

An Examination of Observer Skills as an Indicator
of Teacher Appraisal Training Effectiveness in
North Carolina: An Exploratory Study

by

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(ABSTRACT)

The purpose of this study was to examine the effectiveness of the Teacher Performance Appraisal Training Program in North Carolina by analyzing the skills and techniques used by three observers in performing an "appraisal cycle" of five video-taped classroom teachers. Four research questions were addressed: What impact does training have upon observer perceptions of the prescribed functions of teaching and the appraisal process? How consistent are observer's processes of data collection and analysis? How consistent are observer ratings of teacher performance? Does the system discriminate among teachers?

The findings in this case study revealed that the impact of training varied substantially across observers, indicating the need for remedial training for two of three observers. Data collection and analyses across observers were frequently inconsistent and contradictory. Within the recommended range of tolerance, observer ratings of performance were similar,

although perceptions of behavior differed. While the appraisal system did tend to discriminate among teachers, the accuracy of such discrimination was contaminated by evidence of subjectivity and bias.

DEDICATION

To the memory of my father, whose knowledge and insight far exceeded his fifth grade education: He would have been proud.

To my mother, whose encouragement and pride have never faltered.

To , whose confidence and support provided the incentive for this study.

To , who, through her inspirational commitment to life, continues to model strength and resolve in the face of adversity.

To the teachers who strive to meet the needs of the students they serve: may their needs also be met.

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CHAPTER 1

INTRODUCTION

With the adoption of a Teacher Performance Appraisal System to affirm professional development, not personnel dismissal (Public School Employee Appraisal, 1981, p. 1), the North Carolina State Board of Education established priorities for assuring a high quality of teacher performance, and assisting teachers in improving their classroom performance.

How should this appraisal system be implemented to achieve these priorities? If the system outcome is to achieve instructional accountability, it "must be capable of yielding fairly objective, standardized, and externally defensible information;" if the system is to achieve teacher improvement, it "must yield rich, descriptive information . . ." (Wise et al, 1984, p. 12).

After approximately three years of study in sixteen school districts, the North Carolina State Department of Public Instruction recognized the need for training programs to assist administrators in implementing the revised teacher performance appraisal system. These training programs, initiated in 1985, were designed to reinforce specific skills essential to effective performance appraisal.

The Need for the Study

In designing a revised teacher appraisal system, the State Department of Public Instruction provided appraisal training to over 900 key school personnel who would not only implement the system at the local level, but also train local personnel in conducting teacher appraisals.

The ultimate success of the teacher performance appraisal system and professional development in North Carolina is contingent upon (1) the relevance of the performance expectations identified for teachers, (2) the ability of evaluators to recognize these practices, and (3) the reliability of the processes employed in documenting teacher performance.

If the procedures outlined for appraising teacher performance are to be useful, i.e., if quantitative judgments are to be made regarding teacher performance, and if these judgments are to result in recommendations for performance improvement, the processes for data collection, synthesis and analysis should be consistent.

Significance of the Study

This study examines the effectiveness of the Teacher Performance Appraisal Training Program by investigating (1) the impact of training upon observer perceptions of the major functions of teaching and the appraisal process, (2) the de-

gree of consistency among observer assessments of teaching performance, and (3) the discriminatory powers of the appraisal system.

Purpose of the Study

The purpose of this study was to examine the effectiveness of the Teacher Performance Appraisal Training program in North Carolina. Specifically, this study addressed the following research questions:

1. What impact does Teacher Performance Appraisal Training have upon observer perceptions of the prescribed major functions of teaching and the appraisal process?
2. How consistent are the processes of data collection and analysis among observers?
3. How consistent are observer ratings of teacher performance?
4. Does the appraisal system discriminate among average, below-average and above-average teachers?

Limitations of the Study

Participants in this study were selected from one North Carolina public school district. A total of twenty-six classroom teachers and eight administrators volunteered to participate in this study. Five classroom teachers of comparable training and experience were selected for videotaping. Three administrators, with comparable training and

years of experience, were then selected to assess the videotaped classroom teaching performances.

It is impossible to verify that the teaching behaviors and the observation processes carried out in this study are similar to those carried out in actual practice. Effort was made to select observers who had no prior personal or professional contacts with the teachers; however, the possibility of reputational bias exists.

Because only the first five major teaching functions, indicated by twenty-eight practices (see Appendix A), relate to observable classroom performance, assessments were not collected for teaching functions six through eight. (These latter functions identify performance practices which are either "non-instructional" or "instructional support" duties not routinely observed in the classroom.)

Observers did not view the videotapes in sequence (A-E). Participation in this study could have had a "practice effect" upon observers. Data collection, analysis and summative ratings could have been influenced by continuous practice. Teacher performance appraisal training was mandatory for all participants in this study. Without regard to motivation or aptitude for conducting performance appraisal, all participants had been "certified" as evaluators after the completion of the twenty-four hour training program.

The data described in Chapter IV are relevant only to this specific study; care should be exercised in the generalization of the findings.

Organization of the Study

Chapter one presents an introductory perspective to the personnel appraisal system which was implemented in North Carolina in 1987-88 and a justification of the need for this study.

Chapter two contains a review of the essential competencies, skills and processes identified for training classroom observers.

Chapter three describes the methodology used in this study. Methods and procedures and the instrumentation developed and employed in this study are also discussed in this chapter.

Data are presented and analyzed in Chapter four.

Chapter five includes a summary, suggestions for additional research projects, and a discussion of the implications of this study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

A review of recent literature was conducted to provide general background information relevant to the study of teacher appraisal training programs. Chapter 2 is presented in two sections. Section 1 presents an overview of the competencies, skills, and processes identified as essential to the development of effective classroom observers. Section 2 presents a description of the training modules in the North Carolina Teacher Performance Appraisal Training Program.

The sources included books, periodicals, journals, reports, training manuals, and training materials.

Section 1: Training Competencies & Skills

Paramount to both the purpose of an evaluation system (i.e., to improve instruction or to support personnel decisions) and the training of observers is the need for a legal perspective which safeguards the rights and responsibilities of all participants (McGreal, 1983, p. 3). McGreal referred to "A Bill of Rights for Teacher Evaluation" by Strike and Bull (1981) as a legal framework for developing "an appropriate attitude" toward evaluation (see Appendix B). McGreal

has also suggested that observer training is most effective when observers have already adopted the attitude that, within this legal framework, "evaluation is a cooperative effort" between teacher and observer (McGreal, 1983, p. 96). Duke and Stiggins (1986, pp. 34-35) noted that the observer must be cognizant of conducting the evaluation process within the context of district policy, state law and contractual obligations.

George Redfern (1980) expressed concern for the "psychological framework," the evaluator's attitude toward the evaluation process (pp. 99-100). Redfern observed that effective evaluators must demonstrate an understanding of and identity with the philosophy, procedures, processes and rationale for evaluation. The effective observer must comprehend performance expectations and evaluation outcomes. The evaluator may have to adapt, change or modify perceptions of his role and the evaluation process (Redfern, 1980, pp. 133-134). Performance standards, based upon uniform and legally defensible criteria, must be clearly communicated to all teachers (Duke & Stiggins, 1986, p. 27).

Redfern (1980) also recognized the significance of interpersonal skills, especially the observer's need for sensitivity to self and teacher perceptions of the evaluation process (pp. 99-100). Glatthorn (1984, p. 5) similarly acknowledged the positive effects of sensitivity and trust in the evaluator-teacher relationship. Duke and Stiggins (1986,

pp. 22-26) described observer credibility, persuasiveness, patience, trust, reputation and modeling skills as attributes which affect the evaluation experience.

Several studies, describing the technical skills essential to classroom observation, have indicated that training programs should emphasize the fundamental skills of observing, describing, making sound judgments (Duke & Stiggins, 1986; McIntire et al, 1986; Conley, 1987; Holdzkom, 1987; Gatthorn & Hollar, 1987; Smith, 1987; Stiggins, 1986; Hyman, 1975; Squires et al, 1984) and, when necessary, in identifying remedial strategies (Wise et al, 1984, p. 40).

In his study of training activities, McGreal (1983, p. 112) found that the first skill to be developed in observers was "the ability to write descriptively rather than judgmentally." The observer should employ a variety of "descriptive tools" in documenting a "chronology or narrative description of events as they unfold, strategies for keeping track of . . . student and/or teacher behaviors as they occur . . ." (Duke & Stiggins, 1986, pp. 28-29).

Madeline Hunter stated that the "analysis of teaching is most effectively accomplished with the use of a script tape--anecdotal notes of what transpired during the teaching performance" (1984, p. 179). Script tapes, according to Hunter (1984, p. 186) "can be skimmed and edited . . ." permitting the observer and teacher to focus on relevant parts of the lesson. Narrative methods of recording data "preserve

the original sequencing of behavior . . ." giving a "more holistic perspective on classroom phenomena. . . . Teachers and students do not simply behave in classrooms; they behave in response to classroom environment. . . ." (Evertson & Holley, 1981, p. 104). McGreal (1983, p. 112) found that teachers were "less accepting" of data that were totally or partially "dependent on inferential observer judgments and evaluations."

In addition to her "seven step lesson design," Madeline Hunter (1984) suggested other models which should be mastered by observers for describing and analyzing teacher performance. Hunter identified three categories of cause-effect relationships upon which instructional decisions are made: content, learner behavior, and teacher behavior (1984, pp. 171-174). The third model for describing and analyzing teacher performance which Hunter referred to was the "TA III," Teaching Appraisal for Instructional Improvement Instrument. This instrument contained a series of questions which were answered by documentations from the observation (Hunter, 1984, pp. 177-183).

Observer communication skills in conferencing and feedback are emphasized in studies by Duke and Stiggins (1986), McGreal (1983), Hyman (1975), and Hunter (1984). Hyman (1975) suggested that observers can communicate with teachers more effectively by arranging the physical environment of the

conference room to foster openness and cooperation (p. 146) and by

1. Listening; signaling verbally and non-verbally your openness to the teacher;
2. Paraphrasing what the teacher says;
3. Checking your perceptions of what the teacher says by interpreting the message;
4. Adjusting the level of communication from concrete to abstract to clarify perceptions;
5. Describing behavior specifically (pp. 179-183).

In addition, Hyman suggested that to facilitate communication

- verbal and non-verbal messages should be congruent;
- redundancy of key points should be increased;
- trust and warmth should be maintained;
- facts should be accurate; ideas should be reasonable;
- intentions should be stated openly;
- personal involvement should be communicated in messages (1975, p. 183).

Hyman (1975, pp. 146-169) also identified thirteen Characteristics of Helpful, Meaningful Feedback (see Appendix C) to assist the observer in conducting the post-observation and summative conferences.

McGreal (1983) recognized four tenets of observer training. Specifically, these tenets addressed observer skills in (1) conferencing, especially in the pre-observation conference; (2) reference to an adopted view or predetermined

framework for teaching; (3) the use of narrative descriptions which factually record what occurs in the classroom; and (4) feedback, especially in the post-observation and summative conferences.

The training format suggested by McGreal (1983), Hyman (1975), and Redfern (1980) included practices in the collection of raw data from videotaped teaching performances (followed by peer review and discussion) and "hands on" experiences on role-playing and simulations. McGreal and Hyman described specific training formats and strategies for developing observer competencies and skills in the prescribed behaviors.

According to Hunter (1984, p. 183), the contemporary principal requires a "newly articulated set of skills" to function as a classroom observer and must become a pedagogical specialist who can "articulate, explain and demonstrate the cause-effect relationships that exist between teaching and learning." Hunter specified that the principal-as-evaluator must be trained to function as instructional supervisor, instructional observer and as an instructional leader who models and teaches the techniques and competencies he will evaluate (1984, pp. 183-188).

How will observer training programs be monitored for effectiveness? According to a 1984 Rand Study (Wise et al, p. 68), effective appraisal systems monitor and assess program and individual evaluators regularly, altering the on-

going training process as needs are identified. McGreal (1983, p. 112) also suggested periodic review sessions for observers. Successful teacher evaluation programs schedule on-going training sessions throughout the year to assist evaluators in maintaining competencies and skills (Wise et al, 1984, p. 19).

Section 2: The North Carolina Teacher Performance Appraisal Program

A survey reported in the 1984 Rand Study indicated that four primary concerns were associated with teacher evaluation systems:

1. principals' lack of "sufficient resolve and competence;"
2. teachers' "resistance or apathy;"
3. "lack of uniformity and consistency within a school system;" and
4. "inadequate training for evaluators" (Wise et al, 1984, p. vi).

The Rand study also identified two desirable outcomes of teacher evaluation (Wise et al, 1984, p. 23): improved communications between teachers and administrators and "increased teacher awareness of instructional goals and classroom practices."

The goals identified for the North Carolina Teacher Performance Appraisal Training Program (Appendix D) address

at least three of the concerns (1, 3 and 4) and the first of two outcomes reported in the 1984 Rand Study. Eight highly structured three-hour sessions have been organized to present the rationale, processes and techniques for appraising teacher performance. Each session includes a prescribed format for (a) reviewing the context of material presented, (b) stating objectives for the specific session, (c) clarifying terminology, (d) lecture and/or video-taped presentations, (e) group and individual activities to demonstrate the material, and (f) review and summation at the end of the session. Sessions are concluded with references to the research evidence cited for each major teaching function and the related teaching practices presented in the session.

The North Carolina Performance Appraisal Training program stresses that the observer must not only be cognizant of classroom teaching expectations, but also skillful in documenting evidence of these practices.

Training Module 1: Data Collection

The first training module (Collection of Data) of the North Carolina Teacher Performance Appraisal Training Program emphasizes the skills needed in collecting and recording data during the classroom observation. A pre-training assessment drill and two activities, to demonstrate (1) the difficulty in collecting data without criteria and (2) the increased

reliability of collecting data with criteria, provide hands-on experiences to illustrate an introduction to the Teacher Performance Appraisal Instrument (TPAI) and the Formative Observation Data Instrument (FODI). A mini-lecture summarizes the primary objectives of this session:

- There are 8 major function areas;
- The first 5 are used with initially certified teachers;
- There are 38 critical practices associated with the 8 major functions;
- Practices are generic K-12 and across content areas;
- Practices have been associated with increases in student achievement in more than one research study;
- Practices are alterable and observable;
- Practices are descriptors for the function area;
- Practices do not assess content knowledge, affective characteristics of students or teachers, or personal traits of teachers;
- Practices 1-28 are observable in the classroom;
- Practices 29-38 require data from sources in addition to classroom observation. (North Carolina Performance Appraisal Training Manual, 1985, p. 36).

In addition, the mini-lecture stresses the importance of accuracy, objectivity and diligence in recording data which may be re-called during the "analysis/synthesis process" (North Carolina Performance Appraisal Training Manual, 1985, pp. 36-37).

Sessions 2-4 of this module focus on a review of the five functions of teaching (Management of Instructional Time,

Management of Student Behavior, Instructional Presentation, Instructional Monitoring and Instructional Feedback), the related twenty-eight performance indicators (practices) and the participants' abilities to identify these performance indicators in individual and group assessments of video-taped teaching activities. Mini-lectures emphasize a review of research evidence supporting each function and the importance of the "six components" of structure which characterize a well-designed lesson (North Carolina Performance Appraisal Training Manual, 1985, pp. 64-65). Activities within these sessions focus on the individual's assessments of video-taped performance, a small group consensus of performance, and subsequently, a comparison of the small group consensus with a group consensus endorsed by the Division of Personnel Services. In identifying teacher behaviors which indicate a specific practice, participants are instructed to assess the performance of these practices as "at standard," "above standard," or "below standard." Participants are given written feedback on the raw data collections, performance indicators and assessments which are recorded on the FODI (Appendix F) completed at the end of session 3.

Training Module 2: Data Interpretation

The second training module, Data Interpretation, begins by focusing on the distinct skills which are paramount to the

observation process: the ability to "accurately observe and record" data and the ability "to analyze and synthesize" observations (North Carolina Performance Appraisal Training Manual, 1985, p. 112). Module 2 is initiated by a mini-lecture (North Carolina Performance Appraisal Training Manual, 1985, p. 114) which stresses the importance of recording time segments (every three to five minutes) and the classification (categorizing) of data under each of the major functions of teaching.

Activities within this module emphasize the participant's practices of recording time segments and classifying raw data as performance indicators of the major functions of teaching. Subsequent activities stress data synthesis (in identifying performance strengths and needs) and the establishment of reliability among participants' classifications of data (North Carolina Performance Appraisal Training Manual, 1985, p. 117).

Based upon the trainers' evaluations of the FODI exercise returned after session 3, participants are re-assigned to small groups to reflect a cross-section of skill levels in the workshop. Each small group is then instructed to reach group consensus (with an acceptable level of tolerance at +/- one point indicating reliability) for the classification of data and the teacher's strengths and weaknesses.

In the next activity (North Carolina Performance Appraisal Training Manual, 1985, p. 118), team observations,

classifications and synthesis are shared with the total group to indicate consensus validation of the processes.

Training Module 3: Application of Data

Training module 3, Application of Data, includes three basic components. The first component stresses the use of formative data collections as the basis for identifying strategies for promoting performance improvement (North Carolina Performance Appraisal Training Manual, 1985, p. 118). Participants are encouraged to "brainstorm" appropriate strategies for refining teaching skills.

The second component of this module introduces "rater bias as a variable which can influence the ways in which observers evaluate the behaviors observed" and "how these observations are assessed" (North Carolina Performance Appraisal Training Manual, 1985, pp. 124-125). The following key points are illustrated by the workshop trainers:

- Biases affect the way one interprets observations.
- Biases decrease the objectivity of ratings.
- Ratings must be as bias-free as possible.
- Biases are often sub-conscious.
- Awareness of a possible bias often helps to guard against negative influences on ratings.
- Some of the more common rater biases might be described as follows:

- SIMILAR TO ME: Tending to rate people up if they are similar to you (have the same values, interests, likes), or rating them down if they are not similar to you.
- POSITIVE LENIENCY: Rating higher than a person deserves. "I give high ratings. It makes them feel good."
- NEGATIVE LENIENCY: Being reluctant to assign high ratings to individuals. Rating people lower than they deserve. "Nobody's perfect."
- HALO EFFECT: Being unduly influenced by a single favorable or unfavorable trait, which colors the judgment of the individual's other traits. Taking another person's positive or negative evaluation prior to the interview that impacts how you rate the employee.
- RECENCY EFFECT: Rating someone down or up based on recent event. Ignoring the performance of the entire period. "What have you done for me, lately?"
- STEREOTYPING: Generalizing across a class. Not recognizing individual differences.
- CONTRAST EFFECT: Making comparisons. Evaluating employee relative to person last evaluated.
- FIRST IMPRESSION: Forming an initial positive or negative judgement and then ignoring or distorting subsequent information to support the initial impression.
- CENTRAL TENDENCY: Consistently placing people in the middle of the scale, or close to the midpoint, to avoid extreme positions. Staying safe. (North Carolina Performance Appraisal Training Manual, pp. 124-125)

Trainers are also instructed to emphasize that, although biases cannot be completely eliminated, rater errors can be minimized by a concerted effort to:

- STICK TO THE STANDARDS

- Concentrate on job performance, not personality
- Be objective--if everybody gets high ratings, don't change criteria
- Rate each function separately
- DESCRIBE BENCHMARKS
 - Define, in specific terms, examples of unsatisfactory, below standard, at standard, above standard, well above standard and superior.
- DOCUMENT, DOCUMENT
 - Write down significant events when they occur
 - Have someone else rate your documentation
- DO MULTIPLE APPRAISALS
 - Do more than one appraisal a year--set expectations and keep the boss informed
 - Where possible have multiple appraisers. Collect data independently and make sure people know they will have multiple appraisers.
- PLAN THE APPRAISAL INTERVIEW(S)
 - Inform people to be interviewed beforehand
 - Check their perception of performance
 - Keep socializing down
 - Stick to standards and determine areas for improvement
 - Set a follow-up meeting (North Carolina Performance Appraisal Training Manual, 1985, pp. 125-126).

Participants are cautioned that the six-point summative appraisal ratings and definitions are also subject to rater bias.

The third component of Module 3 focuses on the utilization of formative data in developing a summative assessment. Corrected FODI's (collected after the previous session) are returned to participants for clarification and as a review of the formative data analysis processes.

In addition to exercises in preparing narrative summations, participants reviewed by taped demonstrations conferencing and feedback techniques applicable to the teacher-observer interview. (Emphasizing the principles suggested by George Redfern and Ronald Hyman, the North Carolina Division of Personnel Services had initiated a series of workshops in 1981 to train administrators in conferencing and feedback techniques. Additional conferencing training, emphasizing the tenets of Hyman, Redfern, McGreal and Hunter were incorporated in a 1985 training program for administrators who supervised initially certified teachers.)

Topics emphasized in the sixth session include a review of the six levels of performance and the following key points of the summative evaluation process:

- In scoring the instrument, major function areas are rated; practices are used as indicators of appropriate performance in that function.
- Reliability is the extent to which multiple observers can view the same teacher episode and rate it similarly.
- Because it is unrealistic to assume that multiple observers can rate a teaching episode identically a margin of error (+/- 1) is considered to be acceptable.

- In order to aid observer/evaluators Sample Evidences and Rating Scale Anchors have been developed.
- Ratings on the summative instrument should reflect the formative observation data gathered. The justifications for each rating must be supported by the formative data collected (North Carolina Performance Appraisal Training Manual, 1985, p. 137).

Session seven of Module 3 stresses participants' application of summative assessment skills individually, in small consensus groups and in the total group.

Training Module 4: Implementation and Administration

Training Module 4, Implementation and Administration of a Performance Appraisal System, focuses on the policies and procedures which must be implemented in the local educational agency:

- A requirement that the principal or his/her designee shall evaluate the performance of a teacher annually.
- Teachers shall be evaluated using the performance appraisal instrument currently in effect for their job group.
- The current performance appraisal instrument for teachers contains 8 major function areas associated with effective teaching and uses a six-point rating scale ranging from "unsatisfactory" to "superior".
- Initially-certified teachers are required to have at least three observations annually, one of which must be formal [including] (pre-observation conference, observation, post-observation feedback conference).

Small-group activities in this module include the identification and development of a comprehensive local district plan for the appraisal of teachers.

The training program is concluded with the completion of individual evaluations of the effectiveness of the program and the presenters.

Impact of Research Upon Training Program Design

Fostered by the Effective Schools Movement in the late 1970's, a series of training programs addressing the principles of effective teaching and personnel appraisal were initiated in North Carolina. These teaching programs were structured as "building blocks" for the acquisition of knowledge and skills.

Workshops illustrating Hyman and Redfern's concepts in conferencing and feedback were available in 1981 (North Carolina Conferencing and Feedback Skills Workshop, March 1981). Effective Teaching Training programs were begun in 1985 to introduce to all educators the performance indicators of effective teaching (North Carolina Effective Teaching Training Program, June 1985). Additional conferencing and feedback techniques, incorporating the tenets of Hyman, Redfern, McGreal, and Hunter were initiated in 1986 (North Carolina Mentor and Support Team Training, 1986).

Although a bibliography of specific references to the concepts and theories presented in the Teacher Performance Appraisal Training Program was not available, the influence of the literature discussed in Section I was recognized by inference.

Summary

General Training Tenets

A survey of recent literature reveals that effective classroom observation training programs should be designed to address observer attitudes toward the observation perspective, process and procedures, and the acquisition of skills in the areas of interpersonal relations, objective data collection, and conferencing/feedback.

Observer attitudes toward the observation function should be predicated upon a legal framework which safeguards the individual's rights to due process. The observer should be able to identify with and demonstrate an operational knowledge of the appraisal philosophy, objectives, processes and outcomes. The observer must be able to demonstrate the personal interaction skills which foster openness in all communications with the teacher. The observer must be able to apply critical conferencing techniques in conducting pre-, post- and summative interviews. The observer must demon-

strate objective data collecting techniques and the ability to articulate feedback which is focused upon actual documentations.

Training programs should be founded upon basic tenets and organized to provide opportunities for individual participation, practice and feedback in the prescribed competency/skill dimensions. Training components should emphasize "hands on" assessments, discussions, role-playing, simulations as well as provisions for on-going assessment and training.

North Carolina Training Program

Without specific reference to the legal or psychological framework with which an appraisal system might be implemented, the North Carolina Teacher Performance Appraisal Training Program (described in Section 2 of this chapter) addresses the training competencies, skills and processes which were identified in Section 1. Provisions for on-going training and assessment are recognized by participants in Training Module 4 (Implementation and Administration).

References to conferencing and feedback skills are found in Module 3 (session 7). A brief videotaped demonstration is presented to illustrate the skills introduced in two previous training programs.

A unique training variable, dealing with potential sources of observer bias, is provided in the North Carolina training program. Participants are encouraged to identify, label and acknowledge the potential biases which may affect perceptions of teacher performance.

The primary teaching format in the North Carolina training program reflects Hunter's "seven step lesson design." Each training session contains evidence of anticipatory set, statement of objective and purpose, instructor input, modeling (by written sample or videotape), checking for understanding (group input) and review/summation. Major emphasis is placed upon guided and independent practice.

The basis for this research project was to assess whether the North Carolina Teacher Performance Appraisal Training Program was successful in preparing observers to conduct teacher appraisals according to processes and procedures presented in the training program.

CHAPTER 3

INTRODUCTION

Chapter three provides an overview of the research methodology employed in this study. Instrumentation, data analysis and reporting procedures are also described in this chapter.

The research questions identified for this study were

1. What impact does Teacher Performance Appraisal Training have upon observer perceptions of the prescribed major functions of teaching and the appraisal process?
2. How consistent are the processes of data collection and analysis among observers?
3. How consistent are observer assessment ratings of teacher performance?
4. Does the appraisal system discriminate among average, below-average and above-average teachers?

In order to answer the research questions, a simple research paradigm was constructed. Teachers who represented the continuum of "below standard" to "above standard" classroom performance were selected to test the discriminatory power of the North Carolina appraisal system and the processes of appraisal.

Design of the Study

Population and Sample

Twenty-six teachers and eight administrators from one public school district in North Carolina volunteered to participate in this study.

On the basis of (a) similarity in Effective Teaching training (Fall 1985) and years of experience, and (b) previous appraisal ratings, five teachers were selected to be video-taped during a regular instructional period (See Table 1).

To ascertain the discriminative power of the appraisal system, each teacher was selected on the basis of consistency in previous teaching performance evaluations as either below-standard, at-standard or above-standard.

Teachers were allowed, according to appraisal guidelines, to select the class period to be observed. Upon twenty-four hours notice, each teacher completed a pre-observation data form to identify the lesson format, objectives, and any unique learner characteristics which might be observed in the class. (This information was made available to each observer.)

Three administrators with similar training and years of experience were selected to view each tape (see Table 2).

Table 1. Profile of Participating Teachers

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Total Years Experience in Education	21	19	18	22	19
Years Experience Teaching	21	17	18	22	19
Current Position	Middle School	High School	High School	Middle School	Elementary School
Educational Level	MA	BA+	BA	BS	MA
Previous Performance Rating	Above Average	Below Average	Above Average	Average	Above Average

Table 2. Profile of Participating Administrators

	Administrator I	Administrator II	Administrator III
Total Years Experience in Education	21	23	20
Years Experience Teaching	8	7	13
Current Position	Principal	Supervisor	Principal
Educational Level	Ed.S.	Ed.D.	MA+
Performance Appraisal Training	Fall 1985	Fall 1985	Fall 1985

Each administrator (hereafter referred to as "observer") completed pre- and post-observation questionnaires (see Appendix E) and conducted appraisals of each video-tape. Observers completed teaching practice assessments on the Formative Observation Data Inventory (FODI), recorded formative summaries and performance strengths and weaknesses for each teacher on the Formative Observation Data Analysis (FODA), and completed an evaluation of five teaching functions on the summative Teacher performance Appraisal Instrument (TPAI) (see Appendices A, F and G).

Instrumentation and Procedures

The instruments and procedures used in this study are outlined in Figure 1.

A two-part questionnaire, completed by observers, was administered before and after observations to identify observer perceptions of the five major functions of teaching and the appraisal process.

Observers were then asked to perform an appraisal "cycle," recording data collection, data analysis and summative evaluations on the forms recommended by the North Carolina State Department of Public Instruction.

The instruments and procedures used in this study are described below.

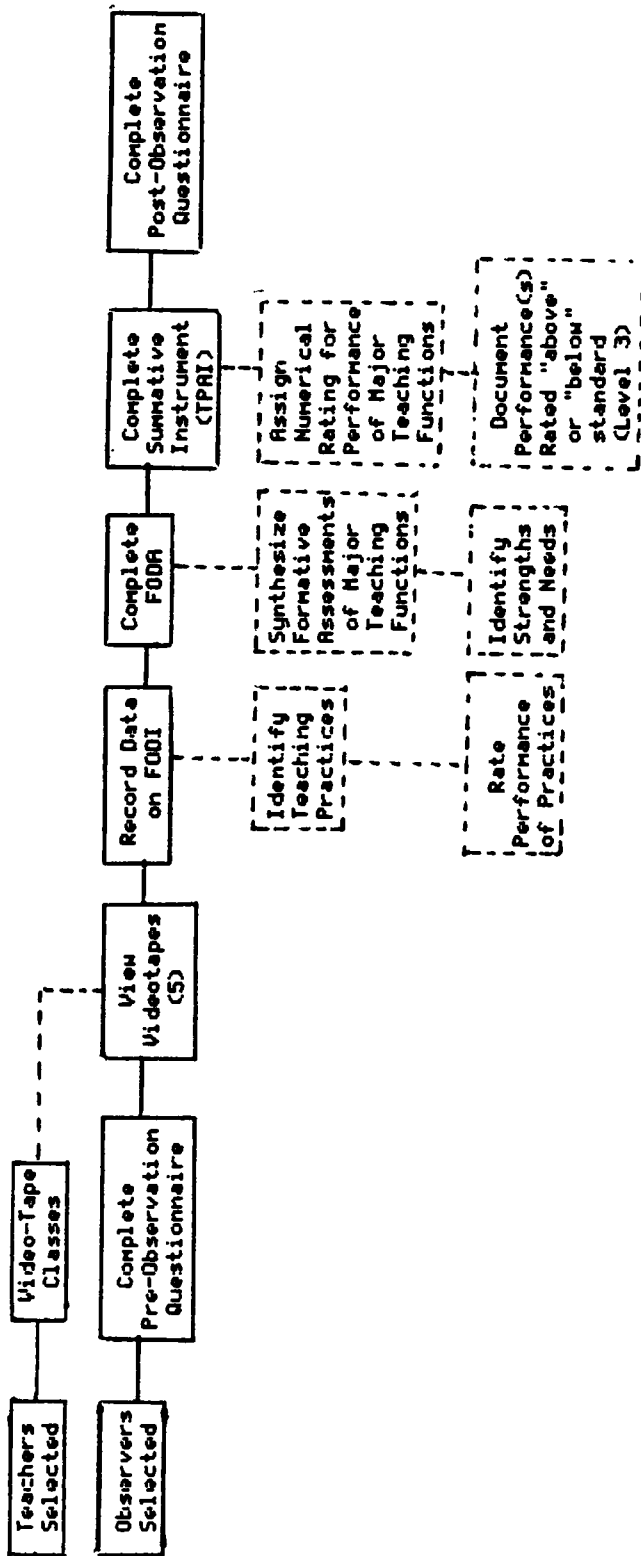


Figure 1. Procedural Flow Chart

Formative Data Collection and Assessment

During the observations, data were recorded on the Formal Observation Data Inventory (FODI) (see Appendix F).

When the observation was completed the observer reviewed the data and labeled specific observations which documented a prescribed practice.

In the third procedure with the Formative Observation Data Inventory (FODI), the observer completed an assessment ("+" = above-standard, "o" = at standard, "-" = below standard, "NO" = not observed) for each of the twenty-eight effective teaching practices.

Formative Data Analysis

Data from the FODI were then synthesized and recorded on the Formal Observation Data Analysis (FODA) form (see Appendix G). This information described teacher behaviors in each major teaching function and became the documentation for numerical assessments which were to be recorded on the summative Teacher Performance Appraisal Instrument (TPAI).

Each observer also designated on the FODA specific teaching behaviors which the observer identified as performance strengths or needs.

Summative Performance Evaluation

The third instrument which the observer completed was the Teacher Performance Appraisal Instrument (TPAI) (see Appendix A). Using a scale of one through six, the observer assigned a numerical rating to each major teaching function using the following descriptive summations (North Carolina Teacher Performance Appraisal Instrument, 1985):

1. **Unsatisfactory Performance:** Performance within the function area is consistently inadequate or unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Teacher requires close and frequent supervision.
2. **Below Standard Performance:** Performance within the function area is sometimes inadequate/unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies.
3. **At Standard Performance:** Performance within the function area is consistently adequate/acceptable. Teaching practices fully meet all performance expectations at an acceptable level.
4. **Above Standard Performance:** Performance within the function area is frequently high. Some teaching practices are demonstrated at a high level while others are at a consistently adequate/acceptable level.
5. **Well Above Standard Performance:** Performance in the function is frequently outstanding. Some teaching practices are demonstrated at the highest level while others are at a consistently high level.
6. **Excellent Performance:** Performance within the function area is consistently outstanding. Teaching practices are demonstrated at the highest level of performance.

Summative comments on the TPAI were optional, but were recommended if performance was evaluated as either below-standard (1 or 2) or well above-standard (4, 5 or 6).

Data Analysis and Reporting

Data collected in this study were organized into tables.

Narrative descriptions examined:

1. observers' raw data collections (from the FODI) evidencing the data collection styles;
2. observers' ratings (from the FODI) of each teaching practice;
3. observers' formative comments (from the FODA) describing the teacher's performance of the respective practices and teaching functions;
4. observers' summative comments and numerical ratings (from the TPAI) of teacher performance for each teaching function.

Observers' questionnaire responses are also presented in tabular format.

The specific procedures which address the research questions outlined in Chapter One are presented below.

Research Question 1

In response to Research Question 1, "What impact does Teacher Performance Appraisal Training have upon observer perceptions of the prescribed major functions of teaching and

the appraisal process?", each observer was administered a two-part questionnaire to reveal evidence of (A) an assimilation of the objectives and prescribed major functions of teaching which were presented in Teacher Performance Appraisal Training, and (B) the influence which pre-conceptions and perceptions might have had on each observer's assessment of teaching performance. Questionnaire responses were displayed in tabular format to illustrate:

1. Perceptions of the appraisal process;
2. Perceptions of the major functions of teaching;
3. Perceptions of the teachers observed;
4. Perceptions of potential observer errors.

A pre-observation questionnaire (section 1: Perceptions of the Major Functions of Teaching and questions 1-9) was administered before the observations was carried out. The post-observation questionnaire (section 2: questions 10-15) was completed after the observations.

Research Question 2

In order to answer Research Question 2, i.e., the degree of inter-observer consistencies in data collection and analysis processes, the following evidences were examined:

1. raw data collections on the FODI;

2. formative statements, "strengths and needs" statements recorded on the FODA;
3. summative comments recorded on the TPAI.

Similarities in actual data collections and observers' descriptions of the raw data were cited as evidences of inter-observer consistencies in collecting and analyzing data.

Research Question 3

Research question 3, "How consistent are observer ratings of teacher performance?", was determined by an examination of the actual and "acceptable" scores assigned to each teacher

1. for each of the twenty-eight teaching practices,
2. for each of the five major teaching functions, and
3. as a composite score, an average of the scores assigned to the five major functions of teaching by each observer.

The State Department of Personnel Services defined an acceptable "range of tolerance" as +/-1 scale point. With the six-point scale, acceptable score ranges were 1-3, 2-4, 3-5, and 4-6 (Teacher Performance Appraisal Workshop, October 16, 1986). These recommended ranges represented the standard error of measure built into the appraisal process (A Report of Outcomes, pp. 4-5).

In application, if scores across observers were within +/- 2 points, ratings were considered to be consistent.

Research Question 4

The discriminatory power of the appraisal system was determined by comparing the teacher's composite score generated in this study with the teacher's previous evaluation score. By converting the six-point evaluation scale (representing the range of composite scores collected in this study) to an equivalent three-point scale (representing teachers' previous score), individual teacher scores could be compared (see Table 3).

Table 3. Composite Score Ranges

6-point range	1.0 - 2.6	2.7 - 4.3	4.4 - 6.0
3-point scale	Below Standard	At Standard	Above Standard

CHAPTER 4

FINDINGS AND ANALYSIS

The purpose of this chapter is to present and analyze the data collected through (1) pre- and post-observation questionnaires completed by observers to identify observer perceptions of the Major Functions of Teaching and the appraisal process; (2) the Formative Observation Data Inventory (FODI) to identify the degree of consistency among observer ratings of teachers' performances of the twenty-eight teaching practices; (3) the Formative Observation Data Analysis (FODA) and the Teacher Performance Appraisal Instrument (TPAI) to identify the degree of consistency among observers' ratings of teachers' performance of the five major functions of teaching; and (4) examination of previous teachers' evaluation and the teachers' ratings obtained through this study to determine if the teacher performance appraisal system discriminates among average, below average and above average teachers.

Observer perceptions of the five major functions of teaching and the appraisal process are presented in Section I. Ratings of the twenty-eight teaching practices are presented and analyzed in Section II. Observers' ratings of teachers' performance of the five major functions of teaching

are presented and analyzed in Section III. The discriminatory qualities of the appraisal system are discussed in Section IV.

Section I: Observer Perceptions of the Major Functions of Teaching and the Observation Process

In this section, observers' post-training perceptions of the five major functions of teaching and evidence of observer preconceptions of performance expectations are presented and analyzed. Data were obtained from a questionnaire which observers completed (see Appendix E).

Observer Perceptions of the Major Functions of Teaching

After teacher performance appraisal training, observers appeared to perceive the major functions of teaching within the general context of teaching behaviors and processes. In defining the major functions of teaching which were presented in training, Observer I referred to eighteen of the twenty-eight prescribed teaching practices, Observer II referred to two, and Observer III referred to eight (see Table 4). Each observer was credited by inference with acknowledging practice 3.3, teacher knowledge and fluency in presenting the lesson.

Table 4. Observer Perceptions of the Major Functions of Teaching

FUNCTIONS & PRACTICES Defined in Training	OBSERVER I Perceptions	OBSERVER II Perceptions	OBSERVER III Perceptions
<p>1. MANAGING INSTRUCTION TIME 1.1 Materials/equipment 1.2 Class begun quickly 1.3 Students on-task 1.4 Time-on-task</p>	<p>The techniques a teacher uses for having equipment and materials ready: <u>Keeping students on task from bell to bell.</u></p>	<p>Focus on learning processes.</p>	<p>How the teacher prepares and organizes the lesson. <u>Engagement time vs. off-task behaviors.</u></p>
<p>2. MANAGING STUDENT BEHAVIOR 2.1 Rules: Administering 2.2 Rules: Participation 2.3 Rules: Movement 2.4 Monitoring 2.5 Inappropriate behavior</p>	<p>The techniques which a teacher uses to define behavioral expectations; rules for how, when, and where students may talk, <u>move around room, in group activities, etc.; how roll is checked, papers collected.</u></p>	<p>Creating a classroom environment which involves students.</p>	<p>How the teacher anticipates problems and communicates rules. <u>How the teacher treats students fairly and consistently.</u></p>
<p>3. INSTRUCTIONAL PRESENTATION 3.1 Begins w/review 3.2 Introduction of lesson 3.3 Speaks fluently 3.4 Lesson clear 3.5 Relevant examples 3.6 Success: Tasks 3.7 Success: Questions 3.8 Pacing 3.9 Transitions 3.10 Assignment clear 3.11 Summary/Closure</p>	<p>The techniques which a teacher uses to introduce and present a lesson to ensure student understanding: <u>use of questions, 6-point lesson design, focus, monitoring student performance. Demonstrating an 80% success rate in student learning.</u></p>	<p>Knowledgeable presentation of a topic in an interesting style.</p>	<p>How the teacher actually teaches. The "Hunter approach" to teaching: <u>planning, presenting, anticipating and reviewing.</u></p>
<p>4. INSTRUCTIONAL MONITORING 4.1 Deadlines/Standards 4.2 Checks Work 4.3 Assessment 4.4 Use of questions</p>	<p>Techniques used to determine if students understand the lesson: <u>questions, looking at seat work checking homework, etc.</u></p>	<p>Questions and activities which yield student involvement.</p>	<p>Observing the learning processes to monitor understanding. <u>How the teacher circulates to check work; sustaining techniques to assist all students.</u></p>
<p>5. INSTRUCTIONAL FEEDBACK 5.1 In-class work 5.2 Out-of-class work 5.3 Affirms correct answer 5.4 Sustaining feedback</p>	<p>Techniques used to assess and sustain student learning: <u>questions; seat work, homework, sustaining feedback, not repeating correct answers, moving on with learning activities.</u></p>	<p>Interactions between teacher and students.</p>	<p>How the teacher responds to and treats students with firm respect.</p>
<p>REFERENCES TO PRACTICES (underlined)</p>	<p>18</p>	<p>2</p>	<p>8</p>

Observer I described his perceptions of the Major Functions of Teaching as the "techniques" which a teacher uses to fulfill a specific function. He cited eighteen of the twenty-eight prescribed teaching practices (64%).

Observer II's perceptions of the major functions of teaching were broadly defined references to teaching processes. He made two (7%) general references to prescribed teaching practices ("knowledgeable presentation" and "questions").

Observer III described his perceptions of the major functions of teaching as general instructional styles, i.e., "how the teacher" accomplishes a specific function. He referred to eight prescribed teaching practices (28%) in his perceptions of the major functions of teaching.

Observer Perceptions of the Observation Process

Observers also responded to questions which inquired about their perceptions of the observation process (see Appendix E).

Observers I and II identified Instructional Presentation and Instructional Monitoring as the most difficult functions to evaluate (question 1); Observer III perceived all functions as "equally demanding."

The easiest function to evaluate (question 2) for Observer I and II was Student Management. Observer III found none of the functions easy to evaluate.

To explain how he assessed teacher performance of the twenty-eight teaching practices (question 3), Observer I described his reference to "standards" of performance, "key words like 'routinely', and 'consistently,'" and the number of times a practice is performed. Observer II referred to the "things that show" and his expectations of what should be going on in the classroom. Observer III indicated that at times he could not distinguish between standards, but gave "the benefit of any doubt" to the teacher.

Observer I identified the numerical value of each function (question 4) by "replaying" data collections and documenting specific strengths. Observers II and III referred to the importance of data collections, but also acknowledged the impact of personal "feelings" in determining evaluations.

In describing their perceptions of the prescribed performance standards (question 5), Observer I referred to descriptive terms from the performance rating standards ("routinely, consistently," etc.). Observers I and II respectively described instructional processes ("focus, management," and "communications") and subjective assessments ("positive," "negative").

Influence of Observer Preconceptions

In responding to questions designed to identify evidence of bias in observer perceptions, statements by Observers II and III indicated that their assessments of teacher performance might be influenced by preconceptions of performance expectations and standards. Evidence of probable bias and prejudice were especially noted in their responses to questions 6-8 and 10-15 ("I make judgments . . . had one like him . . .")

Observer I demonstrated minimal evidence of preconceptions and bias in assessing his perceptions of the observation process.

Evidence of Subjectivity in Observer Perceptions

Observer I demonstrated evidence of subjectivity in responses to questions 10-12. His response to Question 14 reflected a basic philosophy which he demonstrated in the majority of responses:

I review [notes], place myself in the teacher's place and challenge my observations.

Evidence of such objectivity was not as pronounced in responses by Observers II and III. Observers II and III repeatedly referred to interpretations of teacher behavior,

personal prejudices and biases, and to the influence of personal "feelings" in assessing teacher performance.

References to Effective Teaching Practices

A review of responses to questions 10, 11 and 12 (Appendix E), in which each observer had the opportunity to describe a minimum of fifteen teaching practices which were presented in training, Observer I referred to ten, Observer II referred to three and Observer III referred to four.

Summary of Observer Perceptions

Based upon the number of references to the ascribed practices which were presented in Teacher Performance Appraisal Training, Observer I demonstrated more awareness of these practices than did Observers II and III.

Observer I exhibited more familiarity with appraisal processes than did Observers II and III. Observer I defined perceptions in specific terms and concepts identified in the training program. Observers II and III frequently expressed perceptions in either subjective or abstract terms.

While questionnaire responses by Observers II and III affirmed evidence of bias and prejudice, Observer I indicated evidence of objectivity in implementing the appraisal process.

The impact of appraisal training varied across the three observers participating in this study. Two observers failed to consistently demonstrate the skills and techniques which were presented in the training program.

Section II: Ratings of Teaching Practices

In this section, ratings of the twenty-eight teaching practices are presented and analyzed to identify inter-observer consistencies. Data were obtained from the Formative Observation Data Inventory (FODI) which observers completed after observing each teacher's video-taped classroom teaching performance.

Teaching Practice Ratings

Observers were instructed to assess each teacher's performance of the twenty-eight teaching practices using the following symbols:

- = performance was below standard

o = performance was at standard

+ = performance was above standard

NO = performance was not observed.

An overview of observer ratings is presented in Table 5. With the exceptions of ratings for Teachers E (practices 1.1-2.4, 3.1-3.11, 4.4, 5.1-5.3), C (practices 1.1-2.4,

3.3-3.10, 4.2, 4.4, 5.1, 5.3), D (practices 1.4, 2.3, 3.3-3.5, 3.11, 5.4), B (practices 1.1, 1.2, 2.4, 3.3, 5.2) and A (practices 2.5, and 3.11), there were no patterns of consistency across ratings. Of the twenty-eight practices rated for each of five teachers (one hundred forty total ratings), observers rated sixty practices at the same level of performance (43%). The raw data upon which ratings were supposedly based varied substantially across observers (see Appendix H).

Ratings Without Supporting Documentation

What criteria did observers use in determining the level of performance? A comparison of practice ratings (Table 5) with raw data collected (Appendix H) reveals that, in determining ratings assigned to specific practices, Observer I had documentation to support each teaching practice. Observers II and III made thirty-seven performance assessments (below, at, or above standard) without substantiating documentation (raw data).

Observer II assessed Teacher A's performance of practices 3.2, 3.10, 4.1 and 4.2 as "at standard" without supporting documentation. Similarly, Observer III failed to document evidence of performance for practices 3.4 and 3.5 for Teacher A, although these practices were assessed as "at standard."

Table 5. Practice Ratings

Functions/ Practices	Teacher A		Teacher B		Teacher C		Teacher D		Teacher E						
	I	II	III	I	II	III	I	II	III	I	II	III			
1. Time Management															
Observer	I	II	III	I	II	III	I	II	III	I	II	III			
1.1	o	NO	-	-	-	+	+	+	+	o	o	+	+	+	
1.2	+	+	o	-	-	+	+	+	+	o	o	o	+	+	+
1.3	+	+	o	-	o	+	+	+	+	+	o	o	+	+	+
1.4	+	+	-	-	o	+	+	+	+	o	o	o	+	+	+
2. Student Management															
2.1	+	o	o	NO	-	+	+	+	+	o	-	o	+	+	+
2.2	+	o	o	o	NO	+	+	+	+	-	-	o	+	+	+
2.3	+	o	o	-	NO	+	+	+	+	o	o	o	+	+	+
2.4	+	o	o	o	o	+	+	+	+	-	o	o	+	+	+
2.5	o	o	o	-	o	+	NO	NO	+	-	-	-	+	NO	NO
3. Inst. Present.															
3.1	o	o	o	NO	-	+	+	+	+	o	o	+	+	+	+
3.2	+	o	NO	o	o	+	+	+	+	+	o	+	+	+	+
3.3	+	+	o	-	-	+	+	+	+	o	o	+	+	+	+
3.4	+	+	o	NO	o	+	+	+	+	o	o	+	+	+	+
3.5	+	+	o	o	o	+	+	+	+	o	o	+	+	+	+
3.6	+	+	o	o	NO	+	+	+	+	+	+	+	+	+	+
3.7	+	+	o	-	NO	+	+	+	+	+	+	+	+	+	+
3.8	+	+	o	-	o	+	+	+	+	+	+	+	+	+	+
3.9	+	+	o	-	o	+	+	+	+	o	o	NO	+	+	+
3.10	+	o	-	-	o	+	+	+	+	o	+	+	+	+	+
3.11	o	o	o	-	NO	+	NO	o	+	o	o	+	+	+	+

Table 5 (continued)

Functions/ Practices	Teacher A			Teacher B			Teacher C			Teacher D			Teacher E		
	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
Observer	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
4. Inst. Monitor.															
4.1	+	o	-	NO	o	-	+	+	o	o	+	o	+	NO	+
4.2	+	o	-	-	+	NO	+	+	+	o	+	o	+	o	+
4.3	+	o	-	-	+	-	+	o	o	-	o	-	+	o	+
4.4	+	+	o	-	o	o	+	+	+	+	+	+	+	+	+
5. Inst. Feedback															
5.1	+	o	o	-	o	-	+	+	+	+	o	+	+	+	+
5.2	+	NO	-	NO	NO	NO	+	+	NO	o	NO	NO	NO	NO	NO
5.3	+	+	o	-	o	-	+	+	+	o	+	+	+	+	+
5.4	+	+	o	-	o	o	+	+	o	o	o	o	+	o	+

- = below standard; o = at standard; + = above standard; NO = not observed

Omissions of evidence were noted in Observer II's assessments of Teacher B (practices 1.4, 2.1, 2.4, 3.5, 3.7, 4.2, 5.4), although ratings assigned to the practices ranged from "below standard" to "at standard." Observer III failed to document assessments for Teacher B in practices 2.1, 5.1, 5.3 and 5.4, while rating the first three practices as "below standard;" practices 5.4 was rated as "at standard."

Evidence of performance was not cited by Observer II for Teachers C (practice 3.5) and D (practices 3.6, 5.1, 5.4), although assessments of these practices ranged from "below standard" to "above standard." Observer III failed to cite performance references for Teachers C (practices 2.1, 2.2, 2.3, 3.5, 3.11, 5.1, 5.3, 5.4), D (practices 2.5, 3.1, 3.5, 3.6, 3.7, 3.11, 4.1, 5.1, 5.4), and E (practice 4.1). Observer III's ratings of these practices ranged from "below standard" to "above standard."

There were no discernible patterns in the failure of Observers II and III to provide evidence of performance to substantiate the ratings listed in Table 5. These two observers consistently failed to base their assessments on recorded/observed practices.

Ratings for "Not Observed" Practices

Because an observer may not observe all classroom behaviors or because a teacher may not perform specific prac-

tices, a "NO" (not observed) designation is acceptable [see Table 5, Teacher B (practices 3.6 and 5.2), Teacher C (practice 2.5), Teacher D (practice 5.2) and Teacher E (practices 2.5 and 5.2)]. A notable discrepancy occurs, however, in assessments for Teacher A (practices 1.1, 3.2, 5.2), Teacher B (practices 2.2, 3.4, 4.1, 4.2) and Teacher C (practice 3.11) when one observer does not observe a practice, while the other two observers document the practice as having occurred, but disagree on the level of performance.

That an observer may not "see" all classroom behaviors is acknowledged. The problem lies, then, not in the failure of one observer to "see" a behavior, but in the variations in assessment of the same behavior by two other observers.

Rating Consistencies

The raw data which were collected by observers to document teacher's performance of the twenty-eight teaching practices are presented in Appendix H. A comparison of these documentations with the ratings in Table 5 suggests that observers seldom referred to raw data collections in assessing teacher performance of the twenty-eight teaching practices. Consistency in assessments and raw data collection was noted across three observers for Teacher C (practices 1.1, 1.2, and 3.3) and Teacher D (practice 3.4).

Influence of Data Collection Techniques Upon Observer Ratings of Teaching Practices

Tables 6 through 10 illustrate the techniques which observers employed in recording evidence of teachers performing the twenty-eight teaching practices.

Observer I consistently utilized more objective techniques (use of direct quotations, time references, tally of incidents of behavior and descriptive anecdotes) in documenting each teacher's performance of the twenty-eight teaching practices. For each teacher observed, Observer I reported two to three times more objective evidence of performance than did either Observer II or III. (Actual totals are reported in each category listed in Tables 6 through 10).

Observer II assessed Teacher A's performance of practices 1.2-1.4 as "above standard" (Table 5), based upon subjective observations (see Table 6). Practices 2.1-2.5 were each assessed as "at standard." Data collection to evidence these practices were "ok" (for practices 2.1 and 2.2) and "good" (for practice 2.3). On the basis of subjective observations by Observer II for Teacher A, an "at standard" rating for practice 3.11 and "above standard" ratings for practices 3.3, 3.7-3.9, 5.3-5.4 were recorded. In rating the performances of the other four teachers, Observer II based practice assessments upon 6, 15, 15 and 23 subjective comments, respectively (see Tables 6-10).

Table 6. Data Collection Techniques to Document Teacher A's Performance

Style/Type	Observer I	Observer II	Observer III
Time Reference	1.1 (2) 2.1 (2) 1.2 2.4 1.4 3.1	1.2	1.2 3.1
Use of Direct Quotations	1.2 3.11 (2) 2.1 4.1 3.2 5.1 (4) 3.3 5.3 (4) 3.9 (2) 5.4 (3)		1.3 2.1 2.2
Descriptive Anecdotes	1.1 3.5 1.2 (2) 3.6 1.3 (2) 3.7 2.1 (2) 3.8 2.2 3.9 2.3 3.10 2.4 4.1 3.1 4.2 3.3 4.4 3.4 5.2	1.2 3.6 3.1 3.7 3.3 4.3 3.4 4.4 3.5 5.1	1.1 3.11 1.3 4.1 2.1 4.2 2.3 4.3 3.6 5.2 3.10
Tally of Incidents of Behavior	1.4 3.6 (3) 2.2 (2) 3.7 (2) 2.4 3.10 2.5 4.2 (2) 3.1 4.3 (2) 3.3 4.4		
Subjective Comments	3.3	1.2 3.3 1.3 3.7 1.4 3.8 2.1 3.9 2.2 3.11 2.3 5.3 2.4 5.4 2.5	1.3 (3) 3.6 1.4 3.8 2.2 3.9 2.4 4.4 2.5 5.1 3.1 5.3 3.3 5.4
Practice Not Observed		1.1 5.2	3.2
No Citations (Not tabulated)		3.2 4.1 3.10 4.2	3.4 3.5
TOTAL	71	28	33

Table 7. Data Collection Techniques to Document Teacher B's Performance

Style/Type	Observer I	Observer II	Observer III
Time Reference	1.1 2.4 (2) 1.2 2.5 (2) 1.3 (4) 3.2 1.4 (3) 3.8 2.3 3.9	1.1 1.2	1.2 2.5
Quotations	1.1 3.11 1.2 5.3 (5) 3.2 5.4 3.5	1.1 3.2 3.1 4.1	
Descriptive Anecdotes	1.2 3.7 1.3 4.2 2.2 4.3 2.3 5.1 2.4 5.3 3.3 5.4 3.6	1.2 4.3 1.3 4.4 2.5 5.1 3.4	1.3 4.1 3.10 4.3
Tally of Incidents of Behavior	2.2 (2) 4.4 (3) 3.3 (2) 5.1 3.6 5.3 3.7 5.4 3.8 (3) 1.3 (4) 3.10 2.3 (2) 3.9 3.9 (3) 4.2		3.3 4.3
Subjective Comments	1.4	1.1 3.9 3.3 3.10 3.8 5.3	1.1 3.2 1.2 3.3 1.4 3.4 2.2 3.5 2.3 3.8 2.4 3.9 2.5 3.11 3.1 4.4
Practice Not Observed	2.1 4.1 3.1 5.2 3.4	2.2 3.11 2.3 5.2 3.6	3.6 4.2 3.7 5.2
No Citations (Not tabulated)		1.4 3.7 2.1 4.2 2.4 5.4 3.5	2.1 5.3 5.1 5.4
TOTAL	74	24	28

Table 8. Data Collection Techniques to Document Teacher C's Performance

Style/Type	Observer I		Observer II		Observer III	
Time Reference	1.1 3.11 5.4 1.4 (6)	3.1 3.2 3.9	1.2		1.2	
Quotations	1.2 2.1 3.2 3.7	4.1 5.2 2.2 3.8 (8)	2.1			
Descriptive Anecdotes	1.1 1.3 1.4 2.1 2.2 2.3 2.4 2.5 3.1 3.3 3.4 3.6	3.7 3.8 3.9 3.10 3.11 4.1 4.2 4.3 5.1 5.2 5.4	1.1 1.2 2.2 3.1	3.2 3.3 5.3	1.1 1.2 3.1 3.2	3.3 3.4 4.1
Tally of Incidents of Behavior	3.4 3.5 3.6 3.7 3.8	3.9 4.4 5.4 2.4				
Subjective Comments			1.3 1.4 2.3 2.4 3.4 3.6 3.7 3.8	3.9 3.10 4.1 4.2 4.3 4.4 5.4	1.3 1.4 2.4 3.6 3.7 3.8	3.9 3.10 4.2 4.3 4.4
Practice Not Observed			2.5	3.11	2.5	5.2
No Citations (not tabulated)			3.5		2.1 2.2 2.3 3.5	3.11 5.1 5.3 5.4
TOTAL	59		27		21	

Table 9. Data Collection Techniques to Document Teacher D's Performance

Style/Type	Observer I		Observer II		Observer III	
Time Reference Quotations	1.2 3.10	3.10	1.2		1.2	
	1.2 2.1 2.3 2.5	3.11 4.1 5.3 5.4	3.11			
Descriptive Anecdotes	1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 3.1 3.2	3.5 3.6 3.7 3.8 3.9 4.1 4.3 4.4 5.1	1.1 2.2 3.3 3.5	3.7 3.9 4.1 4.2	1.1 1.2 2.1	3.3 3.4 3.8
Tally of Incidents of Behavior	1.1 1.3 2.3 2.5 3.3 (8) 3.4 (8)	3.5 3.7 3.9 4.2 5.2				
Subjective Comments	1.2 2.1	3.3 3.6	1.2 1.3 1.4 2.1 2.2 2.4 2.5 3.1	3.2 3.4 3.8 3.10 4.3 4.4 5.3	1.3 1.4 2.2 2.3 2.4 3.2	3.10 4.2 4.3 4.4 5.3
Practice Not Observed			5.2		3.9	5.2
No Citations (not tabulated)			3.6 5.1	5.4	2.5 3.1 3.5 3.6 3.7	3.11 4.1 5.1 5.4
TOTAL	69		25		20	

Table 10. Data Collection Techniques to Document Teacher E's Performance

Style/Type	Observer I		Observer II		Observer III	
Time Reference Quotations	1.2	1.4	1.2		1.2	
	2.1	3.6	3.2			
	2.2	3.11				
	2.3	4.3				
	2.5	5.3				
	3.1	5.4				
	3.2					
Descriptive Anecdotes	1.1 (2)	2.5	3.3		3.5	3.9
	1.2	3.3			3.6	
	1.3	3.4				
	1.4	3.6				
	2.1	3.9				
	2.4	4.2				
Tally of Incidents of Behavior Subjective Comments	3.4 (19)	3.9				
	3.5 (14)	4.2				
	3.7	4.4				
	2.4	3.10	1.1	3.7	1.1	3.4
	3.7	4.1	1.2	3.8	1.2	3.7
	3.8	5.1	1.3	3.9	1.3	3.8
			1.4	3.10	1.4	3.10
			2.1	3.11	2.1	3.11
			2.2	4.2	2.2	4.2
			2.3	4.3	2.3	4.3
			2.4	4.4	2.4	4.4
			3.1	5.1	3.1	5.1
			3.4	5.3	3.2	5.3
			3.5	5.4	3.3	5.4
			3.6			
Practice Not Observed	5.2		2.5	5.2	2.5	5.2
			4.1			
No Citations (not tabulated)					4.1	
TOTAL	70		29		28	

Similarly, Observer III recorded three subjective comments to evidence Teacher A's performance of practice 1.3, assessed as "at standard." "At standard" assessments were also made for practices 1.3, 2.2, 3.1, 3.3, 3.6, 3.8, 3.9, 4.4, 5.1, 5.3, and 5.4. A "below standard" rating was given for Observer III's assessment of practice 1.4, based upon the subjective observation that "students appeared surprised that they were doing anything today." Observer III also referred to subjective evidence in assessing the performance of Teacher B in sixteen practices (three rated "at standard," thirteen rated "below standard"), Teacher C in eleven practices (one rated "at standard," ten rated "above standard"), Teacher D in eleven practices (six rated "at standard," four rated "above standard," two rated "below standard"), and Teacher E in twenty-two practices (all rated "above standard").

A cross-reference of data in Table 5 (Practice Ratings) with Tables 6 through 10 (Data Collection Techniques) reveals that observers seldom utilized similar data collection techniques in documenting teacher behavior.

A cross-reference of Tables 6-10 with Appendix H also indicates that similarities in the content and context of data collection procedures were found in descriptive anecdotes which described specific scenarios (Teacher C, practices 1.1 and 3.3) and in references to the time a behavior occurred.

Summary of Observer Ratings of Teaching Practices

Observers were in agreement in rating teachers' levels of performance in sixty of the one hundred forty total teaching practices demonstrated by five teachers (see Table 5). There was minimal cross-observer consistency in the criteria (Appendix H) upon which the ratings were based.

With the exception of those practices for which evidence was not cited, Observers II and III made more subjective interpretations of teacher performance than did Observer I. Observers II and III's use of subjective, interpretative comments (see Tables 6-10) was associated with an increase in the number of practices being either "not observed" or for which no citations were made to document ratings.

In summary, (a) the lack of objective data collection techniques with which observations are recorded and (b) the lack of similarity in raw data collection to rate teacher performance indicates considerable inconsistency among observers in the assignment of ratings for teacher performance on the twenty-eight teaching practices.

The impact of appraisal training varied across the three observers participating in this study. Two observers failed to consistently demonstrate the skills and techniques which were presented in the training program.

Section 3: Ratings of Teachers' Performance of the Major
Functions of Teaching

In this section, ratings of the five major functions of teaching are presented and analyzed to identify inter-observer consistencies. Data were obtained from the TPAI, Teacher Performance Appraisal Instrument (Appendix A), which observers completed after collecting and analyzing summative assessments recorded on the FODA instrument (see Appendix G). An appraisal instrument was completed by each observer for each of the five teachers.

Observers were instructed to use the following numerical scale in assessing each teacher's performance:

- 1 = performance needs improvement;
- 2 = performance is below standard;
- 3 = performance is at standard;
- 4 = performance is above standard;
- 5 = performance is well-above standard;
- 6 = performance is superior.

Observers' ratings are presented in Table 11.

By comparing the actual ratings assigned to each teacher, observers were identical across four of twenty-five sets of ratings (16%). Thirteen of twenty-five sets (52%) of actual ratings deviated +/- one point. Eight sets of ratings (32%) deviated two or more actual points.

Table 11. Observer Ratings of the Major Functions or Teaching

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Function	I II III	I II III	I II III	I II III	I II III
1. Time Management	5 4 2	2 3 1	6 6 6	4 3 3	6 6 6
2. Inst. Present.	5 3 3	2 3 2	5 5 5	2 2 3	5 6 6
3. Management of Student Behavior	5 4 3	2 3 1	6 6 5	4 3 3	6 6 5
4. Inst. Monitor.	6 3 2	2 4 2	6 5 5	3 4 3	5 4 5
5. Inst. Feedback	6 4 3	2 3 2	6 6 5	3 3 3	6 5 5

Applying the recommended level of tolerance (+/- 1 point range), ratings were acceptable across eighteen of twenty-five sets of ratings (72%). Three of twenty-five sets of ratings (12%) were outside the accepted range of tolerance.

Acceptable inter-observer ratings are noted in all functions for Teachers B, C, D and E. In two functions for Teacher C (Time Management and Student Management), one function for Teacher D (Instructional Feedback), and one function for Teacher E (Time Management), each observer recorded the same rating. Using the recommended level of tolerance, inter-observer ratings of Teacher A's performance were outside the acceptable range in three functions; however, two of three observers were within the acceptable range for all five functions.

While three observers demonstrated consistency at the recommended level of tolerance across eighteen of twenty-five ratings of major teaching functions, at least two of three actual ratings in each set deviated no more than +/- 1 point for each teacher in each major function of teaching.

Summative Comments from the TPAI

What criteria did observers use in determining the level of performance? A review of the documents submitted by observers indicate that each observer referred either to raw

data (see Appendix H) or to formative statements recorded on the FODA (see Appendix I).

For each numerical rating above or below standard (level 3), observers were asked to provide documentation of performance. Accordingly, each observer recorded summative comments taken from evidence cited in either the raw data or formative statements, the teacher's over-all performance strengths, and/or the teacher's performance improvement needs (see Appendix J).

As discussed in the "Summary of Observer Ratings of Teaching Practices," discernible levels of inconsistency were noted among observers in (1) the assignment of performance ratings, and (2) the content and context of data collection. Does this level of inconsistency also "contaminate" the observer's assessment of the teacher's performance of the five major functions of teaching? A perusal of the formative comments recorded on the FODA indicates that these inconsistencies are also observed in the summative comments in the TPAI (see Appendices I and K).

In the comments describing Teacher A's (Appendix K) performance of Time Management, Observer III referred to instructional "pacing" and "student levels" as rationale for a "below standard" rating of this performance. Instructional pacing and presentation of materials at students' levels, however, are practices associated with Instructional Presentation, not Time Management. In assessing Teacher A's per-

formance of Instructional Monitoring, Observer III referred to two subjective interpretations of the teacher's questioning techniques, rather than to the effects which these techniques may have had upon student behavior. Observer II did not provide documentation of Teacher A's performance in Function 1 (Time Management), Function 3 (Management of Student Behavior) or Function 4 (Instructional Monitoring). This observer restated the narrative labels assigned to the numerical rating, i.e., "performance was at standard." Observer I cited two to three items to evidence Teacher A's performance of each major function of teaching.

In documenting Teacher B's performance of the major teaching functions (see Appendix K), Observer II made indefinite references to student behaviors for Functions 1 and 2 ("Students not always attentive . . .") and to the teacher's failure to perform (or be observed to perform) certain practices ("Several practices not performed . . .") for Functions 3 and 4. Observer III appeared to base an assessment of Function 4 (Instructional Monitoring) upon the observation of one practice ("Teacher changed work standards"). Observer II was consistent in his lack of documentation in supporting the assessment of teacher performance, using only the label assigned to the specific level of performance. Observer I cited two to three observations to evidence Teacher B's performance of each major teaching function.

For the major teaching functions which were rated "above standard" for Teacher C (Appendix K), Observer I referred to two to three documentations to support the assigned rating. For Teacher C, Observer III recorded supporting documentations similar to the evidence cited by Observer I. Observer II again summarized teacher performance by restating the label associated with the numerical rating ("well above standard . . . Superior performance. . .").

Teacher D's (Appendix K) performance of Functions 1 and 3 were rated by Observer I as "above standard;" Function 2, Management of Student Behavior was rated as "below standard." In each instance, Observer I provide two to three documentations to evidence teacher performance (" . . . materials and illustrations . . . talking off-task . . . teacher reported . . ."). Observer II consistently summarized Teacher D's performance by restating the label associated with the numerical rating.

Teacher E (Appendix K) was consistently rated "well-above standard" to "superior" by each observer. Observer II restated the narrative labels associated with the numerical rating at which the teacher was assessed. Observer I identified two to three anecdotes as evidence of teacher performance (" . . . behavior was routinely documented . . . consistently affirmed and sustained . . ."). Observer III documented teacher performance in the respective functions, using at least one subjective reference ("sensitive and sup-

portive . . . high involvement . . ."). Observer II again referred to the narrative label assigned to the numerical level of performance as an assessment of Teacher E's performance of Instructional Monitoring.

References to Teacher Strengths (From the FODA)

A comparison of teacher performance strengths identified in the FODA (Appendix J) with the summative comments recorded on the TPAI (Appendix K) indicates that only Observer I routinely incorporated into the supportive statements on the TPAI the strengths which were identified on the FODA. Observer II consistently re-stated the narrative labels associated with the assigned numerical level of performance, labels which the observer had also recorded on the FODA. In recording supporting documentation on the TPAI, Observer III contradicted the summative assessments which were made on the FODA in three instances.

Observer I referred to Teacher A's strengths (Appendix J) in the TPAI summative comments (Appendix K) to support his "above standard" assessment of teacher's performance in Time, Management and Instructional Monitoring. On the FODA, Observer III identified time management as a strength for Teacher A; however, in the summative comments from the TPAI, Observer III referred to Teacher A's management of time as "below standard."

Observer I made no reference in the FODA to Teacher B's strengths in terms of instructional practices; rather, the Observer made an interpretative reference to the teacher's preparation of "an interesting and significant lesson" (Appendix J). Observer III did not identify any performance strengths for Teacher B. Neither observer referred to a performance strength in the TPAI for Teacher B.

The strengths which Observer I identified for Teacher C in the FODA (Appendix J) were also recognized in the TPAI summative comments (Appendix K). Observer I referred to the teachers "superior performance" in management of instructional time, instructional presentation and instructional monitoring. In the TPAI, Observer III referred directly to Teacher C's management of time and indirectly to her instructional presentation (planning materials and activities), two areas of strength identified by Observer III in the FODA.

The strength which Observer I identified for Teacher D (Appendix J) in the FODA (preparation of materials) was subsequently noted in documentations under Time Management in the TPAI (Appendix K). Observer III also recognized Teacher A's strength in time management; however, he assessed this performance as "at standard" in the TPAI and did not provide documentation for this teaching function.

The strengths which Observer I identified for Teacher E in the FODA (Appendix J) stated "well-above to superior"

performance in all functions, "especially in instructional presentation and instructional feedback." Documentation found in the TPAI (Appendix K) assessment for Teacher E in Instructional Presentation and Instructional Feedback were accordingly supported. In the FODA, Observer III described Teacher E's strengths as non-instructional, personal skills. In the TPAI Observer III made one reference to Teacher E's personal skills in the summative comment for Instructional Monitoring.

References to Teacher Performance Needs

By comparing the performance needs identified for each teacher in the FODA (Appendix J) with the summative comments recorded in the TPAI (Appendix K), Observer I was most consistent in referring to these needs in documenting performance ratings on the TPAI.

Observer I did not recognize performance improvement needs in the over-all performances of Teachers A, C or E in either the FODA or the TPAI. For Teacher B's assessment in the FODA (Appendix J), Observer I identified performance needs in the functions of Student Management, Instructional Presentation and Instructional Monitoring. These needs were appropriately documented in the respective function ratings on the TPAI (Appendix K). In assessing Teacher D's performance on the FODA (Appendix J), Observer I identified im-

provement needs in the practices of giving instructions and monitoring student compliance with these instructions; TPAI documentation (Appendix K) in Instructional Presentation (rated as "above standard") contained one reference ("Teacher repeated instructions frequently.") to these needs. Observer I's overall assessment of function 4, Instructional Monitoring, was "at standard," without reference to the performance need identified in the FODA.

In completing the FODA (Appendix J), Observer III did not identify a performance improvement need for Teacher E; documentation cited for Teacher E in the TPAI (Appendix K) also contained no references for performance needs. In assessing Teacher A's performance in the FODA (Appendix J), Observer III recognized the need for improving a non-instructional behavior, i.e., interaction skills with students. This need was subsequently addressed in the TPAI (Appendix K) under Instructional Monitoring, although no such practice is prescribed under any teaching function. In the FODA (Appendix J), Observer III identified the need for Teacher B to acquire "organizational skills to provide structure and direction . . . in the classroom." This assessed need was reflected in each summative comment recorded on the TPAI for Teacher B (Appendix K). In assessing Teacher C's performance in the FODA (Appendix J), Observer III identified monitoring skills as an improvement need; however, this need was contradicted by a summative comment on the TPAI

(Appendix K) which attested to Teacher C's "well-above standard" performance of Instructional Monitoring. In the FODA (Appendix J), Observer III observed that Teacher D needed to improve student management techniques; however, in the TPAI assessment (Appendix K), teacher performance of this function was rated as "at standard."

With the exception of a reference to "below standard" performance "in some practices" under Student Management (Appendix K) for Teacher D, Observer II did not identify performance needs (Appendix J) in summative comments for each teacher (Appendix K).

Summary of Ratings and Summative Comments

The actual numerical assessments of teacher performance deviated no more than one point across seventeen of twenty-five sets of ratings (68%). Applying the recommended level of tolerance, this similarity increased to twenty-two of twenty-five ratings (88%).

To document teaching strengths or needs (i.e., performance assessed as either "above" or "below" standard), two observers referred to either raw data or formative comments; one observer restated narrative labels assigned to the numerical rating.

The subjectivity and contradictions which were noted in raw data and formative statements were also evidenced in

summative statements recorded on the TPAI. Only one observer routinely incorporated into the summative comments the strengths and needs identified in the FODA.

The impact of appraisal training varied across the three observers participating in this study. Two observers failed to consistently demonstrate the skills and techniques which were presented in the training program.

Section 4: Discriminatory Powers

In this section, data from previous teacher assessments and a composite rating by observers in this study are presented and analyzed to determine if the teacher performance appraisal system discriminates among average, above average and below average teachers.

Teachers' previous instructional performance ratings were taken from an evaluation of sixteen instructional practices (functions D, E, F, and G) from the 1985-86 appraisal instrument (see Appendix L). A three-point scale, representing levels of performance from below-average to above-average, was used in this evaluation. A perusal of teachers' evaluations (with the same instrument) for the previous three years indicated that the levels of performance reported in Table 12 are consistent with previous year's ratings.

Composite ratings (the arithmetic average of the ratings assigned to each major function of teaching) represent the

observer's assessment of the teachers' overall classroom performance. The six-point scale which observers used in assessing classroom performance is discussed on page 33. Composite ratings for each teacher are presented in Table 12.

Comparison of Previous Ratings With Observer Ratings

The data presented in Table 12 reveal that observer composite ratings of Teachers C, D and E were consistent with each teacher's previous evaluations. Teacher C's previous performance evaluations were "above average;" the ratings by Observer I (5.8), Observer II (5.6) and Observer III (5.2) also reflected this standard of performance. Teacher D's previous evaluation was "average;" each observer's assessment of her classroom performance was also in this range. For Teacher E, each observer's composite score fell in the "above-average" range, corresponding to Teacher E's previous evaluations.

In the composite ratings for Teacher A, only Observer I concurred with this teacher's previous rating of "above-average." Composite ratings by Observers II (3.4) and III (2.6) fell in the "average" range.

Observers I and III's composite ratings of Teacher B were within the "below-average" range which had been identified in previous evaluations of classroom performance. Ob-

Table 12. Comparison of Previous Ratings With Composite Observer Ratings

Teacher	A	B	C	D	E
Previous Rating	Above Avg	Below Avg	Above Avg	Average	Above Avg
Conversion Range	4.4-6.0	1.0-2.6	4.4-6.0	2.7-4.3	4.4-6.0
Observer	I II III	I II III	I II III	I II III	I II III
Composite Rating	5.4 3.4 2.6 2.0 3.2 1.6 5.8 5.6 5.2 3.2 3.0 3.0 5.6 5.4 5.4				

server II's composite rating of Teacher B was in the "average" range.

Summary of Discriminatory Powers

Comparing previous teacher ratings with the observer ratings collected in this study, there is evidence that for two of three teachers previously assessed as "above average," the teacher performance appraisal system demonstrates discriminatory powers in seven of nine assessments (77%). Three observers were consistent in rating a previously assessed "average" teacher; two of three observers consistently rated a previously assessed "below average" teacher. Overall, actual observer scores reflect consistent discrimination in nine of fifteen ratings of teacher performance (60%).

Using the recommended "level of tolerance" recommended by the North Carolina Division of Personnel Services (+/- 1 point), observers in this study were within an acceptable range in assessing fourteen of fifteen composite ratings (93%) of teachers' performances, when compared with the teachers' previous ratings.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study conducted to investigate the effectiveness of the North Carolina Teacher Performance Appraisal Training Program through (1) a re-statement of the research questions; (2) a summary of the literature; and (3) a description of the methodology. The section on findings, conclusions, and recommendations contains a summary and interpretation of those findings as well as recommendations for strategies which might increase the effectiveness of the teacher performance appraisal training program.

Summary

Purpose of the Study

The purpose of this study was to examine the effectiveness of the North Carolina Teacher Performance Appraisal Training Program by addressing the following research questions:

1. What impact does Teacher Performance Appraisal training have upon observer perceptions of the pre-

scribed major functions of teaching and the appraisal process?

2. How consistent are the processes of data collection and analysis among observers?
3. How consistent are observer assessment ratings of teacher performance?
4. Does the appraisal system discriminate among average, above-average and below-average teachers?

In answering these questions, the study addressed the practical utility of the appraisal system. If the procedures outlined for appraising teacher performance are to be useful, i.e., if quantitative judgments are to be made regarding teacher performance, and if these judgments are to result in recommendations for performance improvement, the processes for data collection, synthesis and analysis should be consistent.

Review of Literature

A review of recent literature was conducted to investigate the objectives of teacher performance appraisal training, and specifically the North Carolina Teacher Performance Appraisal training program.

Recent literature focused upon the issues of the evaluator's (1) personal attributes, i.e., sensitivity, credibility and knowledge; (2) objectivity in data collection, analysis and synthesis; (3) abilities in making sound,

defensible judgments, and (4) when necessary, the ability to identify remedial strategies for performance improvement. The evaluation skills identified in this review were "teachable" behaviors, i.e., those which observers could learn in training programs, and those identified as significant components of on-going training and assessment programs for observers-evaluators.

The North Carolina Teacher Performance Appraisal Training goals specifically address the acquisition of knowledge of and experience with the various instruments and components of the teacher performance appraisal system. The training format provides opportunities for (1) "hands-on" experiences in data collection, analysis and synthesis, and (2) the use of this data in decision-making. Through individual feedback and group consensus, participants are provided the opportunity for "internalizing" and assessing system goals and directives. Skills in objectively recording and analyzing data are routinely reinforced and demonstrated.

Methodology

The methodology for this study can be classified as a simple research design, emphasizing content analysis techniques. The appraisal documents completed by three observers, assessing the performances of five classroom teachers, were examined to identify consistencies in observer inter-

pretations of (1) the performance of teaching practices, and (2) the analysis and synthesis of data collected. A two-part questionnaire, completed by observers before and after observations, was examined to identify observers' perceptions of the major functions of teaching and the appraisal process. To ascertain the discriminatory powers of the appraisal system, observers' summative ratings of the five teachers were compared with the teachers' previous summative ratings.

Findings, Conclusions and Recommendations

This section includes the findings and conclusions pertinent to this study and recommendations for strategies which might increase the effectiveness of the teacher performance appraisal training program in North Carolina.

Findings: Observer Perceptions

One of the three observers in this study appeared to perceive the five major functions of teaching with reference to a majority of the twenty-eight prescribed teaching practices which were presented in Teacher Performance Appraisal Training. In stating their perceptions of the functions of teaching, Observer I referred to eighteen practices (64%), Observer II referred to only two (7%) and Observer III referred to eight practices (28%).

Two of three observers demonstrated significant bias and subjectivity in data collection and their perceptions of the processes for appraising teacher performance. An analysis of the raw data collected on five teachers indicated that Observer I used subjective descriptors twelve times, Observer II seventy-four times and Observer III seventy-six times. In describing their perceptions of the appraisal process, Observer I demonstrated more objectivity in describing teacher performance; Observers II and III referred to interpretations of teacher behavior and demonstrated the influence of personal feelings in assessing performance.

Conclusions: Observer Perceptions

The developers of the appraisal training program in North Carolina made no provisions for assessing observer motivations, aptitudes, skills, pre-conceptions and experiences prior to training. The findings in this study indicate that, for two of three observers, the twenty-four hour training program provides insufficient time to obtain an understanding of the twenty-eight teaching practices as indicators of the major functions of teaching. A similar observation can be made concerning the evidence of subjectivity, preconceptions, and bias in two of the three observers' perceptions of the observation process and in their data collection skills.

Recommendations: Observer Perceptions

In order to determine the degree of motivation, aptitudes, pre-conceptions, experiences and knowledge which observers bring to the training program, and, within the context of training objectives, the degree of change in observers after training, the researcher recommends that pre- and post-training assessments be made of all participants who enter the training program. A suggested screening process might be similar to the methodology used in this study: completion of pre- and post-training questionnaires to identify observer perceptions of the goals, objectives and performance expectations in classroom performance, and the completion of a pre- and post-training assessment "cycle" to evaluate data collection, analysis and synthesis skills.

Additional recommendations related to these findings include a need for greater emphasis upon program Module 3 (Rater Bias Session), on-going training, remediation, re-training, assessment and supervision of the teacher appraisal program and the individuals who implement it.

Findings: Observer Consistencies in Formative Data Collection and Analysis

The two observers who practiced subjective data collection techniques provided less documentation of teacher

performance than did the observer who employed objective data collection techniques. Emphasizing objective data collection techniques in assessing five teachers, Observer I referred to three hundred forty-three teaching practices. Observer II referred to one hundred thirty-three practices; Observer III referred to one hundred twenty-nine. Observer I cited evidence of performance of each of twenty-eight teaching practices for all five teachers; Observer II failed to cite evidence of performance for fifteen practices; Observer III failed to cite evidence for twenty-four practices.

Observers' formative assessments and supporting documents for the same practice were frequently inconsistent. Raw data collection varied considerably across observers. Observations among observers were frequently contradictory and, in most instances, the interpretative descriptions of performance could not be compared with objective descriptions of the same performance.

Conclusions: Observer Consistencies in Formative Data Collection and Analysis

Observers in this study seldom demonstrated that they perceived teaching performances from the same perspective. Differing perceptions subsequently influenced their analysis and synthesis of data.

Objective data collecting techniques produced more evidence than did subjective data collecting techniques. Subjective data collecting techniques produced more inconsistencies and contradictions (within the individual observer's formative and summative assessments and among observers' assessments) than did objective data collecting techniques.

Only one of three observers consistently demonstrated the skills and techniques which were presented in training Modules 1 (Data Collection), 2 (Data Interpretation), and 3 (Data Analysis).

Recommendations: Observer Consistencies in Formative Data Collection and Analysis

The findings in this study suggest two specific recommendation for enhancing observation skills. Participant screening and on-going training/remediation, based upon pre- and post-training assessments, should be implemented to ensure that objective, defensible data are consistently collected and processed by observers. Observers should be regularly and routinely evaluated to monitor compliance with and cognizance of the techniques, strategies and procedures inherent to an appraisal system.

Training Module 3 (Rater Bias Session) should be expanded to increase awareness of the barriers to objective data collection.

Findings: Ratings of Teaching Practices and Teaching Functions

Formative ratings assigned to the twenty-eight teaching practices (above standard, at standard and below standard) did not consistently corroborate the six-point summative ratings (above standard, at standard, below standard, etc.) which observers assigned to teachers on the TPAI.

Observers' narrative, summative assessments of teachers' performance reflected the inconsistencies found in raw data and formative statements.

Actual numerical, summative assessments of the major functions of teaching for each of five teachers deviated no more than one point across seventeen of twenty-five ratings (68%).

Using the recommended "level of tolerance" prescribed by the North Carolina Division of Personnel Services (+/- one point), observers were consistent (i.e., within an acceptable range) across twenty-two of twenty-five summative numerical ratings (88%) of performance of the major functions of teaching.

Conclusions: Ratings of Teacher Practices and Functions

The formative process of rating teaching practices across a three-point scale had no discernible effect upon inter-observer consistency in rating teaching functions across a six-point scale.

Inter-observer consistency across ratings of teaching practices and functions was associated with objective data collection, synthesis and analysis. When based upon subjective judgments, ratings were random.

The impact of appraisal training varied across the three observers participating in this study. Two observers failed to consistently demonstrate the skills and techniques which were presented in the training program.

Recommendations: Ratings of Teaching Practices and Functions

Because of the lack of evidence that ratings assigned to teaching practices influence either the formative statements or the summative ratings assigned to the major functions of teaching, the recommendation is made that the rating of teaching practices be discontinued as an observation process. Rather, it is suggested that raw data from the FODI be inventoried only to provide supporting documentation for conducting formative data analysis.

Due to the disparity across observers' summative ratings, it is recommended that further studies be conducted to investigate the phenomenon which occurs when observers perceive and document behavior differently, yet draw similar conclusions (scores) about the behavior.

Findings: Discriminatory Power of the Appraisal System

Comparing teachers' previous ratings (below average, average and above average) with the composite ratings assigned by observers in this study, the North Carolina teacher performance appraisal instrument discriminated among two of three teachers previously rated as "above average" and one teacher previously rated as "average." Observer ratings in this study did not consistently discriminate one teacher rated as "below average."

Applying the acceptable level of tolerance established by the North Carolina Division of Personnel Services (+/- one point), inter-observer ratings failed to discriminate one teacher who was previously identified as "above average."

In each case in which the system failed to discriminate among teachers, inter-observer disparity was evidenced by pronounced subjectivity and bias.

Conclusions: Discriminatory Power of the Appraisal System

The data examined in this study indicates that the North Carolina teacher performance appraisal system discriminates among average, above- and below-average teachers when ratings are based upon objective observations. Based upon the evidence of observer subjectivity, the contradictions and inconsistencies cited in data collection, analysis and synthesis, the discriminatory power of the appraisal system is directly related to the skills and techniques of the rater(s).

Recommendations: Discriminatory Power of the Appraisal System

Further study is recommended to investigate whether the appraisal system discriminates by chance, by subjectivity or by actual consistency.

Implications of the Study

The purpose of this study was to examine the effectiveness of the North Carolina Teacher Performance Appraisal Training Program. A review of the findings, conclusions and recommendations in this chapter suggests that, within the context of the research questions addressed in the study, the

appraisal system is effective when observers possess and utilize the principles and techniques presented in the training program.

Using a "level of tolerance" may increase the consistency of ratings across observers, but it does not increase the consistency or accuracy of the appraisal process. One observer's assessment that teaching performance is "below standard" (2 rating) is hardly compatible with another observer's assessment of the same performance as "above standard" (4 rating). [Yet, by applying the recommended level of tolerance, these ratings fall within an "acceptable" range (+/- one point).]

The procedures demonstrated by observers in this study revealed that individual observer ratings were frequently biased, subjective interpretations of teacher performance. Actual summative ratings, without applying the recommended level of tolerance, were notably inconsistent across observers.

The impact of observer bias and subjectivity in teacher appraisal might be alleviated if the recommendations made in this chapter are observed. A more immediate recommendation, however, is that all teacher appraisals, regardless of the purpose (i.e., continuing employment, professional development, merit pay), be conducted by team-consensus. A perusal of the perceptions and skills demonstrated across observers in this study suggests that a team-consensus approach might

have alleviated the contaminating effect which a single observer's biases and preconceptions had upon the synthesis and analysis of data.

Epilogue

More profound than the findings in this study are the serious concerns about the effectiveness of any training program when participants are "certified" solely on the basis of attendance. As suggested in the "Limitations of the Study," participant motivation and aptitude (i.e., Redfern's psychological framework) must be assessed and addressed prior to "certifying" that a participant is trained to implement a program. A certified observer should be knowledgeable of the legal framework for conducting appraisal, sensitive to and aware of teachers' rights in the appraisal process (see Appendix B). The certified observer must be able to collect and analyze objective, defensible and accurate data, not only to assure a high quality of teacher performance, but also to assist teachers in improving their classroom performance. Based upon the findings and implications of the exploratory study, the effectiveness of appraisal training is contingent upon selecting professionals who will implement appraisal systems according to prescribed principles and procedures.

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APPENDIX A. TEACHER PERFORMANCE APPRAISAL INSTRUMENT (TPAI)

Teacher Performance Appraisal Instrument

Rating Scale
(Please Check)

Teacher Name _____

School _____

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
----------	---------------------	----------------	-------------	----------------	----------------

1. Major Function: Management of Instructional Time

- 1.1 Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.
- 1.2 Teacher gets the class started quickly.
- 1.3 Teacher gets students on task quickly at the beginning of each lesson or instructional activity.
- 1.4 Teacher maintains a high level of student time-on-task.

Comments _____

2. Major Function: Management of Student Behavior

- 2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.
- 2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole-class instruction, small group instruction, etc.
- 2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.
- 2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
----------	---------------------	----------------	-------------	----------------	----------------

2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

Comments _____

3. Major Function: Instructional Presentation

- 3.1 Teacher begins lesson or instructional activity with a review of previous material.
- 3.2 Teacher introduces the lesson or instructional activity and specifies learning objectives when appropriate.
- 3.3 Teacher speaks fluently and precisely.
- 3.4 Teacher presents the lesson or instructional activity using concepts and language understandable to the students.
- 3.5 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.
- 3.6 Teacher assigns tasks that students handle with a high rate of success.
- 3.7 Teacher asks appropriate levels of questions that students handle with a high rate of success.
- 3.8 Teacher conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.
- 3.9 Teacher makes transitions between lessons and between instructional activities within lessons efficiently and smoothly.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
----------	---------------------	----------------	-------------	----------------	----------------

3.10 Teacher makes sure that the assignment is clear.

3.11 Teacher summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

Comments _____

4. Major Function: Instructional Monitoring of Student Performance

4.1 Teacher maintains clear, firm and reasonable work standards and due dates.

4.2 Teacher circulates during classroom to check all students' performance.

4.3 Teacher routinely uses oral, written, and other work products to check student progress.

4.4 Teacher poses questions clearly and one at a time.

Comments _____

5. Major Function: Instructional Feedback

5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.

Rating Scale
(Please Check)

Superior	Well Above Superior	Above Standard	At Standard	Below Standard	Unsatisfactory
----------	---------------------	----------------	-------------	----------------	----------------

- 5.2 Teacher regularly provides prompt feedback on assigned out-of-class work.
- 5.3 Teacher affirms a correct oral response appropriately, and moves on.
- 5.4 Teacher provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.

Comments _____

Evaluator's Summary Comments _____

Teacher's Reactions to Evaluation _____

 Evaluator's signature and date Teacher's signature and date Signature indicates that the written evaluation has been seen and discussed.

APPENDIX B. RIGHTS OF TEACHERS

Rights of Teachers

1. Professional rights

- a. Teachers have a right to reasonable job security.
- b. Teachers have a right to a reasonable degree of professional discretion in the performance of their jobs.
- c. Teachers have a right to reasonable participation in decisions concerning both professional and employment-related aspects of their jobs.

2. Evidential rights

- a. Teachers have the right to have decisions made on the basis of evidence.
- b. Teachers have a right to be evaluated on relevant criteria.
- c. Teachers have the right not to be evaluated on the basis of hearsay, rumor, or unchecked complaints.

3. Procedural rights

- a. Teachers have the right to be evaluated according to general, public, and comprehensible standards.
- b. Teachers have the right to notice concerning when they will be evaluated.
- c. Teachers have the right to know the results of their evaluation.
- d. Teachers have the right to express a reaction to the results of their evaluation in a meaningful way.
- e. Teachers have the right to a statement of the reasons for any action taken in their cases.
- f. Teachers have the right to appeal adverse decisions and to have their views considered by a competent and unbiased authority.
- g. Teachers have the right to orderly and timely evaluation.

4. Other humanitarian and civil rights

- a. Teachers have a right to humane evaluation procedures.
- b. Teachers have the right to have their evaluation kept private and confidential.
- c. Teachers have the right to evaluation procedures which are not needlessly intrusive into their professional activities.
- d. Teachers have the right to have their private lives considered irrelevant to their evaluation.

- e. Teachers have the right to have evaluation not be used coercively to obtain aims external to the legitimate purposes of evaluation.
- f. Teachers have the right to nondiscriminatory criteria and procedures.
- g. Teachers have the right not to have evaluation used to sanction the expression of unpopular views.
- h. Teacher have the right to an overall assessment of their performance that is frank, honest, and consistent (Strike & Bull, 1981, p. 307).

APPENDIX C. HOW TO GIVE HELPFUL FEEDBACK

How to Give Helpful Feedback

1. Focus feedback on the actual performance of the teacher rather than on his personality.
2. Focus feedback on observations rather than assumptions, inferences, or explanations.
3. Focus feedback on description rather than evaluation.
4. Focus feedback on the specific and concrete rather than the general and abstract.
5. Focus feedback on the present rather than the past.
6. Focus feedback on sharing of information rather than on giving advice.
7. Focus feedback on alternatives rather than "the" best path.
8. Focus feedback on information and ideas phrased in terms of "more or less" rather than "either-or."
9. Focus feedback on what the teacher, the receiver, needs rather than on what you, the sender, needs to get off your chest.
10. Focus feedback on what the teacher can use and manage rather than on all the information you have gathered.
11. Focus feedback on modifiable items rather than on what the teacher cannot do anything about.
12. Focus feedback on what the teacher requests from you rather than on what you could impose upon him.
13. Check the feedback you give by asking the teacher to summarize the points for both of you.

APPENDIX D. NORTH CAROLINA PERFORMANCE APPRAISAL TRAINING

PROGRAM: TRAINING GOALS

Training Goals

Participants will:

be able to recognize the eight major functions and 38 practices included in the North Carolina Teacher Performance Appraisal Instrument (NCTPAI).

be able to apply the eight major functions and 38 practices included in the NCTPAI to video tape segments and case studies representative of actual classroom situation.

be able to use the NCTPAI for formative and summative appraisal of teacher performance.

be familiar with the components of The North Carolina Teacher Performance Appraisal System (NCTPAS).

be able to apply the components of NCTPAS performance appraisal program to a simulated local situation.

be able to implement a training program for users of the NCTPAS.

APPENDIX E. OBSERVER QUESTIONNAIRE

Appendix E

Observer Questionnaire (Pre-Observation Form)

QUESTION	OBSERVER I	OBSERVER II	OBSERVER III
1. Which function(s) do you consider most difficult to evaluate?	3, 4	3, 4	All are equally demanding.
2. Which function(s) do you consider easiest to evaluate?	1, 2	2	None are really easy.
3. How do you determine the codes (+, o, -) for assessing teaching practices?	I think of the standards and remember key words. I also think about how many times a teacher performed this practice.	By watching for things that "show" me that something good is going on. My expectations have a lot to do with it.	Sometimes the line is so thin that I can't really distinguish. I give the teacher the benefit of any doubt.
4. How do you determine the numerical values (1-6) for the major functions of teaching?	I visualize the entire class period and "replay" my notes to determine the over-all effect of the practices. If one practice is particularly strong, I will weigh it more to emphasize a strength--if I can document it.	By looking back over my notes and "snapshots" and compare with the average of all symbols. Sometimes I acknowledge my "feelings." My expectations still have a lot to do with it.	I balance my +, -, and 0 totals. If I feel it's too high or low, I might change it.
5. What key words or phrases do you recall when thinking about perf. standards.	Routinely, consistently, regularly vs sometimes, adequate, acceptable.	Focus, management, intensity, communications.	Strengths and needs; what is strong, positive behavior and what is weak, negative behavior.
6. I am impressed by teachers who demonstrate traits I possess.	I try not to speculate or compare; it's hard not to look favorably on people you agree with!	Not unless those traits are positive!	Sometimes. Who doesn't?
7. I am sometimes distracted by a teacher's personality, appearance of room, etc.	I try to concentrate on what is happening, not what I think should happen.	Yes, I think everyone is.	Yes. If something bothers me, I have trouble.
8. I try to identify performance weaknesses because "no one is perfect."	No--any teacher can be a "6", though not all are.	Yes and no. My job is to help people improve. We have to start somewhere. I make judgments, but not to emphasize the negative.	This is true--regretfully for many teachers.
9. If you could make any changes in the appraisal system, what would you change?	More feedback on and training in what I do.	We need more time and assistance for observing.	Less paperwork. We have too many FOD-um's!

Observation Questionnaire (continued)
(Post-Observation Form)

QUESTION	OBSERVER I	OBSERVER II	OBSERVER III
10. Each teacher (A-E) demonstrated traits I try to emulate (cite examples).	A--high time on task. B--dressed nicely. C--questioning students. D--Materials prepared. E--high task.	A--intensity. B--no. C--enthusiasm D--enthusiasm (maybe). E--focus and communication.	A--not many! B--not any! C--positive interaction. D--effort. E--all skills.
11. Each teacher (A-E) demonstrated traits I try NOT to emulate (cite examples).	A--none. B--materials not ready C--none. D--student management? E--none.	A--impatience, hurriedness. B--messing up in front of comma. C--passing out candy. D--control--lack of. E--no.	A--intimidation. B--organization. C--not any. D--organization. E--not any.
12. I have had previous (yes/no) (if yes, then either <i>positive/negative</i> associations or knowledges of this teacher.	A--yes, positive. B--no. C--yes, positive. D--yes, positive. E--no.	A--yes, positive. B--no. C--no. D--no. E--no.	A--yes, negative. B--no. C--no. D--yes, positive. E--no.
13. My observations of this teacher were influenced by previous observations (of other teachers).	A--no. B--no. C--no. D--no. E--no.	A--possibly. B--possibly. C--possibly. D--possibly. E--possibly.	A--yes, had one like him. B--yes, I felt sorry for him. C--no. D--maybe. E--no.
14. I am confident about most of my assessments of this teacher.	A yes for all. I review. B place myself in teacher's place and challenge my observations. C D E	A--yes and no. B--empathized with him. C--yes. D--control bothered me. E--yes.	A--yes (intimidating). B--yes (weak). C--yes (strong). D--yes (average). E--yes (strong).
15. I was able to document significant events for at least one function for this teacher [cite example(s)].	A--high time on task. B--materials not ready. C--use of questions. D--examples (illustrations). E--time on task.	A--intensity. B--not prepared. C--enthusiasm. D--communication. E--focused.	A--intimidation. B--wrong info. C--spoke clearly. D--student talking. E--time management.

APPENDIX F. SAMPLE FORMATIVE OBSERVATION DATA INVENTORY

(FODI)

FORMATIVE OBSERVATION DATA INSTRUMENT

Instructions: Use this sheet to record anecdotally and sequentially those events which occur during the classroom observation. Be sure to code each instance of a TPAI as follows:

page 1/3

- o appropriate use of practice
- + strong or positive use of practice
- weak or negative use of practice

	Time	Comments	PRACTICE	CODE
Practice	11:37	Teacher talking w/ students at front of class RE: Verb forms; laughs, talks socially w/ others as they enter: smiles, comments, laughs	1.3	o
1. INSTRUCTIONAL TIME		At 4-bell, students to seats and teacher moves to front - notebooks on desks w/ pencils ready. Teacher opens book -	2.1	+
2. STUDENT BEHAVIOR	3:36	Teacher: (in French) "Good morning..... let's begin with our daily activity by discussing current events.... (students discussing current events.... (students called French names -- and speak in French.... #1111 students (1 row) speak.	4.2	o
2.1 Rules--Administrative Matters			3.3	+
2.2 Rules--Verbal Participation/Talk			3.5	+
2.3 Rules--Movement			5.5	+
2.4 Frequently monitors behavior			4.1	+
2.5 Stops inappropriate behavior			5.1	+
3. INSTRUCTIONAL PRESENTATION		Teacher asks 1 other to repeat/assist 2nd student w/ sentence structure, then "Repate" to 2 student.... "Bon!"	3.1	o
3.1 Begins with review			3.9	+
3.2 Introduces lesson		"What did we talk about in class on Friday?" (Called by name --)	5.5	+
3.3 Speaks fluently		SR: yes, bon.... we talked about verb tense.... (repeated in French).	3.2	+
3.4 Lesson understandable		"How did we use <u>tense</u> ? (Hands up...)"	2.2	+
3.5 Provides relevant examples		T. called on 1 student: "Good... bon"	3.5	+
3.6 High rate of success on tasks		"How did we use <u>tense</u> ? (Hands up -)"	2.2	+
3.7 Appropriate level of questions		T. called on 1... (responded in English)	3.7	+
3.8 Brisk pace		T. repeated in French -	3.6	+
3.9 Efficient, smooth transitions		Teacher gave 2 examples of each verb:	3.4	o
3.10 Assignment clear		(on board) Asked q "What does this verb mean?" Hands raised....	3.5	+
3.11 Summarizes main points		Stu. response and yes.... "What does it mean?" (Student raised hand and answered - [Process repeated for 2nd Example.]	4.3	+
4. INSTRUCTIONAL MONITORING			4.4	+
4.1 Maintains deadlines, standards			3.8	+
4.2 Circulates to check student performance			3.9	+
4.3 Uses oral, written work products to check performance			3.4	+
4.4 Questions clearly and one at a time			3.5	+
5. INSTRUCTIONAL FEEDBACK			3.5	+
5.1 Feedback on in-class work			3.10	+
5.2 Prompt feedback on out-of-class work			2.4	+
5.3 Affirms correct answer quickly			4.2	+
5.4 Sustaining feedback on incorrect answers			2.5	+
	4:3	Greg, do you have a question? (Stu. talking w/ another off-task)		
	4:46	Any questions about the imperfect? (none)		
	4:47	Good, then you give me examples of how to use this tense.... (called on students for oral examples)	4.3	+
	4:48	Teacher watches students who speak	4.2	+
	4:49	Teacher watches Greg....	2.4	+

Students look at side of students speaking

All students watching teacher

All students attentive

APPENDIX G. SAMPLE FORMATIVE OBSERVATION DATA ANALYSIS (FODA)

Teacher's Name _____

Date of Observation _____

INITIAL CERTIFICATION PROGRESS
FORMATIVE OBSERVATION DATA ANALYSIS

Based on your observations, address each of the following areas using statements which accurately reflect the quality of performance documented by your raw data.

<p><u>MANAGEMENT OF INSTRUCTIONAL TIME</u></p> <p>Class was started immediately at tardy bell; students had materials ready on desk. Instructional activities began quickly with informal, oral presentations. Student time-on-task was consistently high through-out class period.</p>	<p><u>MANAGEMENT OF STUDENT BEHAVIOR</u></p> <p>Administrative matters were handled efficiently: roll was check visually during seatwork; work sheets were distributed in approximately 10 seconds. Students raised hands to respond to questions. Group recitation was requested in approximately six instances. Teacher gave focal "clues" when call outs were appropriate. Teacher monitored behavior frequently by proximity, subtle question (9 incidents), and at another incident whispered to a student who was disturbing others.</p>
<p><u>INSTRUCTIONAL PRESENTATION</u></p> <p>Teacher demonstrated the Hunter lesson design, including focus and review, statement of objectives, teacher input, guided practice, independent practice and closure. Teacher spoke fluently in English and French, emphasizing the rules and rationale for pronunciation verb tenses and phrases. Teacher and students provided examples to demonstrate main points. Students demonstrated a high rate of success in responding to questions and creating examples. Pacing was brisk; assignments were clear; transitions were efficient with no loss of time-on-task. Students provided closure and summary after main points were presented.</p>	<p><u>INSTRUCTIONAL MONITORING</u></p> <p>Standards were enforced for correct pronunciation and verb usage. Teacher circulated to observe student seat work and to hear pronunciation. Questions were posed clearly and one at a time. Approximately 48 questions were asked of the 21 students in the class.</p>
	<p><u>INSTRUCTIONAL FEEDBACK</u></p> <p>Feedback was positive and immediate. Teacher moved to the next question without rephrasing or clarification. Teacher provided sustaining feedback (in three instances) to elicit the correct response from one student.</p>

From the classifications of raw data on this sheet, list the strengths observed in this lesson, and prioritize the areas needing improvement.

1. Function 3 (Instructional Presentation), especially 3.2, 3.4, 3.7
2. Function 4 (Instructional Monitoring) especially 4.2, 4.3
3. Function 2 (Management of Behavior)

Areas That Need Improvement (Prioritize):

None identified in this observation. It is recommended that the teacher consider serving as a resource teacher to demonstrate the strengths described above. (A Professional Development Plan will be so written if the teacher concurs.)

I have been furnished a copy of this analysis sheet. In addition, I have been given access to the raw data from which this analysis was prepared. I understand that the raw data will not be placed in my personnel file.

I have requested and been given a copy of the raw data.

I have not requested and do not wish a copy of the raw data.

Signed _____ / _____
Teacher Date

Principal Date

APPENDIX H. RAW DATA COLLECTIONS

Raw Data Collections

Observer documentations for each teacher's performance of the twenty-eight teaching practices are compared in the following five sub-sections (Teachers A-E).

Teacher A:

The documentation which describes Teacher A's classroom performance is reported in Table A.

Both Observer I and III observed that Teacher A placed problems on the board to evidence that materials and equipment were ready (1.1); however, Observer I noted two additional behaviors to document performance of this teaching practice: "text open on desk," and "examples on board for introduction." Observer I also made two references to the time of two of these behaviors. Observer II did not observe Teacher A performing practice 1.1.

Each observer noted the time class was started--quickly (1.2). Observer I recorded two additional observations and provided a quotation. Observer II documented performance as "good; no dead-time."

In documenting that students were on task quickly (1.3), Observer III described Teacher A's voice as "threatening . . . loud" and made reference having "had a teacher like him." Observer I described his behavior in this practice narratively, "students work at seats . . . walked to board

Table A: Raw Data Collections for Teacher A

FUNCTIONS & PRACTICES		OBSERVER I	OBSERVER II	OBSERVER III
1. MANAGING INSTRUCTION TIME				
1.1	Materials, supplies, equipment ready at start of lesson/activity *sufficient materials & supplies *necessary equipment ready *all materials & equipment easily accessible	Text open on desk. Examples copied from sheet for review. Examples on board for introduction (time).	Not observed	Wrote problems on board.
1.2	Gets class started quickly *promptly starts administrative procedures, or promptly starts instructional activities	Closed door; moved to desk, cleaning board. "Get homework out and work these problems on back . . ." (time).	Good. No dead-time. Time reference.	Time reference.
1.3	Gets students on task quickly at the beginning of lesson/activity *students begin active involvement in tasks appropriate to lesson such as listening, writing or verbal participation.	Students work at seats. Walked to board with paper as name called.	Yes.	Threatening voice, loud, "what?" Quick eyes on class; (I've had a teacher like him.)
1.4	Maintains high level of student time on-task *students actively involved in instructional tasks *students listen, ask and answer questions and attend to assigned activities	Two intercom requests; (time). No loss; "Yes, sir," nodded as student called to office. Eyes on board and work in review; during lesson and seatwork. Teacher used Q's (58).	Good.	Talked off-task with student about strawberry pie. (time) Two intercom interruptions.
2. MANAGING STUDENT BEHAVIOR				
2.1	Established rules and procedures that govern routine administrative matters *stated expectations and/or taught rules for matters such as taking attendance, collecting and distributing student work and handouts	Checks roll (time) and recorded on calendar during seatwork. "Who's absent?" Collected homework 15 seconds (time) by passing up to front of row.	O.K.	Homework collected. "Due in homeroom Monday."

Table A (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>2.2 Established rules and procedures that govern verbal participation and talk in different instructional activities</p> <ul style="list-style-type: none"> *stated expectations and/or taught rules for verbal participation as raising hands or being recognized 	<p>Called names before/after question. Approximately three call-outs. Ignored approximately five "assists" while sustaining others.</p>	<p>Tough, demanding teacher. Enforced rules; made students responsible.</p>	<p>Military man. "Yes, sir." "No, ma'am."</p>
<p>2.3 Established rules and procedures that govern student movement in different instructional activities</p> <ul style="list-style-type: none"> *establish rules and/or taught rules for movement such as moving to groups, pencil sharpener, restrooms or putting away supplies 	<p>Students went directly to board; returned to seats; no extemporaneous contacts, etc.</p>	<p>Good seating arrangement (aisles).</p>	<p>Two students talked to each other behind teacher.</p>
<p>2.4 Frequently monitors behavior of all students during lessons and transitions between activities</p> <ul style="list-style-type: none"> *looks/moves about room during and between lessons as method of monitoring student behavior 	<p>Teacher at front, moved to side, walked down aisle (time and tally reference).</p>	<p>Good.</p>	<p>Watched closely.</p>
<p>2.5 Stops inappropriate behavior promptly and consistently yet maintains dignity of student</p> <ul style="list-style-type: none"> *attends to infractions of rules by informing student(s) of misdeed(s) *calls attention to specific rule violated 	<p>"As we were saying, Billy, . . . how did Johnny do this, Son?"</p>	<p>Good. No problems.</p>	<p>They wouldn't dare!!</p>
<p>3. INSTRUCTIONAL PRESENTATION</p> <p>3.1 Begins lessons or activity with a review of previous material</p> <ul style="list-style-type: none"> *restates main points of previous lesson, or through questions, leads students to re-state points 	<p>New problems on board; reviewed homework on board; student explained problem. Asked approximately 28 questions about homework.</p>	<p>Homework reviewed.</p>	<p>Too much time on homework review. (20 + minutes)</p>

Table A (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
3.2 Introduces lesson or activity and specifies learning objectives *clearly and concisely states next topic/task *cites purpose or goal of lesson/activity *provides overview of content *presents order/pattern of lesson	"Turn to page--and tell what this word means." "Now we are going to look at . . ."		Not observed.
3.3 Speaks fluently and precisely *speaks smoothly *does not use vague term	Precise; knowledgeable. No requests for clarification. "We have studied . . ." "Now let's look at . . ." "common denominators."	Clear expressions; no questions to repeat.	Talked fast; spoke curtly to some.
3.4 Presents lessons or activity using language which is understandable *uses concepts, vocabulary and sentence structure which matches students' levels	Students asked three questions during seatwork.	Students worked all problems correctly.	
3.5 Provides relevant examples and demonstrations to illustrate concepts and skills *routinely uses relevant and accurate examples and demonstrations to clarify and illustrate concepts and skills	Extra problems for review and introduction . . .	Problems from text.	
3.6 Assigns tasks students can handle with a high rate of success *all, or almost all, students can successfully complete instructional tasks *all, or almost all, students can correctly answer questions asked by the teacher	Checked 24/27 during seatwork. Reviewed approximately 15 problems on board. Asked approximately 58 questions.	No questions asked.	All students not checked (homework).
3.7 Asks appropriate levels of questions which students handle with a high rate of success *asks both factual and higher level questions *students can successfully answer all, or almost all (80%), of teacher's questions	Asked approximately 58 questions; sustained approximately 7 to get correct answer.	Good. Student names were called.	O.K.

Table A (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>3.8 Conducts lessons at a brisk pace, slowing when necessary for student understanding</p> <ul style="list-style-type: none"> * lesson proceeds at brisk pace * slows for student understanding * adjusts to students' abilities 	<p>Brisk; slowed at introduction and to sustain.</p>	<p>Solid, brisk pace.</p>	<p>Too fast at times.</p>
<p>3.9 Makes transitions between lessons and activities within lessons efficiently and smoothly</p> <ul style="list-style-type: none"> * indicated to students a shift from one lesson activity to another * signals a shift from one lesson/ activity to another * transition/shift is efficient and smooth to maintain high level of student on-task 	<p>"Now . . ." "Let's look . . ."</p> <p>No dead-time or delays.</p>	<p>Fast and smooth.</p>	<p>Fast. I could not identify.</p>
<p>3.10 Makes sure assignment is clear</p> <ul style="list-style-type: none"> * explains nature and procedures for in-class and out-of-class work * checks for understanding of assignment 	<p>Homework assignment: did problems on board; teacher asked for questions.</p>		<p>Asked several questions.</p>
<p>3.11 Summarize main points of lesson</p> <ul style="list-style-type: none"> * at end of lesson/activity, teacher provides review and condensation of significant points of lesson 	<p>"What did we do here?" "Now we add a new process to what we did."</p>	<p>At standard.</p>	<p>None given.</p>
<p>4. INSTRUCTION MONITORING</p> <p>4.1 Maintains clear, firm and reasonable work standards and due dates</p> <ul style="list-style-type: none"> * holds students to reasonable deadlines * holds students to reasonable work standards * extension of deadlines should be rare * extension should be for whole class only if teacher over-estimated students' abilities 	<p>Collected homework. "Turn in Monday in homeroom."</p>		<p>Extended homework due date.</p>

Table A (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
4.2 Circulates during classwork to check all students' performance *circulates around room during student seatwork or other independent work *checks student performance *helps students needing assistance	Checked 24/27 at seats and approximately 15 at board.		Did not communicate with each student.
4.3 Uses oral, written and other work products to check student progress *gathers information, verbal or through work products, to determine students' understanding of lesson	Used approximately 58 questions; 15 problems worked on board.	Walk around room, asked questions.	Did not communicate with all students.
4.4 Poses questions clearly and one at a time *asks one question at a time to determine understanding of lesson	Asked approximately 58 questions concerning single steps in the process. "Tell us the next step."	Used frequently.	Yes. Harshly at times.
5. INSTRUCTIONAL FEEDBACK			
5.1 Provides feedback on correctness or incorrectness of in-class work *consistently provides students with information on correctness or incorrectness of in-class work *does not just offer ambiguous comments *feedback should be immediate or as promptly as possible	"Atta boy." "Good." "Check your addition." "Way to go." "What?"	Responded to students.	Yes. Direct and demanding.
5.2 Provides prompt feedback on assigned out-of-class work *consistently provides students with information on correctness or incorrectness of out-of-class work *does not offer just ambiguous comments *feedback should be as prompt as possible	Homework placed on board and reviewed with student.	Not observed	Did not respond to or collect all papers.

Table A (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
5.3 Affirms a correct oral answer *acknowledges correct verbal responses, or *non-verbally acknowledges correct verbal response by simply moving to next question	"Good." "Atta boy." "O.K." "Way to go."	Regularly.	Yes, at times.
5.4 Provides sustaining feedback to incorrect responses by repeating question, giving clue or allowing more time *teacher continues interaction with student *provides clues *repeating or rephrasing question *allows additional time to answer questions	"Think." "What did you do here?" "Continue."	Prodded and probed.	Pushed student; aggressive and intimidating.

with paper as name was called." Observer II acknowledged performance of this practice, "yes."

Time-on-task (1.4) was documented by Observer I by references to the time at which two separate interruptions occurred, by a quotation, and by anecdotal descriptions of teacher and student behaviors. Observer I also referred to the number of questions which were asked during the class period. Observer II recognized Teacher A's performance of this practice as "good." Observer III noted two intercom interruptions and an off-task exchange between the teacher and one student.

Observer I documented Teacher A's use of rules for administrative routines (2.1) by recording the time of two behaviors and a narrative description of how these behaviors were performed. Observer II noted that performance in this practice was "OK." Observer III noted that "homework was collected" and recorded a comment to designate when [late] homework would be due.

Rules for verbal participation (2.2) were evidenced by Observer I with an anecdotal observation concerning questioning techniques and the frequency of behaviors such as call-outs and unsolicited student prompts. Observer II made an interpretative observation about Teacher A's behavior in this practice: "tough, demanding . . . made student responsible." Observer III provided an interpretative reference,

supported by quotation, to document his perception of Teacher A's performance of practice 2.2.

Observer I recorded three narrative comments to describe Teacher A's rules for movement (2.3). Observer II referred to the class seating arrangement, and Observer III noted that "two students talked off-task to each other . . ." in documenting the teacher's performance of this practice.

Observer I referred to this time and frequency of the teacher's monitoring skills (2.4); Observer III recorded a narrative description of this behavior. Observer II recognized Teacher A's performance of this practice as "good."

To indicate Teacher A's performance in stopping inappropriate behavior (2.5), Observer I recorded two quotations. Observer II noted, "good--no problems," and Observer III commented, "They wouldn't dare!"

Observer I documented that the lesson was begun with a review (3.1) by three narrative comments, one reference to time, and one reference to the frequency of behaviors which demonstrated this practice ("asked approx. 28 questions about homework"). Observer II recorded "homework reviewed;" Observer III commented that "too much time [was spent] on homework review--20+ minutes."

While Observer I cited two quotations to evidence an introduction to the lesson (3.2), Observer III did not observe this practice being performed. Observer II did not

record any reference to the performance (or lack of performance) of this practice.

Both Observers I and II noted that Teacher A's fluency (3.3) was evidenced by the lack of students' questions or requests for clarification. Observer III recorded that the teacher "talked fast; spoke curtly to some."

Observer I documented Teacher A's use of understandable language (3.4) by referring to the number of questions which were asked during seatwork. Observer II observed that "students worked all problems correctly." Observer III did not cite any references to the performance of this practice.

Observers I and II recorded narrative comments to evidence the teacher's use of examples and illustrations (3.5). Observer III did not cite any references to the performance of this practice.

In documenting Teacher A's assignment of tasks (3.6), Observer I recorded three references to the frequency at which the teacher performed specific behaviors: "checked 24/27 during seatwork. Reviewed approximately 15 problems at board. Asked approximately 58 questions." Observer II noted "no questions asked," while Observer III recorded that "all students not checked (homework)."

Observer I made two references to the frequency of behaviors in documenting the appropriate levels of questions (3.7). Observer II recorded "good--student names were

called." Observer III observed that Teacher A's performance of practice 3.7 was "OK."

Observers I and II described Teacher A's pacing (3.8) as "brisk." Observer I clarified that the teacher "slowed at introduction and to sustain." Observer III observed that pacing was "too fast at times."

While Observer I cited two quotations to evidence Teacher A's use of transitions (3.9), Observer II described this performance as "fast and smooth." Observer III noted that Teacher A's use of transitions was "fast--I could not follow."

In documenting this teacher's concern for clarity (3.10), Observer I noted that the class "did problems on board" and that the "teacher asked for questions." Observer III observed that "several asked questions." Observer II did not cite any references to the performance of practice 3.10.

Summary and closure (3.11) were evidenced by Observer I with two quotations. Observer II recorded that Teacher A's performance was "at standard." Observer III noted that the teacher did not give a summary of the main points of the lesson.

Observers I and III observed that the teacher made reference to his expectations for work standards (4.1). Observer II did not cite references to the performance of this practice.

Observer II did not cite references to Teacher A circulating during class to check work (4.2). Observer I noted that the teacher "checked 24/27 at seats and approximately 15 at board." Observer III observed that the teacher "did not communicate with each student."

In describing the teacher's use of work products to check student progress (4.3), Observer I recorded two references to the frequency of behaviors. Observers II and III recorded summative, narrative comments.

Observer I recorded one quotation and a reference to the frequency of behavior in documenting Teacher A's use of questions (4.4). Observer II observed that questions were "used frequently," and Observer III recorded that questions were posed "harshly at times."

References to teacher feedback on the correctness or incorrectness of student responses (5.1) were documented by quotations by Observer I. Observer II noted that Teacher A "responded to students." Observer II recorded that Teacher A was "direct and demanding."

Although Observer II did not observe Teacher A providing prompt feedback (5.2), Observer I recorded that "homework was placed on board and reviewed with students." Observer III noted that, in providing prompt feedback on out-of-class work, Teacher A "did not respond to or collect all papers."

In documenting Teacher A's affirmation of correct answers (5.3), Observer I recorded four quotations. Observer

II noted that the teacher "regularly" affirmed correct answers. Observer III observed that affirmation occurred "at times."

Observer II recorded that Teacher A "prodded and probed" to sustain students in giving correct answers (5.4). Observer I cited three quotations to document performance of this practice. Observer III noted that the teacher "pushed students" and was "aggressive and intimidating" in providing sustaining feedback.

Teacher B:

The documentations recorded for Teacher B are reported in Table B.

In evidencing that materials and equipment were ready before class (1.1), Observer I recorded a narrative statement and a quotation: ". . . equipment not accessible . . . took approximately 8 minutes to set up . . . 'John did not set this up for me.'" Observer II provided a narrative summary of Teacher B's performance of this practice: "equipment problem was caused by previous teacher." Observer III noted that equipment was not available.

Practice 1.2, getting the class started quickly, was documented by Observer I as narrative descriptions of teacher and student behaviors. Observer II noted that "two students interrupted teacher." Observer III observed that there were

Table B: Raw Data Collections for Teacher B

FUNCTIONS & PRACTICES		OBSERVER I	OBSERVER II	OBSERVER III
1. MANAGING INSTRUCTION TIME				
1.1	Materials, supplies, equipment ready at start of lesson/activity *sufficient materials & supplies *necessary equipment ready *all materials & equipment easily accessible	A-V equipment not operable; Approx. 8 minutes setting up.	Equipment problem was caused by previous teacher. (teacher comment)	Not ready.
1.2	Gets class started quickly *promptly starts administrative procedures, or promptly starts instructional activities	Teacher entered from hall duty after bell; began introduction, but could not follow. Student asked "What do you mean?" Two students up at desk after teacher began.	Two-three students interrupted teacher.	No structure or organization; students looked confused.
1.3	Gets students on task quickly at the beginning of lesson/activity *students begin active involvement in tasks appropriate to lesson such as listening, writing or verbal participation.	Three students talked during presentation and seatwork; one wrote letter; two fixed make-up.	Students were not paying attention.	Students twisted, looked at each other; O-T behaviors.
1.4	Maintains high level of student time on-task *students actively involved in instructional tasks *students listen, ask and answer questions and attend to assigned activities	Not consistent.		Students appeared surprised that they were "doing anything" today.
2. MANAGING STUDENT BEHAVIOR				
2.1	Established rules and procedures that govern routine administrative matters *stated expectations and/or taught rules for matters such as taking attendance, collecting and distributing student work and handouts	Not observed.		

Table B (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>2.2 Established rules and procedures that govern verbal participation and talk in different instructional activities</p> <ul style="list-style-type: none"> * stated expectations and/or taught rules for verbal participation as raising hands or being recognized 	<p>Approximately 10 call-outs were noted. Three students did not respond when called upon.</p>	<p>Not observed.</p>	<p>No rules/policies evident.</p>
<p>2.3 Established rules and procedures that govern student movement in different instructional activities</p> <ul style="list-style-type: none"> * establish rules and/or taught rules for movement such as moving to groups, pencil sharpener, restrooms or putting away supplies 	<p>Two students walked up to desk after class lecture began; two left during lecture.</p>	<p>Not observed.</p>	<p>No rules evident.</p>
<p>2.4 Frequently monitors behavior of all students during lessons and transitions between activities</p> <ul style="list-style-type: none"> * looks/moves about room during and between lessons as method of monitoring student behavior 	<p>Eye contact; teacher front, around; in front.</p>	<p>No pattern observed.</p>	<p>No pattern observed.</p>
<p>2.5 Stops inappropriate behavior promptly and consistently yet maintains dignity of student</p> <ul style="list-style-type: none"> * attends to infractions of rules by informing student(s) of misdeed(s) * calls attention to specific rule violated 	<p>Talking on six occasions; movement on four; behaviors on three (make-up).</p>	<p>Talking and combing hair.</p>	<p>No corrections of behavior.</p>
<p>3. INSTRUCTIONAL PRESENTATION</p> <p>3.1 Begins lessons or activity with a review of previous material</p> <ul style="list-style-type: none"> * restates main points of previous lesson, or through questions, leads students to re-state points 	<p>Not observed.</p>	<p>"We have talked about this before . . ." (during lecture)</p>	<p>None given.</p>

Table B (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
3.2 Introduces lesson or activity and specifies learning objectives *clearly and concisely states next topic/task *cites purpose or goal of lesson/activity *provides overview of content *presents order/pattern of lesson	*Importance of lesson today ... "Several things we need to know ..."	"Several things we need to know ..."	Hard to follow.
3.3 Speaks fluently and precisely *speaks smoothly *does not use vague term	Four grammatical errors; gave incorrect information twice.	Not fluent.	Hard to follow grammar? Tense?
3.4 Presents lessons or activity using language which is understandable *uses concepts, vocabulary and sentence structure which matches students' levels	Not observed.	Gave reasons why lesson was important.	Objectives/purpose not clear.
3.5 Provides relevant examples and demonstrations to illustrate concepts and skills *routinely uses relevant and accurate examples and demonstrations to clarify and illustrate concepts and skills	Examples in workbook.		Gave no examples.
3.6 Assigns tasks students can handle with a high rate of success *all, or almost all, students can successfully complete instructional tasks *all, or almost all, students can correctly answer questions asked by the teacher	Students gave in-put/responses ten times; all took out notebooks and wrote.	Not observed.	Not observed.
3.7 Asks appropriate levels of questions which students handle with a high rate of success *asks both factual and higher level questions *students can successfully answer all, or almost all (80%), of teacher's questions	Ten questions were answered of approximately twenty.		Not observed.

Table B (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
3.8 Conducts lessons at a brisk pace, slowing when necessary for student understanding *lesson proceeds at brisk pace *slows for student understanding *adjusts to students' abilities	Approximately 8 minutes to find material; three groups did not understand group activity.	Dead-time during introduction/group activity.	Students acted bored/lost
3.9 Makes transitions between lessons and activities within lessons efficiently and smoothly *indicated to students a shift from one lesson activity to another *signals a shift from one lesson/activity to another *transition/shift is efficient and smooth to maintain high level of student on-task	Three different activities required approximately 2-3 minutes to explain/clarify principle.	Dead-time plus delays due to AV equipment.	Acceptable.
3.10 Makes sure assignment is clear *explains nature and procedures for in-class and out-of-class work *checks for understanding of assignment	Approximately six questions for clarification.	Minimal prompting.	Students looked around and asked each other.
3.11 Summarize main points of lesson *at end of lesson/activity, teacher provides review and condensation of significant points of lesson	"Time's up, we'll continue tomorrow . . . finish for homework."	Not observed.	No time to close/summarize.
4. INSTRUCTION MONITORING			
4.1 Maintains clear, firm and reasonable work standards and due dates *holds students to reasonable deadlines *holds students to reasonable work standards *extension of deadlines should be rare *extension should be for whole class only if teacher over estimated students' abilities	Not observed.	"Turn in tomorrow."	Changed instructions for group work when students didn't want to do work.

Table B (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>4.2 Circulates during classwork to check all students' performance</p> <ul style="list-style-type: none"> *circulates around room during student seatwork or other independent work *checks student performance *helps students needing assistance 	<p>Walked; talked to/looked at work of. Circulated during group work.</p>		<p>Not observed.</p>
<p>4.3 Uses oral, written and other work products to check student progress</p> <ul style="list-style-type: none"> *gathers information, verbal or through work products, to determine students' understanding of lesson 	<p>Did not talk/work with each student or group.</p>	<p>Circulated.</p>	<p>Talked to about four students all period.</p>
<p>4.4 Poses questions clearly and one at a time</p> <ul style="list-style-type: none"> *asks one question at a time to determine understanding of lesson 	<p>Asked approximately 23 questions with approximately 10 call-outs. Three students did not answer when called upon.</p>	<p>Asked questions.</p>	<p>Tried to involve students by asking questions.</p>
<p>5. INSTRUCTIONAL FEEDBACK</p>			
<p>5.1 Provides feedback on correctness or incorrectness of in-class work</p> <ul style="list-style-type: none"> *consistently provides students with information on correctness or incorrectness of in-class work *does not just offer ambiguous comments *feedback should be immediate or as promptly as possible 	<p>Walked around between/among groups times three--with individuals in two groups.</p>	<p>Circulated.</p>	
<p>5.2 Provides prompt feedback on assigned out-of-class work</p> <ul style="list-style-type: none"> *consistently provides students with information on correctness or incorrectness of out-of-class work *does not offer just ambiguous comments *feedback should be as prompt as possible 	<p>Not observed.</p>	<p>Not observed.</p>	<p>Not observed.</p>

Table B (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>5.3 Affirms a correct oral answer appropriately *acknowledges correct verbal responses, or *non-verbally acknowledges correct verbal response by simply moving to next question</p>	<p>Affirmed incorrect answer; "un-hun", "O.K." answered over four times.</p>	<p>Yes, at standard.</p>	
<p>5.4 Provides sustaining feedback to incorrect responses by repeating question, giving clue or allowing more time *teacher continues interaction with student *provides clues *repeating or rephrasing question *allows additional time to answer questions</p>	<p>Changed at request of students; "Why do we have to do that?"</p>		

no evidences of "structure or organization; students look confused."

Observer I documented that, in monitoring how quickly students got on task at the beginning of the lesson (1.3), two introductory questions were not answered, three students were talking off-task during the presentation, one student was writing a letter, and two students were grooming themselves. The time of these incidences were recorded. Observer II noted that "students were not paying attention." Observer III recorded similar descriptions of student off-task behaviors as "students twisted, looked at each other."

Observer I recorded that time on task (1.4) was "not consistent." Observer II did not cite any references to time on task. Observer III observed, "Students appeared surprised that they were doing anything today."

In documenting Teacher B's performance of practice 2.1, the evidence that rules and procedures govern routine administrative matters, Observer I did not observe any evidence of this practice. Observers II and III did not cite any references to the performance of this practice.

Observer I recorded the frequency of call-outs and the observation that "three students did not respond when called upon" to evidence practice 2.2. Observer II did not observe any evidences that rules and procedures for verbal participation were enforced in the classroom. Observer III noted that "no rules or policies were evident."

Practice 2.3, evidence that rules and procedures for movement, was documented by Observer I as "two students walked up to desk after class/lecture began; two left during lecture." Observer II did not observe performance of this practice. Observer III observed that rules were not evident.

In documenting Teacher B's performance of practice 2.4, monitoring student behavior, Observer I recorded that the teacher used "eye contact" and moved across the front of the classroom. Observer I also noted the time of movement when circulating among work groups. Observer III noted "no patterns observed." Observer II did not cite references to this behavior.

Observer I recorded the frequency and descriptions of off-task behaviors which occurred in the class (2.5). Observer II recorded "talking and combing hair." Only Observer III noted that "no corrections of behavior were made;" however, Observer III did not identify the behaviors which were to be corrected.

Observer I noted that he did not observe Teacher B using review techniques to begin the lesson (3.1). Observer II recorded a quotation which occurred during the lecture to document this behavior, "We have talked about this before . . ." Observer III noted that a review was not given.

In documenting Teacher B's introduction to the lesson (3.2), Observer I observed that the teacher acknowledged the "importance of the lesson today. . . ." Observer II recorded

that Teacher B introduced the lesson by presenting "several things we need to know. . . ." Observer III reported that the introduction was "hard to follow."

The teacher's fluency and preciseness of speech (3.3), was reported by Observer III as "hard to follow" with three references to grammar, verb tense and the use of punctuation marks (from the demonstration). Observer II indicated that Teacher B's performance of this practice was "not acceptable." Observer I recorded four grammatical errors and the notation that the teacher "gave incorrect information" on two occasions.

Observer I reported that he did not observe Teacher B using language and concepts at the students' levels (3.4). Observer II stated that the teacher "gave reasons why the lesson was important." Observer III noted that "objectives and purpose were not clear."

To document the use of relevant examples and demonstrations (3.5), Observer I cited that Teacher B referred to examples in the students' workbook. Observer II did not identify any references to the teacher's performance of this practice, and Observer III recorded that he "gave no examples."

In assessing whether the teacher assigned tasks that the students could handle with a high rate of success (3.6), Observer I recorded that "students gave input and/or responses

ten times; all took out notebooks. . . ." Observers II and III did not observe Teacher B performing this practice.

To document the teacher's use of appropriate levels of questioning (3.7), Observer I observed that of approximately sixteen questions, ten were answered by call-outs. Observer II did not make any references to the use of questions. Observer III did not observe Teacher B performing this practice.

Observer I collected three observations to reflect the pace of the lesson (3.8). Observer II referred to the "dead-time during introduction and group activity." Observer III recorded that "students acted bored and lost."

In documenting Teacher B's efficient use of transitions between lessons and activities (3.9), each observer noted unique behaviors. Observer I referred to the time which was required to introduce and clarify three different activities. Observer II recorded that "dead-time and delays [were] due to A-V equipment." Observer III noted that Teacher B's behavior in this practice was acceptable.

To document this teacher's performance in making sure that the assignment was clear (3.10), Observer I noted that students asked approximately six questions concerning the assignment. Observer II observed "minimal prompting," while Observer III reported that "students looked around and asked each other questions."

Two observers collected data to document Teacher B performance of summarizing the main points of the lesson (3.11). Observer I recorded a quotation, "Time's up; we'll continue tomorrow. Finish for homework." Observer III observed that there was insufficient time to close lesson or to summarize. Observer II did not observe this practice being performed.

Observer I did not observe that the teacher maintained clear and firm work standards (4.1). Observer II noted a quotation, "Turn in tomorrow" as evidence of this practice. Observer III recorded that the teacher changed instructions when students did not want to do the assignment as originally instructed.

In documenting that the teacher circulated during classwork to check all students' performance (4.2), Observer III did not observe that Teacher B performed this behavior. Observer I reported that the teacher looked at the work being completed by two of sixteen students. Observer II recorded that the teacher "circulated during group work."

Observer documentations attesting to Teacher B's efforts to check student progress (4.3) varied. Observer I noted that the teacher "did not talk/work with each student or group." Observer II noted that the teacher circulated. Observer III observed that the teacher "talked to about four students all period." There were no specific references to the teacher's use of oral, written and other work products to check student progress.

Observer I tallied the number of questions asked by the teacher and the types of responses made by students (4.4). Observer II observed that the teacher "asked questions." Observer III reported that the teacher "tried to involve students by asking questions." None of the observers made reference to the specific format of questions which were posed to students (4.4).

Provisions for feedback on the correctness or incorrectness of in-class work (5.1) were documented by only two observers. Observer I noted that the teacher "walked around between and among the groups three times; talked with three students in two groups." Observer II noted that the teacher circulated, but did not elaborate. Observer III did not record any observations for this practice.

None of the observers observed that the teacher referred to out-of-class assignments (5.2).

Observer I recorded that Teacher B affirmed one incorrect answer and answered his own questions four times (5.3). Observer II reported that Teacher B was "at standard" in affirming correct oral answers appropriately. Observer III did not record any observations to document this practice.

In documenting Teacher B's performance of providing sustaining feedback (5.4), Observer I recorded that the teacher "changed instructions when students asked, 'Why do we have to do that?'" Observer I also reported that the teacher answered own questions four times and, in three in-

stances, three students did not respond to direct questions. Observer II documented that the teacher's performance of this practice was "at standard." Observer III did not record any observations for this practice.

Teacher C:

Documentations for Teacher C's performance of the five major functions of teaching are presented in Table C.

Documenting that Teacher C had materials and supplies ready at the beginning of the lesson or activity (1.1), observers reported similar observations. Observer I recorded that flash cards were ready, that the game chart was drawn on the board and noted the time that materials were used. Observer II referred to the use of cards and review sheets. Observer III reported that vocabulary cards, candy and review sheets were available.

Practice 1.2, getting class started quickly, was documented by Observer I with a quotation, "Let's move our chairs in." Observer II noted that the class "circled chairs to begin drills." Observer II reported that the teacher "spoke instructions and motioned to move desks closer to the front."

Observer I observed that "students were alert and attentive during drills and activities" in evidence of practice 1.3. Observer II recorded that there was "constant involvement." Observer III noted that the teacher's performance of this practice was "above standard--excellent."

Table C: Raw Data Collections for Teacher C

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>1. MANAGING INSTRUCTION TIME</p> <p>1.1 Materials, supplies, equipment ready at start of lesson/activity</p> <ul style="list-style-type: none"> *sufficient materials & supplies *necessary equipment ready *all materials & equipment easily accessible 	Flash cards; game chart drawn on board.	Cards; review sheets.	Vocabulary cards, candy, work sheets.
<p>1.2 Gets class started quickly</p> <ul style="list-style-type: none"> *promptly starts administrative procedures, or *promptly starts instructional activities 	Greeting after bell--"move chairs in."	Circled chairs to begin drills.	Spoke instructions and motioned to move desks closer to front.
<p>1.3 Gets students on task quickly at the beginning of lesson/activity</p> <ul style="list-style-type: none"> *students begin active involvement in tasks appropriate to lesson such as listening, writing or verbal participation. 	Students alert and attentive during drills and activities.	Constant involvement.	Above standard. Excellent.
<p>1.4 Maintains high level of student time on-task</p> <ul style="list-style-type: none"> *students actively involved in instructional tasks *students listen, ask and answer questions and attend to assigned activities 	Intense but "fun" activities--competitive.	Constant involvement.	Above standard.
<p>2. MANAGING STUDENT BEHAVIOR</p> <p>2.1 Established rules and procedures that govern routine administrative matters</p> <ul style="list-style-type: none"> *stated expectations and/or taught rules for matters such as taking attendance, collecting and distributing student work and handouts 	Chairs moved without prompting.	"Who are we missing?"	"Get review papers."

Table C (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
2.2 Established rules and procedures that govern verbal participation and talk in different instructional activities *stated expectations and/or taught rules for verbal participation as raising hands or being recognized	Group responses on command. Ask question and student name; Jamie tell us.	Students responded by name and group.	
2.3 Established rules and procedures that govern student movement in different instructional activities *establish rules and/or taught rules for movement such as moving to groups, pencil sharpener, restrooms or putting away supplies	Moved chairs.	O.K.	
2.4 Frequently monitors behavior of all students during lessons and transitions between activities *looks/moves about room during and between lessons as method of monitoring student behavior	Constant eye contact; front . . . side . . . move to groups.	O.K.	Good.
2.5 Stops inappropriate behavior promptly and consistently yet maintains dignity of student *attends to infractions of rules by informing student(s) of misdeed(s) *calls attention to specific rule violated	No problems—all on tasks.	Not observed.	Not observed.
3. INSTRUCTIONAL PRESENTATION			
3.1 Begins lessons or activity with a review of previous material *restates main points of previous lesson, or through questions, leads students to re-state points	Review by flash card with student called upon.	Cards and review sheet.	Cards, review sheet and alphabet game.

Table C (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>3.2 Introduces lesson or activity and specifies learning objectives</p> <ul style="list-style-type: none"> *clearly and concisely states next topic/task *cites purpose or goal of lesson/activity *provides overview of content *presents order/pattern of lesson 	<p>"Let's look at another verb tense."</p>	<p>Wrote verb on board and asked tenses.</p>	<p>Irregular verbs presented; alphabet game for items in a house. (use dictionary)</p>
<p>3.3 Speaks fluently and precisely</p> <ul style="list-style-type: none"> *speaks smoothly *does not use vague term 	<p>Spoke in English and language.</p>	<p>Explained foreign expressions.</p>	<p>Gave bilingual instructions.</p>
<p>3.4 Presents lessons or activity using language which is understandable</p> <ul style="list-style-type: none"> *uses concepts, vocabulary and sentence structure which matches students' levels 	<p>No questions were asked for clarification. Any questions? (six times) Students gave examples, responses.</p>	<p>Yes.</p>	<p>Repeated questions in English.</p>
<p>3.5 Provides relevant examples and demonstrations to illustrate concepts and skills</p> <ul style="list-style-type: none"> *routinely uses relevant and accurate examples and demonstrations to clarify and illustrate concepts and skills 	<p>Students gave examples/responses in all activities.</p>		
<p>3.6 Assigns tasks students can handle with a high rate of success</p> <ul style="list-style-type: none"> *all, or almost all, students can successfully complete instructional tasks *all, or almost all, students can correctly answer questions asked by the teacher 	<p>Eight students shared. Four groups competed--all responded to questions.</p>	<p>Very high.</p>	<p>Yes.</p>
<p>3.7 Asks appropriate levels of questions which students handle with a high rate of success</p> <ul style="list-style-type: none"> *asks both factual and higher level questions *students can successfully answer all, or almost all (80%), of teacher's questions 	<p>Approximately 65 patterned questions were asked with all correct responses. Rewards given.</p>	<p>Very high.</p>	<p>Yes--highly.</p>

Table C (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>3.8 Conducts lessons at a brisk pace, slowing when necessary for student understanding</p> <ul style="list-style-type: none"> * lesson proceeds at brisk pace * slows for student understanding * adjusts to students' abilities 	<p>Six distinct activities; slowed pace for individual response. (5 times)</p>	<p>Very brisk!</p>	<p>Fast, intense.</p>
<p>3.9 Makes transitions between lessons and activities within lessons efficiently and smoothly</p> <ul style="list-style-type: none"> * indicated to students a shift from one lesson activity to another * signals a shift from one lesson/ activity to another * transition/shift is efficient and smooth to maintain high level of student on-task 	<p>Six activities with no down time.</p>	<p>Smooth, efficient.</p>	<p>Well done.</p>
<p>3.10 Makes sure assignment is clear</p> <ul style="list-style-type: none"> * explains nature and procedures for in-class and out-of-class work * checks for understanding of assignment 	<p>Students performed, participated. Students kept pace. (no homework) No questions.</p>	<p>Obviously.</p>	<p>Yes.</p>
<p>3.11 Summarize main points of lesson</p> <ul style="list-style-type: none"> * at end of lesson/activity, teacher provides review and condensation of significant points of lesson 	<p>Reviews/summary at end of verb tense activity.</p>	<p>Not observed.</p>	
<p>4. INSTRUCTION MONITORING</p>			
<p>4.1 Maintains clear, firm and reasonable work standards and due dates</p> <ul style="list-style-type: none"> * holds students to reasonable deadlines * holds students to reasonable work standards * extension of deadlines should be rare * extension should be for whole class only if teacher over-estimated students' abilities 	<p>Pronunciation was monitored.</p>	<p>Fast pacing; high standards.</p>	<p>O.K.</p>

Table C (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>4.2 Circulates during classwork to check all students' performance *circulates around room during student seatwork or other independent work *checks student performance *helps students needing assistance</p>	<p>Patterned questions L, R, M (approximately 65). Two to three questions each.</p>	<p>Yes.</p>	<p>Appeared to ask each at least one question.</p>
<p>4.3 Uses oral, written and other work products to check student progress *gathers information, verbal or through work products, to determine students' understanding of lesson</p>	<p>Listened to responses.</p>	<p>Yes.</p>	<p>O.K.</p>
<p>4.4 Poses questions clearly and one at a time *asks one question at a time to determine understanding of lesson</p>	<p>"What is word." Use in sentence. Approximately 65.</p>	<p>Yes.</p>	<p>At standard.</p>
<p>5. INSTRUCTIONAL FEEDBACK</p>			
<p>5.1 Provides feedback on correctness or incorrectness of in-class work *consistently provides students with information on correctness or incorrectness of in-class work *does not just offer ambiguous comments *feedback should be immediate or as promptly as possible</p>	<p>All activities emphasized student <i>recitations</i>, call out or group dictionary work.</p>	<p>Circulated.</p>	
<p>5.2 Provides prompt feedback on assigned out-of-class work *consistently provides students with information on correctness or incorrectness of out-of-class work *does not offer just ambiguous comments *feedback should be as prompt as possible</p>	<p>Discussion to review sheet.</p>	<p>Work sheets.</p>	<p>Not observed.</p>

Table C (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
5.3 Affirms a correct oral answer appropriately *acknowledges correct verbal responses, or *non-verbally acknowledges correct verbal response by simply moving to next question	"Good," "Very good."	In English and language.	
5.4 Provides sustaining feedback to incorrect responses by repeating question, giving clue or allowing more time *teacher continues interaction with student *provides clues *repeating or rephrasing question *allows additional time to answer questions	"Wait time" on three occasions at approximately three seconds. Repeated pronunciation.	Yes.	

Practice 1.4, student time on task, was documented as "intense, but 'fun' competitive activities" by Observer I. Observer II reported this practice as student "constant involvement." Observer III noted that this practice was "above standard."

According to the documentations collected by Observer I, Teacher C began the class by directing replacement of chairs and by telling students to "move chairs in." Observer II recorded that the teacher demonstrated practice 2.1 by asking, "who are we missing?" Observer III did not record an observation of this practice.

Observer I recorded that students gave group responses upon command and responded to individual questions after their names were called in evidencing practice 2.2. Observer II reported that students repeated words as a class and individually. Observer III did not record any references to the performance of this teaching practice.

Teacher C's performance of practice 2.3 was documented by Observer I as "moved chairs." Observer II stated that performance was "OK." Observer III did not cite any references to the presence of rules or procedures which govern student movement.

Practice 2.4, monitoring of student behavior, was documented by Observer I as the teacher maintaining "constant eye contact" and movement in front of and to the sides of the seating area. Observer II noted this performance as "OK."

Observer III stated that the performance of this practice was "good."

Two observers (II and III) recorded that they did not observe any inappropriate student behaviors. Observer I documented practice 2.5 as "all on task" with no behavior problems.

Observer I recorded that practice 3.1 was documented by the teacher's use of flash cards to review previous material. Observer II noted the use of flash cards and review sheets. Observer III reported the use of flash cards, review sheets and the alphabet game.

Practice 3.2, introducing the lesson and learning objectives, was documented by Observer I with a quotation. Observer II noted that the teacher "wrote verb on the board and asked tenses." Observer III referred to two activities which the teacher used to demonstrate this practice.

In evidence of the teacher's performance of practice 3.3, speaking fluently and precisely, Observer I observed that Teacher C "spoke in English and the foreign language." Observer I also noted that the teacher repeated pronunciations for students approximately eight times. Observer II recorded that the teacher "explained foreign expressions." Observer III noted that the teacher "gave bilingual instructions."

While Observer II documented Teacher C's lesson presentation (3.4) as "yes," Observers I and III were more specific

in their documentations. Observer I observed that "no questions were asked for clarification." The teacher asked, "Any questions?" six times. Observer III noted that the teacher "repeated questions in English."

Neither Observers II nor III cited references to Teacher C's performance of practice 3.5, providing relevant examples and demonstrations. Observer I noted that "students gave examples and responses in all activities."

To document Teacher C's performance of assigning tasks which students handle with a high rate of success (3.6), Observers II and III responded "very high" and "yes." Observer I recorded tabulations on the number of students who participated and the comment that "all responded to questions."

Practice 3.7, appropriate levels of questions, was documented by Observer I as the total number of questions asked and the number of correct responses. Observer II noted that performance was "very high." Observer II responded, "Yes--highly."

Observer I documented instructional pacing (3.8) by tabulating the number of distinct activities and by noting that in five instances, the teacher "slowed pace for individual responses." Observer II reported that pacing was "very brisk." Observer III observed that pacing was "fast, intense."

Observer I recorded that there were "six activities with no down time" to evidence transitions (3.9). Observer II

documented that transitions were "smooth, efficient," while Observer III observed that transitions were "well done."

Observer I reported that "students performed, participated . . . kept pace" in evidencing Teacher C's performance of practice 3.10. Observer II observed that the teacher "obviously" made sure that assignments were clear. Observer III recorded, "Yes" as an observation that this practice was performed.

Teacher C's performance in summarizing main points (3.11) was documented by Observer I as the "review/summary at the end of verb tense activity." Observer II did not observe this practice. Observer III did not cite any evidences of this practice.

Observer I recorded that Teacher C maintained clear and firm work standards (4.1) by monitoring pronunciation. Observer II referred to "fast pacing; high standards." Observer III did not cite any references to the performance of this practice.

To document Teacher C's performance of practice 4.2, circulation to check all students' work, Observer I tabulated the pattern and frequency of questions which were asked. Observer II responded, "Yes" to the presence of this practice. Observer III reported that the teacher "appeared to ask each at least one question."

In attesting to the teacher's use of oral, written or other work products to check student progress (4.3), Observer

I observed that the teacher "listened to responses." Observers II and III observed that performance occurred ("yes") and was acceptable ("OK").

Observer I recorded that the teacher posed approximately sixty-five questions in performing practice 4.4. Observer II noted that practice was performed ("yes"), while Observer III observed that practice was "at standard."

Teacher C's performance in providing feedback on the correctness or incorrectness of in-class work (5.1) was documented by Observer I as "all activities emphasized student recitations, by either individual responses or group conversations." Neither Observers II nor III cited any references to the performance of this practice.

Teacher C's performance in referring to out-of-class work (5.2) was documented by Observer I as a quotation ("get review sheets") and as a discussion of the material from the review sheets. Observer II also documented the reference to a "work sheet" which was used in the class. Observer III did not observe Teacher C performing this practice.

Observer I documented the teacher's performance of practice 5.3, affirming correct responses appropriately, by recording direct quotations. Observer II noted that teacher feedback was in English and in the foreign language. Observer III did not cite references to Teacher C's performance of this practice.

Provisions for sustaining feedback (5.4) were documented by Observer I as the number of times this practice was performed, the duration of "wait time" which was allowed, and an approximation of the number of times the teacher repeated pronunciations for students. Observer II reported that the behavior was observed ("yes"). Observer III did not cite references to the performance of this practice.

Teacher D:

Documentations for Teacher D's performance of the five major functions of teaching are presented in Table D.

Observer I observed that Teacher D had "charts, trays, equipment ready" and that assigned students retrieved additional materials as evidences of practice 1.1. Observer II noted that "supplies/equipment" were ready. Observer III recorded that "equipment and materials were distributed by teacher and students."

In documenting performance of practice 1.2, Observer I recorded that "students not familiar with room, but moved to areas as teams (2-3 students each). Observer I also cited two student quotations to evidence student behavior at the beginning of class. Observer II noted "confusion about where to sit, get supplies." Observer III observed that students were talking and milling at beginning of class."

Getting students on task quickly (1.3) was documented by Observer I as the frequency of proddings by the teacher

Table D: Raw Data Collections for Teacher D

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>1. MANAGING INSTRUCTION TIME</p> <p>1.1 Materials, supplies, equipment ready at start of lesson/activity</p> <ul style="list-style-type: none"> * sufficient materials & supplies * necessary equipment ready * all materials & equipment easily accessible 	<p>Charts, trays, equipment, worksheets, frogs picked up by students in teams.</p>	<p>Supplies/equipment.</p>	<p>Equipment and material distributed by teacher and students.</p>
<p>1.2 Gets class started quickly</p> <ul style="list-style-type: none"> * promptly starts administrative procedures, or * promptly starts instructional activities 	<p>Students not familiar with room, but moved to areas as teams (2 each). "Let's sit here."</p> <p>"Where do we sit."</p>	<p>Confusion about where to sit, get supplies.</p>	<p>Talking and milling at beginning of class.</p>
<p>1.3 Gets students on task quickly at the beginning of lesson/activity</p> <ul style="list-style-type: none"> * students begin active involvement in tasks appropriate to lesson such as listening, writing or verbal participation. 	<p>Two groups (2 girls each) had to be prodded; two groups (2 boys each) "played" with frogs and were prompted three times.</p>	<p>Talking was loud at times. Excitement about activity.</p>	<p>Immaturity was demonstrated.</p>
<p>1.4 Maintains high level of student time on-task</p> <ul style="list-style-type: none"> * students actively involved in instructional tasks * students listen, ask and answer questions and attend to assigned activities 	<p>Teacher monitored/supervised and assisted constantly; created "pass it on" game for problems.</p>	<p>Not consistently.</p>	<p>Not always. Students were dependent upon teacher.</p>
<p>2. MANAGING STUDENT BEHAVIOR</p> <p>2.1 Established rules and procedures that govern routine administrative matters</p> <ul style="list-style-type: none"> * stated expectations and/or taught rules for matters such as taking attendance, collecting and distributing student work and handouts 	<p>Distributed and collected materials efficiently, gave instructions which students did not observe regularly.</p>	<p>Sometimes confusing.</p>	<p>Students did not always listen. Repeated instructions to perform prep and clean-up.</p>

Table D (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
2.2 Established rules and procedures that govern verbal participation and talk in different instructional activities *stated expectations and/or taught rules for verbal participation as raising hands or being recognized	Students talked openly across tables; off-task. "Look at this . . ." no raised hand, called teacher across room.	Confusing. Students "talked over" teacher.	No patterns observed.
2.3 Established rules and procedures that govern student movement in different instructional activities *establish rules and/or taught rules for movement such as moving to groups, pencil sharpener, restrooms or putting away supplies	Clean-up directions were not observed; "three at a time" five or six at lavatories.	Confusing.	No patterns observed.
2.4 Frequently monitors behavior of all students during lessons and transitions between activities *looks/moves about room during and between lessons as method of monitoring student behavior	Teacher could not monitor other groups while working with one.	Not done.	No patterns observed.
2.5 Stops inappropriate behavior promptly and consistently yet maintains dignity of student *attends to infractions of rules by informing student(s) of misdeed(s) *calls attention to specific rule violated	"Have you boys' finished? Then help another group . . ." (approximately three times).	Not done.	
3. INSTRUCTIONAL PRESENTATION			
3.1 Begins lessons or activity with a review of previous material *restates main points of previous lesson, or through questions, leads students to re-state points	Reference to chart and work sheet.	Brief, but appropriate.	

Table D (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
3.2 Introduces lesson or activity and specifies learning objectives *clearly and concisely states next topic/task *cites purpose or goal of lesson/activity *provides overview of content *presents order/pattern of lesson	Explanation of safety and procedural precautions.	Appropriate.	Succinct.
3.3 Speaks fluently and precisely *speaks smoothly *does not use vague term	Instructions were given clearly, but not observed consistently (clean-up).	Students "talked over" instructions and cues.	Teacher had to tell each group same instructions several times.
3.4 Presents lessons or activity using language which is understandable *uses concepts, vocabulary and sentence structure which matches students' levels	Teacher repeated directions at least eight times.	Students did not respect/follow instructions.	Students performed tasks with varying rates of success. Teacher prompted groups.
3.5 Provides relevant examples and demonstrations to illustrate concepts and skills *routinely uses relevant and accurate examples and demonstrations to clarify and illustrate concepts and skills	Charts reference to text.	Teacher assisted.	
3.6 Assigns tasks students can handle with a high rate of success *all, or almost all, students can successfully complete instructional tasks *all, or almost all, students can correctly answer questions asked by the teacher	Teams were successful with teacher assistance.		
3.7 Asks appropriate levels of questions which students handle with a high rate of success *asks both factual and higher level questions *students can successfully answer all, or almost all (80%), of teacher's questions	Teacher used questions to prompt success on tasks approximately thirty times.	Questions were addressed to groups.	

Table D (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>3.8 Conducts lessons at a brisk pace, slowing when necessary for student understanding</p> <ul style="list-style-type: none"> *lesson proceeds at brisk pace *slows for student understanding *adjusts to students' abilities 	<p>Pace slowed to assist slower groups.</p>	<p>Appropriate.</p>	<p>Slow to moderate; tasks were not completed.</p>
<p>3.9 Makes transitions between lessons and activities within lessons efficiently and smoothly</p> <ul style="list-style-type: none"> *indicated to students a shift from one lesson activity to another *signals a shift from one lesson/activity to another *transition/shift is efficient and smooth to maintain high level of student on-task 	<p>At least two groups finished tasks before others.</p>	<p>Appeared to be confusion; students talked over teacher.</p>	<p>Not observed.</p>
<p>3.10 Makes sure assignment is clear</p> <ul style="list-style-type: none"> *explains nature and procedures for in-class and out-of-class work *checks for understanding of assignment 	<p>Teacher repeated instructions approximately eight times.</p>	<p>Not always.</p>	<p>Students tentative; teacher enthusiastic.</p>
<p>3.11 Summarize main points of lesson</p> <ul style="list-style-type: none"> *at end of lesson/activity, teacher provides review and condensation of significant points of lesson 	<p>We'll continue tomorrow . . .</p>	<p>"Time to clean up."</p>	
<p>4. INSTRUCTION MONITORING</p> <p>4.1 Maintains clear, firm and reasonable work standards and due dates</p> <ul style="list-style-type: none"> *holds students to reasonable deadlines *holds students to reasonable work standards *extension of deadlines should be rare *extension should be for whole class only if teacher over-estimated students' abilities 	<p>Did not comply with instructions at all times; "find and label . . ." "Did you find . . .?"</p>	<p>Told/described what/where to find parts.</p>	

Table D (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
4.2 Circulates during classwork to check all students' performance *circulates around room during student seatwork or other independent work *checks student performance *helps students needing assistance	Monitored each group work at least five times.	Visited every table.	Yes.
4.3 Uses oral, written and other work products to check student progress *gathers information, verbal or through work products, to determine students' understanding of lesson	Three group exercises were performed by one student; questions were asked of the one student.	Yes.	She tried, but too much noise and confusion.
4.4 Poses questions clearly and one at a time *asks one question at a time to determine understanding of lesson	Used questions with class and individual groups.	Yes.	Yes.
5. INSTRUCTIONAL FEEDBACK			
5.1 Provides feedback on correctness or incorrectness of in-class work *consistently provides students with information on correctness or incorrectness of in-class work *does not just offer ambiguous comments *feedback should be immediate or as promptly as possible	The lesson.		
5.2 Provides prompt feedback on assigned out-of-class work *consistently provides students with information on correctness or incorrectness of out-of-class work *does not offer just ambiguous comments *feedback should be as prompt as possible	Two references to work sheet/text.	Not observed.	Not observed.

Table D (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>5.3 Affirms a correct oral answer appropriately *acknowledges correct verbal responses, or *non-verbally acknowledges correct verbal response by simply moving to next question</p>	<p>"Good," "Yes."</p>	<p>Appropriate.</p>	<p>O.K.</p>
<p>5.4 Provides sustaining feedback to incorrect responses by repeating question, giving clue or allowing more time *teacher continues interaction with student *provides clues *repeating or rephrasing question *allows additional time to answer questions</p>	<p>"Where should it be?" "What does it do?" "What does it look like?"</p>		

and by the number of groups that were off-task. Observer I observed that two groups were prodded while two other groups played with the equipment without being corrected or prodded. Observer II observed that "talking was loud at times with excitement about activity." Observer III noted that "immaturity was demonstrated."

Observer I documented that "teacher monitored/supervised and assisted constantly . . . created 'pass it along' game for assisting other classmates." Observer II recorded that time on task was "not consistently" observed. Observer III noted that "students were dependent upon teacher" to maintain time on task (1.4).

To evidence Teacher D's provisions for rules and procedures that govern routine administrative matters (2.1), Observer I recorded that the teacher "distributed and collected materials efficiently; gave instructions which students did not observe regularly." Observer II noted that the classroom was "sometimes confusing." Observer III recorded that "students did not always listen; teacher had to repeat instructions to perform tasks and to do clean-up."

Practice 2.2, the presence of rules and procedures to govern verbal participation, was documented by Observer I as "students talked openly across tables . . . no raised hands; called out to teacher across the room." Observer II observed that "students talked over the teacher." Observer III iden-

tified "no patterns" in evidencing performance of this practice.

The presence of rules and procedures to govern movement (2.3) was observed by Observer I as "clean-up directions were not observed. . . ." Observer II recorded Teacher D's performance of this practice as "confusing." Observer III failed to identify any "patterns" in performing this practice.

In documenting whether the teacher monitors student behavior during lessons and transitions (2.4), Observer II recorded "no" and Observer III discerned "no patterns" of prescribed behavior. Observer I observed that "teacher could not monitor other groups while working with one."

Observer I cited two quotations to evidence Teacher D performance of practice 2.5, stopping inappropriate behavior promptly and consistently. Observer II recorded that this practice was not performed. Observer III cited no references to the performance of this practice.

In documenting that Teacher D began the lesson with a review of previous material (3.1), Observer I referred to the teacher's references to the posted chart and to the work sheet which had been prepared for the lab exercises. Observer II noted that this review was "brief, but appropriate." Observer III did not cite any references to the performance of this practice.

Observer I observed that Teacher D clarified safety precautions and gave an overview of the activities to be completed in this class. Two quotations were also given to illustrate the performance of practice 3.2. Observer II noted that this performance was "appropriate." Observer III described this performance as "succinct."

In describing Teacher D's speaking patterns (3.3), Observer I noted that "instructions were given clearly, but not observed consistently." Observer II observed that students "talked over" the teacher. Observer III reported that the teacher "had to tell each group same instructions several times."

Instructional presentation (3.4) was similarly documented by each of the three observers. Observer I noted that the "teacher repeated directions at least eight times." Observer II observed that "students did not respect or follow instructions." Observer III recorded that Teacher D "had to tell each group same instructions several times."

Observer I observed that Teacher D provided relevant examples (3.5) by "references to the text" and charts posted in the room. Observer II noted that the "teacher assisted" students in completing assignments. Observer III did not cite references to the performance of this practice.

In documenting that the teacher assigned tasks that students could handle with a high rate of success (3.6), Observer I reported that "teams were successful with teacher

assistance." Observers II and III did not cite references to the performance of this practice.

Observer I recorded that "teacher used questions to prompt student success on tasks approximately thirty times" in attesting Teacher D's performance on practice 3.7. Observer II noted that "questions were addressed to groups." Observer III did not cite references to the use of questions.

Observer I noted that instructional pacing (3.8) was "slowed to assist slower groups." Observer II referred to pacing as "appropriate." Observer III recorded that pacing was "slow to moderate; some tasks were not completed."

To evidence Teacher D's performance of practice 3.9, use of transitions, Observer I reported that "at least two groups finished tasks before others." Observer II noted that there "appeared to be confusion; students talked-over teacher." Observer III did not observe the teacher demonstrating this practice.

Teacher D's performance in making sure the assignment was clear (3.10) was perceived by Observer I as the frequency at which instructions were repeated. Observer II stated that this practice was "not always" clear. Observer III recorded that "students were tentative, teacher was enthusiastic."

Observers I and II used quotations to document Teacher D's performance of practice 3.11, summarizing main points of the lesson. Observer I cited "We'll continue tomorrow . . ." and Observer II quoted, "Time to clean up" as evidences

of this practice. Observer III did not cite references to the performance of this practice.

In documenting Teacher D's performance of practice 4.1, Observer I recorded two quotations and observed that "students did not comply with instructions at all times." The quotations which were cited by Observer I ("Find and label . . ." and "Did you find . . .") were evidences of Teacher D's work standards. Observer II observed that the teacher "told and described what and where to find the parts. . . ." Observer III did not cite references to the performance of this practice.

Observer I indicated that Teacher D "monitored each group's work at least five times" as evidence of circulating to check all students' progress (4.2). Observer II observed that the teacher "visited every table." Observer III noted "yes" to the teacher's performance of this practice.

To indicate the use of oral, written and other work products to check student progress (4.3), Observer I indicated that in three of the nine groups, one student completed the exercises and answered all of the group questions. Observer II recorded "yes" to indicate that the teacher performed this practice. Observer III responded, "[the teacher] tried, but [there was] too much noise and confusion."

Observer I acknowledged that Teacher D used questions (4.4), but did not describe the questioning techniques. Both

Observers II and III responded "yes" to the teacher's performance of this practice.

In documenting Teacher D's performance of providing feedback on the correctness or incorrectness of in-class work (5.1), Observer I referred to "the lesson" without clarification. Observers II and III did not cite references to the performance of this practice.

Observer I noted that Teacher D made "two references to the worksheet and four references to the text" to indicate performance of practice 5.2. Neither Observer II or III observed Teacher D performing this practice.

Teacher D's performance in acknowledging correct answers (5.3) was designed by Observer I as direct quotations: "good . . ." and "yes . . ." Observer II noted that this performance was "appropriate." Observer III indicated that this performance was "OK."

Observer I also indicated Teacher D's use of sustaining feedback (5.4) by direct quotations. Observer I provided three examples of this behavior: "Where should it be?" "What does it do?" "What does it look like?" Neither Observer I nor Observer II cited references to this practice.

Teacher E:

Documentations for Teacher E's performance of the five major functions of teaching are presented in Table E.

Table E: Raw Data Collections for Teacher E

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>1. MANAGING INSTRUCTION TIME</p> <p>1.1 Materials, supplies, equipment ready at start of lesson/activity</p> <ul style="list-style-type: none"> *sufficient materials & supplies *necessary equipment ready *all materials & equipment easily accessible 	<p>Materials in box. Instrument on table.</p>	<p>Yes.</p>	<p>Yes, as available.</p>
<p>1.2 Gets class started quickly</p> <ul style="list-style-type: none"> *promptly starts administrative procedures, or *promptly starts instructional activities 	<p>Students led by teacher into circle.</p>	<p>Yes.</p>	<p>Well-organized.</p>
<p>1.3 Gets students on task quickly at the beginning of lesson/activity</p> <ul style="list-style-type: none"> *students begin active involvement in tasks appropriate to lesson such as listening, writing or verbal participation. 	<p>Students responded to nine questions plus performed as directed; watched others.</p>	<p>Constantly.</p>	<p>Well-behaved.</p>
<p>1.4 Maintains high level of student time on-task</p> <ul style="list-style-type: none"> *students actively involved in instructional tasks *students listen, ask and answer questions and attend to assigned activities 	<p>Consistently high level of attention and participation.</p>	<p>Constantly.</p>	<p>Yes, well above standard.</p>
<p>2. MANAGING STUDENT BEHAVIOR</p> <p>2.1 Established rules and procedures that govern routine administrative matters</p> <ul style="list-style-type: none"> *stated expectations and/or taught rules for matters such as taking attendance, collecting and distributing student work and handouts 	<p>Changed seating; "Sit over here." Materials creative by story "game" which students participated in.</p>	<p>Excellent</p>	<p>Well-organized.</p>

Table E (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>2.2 Established rules and procedures that govern verbal participation and talk in different instructional activities</p> <ul style="list-style-type: none"> *stated expectations and/or taught rules for verbal participation as raising hands or being recognized 	<p>"Raise your hand."</p>	<p>Excellent control.</p>	<p>Well-behaved. Complied with policy.</p>
<p>2.3 Established rules and procedures that govern student movement in different instructional activities</p> <ul style="list-style-type: none"> *establish rules and/or taught rules for movement such as moving to groups, pencil sharpener, restrooms or putting away supplies 	<p>"Stand here." "Move there." "Don't bump . . ."</p>	<p>Excellent control.</p>	<p>As directed by teacher.</p>
<p>2.4 Frequently monitors behavior of all students during lessons and transitions between activities</p> <ul style="list-style-type: none"> *looks/moves about room during and between lessons as method of monitoring student behavior 	<p>Withitness and constant visual proximity.</p>	<p>Excellent control.</p>	<p>Well behaved.</p>
<p>2.5 Stops inappropriate behavior promptly and consistently yet maintains dignity of student</p> <ul style="list-style-type: none"> *attends to infractions of rules by informing student(s) of misdeed(s) *calls attention to specific rule violated 	<p>Reminder . . . "please." "Thank you for leaving on floor, Tommy."</p>	<p>Not observed.</p>	<p>Not observed.</p>
<p>3. INSTRUCTIONAL PRESENTATION</p> <p>3.1 Begins lessons or activity with a review of previous material</p> <ul style="list-style-type: none"> *restates main points of previous lesson, or through questions, leads students to re-state points 	<p>"We have just finished . . ." "Today we will complete and put together . . ."</p>	<p>Yes.</p>	<p>Well planned.</p>

Table E (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
<p>3.2 Introduces lesson or activity and specifies learning objectives *clearly and concisely states next topic/task *cites purpose or goal of lesson/activity *provides overview of content *presents order/pattern of lesson</p>	<p>Today we will . . . You will help . . .</p>	<p>"Conclude out studies today . . ."</p>	<p>Well planned.</p>
<p>3.3 Speaks fluently and precisely *speaks smoothly *does not use vague term</p>	<p>Student respond . . . Students laughed . . . Students performed.</p>	<p>Students attentive.</p>	<p>At level.</p>
<p>3.4 Presents lessons or activity using language which is understandable *uses concepts, vocabulary and sentence structure which matches students' levels</p>	<p>Students complied. Gave fourteen examples and five suggestions.</p>	<p>Students had fun.</p>	<p>Well organized.</p>
<p>3.5 Provides relevant examples and demonstrations to illustrate concepts and skills *routinely uses relevant and accurate examples and demonstrations to clarify and illustrate concepts and skills</p>	<p>Fourteen examples from students.</p>	<p>Yes.</p>	<p>Thought up by students.</p>
<p>3.6 Assigns tasks students can handle with a high rate of success *all, or almost all, students can successfully complete instructional tasks *all, or almost all, students can correctly answer questions asked by the teacher</p>	<p>"You may choose." Students made up activities. Students made up</p>	<p>One hundred percent successful.</p>	<p>As perceived by students and teacher.</p>
<p>3.7 Asks appropriate levels of questions which students handle with a high rate of success *asks both factual and higher level questions *students can successfully answer all, or almost all (80%), of teacher's questions</p>	<p>Yes. Approximately 20 questions with significant responses.</p>	<p>One hundred percent successful.</p>	<p>Yes.</p>

Table E (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
3.8 Conducts lessons at a brisk pace, slowing when necessary for student understanding *lesson proceeds at brisk pace *slows for student understanding *adjusts to students' abilities	Fast pace. Was at student level with no unnecessary slow downs.	Yes.	Brisk.
3.9 Makes transitions between lessons and activities within lessons efficiently and smoothly *indicated to students a shift from one lesson activity to another *signals a shift from one lesson/ activity to another *transition/shift is efficient and smooth to maintain high level of student on-task	Lecture/introduction with story, songs, instruments, dance, closure.	Smooth, efficient.	Transitions effective.
3.10 Makes sure assignment is clear *explains nature and procedures for in-class and out-of-class work *checks for understanding of assignment	Total compliance.	And fun.	Yes.
3.11 Summarize main points of lesson *at end of lesson/activity, teacher provides review and condensation of significant points of lesson	"End of story and unit."	Appropriate.	Well-organized.
4. INSTRUCTION MONITORING			
4.1 Maintains clear, firm and reasonable work standards and due dates *holds students to reasonable deadlines *holds students to reasonable work standards *extension of deadlines should be rare *extension should be for whole class only if teacher over-estimated students' abilities	Individual group performance was praised.	Not observed.	

Table E (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
4.2 Circulates during classwork to check all students' performance *circulates around room during student seatwork or other independent work *checks student performance *helps students needing assistance	Observed performance. Assisted approximately four.	Not appropriate.	Yes, by group.
4.3 Uses oral, written and other work products to check student progress *gathers information, verbal or through work products, to determine students' understanding of lesson	*Yes, everyone is doing well . . .	Not appropriate.	Yes, by group.
4.4 Poses questions clearly and one at a time *asks one question at a time to determine understanding of lesson	Approximately twenty.	Appropriate.	Yes.
5. INSTRUCTIONAL FEEDBACK			
5.1 Provides feedback on correctness or incorrectness of in-class work *consistently provides students with information on correctness or incorrectness of in-class work *does not just offer ambiguous comments *feedback should be immediate or as promptly as possible	The basic primary source of contact.	High level.	Yes.
5.2 Provides prompt feedback on assigned out-of-class work *consistently provides students with information on correctness or incorrectness of out-of-class work *does not offer just ambiguous comments *feedback should be as prompt as possible	Not observed.	Not observed and not appropriate.	Not observed.

Table E (continued)

FUNCTIONS & PRACTICES	OBSERVER I	OBSERVER II	OBSERVER III
5.3 Affirms a correct oral answer *appropriately acknowledges correct verbal responses, or *non-verbally acknowledges correct verbal response by simply moving to next question	"Good." "A great idea."	Yes.	Sensitive and supportive.
5.4 Provides sustaining feedback to incorrect responses by repeating question, giving clue or allowing more time *teacher continues interaction with student *provides clues *repeating or rephrasing question *allows additional time to answer questions	"How could we do that?" "How would you do that? What could we do now?"	Not appropriate.	OK.

To indicate Teacher E's performance of providing necessary materials and supplies at the beginning of the class (1.1), Observer I noted that "materials [were] in box; instrument was on table." Observer II affirmed ("yes") similar preparation; Observer III acknowledged, "yes," materials were provided "as appropriate."

Observer I recorded that class was begun quickly as "students [were] led by teacher into circle." Observer acknowledged that class was begun quickly ("yes"). Observer III observed that class was "well organized."

In documenting Teacher E's performance in getting students on task quickly (1.3), Observer I noted that "students responded to questions and performed as directed." Observer II observed that on-task behaviors were observed "constantly." Observer III recorded that students were "well behaved."

Teacher E's maintenance of a high level of time on task (1.4) was documented by Observer I as at a consistently high level of attention and participation." Observer II noted that student time on task was "constantly" high; Observer III agreed that time on task was "well above standard."

In describing how Teacher E handled routine administrative matters (2.1), Observer I referred to the creative distribution of materials by telling a story game which students participated in. Observer II described this performance as

"excellent." Observer III noted that teacher performance was "well organized."

Observer I cited a direct quotation ("Raise your hands . . .") to describe Teacher E's performance of practice 2.2. Observer II commented upon the teacher's "excellent control." Observer III described the students as "well-behaved" and noted that they "complied with policy."

Teacher E's provisions for governing student movement (2.3) was documented by Observer I as three direct quotations. Observer II observed that the teacher demonstrated "excellent control." Observer III reported that students moved "as directed by teacher."

Observer I reported that the teacher demonstrated "withitness" and maintained "constant visual proximity" with the class. Observer II referred again to the teacher's "excellent control." Observer III noted the behavior of the students.

Observer I referred by quotation to two instances when the teacher stopped inappropriate behavior. Neither Observer II nor Observer III observed and evidences of inappropriate behavior in the classroom (2.5).

In documenting that the teacher began the lesson with a review of previous material (3.1), Observer I referred to two direct quotations. Observer II noted that this practice was observed, while Observer III recorded that the lesson was "well planned."

Observer I documented Teacher E's performance of practice 3.2 by two quotations. Observer II also cited a quotation to exemplify this practice. Observer III noted that the lesson was "well planned."

Teacher E's speaking patterns (3.3) were described by Observer I in terms of student responses, i.e., "students responded . . . students laughed . . . students performed . . ." Observer II noted that "students [were] attentive." Observer III reported that teacher's speaking patterns were "at level."

To describe the teacher's use of language which was understandable to students (3.4), Observer I noted that students "complied with directions . . . gave fourteen examples . . . four suggestions . . . and performed as directed." Observer II suggested that students understood "and had fun." Observer III noted that the lesson was "well organized."

Observer I tabulated a minimum of fourteen examples which were given by students as evidence of the teacher's performance in illustrating concepts (3.5). Observer II affirmed that the teacher provided relevant examples. Observer III noted that examples were "thought up by students."

In assigning tasks that students could handle with a high rate of success (3.6), Observer I noted that Teacher E permitted students to choose activities and then to make up specific tasks within the activities. Observer II observed that this performance was "100% successful." Observer III

stated that tasks were performed "as perceived by students and teacher."

Observer II noted that the level of questioning (3.7) was "100% successful" in this observation. Observer III affirmed that the level of questioning was appropriate. Observer I recorded that approximately twenty questions were successfully answered.

Observer I noted that a "fast pace was at students' level with no unnecessary slow downs" as evidence of practice 3.8. Observer II acknowledged that pace was brisk; Observer III described the pace as "brisk."

Observer I documented eight transitions and noted "no time off task" in assessing the teacher's performance of practice 3.9. Observer II noted that transitions were "smooth, efficient." Observer III observed that transitions were "effective."

In documenting that assignments were clear (3.10), Observer I observed "total compliance" with the teacher's directions. Observer II recorded that assignments were clear "and fun." Observer III affirmed ("yes") that assignments were clear.

Observer I cited a quotation to document Teacher E's use of summary techniques (3.11). Observer II described this practice as "appropriate," while Observer III described the practice as "well organized."

Observer I documented that "individual and group performances were praised" as evidenced of the teacher's reasonable work standards (4.1). Observer II did not observe evidences of this practice. Observer III did not cite references to this practice.

Observer I recorded that Teacher E "observed performances and assisted approximately four students" as evidences of performing practice 4.2. Observer II reported that this practice (circulation to check all students' performance) was "not appropriate" in this observation. Observer III affirmed that the teacher circulated to monitor group activities.

Observer I acknowledged that Teacher E used oral and other work products to check performance and cited a direct quotation to evidence practice 4.3. Observer II reported that this practice was "not appropriate." Observer III affirmed that the teacher checked the progress of student groups.

Observer I tabulated that the teacher asked approximately twenty questions to evidence student understanding (4.4). Observer II noted that the use of questions was "appropriate." Observer III acknowledged that questions were asked.

Provisions for feedback (5.1) were described by Observer I as the "primary source and basis of student-teacher contact." Observer II observed a "high level" of feedback; Ob-

server III acknowledged that feedback on the correctness or incorrectness of student responses was given.

None of the observers observed references to out of class work (5.2). Observer II commented that this practice was "not appropriate."

Observer I cited two direct quotations to document Teacher E's performance of affirming correct answers (5.3). Observer II acknowledged that this practice occurred. Observer III noted that this practice was "OK."

In documenting Teacher E's performance of sustaining feedback (5.4), Observer I cited three direct quotations. Observer II commented that this practice was "not appropriate" in this observation. Observer III acknowledged that performance of this practice was "OK."

Overview of Raw Data Collections

Although Observers II and III frequently employed subjective interpretations to describe teacher behaviors, observers tended to recognize similar behavioral patterns for each of the five teachers' performance of the twenty-eight prescribed practices.

In observing Teacher A, at least two observers documented similar behavioral patterns in the performance of practices 1.2, 2.1, 3.1, 3.3, 3.6, 3.8, 3.9, 3.10, 4.1, 4.3, 4.4, 5.1, 5.3, and 5.4. Observations of the remaining fourteen practices were either not observed by at least one ob-

server, or at least one observer failed to cite references to the performance of this practice.

Observations documenting Teacher B's performance were similar in practices 1.1, 1.2, 1.3, 2.5, 3.2, 3.3, 3.8, 4.3, 4.4, and 5.1. Observations of the remaining eighteen practices were either not observed by at least one observer, or at least one observer failed to cite references to the performance of this practice.

In observing Teacher C, at least two observers documented similar behavioral patterns in the performance of practices 1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 3.2, 3.3, 3.4, 3.8, and 3.9. Observations of the remaining seventeen practices were either not observed by at least one observer, or at least one observer failed to cite references to the performance of this practice.

Observations by at least two observers documented that Teacher D's performance was similar in practices 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 3.3, 3.4, 3.8, and 4.2. Observation of the remaining eighteen practices were either not observed by at least one observer, or at least one observer failed to cite references to the performance of this practice.

In observing Teacher E, at least two observers documented similar behavioral patterns in the performance of practices 1.4, 2.2, 2.3, 3.5, 3.8, and 3.9. Observation of the remaining twenty-two practices were either not observed

by at least one observer, or at least one observer failed to cite references to the performance of this practice.

Only one practice, instructional pacing (3.8), was documented by each observer in each of the five observations.

APPENDIX I. FORMATIVE ASSESSMENTS (FROM THE FODA)

Appendix I:

Formative Assessments for Major Teaching Function 1 (Management of Instructional Time)

TEACHER	OBSERVER I	OBSERVER II	OBSERVER III
A	Students and teachers demonstrated a consistently high level of time on task throughout the class period. In this observation, disruptions were handled promptly without loss of student time-on-task.	Time management was above standard.	1.1: The teachers did not provide materials. 1.1 and 1.3: At standard. 1.4: Teacher monitored student work strictly.
B	Time on task was diminished for students by the time lost in preparing an A-V presentation (8 minutes) and the off-task behaviors of students (fixing make-up, combing hair, off-task talking by three students).	Time management was at standard.	1.1: Equipment did not operate. 1.2: Class pacing was slow at times. 1.3 and 1.4: Students were not always on task.
C	Student and teacher time on task was consistently high throughout the class period. Students and teacher were actively involved in drills, recitations and competitive activities.	Time management well above to superior.	1.2: Class was started quickly. 1.3 and 1.4: Class was on task at all times.
D	Teacher's time on task was intensely concentrated upon the completion and of lab activities. Approximately three groups of students required prompting to stay on task.	Time management was at standard.	1.1: Materials were passed out. 1.2: Class was started quickly. 1.3 and 1.4: Students were dependent on teacher for directions.
E	Teacher and student time on task was demonstrated at a consistently high level. Materials were accessible and creatively distributed.	Time management was well above to superior.	1.3 and 1.4: Students appeared to enjoy class thoroughly. High involvement was observed.

Formative Assessments for Major Teaching Function 2 (Management of Student Behavior)

TEACHER	OBSERVER I	OBSERVER II	OBSERVER III
A	Students demonstrated awareness of and compliance with performance expectations. Teacher monitored performance by positioning, proximity, and visually.	Performance was at standard.	2.2 and 2.3: Rules for talking and movement were strictly observed. 2.4: Monitoring was appropriate. 2.5: Two students talked without being corrected.
B	Students demonstrated off-task behaviors (combing hair, make-up, talking, walking around room and into/out of class). No patterns of verbal participation were observed.	Performance was at standard.	2.1, 2.2, and 2.3: Classroom rules for talking and movement were not evident. 2.4: No monitoring patterns observed. 2.5: Behavior was not corrected.
C	Students demonstrated awareness of and willing compliance with expectations. Teacher monitored behavior regularly.	Performance was well above standard.	2.1, 2.2, and 2.3: All movement and talking was appropriate to the class. 2.5: Not observed.
D	Students at three tables demonstrated evidence of off-task behavior when not under the direct supervision of teacher. Teacher reminded students of performance expected approximately three times.	Performance was below standard in some instances.	2.1, 2.2, and 2.3: Rules for talking and movement were not observed by students; patterns were not observed. 2.4: No monitoring patterns observed. 2.5: No monitoring patterns observed.
E	Student awareness of and respect for behavior expectations. Teacher monitored behavior visually and by proximity. The teacher made two call downs (Thank you for . . .) which both communicated the expectation and maintained dignity of the student.	Performance well above to superior.	2.1, 2.2, and 2.3: Rules for talking and movement were observed by students. 2.4: Students were well behaved.

Formative Assessments for Major Teaching Function 3 (Instructional Presentation)

TEACHER	OBSERVER I	OBSERVER II	OBSERVER III
A	Complete review of homework was conducted to prepare students for new topic. Teacher posed a minimum of 58 questions in assessing students understanding. Teacher monitored work during guided and individual practice.	Performance was well above to superior.	3.1: Reviewed homework for approximately twenty minutes. 3.2: Introduction to new subject was not observed. 3.3 and 3.8: Speech and pacing were fast. 3.6: Did not check all homework papers. 3.11: Summary and closure not observed.
B	Teacher introduced and presented lesson with limited student response (10 call outs to approximately 23 questions). Students requested clarification or directions six times. Students were given incorrect information twice.	Performance was below standard to standard.	3.1, 3.4, 3.6, and 3.7: Practices were not conducted or observed. 3.5: Gave no examples. 3.8 and 3.10: Students were off-task. 3.11: Bell rang before closure or review.
C	Reviews of previous material were conducted in group and individual recitations. Six activities were directed at a brisk pace with emphasis upon student comprehension (tenses, suffixes) and pronunciation. Approximately 65 questions were answered correctly with teacher prompting.	Performance was well above standard to superior.	3.1: Used cards, work sheets and games to review material. 3.2: Introduced new verb. 3.3: Gave bilingual instructions. 3.4: Repeated questions in English. 3.5 - 3.11: Performances were above standard in these practices.
D	Teacher began class with a review of objectives and safety precautions. Examples were provided by chart and references to the text. Instructions for exercises were repeated approximately eight times; approximately thirty questions were asked to assist students in completing assignments.	Performance was at standard.	3.1, 3.5-7, 3.9 and 3.11: Practices were not performed or observed. 3.2: Introduction was short and to the point. 3.3: Teacher repeated instructions to groups. 3.4: Students completed tasks at varying rates with teacher prompting. 3.8: Pace was slow to moderate. 3.10: Students were tentative at first. Teacher was enthusiastic.
E	Teacher began class with a clear statement of objectives and directed class through a series of activities which were successfully "created" by students. Approximately eight transitions were efficiently made. Closure and review were effectively achieved.	Performance well above to superior.	3.1 - 3.8: Presentation was well organized prepared, and delivered at students. 3.9: Transitions were effective.

Formative Assessments for Major Teaching Function 4 (Instructional Monitoring)

TEACHER	OBSERVER I	OBSERVER II	OBSERVER III
A	Teacher clarified and demonstrated performance expectations, circulated to check a minimum of 24/27 students during seat work, and used approximately 58 questions to check student mastery of concepts.	Performance was above standard.	4.1: Homework due date extended. 4.2 and 4.3: Did not communicate with all students. 4.4: Questions were posed directly and sometimes harshly
B	Teacher circulated among groups and assisted two of sixteen students with seat work. Approximately ten of twenty-three questions were answered; three students did not respond to questions.	Performance was at standard to above standard.	4.1: Changed instructions when students didn't want to do work. 4.2: Not observed. 4.3: Talked to four students. 4.4: Used questions to involve students.
C	Teacher closely monitored pronunciation and concept mastery by asking approximately sixty-five questions to which students either responded extemporaneously or repeated words.	Performance was well above standard.	4.1 - 4.4: Performance was at standard to above in this area. Students were asked at least one question each.
D	Teacher circulated constantly to assist and clarify instructions to student teams. Questions were used to prompt student work approximately thirty times. Students in six of nine teams used the "Pass it along" technique for peer teaching.	Performance was above standard.	4.1, 4.2, and 4.4: Performance was at or above standard. 4.3: Noise and confusion prevented teacher from fulfilling practice.
E	Teacher praised and affirmed student ideas constantly. She asked approximately twenty questions which were successfully answered.	Performance was above standard.	4.1 - 4.4: Performance was consistently above standard in this area.

Formative Assessments for Major Teaching Function 5 (Instructional Feedback)

TEACHER	OBSERVER I	OBSERVER II	OBSERVER III
A	Teacher consistently affirmed correct answers and sustained students until correct answers were given.	Performance was above standard.	5.1: Direct feedback was given on in-class work. 5.2: Did not collect all papers. 5.3 and 5.4: Interactions with students were direct, sometimes intimidating.
B	Teacher asked approximately twenty-three questions and answered four of own questions. Three students were not sustained when they failed to respond to a question.	Performance was at standard.	5.1 - 5.4: Practices were not performed or not observed.
C	Teacher emphasized individual and group recitations which were affirmed in English and in foreign language. Teacher sustained students in pronunciation drills approximately eighteen times and used wait-time on three occasions.	Performance was superior.	5.1 - 5.4: Practices were above standard. 5.2: Practice was not observed.
D	Teacher affirmed student group work regularly and referred to examples in the chart and text approximately four times.	Performance was at standard.	5.1 - 5.5: Practices were at standard.
E	Teacher monitored performance visually and audibly. She sustained students in creating and planning activities.	Performance was well above standard.	5.1 - 5.5: Performance was consistently above standard. The teacher was sensitive and supportive in demonstrating these practices.

APPENDIX J. TEACHER STRENGTHS AND NEEDS (FROM THE FODA)

Strengths and Needs Identified for Teacher A (From the FODA)

Observer	Strengths	Needs
I	Teacher maintained a consistently high level of time-on-task throughout the observation and demonstrated efficient techniques for checking and monitoring student behavior.	None identified in this observation.
II	Overall performance was above to well-above standard.	Instructional pacing to check all students' progress may be one need.
III	Function 1: Management of instructional time.	To improve relating to and interacting with students less rigidly and critically.

Strengths and Needs Identified for Teacher B (From the FODA)

Observer	Strengths	Needs
I	Teacher appeared to have prepared an interesting and significant lesson.	Teacher should review techniques related to functions 2, 3 and 4, especially for the use of questions as a technique for monitoring feedback.
II	Overall performance was at standard.	Time management and management of student behavior.
III	[none cited]	To learn organizational skills to provide structure and direction for what goes on in the classroom.

Strengths and Needs Identified for Teacher C (From the FODA)

Observer	Strengths	Needs
I	Teacher demonstrated high time-on-task and efficiency in monitoring student performance, in use of questions, and in use of review/feedback techniques.	None identified in this observation.
II	Overall performance was above standard.	Possibly time management because of the number of activities.
III	Her enthusiasm and efficiency in planning and managing time.	To monitor the individual students' progress more closely.

Strengths and Needs Identified for Teacher D (From the FODA)

Observer	Strengths	Needs
I	Teacher's preparation of materials for demonstration (charts and supplies) was commendable.	Review of techniques and strategies for communicating (and monitoring student compliance with) instructions.
II	Overall performance was at standard.	Managing student behavior, especially to control excessive talking.
III	Time management (function 1) and enthusiasm for subject.	To manage students better.

Strengths and Needs Identified for Teacher E (From the FODA)

Observer	Strengths	Needs
I	Teacher demonstrated well-above to superior levels of performance in each major function of teaching, especially in instructional presentation and instructional feedback.	None identified in this observation.
II	Overall performance was superior.	[none cited]
III	Enthusiasm and positive interaction skills.	None.

APPENDIX K. SUMMATIVE COMMENTS (FROM THE TPAI)

Appendix K

Summative Comments for Teacher A (From the TPAI) [Numerical Assessments are in parenthesis]

FUNCTION	OBSERVER I	OBSERVER II	OBSERVER III
Time Management	(5) Teacher and student time-on-task and student involvement were consistently high throughout the period.	(4) Above standard performance.	(2) Pacing and timing were intense at times, and not always at students' levels. Materials not provided.
Student Management	(5) Students were attentive and demonstrated awareness of performance expectations. Teacher monitored constantly.	(3)	(3)
Instructional Presentation	(5) Teacher demonstrated proficiency in each instructional practice, especially in the use of questioning to assess student understanding.	(4) Above standard performance.	(3)
Instructional Monitoring	(6) Teacher checked and monitored the performance of each student 2-3 times <i>via</i> boardwork, questions and circulation during seat work.	(3)	(2) Questioning techniques were harsh and insensitive at times.
Instructional Feedback	(6) Teacher consistently affirmed correct answers and sustained students who had problems.	(4) Above standard performance.	(3)

Summative Comments for Teacher B (From the TPAI) [Numerical Assessments are in parenthesis]

FUNCTION	OBSERVER I	OBSERVER II	OBSERVER III
Time Management	(2) Time-on-task was diminished by off-task student behaviors and loss of "place" in video equipment.	(3)	(1) Students not always attentive; materials not ready.
Student Management	(2) Students were not on-task (talking, combing hair, etc.) or attentive to class routines, topics.	(3)	(2) Behavior was not monitored or corrected.
Instructional Presentation	(2) Introduction and directions were unclear to students. Teacher gave incorrect information twice.	(3)	(1) Several practices were not performed; no examples/illustrations were given; no closure observed.
Instructional Monitoring	(2) Teacher did not circulate or achieve successful responses to questions.	(4) Above standard performance.	(2) Teacher changed work standards when students would not perform.
Instructional Feedback	(2) Teacher did not sustain students in feedback; teacher answered own questions when students would not respond.	(3)	(2) These practices were either not performed or not observed.

Summative Comments for Teacher C (From the TPAI) [Numerical Assessments are in parenthesis]

FUNCTION	OBSERVER I	OBSERVER II	OBSERVER III
Time Management	(6) Bell to bell involvement; consistently high. Superior level of time-on-task by teacher and students with materials for approximately 6 activities.	(6) Superior performance.	(6) Class was started quickly and remained on task.
Student Management	(5) Active student participation (continuous) did not disrupt the activities in progress.	(5) Well-above standard performance.	(5) All movement and talking were appropriate.
Instructional Presentation	(6) Teacher consistently demonstrated these practices with a high level of knowledge, patience, and enthusiasm. Objectives were stated and met.	(6) Superior performance.	(5) Teacher used a variety of materials and activities to present lesson.
Instructional Monitoring	(6) Teacher consistently demonstrated awareness of student performance in individual and group recitations; student responses to questions were monitored for clarity and correctness.	(5) Well-above standard performance.	(5) Students were asked at least one question each.
Instructional Feedback	(6) Teacher emphasized individual and group recitations, sustaining as needed. Teacher used wait-time effectively.	(6) Superior performance.	(5) Practices were observed as above standard.

Summative Comments for Teacher D (From the TPAI) [Numerical Assessments are in parenthesis]

FUNCTION	OBSERVER I	OBSERVER II	OBSERVER III
Time Management	(4) Notable materials and illustrations; teacher time-on-task was intense; concentration was upon completion of lab activities.	(3)	(3)
Student Management	(2) Student groups were frequently talking off-task; teacher prompted regularly.	(2) Performance was below standard in some practices.	(3)
Instructional Presentation	(4) Teacher methodically provided review and introduction, illustrations and assistance to study groups. Teacher repeated instructions frequently.	(3)	(3)
Instructional Monitoring	(3)	(4) Above standard performance.	(3)
Instructional Feedback	(3)	(3)	(3)

Summative Comments for Teacher E (From the TPAI) [Numerical Assessments are in parenthesis]

FUNCTION	OBSERVER I	OBSERVER II	OBSERVER III
Time Management	(6) High level of time-on-task was observed; materials were available for distribution.	(6) Superior performance.	(6) High involvement.
Student Management	(5) Student behavior was routinely prompted and reinforced without disruption to class routines.	(6) Superior performance.	(6) Rules were observed by all students.
Instructional Presentation	(6) Teacher consistently demonstrated these practices with a high level of proficiency; objectives were clearly stated and observably met.	(6) Superior performance.	(5) Well organized, prepared and delivered.
Instructional Monitoring	(5) Teacher praised and affirmed answers consistently; used questions frequently which were answered spontaneously.	(4) Above standard performance.	(5) Above standard in these practices.
Instructional Feedback	(6) Teacher consistently affirmed and sustained students.	(5) Well above standard performance.	(5) Sensitive and supportive in these practices.

APPENDIX L. PREVIOUS APPRAISAL INSTRUMENT

TEACHER PERFORMANCE APPRAISAL INSTRUMENT

- INSTRUCTIONS
1. Based on the evidence from observation and discussion, the evaluator is to rate the teacher's performance with respect to the 33 basic elements of teaching listed below.
 2. The evaluator is encouraged to add pertinent comments at the end of each major function.
 3. The teacher is provided an opportunity to react to the evaluator's ratings and comments.
 4. The evaluator and the teacher must discuss the results of the appraisal and recommended action pertinent to it.
 5. The teacher and the evaluator must sign the instrument in the assigned spaces.
 6. The instrument must be filed in the teacher's personnel folder.

Teacher Name _____

School _____

Rating Scale
(Please Circle)

Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable
-------------------------------------	-----------------------------------	-------------------------------------	----------------

The following are Broad Program Functions. They refer to planning, operating, and updating the instructional program as a total program extending over the school year.

A. Major Function: Planning the Program

There is evidence that the teacher:

- | | | | | |
|---|---|---|---|----|
| 1. Contributes as requested to the development of annual objectives for the school; | 1 | 2 | 3 | NA |
| 2. Develops an annual instructional plan that includes the formulation of objectives, strategies, timelines and evaluation procedures consistent with annual school objectives. | 1 | 2 | 3 | NA |

Comments _____

B. Major Function: Overseeing the Program

There is evidence that the teacher:

- | | | | | |
|--|---|---|---|----|
| 1. Applies curriculum scope, sequence, continuity, and balance in carrying out the annual instructional plan; | 1 | 2 | 3 | NA |
| 2. Implements learning strategies that address the needs identified in the annual instructional plan; | 1 | 2 | 3 | NA |
| 3. Uses appropriate evaluation methods to determine whether the annual instructional plan is working; | 1 | 2 | 3 | NA |
| 4. Makes changes in the annual instructional plan when evaluation indicates a need, and seeks advice and assistance if needed. | 1 | 2 | 3 | NA |

Comments _____

C. Major Function: Updating the Program

There is evidence that the teacher:

- | | | | | |
|---|---|---|---|----|
| 1. Renews competence and keeps up with advances in child growth and development and uses this knowledge to improve the instructional program; | 1 | 2 | 3 | NA |
| 2. Renews competence and keeps abreast of new knowledge, research, and practice in subject area(s) and applies this knowledge to improve the instructional program. | 1 | 2 | 3 | NA |

Comments _____

Rating Scale
(Please Circle)

Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable
-------------------------------------	-----------------------------------	-------------------------------------	----------------

The following are Particular Technical Functions. They refer to the means by which the teacher adapts the broad program functions to lessons and units of study on a daily basis.

***D. Major Function: Managing Daily Instruction**

There is evidence that the teacher:

- | | | | | |
|--|---|---|---|----|
| 1. Prepares daily lesson plans, makes classroom presentations, conducts discussions, encourages practice, and corrects student work in a manner that demonstrates subject-area competence; | 1 | 2 | 3 | NA |
| 2. Correlates subject matter to student's interests, needs, and aptitudes; | 1 | 2 | 3 | NA |
| 3. Uses resources, materials, and enrichment activities that are related to the subject(s); | 1 | 2 | 3 | NA |
| 4. Employs instructional methods that are appropriate to the instructional objectives; | 1 | 2 | 3 | NA |
| 5. Involves students, parents, and others as needed to help ensure that students keep up with daily lessons. | 1 | 2 | 3 | NA |

Comments _____

***E. Major Function: Differentiating Instruction**

There is evidence that the teacher:

- | | | | | |
|--|---|---|---|----|
| 1. Identifies students' strengths and weaknesses in relation to objectives to determine if grouping is required because of differing skill levels; | 1 | 2 | 3 | NA |
| 2. Groups students as needed for effective teaching and learning; | 1 | 2 | 3 | NA |
| 3. Uses the school's media center to support and supplement instructional activities; | 1 | 2 | 3 | NA |
| 4. Provides instructional activities that aid students in becoming independent learners. | 1 | 2 | 3 | NA |

Comments _____

***F. Major Function: Individualizing Instruction**

There is evidence that the teacher:

- | | | | | |
|--|---|---|---|----|
| 1. Monitors individual student achievement of objectives as teaching occurs; | 1 | 2 | 3 | NA |
| 2. Prepares individual students with prompt feedback on their progress and provides necessary remediation; | 1 | 2 | 3 | NA |
| 3. Adjusts instruction of objectives and individual student needs on a daily basis; | 1 | 2 | 3 | NA |
| 4. Arranges to have appropriate materials and equipment available to satisfy individual needs. | 1 | 2 | 3 | NA |

Comments _____

***G. Major Function: Supervising**

There is evidence that the teacher:

- | | | | | |
|--|---|---|---|----|
| 1. Manages the daily routine so that students know what they are to do next and are able to proceed without confusion; | 1 | 2 | 3 | NA |
| 2. Keeps student talk and movement at a level that lets each student attend to his or her instructional task without interruption. | 1 | 2 | 3 | NA |
| 3. Maintains a pleasant working atmosphere that does not stifle spontaneity and warmth. | 1 | 2 | 3 | NA |

Comments _____

*Functions which relate to classroom instructional practices.

Rating Scale
(Please Circle)

The following are Indirect Facilitating Functions. They refer to a moderately related set of activities that do not involve direct teaching between teacher and student, but have important effects on the success of that direct teaching. Non-Instructional Duties refer to the teacher's essential role in the logistics of administering a program to a large social group of several hundred students in a limited space.

Needs Improvement in Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable
----------------------------------	--------------------------------	----------------------------------	----------------

H. Major Function: Human Resources

There is evidence that the teacher:

- | | | | | |
|---|---|---|---|----|
| 1. Uses student talent as a resource in instructing, developing materials, and operating equipment; | 1 | 2 | 3 | NA |
| 2. Makes appropriate use of volunteers and resource teachers with special skills and knowledge; | 1 | 2 | 3 | NA |
| 3. Makes use of appropriate community resources to extend classroom learning; | 1 | 2 | 3 | NA |
| 4. Makes effective use of other professional personnel to improve instruction and classroom management. | 1 | 2 | 3 | NA |

Comments _____

I. Major Function: Human Relations

There is evidence that the teacher:

- | | | | | |
|---|---|---|---|----|
| 1. Shows respect for the worth and dignity of all students; | 1 | 2 | 3 | NA |
| 2. Is aware of and encourages respect for cultural differences; | 1 | 2 | 3 | NA |
| 3. Establishes rapport with parents. | 1 | 2 | 3 | NA |

Comments _____

J. Major Function: Non-Instructional Duties

There is evidence that the teacher:

- | | | | | |
|---|---|---|---|----|
| 1. Carries out non-instructional duties as assigned; | 1 | 2 | 3 | NA |
| 2. Adheres to established laws, rules, and regulations. | 1 | 2 | 3 | NA |

Comments _____

Evaluator's Summary Comments _____

Teacher's Reactions to Evaluation _____

Evaluator's signature and date

Teacher's signature and date
Signature indicates that the written evaluation has been seen and discussed.

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