A STUDY OF TEACHER EVALUATION METHODS
FOUND IN SELECT VIRGINIA SECONDARY PUBLIC SCHOOLS
USING THE 4X4 MODEL OF BLOCK SCHEDULING

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(ABSTRACT)

Positive transition from a traditional schedule to a block schedule involves not only much investigation and planning but also the successful acclimation of teachers to the necessary changes in how they deliver instruction. With this being said, the importance of teacher evaluation and professional development can not be understated. This study investigates the evolution of the teacher evaluation process and professional development after the adoption of a 4x4 model of block scheduling. Data were collected from 6 selected Virginia public schools by means of principal interviews, teacher interviews, and analysis of the individual school division's teacher evaluation methods and procedures.

It was found that the 6 evaluation models shared similar components. The teachers and administrators believed that the models had not significantly changed since the adoption of block scheduling and, with some alterations by the administrators, did adequately evaluate teachers of 4x4 block scheduled schools. The most frequently offered suggestion for improvements to the block scheduled teacher evaluation process involved a larger narrative component. Considering both teacher and administrator comments, the researcher concluded that teacher developed portfolios would be a valuable part of the teacher evaluation process.

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CHAPTER I

THE PROBLEM

Although it cannot be said that there is a typical high school schedule, it can be said that the traditional high school schedule has remained relatively unchanged for the past 70 years (Canady & Rettig, 1995). In the state of Virginia a school term must contain a minimum of 990 hours instruction. The traditional high school schedule breaks the required 990-hour school term into 6 or 7 classes of approximately 50 to 60 minutes per class over 180 days. This was the norm for the teachers of today when they were students as it was for their teachers before them. This is the schedule that has come under fire by educational reformers.

A major focus of the 1983 report *A Nation at Risk* was how time was being unproductively used in American schools. Too much time, the report charged, was being wasted on non-instructional purposes. The actual length of the school day and the school term were also taken to task. As a result, many state lawmakers pushed for lengthening both the school day and school term assuming more hours translated into better education. Educators were resistant to extending either the day or the term and suggested that a reconfiguring of the time available could produce the more efficient system that was being demanded. From these beginnings arose the block scheduling movement of the 1990s (Canady & Rettig, 1995).

When a school adopts block scheduling, the change directly affects teachers and how they deliver instruction. The block requires teachers to make the transition from the 50 to 60 minute class period, in which lecture is often the dominant method of instruction, to using multiple and varied instructional delivery techniques over a 90-minute session (Marshak, 1997). Teachers experienced with and working in block scheduled schools average two or three different strategies in a 90-minute block. Many teachers are using more cooperative learning, Socratic methods, and the many avenues of technology to take full advantage of longer instructional periods (Adams & Salvaterra, 1997).

A challenge facing teacher evaluation reformists is to design a process that not only ensures the quality of teaching but also encourages professional growth. The design of the instrument should merge opportunities for teachers to grow professionally while, at the same time, completing the required components that will allow evaluators to make judgements regarding the quality of teaching and future employment status. Clear and coherent definitions of exemplary practice such as those developed in Enhancing Professional Practices: A Framework

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for Teaching (Danielson, 1996)   and how they will be assessed are central to the idea of teacher quality assurance. Professional growth must allow a teacher the opportunity to reflect on their practice, work collaboratively with others in the profession and to use self-assessment and self-directed inquiry (Danelson & McGreal, 2000).

Research (Adkins, 1996; Brandt 1996; Egelson, 1994) and experience suggest that without appropriate professional development opportunities, instructional support and guidance, and proactive teacher evaluation and supervision, any educational restructuring effort is doomed to failure. This study addressed how teacher evaluation is conducted in a sample of Virginia block scheduled high schools and was conducted through administrative questionnaires, teacher questionnaires, and analysis of the individual school's teacher evaluation policies and methods.

The schools chosen for the study came from a list of 4x4 block-scheduled high schools that participate in the High Schools that Work and/or Tech Prep programs and whose students have excelled on the state's Standards of Learning Assessments. Secondary schools that participate in the High Schools That Work program are involved in "comprehensive, whole school revitalization." This revitalization includes revised academic and vocational curriculums with higher standards of achievement, collaborative academic and vocational staff planning and work, and other strategies that bring increased academic rigor to all students not just the college bound (Bottoms, Presson & Johnson, 1992). Virginia secondary schools that participate in Tech-Prep consortiums are similar to HSTW sites in that they have high academic and vocational expectations. These schools work in collaboration with local community colleges to develop challenging curricula and programs that will offer their students many post-secondary opportunities.

Purpose of the Study

The purpose of this study is to identify and to recommend teacher evaluation processes and content appropriate for block scheduling formats. The study will be of value to both those schools considering these alternative scheduling models and those currently using them. For those schools investigating block scheduling, teacher evaluation is a part of the puzzle that merits consideration. For schools that have adopted block scheduling, the recommendations may provide an alternative to the teacher evaluation methods presently being used.

Context for the Study

While block scheduling is seen as having come on the educational scene during the early 1990s, alternative scheduling can be traced back to the flexible modular schedule experiments of the 1960s and 1970s. The Trump plan, named after J. Lloyd Trump, was designed to eliminate the rigid, traditional way high school classes were scheduled. In this design, classes were assigned modules of time, and instructional format ranged from large group instruction to individual study (Canady & Rettig, 1995). As an example, a Calculus class might meet for three 20-minute modules daily, while a Physics class might be assigned five modules. Students needing extra help in either class could be scheduled into one, 20-minute learning center three times per week. This illustrates a major selling point for the Trump Plan, namely, that the modules allowed for various configurations of time which permitted variety in instructional delivery (Goldman, 1983).

Most schools that adopted modular scheduling eventually returned to a more traditional schedule. One of the reasons mentioned for the return was the impact that unstructured time had on teaching methods and teacher behavior. Teachers had difficulty adapting themselves and their teaching practices to the varying lengths of instructional time in the Trump model. Another problem experienced by schools that experimented with flexible modular scheduling was an increase in the number of discipline problems. This was attributed to the 30% to 40% of unscheduled student time in a Trump plan school day. The decrease in popularity of modular scheduling was a precursor to the decline of the alternative scheduling movement of the 1960s and 1970s (Canady & Rettig, 1995).

A Nation at Risk (National Commission on Excellence in Education, 1984) renewed the call for educational reform in the 1980s. At the forefront of this report and the reform movement in general was how students spent their time while at school. Again the traditional high school schedule was called on the carpet, and from this came the block scheduling work of the 1990s. Even though block scheduling has been on the scene for more than a decade, it is still developing. Canady and Rettig (1995) observed:

> We predict that the single most important factor in determining the success or failure of block scheduling programs will be the degree to which teachers successfully alter instruction to utilize extended time blocks effectively. If instructional practices do not change, the block scheduling movement of the 1990s, like the flexible modular

scheduling movement of the 1960s and 1970s, will be buried in the graveyard of failed educational innovations. (p. 22)

Block scheduling allows teachers longer periods of classroom time and a more flexible environment where varied and interactive teaching methods are possible (Inmsher, 1996). Teachers have fewer classes to prepare for and, in turn, fewer students. Discovery learning can take the place of lecture and discussion (Canady & Rettig, 1996). In order for teachers to use discovery learning, cooperative learning, and the other varied types of instructional delivery demanded by block classes, they must retool their traditional thinking and conventional methodology. Teacher evaluation is a vehicle for providing the feedback, direction, and supervision needed to assist teachers in successfully redesigning their craft. To accomplish this, teacher evaluation must stay in step with the educational reform movement.

While studies have been inconclusive on the effects of block scheduling on student achievement (Alderman, 2000; Arnold, 1998; Belardi, 1999; Brake, 2000; Kramer, 1997; Schroth & Dixon, 1995; Trenta & Newman, 2001), the block does appear to have had a positive effect on school climate (Belardi, 1999; Freeman, 1995; Nichols, 2000; Rettig, 1998; Strader, 2001). For those schools that choose block scheduling, teacher preparation and development that addresses not only methodology questions but also student achievement and school climate must be at or near the top of their list of priorities. Teacher evaluation is a key factor in this preparation and professional development.

Research Questions

The following questions were developed to guide the study:

1. How do the 4x4 block scheduled high schools in the state of Virginia that have been chosen for study evaluate their teachers?

2. What similarities are there in the methods and instruments used by the selected high schools to evaluate their teachers?

3. What recommendations do the teachers and principals of the selected high schools have for future amendments to the evaluation process?

Definitions

Block scheduling – an alternative, school-wide scheduling format where the "daily schedule is organized into larger blocks of time (more that 60 minutes, for example) to allow flexibility for

varied instructional activities" (Canady & Rettig, 1995, p.17). In this study, block scheduling was confined to the 4x4 accelerated model.

4x4 accelerated block scheduling model - students are scheduled into 4 courses per day of approximately 90 minutes per course for 90 days (one semester) with some variations for yearlong classes. At the end of the semester, the students receive one credit for each class successfully completed and are scheduled into four new classes during the second semester. Students can earn up to eight credits per year.

Selected 4x4 block scheduled high schools – six Virginia 4x4 accelerated block scheduled high schools who:

- recorded the highest, average percentage of students scoring proficient or advanced on the spring 1999 Standards of Learning tests in mathematics, English, science, and social studies when compared with all Virginia 4x4 block scheduled high schools.

- Showed the greatest percentage increase of students scoring proficient or advanced from the spring 1998 Standards of Learning administration to the spring 1999 administration when compared with all Virginia 4x4 block scheduled high schools.

- Greatest number of core scores during the spring 1998 and spring 1999 administrations over the 70% benchmark used for accreditation purposes.

- Actively involved in the High Schools That Work program (HSTW) or Tech Prep program.

Traditional schedule – class lengths ordinarily range from 45 to 60 minutes and meet each day of the school term. Students class loads can range from six to as many as eight classes daily.

Teacher evaluation – the methods, models and instruments that particular schools employ for providing teachers with feedback on, direction for, and supervision of their delivery of instruction and professional development.

Organization of the Study

This study is organized into five chapters. Chapter I includes an introduction, the purpose of the study, the study's theoretical base, the research questions that will guide the study, definitions, and an overview of the remaining four chapters. Chapter II is a review of literature relating to block scheduling and teacher evaluation. Chapter III details how the study was done, the populations sampled, data collection procedures and instruments, and the methods of data analysis. Chapter IV presents the results of the data collection. Chapter V summarizes the research and offers conclusions, recommendations, and implications for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Gaining increased popularity in the early 1990s and tracing its roots back to the modular and flexible time schedule experiments of the 1960s and 1970s, block scheduling has stood as a major organizational change in America's high schools (Canady & Rettig, 1995). Along with the change in how instructional time is assigned, "the block" also requires changes in how instruction is delivered. Teachers who come from a 60-minute traditional period into a 90-minute block period find that the increased class time is not the only difference they must face. Using multiple and varied instructional techniques are keys to teacher success in an extended format (Bevevino, Snodgrass, Adams & Dengel, 1999; Canady & Rettig, 1995; Creamean & Horvath, 2000; Marshak, 1997; Strader, 2001; Wilson & Stokes, 2000). Along with the call for multiple and varied instructional techniques comes the need for teacher evaluation methods that can adequately critique, direct, and offer opportunities for professional development to the classroom teacher.

The first section of this literature review will look at a variety of methods used for teacher evaluation in addition to the National Board Certification program. The second section will detail studies done on the progression of block scheduling as it moves up the educational reform ladder.

Teacher Evaluation Models

To be effective, teacher evaluation processes must be sensitive to the many different components and the configuration of a school. This is particularly true of secondary schools. In addition to the mathematics, science, English, social studies, and special education departments, some high schools have vocational schools housed at the same facility. In certain instances where the academic and vocational schools are located on the same site, both are under the direction and supervision of a single principal and assistant principal. Throw block scheduling into the mix, and it is obvious that when it comes to teacher evaluation, one size does not fit all.

Teacher evaluation is generally viewed as falling into two categories – summative evaluation and formative evaluation. Most often, summative evaluation consists of a pre-conference, observation by means of a checklist type instrument with minimal room for narrative, and a post-conference. The instrument used for summative evaluation documents those observable traits and methods that the division considers crucial for continued employment

and/or placement on an improvement plan (Searfoss & Enz, 1996). Teachers are observed several times per year while conducting a direct instruction lesson and the results of the observations are compiled on a "summary" form that is the focal point of the year-end teacher/principal conference.

Formative evaluation points more toward professional development and is not as concerned with employment status as are the summative evaluation tools. Teachers and administrators meet to map out a plan and direction for the teachers' continuing development within the profession. This form of evaluation is usually reserved for experienced teachers who have been afforded tenure (Bradshaw, 1996).

A study completed by Adkins (1996) was designed to identify teachers' attitudes and opinions toward the teacher evaluation process. According to Adkins, teachers were quite favorable to the evaluation process and would prefer to have self-assessments as components of the process. Although it was assumed that teacher evaluations were used to determine teacher competence, the teachers felt that current instruments were unable to do so. Teachers believed that evaluations were a required part of the job with the principal making a brief visit followed by a hurried conference. Teachers favored longer, more informative evaluations made up of more than one component.

Adkins (1996) asked 35 elementary and 15 secondary public school teachers to complete a questionnaire on the teacher evaluation process. The questionnaire was developed consisting of 20 statements about the evaluation process to which the teachers would either agree or disagree by writing A or D on an answer sheet. The teachers were also asked to respond to one question in writing. Of the 50 questionnaires, 44 were chosen for analysis. The results of the questionnaires were summarized by presenting the percentage of agree and disagree responses. The data were found to be significant at a Chi Square .05 level of significance. The analysis of the data confirmed the information found in the literature when 95% of the teachers questioned during the study were indeed favorable to evaluation and 93% wanted the opportunity to be more involved in the process. The teachers also wanted, in addition to the principal, others involved in the evaluation and the opportunity to both pre- and post-conference. Seventy-seven percent of the teachers believed that peer evaluation, peer coaching, and self-assessment could be valuable parts of an evaluation instrument but only about half of the study group agreed that students

should be involved. According to Adkins, the teachers believed that the evaluation process should be formative before becoming summative.

The teachers in the Adkins (1996) study further believed that the evaluation process was a type of quality control for the profession in addition to being a method for improving the instruction received by their students. Teachers were evenly divided on using evaluations for merit pay, tenure, and promotion decisions. Four in five favored using evaluations for weeding out incompetent teachers.

In reviewing teacher evaluation literature the most commonly encountered teacher evaluation models were Glatthorn's differentiated supervision model, collaborative models, multiple evaluator models, and teacher professional portfolios containing some, all, or none of the above.

Differentiated Supervision

Glatthorn (1997) developed a model for differentiated supervision that blends the old and new of teacher evaluation. He proposed that we do not need to be stuck in the lock step of tradition to effectively evaluate and supervise teachers. There is a place for the clinical model of evaluation, cooperative options that allow teachers to work with peers, and self-directed options guided by the individual teacher.

An attractive attribute of the Glatthorn (1997) model is that, depending on needs, it gives the administrator different ways to evaluate different teachers. The nontenured teacher can be given a more rigorous evaluation while the tenured, experienced, department chairperson can be afforded more freedom. Glatthorn observed:

> Differentiated supervision operates on the belief that teaching is a profession. As members of a profession, teachers should have more control over their professional development, within generally accepted professional standards. As skilled professionals, they need both support and feedback, but from colleagues and students - not always from administrators or supervisors. (p. 4)

Collaborative Instruments

Since the 1980s, teacher evaluation models have concerned themselves with direct instruction because teacher behaviors and methods are observable and research has shown that standardized test scores could be directly correlated to specific teaching behaviors (Berliner, 1982). As an example, Madeline Hunter and the Essential Elements of Instruction gave

evaluators a list of observable traits believed to be necessary for effective instruction (Brandt, 1992). All too often in today's climate of educational reform, both direct instruction where the teacher presents information and is a dominant presence in the classroom and the holistic/constructivist classrooms that allow students more freedom and has the teacher in a less dominant role are still being evaluated by Hunter or similar method instruments. It has become a matter of comparing apples with oranges.

Collaborative evaluation (Berliner, 1982; Brandt, 1996; Wolf, 1996) is gaining popularity and is an attempt to bridge the apples and oranges gap. The model centers around working with a mentor or colleague and can be directed at both the new teacher and the tenured teacher. Probationary teachers require a more intensive administrative involvement that may include multiple observations, journal writing, or artifact collections, plus a strong mentoring program. More experienced teachers can be introduced to a growth track that is built around some form of goal setting. The evaluative processes can be more of a collaboration between administrator/mentor and teacher. At the end of the time frame, the two can sit down and compare notes, look at the data gathered, determine what has been accomplished, what needs work, and the direction that needs to be taken. There are no summative write-ups, no ratings, and no evaluative commentary.

Multiple Evaluator Instruments

In addition to classroom observations and evaluations by administrators, observations and critiques of teachers' performances by other stakeholders are being seen more and more as a valuable part of a teacher evaluation instrument (Strobbe, 1993). Involving peers in the teacher observation process shows two possible advantages (Lengling, 1996). First, when a peer does the classroom observation, the observation is done in a less threatening environment when compared to an *administrative* observation. The second advantage may be that when properly done, this type of evaluation can foster communication and trust between both the teacher and colleague and the teacher and administrator. On the down side, for teachers to properly evaluate their colleagues, they must be trained in observation and feedback techniques. With teacher time at a premium, finding the opportunity to participate in this training creates a negative for involving teachers in the evaluation process. As a possible solution to this time dilemma, teachers could be offered evaluation training as part of a professional development package that satisfies division and state requirements for continuing education.

Along with peer observations, teacher self-evaluation has evolved as a component of a multiple evaluator package. Self-evaluation causes the teacher to reflect on his/her direction and methods. It causes the teacher to look at the long term. The belief is that this type of instrument promotes a sense of responsibility and encourages higher standards. While this method is excellent for professional development, it has been found to be unreliable and not accepted for administrative decisions (Lengling, 1996).

Student ratings have been the largest traditional means of stakeholder involvement in the evaluation process during this century and are growing in popularity (Bonfadini, 1998; Lengeling, 1996; Strobbe, 1993; Williams & Ceci, 1997). These evaluations are easy to administer and provide insights into teacher communication, rapport, and effectiveness. Williams and Ceci (1997) completed a study to determine what factors affect student ratings of teachers. The researchers surveyed 243 fall semester students and 229 spring semester students in "Developmental Psychology" classes at Cornell University. All variables (class membership, textbook, curriculum, etc.) were held constant during both semesters of the study with the only exception being that the instructors were asked to use a more enthusiastic approach during the second semester. In preparation for the second semester experiment, the instructors attended a workshop on presentation style.

At the end of each semester, the students were asked to complete a 10 item Likert questionnaire rating the course and the instructor. The researchers found that instructor ratings increased 27% and course ratings increased 35% during the second semester. The study showed that manipulation of a content-free variable (presentation method) influenced the magnitude of change in students' opinions of course and instructor. Williams and Ceci observed:

> What is most meaningful about our results is the *magnitude* of the change in students'
> evaluations due to a content-free stylistic change by the instructor, and the *challenge* this
> poses to the widespread assumptions about the validity of student ratings. (p.32)

Bonfadini (1998) conducted a study of 50 public school teachers working at both the middle school and high school levels. The teachers were divided equally into experimental and control groups and were matched according to such variables as teaching assignment, academic record and gender. The students of the teachers in the experimental group rated their teacher's performance throughout the year. The control group teachers were rated only at the end of the

year. In each case, students were asked to rate their teachers in four areas: (a) personal traits; (b) professional competence; (c) student-teacher relationships; and (d) classroom management.

One result of the study was that a teacher's personal traits were found to be a main discriminator used by students, both experimental group and control group, in evaluating their teachers. The least used determinant was the teacher's professional competence. "Students can easily see and determine how they like the teacher's appearance, sense of humor, voice, enthusiasm, self-control, and leadership. It is far more difficult for them to measure a teacher's professional competence" (Bonfadini, 1998, p. 40). This follows the conclusion of the Williams and Ceci (1997) study that how students rate their teachers is more dependent on content-free factors than it is with content inclusive factors. Considering the work of Bonfadini (1998) and Williams and Ceci (1997), it appears that an evaluation model that includes student ratings of their instructors must be viewed with caution.

Portfolios

The amount of literature on the use of portfolios as part of a teacher evaluation process is growing (Egelson, 1994; Glatthorn, 1997; Shulman, 1988). Seldin (1991) advocated the use of the portfolio as a way of dealing with the complexity and individuality of teaching. In addition to self, peer, and administrative evaluations using one of several methods, student essays, lab reports, and other evidence of student learning could be included in the teacher's portfolio. The contents of the teacher's portfolio are limited only by the creativity of the teacher.

Moore (1994) described portfolios as being goal based, containing samples of work, documenting evidence of growth over a period of time, allowing for reflection, feedback, and improvement, while remaining flexible and versatile. Wolf (1996) wrote that teacher portfolios are a collection of information about a teacher's practice. A portfolio can include lesson plans, student's work, teacher's notes, videotapes of classes, and even formal evaluations. The portfolio can exhibit what is taught, how it is taught, changes in teaching style, the rigor in a teacher's academic standards, student impressions of the teacher and their learning, and how the teacher's colleagues view the teacher's work (Urbach, 1992). Wolf, Hagerty & Whinery (1995) wrote:

> Moreover, carefully conceptualized, portfolios not only present a window on teaching and learning, but can promote growth by providing a textured picture of teaching and learning as they unfold over time, enabling students and teachers to examine, discuss, and reflect on their performance. (p.32)

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What a portfolio should not be is a scrapbook or a steamer trunk. A scrapbook portfolio has eye-catching and personal mementos; a trunk portfolio is interested in volume and not so much with quality. These types of portfolios do not illustrate a teaching philosophy, information about instructional goals, or teaching context (Wolf, 1996). Although specific form for a teaching portfolio can differ from school to school, most portfolios contain some combination of teaching artifacts, written reflections, an introductory section where a teacher's philosophy and goals are broadly described, and a concluding section that shows evidence of ongoing professional development and, if available, formal evaluations.

National Standards

The 1983 report *A Nation at Risk* and the consequent 1986 Carnegie Task Force on Teaching as a Profession report, *A Nation Prepared: Teachers for the 21st Century,* prompted the establishment of the National Board for Professional Teaching Standards (1998). The mission of the Board is to establish high and rigorous standards for what experienced teachers should know and be able to do, to develop and operate a national, voluntary system of assessment and certification for teachers, and to advance educational reforms for the purpose of improving student learning in America's schools.

National Board Certification is offered on a voluntary basis with the intent to complement, not replace, state licensing. Where state systems establish minimum standards for novice teachers, the Board establishes advanced standards for accomplished teachers. Performance based assessment is used to measure the experienced teacher's skills against the Board's standards. In the Board's view:

> The fundamental requirements for proficient teaching are relatively clear: a broad grounding in the liberal arts and sciences; knowledge of the subjects to be taught, of the skills to be developed, and of the curricular arrangements and materials that organize and embody that content; knowledge of general and subject-specific methods for teaching and for evaluating student learning; knowledge of students and human development; skills in effectively teaching students from racially, ethnically, and socioeconomically diverse backgrounds; and the skills, capacities, and dispositions to employ such knowledge wisely in the interest of students. (The National Board for Professional Teaching Standards, 1998, p.4)

Williams and Bearer (2001) conducted a study to determine the impact, if any, of NBPTS certification on school district educational processes. The researchers surveyed a sample of administrators representing 9 rural, suburban, and urban Ohio school districts. The administrators included one curriculum director, on director of staff development, three district superintendents, and one county assistant superintendent. The 10 educational processes of interest were: (1) teaching practices; (2) professional development; (3) employment procedures; (4) employment opportunities; (5) teacher career paths; (6) teacher involvement in district concerns; (7) learning strategies; (8) course of study alignment; (9) community and parental involvement; and (10) student performance. Among the results were a belief that the NBPTS teachers focused more on best practices and teaching pedagogy, integrated the results of research and NBPTS standards into their teaching, and showed an overall renewed commitment to teaching. Only one administrator indicated a negative impact on student learning. A majority of the administrators reported that NBPTS teachers took on a more active leadership role both in the school and the district.

The number of teachers seeking NBPTS certification has grown dramatically in recent years. NBPTS certification remains voluntary but school divisions are placing a monetary reward on the completion and are offering certified teachers leadership and mentor roles. Some school divisions are taking parts of the NBPTS process and incorporating them into current evaluation models.

Block Scheduling

With block scheduling being a major contributor to the educational reform movement of the 1990s, studies abound on the effectiveness of the extended period schedule. Proponents point to increased student achievement, better attendance rates, and fewer discipline concerns (Dow & George, 1998; Nichols, 2000; Shortt & Thayer, 1999; Trenta & Newman, 2001). Detractors point out inconsistencies in studies of student achievement in block scheduled environments (Brake, 2000; Kramer, 1997; Schroth & Dixon, 1995).

In the real world of public schools, both teachers and students generally give block scheduling positive marks citing increased instructional time and the development of multiple instructional strategies as the most obvious benefits (Adams & Salvaterra, 1997; Cawelti, 1997; Queen, Algozzine & Isenhour, 1999; Strader, 2001; Wilson & Stokes, 2000). "Block scheduling creates opportunities to integrate learning and use a variety of instructional techniques that help

students master concepts within a class period; it also allows for collaborative learning and research" (Adams & Salvaterra, 1997, p.xi).

Even though many practitioners embrace block scheduling, not all reviews are favorable. Several studies have shown that the primary concern of principals, superintendents, and teachers in moving to extended period scheduling is the ability of teachers to adapt their instructional pacing to fit the demands of the block. (Jenkins, Queen & Algozzine, 2002; Queen, Algozzine & Isenshour, 1999; Shortt & Thayer, 1999;). This concern is extensively dealt with in the literature and revolves around teachers employing multiple and varied instructional techniques and the ever present need for professional development. Instructional techniques that have experienced success in block schedule formats and are possible topics for professional development include cooperative learning, Paideia seminars, concept development and attainment, inquiry, synectics, simulations, a greater use of technology, and lecture in moderation (Bevevino, Snodgrass, Adams & Dengel, 1999; Canady & Rettig, 1995). Shortt and Thayer (1999) commented:

> To further the case for block scheduling, we offer the following observations. In block scheduled schools, we have evidence of a greater emphasis on staff development at the school level, increased attention to instructional programs, and more differentiated instruction based on students' needs. (p. 81)

Cunningham (1997) investigated, in part, the evaluation of how teaching practices may have changed due to the implementation of a block schedule. The work was a case study of a grade 9-12 Virginia high school of 2,261 students and 139 staff that was considered a pioneer in A-B block scheduling. In interviewing teachers and administrators on the topic of teacher evaluation, concerns surfaced with regard to whether the method used fairly and adequately addressed teaching in the block. The evaluation instrument was used division-wide and did not differentiate between schools. Teachers felt that administrators did not adequately address the issue of how instructional delivery methods varied while the administrators believed they did. Regardless, little assistance was offered to help those teachers who continued to be lecture dominant and were reluctant to look for and experiment with different and varied instructional delivery techniques.

Adams and Salvaterra (1997) conducted a study of 11 schools involved in block scheduling. The research, in part, considered how the change in time schedule affected teachers, students, administrators, and parents. The researchers composed a list of questions most

frequently asked about block scheduling from the stakeholder groups of the 11 schools. Responses to the questions came from schools and teachers experienced with block scheduling.

One frequently asked question was "Will increasing time for class affect my teaching strategies?" It has been found that teachers who actively engage their students with research, problem solving, cooperative learning, and Socratic pedagogy before transiting to the block have little trouble accommodating the longer periods of time. However, teachers whose primary teaching strategy is lecture need professional development opportunities to successfully switch to the block. Teachers in the block average two to three different strategies in a 90-minute period.

Another frequently asked question was "What instructional strategy is most effective?" The researchers found that for most teachers observed and interviewed, cooperative learning in its various forms was the most commonly used and effective strategy in a block scheduled classroom. In a national survey of all regionally accredited public and private schools on the topic of restructuring, Cawelti (1994) found that cooperative learning was the most widely used type of curriculum/teaching restructuring element. Almost 90% of the schools surveyed reported at least partial use of some form of cooperative learning. Additionally, Alderman (2000) found in studying 80 urban, suburban, and rural Virginia public high schools 75% of the schools prepared for the implementation of block scheduling by training their teachers in cooperative learning.

"Will the manner of supervision and evaluation of instruction be altered by block scheduling?" Checklists used over the past 50 years as summative evaluations of instruction are not practical for the block. Block students are interactive. The classrooms may be noisy and the teacher may not be in front of the class delivering knowledge. "Collaborating with teachers for formative evaluation empowers teachers to self-evaluate on a daily basis." (Adams & Salvaterra, 1997, pg. 63).

In a block setting, assessment of student learning has become more challenging because of the change in pedagogy, not because of the change in time configurations. Teachers are taking on the role of facilitator rather than lecturer causing student assessment to be done with nontraditional methods. Over 60% of the schools surveyed reported that they were at least partially using some form of alternate student achievement assessment. The most frequently mentioned were student portfolios, projects, and performance-based assessments.

Guskey and Kifer (1995) completed an interim (1 ½ -years into the implementation) evaluation of a comprehensive high school involved in a block scheduling restructuring program.

The school housed just over 1400 students in grades 9-12 in a suburban setting. The school was transitioning from a seven period, 48 minutes per period schedule to a 4x4, 90 minutes per block schedule. Data were collected through observations and interviews of the school's administration, faculty, and students and analysis of the student records and achievement.

Teachers believed they needed more training to develop ideas and methodology to effectively teach in the block. They stated that work was needed to adapt county curricula and textbooks to the block. Recommendations to these concerns offered by the teachers centered on staff development. Guskey and Kifer (1995) recommended that extended staff development opportunities should be available so that teachers and other instructional staff members could broaden their repertoires of instructional strategies.

While having to make major philosophical changes with regard to how instruction is delivered has soured some teachers and administrators on block scheduling, it has caused others to experience a renewed commitment to teaching that can be translated into a more positive school environment. Some teachers find excitement and renewal in constructing and delivering lessons in new and different ways. Not being constrained by time, teachers feel they have more control over what goes on in their classrooms. "This process places the authority over and the responsibility for instructional time exactly where it belongs -- in the hands of the professionals who use it" (DiRocco, 1999, p.84).

Summary

The preceding review of related literature focused on two areas. The first is an account of various methods used for teacher evaluation and professional development. The second is an analysis of block scheduling, what is seen as its advantages and disadvantages, and the techniques that have been found to be most successful for those teaching in the block. This chapter will provide a base for the investigation of teacher evaluation methods employed by a select group of Virginia's 4x4 block scheduled high schools which follows in Chapter IV and Chapter V.

CHAPTER III

METHODOLOGY

This qualitative study is concerned with identifying and recommending processes and content appropriate for evaluating teachers in the 4x4 model of block scheduling. The research design includes two components. The first is a general interview guide approach for interviewing each participating principal and a number of teachers selected by the principal as knowledgeable of, and experienced with, block scheduling. The second is a document analysis of each participating school's teacher evaluation documents. These research methods, data collection procedures, and data analysis methods were designed to effectively and efficiently carry out this study and will be detailed below.

Data were collected from a sample of Virginia secondary public schools that utilize the 4x4 accelerated model of block scheduling (Table 1). The schools chosen for participation in the study were determined using three different criteria. The first criterion, as suggested by a panel of experts in the field of block scheduling, was performance on Virginia's Standards of Learning tests. The panel included Dr. Michael Rettig, Associate Professor of Educational Leadership at James Madison University, Dr. Thomas Shortt, Assistant Superintendent for Accountability for the Virginia Department of Education, and Dr. Yvonne Thayer, policy analyst for the Virginia Department of Education.

Three different measures of Standards of Learning achievement were considered. The first measure addressed those 6 schools that had the highest average, combined scores in mathematics, English, social studies, and science for the spring 1999 administration. The second measure addressed those 6 schools who showed the greatest percent increase in scores in the four core areas from the 1998 spring administration to the 1999 spring administration. The third indicator addressed those schools that had the greatest number or greatest increase in number of core scores over the 70% benchmark (see Appendix A).

Table 1

Virginia High Schools That Utilize the 4x4 Model of Block Scheduling.

School	Begin	Sch #	Div #	School	Begin	Sch #	Div #	School	Begin	Sch #	Div #
Nandua	94-95	70	1	Fluvanna	95-96	260	32	Gate Cty	95-96	770	84
Tangier	94-95	530	1	Franklin C	95-96	1311	33	Twin Spgs	95-96	780	84
Arcadia	94-95	540	1	Narrows	95-96	470	35	Strasburg	94-95	770	85
Chincotea	95-96	580	1	Grayson	95-96	421	38	Central	94-95	780	85
Amherst	93-94	750	5	Greensvil	98-99	200	40	Stonewall	94-95	790	85
Appomatt	94-95	260	6	Halifax	98-99	10	41	N'wood	94-95	250	86
Buff. Gap	99-00	660	8	Bassett	95-96	10	44	Chilhowie	94-95	460	86
Fort Def.	95-96	670	8	Magna V	94-95	20	44	S'hampton	96-97	690	87
Riverhead	99-00	680	8	Fieldale C	95-96	720	44	Pound	97-98	71	96
Wilson M	96-97	720	8	Laural P	95-96	770	44	Coeburn	98-99	652	96
Stuarts D	94-95	730	8	Smithfield	94-95	40	46	Appalach	98-99	710	96
Bath	97-98	140	9	Windsor	94-95	250	46	St.Paul	97-98	872	96
Liberty	94-95	1180	10	King Geo	94-95	120	48	J.J.Kelly	96-97	1000	96
Staunt.R	96-97	1190	10	Madison	94-95	221	56	Powell V	98-99	1010	96
Brunswick	94-95	650	13	Park View	96-97	990	58	Alleghany	96-97	310	99
Garden	95-96	30	14	Shawsville	95-96	290	60	Harr'burg	94-95	12	113
Whitewd	96-97	360	14	Christ'burg	95-96	770	86	Martinsvil	96-97	110	116
Grundy	97-98	990	14	Nelson Co	96-97	710	62	JI Burton	99-00	20	119
Council	96-97	1000	14	N'hampton	95-96	350	65	IC Norcom	96-97	240	121
Hurley	96-97	1020	14	Nottoway	95-96	301	67	Churchlnd	95-96	500	121
Buckingh	95-96	700	15	Orange	93-94	330	68	Woodrow	96-97	1660	121
Carroll Co	93-94	1230	18	Patrick C	96-97	700	70	R Comm	94-95	452	123
Rand.Hen	93-94	460	20	DanRiver	93-94	1680	71	RE Lee	96-97	30	126
Craig Co	95-96	11	23	Gretna	93-94	1700	71	Lafayette	94-95	90	131
Cumberl	95-96	151	25	Chatham	95-96	1720	71	Jamestwn	97-98	202	131
Haysi	96-97	120	26	Tunstall	95-96	1730	71	OF Smith	98-99	80	136
Clintwood	96-97	271	26	Prince Ed	95-96	400	73	Deep Crk	98-99	90	136
Ervington	96-97	840	26	Wood'bge	96-97	60	75	Great Bdg	95-96	100	136
Dinwiddie	95-96	500	27	Osbourn P	95-96	80	75	Indian Rv	98-99	840	136
Edison	94-95	1270	29	Potomac	94-95	150	75	West.Brn	96-96	850	136
Fauquier	97-98	701	30	Brentsville	95-96	530	75	Hickory	96-97	890	136
Liberty	97-98	851	30	Pulaski	94-95	10	77				
Floyd Co	94-95	660	31	Rye Cove	95-96	260	84				

Note: Begin = The introduction year for block scheduling.

Sch # and Div # = Virginia Department of Education identification

Secondary schools that participated in the High Schools That Work program were the second criteria for consideration for participation in the study. HSTW sites were involved in a "comprehensive, whole school revitalization" that included revised academic and vocational curriculums with higher standards of achievement, collaborative academic and vocational staff

planning and work, and other strategies that bring increased academic rigor to all students not just the college bound (Bottoms, Presson & Johnson, 1992)

The third criterion used was those Virginia secondary schools that participated in Tech-Prep consortiums. Similar to HSTW sites, Tech-Prep schools have high academic and vocational expectations. These schools work in collaboration with local community colleges to develop challenging curricula and programs that will offer their students many post-secondary opportunities.

Combining these three criteria as a filter, a select pool of Virginia 4x4 block-scheduled secondary public schools was developed. These schools will have excelled on high stakes tests such as the SOL, put in place programs to bring about higher academic and vocational achievement, and worked collaboratively with other educational agencies. From this pool a sample of 6 4x4 block scheduled high schools, worthy of study, were chosen.

Instrumentation

Principal Interview

Data were collected from each participating principal as a member of a homogeneous sample and by means of a general interview guide approach (Patton, 1990). The principals are considered a homogeneous sample because they are a subgroup within a program that has several different subgroups – teachers, students, parents, etc. -- and in-depth information can be gathered from particular subgroups (Patton, 1990). The general interview guide approach does not have a standardized set of questions but rather a basic outline to make sure all relevant topics are covered within the interview (see Appendix B and Appendix C). The outline has no particular order and the actual wording of the questions was not determined in advance.

An interview used in this manner is a descriptive method of research (Isaac & Michael, 1997). The outline was designed by the researcher and evolved from the research questions posed in Chapter 1.

At the time of the interview, the purpose of the study was reviewed and each participant was asked to sign an *Informed Consent for Participants of Investigative Projects* form (see Appendix D). This form outlined the study, risks, benefits, extent of confidentiality, and also requested permission to audiotape the interview. Each participant was also informed that they would have the opportunity to review a transcribed copy of the interview before its inclusion in the final document if they so desired.

The validity of the instrument was established by the triangulation (Figure 1) of three data sources. "Once a proposition has been confirmed by two or more independent measurement processes, the uncertainty of its interpretation is greatly reduced. The *triangulation of measurement* process is far more powerful evidence supporting the proposition than any single criterion approach" (Isaac & Michael, 1997, p. 97).

Teacher Interviews

Each participating principal was asked to designate teachers to participate in an interview using a general interview guide approach (see Appendix C). The general interview guide approach does not have a standardized set of questions but rather a basic outline to make sure all relevant topics are covered within the interview. The outline has no particular order and the actual wording of the questions is not determined in advance. An interview used in this manner is a descriptive method of research (Isaac & Michael, 1997). The outline was designed by the researcher and evolved from the research questions posed in Chapter 1. Teachers chosen were those whom the principal considered the most experienced with, and knowledgeable of, teaching in the block and therefore comprised a homogeneous sample. The validity of the teacher interview was established by the same means as the principal interview (Figure 1).

At the time of the interview, the purpose of the study was reviewed and each participant was asked to sign an *Informed Consent for Participants of Investigative Projects* form (see Appendix D). This form outlines the study, risks, benefits, extent of confidentiality, and also requests permission to audio tape the interview. Each participant was also informed that they would have the opportunity to review a transcribed copy of the interview before its inclusion in the final document if they so desired.

Document Analysis

Each of the six participating principals was asked to supply a copy of the school's teacher evaluation policy and methods for analysis. The documents were compared for similarity and differences of methods and instruments using *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (1996) as the means to establish a common ground for the analysis. Danielson is President of Princeton Educational Associates. She has worked as a performance assessment consultant for numerous school divisions, both in the U.S. and abroad, and for Educational Testing Service in designing assessment systems and training programs for assessors. *Enhancing Professional Practice: A Framework for Teaching* grew out of Danielson's

work with ETS in designing training programs for assessors for PRAXIS III. The framework contains 22 components clustered into four domains (see Appendix F), is based on PRAXIS III criteria developed by ETS and has been expanded to include not only novice teachers but also experienced teachers. In describing her work, Danielson says:

> The framework for teaching described in this book identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Although not the only possible framework, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. (p.1)

Data Collection Protocol

The principals of the schools chosen for analysis were contacted by phone prior to data collection to introduce the researcher, explain the purpose of the study and to ask for participation (see Appendix E). Confidentiality was discussed and permission to tape the interviews was requested. Upon receiving agreement for participation in the research, arrangements were made for interview times and dates. Teacher evaluation materials were received on the day of the principal's interview or mailed to the researcher in advance, depending on the preference of the particular administrator. The offer to return teacher evaluation materials was made, and none of the principals requested return.

Data Analysis Procedures

Both the principal and teacher interviews were audio recorded and transcribed to text. The transcriptions were then analyzed. The analysis consisted of sorting by themes and by locating key words and phrases. From this, categories were developed as well as the linkages and patterns between the themes and categories.

The analysis of the individual school's teacher evaluation methods used two different matrix formats. The first listed the individual schools on the horizontal axis and the different components of Danielson's (1996) four domains on the vertical axis. (Danielson, 1996) Evidence of component inclusion in the individual school's teacher evaluation instruments was indicated in the cells (see Appendix F). The second matrix was used to compare the components of each school's teacher evaluation instrument, the frequency of evaluation, indicators and elements within the individual components, the format of the components and how each was validated (Appendices G - L).
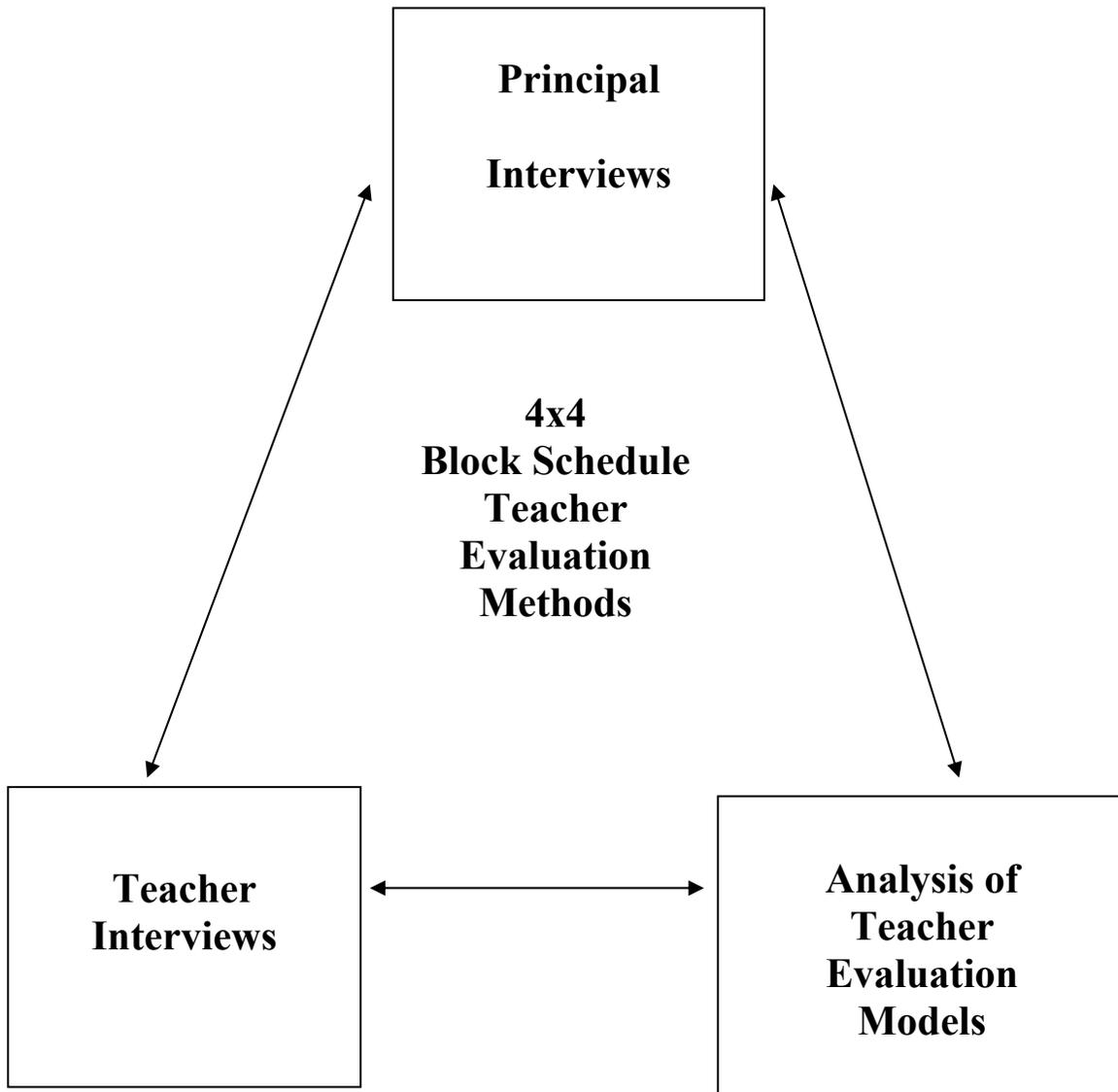
Figure 1. Triangulation of Data from Multiple Sources Used to Check Accuracy and Validity

CHAPTER IV

FINDINGS

The purpose of this study was to identify and to recommend teacher evaluation processes and content appropriate for block scheduling formats. The study will be of value to both those schools considering alternative scheduling models and those currently using them. For those schools investigating block scheduling, teacher evaluation is a part of the puzzle that merits consideration. For schools that have adopted block scheduling, the recommendations may provide an alternative to the teacher evaluation methods presently being used.

The study is guided by three research questions that address how selected schools currently evaluate their teachers, the similarities between methods, and recommendations from the practitioners for future evaluation models. A general interview guide method (see Appendix B and Appendix C) was used to collect data from participating principals and selected teachers in addition to an analysis of each schools current teacher evaluation document.

School A

School A is one of five high schools in a rural county school division in the Shenandoah Valley of west central Virginia. The school houses less than 700 students in grades 9-12. The school adopted the 4x4 model of block scheduling beginning with the 1996-1997 school year. Of the 97 Virginia public high schools utilizing the 4x4 model of block scheduling, the school ranked fifth in average percent change in SOL scores from the spring 1998 to the spring 1999 administration, sixth in combined average SOL score for the spring 1999 administration and doubled the number of core areas reaching the 70% benchmark from the spring 1998 administration to the spring 1999 administration. The school participated in both High Schools That Work and Tech Prep during the 1999-2000 school year.

The principal and four faculty members were interviewed. The average teaching experience for the participating teachers was 23.75 years with 3.5 years having been spent in a 4x4-block schedule. The principal had 20 years experience with 3 years in the 4x4 block.

A division-wide instrument was used to evaluate teachers. Teachers on full review were to have a minimum of three official observations of approximately 30 minutes duration during the school year. Those teachers on partial review were to have a minimum of one formal observation per school year. Both the observation form and the summary form consisted of

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checklist and narrative components. Teachers were evaluated in 10 areas. Teachers also had to target a minimum of two professional skills for the year. The instrument is summarized in Appendix G. The instrument contained each of the elements of Danielson's four domains (see Appendix F) with the exception of 2c6-Supervision of volunteers and paraprofessionals, 4b3-Maintain instructional records, and 4c3-Engagement of families in the instructional process.

Each of the teachers interviewed believed that the instrument used to evaluate them had not changed since the adoption of block scheduling but how the building principal used the instrument had (Table 2). Those changes mentioned were a greater emphasis on methodology and content variation, lesson plans occupying a greater role in the evaluation process and the principal spending more time in the classroom doing more documentation and script-taking. The principal was seen as more encouraging and positive.

The principal believed that the instrument in place, although a division instrument, allowed the observer some freedom in how it was used. In describing how he evaluated teachers he mentioned that he preferred more informal and unannounced observations. With the extended time format, it was not practical for him to spend an entire block in each classroom so he would visit the classroom at the beginning of the period, near the middle of the period and then at the end of the period over several days so as to get a more complete picture of what was going on in the classroom.

Two of the teachers believed the current method of teacher evaluation was sufficient while two believed it was not (Table 2). The teachers who liked the instrument commented that who was doing the evaluation not the method, determined its merit. The instrument allowed little flexibility. The instrument was not designed for block scheduling. Lesson plan critiques were not a component. Of the two teachers who did not like the instrument as a method of evaluating blocked scheduled teachers, both said that the instrument was not flexible enough to handle a block scheduled class or isolate a weakness in a particular area such as classroom management. Teacher motivation was also a concern. Teacher A-4, who did not like the instrument in general, did comment that the checklist component was more user friendly for both teacher and administrator. Teacher A-4 also thought the instrument was designed in such a way that teacher/student relationships and teacher/student interaction could be evaluated.

Table 2

Summary of Responses to Question 1 – School A

Has the method used to evaluate teachers undergone any changes since the adoption of block scheduling?
If so, how has the method used to evaluate teachers changed?
If not, has your principal done anything to adapt the model to block scheduling?

Participant	Response
Teacher A-1	No, division-wide instrument More emphasis on methodology and Content variation
Teacher A-2	No Principal has adapted instrument
Teacher A-3	No Principal spends more time in classroom More documentation Encouraging, positive communication
Teacher A-4	No Evaluation extends beyond instrument Lesson plans play bigger role in evaluation Principal does more script taking and narrative
Principal A	No, division-wide instrument Design such that observer has some freedom in application More informal, unannounced observations Longer observation spread over several blocks by visiting classroom at different time, i.e. beginning, middle and end of the block

        The principal liked the teacher evaluation method he was given to use and, contrary to three of the four teachers interviewed, believed the instrument was flexible. He commented that he had the latitude to adapt the instrument for a particular purpose plus teachers had ample opportunity to provide feedback (Table 3).

        When asked to design a teacher evaluation method appropriate for block scheduling all teachers mentioned the instrument should be able to document evidence of diversity in the classroom in how teachers use different strategies and methodologies. Each also believed it important to be able to document student/teacher interaction and student participation. Teacher organization and collaboration with other teachers was also mentioned (Table 4).

        The principal was not as specific as the teachers were. The principal liked the idea of a rating scale extreme at both ends to indicate an exceptional teacher or a teacher in need of improvement. The principal wanted an open-ended component that would allow adaptation to

any scheduling format plus the opportunity to do a narrative component on a teacher's work. The principal also mentioned teachers should be required to develop and document achievement of yearly or career targets (Table 4).

Table 3

Summary of Responses to Question 2 – School A

Do you feel that the method you currently use adequately evaluates block-scheduled teachers?
If so, what do you feel are the strengths of the method?
If not, what do you consider the weaknesses of the current method?

Participant	Response
Teacher A-1	Yes, but it depends on who is doing the observation. Person doing evaluation can make instrument good. Composite evaluation by several different observers better than single observation by a single observer **Strength -** Evaluator determines expectations **Weakness –** Nothing "concrete" for block scheduling format that can be used as a learning tool **Weakness –** Lesson plans not critiqued
Teacher A-2	Yes, when used by an experienced evaluator **Weakness –** Black and white instrument, allows for little flexibility
Teacher A-3	No **Weakness –** Does not allow for daily classroom differences, i.e. interruptions, discipline, and general "off days" **Weakness –** Instrument does not quantify teaching ability
Teacher A-4	No. **Strength –** Can use to observe teacher/student interactions **Strength –** Rating scale makes instrument more user friendly **Weakness –** Does not allow flexibility in motivating teachers, black and white instrument, no gray areas **Weakness –** Cannot narrow in on a weakness in a particular area
Principal A	Yes **Strength –** Flexible instrument that allows feedback **Strength –** Can adapt instrument to what particular principal is looking for

Table 4

Summary of Responses to Question 3 – School A

If you were asked to design a teacher evaluation method for block scheduled schools, briefly describe some of the components of the method.

Participant	Response
Teacher A-1	Ability to document different teaching strategies Ability to document individuality among teachers Ability to document teacher's ability to engage all students
Teacher A-2	Ability to document diversity in classroom (IEPs, student/teacher ratio, etc.) Ability to document different methodologies Ability to document student/teacher interaction Ability to document student participation Ability to document "hands-on" learning
Teacher A-3	Ability to document diversity in the classroom (IEPs, student/teacher ratio, etc.) Ability to document different methodologies Ability to document student/teacher interaction Ability to document student participation Ability to document teacher creativity Ability to document teacher organization
Teacher A-4	Ability to document diversity in the classroom (IEPs, student/teacher ratio, etc.) Ability to document different methodologies Ability to document student/teacher interaction Ability to document student participation Ability to document classroom as a place of learning Ability to document teacher/student collaboration
Principal A	Rating scale with extreme levels on both ends to let teacher know they are exceptional or in need of improvement Open-ended enough to allow adaptation to any scheduling format Individually developed teacher targets within the instrument Freedom to comment on teacher's work

School B

　　　School B is the lone high school in a rural county school division in Central Virginia. The school houses less than 700 students in grades 9-12. The school adopted the 4x4 model of block scheduling beginning with the 1994-1995 school year. Of the 97 Virginia public high schools utilizing the 4x4 model of block scheduling, this school ranked in the top 20% in average percent change in SOL scores from the spring 1998 to the spring 1999 administration, eighth in

combined average SOL score for the spring 1999 administration and doubled the number of core areas reaching the 70% benchmark from the spring 1998 administration to the spring 1999 administration. The school participated in the High Schools That Work program during the 1999-2000 school year.

The principal and five faculty members were interviewed. The average teaching experience for the participating teachers was 24.8 years with 3.8 years having been spent in a 4x4 block schedule. The principal had 26 years experience with 3 years in the 4x4 model.

The instrument used to evaluate teachers was a division-wide instrument that had been revised in 1999. The document follows a pre-observation conference, observation, post-observation conference format that includes Madeline Hunter indicators – Anticipatory Set, Objective, Input, Modeling, Guided Practice, Independent Practice, Checking for Understanding, and Closure (Hunter, 1982). The summary form consists of four core areas with multiple descriptors with each rated as either meeting or not meeting standards. There is a narrative component to the summary form. A third component of the model is the establishment of performance targets through peer coaching. Each teacher selects a team of professional partners whose job is to observe, critique, and aid the teacher in the accomplishment of the stated performance targets. The instrument is summarized in Appendix H.

The instrument contained each of the elements of Danielson's (1996) domains (see Appendix F). Teachers on continuing contract (tenured) are observed twice per year with summary conferences after the second observation. Probationary teachers (nontenured) are observed four times per year with summary conferences after the second and fourth observation.

Each teacher interviewed commented that although the model used for evaluation had changed, the switch to block scheduling was not responsible for the switch. The teachers believed the new process was more detailed with a larger narrative component. The Standards of Learning now play a bigger role in the evaluation process (Table 5). The principal disagreed with the teachers commenting that the model had not changed but how it was used was the difference. It is interesting to note that this was the principal's first year at the school and in the division. The principal did feel that more emphasis was placed on preparation, planning and the use of the extended instructional time (Table 5).

Three of the five teachers questioned said that the current model of teacher evaluation did not adequately evaluate teachers in the block. The complaints included not enough opportunity

for feedback, content knowledge not adequately addressed, and the form being used was too generic and not block schedule applicable. One teacher who liked the method thought having to reflect on and analyze her work was the most beneficial component but the time needed to complete the evaluative process was a large drawback. The other teacher who favored the model commented that she felt the format was non-threatening and the peer coaching option could be helpful to both experienced and novice teachers (Table 6).

The principal believed the instrument was sufficient but had weaknesses for evaluating veteran teachers. The strong points of the model were its ability to evaluate the varied instructional methods used in a block schedule format. The design also allowed a greater opportunity for teacher/ administrator dialogue (Table 6).

Table 5

Summary of Responses to Question 1 – School B

Has the method used to evaluate teachers undergone any changes since the adoption of block scheduling?
If so, how has the method used to evaluate teachers changed?
If not, has your principal done anything to adapt the model to block scheduling?

Participant	Response
Teacher B-1	Yes, but not as a result of adoption of block scheduling.
Teacher B-2	Yes SOL driven Madeline Hunter – pre-observation conference, observation, post-observation conference More detailed More narrative
Teacher B-3	Yes Previous model modified, adoption of block scheduling not responsible More extensive
Teacher B-4	Yes Previous model revised in 1999 Expectations and demands of teachers changed
Teacher B-5	Yes Teacher objectives and goals done with peer coaching Principal does script taking observation and check-list component
Principal B	Instrument is the same but how it is used has changed More significance given to preparation and planning Extended instructional time factor taken into consideration

The five teachers interviewed believed a teacher evaluation method appropriate for evaluating teachers in the block needed to utilize multiple observations. The ability to document the number and variety of activities was also considered important. Along with this comes the importance of time management. Four of the five teachers wanted a way to document the daily results of their instruction. The Standards of Learning, classroom control and student/teacher interaction were also mentioned as components of an appropriate teacher evaluation model. While only one teacher mentioned a narrative component in response to this question, each mentioned a preference for more open-ended opportunities in the evaluation tool that allows for more teacher/administrator interaction. The principal of School B thought the current instrument available was sufficient for evaluating teachers in the block (Table 7).

Table 6

Summary of Responses to Question 2 – School B

Do you feel that the method you currently use adequately evaluates block-scheduled teachers?
If so, what do you feel are the strengths of the method?
If not, what do you consider the weaknesses of the current method?

Participant	Response
Teacher B-1	No **Weakness –** Not enough opportunity for feedback
Teacher B-2	Yes **Strength –** Causes teachers to analyze their lessons **Strength –** Able to evaluate multiple activities **Weakness –** Length of instrument **Weakness –** Time necessary to complete instrument
Teacher B-3	Yes **Strength –** Allows for peer coaching **Strength –** Format (pre, observation, post) not threatening
Teacher B-4	No. **Weakness –** Instrument, as a whole, not applicable to block scheduling. Particular sections generic enough for any scheduling format while others are not
Teacher B-5	No **Weakness –** Subject area knowledge not addressed sufficiently **Weakness –** Insufficient narrative component
Principal B	Yes **Strength** – Observation component sufficient for evaluating instructional methods **Strength –** Design of instrument does create teacher/ Administrator dialogue **Weakness –** Instrument sufficient for evaluating new teachers but not veteran teachers

Table 7

Summary of Responses to Question 3 – School B

If you were asked to design a teacher evaluation method for block scheduled schools, briefly describe some of the components of the method.

Participant	Response
Teacher B-1	Multiple observations Ability to document transitions Ability to comment on the flow of instruction Ability to document the daily results of instruction
Teacher B-2	Ability to document a number of activities Ability to document transitions Emphasis on the use of multiple strategies Ability to document the daily results of instruction
Teacher B-3	Multiple observations Ability to document transitions Ability to comment on the flow of instruction Ability to document the daily results of instruction Ability to document different teaching strategies Ability to document planning with SOL inclusion Ability to document classroom control Ability to document student/teacher interaction Ability to document time management skills Ability to document teacher/teacher collaboration Ability to document the classroom as a learning environment
Teacher B-4	Ability to document different methods Ability to document transitions Ability to document time management skills Ability to document classroom as a place of learning Ability to document teacher/student collaboration
Teacher B-5	Include a narrative component Ability to document different methodologies Ability to comment on the flow of instruction Ability to document planning with SOL inclusion Ability to document time management skills Allow time for in-depth teacher/principal discussion of evaluation
Principal B	Current instrument sufficient

School C

School C is the sole high school in a city school division located in the northern Shenandoah Valley. The school has a 9-12 enrollment of 1050 and adopted the 4x4 model of block scheduling during the 1994-1995 school year. When compared with the 97 other Virginia

public high schools that use the 4x4 model of block scheduling, School C ranked sixth in combined average SOL score for the spring 1999 administration and twelfth in average percent change in SOL scores from the spring 1998 to spring 1999 administration. The school showed two of the four core areas over the 70% benchmark. The school was also an active participant in the Tech Prep Program during the 1999-2000 school term.

The principal and three faculty members were interviewed. The average teaching experience for the participating teachers was 20.7 years with 3.3 of those being in a 4x4-model school. The principal had 7 of his 14 years of administrative experience in a 4x4-model school.

A division-wide instrument was used to evaluate teachers. Nontenured teachers were observed a minimum of four times per year, tenured teachers were observed no less than twice each year. By November 1, each teacher would complete a self-assessment of 18 indicators, rating each as either strong, competent or needs improvement. After completion, the teacher would present the self-assessment to the building administrator. Also by November 1, each teacher would establish two or three performance targets for the year and determine how each would be accomplished. The teacher completed this component during the spring of the year by providing evidence of how the targets were met.

Two types of classroom observation forms were used. The first was a narrative description of the activities in the classroom. The second was a checklist of 12 professional practices with multiple indicators of each practice. Teachers had to exhibit a designated 75% of the practices more than once during an observation while the remaining 25% needed be seen only one time. Analysis of daily lesson plans was also a component of the instrument and was done using Madeline Hunter lesson design (Hunter, 1982) as a basis.

Beginning in May the principal held summary conferences with each teacher and reviewed all observations, accomplishment of performance targets and the evaluations. Comments were made and attached to the documents where necessary. The instrument is summarized in Appendix I. Two elements of Danielson's four domains were not evident in the school's teacher evaluation instrument. Out of Domain 2 -- The Classroom Environment, performance of noninstructional duties was not considered and from Domain 4 -- Professional Responsibilities, service to the school was not found. All other elements of each domain were present (see Appendix F).

Each teacher interviewed and the principal agreed that the method for evaluating teachers had not changed since the adoption of block scheduling. Each teacher also said that the principal used the instrument by policy with little or no deviation. The principal did comment that more emphasis was put on methodology and time management during classroom observations and subsequent teacher/principal conferences than prior to block scheduling (Table 8).

Each of the three teachers endorsed the current evaluation method as capable of evaluating teachers in the block. None of the three listed a weakness in the instrument. Teacher C-1 commented that scheduling format should have no impact on an evaluation instrument. Teacher C-1 further believed student achievement is the most important outcome of the assessment and that this is the one constant to any evaluation method. Teachers C-2 and C-3 mentioned time as an asset with the current instrument both for the administrator doing the evaluation and as a component of the observation. Because of the design of the instrument the administrator has the opportunity to observe at different times during the class rather that sit in each classroom for an extended period of time. The instrument is seen as flexible because of it's multiple components and the opportunity for immediate feedback (Table 9).

The principal disagreed with the teachers believing the current method of teacher evaluation was not adequate for experienced teachers. The principal commented that while the instrument utilized a platform common to other evaluation tools, its approach was too narrow to deal with professional practices and did not permit experienced teachers to use the benefit of their experience (Table 9).

When asked to design an evaluation model appropriate for teachers working in the block, three common components were mentioned: (a) observation and evaluation of time management, (b) classroom management, and (c) multiple teaching strategies. Documenting student achievement by incorporating student standardized test scores into the evaluation instrument was also mentioned. Teacher C-2 suggested an instrument that explicitly documents a teacher's strengths and weaknesses regardless of schedule format. The principal agreed that student test scores should have a place in the evaluation instrument in addition to being able to documenting daily student achievement. The principal also preferred a larger narrative component (Table 10).

Table 8

Summary of Responses to Question 1 – School C

Has the method used to evaluate teachers undergone any changes since the adoption of block scheduling?
If so, how has the method used to evaluate teachers changed?
If not, has your principal done anything to adapt the model to block scheduling?

Participant	Response
Teacher C-1	No change Principal uses instrument as is
Teacher C-2	Method has changed very little Administrators use the instrument per policy
Teacher C-3	No change Administrators use the instrument per policy
Principal C	No change More emphasis on methodology and time management during observations.

Table 9

Summary of Responses to Question 2 – School C

Do you feel that the method you currently use adequately evaluates block-scheduled teachers?
If so, what do you feel are the strengths of the method?
If not, what do you consider the weaknesses of the current method?

Participant	Response
Teacher C-1	Yes **Strength –** Evaluation of teachers should not depend on the scheduling format they work with **Strength –** Outcome assessment remains constant
Teacher C-2	Yes **Strength –** Administrators have more flexibility in time spent with an observation **Strength –** Because of time variable, administrators can observe the many different components of a day's instruction
Teacher C-3	Yes **Strength –** Immediate feedback **Strength –** Multiple components for a more fair and thorough evaluation
Principal C	No **Strength** – Instrument utilizes a platform common for various evaluation tools **Weakness –** Professional Practices section is concrete and a help for younger teachers but restrictive for experienced teachers **Weakness –** Not enough depth for experienced teachers

Table 10

Summary of Responses to Question 3 – School C

If you were asked to design a teacher evaluation method for block scheduled schools, briefly describe some of the components of the method.

Participant	Response
Teacher C-1	Ability to document time management skills Ability to document student involvement Ability to document different teaching strategies Ability to document teaching to multiple learning styles Ability to document evidence of prior planning
Teacher C-2	Ability to document a teacher's strengths and weaknesses regardless of scheduling format Ability to document professional practices such as organization, use of instructional materials, and classroom management, etc.
Teacher C-3	Ability to document student achievement as evidenced by standardized test scores or state assessments Ability to document the use and variety of instructional methods and materials
Principal C	An instrument with a larger narrative component Ability to determine the individual student results of daily instruction via seating charts, etc.

School D

School D is one of six high schools in a rural, county school division located in southwestern Virginia. The school houses less than 225 students in grades 8-12. The school adopted the 4x4 model of block scheduling beginning with the 1997-1998 school year. Of the 97 Virginia public high schools utilizing the 4x4 model of block scheduling, the school ranked in the top 50% in average percent change in SOL scores from the spring 1998 to the spring 1999 administration. This can be misleading because the school's scores on the initial SOL administration were ranked in the top 10% of the state. The school did rank fourth in combined average SOL score for the spring 1999 administration. The school also achieved the 70% benchmark on three of the four core areas after the 1999 test. Only three of the 97 4x4 block scheduled schools showed a 70% pass rate three of the core tests and none claimed all four core tests with a 70% pass rate. The school participated in the Tech Prep program during the 1999-2000 school year.

The principal and one faculty member were interviewed. The school had a total of only 22 instructional and administrative staff. The teacher had 15 years classroom experience with three in the block and the principal was a 19-year administrative veteran with four years of 4x4 experience.

The method used to evaluate teachers was a division-wide instrument. Each teacher was observed twice per year with an administrative conference after each observation. The observation form had six components with multiple elements. The evaluator would rate each element as not applicable, not observed or one through five with one being unsatisfactory and five being superior. The teacher would also complete a Performance Evaluation by listing three Emphasis Objectives. At the end-of-year summary conference, the evaluator would complete the evaluation process by rating the three Emphasis Objectives as either satisfactory, needs improvement, or not applicable and discussing the individual classroom observations. The instrument is summarized in Appendix J.

Two elements of Danielson's four domains were not evident in this school's teacher evaluation instrument. Out of Domain 2, The Classroom Environment, supervision of volunteers and paraprofessionals was not considered and from Domain 4, Professional Responsibilities, engagement of families in the instructional program was not found. All other elements of each domain were present (see Appendix F).

Both teacher and principal answered no when asked if the teacher evaluation instrument had changed since the inception of block scheduling. The teacher commented that the principal used the instrument per division policy. The principal mentioned that a new evaluation instrument was in draft form but block scheduling was not responsible for the change (Table 11).

Both teacher and principal agreed that the current method of evaluation did an adequate job. The teacher commented that an experienced administrator can make any evaluation process work and that Principal D was both experienced and able to recognize success in the classroom. Principal D said the narrative component of the Performance Evaluation form permitted him to do more objective evaluation than the subjective nature of the rating scale (Table 12).

In designing a block schedule teacher evaluation instrument, Teacher D and Principal D both mentioned using a syllabus and pacing guides as a means to document time management skills within a lesson and over the long term. The instrument should also be able to document a

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variety of teaching methods and activities with clear expectations and goals. The principal

mentioned documentation of parental contact and staff development for inclusion (Table 13).

Table 11

Summary of Responses to Question 1 – School D

Has the method used to evaluate teachers undergone any changes since the adoption of block scheduling?
If so, how has the method used to evaluate teachers changed?
If not, has your principal done anything to adapt the model to block scheduling?

Participant	Response
Teacher D-1	No Principal uses evaluation tool per division policy
Principal D	No New instrument in draft form Block scheduling not responsible for new model

Table 12

Summary of Responses to Question 2 – School D

Do you feel that the method you currently use adequately evaluates block-scheduled teachers?
If so, what do you feel are the strengths of the method?
If not, what do you consider the weaknesses of the current method?

Participant	Response
Teacher D-1	Yes **Strength** – Principal D strong in recognition of a successful class. An experienced principal can take any model and make it work.
Principal D	Yes **Strength** – Narrative component allows a more objective evaluation than the subjective nature of a rating scale only format.

Table 13

Summary of Responses to Question 3 – School D

If you were asked to design a teacher evaluation method for block scheduled schools, briefly describe some of the components of the method.

Participant	Response
Teacher D-1	Ability to document time management skills
	Ability to document planning such as syllabus, pacing guide and lesson plans
	Ability to document a use of multiple teaching strategies
Principal D	Ability to document statement of clear daily expectations and goals
	Ability to document organization and structure
	Ability to document evidence of effective time management skills
	Ability to document a variety of classroom activities
	Ability to document multiple teaching strategies
	Ability to document periodic parental contact
	Ability to document continuing staff development

School E

School E is one of three high schools in a rural, county school division located in the Shenandoah Valley of Virginia. The school houses approximately 500 students in grades 9-12. The school adopted the 4x4 model of block scheduling beginning with the 1994-1995 school year. Of the 97 Virginia public high school utilizing the 4x4 model of block scheduling, this school ranked in the top 15% in average percent change in SOL scores from the spring 1998 to the spring 1999 administration and 13th in combined average SOL score for the spring 1999 administration. School E was one of only three 4x4 block schools that had three core areas reaching the 70% benchmark for the spring 1999 administration. The school participated in the Tech Prep program during the 1999-2000 school year.

The principal and three faculty members were interviewed. The average teaching experience for the participating teachers was 13.3 years with 8.3 years having been spent in a 4x4-block schedule format. The principal had nine years experience with four year in the 4x4 model.

The method used to evaluate teachers was a division-wide instrument. Each year all teachers completed a Summative Evaluation in collaboration with their designated evaluator. The first component contained 16 indicators of teacher behavior that were judged as either meeting

expectations, not meeting expectations or not applicable. The second component was a Professional Standards Evaluation that listed seven professional standards that were rated as either observed (yes) or not observed (no). The third component was a narrative evaluation summary with recommendations for future employment. Continuing contract (tenured) teachers were formally observed once during a three-year cycle. During those years when no formal observation was required, tenured teachers participated in a professional development component. The teacher would list a maximum of three objectives collaboratively developed with their evaluator, the strategies for accomplishing the objective(s), the timeline for completion, and the methods for showing that the objective(s) was (were) met. One of the objectives was required to address student skill improvement. Probationary (nontenured) teachers were observed a minimum of twice each year. The formal observation form contained 16 indicators with multiple elements. Each element was rated as meeting expectations, does not meet expectations or not applicable. The form included a narrative summary section. Post-observation conferences were optional. The teacher evaluation model for School E is summarized in Appendix K. The School E model contained all domains and elements found in Danielson's (1996) *Enhancing Professional Practices: A Framework for Teaching* (see Appendix F).

Two of the three teachers interviewed believed that the teacher evaluation instrument had undergone changes since the adoption of block scheduling. One change was that every member of the faculty is evaluated during a three-year cycle. Other changes in the model included the requirement of the SOL being documented in lesson plans and more student- oriented goals listed. Teacher E-2 mentioned that the rating scale component had also changed. Two of the teachers see the principal using the model as is and the principal being more thorough in with the evaluations. All three agreed that the principal is more hands-on (Table 14).

The principal sees the model as having not changed but more emphasis being given to particular areas. Areas getting more attention include the number of different teaching strategies used by a teacher, transitions within the lessons, connectivity among units and student/teacher relationships. The principal also feels that part of the evaluation process should include a teacher's professional status. To do this he makes use of a larger narrative component (Table 14).

Each of the teachers and the principal stated their belief that the current teacher evaluation model adequately evaluates teachers in the block. Among the strengths listed were

that the design of the model allows for a more complete and comprehensive evaluation. The model also takes into consideration different methodologies and student engagement in the learning process. Two strengths listed by the principal were the facts that teachers were involved in the redesign of the model and that the narrative component was greater. A weakness that both the principal and Teacher E-3 saw was in the checklist component. The teacher was bothered by the narrow focus of the checklist while the principal believed there might be legal concerns inherent in the list (Table 15).

When asked to design an evaluation method for a 4x4 block-scheduling format, Teacher E-1 stated that the emphasis should be on long range objectives and goals. A successful teacher evaluation model would include SOL scores, lesson plans, course mappings and teacher established goals. Teacher E-3 was more concerned with focusing on individual lesson plans. Within the lesson plans there should be a connection between current and previous learning. A lesson should have obvious closure and a process for dealing with absences and make-up work. Teacher E-3 further mentioned the need for a longer narrative component for documenting evaluation targets. Teacher E-2 preferred multiple observations over several days and a stronger emphasis on documenting time management skills.

Principal E preferred a greater narrative component but a shorter model overall. Both walk-by and formal observations should be included. The instrument should focus on what is actually going on in the classroom and not intangible, unobservable elements (Table 16).

Table 14

Summary of Responses to Question 1 – School E

Has the method used to evaluate teachers undergone any changes since the adoption of block scheduling?
If so, how has the method used to evaluate teachers changed?
If not, has your principal done anything to adapt the model to block scheduling?

Participant	Response
Teacher E-1	Yes Frequency increases so that entire faculty evaluated during each 3-year cycle Student oriented process goals included Principal more hands-on Must document SOL in lesson plans
Teacher E-2	Yes Model used division-wide Rating scale component has changed Principal uses as is Principal thorough
Teacher E-3	No Principal uses as is
Principal E	No More emphasis given to use of a variety of strategies More emphasis give to transitions within lesson More emphasis give to connectivity between units More emphasis given to student/teacher relationships Evaluate professional status More narrative

Table 15

Summary of Responses to Question 2 – School E

Do you feel that the method you currently use adequately evaluates block-scheduled teachers?
If so, what do you feel are the strengths of the method?
If not, what do you consider the weaknesses of the current method?

Participant	Response
Teacher E-1	Yes **Strength –** Allows for recognition of different methodologies **Strength –** Engagement of students documented
Teacher E-2	Yes **Strength –** Provides a comprehensive evaluation
Teacher E-3	Yes **Strength –** Provides a fair evaluation **Strength –** Narrative component that allows a more complete evaluation Weakness – Narrowly focused check-list
Principal C	Yes **Strength –** Teachers were a partner in the redesign of the instrument **Strength –** Larger narrative component **Weakness –** The check-list and its legal implications

Table 16

Summary of Responses to Question 3 – School E

If you were asked to design a teacher evaluation method for block scheduled schools, briefly describe some of the components of the method.

Participant	Response
Teacher E-1	Ability to include SOL scores Ability to document lesson plans Ability to document course mappings Ability to document teacher established goals
Teacher E-2	Ability to document time management skills Multiple observations over several days at different times
Teacher E-3	Longer narrative component Ability to document connection between previous learning and current topic Ability to document the use and variety of instructional methods and materials Ability to document lesson closure Ability to document lesson cohesiveness Ability to document procedures for dealing with absences and make-up work
Principal E	An instrument following the axiom "less is better" both in instrument length and frequency Larger narrative component that allows evaluation of the whole teacher Ability to document walk-by observations Instrument that combines actual classroom observations and walk-by observations An instrument that focuses on what is actually going on in the classroom and not intangibles

School F

School F is one of six high schools in a city school division in the Tidewater region of Virginia. The school houses over 1600 students in grades 9-12. The school adopted a modified form of the 4x4 model of block scheduling upon it's opening during the 1996-1997 school year. Of the 97 Virginia public schools operating under the 4x4 model of block scheduling, School F ranked eighth in average percent change in SOL scores from the spring 1998 to the spring 1999 administration and 14th in combined average SOL score for the spring 1999 administration. School F had two of the four core areas over the 70% benchmark for the 1999 SOL administration. The school participated in the Tech Prep program during the 1999-2000 school year.

The principal of School F was contacted by telephone to request permission for the inclusion of School F in this study. Upon receiving administrative interest for participation in the study, permission was then secured from the division Superintendent of Schools and arrangements were made and confirmed for administrative and faculty interview date and times. It was decided that in addition to the building principal, five to eight teachers experienced in the 4x4 block-schedule model would be selected for interview. The Teacher Interview Guide (see Appendix C) and the *Informed Consent for Participants of Investigative Projects* (see Appendix D) forms were sent for review before the actual interviews. Upon arrival at the school on the designated date in May 2000, the teachers were unavailable for interview because of a scheduling issue and the need for building supervision. The administrative interview went on as planned. Because of the difficulty in finding another agreeable date for both the interviewer and the teachers it was decided to leave the Teacher Interview Guide with the principal who would conduct the interviews and return audio tapes of the interviews and the *Informed Consent for Participants of Investigative Projects* forms to the researcher upon completion.

Two weeks after the original interview day both telephone and the U. S. Postal Service were used to inquire on the progress of the teacher interviews with no success. With the end of the school year looming, it was decided to postpone further contact until after the start of the 2001-2002 school year. During September 2001, Principal F was contacted by telephone and another set of Teacher Interview Guides and *Informed Consent for Participants of Investigative Projects* forms were sent to School F without return. Principal F was contacted by telephone again in November 2001 and new Teacher Interview Guides and *Informed Consent for*

Participants of Investigative Projects forms were sent per request without return. The last attempt to include School F in the study was made in May 2002 when a fourth set of Teacher Interview Guides and *Informed Consent for Participants of Investigative Projects* forms were sent and were not returned. Even though the teacher input from School F will not be included, the opinions and thoughts of Principal F will be included. Principal F had 13 years administrative experience with four of those being in a 4x4-block schedule school.

A division-wide model was used to evaluate teachers with the process differing for tenured and nontenured teachers in the frequency of formal observations. Tenured teachers were formally observed a minimum of three times every two years while nontenured teachers were formally observed a minimum of three times each year until tenure was achieved. A formal observation could be either announced or unannounced and required the completion of the Teacher Observation Checklist. All teachers were required to complete the Teacher Evaluation Instrument summary form each year.

The Teacher Observation Checklist used during formal observations had 15 components that were rated as either observed or not observed. Any that were not observed were justified in writing. There was a short narrative section for supporting comments. The Teacher Evaluation Instrument used as a summary form included three sections: (a) Learning Environment, (b) Instruction, and (c) Professionalism. Each section listed multiple components and indicators that were rated as meeting expectations, below expectations, unsatisfactory or not applicable. Below expectations or unsatisfactory ratings required specific examples. A recommendation for reemployment was the final section of this form. The instrument is summarized in Appendix L. The model contained each element of Danielson's (1996) four domains with the exception of 4c3-Engagement of families in the instructional process (see Appendix F).

Principal F stated that the instrument available was a division instrument that had been in place before the adoption of block scheduling. Some small revisions had been adopted along with a larger narrative component but block scheduling was not seen as the driving force behind the changes (Table 17). Principal F was favorable toward the model for evaluating teachers in a 4x4-block setting because of its applicability to different situations. This generic format was also seen as a weakness because of its inability to adequately evaluate lab, fine arts, and physical education classes. More specificity was preferable (Table 18).

In designing an instrument capable of evaluating 4x4 block format teachers, Principal F preferred a model that allowed for critiquing both curriculum and instruction. Being able to develop pacing guides, curriculum maps, thinking maps and other forms of graphic organizers were seen as extremely important. The ability to document the use of different methodologies such as cooperative learning and Socratic questioning techniques, both in the short term and long term, was also something a satisfactory model should contain (Table 19).

Table 17

Summary of Responses to Question 1– School F

Has the method used to evaluate teachers undergone any changes since the adoption of block scheduling?
If so, how has the method used to evaluate teachers changed?
If not, have you done anything to adapt the model to block scheduling?

Participant	Responses
Principal F	No, division instrument Small revisions for the 10 years the instrument has been in place Larger narrative component

Table 18

Summary of Responses to Question 2– School F

Do you feel that the method you currently use adequately evaluates block-scheduled teachers?
If so, what do you feel are the strengths of the method?
If not, what do you consider the weaknesses of the current method?

Participant	Responses
Principal F	Yes **Strengths** - Form applicable to different situations **Weaknesses** – To generic, not good for lab classes, music or physical education, could be more subject specific

Table 19

Summary of Responses to Question 3– School F

If you were asked to design a teacher evaluation method for block-scheduled schools, briefly describe some of the components of the method.

Participant	Responses
Principal F	Ability to address pacing guides
	Ability to address curriculum maps
	Ability to address thinking maps – graphic organizers
	Ability to document methodology such as cooperative learning, Socratic questioning techniques, etc.

CHAPTER V

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this qualitative study was to identify and to recommend teacher evaluation processes appropriate for block scheduling formats. Three questions guided the study: (1) How do the 4x4 block scheduled high schools in the state of Virginia chosen for study evaluate their teachers? (2) What similarities are there in the methods and instruments used to evaluate their teachers? (3) What recommendations do the teachers and principals have for future amendments to the evaluation process? The schools chosen for study excelled on the Virginia Standards of Learning assessments and participated in either the Tech Prep or High Schools That Work programs. The schools were also a diverse sampling of Virginia public schools. Small, rural schools from less affluent divisions were represented along with larger, urban schools from wealthier school divisions.

Sample size, both in the number of schools studied and number of teachers interviewed, and the potential for response bias from the interview process used to solicit information from both the principals and teachers limited the study (Yates, Moore & McCabe, 1999). The selection method used by each of the principals for determining teacher participants also resulted in an under representation of some groups of teachers (Yates, Moore & McCabe, 1999). Also, the lack of cooperation from School F limited the study. The Principal interview and document analysis are included but teacher interviews were not available. Therefore, inference beyond these particular settings would not be appropriate. Nevertheless, the connection between teacher evaluation and block scheduling is one that needs to be made, and this study adds to that body of knowledge. A number of studies exploring either block scheduling or teacher evaluation separately can be found but the researcher had a difficult time finding work that tied teacher evaluation specifically to block scheduling. This study investigates the connection between the schedule format and the evaluation process.

Analysis

How Do the 4x4 Block Scheduled High Schools in the State of Virginia That Were Chosen For Study Evaluate Their Teachers?

Each of the schools studied used a teacher evaluation process that had been in place for at least as long as the school had been block scheduled. A majority of both the teachers and

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principals stated that, although the evaluation instrument had not changed, how the administrators were using the instrument had changed (see Appendix M). More emphasis was being put on lesson planning, both daily and long range, lesson delivery and lesson evaluation. This new emphasis on block schedule planning, delivery and evaluation also required the incorporation of the Standards of Learning.

Because of the extended time format, observations were more frequently done over several days for shorter periods of time and at different times during the instructional period. The administrators believed that this gave a truer picture of what was going on in the classroom when compared to the observer remaining in the classroom for an entire 90-minute period. Administrators were also making greater use of unannounced, "walk by" observations in an effort to see instruction at different times during the block.

Each school in this study used teacher evaluation instruments containing both checklist components and narrative components (Appendices G-L). Although the administrators were required to work within the framework of division-level teacher evaluation policies and to continue to use division developed instruments, most principals believed they could adapt the instrument for an extended time format by making greater use of the narrative component (see Appendix N). One teacher mentioned that the increased used of the narrative had improved teacher/administration communication (see Appendix M).

Seventy percent of the teachers and five of the six principals surveyed believed that the teacher evaluation instrument in place adequately evaluated block scheduled teachers. The teachers viewed the multiple components of the instrument along with the flexibility afforded the evaluator in the use of the instrument as strengths. Four of the principals also saw the opportunity for flexibility as strength while several of the teachers exhibited concerns with what they perceived as a lack of flexibility in the process and of that the fact that it was not block schedule specific. These teachers did comment that their principal had adapted the instrument and that they were comfortable with its use. Fifty percent of the principals were concerned with the inability of the instrument to adequately differentiate between new and experienced teachers (see Appendix N).

What Similarities Are There in the Methods and Instruments Used to Evaluate Their Teachers?

Each school's teacher evaluation instrument contained basically 3 components. First, teachers were asked to list professional targets or goals for the year. This was completed either

with or without administrative input. At the end of the year summary conference, this component was satisfied by a self-assessment of the attainment of the previously established targets or goals. School F did not have a separate section for targets or goals as did the other five schools but goals were included in the end of the year summary narrative. Three of the six schools did differentiate between tenured and nontenured teachers within this component with regard to frequency of completion and/or number of goals listed (Appendices G-L).

Second was a formal observation document that was a combination, in varying configurations, of a checklist and an observer narrative. The exception was the School B document that was narrative pre-observation conference, narrative observation and narrative post-observation conference. An administrator served as evaluator and completed the observations and the documents at each school. Each of the different observation documents listed multiple categories with component elements. School F showed the fewest categories with five and a total of 15 component elements. The opposite extreme was School E with 16 categories 67 component elements. Checklist observation documents were designed using a category scale format and the observer rated the teacher on each of the element components. Four of the six schools did differentiate between tenured and nontenured teachers within this component by way of minimum number of observations required per year (Appendices G-L).

Third was an end of year summary form that was a combination checklist and narrative format. The checklist section of the summary forms included the element components from the individual lesson observation forms and used a similar category rating scale. The narrative section allowed the administrator to comment and make recommendations. Four of the six schools required both tenured and nontenured teachers to annually complete the summary form and participate in an end of the year summary conference. The remaining two required tenured teachers to complete the summary every three years and nontenured teachers to complete one either yearly or not at all (Appendices G-L).

A second method used to compare the different evaluation instruments was Charlotte Danielson's four domains of teaching responsibility (Danielson, 1996). Danielson describes four domains -- Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities -- containing 66 elements as a framework for teaching. Each school's teacher evaluation model contained all of the elements for the Planning and Preparation and Instruction

domains. Two models contained all 66 elements for the four domains and the remaining four models exhibited at least 94% of the 66 elements (Appendices G-L).

Although each of the evaluation models handled new and experienced teachers differently both in frequency and type of observation all used the same observation form for both. Both new and experienced teachers were also evaluated with the same summary form. The most frequently heard comment from both the teachers and principals interviewed was that regardless of the evaluation instrument, the person doing the evaluation was the single most important factor in whether the instrument did or did not do it's job.

What Recommendations Do the Teachers and Principals Have For Future Amendments to the Evaluation Process?

The teachers and principals seemed, for the most part, satisfied with the teacher evaluation model used in their district. The recommendations were not an indication that they considered the current model inferior but rather what they believed would provide a better method for evaluating block-scheduled teachers. When asked specifically for recommendations, the teachers said that the model must have the ability to document and critique what sets block scheduling apart from conventional scheduling formats -- the delivery of instruction over an extended period of time. The instrument must be able to consider the use of, and transitions to, multiple and different teaching strategies within a lesson. The teachers also saw the need for an evaluation model that would critique the time management and planning components of instruction. Fifty percent of the teacher suggestions concerned methodology and planning in some form. It was interesting to note that only 19% of the principals suggestions mentioned methodology and planning (Table 20).

Fifty percent of the principals' suggestions centered on the ability of the instrument to account for communication issues. Some of the suggestions included rating scales with extreme highs and lows, walk-by observations, a narrative component and parental contact and interaction. Ten percent of the teachers mentioned some form of direct accountability. Teachers listed communication as necessary in an evaluation instrument. The communication can range from documenting teacher/student or teacher/teacher communication and collaboration to in-depth teacher/administrator review of the evaluation process (Table 20).

Both teachers and principals mentioned a narrative component as necessary in a teacher evaluation model. Other suggestions by the teachers were multiple observations, documentation

of their strengths and weaknesses and teacher establishment of goals. Seventy-nine percent of the teachers' suggestions for a block schedule teacher evaluation instrument and 50% of the principals' suggestions focused on critiquing the daily work the teachers perform in the classroom (Table 20).

Table 20

Composite Summary of Question 3 Responses

	Teachers	Principals
Methodology and Planning	-Different Methodologies -Multiple Learning Style -Student Participation -Creativity -Planning -Teacher Established Goals 37/70 Responses 53%	-Variety of Strategies -Variety of Activities -Teacher Developed Targets -Staff Development 3/16 Responses 19%
Management	-Time Management -Classroom Management 11/70 Responses 16%	-Time Management -Organization and Structure 2/16 Responses 12%
Accountability	-Results of Instruction -SOL Inclusion 7/70 Responses 10%	-Results of Instruction 3/16 Responses 19%
Communication	-Student/Teacher Interaction -Multiple Observation -Narrative Component -Teacher/Teacher Collaboration -Administrative Review -Document Strengths and Weaknesses 15/70 Responses 21%	-Walk-by Observations -Extreme Rating Scales -Narrative Component -Parental Interaction -Flexibility 8/16 Responses 50%

Conclusions

Ideally teacher evaluation has two objectives. The first is as a method to determine the quality of instruction exhibited by a particular teacher and the second is to foster continued professional development and learning. When moving from a traditional schedule to a block

schedule teacher evaluation should take on added importance. The two components should work hand-in-hand.

Danielson and McGreal (2000) propose an evaluation process that merges the need for the documentation of the quality teaching with that of professional learning and growth. This integrated system differentiates according to the experience and needs of individual teachers through carefully designed evaluation activities and the development of a network of professional learning. Danielson and McGreal (2000) observe:

By requiring self-assessment, working in teams on a focus area, and reflecting on one's practice through portfolio exercises, an evaluation system can promote professional learning in teachers.

(p.47)

Danielson and McGreal (2000) go on to describe several recently developed teacher evaluation models that include not only classroom observations but also submission of planning documents, samples of student work, and other professional artifacts such as parental communication and school and community involvement. Teachers are required to comment on the significance of each and reflect on their practice. These models are examples of how teacher accountability and professional growth can be brought together and the vehicle for this is a portfolio. Merging this with the recommendations of the teachers and principals who participated in the study and the NBPTS portfolio format found in Table 21 we have a design for a portfolio based teacher evaluation model for 4x4 block scheduled high schools.

A common suggestion from the teachers and principals in this study was the desire for a larger narrative component to the evaluation model (see Appendix O). This allows the administrator more freedom in describing what the teacher is doing correctly and where improvement is needed. It also initiates communication between the teacher and administrator and brings to the surface what is expected from both parties. Fifty percent of the principals also want a model with more teacher accountability -- quality assurance -- (see Appendix O). This also fits with the integrated system proposed by Danielson and McGreal (2000) and is modeled in the portfolio format described above. The portfolio is a teacher developed document and administrative input in any form would be determined by the needs and experience of the individual teacher.

A possible area of resistance for using portfolios as evaluative tools could be the time it takes to develop and review a portfolio. Teachers have become accustomed to the teacher evaluation routines currently in place and deviation from this may be unwelcome. Teacher time is at a premium and adding another variable to the time equation may be met with resistance. An answer to this could come from making teacher evaluation and professional development synonymous. Each year teachers are required to participate in a number of professional development or continuing education activities for a required number of hours. While this may be beneficial, a more productive use of the early release days or student holidays targeted for professional development could be portfolio development. Knowing at the beginning of the school year that a number of days will be set aside for portfolio construction would make the process much more appealing.

The time factor is as much of a concern for the principal as it is for the teacher. Demands on administrators' time is great, and portfolio review would only add to the demand. As currently structured, principals would be greatly pressed to find time to review a number of portfolios even if they are relieved of some of their classroom observation requirements. Here again, professional development days could be built into a school calendar that would not only allow teacher portfolio preparation but also time for administrative review.

Perhaps the single most offered argument against portfolios as a means of teacher evaluation is -- "how is it graded?" Checklist observation forms and end of the year summary forms with standard rating scale formats are easy to complete and have been used in employment or tenure decisions for sometime. Portfolios are relatively new on the teacher evaluation scene and how the subjectivity of a portfolio dominated evaluation model would stand up to a court challenge causes concern at both the school and division levels.

Four aspects of due process -- subjective due process, procedural due process, the vagueness test, and the irrationality and presumptions test – have been seen in courts cases involving teachers (Alexander & Alexander, 1992) and must be considered when designing a teacher evaluation model. This would seem to give an evaluation process modeled after The National Board for Professional Teaching Standards assessments and scoring instruments an advantage in two respects. The first is that the NBPTS instruments must satisfy five established requirements -- administratively feasible, professionally acceptable, publicly credible, legally defensible, and economically affordable (The National Board for Professional Teaching

Standards, 1999) and the second is the fact that the NBPTS was established by a report commissioned by the Federal Government (The National Board for Professional Teaching Standards,1998) calling for educational reform.

For teachers to become certified by The National Board for Professional Teaching Standards, a two-part assessment process must be completed. One part of the assessment is a series of exercises done at an assessment center. The other part of the assessment, a portfolio, is done at the teacher's school. "A teacher shows evidence of good teaching practice by preparing a portfolio. The portfolio contains videotapes of classroom teaching, lesson plans, samples of student work and written commentaries in which the teacher reflects on what he/she is doing and why" (The National Board for Professional Teaching Standards, 1999, p.2). The National Board for Professional Teaching Standards has determined a method and rubric for taking a teacher produced portfolio and making certification decisions based on the contents of the portfolio. The same could be done at the local level for portfolios used in a teacher evaluation model.

Whether the teacher evaluation instrument consists of checklists, narratives, portfolios, or any combination of the three, the reoccurring theme from teachers and administrators participating in this study was that an experienced and skillful evaluator could make most teacher evaluation models work. It appears that the model of preference is one consisting of multiple components with a significant narrative, open-ended section that illustrates what is happening in the classroom both daily and long term. The evaluation process used by The National Board for Professional Teaching Standards contains each of these components and could be used as a guide to develop an evaluation model adaptable to any scheduling format in any school division. Table 21 illustrates one of many possible configurations for combining the recommendations from the teachers and principals who participated in this study and the NBPTS portfolio format.

Having spent 25 years in public education as a classroom teacher and high school principal, the researcher has been evaluated and has done the evaluating. Neither has been a rewarding experience. As a teacher, it was simply a matter of going through the motions because it was obvious that the administrator was as anxious to complete the task, as was the teacher. As an administrator it was a matter of trying to schedule evaluations around lunch duties, hall supervision, discipline, etc. In reflection, the fact that the evaluation experience was not rewarding was, in a large part, due to the method used to do the evaluation. Teaching a contrived lesson so those indicators of good teacher performance can be observed and documented is

insulting to both the teacher and evaluator. This is not a true picture of what goes on in the classroom daily. Teacher evaluation must be proactive not reactive, and too often current evaluation models are reactive.

From this researcher's perspective the one constant about teacher evaluation is that one size does not fit all. Individual administrators in individual classrooms observe individual teachers therefore evaluation and the instrument doing the evaluation must have the ability to be individualized. A portfolio by its very nature is an open-ended commentary on the person constructing it. The portfolio is already in use as a method of teacher evaluation (Egelson, 1994; Glatthorn, 1997) and has been described as a device for dealing with the complex nature of teaching (Seldin, 1991; Shulman, 1988). There is no single way to construct a portfolio (Moore, 1994; Wolf, 1996; Urbach, 1992). It can be adapted to any scheduling format, at any instructional level, for any experience level.

The process of teacher evaluation must be adaptable to the changing demands of public education. At this time, the portfolio as a component of a teacher evaluation instrument can satisfy many of the wants of the teachers and administrators in this study in addition to answering the adaptability concern for teacher evaluation as a whole.

Recommendations for Practice

With the interest in a more narrative, open-ended model shown by the participants in this study, a portfolio based teacher evaluation model could be developed using The National Board for Professional Teaching Standards assessment process as a guide. The model could be developed and piloted in a division for a period of time and the opinions of teachers and administrators could be collected. If the model showed promise, suggestions from the teachers and administrators could be incorporated and the model could continue to evolve until a satisfactory instrument was in place. The National Board for Professional Teaching Standards certification often carries financial and professional rewards for teachers who obtain it. School divisions that develop an evaluation instrument that patterns itself after The National Board for Professional Teaching Standards model could use the financial and professional incentives of the national certification as motivation within the local evaluation process. The local instrument could be designed so that if teachers chose to do so, they could pursue national certification by expanding what they had already or were in the process of completing. It only makes sense that if a teacher was presented with the opportunity to achieve national recognition by continuing

with an evaluation process they were already involved in they would more than likely do so. Teachers would be more reluctant to pursue the national certification if it were an entirely separate process from that which the teacher was already required to do as a means of employment.

Table 21

Incorporation of Teacher and Principal Recommendations into the NBPTS Portfolio Format

	Video Component	Samples of Student Work	Other Teacher Artifacts
Methodology and Planning	-Methodology -Strategies -Learning Styles -Activities -Student Participation -Creativity	-Methods -Creativity -Learning Styles - Teacher Developed Targets	-Planning -Teacher Established Goals -Teacher Developed Targets -Staff Development
Management	-Time Management -Classroom Management		-Organization and Structure
Accountability	- Results of Instruction	-Results of Instruction -SOL Inclusion	-SOL Inclusion
Communication	-Student/Teacher Interaction -Narrative -Teacher/Teacher Collaboration - Administrative Review -Strengths and Weaknesses -Flexibility	-Narrative -Teacher/Teacher Collaboration -Strengths and Weaknesses	-Multiple Observations -Narrative -Teacher/Teacher Collaboration -Administrative Review -Strengths and Weaknesses -Extreme Rating Scales -Parental Interaction

Recommendations for Further Study

The number of schools chosen for study and the number of teachers chosen for interview limited this work. Therefore the most obvious suggestion for further study would be to replicate

this qualitative study with a greater number of schools and ask the administrators to include a larger sample of teachers with varying degrees of experience. A survey could be developed and mailed to schools rather than conducting individual interviews. This would make involving a greater number of schools would be more practical.

After transitioning to the block, a study could be done to determine what are teachers thinking? Is the block a more rewarding professional experience? Has the methods and quality of instruction improved?

A different study could be done targeting only administrators. This study could explore the principals' opinions of their preparation for doing teacher evaluations. The amount of time spent on teacher evaluation in principal preparation programs in relation to other components of the principal preparation programs would be of interest. A more in-depth analysis of what the principals determine as important in an evaluation model could be further explored within the scope of the study.

Some schools are returning to the traditional schedule from the block. School divisions have spent time and resources in studying and transitioning to block scheduling, and it would be of interest to know if there was a central concern that caused the return. For schools that transitioned back to a traditional schedule, how much did the delivery of and evaluation of instruction in the block impact the decision? Were teachers reluctant to change their classroom practices to accommodate the block?

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Abbreviations

School – Those Virginia public high schools selected for study as determined by the criteria established in Chapter III.

Begin – The first year for using the 4x4 model of block scheduling.

Sch # - Individual school identification number as assigned by the Virginia Department of Education.

Div # - School division identification number as assigned by the Virginia Department of Education.

Average – The individual school average combined percent of students passing (scoring at least 400) for each of the four core SOL tests – English, Mathematics, History, and Science.

% chg Eng – The individual school percent change of students passing (scoring at least 400) from the 1998 English SOL administration to the 1999 administration.

% chg Math - The individual school percent change of students passing (scoring at least 400) from the 1998 Mathematics SOL administration to the 1999 administration.

% chg Hist - The individual school percent change of students passing (scoring at least 400) from the 1998 History SOL administration to the 1999 administration.

% chg Sci - The individual school percent change of students passing (scoring at least 400) from the 1998 Science SOL administration to the 1999 administration.

Avg %chg – The individual school average combined – English, Mathematics, History, and Science - percent change of students passing (scoring at least 400) from the 1998 SOL administration to the 1999 administration.

 # > 70% - The individual school 1998 SOL administration number of core areas showing at least 70% of students passing (scoring at least 400) /
The individual school 1998 SOL administration number of core areas showing at least 70% of students passing (scoring at least 400)

HSTW 99-00 – Individual schools that participated in the High Schools That Work program during the 1999-2000 school term.

Tech P 99-00 - Individual schools that participated in the Tech Prep program during the 1999-2000 school term.

* - Participated in the High Schools That Work program during the 1995-1996 school term.

School	Begin	Sch#	Div#	Average	%chg Eng	%chg Math	%chg Hist	%chg Sci
Nandua	94-95	70	1	**(12) 55.77**	-1.40	26.20	-24.00	3.10
Tangier	94-95	530	1	47.22	-20.83	4.65	-2.22	
Arcadia	94-95	540	1	28.58	22.19	19.18	-1.30	6.86
Chinotea.	95-96	580	1	34.55	4.47	23.79	4.41	17.62
Amherst	93-94	750	5	37.33	9.56	5.82	-7.78	0.39
Appomatt	94-95	260	6	39.15	-8.55	22.22	-25.67	6.56
Buff.Gap	99-00	660	8	**(20) 50.29**	10.81	39.42	2.62	9.34
Fort Def.	95-96	670	8	43.34	18.22	46.09	7.34	20.55
Riverheads	99-00	680	8	**(2) 64.27**	4.86	12.20	-4.39	24.82
Wilson	96-97	720	8	**(6) 58.09**	-5.17	33.40	-4.53	16.52
S.Draft	94-95	730	8	48.48	0.61	13.78	6.77	4.52
Bath	98-98	140	9	44.01	-3.22	27.02	14.47	-2.83
Liberty	94-95	1180	10	31.27	-8.11	24.66	13.63	1.65
Staunt. R.	96-97	1190	10	35.20	-11.26	19.31	-0.03	23.65
Brunswick	94-95	650	13	29.41	-9.18	25.56	-11.75	1.51
Garden	95-96	30	14	41.90		29.05	3.43	-2.74
Whitewd	96-97	360	14	26.24	17.63	14.38	2.00	-5.17
Grundy	97-98	990	14	34.91	-15.78	21.92	2.16	-6.24
Council	96-97	1000	14	38.34	1.77	39.65	-0.74	-12.03
Hurley	96-97	1020	14	33.09	2.42	0.39	13.81	-11.13
Buckinghm	95-96	700	15	35.87	-3.88	10.07	17.72	5.48
Carroll	93-94	1230	18	28.38	-1.55	15.06	5.99	13.24
Rand.Hen.	93-94	460	20	47.85	3.38	28.53	6.99	1.25
Craig	95-96	11	23	**(7) 57.55**	-3.23	6.12	-1.08	3.22
Cumberlnd	95-96	151	25	25.65	-0.31	10.62	9.83	5.13
Haysi	96-97	120	26	22.32	21.38	7.14	10.12	12.04
Clintwood	96-97	271	26	35.84	3.88	27.88	1.64	3.59
Ervington	96-97	840	26	31.73	-24.02	11.94	14.82	10.82
Dinwiddie	95-96	500	27	29.37	-1.34	25.61	-5.59	25.30
Edison	94-95	1270	29	**(17) 52.09**	-3.70	14.20	1.50	12.90
Fauquier	97-98	701	30	**(16) 52.52**	3.96	15.60	1.25	11.60
Liberty	97-98	851	30	**(19) 51.61**	2.44	5.47	1.32	8.84
Floyd	94-95	660	31	44.11	-1.36	-10.76	10.12	6.23
Fluvanna	95-96	260	32	44.70	6.00	19.05	10.24	15.63
Franklin C.	95-96	1311	33	**(15) 54.20**	-2.19	12.99	2.71	-2.47
Narrows	95-96	470	35	40.34	-2.64	8.10	7.86	17.72
Grayson	95-96	421	38	48.43	5.92	30.34	5.96	0.90
Greensville	98-99	200	40	28.84	8.56	18.47	-5.49	10.48
Halifax	98-99	10	41	42.23	-1.27	17.97	16.91	4.68
Bassett	95-96	10	44	38.03	-14.53	15.23	-8.57	-5.52
Magna V.	94-95	20	44	45.04	-7.03	10.60	-9.27	-7.11
Field-Coll	95-96	720	44	45.86	14.04	21.37	-10.46	2.56
Laural P.	95-96	770	44	31.88	6.63	15.56	3.92	13.16

School	Begin	Sch#	Div#	Average % Change	# > 70%	HSTW 99-00	Tech P 99-00
Nandua	94-95	70	1	0.98	1 / 1	**Yes**	**Yes**
Tangier	94-95	530	1	-6.13	1 / 0		**Yes**
Arcadia	94-95	540	1	11.73	0 / 0		
Chinotea.	95-96	580	1	**(19) 12.57**	0 / 0	**Yes**	
Amherst	93-94	750	5	2.00	0 / 0		
Appomatt	94-95	260	6	-1.36	1 / 0		
Buff.Gap	99-00	660	8	**(5) 15.55**	0 / 2		**Yes**
Fort Def.	95-96	670	8	**(2) 23.05**	0 / 2		**Yes**
Riverheads	99-00	680	8	9.37	1 / 3		**Yes**
Wilson	96-97	720	8	10.06	1 / 2	**Yes**	**Yes**
S.Draft	94-95	730	8	6.42	0 / 1		**Yes**
Bath	98-98	140	9	8.86	0 / 0		
Liberty	94-95	1180	10	7.96	0 / 0		
Staunt. R.	96-97	1190	10	7.92	0 / 0		
Brunswick	94-95	650	13	1.54	0 / 0		
Garden	95-96	30	14	9.91	0 / 0		
Whitewd	96-97	360	14	7.21	0 / 0		
Grundy	97-98	990	14	0.52	1 / 0		
Council	96-97	1000	14	7.16	0 / 0		
Hurley	96-97	1020	14	1.37	0 / 0		
Buckinghm	95-96	700	15	7.35	0 / 0		
Carroll	93-94	1230	18	8.19	0 / 0	**Yes**	**Yes**
Rand.Hen.	93-94	460	20	10.04	1 / 1		
Craig	95-96	11	23	1.26	2 / 1		
Cumberlnd	95-96	151	25	6.32	0 / 0		
Haysi	96-97	120	26	**(18) 12.67**	0 / 0		
Clintwood	96-97	271	26	9.25	0 / 0		
Ervington	96-97	840	26	3.39	0 / 0		
Dinwiddie	95-96	500	27	11.00	0 / 0		
Edison	94-95	1270	29	6.23	1 / 1		
Fauquier	97-98	701	30	8.10	1 / 2		
Liberty	97-98	851	30	4.52	0 / 1		
Floyd	94-95	660	31	1.06	2 / 2		**Yes**
Fluvanna	95-96	260	32	**(17) 12.73**	0 / 2		
Franklin C.	95-96	1311	33	2.76	0 / 0		**Yes**
Narrows	95-96	470	35	7.76	1 / 0		**Yes**
Grayson	95-96	421	38	10.78	1 / 2	**Yes**	**Yes**
Greensville	98-99	200	40	8.01	0 / 0		
Halifax	98-99	10	41	9.57	0 / 0		
Bassett	95-96	10	44	-3.35	0 / 0		**Yes**
Magna V.	94-95	20	44	-3.20	1 / 0		**Yes**
Field-Coll	95-96	720	44	6.88	0 / 1		**Yes**
Laural P.	95-96	770	44	9.82	0 / 0		**Yes**

School	Begin	Sch#	Div#	Average	%chg Eng	%chg Math	%chg Hist	%chg Sci
Smithfield	94-95	40	46	40.03	18.74	18.60	8.37	12.73
Windsor	94-95	250	46	(18) 51.88	1.65	7.81	5.51	7.67
King Geo.	94-95	120	48	48.05	6.99	16.64	-9.24	4.69
Madison	94-95	221	56	(8) 57.37	-13.92	36.00	23.34	3.38
Park View	96-97	990	58	31.85	-7.30	2.11	-1.49	2.82
Shawsville	95-96	290	60	46.87	-17.64	11.58	4.93	2.82
Christ'burg	95-96	770	60	46.83	-1.69	9.85	-3.46	7.07
Nelson Co.	96-97	710	62	45.58	-10.67	24.04	-5.62	14.50
N'hampton	95-96	350	65	35.78	17.19	55.67	18.34	20.99
Nottoway	95-96	301	67	34.26	1.59	6.62	-6.32	-0.13
Orange	93-94	330	68	49.98	-3.58	20.84	-3.48	5.13
Patrick C.	96-97	700	70	44.72	9.56	25.36	25.85	0.81
Dan River	93-94	1680	71	36.39	-1.34	16.51	-1.26	4.97
Gretna	93-94	1700	71	39.80	-5.34	11.77	-2.36	9.01
Chatham	95-96	1720	71	34.56	-6.23	28.11	0.02	2.38
Tunstall	95-96	1730	71	45.05	6.31	10.18	8.14	17.72
Prince Ed.	95-96	400	73	40.20	-17.23	20.45	3.06	5.19
Wood'bge	96-97	60	75	48.67	-3.53	17.17	12.05	2.05
Osbourn P	95-96	80	75	45.62	3.10	20.10	-2.34	7.29
Potomac	94-95	140	75	38.69	5.35	16.62	5.50	-6.07
Brentsville	95-96	530	75	(10) 57.09	-2.95	13.91	13.04	15.06
Pulaski	94-95	10	77	45.22	6.14	22.53	34.16	10.06
Rye Cove	95-96	260	84	42.93	-5.30	20.94	19.15	8.90
Gate City	95-96	770	84	48.25	-7.66	3.35	18.55	22.35
Twin Spgs	95-96	780	84	42.67	4.12	15.89	12.47	28.38
Strasburg	94-95	770	85	(11) 57.01	5.78	31.24	1.97	-1.02
Central	94-95	780	85	(13) 55.64	6.49	32.82	-11.52	23.74
Stonewall	94-95	790	85	43.75	8.07	29.29	4.17	17.99
Northwood	94-95	250	86	28.10	-4.05	30.10	5.13	13.13
Chilhowie	94-95	460	86	34.65	-5.89	28.65	7.72	17.55
S'hampton	96-97	690	87	45.50	-7.41	20.30	-10.06	1.80
Pound	97-98	71	96	37.22	15.95	4.95	-0.99	8.56
Coeburn	98-99	652	96	42.38	6.79	11.00	18.89	1.21
Appalchia	98-99	710	96	32.07	9.22	22.86	21.33	5.63
St.Paul	97-98	872	96	(3) 63.98	-7.57	20.32	-0.05	8.88
J.J. Kelly	96-97	1000	96	44.63	10.94	9.60	-14.50	7.38
Powell V	98-99	1010	96	43.95	9.81	7.83	-0.11	10.16
Alleghany	96-97	310	99	42.53	-3.21	11.06	12.87	10.63
Harrisonbg	94-95	12	113	(4) 60.52	5.29	32.26	19.17	0.67
Martinsvl	96-97	110	116	37.65	2.64	1.63	-5.85	0.83
J.I Burton	99-00	20	119	46.53	13.18	24.10	27.46	7.31
I.C.Norcum	96-97	240	121	28.64	1.01	6.15	-2.59	3.33
Churchlnd	95-96	500	121	38.95	-1.31	10.04	2.03	1.68

School	Begin	Sch#	Div#	Average % Change	# > 70%	HSTW 99-00	Tech P 99-00
Smithfield	94-95	40	46	**(11) 14.61**	**0 / 2**		
Windsor	94-95	250	46	5.66	**1 / 2**		
King Geo.	94-95	120	48	4.77	0 / 0		
Madison	94-95	221	56	**(20) 12.20**	**1 / 2**	**Yes**	
Park View	96-97	990	58	-0.97	0 / 0		
Shawsville	95-96	290	60	0.42	1 / 0		**Yes**
Christ'burg	95-96	770	60	2.94	0 / 1		**Yes**
Nelson Co.	96-97	710	62	5.56	0 / 0		
N'hampton	95-96	350	65	**(1) 28.05**	**0 / 2**	**Yes**	**Yes**
Nottoway	95-96	301	67	0.44	0 / 0	**Yes**	
Orange	93-94	330	68	4.73	1 / 1		
Patrick C.	96-97	700	70	**(6) 15.40**	0 / 1		Yes
Dan River	93-94	1680	71	4.72	0 / 0		
Gretna	93-94	1700	71	3.27	0 / 0		
Chatham	95-96	1720	71	6.07	0 / 0		
Tunstall	95-96	1730	71	10.59	0 / 1		
Prince Ed.	95-96	400	73	2.87	1 / 0		
Wood'bge	96-97	60	75	6.94	1 / 1		
Osbourn P	95-96	80	75	7.04	0 / 1		
Potomac	94-95	140	75	5.35	0 / 0		
Brentsville	95-96	530	75	9.77	**1 / 2**		
Pulaski	94-95	10	77	**(3) 18.22**	**0 / 2**		Yes
Rye Cove	95-96	260	84	10.92	1 / 1		
Gate City	95-96	770	84	9.15	1 / 1		
Twin Spgs	95-96	780	84	**(7) 15.22**	0 / 1		
Strasburg	94-95	770	85	**9.49**	**1 / 2**		
Central	94-95	780	85	**(16) 12.88**	**1 / 3**		
Stonewall	94-95	790	85	**(9) 14.88**	**1 / 2**		
Northwood	94-95	250	86	11.08	0 / 0		
Chilhowie	94-95	460	86	12.01	1 / 0		
S'hampton	96-97	690	87	1.16	1 / 0		
Pound	97-98	71	96	7.12	0 / 1		
Coeburn	98-99	652	96	9.47	0 / 0		
Appalchia	98-99	710	96	**(10) 14.76**	0 / 0		
St.Paul	97-98	872	96	5.40	**2 / 3**		
J.J. Kelly	96-97	1000	96	3.36	0 / 0		
Powell V	98-99	1010	96	6.92	0 / 0		
Alleghany	96-97	310	99	7.84	0 / 0		
Harrisonbg	94-95	12	113	**(12) 14.35**	**2 / 2**		**Yes**
Martinsvl	96-97	110	116	-0.19	0 / 0		**Yes**
J.I Burton	99-00	20	119	**(4) 18.01**	0 / 0		
I.C.Norcum	96-97	240	121	1.98	0 / 0		
Churchlnd	95-96	500	121	3.11	0 / 0	**Yes**	

School	Begin	Sch#	Div#	Average	%chg Eng	%chg Math	%chg Hist	%chg Sci
Woodrow	96-97	1660	121	24.78	0.25	5.36	-3.69	4.45
R Comm	94-95	452	123	**(1) 68.85**	-1.77	-2.09	-24.11	3.95
RE Lee	96-97	30	126	41.51	17.52	27.40	3.11	6.55
Lafayette	94-95	90	131	**49.64**	1.25	18.86	-1.12	5.36
Jamestwn	97-98	202	131	(5) 59.25	-11.13	9.46	-0.42	-1.70
OF Smith	98-99	80	136	36.98	-5.90	10.64	13.65	8.97
Deep Crk	98-99	90	136	42.22	-1.69	23.28	17.24	0.31
Great Bdg	95-96	100	136	(9) 57.35	3.41	13.14	22.67	6.10
Indian Rv	98-99	840	136	39.82	-0.69	23.19	20.54	12.33
West. Brn	96-97	850	136	44.28	6.80	19.80	17.00	8.46
Hickory	96-97	890	136	(14) 55.38	2.52	28.52	23.29	6.18

School	Begin	Sch#	Div#	Average % Change	# > 70%	HSTW 99-00	Tech P 99-00
Woodrow	96-97	1660	121	1.59	0 / 0		
R Comm	94-95	452	123	-6.01	**3 / 2**		
RE Lee	96-97	30	126	13.65	0 / 1		**Yes**
Lafayette	94-95	90	131	6.09	1 / 1	**Yes**	
Jamestwn	97-98	202	131	-0.95	2 / 1	**Yes**	
OF Smith	98-99	80	136	6.84	0 / 0		
Deep Crk	98-99	90	136	9.79	0 / 0		
Great Bdg	95-96	100	136	11.33	**2 / 2**		
Indian Rv	98-99	840	136	**(13) 13.84**	0 / 0		
West. Brn	96-97	850	136	**(15) 13.02**	0 / 1		
Hickory	96-97	890	136	**(8) 15.13**	**2 / 2**		**Yes**

Principal Interview Guide   School _____
Teacher Evaluation

- Has the method used to evaluate teacher undergone any changes since the adoption of block scheduling?
    If so, how has the method used to evaluate teachers changed?
    If not, have *you* done anything to adapt the model to block scheduling?

- Do you feel that the method you currently use adequately evaluates block-scheduled teachers?
    If so, what do you feel are the strengths of the method?
    If not, what do you consider the weaknesses of the current method?

- If you were asked to design a teacher evaluation method for block scheduled schools, briefly describe some of the components of the method.

Teacher Interview Guide   School _____
Teacher Evaluation

- Has the method used to evaluate teacher undergone any changes since the adoption of block scheduling?
    If so, how has the method used to evaluate teachers changed?
    If not, have your principal done anything to adapt the model to block scheduling?

- Do you feel that the method you currently use adequately evaluates block-scheduled teachers?
    If so, what do you feel are the strengths of the method?
    If not, what do you consider the weaknesses of the current method?

- If you were asked to design a teacher evaluation method for block scheduled schools, briefly describe some of the components of the method.

APPENDIX D

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Informed Consent for Participants of Investigative Projects

Title of Project – <u>A Study of Teacher Evaluation Methods Found in Select Virginia Secondary Schools Using the 4x4 Model of Block Scheduling</u>

Investigator – Jeffrey S. Isaacs

I.   The Purpose of the Research/Project

The purpose of this qualitative study is to identify and to recommend processes and content appropriate for evaluating teachers in secondary school that use block scheduling. The study will be of value to both those schools considering the block and those currently using the block. For schools investigating the block, teacher evaluation is a part of the puzzle that merits consideration. For schools that have adopted block scheduling, the recommendations may provide an alternative to the teacher evaluation methods presently being used.

II.   Procedures

Data will be collected from a sample of Virginia secondary schools that have been using the 4x4 model of block scheduling for at least two years. The schools chosen for study will have shown success on the Standards of Learning assessments and have been active in High Schools That Work and or a Tech Prep consortium. Principals of the schools will be surveyed by means of a general interview guide. Teachers whom the principals identify as knowledgeable of and experienced with block scheduling will also be surveyed by mean of a general interview guide. The third method used will be a document analysis of the individual school's teacher evaluation policies and instruments.

The principals of the schools chosen for analysis will be contacted by telephone prior to data collection in order to explain the purpose of the study and to ask for their participation. Upon receiving agreement for participation in the research, a time for conducting the interviews and receipt of the teacher evaluation policy and instrument will be arranged.

I will be the only person to have access to any information gathered in this study.

III.   Risks

I do not foresee any risks to those individuals willing to participate in the project. Participants will not experience threat to salary or employment by participating in this research.

IV.   Benefits

This study will contribute data to existing knowledge on teacher evaluation methods and instruments. The amount of literature differentiating between evaluation of traditionally scheduled teachers and block scheduled teachers is small, therefore this study will be additionally beneficial because of it's focus on evaluation of teachers working in block scheduled formats exclusively.

V.   Extent of Confidentiality and Anonymity

The participants in this study may be assured of complete confidentiality. Participating schools, principal interviews and transcriptions, teacher interviews and transcriptions, and teacher evaluation documents will be identified by number only. Identification numbers will be developed and known only by the researcher. Results of the study will be made available to participating school principals as requested.

VI.   Compensation

There will be no compensation provided for participation in this project.

VII.   Freedom to Withdraw

Participation in this research project is completely voluntary and participants may withdraw at any time. Participants are also free to refuse to answer any questions or respond to any situations. This study will be submitted in an electronic format to Virginia Polytechnic Institute and State University located on the Electronic Thesis and Dissertation (ETD) homepage at http://etd.vt.edu/etd/.

VIII.   Approval of Research

This research project has been approved as required by the Institutional Review Board for Research involving human subjects at Virginia Polytechnic Institute and State University by the Department of Educational Leadership and Policy Studies.

IX.   Subjects Responsibility

I voluntarily agree to participate in this study and my only responsibility is to participate in the principal interview/teacher interview.

X.   Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project and give (__) do not give (__) permission for the principal interview/teacher interview to be submitted.

If I participate, I may withdraw at anytime without penalty. I agree to abide by the rules of this project.

_____   _____
Signature   Date

Should I have any questions about this research or its conduct, I may contact

Jeffrey S. Isaacs_____   (540) 864-5185
Investigator

Christina M. Dawson_____   (540) 231-9715
Faculty Advisor

H.T. Hurd_____ .
Chair, IRB   Phone
Research Division

Subjects must be given a complete story (or duplicate original) of the signed Informed Consent.

Date

Mr./Mrs./Ms. Principal
High School
Address
City, VA   Zip Code

Dear Mr./Mrs./Ms. Principal:

Thank you for agreeing to assist me with my study of teacher evaluation in 4x4-block scheduled schools. I am enclosing a copy of the Principal Interview Guide, the Teacher Interview Guide and the Informed Consent for Participants of Investigative Projects forms we spoke about on *initial contact date*. Should you have any questions or concerns please feel free to call me either at Craig County High School, (540) 864-5185, or at home, (540) 839-5915.

I look forward to seeing you on *interview date*. I know this time of the year can be hectic, so if you run into a problem with this date please let me know and we will reschedule.

Regards,

Steve Isaacs, Principal
Craig County High School

APPENDIX F

Analysis of Individual Schools Teacher Evaluation Instruments
With Reference to *Enhancing Professional Practice: A Framework for Teaching*
Domain 1 – Planning and Preparation

	A	B	C	D	E	F
Component 1a: Demonstrating Knowledge of Content and Pedagogy						
Knowledge of content	P	P	P	P	P	P
Knowledge of prerequisite relationships	P	P	P	P	P	P
Knowledge of content-related pedagogy	P	P	P	P	P	P
Component 1b: Demonstrating Knowledge of Students						
Knowledge of characteristics of age group	P	P	P	P	P	P
Knowledge of students' varied approaches to learning	P	P	P	P	P	P
Knowledge of students' skills and knowledge	P	P	P	P	P	P
Knowledge of students' interests and cultural heritage	P	P	P	P	P	P
Component 1c: Selecting Instructional Goals						
Value	P	P	P	P	P	P
Clarity	P	P	P	P	P	P
Suitability for diverse students	P	P	P	P	P	P
Balance	P	P	P	P	P	P
Component 1d: Demonstrating Knowledge of Resources						
Resources for teaching	P	P	P	P	P	P
Resources for students	P	P	P	P	P	P
Component 1e: Designing Coherent Instruction						
Learning activities	P	P	P	P	P	P
Instructional materials and resources	P	P	P	P	P	P
Instructional groups	P	P	P	P	P	P
Lesson and unit structure	P	P	P	P	P	P
Component 1f: Assessing Student Learning						
Congruence with instructional goals	P	P	P	P	P	P
Criteria and standards	P	P	P	P	P	P
Use for planning	P	P	P	P	P	P

P – indicates element present in school's teacher evaluation instrument.
N – indicates element is **not** present in school's teacher evaluation instrument
Note: From *Enhancing professional practice: a framework for teaching (p. 3)*, by Charlotte Danielson, 1996, Alexandria, Virginia: Association for the Supervision of Curriculum Development. Copyright 1996 by Charlotte Danielson.

Analysis of Individual Schools Teacher Evaluation Instruments
With Reference to *Enhancing Professional Practice: A Framework for Teaching*
Domain 2 – The Classroom Environment

	A	B	C	D	E	F
Component 2a: Creating an Environment of Respect of Rapport						
Teacher interaction with students	P	P	P	P	P	P
Student interaction	P	P	P	P	P	P
Component 2b: Establishing a Culture for Learning						
Importance of the content	P	P	P	P	P	P
Student pride in work	P	P	P	P	P	P
Expectations for learning and achievement	P	P	P	P	P	P
Component 2c: Managing Classroom Procedures						
Management of instructional groups	P	P	P	P	P	P
Management of transitions	P	P	P	P	P	P
Management of materials and supplies	P	P	P	P	P	P
Performance of noninstructional duties	P	P	N	P	P	P
Supervision of volunteers and paraprofessionals	N	P	P	N	P	P
Component 2d: Managing Student Behavior						
Expectations	P	P	P	P	P	P
Monitoring of student behavior	P	P	P	P	P	P
Response to student misbehavior	P	P	P	P	P	P
Component 2e: Organizing Physical Space						
Safety and arrangement of furniture	P	P	P	P	P	P
Accessibility to learning and use of physical resources	P	P	P	P	P	P

P – indicates element present in school's teacher evaluation instrument.
N – indicates element is **not** present in school's teacher evaluation instrument.
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Analysis of Individual Schools Teacher Evaluation Instruments
With Reference to *Enhancing Professional Practice: A Framework for Teaching*
Domain 3 – Instruction

	A	B	C	D	E	F
Component 3a: Communicating Clearly and Accurately						
Directions and procedures	P	P	P	P	P	P
Oral and written language	P	P	P	P	P	P
Component 3b: Using Questioning and Discussion Techniques						
Quality of questions	P	P	P	P	P	P
Discussion techniques	P	P	P	P	P	P
Student participation	P	P	P	P	P	P
Component 3c: Engaging Students in Learning						
Representation of content	P	P	P	P	P	P
Activities and assignments	P	P	P	P	P	P
Grouping of students	P	P	P	P	P	P
Instructional materials and resources	P	P	P	P	P	P
Structure and pacing	P	P	P	P	P	P
Component 3d: Providing Feedback to Students						
Quality: accurate, substantive, constructive, and specific	P	P	P	P	P	P
Timeliness	P	P	P	P	P	P
Component 3e: Demonstrating Flexibility and Responsiveness						
Lesson adjustment	P	P	P	P	P	P
Response to students	P	P	P	P	P	P
Persistence	P	P	P	P	P	P

P – indicates element present in school's teacher evaluation instrument.
N – indicates element is **not** present in school's teacher evaluation instrument.

Note: From *Enhancing professional practice: a framework for teaching (p. 4)*, by Charlotte Danielson, 1996, Alexandria, Virginia: Association for the Supervision of Curriculum Development. Copyright 1996 by Charlotte Danielson.

Analysis of Individual Schools Teacher Evaluation Instruments
With Reference to *Enhancing Professional Practice: A Framework for Teaching*
Domain 4 – Professional Responsibilities

	A	B	C	D	E	F
Component 4a: Reflecting on Teaching						
Accuracy	P	P	P	P	P	P
Use in future teaching	N	P	P	P	P	P
Component 4b: Maintaining Accurate Records						
Student completion of assignments	P	P	P	P	P	P
Student progress in learning	P	P	P	P	P	P
Noninstructional records	N	P	P	P	P	P
Component 4c: Communicating with Families						
Information about the instructional program	P	P	P	P	P	P
Information about individual students	P	P	P	P	P	P
Engagement of families in the instructional program	N	P	P	N	P	N
Component 4d: Contributing to the School and District						
Relationships with colleagues	P	P	P	P	P	P
Service to the school	P	P	N	P	P	P
Participation in school and district projects	P	P	P	P	P	P
Component 4e: Growing and Developing Professionally						
Enhancement of content knowledge and pedagogical skill	P	P	P	P	P	P
Service to the profession	P	P	P	P	P	P
Component 4f: Showing Professionalism						
Service to students	P	P	P	P	P	P
Advocacy	P	P	P	P	P	P
Decision making	P	P	P	P	P	P

P – indicates element present in school's teacher evaluation instrument.
N – indicates element is **not** present in school's teacher evaluation instrument.

Note: From *Enhancing professional practice: a framework for teaching (p. 4)*, by Charlotte Danielson, 1996, Alexandria, Virginia: Association for the Supervision of Curriculum Development. Copyright 1996 by Charlotte Danielson.

APPENDIX G

School A - Teacher Evaluation Model Summary

School	Components	Frequency	Indicators & Elements	Format	Validation
A	Performance Worksheet	Tenure – 1 every 3 years Nontenure – Yearly	Planning – 10 Meaningfulness –6 Individual Differences – 6 Clarity of Structure –5 Learning Time – 5 Humanization – 7 Effective Management – 9 Questioning – 5	Checklist: -Satisf. -Area for Growth -Unsatisf.	Self-assessment w/ Admin. Review
	Professional Targets	Tenure – Yearly Nontenure – Yearly	Establish minimum 2	Narrative	Self-assessment w/ Admin. Review
	Observation Form	Tenure – Minimum 1, 30 min. w/ post-conf. Nontenure – Minimum 3, 30 min. w/ post-conf.	Planning - 6 Meaningfulness -5 Individual Differences - 6 Clarity of Structure –5 Learning Time – 5 Humanization – 6 Effective Management – 8 Questioning – 5	Checklist: -Satisf. -Area for Growth -Not Observed -Unsatisf. (Narrative opportunity/ indicator)	Admin. Observation
	Summary	Tenure – 1 every 3 years Nontenure – Yearly	Planning - 10 Meaningfulness -6 Individual Differences - 6 Clarity of Structure –5 Learning Time – 5 Humanization – 7 Effective Management – 9 Questioning – 5	Checklist : -Satisf. -Area for Growth **-Unsatisf.**	Admin. Assessment w/ Teacher Collaboration
	Summary	Tenure – 1 every 3 years Nontenure – Yearly	Narrative Evaluation	Narrative	Administrator

APPENDIX H

School B - Teacher Evaluation Model Summary

School	Components	Frequency	Indicators & Elements	Format	Validation
B	Performance Targets	Tenure – Yearly Nontenure – Yearly	Establish Minimum 2 from: Teacher/Student Relationship - 14 Individual Differences – 11 Learning Environ. – 14 Strategies & Resources - 9 Organization - 14 Assessment – 6	Narrative	Self Develop w/Peer Coaching Peer Assessment
	Observation Form	Tenure – No Minimum Nontenure – No Minimum	Anticipatory Set - 2 Objective -2 Input – 4 Modeling – 1 Guided Practice – 2 Independent Practice – 1 Check for Understanding – 2 Closure – 3 Classroom Management - 4	Pre – Narrative Observation – Narrative Post – Narrative	Teacher Design w/ Conference Admin. Observation Admin. Completion w/ Conference
	Summary	Tenure – Yearly Nontenure – Yearly	Pro. Responsibilities – 20 Planning - 8 Instruction -3 Eval. and Assessment – 18	Checklist : -Meets Expect. -Does Not Meet Expect.	Admin. Assessment
	Summary		Narrative Evaluation	Narrative	Admin. Completion w/ Conference

APPENDIX I

School C - Teacher Evaluation Model Summary

School	Components	Frequency	Indicators & Elements	Format	Validation
C	Professional Practices	Tenure – Yearly Nontenure – Yearly	Planning – 4 Student Needs – 2 Individual Learning – 3 Instructional Materials – 3 Classroom Management – 5 Subject Knowledge – 4 Questioning – 5 Encouragement – 2 Motivates – 4 Assessment – 5 Caring Relationships – 8 Enthusiasm – 5 Appearance –1 Cooperation – 1 Constructive Criticism – 1 Judgment – 1 Professional Growth – 1 Timely - 1	Checklist : -Strong -Competent -Needs Improve.	Self-assessment w/ Admin. Review
	Instructional Objectives	Tenure – Yearly Nontenure – Yearly	Establish minimum 2	Narrative	Self-assessment w/Admin. Review
	Observation Form (1)	Tenure – Minimum 2 w/Conf. Nontenure– Minimum 4 w/Conf.	Objectives Activities Commendations Comments	Narrative	Admin. Observation

School	Components	Frequency	Indicators & Elements	Format	Validation
	Observation Form (2)	Tenure – Minimum 2 w/Conf. Nontenure– Minimum 4 w/Conf	Planning – 4 Student Needs – 2 Individual Learning – 3 Instructional Materials – 3 Classroom Management – 5 Subject Knowledge – 4 Questioning – 5 Encouragement – 2 Motivates – 4 Assessment – 5 Caring Relationships – 8 Enthusiasm – 5	Checklist : -Strong -Competent -Needs Improve.	Admin. Observation
	Summary	Tenure – Yearly Nontenure – Yearly	Same as Professional Practices Component	Checklist : -Satisf. -Area for Growth -Unsatisf.	Admin. Assessment
	Summary			Narrative	Admin.

APPENDIX J

School D - Teacher Evaluation Model Summary

School	Components	Frequency	Indicators & Elements	Format	Validation
D	Performance Evaluation	Tenure – Yearly Nontenure – Yearly	Establish Max of 3	Short Narrative	Self-assessment w/ Admin. Review
	Observation Form	Tenure – Minimum 2, w/ conf. Nontenure – Minimum 2, w/conf.	Time Management - 4 Student Behavior - 8 Instructional Presentation- 15 Instructional Monitoring – 4 Instructional Feedback – 5 Professional Responsibilities - 13	Checklist : -Not Applic. -Not Observed -Unsatisf. -Needs Improve. -Satisf. -Above Avg. -Superior	Admin. Observation
	Summary	Tenure – Yearly Nontenure – Yearly	Performance Evaluation w/Previously Established Objectives	Checklist : -Satisf. -Needs Improve. -Not Applicable	Admin. Assessment
	Summary	Tenure – Yearly Nontenure – Yearly	Performance Evaluation w/Previously Established Objectives	Short Narrative w/ Each Objective	Admin.
	Summary	Tenure – Yearly Nontenure – Yearly	Planning - 5 Instructional Delivery – 12 Instructional Evaluation – 7 Professionalism - 16	Checklist : -Satisf. -Needs Improve. -Not Applicable	Admin. Assessment

APPENDIX K

School E - Teacher Evaluation Model Summary

School	Components	Frequency	Indicators & Elements	Format	Validation
E	Teacher Objective Plan	Tenure – Yearly Nontenure – NA	Establish maximum of 3 Strategies & Methods Timeline for Completion Evidence of Completion	Narrative	Self-assessment w/ Administrative Review
	Professional Standards Evaluation	Tenure – Yearly Nontenure – Yearly	Collaborates with Staff Accurate Records Timely Reports Punctual Contributes to School Professional Growth Student Skill Improve.	Yes/No	Administrative Assessment
	Professional Standards Evaluation	Tenure – Yearly Nontenure – Yearly	Summary of 7 Professional Standards Listed Above	Narrative	Administrative Assessment
	Observation Form	Tenure – Minimum 1, 35 min. w/ conference, every 3rd year . Nontenure – Minimum 2, 35 min. w/ conference, yearly	Expectations – 5 Subject Knowledge –5 Classroom Control – 4 Resourcefulness – 4 Enthusiasm – 5 Learning Environment – 5 Planning – 4 Teaching Strategies – 6 Instructional Evaluation – 4 Independent Learners – 5 Materials Preparation – 3 Motivation – 5 Written/Oral Expression – 2 Time Management – 4 Communication – 3 Feedback – 3	Checklist: -Meets Expect. -Does Not Meet Expect. -Not Applicable	Administrative Observation

School	Components	Frequency	Indicators & Elements	Format	Validation
E	Observation Form	Per Observation	Observation Summary	Narrative	Administrator Completion
	Conference Summary	Per Observation	Comments and Recommendations	Narrative	Administrator Completion w/ Teacher Input
	Summary	Tenure – 1 every 3 years Nontenure – NA	Same as Observation Form	Checklist : -Meets Expect. -Does Not Meet Expect. -Not Applicable	Administrative Assessment

APPENDIX L

School F - Teacher Evaluation Model Summary

School	Components	Frequency	Indicators & Elements	Format	Validation
F	Teacher Observation Checklist	Tenure – Bi-yearly Nontenure – Yearly	Learning Environment – 3 Instruction (Content) – 1 Instruction (Planning) – 2 Instruction (Presenting the Content) – 6 Instruction (Monitoring and Evaluating) – 3	Checklist: -Observed -Not Observed (Written explanation for all Not Observed) Narrative for Supporting Comments	Administrative Observation
	Teacher Evaluation Instrument (Summary Form)	Tenure – Yearly Nontenure – Yearly	Learning Environment – 6 Instruction (Content) – 1 Instruction (Planning) – 2 Instruction (Presenting the Content) – 11 Instruction (Monitoring and Evaluating) – 8 Professionalism – 18	Checklist: -Meets Expectation -Below Expectation -Unsatisfact. -Not Applicable	Administrative Assessment
	Teacher Evaluation Instrument (Summary Form)	Tenure – Yearly Nontenure – Yearly	Commendations Comments or Conditions	Narrative	Administrative Assessment

APPENDIX M

Summary of Question 1 Responses

Question 1 – Has the method used to evaluate teachers undergone any changes since the adoption of block scheduling? If so how has the method used to evaluate teachers changed? If not, has the principal done anything to adapt the model to block scheduling?

Respondent	Model Changed?	Changes or Adaptations by the Principal (Frequency)
Teachers	No – 9 Yes - 7	Principal Uses Per Policy (6) Principal Has Adapted (Not Specific) (4) More Narrative (3) Previous Modified But Not As A Result of the Block (3) More SOL Importance (2) More Detailed (2) Teacher Expectations Changed (2) Objectives and Goals More Important (2) More Emphasis on Methodology (1) More Emphasis on Content Variation (1) Classroom Visits Longer (1) Communication Has Improved (1) Lesson Plans More Important (1) Different Rating Scale (1)
Principals	No – 5 Yes - 1	Preparation and Planning (3) Extended Time a Consideration (2) More Emphasis on Methodology (2) More Flexibility (1) More Informal Observations (1) Observations Spread Over Several Class Periods (1) Student /Teacher Relationships (1) Professional Status (1) More Narrative (1)

APPENDIX N

Summary of Question 2 Responses

Question 2 – Do you feel that the method you currently use adequately evaluates block-scheduled teachers? If so, what do you feel are the strength of the method? If not, what do you consider the weaknesses of the current method?

Respondent	Adequate Method ?	Strengths (Frequency)	Weaknesses (Frequency)
Teachers	Yes – 11 No - 5	Evaluator Has Flexibility (5) Experienced Evaluator (3) Format User Friendly (2) Non-threatening Format (2) Student/Teacher Interaction (2) Multiple Evaluators (1) Teacher Must Reflect (1) Outcome Assessment (1) Immediate Feedback (1) Multiple Components (1) Recognizes Different Methodologies (1)	Little Flexibility (3) Does Not Quantify Teaching Ability (3) Not Specific to Block (2) Not Response to Classroom Idiosyncrasies (1) Not Enough Feedback (1) Length of Model (1) Insufficient Narrative (1) Narrow Checklist (1) Lesson Plans Not Considered (1)
Principals	Yes – 5 No - 1	Flexible for Who is Using It (4) Allows for Feedback (2)	Cannot Evaluate Both New and Experienced Teachers (3) Legal Implications of Checklist (1)

APPENDIX O

Summary of Question 3 Responses

Question 3 – If you were asked to design a teacher evaluation method for block scheduled schools, briefly describe some of the components of the method.

Respondent	Suggested Components (Frequency)
Teachers	Different Teaching Methodologies Strategies and Transitions (22) Time Management (8) Organization (Planning) (7) Classroom as a Place of Learning (Daily Results of Instruction) (6) Diversity in Classroom (Multiple Learning Styles) (5) Student/Teacher Interaction (5) Student Participation (4) SOL Inclusion in Lesson Plans and as a Means of Accountability (4) Multiple Observations (3) Classroom Management (3) Narrative Component (3) Teacher/Teacher Collaboration (2) Creativity (1) In-Depth Teacher/Principal Review of Evaluation (1) Document Strengths and Weaknesses (1) Teacher Established Goals (1)
Principals	Narrative Component (3) Classroom as a Place of Learning (3) Walk-by Observations (2) Extreme Levels Rating Scales (1) Flexible Enough for Any Scheduling Format (1) Include Teacher Developed Targets (Daily Results of Instruction)(1) Organization and Structure (1) Time Management (1) Variety of Strategies and Activities (1) Parental Interaction (1) Staff Development (1)

VITA

The author was born on November 14, 1956 in Oak Hill, West Virginia. He attended public schools in Greenbrier County, West Virginia. His degrees include a Bachelor of Science degree in Comprehensive Mathematics Education, cum laude, from West Virginia Institute of Technology in Montgomery, West Virginia, conferred in 1979, a Masters of Education degree from West Virginia Wesleyan College in Buchannon, West Virginia in conferred 1986, an Education Specialist degree in Educational Leadership and Policy Studies from Virginia Polytechnic Institute and State University in Blacksburg, Virginia conferred in 1998. Currently he teaches mathematics and is head football coach at Western Albemarle High School in Crozet, Virginia. This is his 23rd year of teaching high school mathematics and coaching football. He also has served two years as combined school principal and division vocational director in Craig County, Virginia. He is married to Carrie Lane Reeder Isaacs, and they have an 11-year-old son, Jonathan Ellis Isaacs. The family lives in Waynesboro, Virginia.