A FEW COMMENTS ON TEACHER EVALUATION

by Dale L. Bolton

Considerable confusion and controversy exist in the area of teacher evaluation today, despite extensive writing, research, and discussion on the topic in recent years. It is not the intent of this article to clarify all of the confusion nor to eliminate the controversy. The views presented are intended, however, to illuminate some points that are often overlooked—or discussed in such a way that the ideas contribute little to the development of sound evaluation procedures.

1. There is a clear distinction between evaluation and measurement. Measurement may be defined as the quantification or quasi-quantification of events, behaviors; as such, no personal or institutional values are involved except that certain things are considered worthy of being measured. Evaluation, however, has to do with judgments relating to the "goodness" of events, behaviors, or results of behavior in light of predetermined and well-understood objectives. (Hopefully, the objectives are agreed upon by evaluator and evaluatee, but this is not a requirement of the definition.) These definitions imply that both teaching and evaluation are purposeful activities and that the purposes are open for examination and discussion by those who are involved.

It should be noted that evaluation is not concerned with making judgments regarding the personal worth of individuals, but rather has to do with deciding whether predetermined objectives have been accomplished. When it is limited to such decisions, resistances to evaluation which result from concern for personal and personality judgments will be reduced.

Additionally, evaluation is not a treatment process, providing conditions that assist a teacher to learn new teaching skills; rather, it is a feedback mechanism that helps to determine whether processes are being followed and outcomes are being obtained in accordance with the established plan. Evaluation should become the basis for an individualized supervision and inservice training program, but it should not be confused with the supervision process.

2. In order to evaluate, certain information should be acquired. Teachers are interested in answers to the general question, "What works for me in my situation?" To answer this question, information must be obtained about process (the "what," relating to procedures and methods used by the teacher) and product (the "works," resulting from teacher processes). Information on these two factors may be gathered for both the classroom and out-of-classroom activities. Teacher characteristics, such as friendly, enthusiastic, and good sense of humor, should probably not be measured except as they relate to the processes used. Ways of measuring these factors are presented elsewhere (1,2); however, it should be stated here that the context and situation within which evaluation occurs determines the pertinency of all events, behaviors, and results of behavior to be evaluated. For this reason, local school districts have the major responsibility for determining what is to be measured and evaluated.

3. An understanding of resistances to evaluation can alleviate the conditions which precipitate resistances. Research (1-95) indicates that teachers welcome evaluation if:

- the major focus is on improving rather than finding fault, the information produced is meaningful to the teacher, and the principal takes time to collect adequate information and to discuss it with the teacher. This research implies that there is a need for school personnel to reach agreement on purposes and procedures, and this can occur only when purposes and procedures are specific.

Communications must then be honest as well as skillful, and disagreements must be handled in the open rather than avoided.

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FROM THE PRESIDENT

Dear ASCD Members:

The 1976-77 school year draws to a close and marks a time for both a look back and a forward look at where we have been and forward to where we might go. In our backwards look, what services have been made available to our membership? They are:

1. Our newsletter has been developed further;
2. The Practitioner's Workshop has been continued;
3. ASCD has representatives serving on many state committees;
4. A very significant and timely annual conference was held in February;
5. Membership has increased from last year.

These are indications of a vital and dynamic organization. They give direction as to what activities ASCD should sponsor another year. These activities also parallel what is being found at the national level. ASCD is the fastest growing professional organization in the nation. Much of the new membership is coming from the "line side" of the educational enterprise, i.e., from principals and superintendents. This may well indicate that the pendulum has begun to swing back to where the instructional program of the schools is the central interest of educators. Again, let us hope so, for it is in this segment of the endeavor that the profession's expertise is acknowledged and where others look to educators for leadership and good advice.

As your executive board members begin planning for next year, your opinions are sought and your contributions desired. Please let us know what action can best serve you. We'll try to arrange that. The present program serves as a strong base from which improvement can occur. May your school year end on an up-beat and may the summer provide you with the inspiration and energy to meet the demands which the future will thrust upon you.

Sincerely,

Robert H. Williams
President
Washington State ASCD

EDITOR'S COMMENTS

Dear Reader:

This has been a busy, interesting, and very enjoyable year for all of us who have helped to publish Context & Conflict. At this time we would like to say special thanks to those of you who have contributed your ideas, insights, criticisms, and services during this publication year. Now we want to ask for your assistance once again. Many readers have reacted positively to the "theoretical approach" that we have used, at least in a modified way, in each of this year's issues. We would like to continue to emphasize a particular theme or cluster of related topics in the 1977-78 publication year. But this approach only makes sense if the themes themselves address issues that are timely and pertinent from your perspective.

Our request, therefore, is that you contact us regarding the educational issues that you hope will be emphasized in future editions of Context & Conflict. Some of the themes already suggested include: 1) ASCD "Roots" (a pictorial history); 2) Creative Responses to Declining Enrollments; 3) Inservice Education; 4) Educational Innovations in the Northwest; and 5) Improving School/Classroom Climate.

Please let us hear from you regarding your preferences. Thank you.

Connie Kravas
Editor

A SHORT COURSE IN HUMAN RELATIONS

The SIX most important words: "I admit I made a mistake."
The FIVE most important words: "You did a good job."
The FOUR most important words: "What is your opinion?"
The THREE most important words: "If you please."
The TWO most important words: "Thank you."
The LEAST important word: "I"
EVALUATION OF CERTIFICATED CLASSROOM TEACHERS AND CERTIFICATED SUPPORT PERSONNEL IN THE STATE OF WASHINGTON

by Walter Hunt

The State Superintendent of Public Instruction (SPI) was recently directed to develop minimum criteria for local school districts to use when evaluating certificated classroom teachers and certificated support personnel. This task has now been completed and a manual entitled “Evaluation of Certificated Classroom Teachers and Certificated Support Personnel in the State of Washington” has been prepared and distributed to all school districts in the state.

EVALUATION CATEGORIES FOR TEACHERS AND SUPPORT PERSONNEL

The seven categories within which the minimum criteria were established for classroom teachers are spelled out in the law as follows: (1) Instructional Skill; (2) Classroom Management; (3) Professional Preparation and Scholarship; (4) Effort Toward Improvement when Needed; (5) The Handling of Student Discipline and Attendant Problems; (6) Interest in Teaching Pupils; and (7) Knowledge Subject Matter. Minimum evaluative criteria for support personnel were developed in the following five categories: (1) Knowledge and Scholarship in Special Field; (2) Specialized Skills; (3) Management of Special and Technical Environment; (4) The Support Person as a Professional; (5) Involvement in Assisting Pupils, Parents, and Educational Personnel.

The evaluative criteria developed by SPI were finalized only after consultation with and feedback from representatives of lay and professional groups throughout the state of Washington. The criteria were also approved by representatives of the House and Senate Education Committees.

LOCAL RESPONSIBILITIES

The evaluation instrument(s) and procedures actually employed by school districts are to be designed locally according to provisions set forth in paragraph 2 of RCW 28A.67.065. School districts will have until July 1, 1977, to establish evaluative criteria and procedures for annual assessment.

“Each school district is required to develop an evaluation program…”

...management of certificated classroom teachers and certificated support personnel.

Each school district is required to develop an evaluation program which contains, as a minimum, the seven teacher criteria and five support personnel criteria developed by SPI. These criteria have been codified in the Washington Administrative Code (WAC) as WAC 392-191-005, 392-191-010, and 392-191-020.

It is recommended that those responsible for developing the district evaluation process familiarize themselves with these rules and carefully review RCW 28A.67.065, which contains certain mandated evaluation procedures.

Although RCW 28A.67.065 requires that the minimal criteria established by SPI be addressed in the evaluation process, local personnel have sole responsibility for establishing the actual evaluation procedure in accordance with RCW 41.59. Many prerogatives and options reside at the local level related to (1) the identification of appropriate indicators of performance/competency; (2) acceptable evidence of performance/competency; (3) the design of the evaluation instrument and process.

EVALUATION OF ADMINISTRATORS

According to provisions stipulated under Section (2) of RCW 28A.67.065, it shall be the responsibility of the school district board of directors to establish evaluative criteria and procedures for all superintendents, principals, and other administrators.

RATIONALE FOR PERSONNEL EVALUATION

The major premise underlying the development of the minimum evaluative criteria established by SPI is that the primary purpose of evaluation is to increase the opportunities for student learning through the improvement of instruction and professional performance, and that evaluation should be a positive, developmental, and continuous process. It is intended that students will be the chief beneficiaries when teachers and support personnel are evaluated on the basis of the minimum evaluative criteria developed by SPI.

For evaluation to serve the purpose of improving performance, it is essential that standards exist and be known and understood by those to be evaluated, as well as by those evaluating. The evaluation process should provide for the participation of the individual being evaluated; for substantive, constructive recommendations to the individual being assessed; and for necessary insertions or assistance required to an individual to improve or enhance his/her professional competency. An important assumption in evaluation is that people desire to change and grow in effectiveness as professionals.

Under provisions of RCW 28A.67.065, evaluation will serve as a basis for the development of a suggested and reasonable program for improvement in instances where an individual’s performance is judged unsatisfactory.

SUGGESTED EVALUATION PROCEDURES

For any kind of evaluation to be effective, the individual conducting the evaluation must be properly trained. For principals (or their designees) to be able to properly evaluate their instructional staff, they must be trained in evaluation techniques and procedures which will ensure that they make accurate assessments when evaluating the performances of individual staff members.

Any procedure/instrument designed to evaluate teachers or support personnel in local districts should reflect the goals and

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SOME REFLECTIONS ON PROFESSIONAL DEVELOPMENT

by Geneva Gay

Professional development/staff development/professional growth—by any label the concept is receiving more and more attention in educational circles. The reflections which follow address some current concerns: Is there a need for educational professional development? How do social conditions affect the topic? What should the content of professional development programs be?

On a national scale we are hearing more and more that staff development is the most plausible means of achieving educational change. Tight budgets, teacher surpluses, declining student enrollments and tenure regulations mitigate against other kinds of educational change. Demands for a "return to the basics" have also created a climate of public sentiment that is not very tolerant toward wide-scale educational innovation and experimentation. Moreover, school staffs are becoming more stabilized, with little turnover and even less opportunities for bringing new members into the professional education community. Consequently, as the average "professional age" of staffs increase, and as educators get further away from their initial professional development experiences, we can expect them to be less able to function effectively in continuously changing educational institutions, and in meeting the needs of more complex student populations. Thus, the need for continuous professional development is imperative.

The character of current staff development and professional growth programs is a direct reflection of the eras of accountability and competency-based education, the inflationary economic conditions, the morality of the Vietnam War and Watergate politics eras, and demands of living with uncertainty in a chaotic, highly complex and constantly changing post-industrial society.

"Citizens are outraged by reports of declining student scores...(and) inability...to perform basic survival skills"

This socio-political milieu has produced a nostalgic mood among the American citizenry in general, and within the educational community in particular. It is being expressed in a momentous drive for a return to the basics and a return to an age of no-nonsense normalcy. Citizens are outraged by reports of declining student scores on standardized achievement tests, students graduating from high school without being able to read, and the inability of a sizeable percentage of adults to perform basic survival skills in society. The outcry is now for teachers to do their jobs better, for educational programs to desist from engaging in "isoteric innovations and experimentations," for educational personnel, to concentrate on improving student proficiency in basic education and fundamental skills. Invariably these "basic skills" are identified as reading, writing, arithmetic, acquiring a marketable job skill and compliance with conventional morals and values.

Professional educators are not immune to the effects of these social conditions and criticisms of contemporary educational institutions. Their own professional growth activities are affected by and reflect this pervasive desire for certainty, for greater control over one's own destiny, for normalcy, "when economic conditions are bad, school systems tighten up by eliminating unnecessary luxuries and fringe benefits." and for educational fundamentalism. Like other industries, when economic conditions are bad, school systems tighten up by eliminating unnecessary luxuries and fringe benefits. Staffs are trimmed to a minimum, and only the "essential" programs are endorsed. The result is the creation of a professional climate of uncertainty and anxiety about job security among school personnel, and the emergence of a strong belief that on-the-job proficiency in specifically focused skills is the best way to guarantee job security. Within such a climate, professional growth experiences are determined more by institutional needs than by personal needs of the school personnel, and are designed to achieve specific focal job competencies—i.e., improving students' reading scores and designing better curriculum multiplication. These kinds of professional growth activities may be appropriately called "reactive, crisis-oriented staff development," in that they are merely responding or reacting to social and school situations that, by some estimations, have already reached crisis proportions and are in dire need of solution. They are not proactive in the sense that educational trends and needs are identified or anticipated in advance of their occurrence, and formative, preventive professional development measures are undertaken to prepare school personnel to deal with them when they happen.

Managerial priorities also play a prominent role in reactive professional development activities. The question of cost-effectiveness—What and how much will we get for our money—is a prime factor in designing professional growth activities and in measuring their success. The potential recipients of these experiences want to know: How much time will they take? How will they benefit me in my classroom, school and/or district? Will they show me how to get Sally to read better, and tell me what to do—and how well it will work—to solve Joey's discipline problems? The underlying premise of this approach to professional development is that the "industrial model" and the "systems analysis approach" for improving the manufacture and dissemination of commercial products can be applied to the creation of more proficient school personnel, and the production of more skillful, well-adjusted students. To an extent these kinds of questions and concerns in professional development programs are necessary and healthy. Carried to extremes they can be counterproductive. Unless they are tempered with some long-range visions of education, teaching, and learning, we can end up spending a lot of time and money in professional development preparing educators for obsolescence.

"Professional development programs should go beyond the delimiting concerns of the day-to-day operations of school systems and classrooms..."
Knowledge of subject matter alone does not make a teacher. Nor does knowledge plus basic pedagogy prepare educators to develop the scope and sequence of objectives, content, learning experiences and evaluation which is curriculum.

Occupational expertise certainly does not prepare the teacher to develop vocational curriculum. However, all too often in occupational education, the teacher is left with the responsibility of bridging the gap between occupational knowledge and curriculum development.

For example, Patsy Takamurra has been hired by Cascade Community College to coordinate a new program to train medical laboratory technicians. Her experience as a medical technologist has provided her with the expertise to design appropriate facilities and select equipment. Her past teaching experience has prepared her to instruct others.

One problem remains: development of the curriculum.

Need for Curriculum Specialists in Vocational Education

Where does a person in Patsy's position turn for help? She needs someone who can take her expertise in the medical laboratory field, combine that occupational expertise with learning theory, instructional theory, and vocational curriculum development theory to produce a curriculum for medical laboratory technicians at the community college level. In other words, she needs a vocational education curriculum specialist.

The need for such curriculum specialists was recognized by the Bureau of Adult and Occupational Education of the U.S. Office of Education. In 1974, the office issued a request for proposals to develop a graduate-level curriculum to train vocational education curriculum specialists (VECS). Washington State University, Fullman, WA, and the American Institutes for Research (AIR), Palo Alto, CA, were awarded two-year contracts to develop these curricula.

Objectives of the Curriculum Specialist Projects

Mary V. Marks, U.S.O.E. Project Officer, outlined the main purposes of the U.S.O.E. in funding the projects in her remarks to a meeting of the National Advisory Panel for both the WSU and AIR projects:

1. To develop more awareness and competence in the broad areas of vocational education curriculum conceptualization, development, implementation and evaluation;
2. To create a national approach in curriculum development so that work within all states can proceed without duplication and with equal scope, comprehensiveness and quality;
3. To expand the use of developed curriculum materials;
4. To develop training curriculums for specialists who can assist state and local planners in curriculum development, management and evaluation;
5. To train curriculum specialists who can respond to the ongoing forces of change within the educational system and be active, trend-setters rather than reactors.

Although the WSU and AIR projects had many features in common, they represented different approaches. The AIR curriculum is primarily self-instructional and designed for individuals without a vocational education background. At WSU, the curriculum was designed to help vocational educators become curriculum specialists. The approach has been to incorporate the curriculum materials into on-going courses. In this article, the WSU approach will be emphasized.

"The competencies were then used as the basis for a series of seven instructional modules..."

Definition of Competencies

One of the major goals of the project was to define the competencies of a vocational education curriculum specialist. The WSU project staff developed survey instruments listing roles, responsibilities and competencies drawn from the literature, U.S.O.E. curricular materials, WSU and AIR curriculum specialists, and vocational practitioners in the field. Three groups were used to prioritize survey items: (1) national vocational leaders, (2) Washington State school district directors of vocational education, and (3) an advisory group selected for the WSU project and a National Panel of Advisors which served both WSU and AIR. The results were synthesized into seven basic competencies needed by a vocational education curriculum specialist.

To develop the graduate-level curriculum required under the contracts, the competencies were then used as the basis for a series of seven instructional modules corresponding to the seven competencies:

1. Developing Curriculum: Goals, Objectives and Instructional Plans; (2) Evaluating and Using Needs Assessment and Manpower Information; (3) Preparing for Curriculum Change; (4) Organizing Instructional Strategies; (5) Preparing Instructional Materials; (6) Preparing for Curriculum Evaluation; (7) Promoting Professional Growth and Staff Development.

"More than 1000 copies of the curriculum modules have been disseminated nationwide..."

Implementation of the Program

Mastery of the competencies is accomplished in the WSU graduate program in Vocational Technical Education through a series of courses which utilize the seven modules. Graduates of the program may assume various roles: curriculum materials and media specialist; teacher educator; community college and vocational-technical school dean of instruction; director of staff training programs in business, industry, and the armed forces; state or federal agent in charge of curriculum development and evaluation; director of research and experimental programs.

More than 1000 copies of the curriculum modules have been disseminated nationwide to graduate faculty members and libraries in colleges and universities, state departments of education, and local school systems. A

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CANCER EDUCATION CONFERENCE

Board members Roy Duneau and Olive Lowry represented the WSASC at the Washington State Cancer Education Conference held this past winter at the Doubletree Inn in Seattle.

The conference was sponsored jointly by the Fred Hutchinson Cancer Research Center, the American Cancer Society, the Washington State Office of the Superintendent of Public Instruction and the Washington Parent-Teacher-Student Association. The two-day program was attended by 100 leaders in education and representatives of medical organizations in the state of Washington.

The purpose of the conference was to raise the level of awareness about cancer among decision-makers in education in the state of Washington. Attendees heard lectures by nationally recognized experts in the fields of cancer treatment, rehabilitation, research, and education. Featured lay speakers, Mrs. Warren G. Magnuson and Vince Lombardi, Jr., emphasized the need for education about the warning signs of cancer and early detection. Other speakers stressed the importance of good health habits in preventing cancer and the need for educators to encourage such habits among students.

A second goal of the conference was to encourage and support improved and increased programs in cancer education in Washington schools. Through small group discussions, attendees expressed enthusiasm about the knowledge gained and committed themselves to involve their organizations in activities and programs in cancer education throughout the state.

A pilot project, the conference drew national attention as the first joint effort of its type in the United States involving both local educators and cancer-related groups.
HIGHLIGHTS FROM ASCD'S NATIONAL CURRICULUM STUDY INSTITUTE, "GUIDELINES FOR PLANNING AND CONDUCTING CURRICULUM EVALUATION."

Seattle, Washington Plaza Hotel, August 10-12, 1977

This institute is a two and one-half day workshop on practical topics related to planning and conducting educational evaluation studies. It is intended to serve practicing evaluators, administrators, and other personnel who use evaluation information in universities and colleges, school systems, and state departments of education. No prerequisite quantitative skills are required of the participants.

Participants will engage in a number of different activities including lectures, small group discussions, and sessions designed to provide practical skills in planning and conducting evaluation studies. Participants will discuss and analyze such topics as: evaluation as it relates to research and assessment; strategies for selecting appropriate evaluation techniques; guidelines for planning evaluation studies; a comparative examination of criterion-referenced, domain-referenced, and norm-referenced data collection and analysis procedures; generating and evaluating objectives; and competencies of evaluation personnel.

As a result of attending this institute, participants will be updated on the current theories and knowledge about evaluation; develop practical skills and gain experience in planning and conducting evaluation studies; and establish contact with others who have similar concerns--a valuable means of developing resource pools for future reference.

Because this institute requires the production of special materials, participants must have their registration in to the ASCD office no later than Monday, June 11, 1977. COST: Registration Fee - $75.00 ASCD member, $100.00 nonmember. Background materials packet $40.00.

NEW WASCD OFFICERS ELECTED

The following individuals have been selected to serve as new officers of WSASCD:

President
Mr. Ted Knutsen
Assistant Superintendent
Oak Harbor School District

President-Elect
Dr. Dale B. Linebarger
Assistant Superintendent-Instruction
South Kitsap Schools

Board Members
Ms. June Dillworth
Director, Inservice Education and Television
Seattle Pacific College

Ms. Peggie O'Connor
Curriculum Coordinator
Pike School District

Our heartfelt congratulations to each one of these newly elected leaders.

TEACHER CORPS AND RETRAINING

by Harold K. Spriggs

Teacher Corps, for ten years a preservice training program, received legislative authorization in 1974 and again in 1976 to support demonstration projects for retraining experienced teachers and teacher aides in local educational agencies which service children from low income families. This new authorization grew out of a nationwide concern, expressed by school districts, universities, communities, teacher organizations, State Education Departments and the U.S. Congress, for the continuing professional development of teachers. Given this concern,

"A key feature in every Teacher Corps project is the ongoing collaborative decision making process..."

Teacher Corps projects are exploring new and different ways to provide training that result in the improved learning of students. A key feature in every Teacher Corps program is the ongoing collaborative decision making process among those concerned groups involved in the project. Collaboration is required to assure that all vested interests are fully represented and dealt with in the planning, development, implementation and evaluation of the project goals and objectives.

Teacher Corps requires that individual projects meet several other criteria in addition to collaborative decision making. These include multi-cultural and multi-ethnic considerations, diagnostic and prescriptive teaching with special attention to the learning and behavioral problems of students in the regular classroom, and community based education. These have always been criteria for our preservice focus but now are requirements for the inservice and retraining focus, as well. It is in this latter focus, retraining, that has become the paramount dimension for demonstration in the Teacher Corps.

There are two characteristics of the retraining focus which are exemplified in our projects. They are (1) the school staff focus, where the training program is made available to the entire educational staff of continued on page 10
Training regular classroom teachers to more fully meet the instructional needs of learning disabled children in their classrooms is a primary goal of the Washington State University Child Service Demonstration Center (CSDC), funded in July, 1976 (BER, Title VI-G).

The precise etiology and identification of the learning disabled child remains an area of controversy. However, this term might best be used to remind us that there are many children now in school who are not learning, and the fact that they have no apparent sensory, intellectual, physical, or emotional deficits. As a label for a specific child, the term "learning disability" does not provide us any clues about their learning. Rather, it is an umbrella term, covering a myriad of learning problems. "A basic belief...is that teaching is a complex decision-making process..."

All that one can say with certainty about the learning disabled is that these children are not learning under the usual classroom procedures; they are handicapped academically.

A basic belief at the C.S.D.C. is that teaching is a complex decision-making process and that limitations within a child or their environment can be minimized by appropriate teaching decisions. The assumptions that professional teaching and decision-making skills are transmittable, and that teachers can increase the probability of learning taking place by improving the quality of their decisions, are fundamental to the project's philosophy.

Another basic assumption of the project is that the most viable approach to upgrading the quality of service to learning disabled children is to work in isolated rural areas to provide appropriate skills to classroom teachers. These skills enable teachers, working in cooperation with the resource teacher, to develop and/or adapt programs for children in their classrooms who have learning difficulties. The traditional approach to the remediation of learning disabilities has focused on processes underlying academic skills—visual, perceptual, psychomotor or psycholinguistic.

"One to two percent of the general population is estimated to be learning disabled..."

There is little evidence to date that intervention procedures based on this model are effective in improving children's school learning (Ysseldyke, J.E. and Salvia, J., 1974). This approach often requires special materials and specially trained personnel, and thus is often impractical in small rural schools.

One to two percent of the general population is estimated to be learning disabled; in many of the Eastern Washington schools served by the project, this would be no more than four or five students. Consequently, while not ignoring information about underlying process abilities and deficiencies, the project has adopted a variation of the task-analytic model of diagnostic-prescriptive teaching, as described by Dr. Madeline Hunter of U.C.L.A., as the base for the teacher training component of the project. Hunter points out that there are "invariants" of successful teaching which are always present in successful lessons but which do not dictate teaching style, materials or format. These elements of successful teaching are considered to be basics in the instruction of disabled learners and include:

1. Selection of long range objectives, with the development of task analysis to identify critical supporting skills and learnings necessary for their achievement.
2. Diagnosis of students to ensure that the chosen objectives are at the proper level of difficulty and that achievement is possible.
3. Teaching performance directly focused on assisting students to attain objectives, rather than allowing effort and energy to become diffused with nonproductive or irrelevant activities.
4. Continuous monitoring of students' progress toward objectives so that modifications and adjustments can be made at the time they are needed.
5. Conscious and appropriate use of principles of learning to increase the probability of the achievement of objectives, as well as conscious avoidance of violation of principles of learning which could result in interference with achievement. These include factors affecting motivation to learn, rate and degree of learning.

In general, task analytic models emphasize the acquisition and integration of academic skill components, rather than the development of the processes presumed to underlie them. Since prescriptive measures are based on task analysis of learning objectives themselves, the link between diagnosis and instruction is quite direct. Instruction focuses on guiding the child from their current position to the next step, until the entire integrated sequence of skills forming the objective is achieved. Intensive training in modality processing and enormous amounts of costly materials are not needed. Additionally, there is evidence that children's academic performance does improve significantly when this approach is used (Ysseldyke, J.E. and Salvia, J., 1974).

"The staff development activities are conducted on-site in the participating schools..."

Hunter's model was chosen from among several since it explicitly recognizes that teachers are individuals too, and operate using a number of classroom styles. This factor was felt to be crucial when operating the project in an area with school districts exhibiting characteristics as varied as those in Eastern Washington.

The staff development activities are conducted on-site in the participating schools. Classroom teachers, resource teachers, and principals participate in the weekly or bi-weekly workshops centered around the series of Hunter films, and CSDC-developed activities.

Over the week following the workshop, participants are encouraged to implement and practice the skills they are learning, while CSDC staff members assist by observing and conferencing with participants, and by working directly with the children.

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A FEW COMMENTS Cont’d.

for emotional responses from some teachers and ready to provide psychological support. Interviews with evaluators (1:96) indicate that they likewise have a tendency to resist evaluation. Factors involved include: (a) A fear of precipitating an unpleasant reaction on the part of the person being evaluated. This reaction then prevents a relationship conducive to helping the individual improve. (b) A lack of ability to cope with the weaknesses of the individual in terms of organizational needs and his or her ability to improve. This is sometimes linked with a failure to communicate to the individual the necessity of dealing with both individual and organizational problems. (c) A failure to see the relationship of evaluation of others to the purposes of the evaluator. (d) An inability to organize time so that adequate observation can be made.

4. Evaluators need training in the skills required to evaluate teachers. Where there is a general uncertainty regarding the criteria, the measurement process, and the procedures for analysis and interpretation of data, evaluators have a strong tendency to resist spending the time necessary to do an effective job of evaluation. Better training of personnel involved in teacher evaluation is likely to increase the validity, reliability, discrimination, and objectivity of decisions. Certainly, the development of proficiency in at least these three aspects of evaluation should be included in any training program for evaluators: (a) concepts, (b) attitudes, and (c) skills. In order to be most effective, training should assist the evaluator in planning for evaluation (including analysis of the specific context and situation, development or clarification of reasons for evaluation, setting of goals and objectives, and development of means for measuring such objectives), in the information collection process, and in using the information once it has been collected (including the analysis and interpretation of information, as well as making decisions while communicating with the evaluated).

Four ideas regarding teacher evaluation have been presented and discussed briefly. In presenting these ideas, I do not intend to imply that they are the most important ideas to be considered. However, I do think they are often overlooked or misunderstood, and that a clear understanding of them will be beneficial to those who are involved in teacher evaluation.

Bibliography


Dr. Dale L. Bolton is Professor of Education at the University of Washington.

limited number of copies are still available from the Department of Education at Washington State University, 99164.

Summary

Universities must take responsibility for developing professionals who are able to translate curriculum theory into practice. The vocational education curriculum specialist program offers one means of achieving this goal.


References


Ms. Oak and Mr. Robertson are graduate students in vocational technical education at Washington State University.

Learning disabled children have almost always been educated within the regular classroom setting in rural Washington. This approach is definitely in accord with the philosophical base supporting the "least restrictive environment," as written into recent federal legislation mandating an appropriate public education for all children. The WSU CSDC project and the rural Washington school districts of Colton, LaCrosse, Palouse and Tekoa, the Edison and Jefferson elementary schools in Pullman, the Guardian Angel school of Colton, and the St. Boniface school in Unióntown, are working together to further increase the extent to which learning disabled children, and all children, have the accommodative instruction they need in order to learn and grow.

Reference


Drs. Martin and Swoope are both Assistant Professors of Education at Washington State University.
each individual school and (2) field based instruction, where the instructional program is at or near the target school rather than on the college or university campus.

The term retraining is used synonymously
with inservice education or teacher professional development in Teacher Corps. Generally, for our purposes, retraining is defined as the development and implementation of an instructional program designed to enable teachers and teacher aides to acquire or develop the knowledge, attitudes and skills necessary for the improvement of educational programs for students. Since such instruction is delivered on site and the entire educational staff is involved, project staff can direct efforts to develop a program that results in comprehensive school improvement and reform.

"The basic question...is, "What do teachers need to meet students' needs?"

In the last two years our projects have used up to six months for planning the inservice program. During this time a comprehensive needs assessment is done for the target school. This includes an assessment of student and teacher needs. The basic question asked is, "What do teachers need to meet students' needs?" Objectives and activities are then stated and the necessary human and physical resources are identified. Often, workshops and seminars are offered to teachers and teacher aides during the planning of the comprehensive inservice program. Generally these are designed to meet both immediate and longer term needs.

Projects must consider many issues during the planning and implementation stages of their inservice programs. For some the solutions are simple and for others, not so simple. One critical issue is that of release time for teachers. Presently, the majority of the inservice training is offered after school, on inservice days or during the summer. Projects are encouraged to explore alternative ways to deliver instruction to teachers during the regular school day. Consideration may be given to different ways of grouping students, teaming teachers, using paraprofessionals and reorganizing the school day. This is especially important since adequate monies to release teachers during regular school hours are not likely.

A second critical but related issue is that of incentives or rewards for teacher participation. Course credit, whether for a degree or further certification, often does not motivate teachers. Many have already achieved this goal. Besides, it is our objective to encourage training and knowledge acquisition for school improvement. The Corps is gratified by what appears, in projects, to be teachers' desires to improve their skills without the benefit of extrinsic motivation. It appears that such teachers are concerned about total school improvement. How to reward this behavior among many teachers or if it is necessary to do so is still unanswered.

"There is a need for the retraining of the college and university professors who deliver instruction on site."

EVALUATION Cont’d.

objectives that were mutually agreed upon by the evaluator and the evaluator. The evaluation procedure should also (1) address the evaluative criteria which have been established, (2) specify the indicators that were used in the evaluation, (3) delineate the specific evidence collected which verify judgments/ratings made, and (4) suggest specific inservice experiences which would assist the individual.

Evaluating teachers and support personnel should be an ongoing process to help improve the professional performance of the individual, stimulate self-evaluation, and result in increased learning opportunities for students. The goals and objectives of the individual being evaluated and the instrument/procedure used in the evaluation process should be developed mutually, or at least be thoroughly discussed in advance of the actual evaluation, by the person being evaluated and the individual conducting the evaluation. The principal or principal's designee should ensure that each member of the school staff being evaluated has been briefed as to what will constitute an observation for purposes of evaluation.

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A third issue, which surfaced after a project started, is the need for the retraining of the college and university professors who deliver instruction on site. Often professors are far removed from the real world of the classroom and are unable to relate to the day to day needs of teachers. It is apparent that more training must be provided for professors if they are to be successful in the delivery of field based retraining.

There are other critical issues regarding inservice training that face Teacher Corps projects. They include: (a) effective procedures for integrating pre and inservice graduate training, (b) alternative training strategies for urban and rural projects that often include multi-ethnic populations and (c) effective training strategies where the distance between university and school district is extreme. There are, of course, other issues confronting Teacher Corps projects. Some are resolved while others require more time. Often the solution is dependent upon changes in university, school district or State Education Department policies, or requirements.

Teacher Corps provides the support for projects that confront the critical issues surrounding inservice and preservice education. We have been aided by professional organizations, teacher organizations, and local and state organizations in our quest to help advance teacher education. It is clear that our efforts, effective training programs will evolve.

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tions of pragmatic, measurable outcomes and input-output models of productivity. Therefore, professional development programs should go beyond the delimiting concerns of the day-to-day operations of school systems and classrooms in responding to crisis situations, and increasing student test scores to encompass more generic educational issues. They should help educators become more knowledgeable about new developments in their specialties as well as in the educational industry as a whole, in learning theory, developmental psychology, interpersonal communication and human behavior, the social dynamics of schools and classrooms, pedagogy, and curricular innovations.

Professional development experiences should provide opportunities for educators to get away from the taxing demands of day-to-day school operations; to be exposed to new, fresh ideas; to think, to reflect, to philosophize; to review their sense of purpose; to renew their professional commitments; and to become personally revitalized.

The daily operations of classrooms and school systems are exacting and exhaustive, indeed. Moreover, educators spend extraordinary amounts of physical, emotional, and intellectual time and energy just merely "surviving" in the system. Teachers, supervisors, and administrators become so inundated with the ritualistic trappings of educational institutions and the logistics of bureaucratic management---e.g., "Up the Down Staircase" and "Don't Push Your Teacher Down the Stairs on Friday"---that they literally burn themselves out trying to keep up with the system. "Professional development must increasingly give more attention to introspective self-analysis, personal discovery and professional experimentation." Little of these resources is left over for thinking, reflecting, and engaging in imaginative educational speculation. Yet, this kind of creative activity is essential to the continuous professional growth of school personnel. The health and functioning of the entire educational enterprise. It cannot be left to chance and the individual devices of educators. Rather, it must be deliberately designed into professional growth experiences. Professional development must increasingly give more attention to introspective self-analysis, personal discovery and professional experimentation with theory and practice. It should, in effect, constitute a process of personal self-renewal for educators.

To suggest that professional development experiences give more attention to personal discovery and self-renewal is not to negate the importance of pragmatic issues and technical skill proficiency. Rather, it is to say that mere mastery of technical skills---"how to do it"---is a necessary but insufficient component of improving the overall quality of the professional growth of educators and the educational experiences available to students. Of equal importance is the need for educators to continually replenish their enthusiasm and revitalize their commitment to educating youth; to enhance their capability for change and adaptation; and to unburden new horizons in their own being. Probably the most effective tool for achieving these objectives is an increased awareness of the belief in self, both as a person and as a professional. These needs, then, become the essential components of professional development for personal self-renewal.

Professional growth through self-renewal is less prone to rapid obsolescence and is likely to prevail over longer periods of time than organizational and technical components of professional development. The latter are highly susceptible to knowledge explosion, socio-political conditions in society at large, and the tentativeness of educational trends and priorities. What is pragmatic and practical today in terms of specific instructional methodology, curriculum content, and classroom management strategies may be obsolete tomorrow. What is crucial importance this year in the educational community may become an historical afterthought in five years as new critical issues constantly emerge to take their place on the list of educational priorities.

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"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or honor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized." From Teacher/and/Child by Dr. Haim Ginott