that students are using instruments to give the students' general ratings of a teacher's methods rather than ratings which merely indicated the student's feelings on a particular day.

The validity of student evaluations may be increased by making sure the evaluations are anonymous. (Shaw 1973:50) Administering the evaluation after a final exam provides a good environment for the student evaluation. Students must be orientated to the objectives and procedures of the evaluation process long before it occurs. The students must know that the teachers place emphasis on the evaluator's judgments. (Janeczko and Skapuna,

1973:186-188) The teachers should not observe the students closely during the evaluations or handle the materials after the students have completed the evaluations. The student evaluations should be combined with assessments made by colleagues and administrators in order to provide valid data for the improvement of instruction. (Thompson, 1974:27) To obtain honest student responses, an open and nonjudgmental classroom climate is necessary. It is important that students feel the teacher will take the student responses seriously and use them to modify the teacher's behavior. If teachers keep the climate safe, students do respond with a wealth of information invaluable to the teacher when trying to become a better teacher. (Galloway and Whitefield, 1976:85) Barrow's (1977:108) evaluation instrument at C. B. Vernor Junior High School applied the following conditions to the student evaluation process to increase the validity: 1) Teachers would volunteer to be evaluated. 2) All student evaluations would be anonymous. 3) The building principal should not see the student evaluations. 4) Evaluations would be made at the end of the year when the students could best judge the teachers. 5) Students would not be required to answer all the questions on the

instrument.

Are student evaluations reliable for any length of time? Robert Peck and other (1978:11) found that adult and student evaluators, in two successive years, described teachers with a substantial degree of consistency. In a study by Masters and Weaver (1977:16) it was found that students' ratings were highly stable over an interval of one month. Masters (1977:16) stated that DeAmico reported that for specific items in a sixteen-item rating scale, the average rating for the teachers in the study was highly similar over a two-year period. McNeil and Popham (1973:231) stated that Davidoff provided strong evidence leading to the conclusion that student opinion of teacher behavior is very stable over a period of time and that there is no consistent relationship between student opinion of teacher behavior and student gain. McNeil and Popham (1973:231) believed that the reliability of student observations could be increased by having students focus on discrete, observable teacher behavior.

#### Traits of Effective Teachers

Palonsky (1977:45) stated that scientific efforts in

determining teacher effectiveness have been less than satisfactory. A good portion of the problem was developed because of the nature of teaching itself and was heavily influenced by many variables including social class, family background, heredity, and whether it was the day before a vacation or the first day back, and whether it was the first period of the day or the last. Attempting to clinically observe a teacher on a "typical day" is very difficult, if not impossible. Teachers often claim that no outsider can see a "typical day" by selecting one at random or hope to get a picture of the teacher's style by observing one, two, three, or four different days. As every teacher that has been observed by an outsider in the classroom realizes, the behavior of the students and the performance of the teacher are affected and not always for the better.

Sherman (1975:10) concurred by stating that identifying effective components of a specific teaching performance was difficult if not impossible. This problem, combined with the difficulties presented by the broad range of student responses to a teaching performance, makes teaching a very complex process to evaluate. Freese

and West (1972:525) stated that when attempts were made to analyze the environment of the classroom, the individual was faced with the complexity of factors-- these factors which played important roles in establishing the setting in which learning was supposed to occur.

Tollefson (1973:33) conducted a study to see if high school students from different backgrounds and with different attitudes toward school agreed upon the teacher characteristics which defined the effective teacher in the classroom. Student variables showed that all students had the same common perceptions regarding the characteristics which make a teacher effective. Tollefson then listed the following characteristics of an effective teacher after surveying the students. The effective teacher was caring about the students, was receptive to student needs and concerns, was willing to work with students, was flexible, and was willing to consider alternate points of view.

Kenny (1972:1-14) also used a survey to obtain characteristics of an effective teacher from junior high and high school students. The effective teacher had a pleasant personality, did not make the students feel inferior, was patient and did not make unnecessary criticism, gave



guidance in personal areas, had the ability to maintain class control, used a variety of teaching techniques, had the ability to make explanations clear, and had the ability to stimulate interest in the subject matter.

Wright and Saunders (1976:58) conducted a survey of twelve hundred junior high students from three junior high schools. The survey indicated that the students wanted clean and neat teachers; a teacher that participated in the activities with the students; a teacher that was energetic towards school; a friendly person that told the students what was being done wrong; an individual that was dependable; a teacher that liked all the students, and a teacher that tried to understand each student as an individual. Patton and DeSena (1966:41) conducted a study with eleventh and twelfth grade students which showed that students were not concerned with the intelligence of teachers. The students in the Patton and DeSena study concurred with the students in Kenny's (1972:1-14) survey which showed that the students were concerned with the teacher's ability to explain the subject well and to explain it on the student's level. Patton's and DeSena's (1966:41) students also placed great importance on the



teacher's knowledge of the subject matter. However, the students in Tollefson's (1973:34) study indicated that if a teacher possessed effective characteristics, then the teacher did not need a thorough command of the subject matter nor be exceptional with presentations to be an effective teacher. Reavis and Derlega (1976:221) found that eighth grade students in a successful situation rated the person-oriented teacher more positively than the task-oriented teacher in terms of effectiveness, encouragement, interest, and how much the student learned. However, in the unsuccessful situation, the opposite pattern occurred: students rated the task-oriented teacher more positively than the person-oriented teacher. The researcher's findings indicated that depending on the type of situations, the student varied as to the type of individual he preferred. The most damaging indictment a student could levy against a teacher was that the teacher did not "care" about the students.

One of the popular beliefs among today's adolescents is that the younger teachers more fully understand and appreciate the problems of the adolescent. It has also been stated by many teachers and the literature that teachers

are disliked that give low grades. A study by Freese and West (1972:528-2) did not support either of these beliefs. The data indicated that the students were not too concerned with the teacher's age, sex, experience or the grade received in the course. A study conducted with elementary and secondary students by Parashevopoulos (1968:25) indicated sensing male teachers rated high as friendly and warm and low as understanding and flexible; the intuitive male teachers were perceived and rated high as understanding and flexible and low as warm and friendly. The female low convergent teachers received higher ratings on all three factors, and were perceived as more friendly and warm, understanding and flexible, and encouraged students to participation and initiative more than the high convergent thinking female teachers. Murry (1972:383) conducted a study in which the purpose was to assess the effect of the teacher's level of self-actualization on the teacher's students' perception of expressed concerns. The findings of this study showed that the students perceived self-actualizing teachers as more concerned than non-self-actualizing teachers. These findings lend support to the growing number of researchers who believed, that teachers

that will make the most significant differences must be more competent technicians; the teachers must also be people that know something about themselves and others, and who possess interpersonal competencies as well as pedagogical skills.

A study by Palonsky (1977:50) showed that the students were far more concerned with the effective domain than the cognitive side of instruction.

Goldberg and Mayerberg (1973:29-32) conducted a study measuring the emotional reactions of students to the positive, neutral, and negative effect of nonverbal teacher behavior. The results of this study suggested that students do, in fact, differentially evaluate different types of nonverbal teacher behavior. Quite obviously there is more to educational enterprise than content and method. Teachers and students are human beings, and whatever transpires between the two affects the teaching and learning transaction.

Do students and teachers have the same perceptions of the qualities an effective teacher should possess? After both student and teacher responses were categorized by a three-person panel, Somers and Southern (1974:133) compared

the following eight most frequently mentioned qualities:

1) sense of humor, 2) ability to relate to students, 3) ability to maintain class control, 4) ability to explain things clearly, 5) sense of fairness, 6) understand students and their problems, 7) friendly and 8) helpful to students. A correlation coefficient of .84 was obtained, indicating substantial agreement between students and teachers as to what makes an effective teacher. Patton and DeSena's (1966:41) study with eleventh and twelfth grade students demonstrated that, although each student group did not assign the same degree of importance to what they deemed teacher motivating and nonmotivating qualities, each group did mention the same predominant factors. The students were not concerned with the intelligence of the teacher, but they did expect the instructor to have the ability to explain the subject matter on the student's level. The students also placed a great deal of importance upon the teacher's knowledge of the subject matter. These predominant factors chosen by the students were in general agreement with those that were chosen by the experts.

#### Student Feedback

The methods used to obtain feedback in the evaluation

process varies from highly structured questionnaires that were analyzed by computers to very openended questions whose focus was very general. A growing number of evaluative instruments have been constructed by various school systems and state departments. Some of these tools were easy to administer, and they provided scoring keys and directions, while others were discussion oriented and rather subjective. The success of student feedback will ultimately rest upon the changes that may result in instructional behavior and the utilization of data by the individuals that are charged with supervisory responsibilities. (Eastridge, 1976:52)

Support for the use of student evaluation comes from the Ohio Commission on Public School Personnel Policies, which stated:

Research indicated that informational feedback from students is an effective means of influencing teacher behavior; in fact, student feedback can sometimes be more effective in changing teacher behavior than supervisory feedback. (1972:20)

Eastridge (1976:52) stated that according to a study by Hype and Rich, high school teachers improved teacher ratings as a result of student feedback, where as the opposite was indicated when principals carried out the

evaluations. Eastridge (1976:52) also stated that Wilhelms found that not only did feedback improve teaching performance, but that evaluation seemed less effective when it came from an authoritarian and more effective when it was worked out through direct involvement. Watson (1974:40) agreed with this premise and cited examples to support student feedback as superior to supervisory evaluation in leading to positive changes among teachers. In a similar study by Tuckman and Oliver (1968:297), it was found that student feedback led to a positive change among the teachers. Supervisor feedback added nothing to this effort when combined with student feedback, and when alone, produced change in a direction opposite to the feedback. The less experienced teachers showed greater receptability to the student feedback than the more experienced counterparts, while the reverse held true for receptivity to supervisor feedback.

Sherman (1975:1-12) interpreted several studies in which feedback from student evaluations was given to the instructors. The results of the evaluations were passed on to the instructors, and student evaluations were administered again at the end of the course. Differences

were then noted between the instructors not given any feedback and the instructor receiving feedback. The following results occurred: feedback did not produce any change; some changes were noted among instructors that received feedback; and there was change opposite of what was expected.

Hofer, Manfred, and others (1973:20) conducted a field experiment that tested whether teachers change when student ratings are received. The teachers also received feedback on the behavior of an ideal teacher from the students' perspective. The teachers in the control group changed for the worse, while the teachers in the experimental group improved only slightly. It was then assumed that the students did not perceive the teachers in a very "accentuated" way, so that teachers would have to change the behavior to a large degree before the students perceived the change. It was then recommended that teachers should use the feedback technique in combination with other methods, which, according to the previous literature, does not work as well. Hofer, Manfred and others (1973:5) stated that Gage, Runkel, and Chatterjee instructed students to judge the teacher's behavior on a rating scale,



and in addition, the students were provided another column for rating the behavior of an ideal teacher on the same rating scale. After several weeks, the teachers were again judged by the students using the rating scale. It was shown that the teachers receiving the student ratings as feedback changed significantly more in the direction of the ideal teacher than did the teachers that did not receive feedback.

Kepler (1977:1) conducted a study to investigate the ability of middle school teachers to use descriptive feedback from the students in changing the teacher's current teaching behaviors. The over-all teacher reaction to this type of nonevaluative, descriptive feedback was extremely receptive. Teachers in the study also expressed a desire for more frequent feedback from the students.

Eastridge (1976:53) stated that possible reasons for the change in the classroom environment might be due to the perceptual alteration of not only the teacher but also of the student's role in the classroom. As a result of involvement of the student in the evaluation process, the student may have viewed himself as a participant in program planning and believed that the role the student was

playing was an important part in helping the school system of which the student was a member.

### Summary

There appeared to be a fairly wide agreement that students should evaluate instruction, and that the student's judgments are likely to be of value. If pupils' interests and self-initiated activities were related to teacher behavior and social interaction in the classroom, then it was possible to utilize student reactions and perceptions to create a pathway for the improvement of instruction. Students were judges of teachers, particularly as one would expect, from the personal viewpoint. Of more importance was the fact that students with some previous evaluation experience became objective and realistic concerning the outlook the student had for the teacher being evaluated. Teachers placed a great deal of value in what was said at conventions and conferences and in what was read in the educational journals, and too often educators did not heed the opinions of the students. The adolescent seemed able to consider the teacher as a person and considered how the teacher interacts apart from the teacher's

age, sex, years of experience, and grades assigned. Students have had a unique perspective from which any teacher can benefit and often a perspective as valid as those applied by instructors and administrators. Student evaluations have not been the final word on what the teacher's role was or should have been. However, it was useful for teachers to know what the students expected and it was useful to teachers touching different ages or different cultures to get a "feel" for the correspondingly differing expectations.

## Chapter 3

### Introduction

This chapter will be presented in three parts. First the summary from the paper will be given, and secondly the conclusions will be presented, and last the recommendations will be made by the researcher.

### Summary

The literature indicated very strongly that the main objective for using student evaluations of teachers was to improve teacher techniques and to increase student learning. Student evaluations also provided information about the success of the classes, how well the instructor was meeting the needs of the students, and assisted the instructor in learning how to use themselves effectively. The information which came from student evaluations helped create stimulating and useful classes and could serve as a method of bringing about more positive understandings and relationships between students and teachers.

Students, teachers, and administrators should meet initially to develop the evaluation instrument and the procedure for the evaluation process. Issues such as the

voluntary nature of evaluation, sharing the results of the evaluation, anonymity of the evaluator, staff involvement in the development of the instrument, the cost of student evaluation, using the evaluations to rank the teachers in chronological order, the background information necessary about students and teacher, and the use of the evaluation must be decided upon.

The literature stated that procedures for presenting, carrying out and interpreting the student evaluations of teachers was very important and should include: 1) an informative discussion before the actual evaluation, 2) response to last minute questions, 3) enough time to complete the evaluations thoroughly, 4) evaluations should be anonymous, 5) a test-like atmosphere should be used. The results of the evaluations should be: 1) reviewed more than one time, 2) positive and negative comments can be calculated according to strong and weak areas, 3) the evaluatee should not be influenced by the few negative or positive comments which may appear, but look for areas which have been consistently stated.

The literature indicated that the validity of student evaluation has been in question. Lack of understanding by

the students and teacher involved, the teacher's best or worst class may be the only one selected for evaluation, some faculty may refuse to be evaluated, the socioeconomic status of the teachers and students, involvement in school activities, and the educational level of the student's father may all be factors which affect the validity of student evaluations. However, voluntary evaluations, anonymous evaluations, a positive attitude toward the students' suggestions by teachers, orientation to the evaluation process, not observing the students closely during the evaluation process, not handling the materials after the evaluation was completed, and also an open and nonjudgmental classroom climate are some recommendations which may increase the validity of student evaluations of teachers.

Studies showed that students and teachers do have the same perceptions toward the qualities which make up the effective teachers. The effective teacher was caring about the students, was receptive to student needs and concerns, was willing to work with students, was flexible, and was willing to consider alternative points of view. Students were not only concerned with the cognitive side

of teaching, but also the effective areas which may influence the students. The worst criticism that students felt could be used to describe teachers was that the teachers did not care about the students.

The literature stated that feedback from administration may not affect the teaching process or in many cases may have a negative effect on the teachers. Studies showed that student evaluations of teacher's performance in the classroom can sometimes be more effective in changing teacher behavior than supervisory feedback. Students appeared to be very capable observers of teacher performance, as the students spent a great deal of time in the classroom.

As a result of involvement by the student in the evaluation process, the student may view himself as a participant in program planning and believe that the student's role was an important part in helping the school system.

Student evaluations are not the final word on what the teacher's role should or should not be. However, it is useful for teachers to know what the students expect, and it is useful to teachers working with students of different ages and cultures to gather some understanding



of the different student expectations.

### Conclusion

When the purpose of teacher evaluations was the improvement of teaching and was not used as a rating scale for teaching, the results of the evaluation process were more productive. Students, administrators, peers and outside groups were all potential teacher evaluators. However, educators have usually overlooked the student as a potential contributor. Too often teachers place a great deal of confidence in what is said at conventions and conferences and in what is read in the educational journals, and do not pay attention to student opinion. Students have a unique perspective from which teachers can benefit and often a perspective as valid as those applied by instructors or administrators.

The research indicated that student evaluations have been a constructive and successful method of improving the teacher's abilities and methods in the classroom. Student opinion of teacher behavior has been stable over a period of time and there has been a consistent relationship between student opinion of teachers and student gain. Since students are placed in the role of educational

consumers, and since the students have had daily opportunities to form judgments about the effectiveness of instruction, then perhaps the students are in the best position to provide data regarding teacher effectiveness.

Student evaluations have been inexpensive to carry out, usually required little time, fitted well into the classroom schedule, and were available to the teachers at all times. Thus, student evaluations seemed to be a very practical method for gathering data about teacher effectiveness.

The validity and reliability of student evaluations tended to vary depending upon the methods that were incorporated when developing the evaluation process. However, because the students provided a large sample, individual biases were reduced which increased the reliability of the evaluation process. Teachers needed to be reminded that a few positive or negative evaluations should not influence their teaching but that the teacher should look for consistent areas which the students have pointed out.

Student feedback has been more successful at creating positive teacher change than supervisor feedback in many

situations. The less experienced teachers showed greater receptivity to student feedback than the more experienced teachers. The literature also indicated that the more successful student evaluations programs allowed the teacher to become involved when the evaluation instrument was developed, gave the students the option to take part in the teacher evaluations, and also kept the data confidential.

The literature indicated that the students developed a more responsible attitude toward the school system when student involvement was sanctioned as an important part of that school district's teacher evaluation program. Teachers and students also developed a stronger bond or relationship when the interaction between the students and teachers allowed each party to grow educationally.

#### Recommendations

This researcher recommends that: 1) the mechanics of student evaluations be thoroughly discussed, and the instrument be clearly understood by the individuals participating in the evaluation, 2) the teachers and students involved in the student evaluation must be allowed to help

develop the objectives, goals, and instrument that will be used for the evaluation process, 3) the student evaluations must be kept anonymous, voluntary, and within a threat-free environment, 4) prior to the student evaluations, the individuals involved should be given an orientation to the procedures and objectives for the student evaluations, 5) during the student evaluation, the teachers should not observe the students while they are completing the instrument and should not handle the instrument when the students have finished their evaluations, 6) when the data gathering has been completed, the information should be given to those teachers involved and only shared if the teacher wishes to do so, 7) the information obtained from the student evaluations could be used by the teacher to help develop performance objectives for the following semester or year.

This researcher also recommends to those individuals developing student evaluations the use of a well-planned and developed instrument to carry out the evaluation process. This researcher has provided four instruments in the appendix of this paper. These instruments could be used as examples to help develop and write questions for

a student evaluation. Good examples are prevalent within the four instruments. Another instrument the researcher recommends is the StoTT (Student Observation of Teachers and Teaching Techniques) which was developed by an advisory board to the secretary of education in Pennsylvania. StoTT was reviewed by James P. Masters and Waldo L. Weaver. The article may be found in the Education Resources Information Center, and the number of this source is Ed 141 409.

This researcher believes that students have not been considered a serious source for critiquing teacher performance. The data reviewed for this paper indicated that students are interested and capable observers of teacher performance. By placing students in an important role, as an observer, within the school district, the school boards, administrators, and teachers are working toward an accountable and dynamic school district.

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Appendix A

This instrument was developed for use by junior high students at C. B. Vernor Junior High in Marion, Iowa.

No Name, Please

Now you get a chance to grade me; please respond to each item as honestly as you can. Mark an X in Column #1 of your answer sheet if your response is Yes. Mark an X in Column #2 of your answer sheet if your response is No. Mark an X in Column #3 of your answer sheet if your response is Sometimes. If you cannot make a decision, leave the item blank. Do not put your name on this paper or the answer sheet.

- I. Knowledge of subject
  - A. Does the teacher know the subject matter?
- II. Clearness of presentation
  - A. Are ideas presented in words I can understand?
- III. Classroom environment
  - A. Is the classroom usually relaxed and friendly?
  - B. Is the teacher fair to me?
  - C. Does the teacher respect my answers, suggestions, and point of view?
- IV. Class activities and discussion
  - A. Is the work load reasonable?
  - B. Is there time for both class activities and study time?
  - C. Does the teacher involve the class in a variety of activities?

V. Teacher attitude

- A. Does the teacher show interest and enthusiasm in the subject and enjoy teaching?
- B. Does the teacher show an interest in me and my problems?
- C. Does the teacher have a sense of humor?

VI. Grading

- A. Does the teacher grade me fairly?

VII. Record any additional comments on the back side of the answer sheet.

Appendix B

This instrument was developed for use by junior high students at Roosevelt Junior High in Eugene, Oregon.

## TEACHER EVALUATION

This teacher evaluation is your way to tell teachers where their teaching weaknesses lie and how they can improve their teaching.

Look at the question, read the examples, then rate the teacher poor, fair, average, good or excellent compared to your ideal teacher.

This teacher evaluation is for your own benefit. By filling this out honestly and seriously you can help the teachers improve their teaching skills.

## Part 1

1. ATTITUDE TOWARDS STUDENT IDEAS: Example: (Does the teacher have respect for the things you say in class?)
2. OPENNESS: (Is the teacher able to see things from your point of view?)
3. FAIRNESS: (Is the teacher fair and impartial in his/her treatment of all students in the class?)
4. ENTHUSIASM: (Does he/she show interest and enthusiasm for the subject? Does the teacher appear to enjoy teaching the subject?)
5. ATTITUDE TOWARD IMPROVEMENT? (Does the teacher seem to want to improve his/her teaching skills?)



6. SELF CONTROL: (Does the teacher become angry when little problems arise in the class?)
7. PATIENCE: (Does the teacher know how to deal with someone who does not understand?)

COMMENTS:

## Part II

1. KNOWLEDGE OF SUBJECT: (Does the teacher have a thorough knowledge and understanding of his/her teaching field?)
2. CLARITY OF PRESENTATION: (Are ideas presented at a level you can understand?)
3. SUCCESS IN STIMULATING INTEREST: (Is this class interesting and challenging?)
4. ENCOURAGEMENT OF STUDENT PARTICIPATION: (Does the teacher encourage you to raise questions in class?)
5. ASSIGNMENTS: (Are assignments challenging and of reasonable length?)
  - a) Do assignments reinforce ideas learned in class?
  - b) Does the teacher return assignments on time?
6. CLASS PREPARATION: (Is the teacher prepared for class?)
7. CONTROL: (Is the class under control but also relaxed and friendly?)
8. EFFECTIVENESS: (What is your over all evaluation of this teacher?)

COMMENTS:

Appendix C

This instrument was developed for use by junior high students at Hillsboro Junior High in Hillsboro, Oregon.

## WHAT DO YOU THINK OF YOUR TEACHER?

The following are questions about your teacher? Below each question is a scale which you can check to indicate your answer to the questions. PLEASE ANSWER FRANKLY AND HONESTLY.

Print the name of the teacher in the following blank space. Also name the subject you are studying under this teacher and the period during which the class meets.

---

|                 |         |        |
|-----------------|---------|--------|
| Name of teacher | Subject | Period |
|-----------------|---------|--------|

---

1. What is your opinion concerning the amount of knowledge this teacher has of the subject taught?
  5. Has a masterful knowledge of the subject taught-- seems to know almost everything about it.
  4. Has a very good knowledge and understanding of the subject.
  3. Has a satisfactory knowledge and understanding of the subject.
  2. Knowledge limited to pupil textbook. States facts incorrectly once in awhile.
  1. Insufficient knowledge. States facts incorrectly rather often. Seriously lacking in understanding of important parts of the subject.
2. What is your opinion concerning this teacher's fairness in grading?
  5. Absolutely fair. All pupils get exactly the grades they deserve.

4. Tries to be fair and nearly always succeeds.
  3. Most pupils get the grades they deserve. A few are graded either too high or too low.
  2. Certain favorites are nearly always graded too high, and certain disliked pupils are nearly always graded too low.
  1. Very unfair, grades are nearly always determined by factors (things) that should have no influence.
3. How well do you like this teacher personally?
    5. I like this teacher extremely well.
    4. I like this teacher better than most of the teachers I have had.
    3. I like this teacher about as well as most of the teachers I have had.
    2. I like this teacher less than most of the teachers I have had.
    1. I have a strong dislike for this teacher.
4. Do you let your feelings for this teacher affect the amount and quality of work you do in this class?
    3. No effect.
    2. Occasional effect.
    1. Considerable effect.
5. How much are you learning from this teacher?
    5. I learn a surprisingly large amount from this teacher.
    4. I learn more from this teacher than I have learned from most of the teachers I have had.
    3. I learn about as much from this teacher as from most of the teachers I have had.
    2. I learn less from this teacher than I have learned from most of the teachers I have had.
    1. I learn practically nothing from this teacher.
6. What is your opinion of the discipline practiced by the members of this class?
    5. Everyone is so interested in and busy with the class work that no discipline problems ever arise.
    4. Nearly all students are so interested in and busy with the classwork that very few discipline problems ever arise.

3. Good cooperation is evident on the part of most students. Most students pay attention to the work at hand.
  2. Occasionally members of the class are too disorderly and inattentive to do well the things that they should be doing.
  1. Frequent general disorder. Work is often interrupted by disorderly and noisy students.
7. At present, how well do you like the subject by this teacher?
5. I am deeply interested. I work willingly and enthusiastically most of the time under this teacher.
  4. Much interested. I like the subject quite well.
  3. I have a fair amount of interest in and liking for the subject.
  2. I have little interest in and liking for the subject.
  1. I hate the subject.
8. What is your opinion concerning the sympathy shown by this teacher?
5. Always kind, considerate, and friendly. Always able to see and understand the student's point of view when a question, problem, or difficulty arises.
  4. Nearly always kind, considerate, and friendly. Nearly always able to understand the student's position and willing to help students through their difficulties.
  3. Generally kind, considerate, and friendly, but every once in a while fails to see the student's point of view.
  2. Tries to be kind and helpful, but is often impatient, grouchy, and sarcastic.
  1. Almost always harsh, grouchy, faultfinding, and inconsiderate.
9. What is your opinion concerning the fairness of this teacher's decisions regarding the students.
5. Absolutely fair and impartial in all matters. Every student always gets a fair "break."
  4. Tries to be fair and nearly always succeeds.

3. Most students are treated fairly. A few receive special advantages.
  2. Certain favorites nearly always receive undeserved favors and privileges and certain disliked students are discriminated against.
  1. Very unfair. Many decisions are influenced by things that should have no influence. Marked favoritism shown toward some students, while others never get a fair "break."
10. What is your opinion concerning the value that the study of the topics and problems of this class has for you.
5. Considering the things that are being studied and considering the manner in which the class is being conducted, I think that I have profited as much or more from this class than from any other class in which I have ever been enrolled.
  4. I rate this class to be above average in usefulness and value.
  3. I judge this class to be about average in usefulness and value.
  2. The things that I have got from this class may be helpful to me sometime, but I doubt it.
  1. I think that the time spent in this class to date has been a complete waste of time to me.
11. What is your opinion concerning the ability of this teacher to assist students in planning and organizing classroom work?
5. This teacher is unusually efficient in classroom leadership. All students always have well-made and clearly understood plans for the classroom work.
  4. This teacher does a good job of assisting most students in forming useful and clearly understood plans for their work.
  3. This teacher is about as effective as most teachers in assisting students to make plans that are useful in guiding their efforts.
  2. The teacher often does a poor job of helping to plan the work. As a result, much time is wasted.
  1. The students seldom have clearly understood plans in mind. They often waste time when they should be working.

12. What is your opinion concerning the ability of this teacher to explain things clearly?
  5. All explanations are easily understood. Students have no difficulty understanding the points or things that this teacher discusses from time to time. Even hard things are made to seem easy.
  4. Nearly all explanations are easily understood.
  3. Most of the explanations and comments of this teacher are understood by students.
  2. Nearly half of the explanations and comments by this teacher are hard to understand.
  1. Most explanations are difficult to understand.
13. What is your opinion concerning the general (all-round) teaching ability of this teacher?
  5. One of the strongest teachers I have ever had from the standpoint of real teaching ability.
  4. Has more teaching ability than most of the teachers I have had, but cannot be classed as one of the very best.
  3. Neither outstanding nor inferior -- falls about in the middle.
  2. Weaker than most of the teachers I have had, but not one of the very poorest.
  1. One of the poorest teachers I have ever had from the standpoint of real teaching ability.
14. What is your opinion concerning the pride this teacher takes in her/his personal appearance?
  5. Always neat and clean in dress and personal appearance.
  4. Nearly always careful about his personal appearance.
  3. Generally careful about his personal appearance.
  2. Often careless about his personal appearance.
  1. Very careless. Seems to care nothing about his appearance.
15. To what extent do students in this class share decisions with the teacher?
  5. At all times we have had opportunity to discuss and decide how we shall study and how we shall work.



4. As a class we usually have something to say in planning our work, although on some matters the teacher does the deciding.
  3. Part of the time the teacher decides, and part of the time we as a class decide what we shall study and how we shall go about it.
  2. Once in a while we are permitted to have something to say about our work, but usually the teacher does most of the deciding.
  1. The teacher always tells us what to do and how to do it.
- 16.. To what extent do you feel free to work as you wish in this class?
5. I have the greatest freedom to do the things the way I think best.
  4. Sometimes I have to do things a certain way, but almost always I can do things my way.
  3. About half of the time I can do things the way I want to, and about half of the time I have to do them the way I am told.
  2. Once in a while I can do things as I wish, but usually I have to do things as I am told.
  1. I am always told how to do things. I can never do them my way.
17. What is your opinion of the extent to which this teacher understands you and is concerned about you and your problems?
5. This teacher is very concerned about my problems and always understands them.
  4. This teacher tries to understand my problems and is usually somewhat concerned about them, although not always.
  3. This teacher has only a fair amount of understanding of my problems and is only moderately concerned about them.
  2. Occasionally this teacher may have some concern about and understanding of my problems, but only very slightly.
  1. This teacher has no concern about my problems. He/she never tries to understand them.



18. How well do you think this teacher likes you personally?
5. This teacher likes me better than anyone else in the class.
  4. This teacher likes me better than most of the other students.
  3. This teacher likes me about as much as most of the other students.
  2. This teacher likes me less than most other students in the class.
  1. This teacher dislikes me a lot.
19. If you can think of a likeable quality not named above, possessed by this teacher, please name it in the appropriate blank below.
- A. \_\_\_\_\_  
\_\_\_\_\_
- B. \_\_\_\_\_  
\_\_\_\_\_
20. If you can think of an undesirable quality or habit, not mentioned above, possessed by this teacher, please name it in the appropriate blank.
- A. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
1. Add any other comments here that indicate your judgment of this teacher, and this course.

Appendix D

This rating scale was developed by Janice Smith and T. J. Brown (1976:36-38) for students in grades seven through twelve.

## Course and Instructor Rating Scale.

Grades 7-12

**DIRECTIONS:** There are no right or wrong responses to these statements. Record your reactions for each statement on your answer sheet. Do not write on the booklet. Describe your reactions to each statement as best you can by marking one of the five letters A,B,C,D, or E. For example, for Item 1 if you think the amount of work you did in this course was very great, record the letter A; if you think the amount of work you did in this course was quite small, record the letter E; if you think the amount of work you did in this course was moderate, record the letter C. If you feel the rating should be placed between one of these categories, please indicate by responding to categories B or D.

**IMPORTANT:** Do not write your name on the answer sheet or make any marks on this rating scale. Please record your four digit identification number in the boxes at the lower right hand corner of your answer sheet. Grid the appropriate spaces below each box by making a heavy mark with your pencil. Be certain to use a number 2 pencil. Now write the instructor's name, course name and date of administration in the spaces provided at the top of your answer sheet.

Example of Answer Sheet:

|       |   |   |   |   |   |       |
|-------|---|---|---|---|---|-------|
| very  |   |   |   |   |   | quite |
| great | A | B | C | D | E | small |

1. The amount of work I did for this course was
2. Opportunities to enter into class discussions were
3. The instructor provided situations for students to think for themselves
4. The instructor went into too much detail when explaining material
5. The instructor demanded a lot of work from his students
6. The instructor made the course challenging to his students
7. The instructor displayed a sense of humor
8. The instructor took time to help students in class
9. The amount of reading assigned by the instructor for the class was
10. The instructor lectured
11. The instructor did not go into enough details when explaining material
12. The pace (assignment, work, and discussions) of the course was
13. The course content was
14. Testing of the course content was
15. The amount of reference materials (handouts, texts, reserved book, etc.) was
16. The number of hand-in assignments was
17. The amount of teacher direction for this class was
18. The number of audiovisual materials used in the course was

19. The amount of information provided students regarding their progress during the course was
20. The students wasted time in this class
21. The instructor praised good work
22. The instructor helped students feel better about themselves
23. The instructor treated me fairly
24. The instructor encouraged students to develop interests of their own
25. The instructor adjusted the subject matter to the interests of the class

Record the answers to the following three items in the appropriate yes or no space on your answer sheet.

26. Were you required to take this course for graduation requirements?
27. Do you enjoy this subject?
28. Was this course recommended to you by another student?
29. Since you have been in seventh grade, how many courses have you had in this subject area?
30. How would you estimate your grade-point average for all your subjects this semester?
31. What grade do you expect to receive in this course?