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Public Elementary Teachers' Views on Teacher Performance Evaluations



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Highlights

Findings from a nationally representative survey of approximately 1,000 public elementary school teachers conducted in the spring of 1993 contain the following highlights:

- **Most teachers (89 percent)** believe **their** last performance evaluation provided an accurate assessment of their teaching **performance**. Seventy-four percent thought their last evaluation had been useful for improving their teaching (**table 5**).
- **A large majority of teachers (94 percent)** reported that the criteria used for evaluating their **performance** were known to them prior to the evaluation process (**table 2**).
- **Ninety-two percent of teachers reported** that their most recent evaluation included classroom observations that received a formal **rating**, and **69 percent** said that **informal** observations were part of the last evaluation (**table 2**).
- While **99 percent of elementary teachers** said that subject matter knowledge should be a consideration in evaluating **performance**, **only 65 percent** said it had been considered to a great extent in their most recent evaluation (**table 3**).
- **Most teachers perceived** that their **evaluators were** competent to judge their performance in selected aspects of teaching (**table 3**).
- **Three-fourths** of public elementary school teachers **reported** that determining **teachers'** pay levels was not an objective of teacher performance evaluations at their school when they were last **evaluated**, and **50 percent agree** that this should not be an objective (**table 6**).

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Background

The evaluation of teaching performance is regarded as an important means of promoting excellence in **education**. As one researcher has **noted**, "The public has come to believe that the key to education improvement lies as much in upgrading the quality of teachers as in revamping school programs and **curricula**" (Darling-Hammond 1990,18). The increased importance **attached** to the evaluation of teaching can be seen in various events that **occurred** during the **1980s**, such as the adoption by most states of teacher testing programs for **certification**, the **establishment** of a National Board for Professional Teaching **Standards**, major revisions to the National Teacher **Examinations**, and the development by many states of guidelines for teacher evaluation (Millman and Darling-Hammond 1990). The purposes of teacher evaluation are generally divided into two major **goals**: formative and **summative** (Millman 1981, Bickers 1988, Millman and Darling-Hammond 1990). **Improving** classroom teaching and fostering professional development are examples of the formative goals of teacher **evaluation**. Evaluations can also be used to achieve **summative goals**, such as setting standards by which employment and compensation decisions are made and removing incompetent **teachers from the classroom**.

Most educational administrators and teachers agree that evaluations must be used constructively **before they** can be **effective** in improving educational **excellence**. The extent to which teachers know the criteria and procedures for performance **evaluation**, view their evaluations as **useful** to their professional **development**, and **perceive** the objectives of the evaluation process at their school as consistent with the objectives that they regard as meaningful may affect the success of teacher performance evaluations in improving the quality of education in the United States (Darling-Hammond, Wise, and Pease 1983).

Efforts **are** underway to help schools throughout the nation improve measurement **criteria, instruments**, and procedures for evaluating the performance of their teachers and to train **educators and administrators** in the use of valid evaluation measures (Dwyer and Stufflebeam **forthcoming**). Research has been conducted to assess the current patterns of teacher performance **evaluations**, including case studies on school and district policies (Wise et al. 1984; Stiggins and Duke 1988). **However, there is little, if any, national data from the teacher's perspective**: how do **teachers** view the evaluation practices and procedures at their schools and what are their opinions on various aspects of their **performance evaluations**?

To provide data to fill this **gap**, the Survey on Teacher Performance Evaluations was commissioned by the National Center for Education Statistics (NCES). The Office of **Research, U.S. Department of Education**, requested the survey to provide data for the Center for Research on Educational Accountability and Teacher Evaluation (CREATE), a component of The Evaluation Center at Western Michigan University's College of **Education**. CREATE is a **national** research and development center **funded** by the Office of Educational Research and **Improvement** of the **U.S. Department of Education**. CREATE serves as a focal point for efforts to strengthen educational **services** by improving teacher **performance** evaluations and developing other strategies

(Stufflebeam 1991). The survey was conducted by Westat, Inc., using the Fast Response Survey System (FRSS), which was established by NCEES to collect small quantities of data needed for educational planning and policy. Data were collected from a national sample of public school teachers of kindergarten through grade 6 who were asked to report on the most recent teacher performance evaluation they had received. More information on the survey methodology is contained in the final sections of this report.

This report presents data on the extent to which public school teachers of kindergarten through grade 6 have experienced formal evaluations in their current school and the procedures that their schools employ in evaluating teacher performance. This survey included only elementary school teachers because their experience was likely to differ from that of secondary school teachers. A Fast Response survey does not permit a large enough sample size to compare the two groups. Teachers' assessments of the outcomes of their last teaching performance evaluation are also presented. In addition, the report gives the perspectives of teachers on the aspects of teaching that were actually considered in evaluating their teaching performance, the aspects that they believe should be considered, and the appropriate uses of formal teacher performance evaluations.

Data are given for all teachers of kindergarten through grade 6 who are in at least their second year of teaching at their current school and who have been formally evaluated at least one time at that school. (Only teachers in at least their second year at their current school were sampled because first year teachers may not have had the opportunity to have completed a formal evaluation.) Data are also presented by selected teacher and school characteristics. The specific characteristics were chosen because CREATE's experience indicated they might show variation in perspectives on teacher performance evaluation. Data were not analyzed by sex and race due to small sample sizes for males and minorities. Approximately 84 percent of public elementary school teachers are female, and 73 percent are white, non-Hispanic. (Schools and Staffing in the United States: A Statistical Profile 1990-91) Teacher characteristics were obtained from the teachers in the survey and school characteristics were obtained from the Common Core of Data (CCD) Universe of Public Schools.

Teacher characteristics

- *Teacher certification status when last evaluated:* advanced, standard, probationary or temporary.
- *Grade:* K through third, fourth through sixth.
- *Number of years teaching in current school:* 1 through 4, 5 through 10, 11 or more.

Teacher Performance Evaluation Practices

School characteristics

- *Enrollment size of school:* less than 400 (small), 400 to 600 (medium), more than 600 (large).
- *Urbanicity of school:* city, urban fringe, town, rural. Urbanicity categories are defined in the survey methodology section of this report.

Survey findings are organized into six sections. The first section addresses teacher performance evaluation practices. Section two presents evaluation procedures. Section three gives teachers' opinions about the aspects of teaching that they think should be considered in performance evaluations. A discussion of the reasons for and outcomes of evaluations is contained in sections four and five, and a section on teachers' perspectives on the appropriate objectives of evaluations concludes the report.

Teacher performance evaluations are a common practice in the nation's public elementary schools; 98 percent of elementary teachers reported that they had been formally evaluated at least one time in the schools in which they are currently teaching. Of those teachers who had been evaluated,¹ 42 percent indicated that they had been evaluated 6 to 14 times in their current school, and 29 percent indicated that they had been evaluated 15 or more times (table 1).

Variations in the meaning of "formal evaluation" should be kept in mind when interpreting the number of evaluations a teacher has received. The definition of formal evaluation included on the questionnaire instructed respondents to answer with regard to the total and systematic process of performance evaluation within a given time period. This process might extend over the course of a semester or a year, or a longer period of time, and it might include several different procedures to evaluate various aspects of teaching performance. It would likely have some closure in the form of feedback to the teacher or a written report of the outcome. However, because the time period included in a formal evaluation might vary and because there were specific questions about whether or not feedback was received by the teacher, as well as the type of feedback that was received, those points were not part of the definition that was offered. Judging from the teachers' counts of the number of times they had been formally evaluated, some may view the formal evaluation process in a more fragmented manner. For example, each occurrence of classroom observation appears to have been counted as a formal evaluation by some respondents, even though they all may have been part of one year-long process. On the other hand, some teachers who were interviewed by telephone explained that early in their teaching careers they received formal evaluations several times a year, and as they gained experience, they were formally evaluated on a yearly or biennial basis. Seventy-two percent of teachers had received a formal evaluation during the 1992-93 academic year.

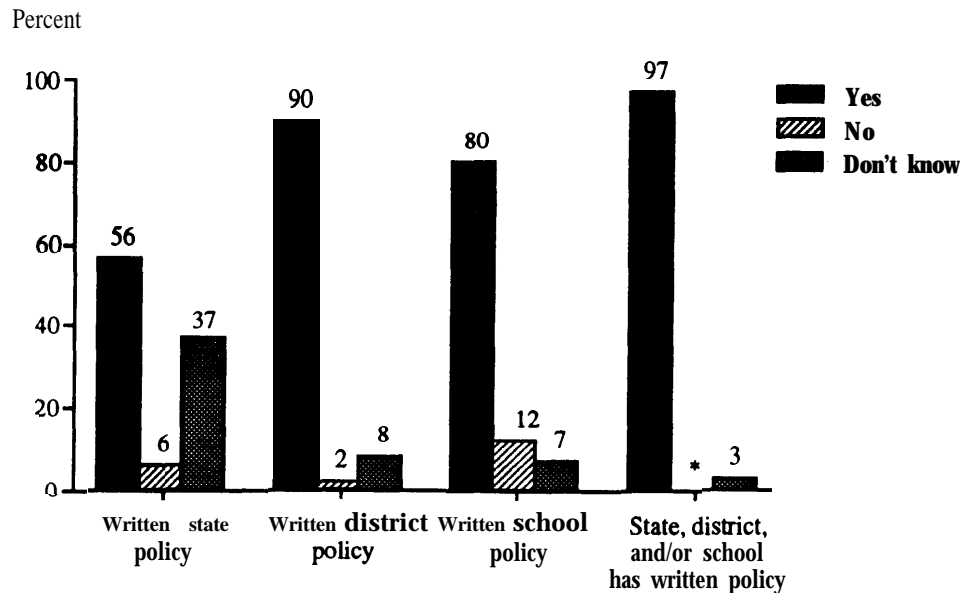
¹Because so few respondents indicated they had not been formally evaluated, those cases were excluded from further analysis.

Nearly **three-quarters** of the teachers held a standard teaching certificate at the time they were last **evaluated**, about one in five held advanced **certification**, and only **5 percent** were in probationary or temporary status (**table 1**). Findings related to certification status should be interpreted **cautiously**. The categories may have **different** meanings in different **states**, and teachers holding probationary or temporary status **may be** new employees in a state or district but not new to the teaching **profession**.²

Written Policies

A majority of **teachers** reported that written policies guide their teacher performance **evaluations**. Most common are the district-level **policies**, reported by **90 percent** of **teachers**, and school-level **policies**, reported by **80 percent** of the **teachers**. Although **56 percent** of **all** teachers reported that their state has a written policy on **evaluations**, **37 percent** said they did not know whether or not their state had a written policy on evaluations (**figure 1**). The existence of written state policies on teacher performance evaluations is associated with **geographical region**. Seventy-seven percent of teachers in the **Southeast**, **69 percent** of those in the **West**, and only **36 percent** of teachers in the Northeast and **33 percent** in the Central **region** of the country knew that their state had a written **policy** on evaluations (**figure 2**). Approximately **3 percent** of teachers were not aware of any written policy for their evaluations either at the **state, district, or school level**.

Figure 1.--Percent of public elementary school teachers reporting the existence of written teacher performance evaluation policies: 1993



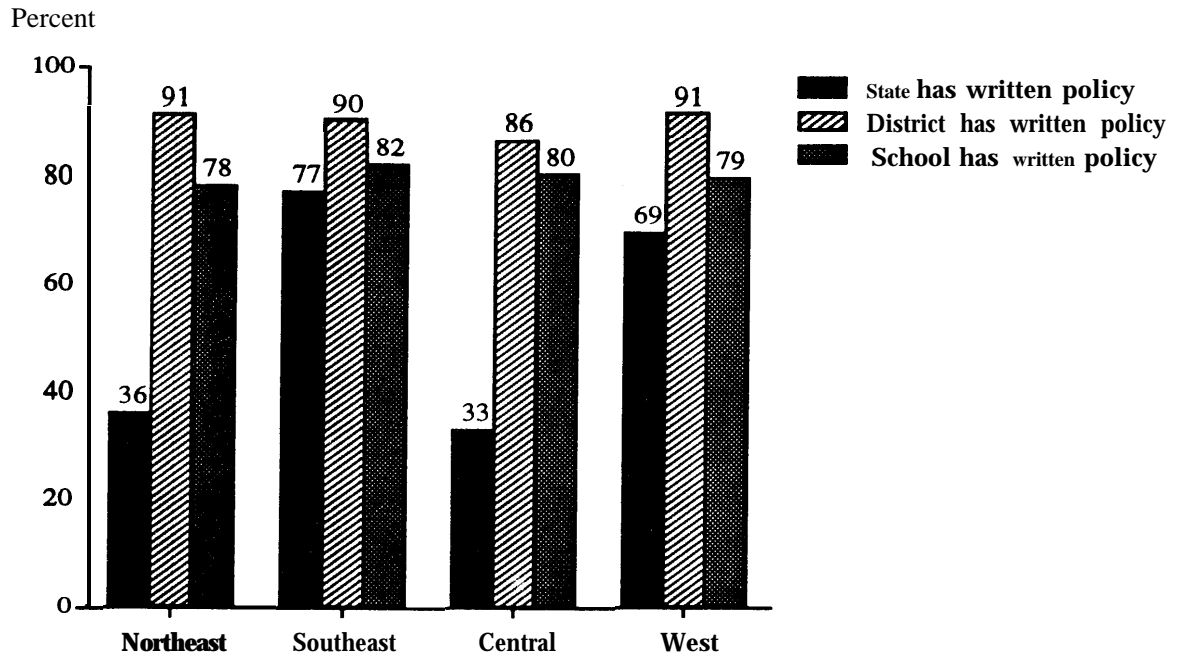
*Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

²Only 49 teachers in the sample reported holding probationary or temporary certification. Because of this small sample size and the resulting large variances, apparent percentage differences shown in tables may not be statistically significant.

Figure 2.--Percent of public elementary school teachers reporting the existence of written teacher performance evaluation policies, region: 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Teacher Performance Evaluation Procedures

Evaluation procedures can encompass various indicators of teaching performance. A large majority of teachers, 92 percent, reported that their most recent evaluation included classroom observations that received a formal rating, and 69 percent said that informal observations were part of the last evaluation (table 2). Informal observations were more likely to be reported by teachers at schools enrolling less than 400 students than by teachers at schools having more than 600 students. Only 1 percent of teachers said videotapes of their teaching performance were evaluated.

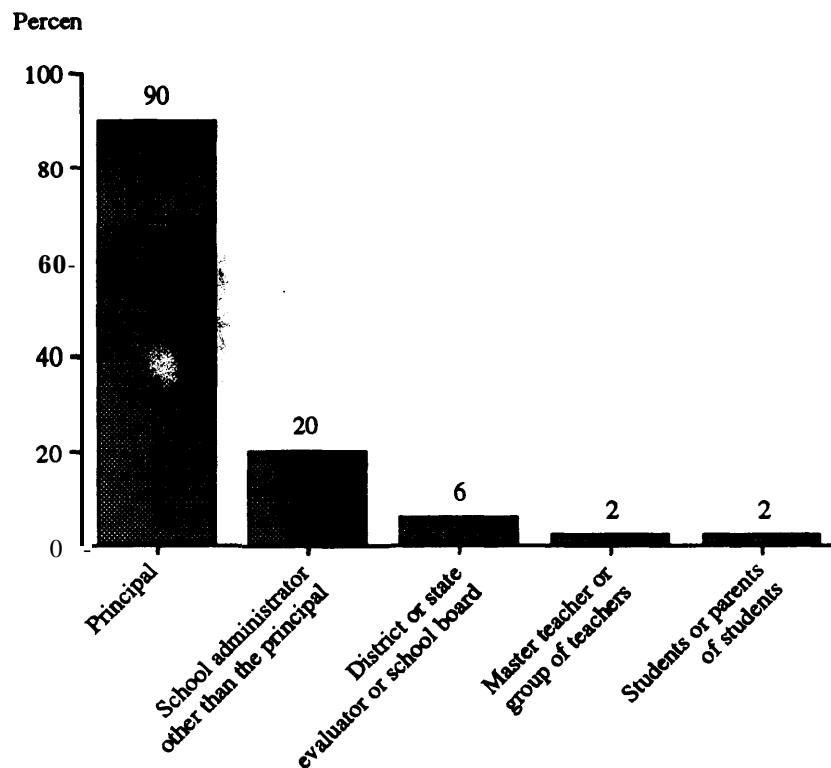
Teachers say that their performance evaluations rarely include objective indicators of subject matter expertise. Only 4 percent of teachers reported that their scores on tests were considered in evaluating their teaching performance, and 19 percent said that portfolios of their work were evaluated. Also rarely included in the performance evaluation was input from students either in the form of student questionnaires or student test scores. Four percent of teachers said student test scores were considered as part of their evaluation process, and only 2 percent said student questionnaires were included.

Procedures for most teacher performance evaluations include establishing and disseminating criteria for the evaluation. Ninety-four percent of teachers reported that the criteria for evaluating their performance were known to them prior to the evaluation process (table 2). Likewise, most teachers received a verbal explanation (97 percent)

and a written report (91 percent) following their last evaluation. Eighty-seven percent of teachers reported that their school has an appeal process. Ninety-five percent can submit a written response to the evaluation that will become part of the teacher's permanent file; this right is more common for teachers in schools located in an urban fringe area than for those in city schools.

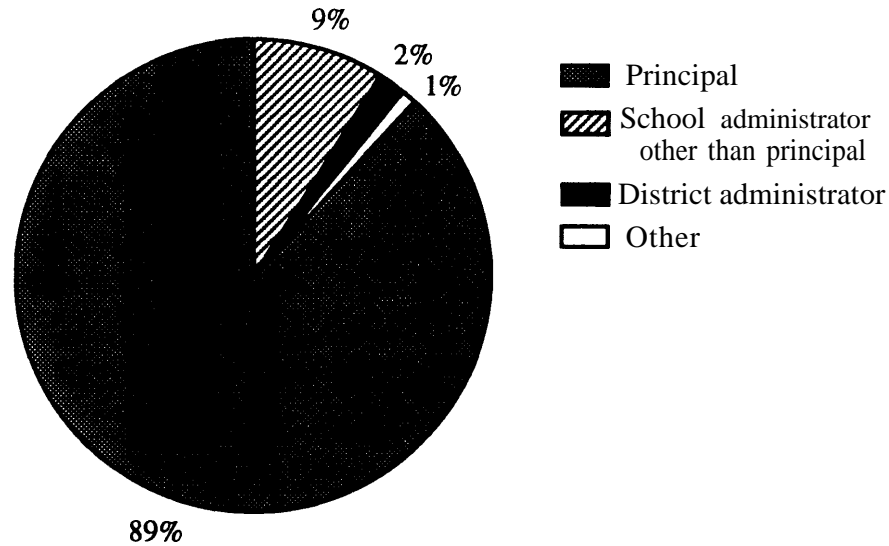
The vast majority of teacher performance evaluations are conducted by the school principal. Principals were involved in evaluating 90 percent of elementary school teachers, and a school administrator other than the principal was involved in evaluating 20 percent of teachers (figure 3). Other personnel named were district or state evaluators or members of the school board (by 6 percent of teachers), a master teacher or a group of teachers, and students or parents of students (both by 2 percent). In 89 percent of all evaluations the principal had the major role, in 9 percent another school administrator had the major role, and in 2 percent a district administrator had the major role in conducting the evaluation (figure 4).

Figure 3.--Percent of public elementary school teachers reporting who was involved in their last performance evaluation: 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Figure 4.--Percent of public elementary school teachers reporting the evaluator with the most important role in the last teacher performance evaluation:1993



NOTE: Percents may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Aspects of Teaching Considered in Evaluations

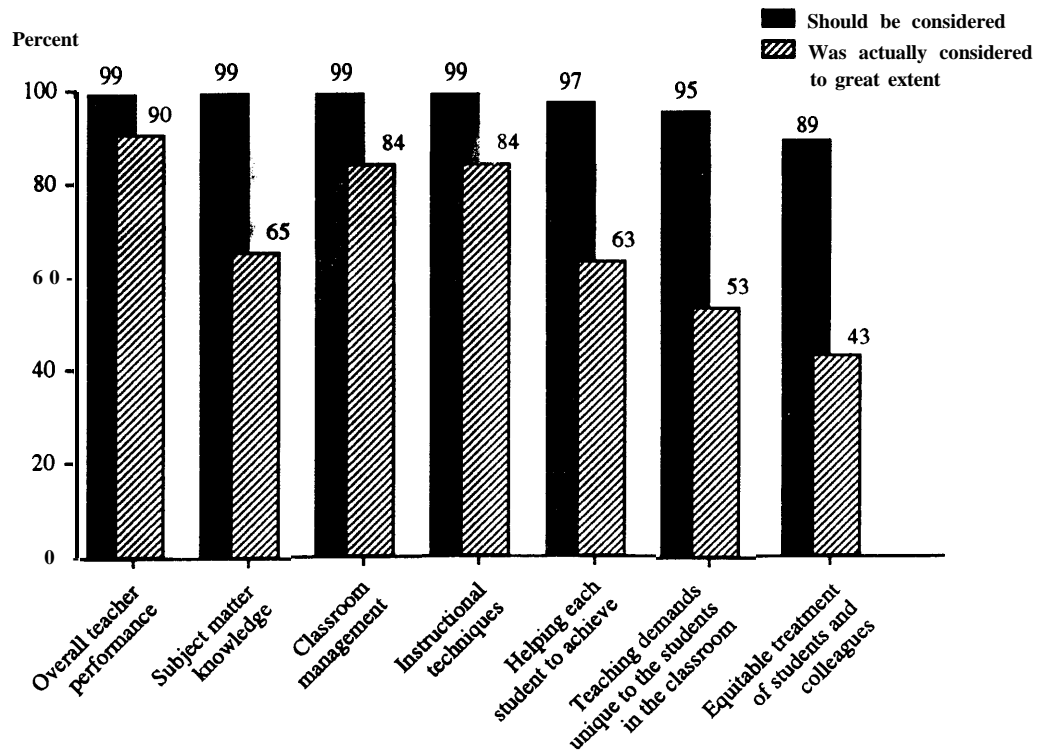
Elementary teachers were asked to assess 13 aspects of teaching that could potentially be taken into account when evaluating teacher performance. They were asked to report the extent to which each aspect had actually been considered in their most recent evaluation, and whether they think each aspect should be considered when evaluating a teacher's performance. More than 90 percent of elementary teachers said that the following six aspects of teaching should be considered in evaluating a teacher's performance: overall teaching performance (99 percent), subject matter knowledge (99 percent), classroom management (99 percent), instructional techniques (99 percent), helping each student achieve according to his or her ability (97 percent), and teaching demands unique to students in the classroom (95 percent). Somewhat smaller percentages named equitable treatment of students and colleagues (89 percent), professional development activities (80 percent), and cooperation with other school personnel (78 percent) as important factors to consider. Neighborhood or school problems affecting one's teaching, involving parents in the learning process, grading methods, and test construction skills were cited by 69 percent, 65 percent, 56 percent, and 49 percent, respectively (table 3).

The six aspects of teaching that more than 90 percent of teachers said should be considered when conducting teacher performance evaluations were also cited as actually having been considered to a great extent during their most recent evaluations by the greatest percentage of

teachers. Over 50 percent of teachers reported that those six aspects -- overall teaching performance, subject matter knowledge, classroom management, instructional techniques, helping each student achieve according to his or her ability, and teaching demands unique to students in the classroom -- had actually been considered to a great extent (table 3 and figure 5). Forty-three percent of teachers reported that equitable treatment of students and colleagues was considered. However, for each of these aspects of teaching, there was a significant discrepancy between the percentage citing it as important to consider and the percentage citing it as actually having been considered to a great extent in their evaluations. For example,

- While 99 percent of elementary teachers said that subject matter knowledge should be a consideration in evaluating a teacher, 65 percent of teachers said it had been considered to a great extent.
- Although 97 percent of teachers believed that contributing to students' achievement should be a consideration, only 63 percent reported that it actually had been considered to a great extent in their last evaluation.

Figure 5.--Percent of public elementary school teachers indicating that various aspects of teaching should be considered and actually were considered to a great extent in their last teacher performance evaluation: 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

- Ninety-five percent thought that teaching demands unique to the students in their classrooms should be **considered**, but **only 53** percent of **teachers** reported this aspect actually was considered to a great **extent**.

A majority of **teachers** reported four aspects of teaching had been considered only to a *small extent or not at all* when they were last **evaluated**. These were test construction skills (**cited by 68 percent**), grading methods (**61 percent**), neighborhood or school problems affecting one's teaching (**60 percent**), and involving parents in the learning process (**57 percent**).

Teachers were generally alike in their opinions as to what was and what should be considered in a teacher's **evaluation**. Few teacher or school characteristics **were** associated with the aspects of teaching that were actually considered to a great extent in the performance evaluations of elementary **teachers**. Some **differences** in opinion as to what was considered in evaluations **were, however**, associated with teacher certification **status**. A greater **percentage of teachers** holding advanced **certification, 73 percent**, than **teachers** with standard **certification, 63 percent**, reported that subject matter knowledge was considered to a great extent in their last evaluation (**table 4**). **Similarly**, a higher percentage of teachers with advanced certificates than with standard certificates (**23 percent and 11 percent, respectively**) reported that involving parents in the learning process was considered to a **great extent**. A **greater** proportion of **teachers** with advanced certificates (**15 percent**) than those with probationary or temporary certificates (**4 percent**) said that grading methods were considered to a great extent in their last **evaluation**.

Other differences were associated with the grade taught and with the **urbanicity** of the **school**. For **instance, 56** percent of **teachers** of kindergarten through grade **3 reported** that teaching demands unique to students in the classroom were considered to a **great** extent versus **48** percent of teachers of grades **4 through 6**. Teachers at schools located in the urban fringe **were** more likely than teachers in rural schools to report that professional development activities had been considered in their last **evaluation**, while a **greater** percentage of teachers in cities than teachers in towns or rural areas said that neighborhood and school problems affecting their teaching were considered to a great **extent**. There was also a significant difference between teachers in urban fringe and rural **areas**, with a higher percentage of urban fringe than rural teachers reporting that neighborhood and school problems had been taken into consideration to a great extent at their last **evaluation**.

Evaluator Competency

Teachers were asked to rate the level of competency of the persons who last evaluated them on each of the **13** selected aspects of **teaching**. In **general**, evaluators were deemed competent to evaluate the aspects of teaching considered most important by **teachers**. Fifty percent or **more** said that their most recent evaluator was highly competent to evaluate the following nine aspects of **teaching**: overall teacher **performance**, subject matter **knowledge**, classroom **management**, instructional **techniques**, contribution to student **achievement**, teaching demands unique to the students in their **classroom**, equitable treatment of students and

colleagues, professional development activities, and cooperation with other school personnel (table 3).

Reasons for Teacher Performance Evaluations

Teachers were asked to identify all of the reasons for their last performance evaluation. The options were a regularly scheduled evaluation, for tenure, for a promotion, for merit pay, or because the teacher requested it, and teachers could choose more than one reason. Ninety-seven percent of teachers said that their most recent teacher performance evaluation was a regularly scheduled evaluation (table 5). Nine percent said their evaluation was conducted as part of the process of conferring tenure, and 6 percent reported that their evaluation would determine the award of merit pay. Less than 1 percent of teachers said the evaluation was done at the teachers' request. Not surprisingly, teachers with probationary or temporary status were more likely than teachers holding standard or advanced certificates to report that their last evaluation was conducted for the purpose of receiving tenure. The same was true for teachers with 4 years or fewer in service at the current school versus teachers who had taught at the school for 5 to 10 years or 11 years or more.

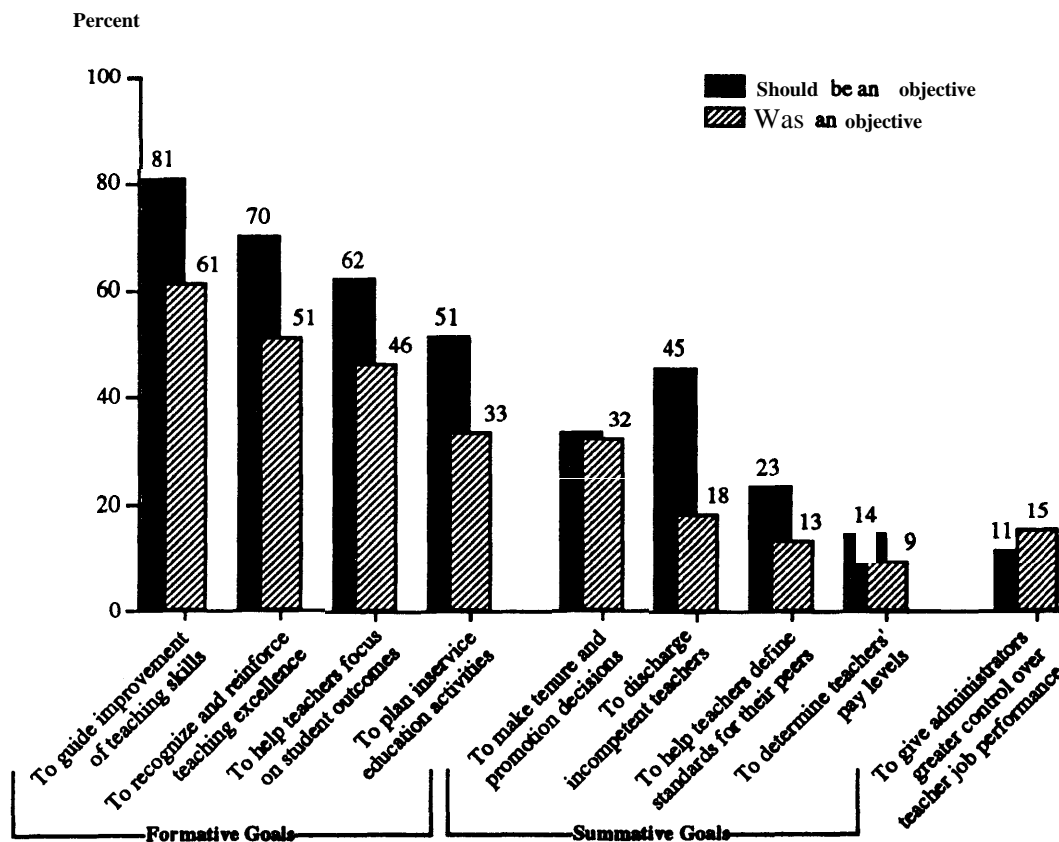
Outcomes of Teacher Performance Evaluations

Most teachers reported that positive outcomes followed their last teacher performance evaluation. Teachers believe that their evaluation presented an accurate picture of their teaching performance. This satisfactory outcome was reported by 89 percent of teachers. Sixty-three percent of teachers had the opportunity to design a plan for their professional development following their last teacher performance evaluation. The only significant difference among groups of teachers was that teachers with advanced certificates were more likely to say that they were given the opportunity to design such a plan than were teachers with standard certificates. Seventy-four percent of teachers thought that their last evaluation had been useful for improving their teaching skills.

Objectives of Teacher Performance Evaluations

Teachers' opinions were sought about nine possible objectives of teacher performance evaluations. Four of these objectives are formative, that is, they represent the more inclusive goal of encouraging the professional development of teachers. These are to guide improvement of teaching skills, to recognize and reinforce teaching excellence, to help teachers focus on student outcomes, and to plan inservice education activities. Four other objectives -- to make tenure and promotion decisions, to discharge incompetent teachers, to help teachers define standards for their peers, and to determine teachers' pay levels -- are summative goals involving personnel decisions. The ninth objective, to give administrator greater control over teacher job performance, does not fit into either category. Most teachers perceive that evaluations at their school are used to promote the development of improved teaching skills rather than to assist administrators and other teachers to make judgments affecting personnel decisions for teachers. Furthermore, most teachers do not believe that the latter goals should be objectives of performance evaluations at their schools (figure 6).

Figure 6.--Percent of public elementary school teachers reporting that various uses of teacher performance evaluations should be objectives to a great extent and were objectives to a great extent when they were last evaluated:1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Formative Goals

A majority of teachers reported that **formative goals**, that is, goals associated with professional development (**guiding** improvement of teaching **skills**, recognizing and reinforcing teaching **excellence**, helping teachers focus on student **outcomes**, and **planning inservice education activities**), should be an objective to a great extent in teacher performance evaluations (**table 6** and **figure 6**). However, approximately 20 percent fewer teachers reported that each of these four goals had been an objective to a great extent at their school when they were last **evaluated**. For **example**:

- Guiding improvement of teaching skills was cited by **81** percent of teachers as being an appropriate objective to a great **extent**, but only **61** percent of teachers said that it actually was an objective to a great extent in their last **evaluation**.

- While **70 percent** of teachers believe that recognizing and reinforcing teaching excellence should be **an** objective of teacher performance evaluations to a great **extent**, **51 percent** reported that it actually was an objective to a great extent when they were last **evaluated**.

Summative Goals

Smaller percentages of teachers cited goals associated with **personnel** decisions for teachers as having been an objective at their **school**. **Furthermore**, smaller percentages felt that **summative** goals should be objectives of teacher performance evaluations to a great extent than believed that of **formative goals**. The **summative** goals measured in this survey are to make tenure and promotion **decisions**, to discharge incompetent **teachers**, to help **teachers define** standards for their **peers**, and to **determine teachers'** pay levels. Despite more congruence between **teachers'** opinions and school objectives on these **goals**, there was a significant difference between **teachers'** perceptions of whether these should be objectives to a great extent compared to whether they actually were objectives to a great extent at the time of the last evaluation. This was true for each goal except the goal of making tenure and promotion **decisions**. For **instance**, **45 percent** of **teachers** thought the goal of discharging incompetent teachers should be an objective of teacher performance evaluations to a great **extent**, but only **18 percent** reported that it was actually an objective to a great extent when they **were** last **evaluated**.

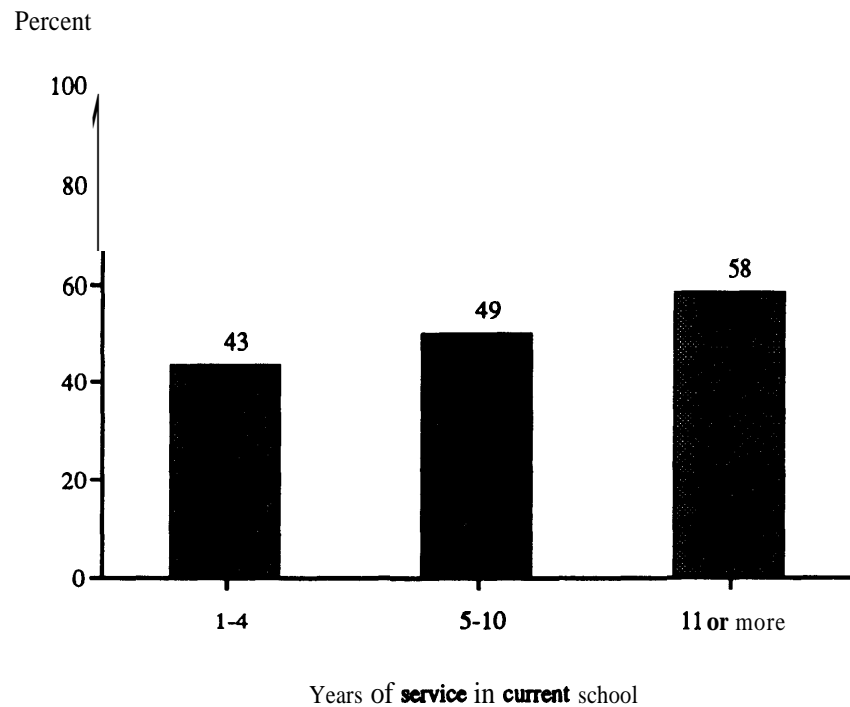
Administrative Control

The goal of giving **administrators** greater control over teacher job performance showed a different pattern **from** the other **objectives**. Eleven percent of **teachers** believed that giving **administrators** greater control over teacher job performance should be an objective to a great **extent**; **however**, **15 percent** reported that it was actually an **objective** to a great extent when they were last **evaluated**.

Variations by Teacher and School Characteristics

Perhaps one of the most striking findings is that **75 percent** of teachers reported that determining **teachers'** pay levels was **not at all an** objective **at** their school when they were last **evaluated**, and **50 percent** agree that it should **not be an** objective to any extent (**table 6**). This **opinion** varies with years of service in the current **school**. **Forty-three percent** of **teachers** with **1 through 4** years of service **versus 58 percent** of those who have **11 years or more** of service **in** the current school believe that determining pay levels should not be an objective of teacher performance evaluations to any extent (**figure 7**).

Figure 7.--Percent of public elementary school teachers reporting that determining pay levels should not be an objective of teacher performance evaluations to any extent, by years of service in current school: 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Some opinions about goals that are objectives to a great extent in the evaluations teachers have experienced and those that teachers believe should be objectives to a great extent are associated with other teacher and school characteristics. For instance, teachers with probationary or temporary status are more likely than teachers with standard certification status to report that planning inservice education is an important objective of teacher performance evaluations at their schools. This is also true of teachers in schools with enrollments of more than 600 students versus schools with less than 400 students and of teachers in city schools versus those in rural schools. However, a greater percentage of teachers in schools located in towns than in schools in rural areas think planning inservice education should be an objective of evaluations. School size is associated with teacher belief that setting standards for peers should be an objective of teacher performance evaluations. A greater percentage of teachers in the largest schools (27 percent) than in the smallest schools (19 percent) believe that defining standards for peers should be objective. However, urbanicity of the school is related to teachers' reporting that setting standards for peers is an objective to a great extent, with a greater percentage of teachers in cities and towns than teachers in rural areas reporting it as an objective of evaluations in their schools. Urbanicity is also related to reporting that the goal of evaluations to a great extent is helping teachers focus on student

outcomes. Fifty-seven percent of teachers in suburban schools report that this was a **goal** in their schools at the **last** evaluation versus **36** percent in rural **areas.** **Finally,** teachers with **11** or more years of service are **more** likely to report that discharging incompetent teachers is an objective at their schools than are teachers with fewer than **5** years of **service (table 7),** and teachers of **4th** through **6th** grade are more likely than teachers of kindergarten through **3rd** grade to believe that it should **be.**

Summary

According to **the** reports of the **national sample** of public school **teachers** of kindergarten through grade **6** who participated in the **Survey on Teacher Performance Evaluations,** the practice of evaluating elementary school teachers is well established in the nation's **schools.** Teacher evaluation procedures are guided by written **policies,** particularly at the school and district **levels.** Evaluation criteria are known by most **teachers** prior to the process of performance **evaluation,** and most teachers are evaluated by their school **principal,** chiefly through formal and **informal** classroom **observation.** A large majority of teachers receive both written and verbal feedback following their **evaluation,** and most can submit a written **response** or file an appeal at their **school.**

Most teachers believe their evaluations are an accurate reflection of teaching performance and that they are useful for improving **teaching.** **However, there** was a discrepancy between **teachers'** views of aspects of teaching that should be evaluated and **teachers' reports** of the aspects of their performance that were **evaluated.** The greatest percentage of **teachers** reported that overall teaching **performance,** subject matter **knowledge,** classroom **management,** instructional **techniques,** helping students **achieve,** and unique teaching demands should be considered in evaluating a teacher's **performance,** but a significantly smaller **percentage** reported that those aspects of teaching were actually considered to a **great** extent in their last **evaluation.**

Teachers are most supportive of evaluations used to improve their own **skills.** Objectives related to improving the quality of teachers in the nation's schools in **general,** such as using evaluations to discharge incompetent teachers **or, especially,** to determine **teachers'** pay **levels,** met with less **approval.** **However,** more teachers thought these two objectives should be a purpose of teacher **performance** evaluations than reported they actually were at their **schools.**

Survey Methodology and Data Reliability

Sample Selection

A two-stage sampling process was used to **select** teachers for the **FRSS Survey on Teacher Performance Evaluations**. At the first **stage**, a stratified sample of **525** schools was drawn **from** the 1990-91 list of public schools compiled by the National Center for Education **Statistics**. This complete file contains about **85,000** school **listings**, including over **59,000** schools with grades **1** through **6**, and is part of the **NCES Common Core of Data (CCD) School Universe**. Regular schools providing instruction in any of the grades **1** through **6** in the **50** states and the District of Columbia were included in the **sampling frame**.³ Special education and alternative **schools**, ungraded **schools**, and schools in the outlying territories were excluded from the frame prior to **sampling**. With these **exclusions**, the final sampling frame consisted of approximately **59,000** eligible **schools**.

The sample was stratified by size of **school**, region (**Northeast**, **Central**, **Southeast**, and **West**), and **urbanicity** status (**city**, urban **fringe**, **town**, and **rural**). Within each of the major **strata**, schools were sorted by enrollment **size**, percentage of students eligible for free or reduced price **lunch**, and percentage of minority **students**. The allocation of the **sample** to the major strata was made in a manner that was expected to be reasonably efficient for national **estimates**, as well as for estimates for major **subclasses**. Schools within a **stratum** were **sampled** with probabilities proportionate to the estimated number of elementary **teachers** in the **school**.

It should be noted that the number of elementary teachers is not available in the **CCD school file**; the estimates for this figure **were** derived by applying **an** overall **pupil-to-teacher** ratio to the aggregate **CCD** enrollment counts to derive a rough measure of size for each school in the **frame**.⁴ It should also be noted that the number of **"eligible"** schools included all schools that have any of the grades **1** through **6**. **Thus**, a school coded as **K-12** in **CCD** would be eligible for the first-stage **selection**; **however**, only teachers of kindergarten through grade **6** would be eligible for inclusion in the survey at the **second** stage of **selection**.⁵

Teacher Sampling

Each of the **525** schools in the sample was contacted during December 1992 and asked to provide a list of all elementary-grade teachers for **sampling purposes**. Eligible **teachers** included all full-time **persons** teaching a regular kindergarten through sixth grade **class**. Excluded from the list were part-time and itinerant **teachers**, substitute **teachers**, **teachers' aides**, special education **teachers**, special subject teachers (**those** teaching

³Although kindergarten teachers in regular elementary schools were eligible for the survey, those in preprimary schools were not. Therefore, preprimary schools were not included in the sampling frame.

⁴Pupil-to-teacher ratios for elementary schools vary widely by state (see NCESE.D. Tabs, Public Elementary and Secondary Aggregate Data for School Year 1990-91 and Fiscal Year 1990, NCES 92-033). The national average for school year 1990-91 is about 19 pupils per teacher.

⁵The 59,589 schools in the sampling frame included 1,784 schools that provide instruction in the secondary grades 9 through 12 in addition to the elementary grades 1 through 6. These 1,784 schools account for about 3 percent of all elementary teachers.

only physical **education, music, etc.**), prekindergarten **teachers**, and any other **teachers** who did not teach a kindergarten through sixth grade **class**. Only **full-time**, regular elementary **teachers** were included in this **survey** because it was thought that their experience with **performance** evaluation might differ from that of secondary school **teachers** and special subject **teachers**. The scope of a Fast Response survey does not permit a large enough sample to compare **subpopulations**. A list of **8,869** teachers was compiled from the **schools**. Schools **were** asked to indicate which **teachers** were in their first year of teaching in that **school**. Nine percent of the **teachers** on the list were in their first year of teaching at the **school**. Because these **teachers** may not have had the opportunity to be formally **evaluated**, they were **declared** ineligible for this **survey**. From this modified **list**, a final sample of **1,070** teachers of grades **K-6** was **drawn**. On **average**, two **regular**, full-time **teachers** were sampled **from** each **school**, one from **kindergarten** through grade **3** and one **from** grades **4** through **6**. The survey data were weighted to reflect these sampling rates (**probability of selection**) and were adjusted for **nonresponse**.

Response Rates

At the first stage of sampling of **525** schools, **5** schools were found to be out of the scope of the study (**because** they were closed or **otherwise not eligible**). Of the remaining **520** eligible **schools**, **493** provided complete **lists** of **teachers**. The school-level response was **95** percent (**493** responding schools divided by the **520** eligible schools **in** the **sample**).

In March **1993**, questionnaires **were** mailed to **1,070** teachers at their **schools**. A copy of the survey form is attached to this **report**. Teachers were asked to complete the questionnaire with reference to their most recent teacher performance evaluation **or**, if they had not been evaluated **previously**, they were asked to provide general information and to complete the two opinion **questions**. Thirteen teachers **were** found to be out of scope (**no** longer at the school or otherwise not **eligible**), leaving **1,057** eligible **teachers** in the **sample**. Telephone **followup** of **nonrespondents** was initiated in **mid-March**; data collection was completed by late May with **986** teachers completing **the survey**. Of **these**, **541** teachers (**55** percent) completed the mailed **questionnaire**, and telephone interviews **were** conducted with the remaining **445** teachers (**45** percent). The teacher-level response was **93** percent (**986** teachers completed the **questionnaire** divided by **1,057** eligible teachers **in** the **sample**). The overall study response rate was **88** percent (**94.8** percent rate of school response multiplied by the **93.3** percent response rate at the teacher **level**). The weighted overall response rate was **91** percent (**95.3** percent weighted school response rate multiplied by the **95.2** percent weighted teacher response **rate**). Item **nonresponse** ranged from **0.0** percent to **3.3** percent. The majority of items with missing data had a lower than **1** percent **nonresponse rate**; **therefore**, missing data were excluded **from** the **analysis**.

Sampling and Nonsampling Errors

The data were weighted to produce national estimates. The weights were designed to adjust for variable probabilities of selection and differential nonresponse. A final poststratification adjustment was made so that the weighted teacher counts equaled the corresponding estimated teacher counts from the CCD frame within cells defined by size of school, region, and urbanicity. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in collection of the data. These errors can sometimes bias the data. Nonsampling errors may include such problems as the differences in the respondents' interpretation of the meaning of the questions, memory effects, misrecording of responses, incorrect editing, coding, and data entry, differences related to the particular time the survey was conducted, or errors in data preparation. While general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used.

To minimize the potential for nonsampling errors, the questionnaire was pretested with elementary teachers like those who completed the survey. During the design of the survey and the survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire and instructions were extensively reviewed by the National Center for Education Statistics, the Office of Research, and the Center for Research on Educational Accountability and Teacher Evaluation (CREATE). Manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Data were keyed with 100 percent verification.

Variations

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of teachers reporting that their last teacher performance evaluation included a formally rated observation is 92 percent, and the estimated standard error is 1.0 percent. The 95 percent confidence interval for the statistic extends from $[92 - (1.0 \text{ times } 1.96)]$ to $[92 + (1.0 \text{ times } 1.96)]$, or from 90 to 94 percent.

Estimates of standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife

Background Information

replication involves constructing a number of **subsamples (replicates)** from the **full sample** and computing the statistic of **interest** for each **replicate**. The mean square error of the replicate estimates around the **full sample** estimate provides an **estimate** of the variance of the statistic (see Welter 1985, Chapter 4). To construct the **replications**, 30 stratified **subsamples** of the full sample were created and then dropped one at a **time** to define 30 jackknife replicates (see Welter 1985, page 183). A proprietary computer program (**WESVAR**), available at **Westat, Inc.**, was used to calculate the estimates of standard **errors**. The software runs under IBM/OS and **VAX/VMS systems**.

The survey was performed under contract with **Westat, Inc.**, a research firm in **Rockville, Maryland**, using the Fast Response Survey System (**FRSS**). **FRSS** was established in 1975 by **NCES**. It was designed to collect small amounts of policy-oriented data quickly and with minimum burden on **respondents**. Over 45 surveys have been conducted through **FRSS**. Recent **FRSS** reports (**available** through the Government Printing Office) include the **following**:

- Public School Kindergarten **Teachers' Views on Children's Readiness for School, 1993 (NCES 93-410)**.
- Public School District **Survey on Safe, Disciplined, and Drug-Free Schools, E.D. TABS (NCES 92-008)**.
- Public School Principal Survey on **Safe, Disciplined, and Drug-Free Schools, E.D. TABS (NCES 92-007)**.
- Teacher Survey on **Safe, Disciplined, and Drug-Free Schools, E.D. TABS (NCES 91-091)**.
- Services and Resources for Children in Public **Libraries, 1988-89 (NCES 90-098)**.

Westat's Project Director was Elizabeth **Farris**, and the Survey Manager for the **FRSS Survey** on Teacher **Performance** Evaluations was Mary Jo **Nolin**. **Judi Carpenter** was the **NCES Project Officer**. The data were requested by Sue **Klein**, Office of Educational Research and **Improvement, NCES**, in coordination with Daniel **Stufflebeam** and **Arlen Gullickson**, Center for Research on Educational **Accountability** and Teacher **Evaluation**, Western Michigan **University**. **Dr. Stufflebeam** provided an initial draft of some **survey** items and collaborated with **Westat** and **NCES** on their **further development**.

The report was reviewed by John **Crawford**, Director of Planning and **Education**, Millard Public **Schools**; **Rita Foy**, Education Program Specialism Learning and Instruction **Division**, Office of **Research, NCES**; Sue **Klein**, Office of **Educational** Research and **Improvement, NCES**; Robert **Nearine**, Special **Assistant, Evaluation**, Research and **Testing**, Hartford Public **Schools**; and Darrell **Root**, Assistant Professor of Educational **Administration**, University of **Dayton**. Within **NCES**, report **reviewers** were Sharon **Bobbitt**, **Elementary/Secondary** Education

Statistics Division; Patricia Dabbs, Education Assessment Division; Bernard Greene, Postsecondary Education Statistics Division; Mary Rollefson, Data Development Division; and Jeffrey Williams, Postsecondary Education Statistics Division.

For more information about the Fast Response Survey System or the Survey on Teacher Performance Evaluations, contact Judi Carpenter, Elementary/Secondary Education Statistics Division, Special Surveys and Analysis Branch, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue, NW, Washington, DC 20208-5651, telephone (202) 219-1333.

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Definitions

Common Core of Data (CCD) Public School Universe - A data tape containing **85,000 records**, one for each public elementary and secondary school in the **50 states**, District of **Columbia**, and **5** outlying **areas**, as reported to the National Center for Education Statistics by the state education agencies for **1990-91**. Records on this file contain the state and federal identification **numbers, name, address**, and telephone number of the **school**, county name and **FIPS code**, school type **code**, enrollment **size**, and other codes for selected characteristics of the **school**.

Teacher Performance Evaluation - The process of determining how well a person has **fulfilled** his or her teaching **responsibilities**.

Formal Evaluation - The totality of the systematic process of teacher **performance** evaluation within a given time **period**.

Urbanicity

City - A central city of a Metropolitan Statistical Area (**MSA**).

Urban fringe - A place within an **MSA** of a large or mid-size **central** city and defined as urban by the **U.S. Bureau of Census**.

Town - A place not within an **MSA**, but with a population **greater** than or equal to **2,500**, and defined as urban by the **U.S. Bureau of Census**.

Rural - A place with a population less than **2,500** and defined as rural by the **U.S. Bureau of Census**.

Region

Northeast region - **Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont**.

Central region - **Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin**.

Southeast region - **Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia**.

West region - **Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming**.

Tables of Estimates and Standard Errors

Table 1.--Percent of public elementary school teachers whose performance has been formally evaluated at their current school, number of evaluations, status when evaluated, date of last evaluation, and existence of written policies, by selected teacher and school characteristics: 1993

| Teacher and school characteristic | Number of formal evaluations in current school | | | Teacher certification status when last evaluated | | | Date of last evaluation | | Written teacher evaluation policy exists | | |
|---|--|------|------------|--|----------|---------------------------|-------------------------|-------------------------------|--|-----------------------------|---------------------------|
| | 1-5 | 6-14 | 15 or more | Advanced | Standard | Probationary or temporary | Academic year 92/93 | Academic year 91/92 or before | state has written policy | District has written policy | School has written policy |
| All teachers | 29 | 42 | 29 | 21 | 74 | 5 | 72 | 28 | 56 | 90 | 80 |
| Current teacher certification status | | | | | | | | | | | |
| Advanced | 30 | 35 | 35 | 96 | 4 | * | 68 | 32 | 59 | 89 | 81 |
| Standard | 29 | 43 | 28 | 0 | 99 | 1 | 72 | 28 | 55 | 90 | 79 |
| Probationary or temporary | 34 | 59 | 8 | 0 | 0 | 100 | 81 | 19 | 57 | 95 | 91 |
| Grade | | | | | | | | | | | |
| K through 3rd | 30 | 41 | 30 | 21 | 75 | 4 | 72 | 28 | 56 | 90 | 80 |
| 4th through 6th | 28 | 45 | 27 | 21 | 74 | 6 | 71 | 29 | 56 | 90 | 81 |
| Number of years teaching in current school | | | | | | | | | | | |
| 1 through 4 | 51 | 45 | 4 | 10 | 76 | 14 | 79 | 21 | 58 | 91 | 82 |
| 5 through 10 | 31 | 46 | 23 | 23 | 76 | 2 | 69 | 31 | 60 | 91 | 79 |
| 11 or more | 11 | 36 | 54 | 27 | 72 | 1 | 68 | 32 | 52 | 90 | 80 |
| Enrollment size of school | | | | | | | | | | | |
| Less than 400 | 27 | 40 | 33 | 20 | 75 | 4 | 74 | 26 | 48 | 93 | 83 |
| 400-600 | 35 | 35 | 29 | 23 | 74 | 4 | 69 | 31 | 55 | 90 | 80 |
| More than 600 | 26 | 49 | 25 | 20 | 74 | 6 | 72 | 28 | 64 | 88 | 78 |
| Urbanicity of school | | | | | | | | | | | |
| City | 31 | 45 | 24 | 20 | 72 | 7 | 68 | 32 | 59 | 89 | 78 |
| Urban fringe | 30 | 45 | 25 | 22 | 75 | 3 | 72 | 28 | 57 | 93 | 77 |
| Town | 28 | 36 | 36 | 22 | 74 | 4 | 74 | 26 | 53 | 90 | 82 |
| Rural | 26 | 41 | 33 | 19 | 78 | 3 | 75 | 25 | 54 | 91 | 86 |

* Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 1a.--Standard errors of the percent of public elementary school teachers whose performance has been formally evaluated at their current school, number of evaluations, status when evaluated, date of last evaluation, and existence of written policies, by selected teacher and school characteristics:1993

| Teacher and school Characteristic | Number of formal evaluations in current school | | | Teacher certification status when last evaluated | | | Date of last evaluation | | Written teacher evaluation policy exists | | |
|--|--|------|------------------|--|----------|---------------------------------|----------------------------|-------------------------------------|--|-----------------------------------|---------------------------------|
| | 1-5 | 6-14 | 15 or more | Advanced | Standard | Probationary or temporary | Academic year 92/93 | Academic year 91/92 or before | State has written policy | District has written policy | School has written policy |
| All teachers | 1.5 | 2.0 | 2.0 | 1.5 | 1.6 | 1.0 | 1.3 | 1.3 | 2.0 | 1.2 | 1.4 |
| Current teacher certification status | | | | | | | | | | | |
| Advanced | 3.3 | 4.0 | 3.4 | 1.5 | 1.3 | | 4.0 | 4.0 | 3.4 | 3.0 | 3.1 |
| standard | 2.0 | 2.5 | 2.1 | | 0.4 | 0.4 | 2.0 | 2.0 | 2.0 | 1.4 | 2.0 |
| Probationary or Temporary | 7.0 | 7.5 | 5.0 | | | | 7.2 | 7.2 | 6.2 | 3.2 | 5.2 |
| Grade | | | | | | | | | | | |
| K through 3rd | 2.0 | 2.4 | 2.2 | 2.2 | 2.4 | 1.0 | 2.0 | 2.0 | 2.2 | 1.5 | 2.0 |
| 4th through 6th | 2.1 | 3.0 | 2.2 | 2.2 | 2.3 | 1.1 | 2.0 | 2.0 | 2.3 | 2.0 | 2.0 |
| Number of years teaching in current school | | | | | | | | | | | |
| 1 through 4 | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.1 | 3.0 | 3.0 | 3.0 | 2.0 | 3.1 |
| 5 through 10 | 3.0 | 3.0 | 3.0 | 2.3 | 3.0 | 1.0 | 2.1 | 2.1 | 3.0 | 2.0 | 3.0 |
| 11 or more | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 0.4 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 |
| Enrollment size of school | | | | | | | | | | | |
| Less than 400 | 3.0 | 3.3 | 3.3 | 3.0 | 3.0 | 1.2 | 3.5 | 3.5 | 4.4 | 2.0 | 3.0 |
| 400- 600 | 4.0 | 4.0 | 3.0 | 3.0 | 3.3 | 1.5 | 3.2 | 3.2 | 3.1 | 2.0 | 2.0 |
| More than 600..... | 2.2 | 2.5 | 2.0 | 3.0 | 3.1 | 1.3 | 3.0 | 3.0 | 3.0 | 2.0 | 2.1 |
| Urbanicity of school | | | | | | | | | | | |
| City | 3.0 | 3.0 | 2.4 | 2.2 | 3.0 | 2.0 | 2.2 | 2.2 | 2.2 | 2.2 | 3.0 |
| Urban fringe | 4.0 | 4.0 | 4.0 | 3.1 | 3.1 | 1.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 |
| Town | 3.0 | 4.0 | 4.3 | 3.0 | 3.2 | 2.0 | 3.2 | 3.2 | 4.0 | 3.0 | 3.0 |
| Rural | 4.3 | 5.0 | 4.5 | 3.0 | 3.0 | 1.5 | 4.5 | 4.5 | 4.4 | 2.2 | 3.0 |

-- Estimate of standard error was not derived because it is based on a statistic estimated to be less than 0.5 percent or 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 2.--Percent of public elementary school teachers who report various evaluation procedures, by selected teacher and school characteristics: 1993

| Teacher and school characteristic | Evaluation procedures | | | | | | | | | | | |
|--|--|------------------------------|-----------------------------|-----------------------|------------|------------------------|----------------------------------|-------------------------------------|---------------------------------|------------------------------|-------------------------------------|---------------------|
| | Indicators of teacher performance ¹ | | | | | | criteria known before evaluation | Teacher received verbal explanation | Teacher received written report | School has an appeal process | Teacher can submit written response | |
| | Teacher test scores | Portfolios of teacher's work | Formally rated observations | Informal observations | Videotapes | Student questionnaires | | | | | | Student test Scores |
| All teachers | 4 | 19 | 92 | 69 | 1 | 2 | 4 | 94 | 97 | 91 | 87 | 95 |
| Teacher certification status when last evaluated | | | | | | | | | | | | |
| Advanced, | 3 | 22 | 89 | 72 | 2 | 4 | 4 | 93 | 98 | 91 | 88 | 96 |
| Standard | 4 | 18 | 92 | 68 | 1 | 1 | 4 | 94 | 97 | 91 | 87 | 95 |
| Probationary or temporary | 9 | 20 | 95 | 64 | 0 | 1 | 6 | 96 | 97 | 93 | 89 | 90 |
| Grade | | | | | | | | | | | | |
| K through 3rd | 4 | 19 | 92 | 69 | 1 | 1 | 4 | 94 | 97 | 91 | 87 | 94 |
| 4th through 6th | 5 | 19 | 92 | 68 | 2 | 2 | 3 | 95 | 97 | 91 | 89 | 97 |
| Number of years teaching in current school | | | | | | | | | | | | |
| 1 through 4 | 5 | 23 | 92 | 67 | 2 | 2 | 3 | 93 | 98 | 90 | 88 | 94 |
| 5 through 10 | 3 | 18 | 92 | 69 | 1 | 1 | 5 | 94 | 98 | 92 | 89 | 95 |
| 11 or more | 5 | 17 | 92 | 69 | 1 | 2 | 4 | 95 | 96 | 90 | 85 | 95 |
| Enrollment size of school | | | | | | | | | | | | |
| Less than 400 | 4 | 17 | 93 | 76 | 1 | 1 | 3 | 94 | 97 | 94 | 85 | 95 |
| 400- 600 | 3 | 21 | 92 | 67 | 3 | 2 | 4 | 94 | 96 | 91 | 86 | 95 |
| More than 600 | 5 | 19 | 90 | 65 | * | 2 | 4 | 95 | 98 | 89 | 90 | 96 |
| Urbanicity of school | | | | | | | | | | | | |
| City | 5 | 21 | 92 | 69 | 1 | 1 | 6 | 94 | 99 | 88 | 86 | 92 |
| Urban fringe | 4 | 17 | 93 | 68 | 1 | 2 | 3 | 95 | 97 | 92 | 90 | 98 |
| Town | 6 | 21 | 89 | 69 | 2 | 2 | 2 | 95 | 98 | 91 | 86 | 96 |
| Rural | 2 | 15 | 93 | 69 | 1 | 2 | 4 | 91 | 93 | 94 | 86 | 95 |

*Less than 0.5 percent.

¹Percents add more than 100 because teachers reported multiple indicators.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 2a.--Standard errors of the percent of public elementary school teachers who report various evaluation procedures by selected teacher and school characteristics:1993

| Teacher and school characteristic | Evaluation procedures | | | | | | | | | | | |
|--|-----------------------------------|------------------------------|-----------------------------|-----------------------|-------------|------------------------|--------------------|----------------------------------|-------------------------------------|---------------------------------|------------------------------|-------------------------------------|
| | Indicators of teacher performance | | | | | | | criteria known before evaluation | Teacher received verbal explanation | Teacher received written report | School has an appeal process | Teacher can submit written response |
| | Teacher test scores | Portfolios of teacher's work | Formally rated observations | Informal observations | Video-tapes | Student questionnaires | Student test items | | | | | |
| All teachers | 1.0 | 1.3 | 1.0 | 2.0 | 0.4 | 0.4 | 1.0 | 1.0 | 1.0 | 1.0 | 2.0 | 1.0 |
| Teacher certification status when last evaluated | | | | | | | | | | | | |
| Advanced | 1.3 | 2.4 | 2.0 | 4.0 | 1.0 | 1.4 | 1.5 | 2.1 | 2.4 | 1.0 | 3.0 | 1.4 |
| Standard | 1.0 | 2.0 | 1.2 | 2.0 | 0.4 | 0.4 | 1.0 | 1.0 | 1.0 | 1.0 | 2.0 | 1.0 |
| Probationary or temporary.... | 5.0 | 6.0 | 3.0 | 7.0 | | 1.3 | 4.2 | 3.0 | 4.0 | 2.2 | 5.0 | 5.0 |
| Grade | | | | | | | | | | | | |
| K through 3rd | 1.0 | 2.0 | 1.2 | 2.0 | 0.4 | 0.5 | 1.1 | 1.1 | 1.1 | 1.0 | 2.3 | 1.2 |
| 4th through 6th | 1.0 | 2.2 | 1.2 | 2.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.4 | 1.0 | 1.3 | 1.1 |
| Number of years teaching in current school | | | | | | | | | | | | |
| 1 through 4 | 1.5 | 2.3 | 2.0 | 3.2 | 1.0 | 1.0 | 1.0 | 2.0 | 1.5 | 1.0 | 2.0 | 2.0 |
| 5 through 10..... | 1.0 | 2.3 | 2.0 | 3.3 | 1.0 | 1.0 | 2.0 | 1.1 | 2.0 | 1.0 | 2.0 | 1.4 |
| 11 or more..... | 1.3 | 2.0 | 2.0 | 2.2 | 0.5 | 1.0 | 1.0 | 1.4 | 2.0 | 1.1 | 3.0 | 1.2 |
| Enrollment size of school | | | | | | | | | | | | |
| Less than 400 | 1.0 | 3.0 | 2.1 | 3.0 | 0.4 | 1.0 | 1.2 | 1.4 | 2.0 | 1.0 | 2.4 | 2.0 |
| 400 - 600 | 1.0 | 4.0 | 2.0 | 3.0 | 1.1 | 1.0 | 2.0 | 2.0 | 2.2 | 1.4 | 3.0 | 1.4 |
| More than 600 | 1.3 | 2.4 | 2.0 | 3.1 | 0.2 | 1.0 | 1.3 | 1.4 | 1.5 | 1.0 | 2.0 | 1.3 |
| Urbanicity of school | | | | | | | | | | | | |
| City | 1.2 | 3.0 | 2.0 | 3.0 | 1.0 | 1.0 | 2.0 | 1.3 | 2.0 | 1.0 | 2.0 | 2.0 |
| Urban fringe | 2.0 | 2.3 | 1.4 | 3.1 | 1.0 | 1.0 | 1.1 | 2.0 | 2.5 | 1.0 | 2.0 | 1.1 |
| Town | 2.0 | 3.1 | 3.0 | 4.0 | 1.2 | 1.0 | 1.1 | 2.0 | 2.2 | 1.0 | 2.2 | 1.3 |
| Rural | 1.1 | 4.0 | 2.0 | 4.3 | 0.4 | 1.1 | 2.0 | 2.3 | 2.1 | 2.5 | 4.2 | 2.0 |

-- Estimate of standard error was not derived because it is based on a statistic estimated to be less than 0.5 percent or 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 3.--Percent of public elementary school teachers indicating whether various aspects of teaching should be considered, the extent to which each was considered in their last teacher performance evaluation, and perception of the competence level of the evaluating person or group: 1993

| Aspect of teaching | Should be considered | Extent to which it was considered | | | Perception of evaluator's competence to evaluate | | |
|--|----------------------|-----------------------------------|-----------|---------------------|--|-----------|---------------------|
| | | Great | Moderate | Small or not at all | Great | Moderate | Small or not at all |
| Overall teacher performance | 99 | 90 | 9 | 1 | 73 | 24 | 3 |
| Subject matter knowledge | 99 | 65 | 32 | 3 | 62 | 32 | 5 |
| Classroom management | 99 | 84 | 16 | 1 | 74 | 23 | 3 |
| Instructional techniques | 99 | 84 | 14 | 2 | 68 | 28 | 4 |
| Helping each student achieve | 97 | 63 | 30 | 8 | 63 | 29 | 8 |
| Teaching demands unique to the students in the classroom | 95 | 53 | 33 | 14 | 55 | 35 | 10 |
| Equitable treatment of students and colleagues | 89 | 43 | 29 | 28 | 59 | 29 | 13 |
| Professional development activities | 80 | 34 | 39 | 27 | 57 | 30 | 13 |
| Cooperation with other school personnel | 78 | 32 | 36 | 32 | 55 | 31 | 14 |
| Neighborhood or school problems affecting one's teaching | 69 | 13 | 27 | 60 | 44 | 33 | 23 |
| Involving parents in the learning process | 65 | 14 | 29 | 57 | 43 | 33 | 24 |
| Grading methods | 56 | 10 | 29 | 61 | 38 | 36 | 27 |
| Test construction skills | 49 | 7 | 25 | 68 | 33 | 36 | 31 |

NOTE: Percents may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 3a.--Standard errors of the percent of public elementary school teachers indicating whether various aspects of teaching should be **considered**, the extent to which each was considered in their last teacher performance **evaluation**, and perception of the competence level of the evaluating person or **group:1993**

| Aspect of teaching | Should be considered | Extent to which it was considered | | | Perception of evaluator's competence to evaluate | | |
|--|-----------------------------|--|----------|-----------------------------------|--|------------|-----------------------------------|
| | | Great | Moderate | Small or not at all | Great | Moderate | Small or not at all |
| Overall teacher performance | 0.3 | 1.1 | 1.0 | 0.3 | 2.0 | 2.0 | 1.0 |
| Subject matter knowledge | 0.4 | 2.0 | 2.0 | 1.0 | 1.5 | 1.5 | 1.0 |
| Classroom management | 0.4 | 1.2 | 1.1 | 0.3 | 1.5 | 2.0 | 1.0 |
| Instructional techniques | 0.4 | 1.5 | 1.5 | 0.5 | 1.5 | 1.5 | 1.0 |
| Helping each student achieve | 1.0 | 1.5 | 2.0 | 1.0 | 1.5 | 1.5 | 1.0 |
| Teaching demands unique to the students in the classroom | 1.0 | 1.5 | 2.0 | 1.1 | 2.0 | 2.0 | 1.2 |
| Equitable treatment of students and colleagues | 1.1 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 1.3 |
| Professional development activities | 1.1 | 1.4 | 1.5 | 1.4 | 2.0 | 2.0 | 1.1 |
| Cooperation with other school personnel | 1.1 | 2.0 | 2.0 | 1.3 | 2.0 | 2.0 | 1.3 |
| Neighborhood or school problems affecting one's teaching | 2.0 | 1.2 | 1.4 | 1.4 | 1.5 | 2.0 | 2.0 |
| Involving parents in the learning process | 1.4 | 1.0 | 2.0 | 2.1 | 2.0 | 2.0 | 2.0 |
| Grading methods | 2.0 | 1.0 | 1.5 | 1.5 | 2.0 | 2.0 | 2.0 |
| Test construction skills | 2.0 | 1.0 | 1.3 | 1.3 | 2.0 | 1.5 | 2.0 |

SOURCE: U.S. Department of **Education**, National Center for Education **Statistics**, **Fast Response** Survey **System**, Survey on Teacher Performance **Evaluations**, **FRSS 44**, 1993.

Table 4.--Percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and that should be considered in formal teacher performance **evaluations**, by selected teacher and school **characteristics:1993**

| Teacher and school characteristic | Overall teaching performance | | Subject matter knowledge | | Classroom management | | Instructional techniques | |
|--|------------------------------|----------------------|--------------------------|----------------------|----------------------|----------------------|--------------------------|----------------------|
| | Was considered | Should be considered | Was considered | Should be considered | Was considered | Should be considered | Was considered | Should be considered |
| All teachers | 90 | 99 | 65 | 99 | 84 | 99 | 84 | 99 |
| Teacher certification status when last evaluated | | | | | | | | |
| Advanced | 93 | 99 | 73 | 97 | 86 | 99 | 83 | 98 |
| Standard | 89 | 100 | 63 | 99 | 83 | 99 | 85 | 99 |
| Probationary or temporary | 88 | 100 | 60 | 99 | 82 | 97 | 81 | 100 |
| Grade | | | | | | | | |
| K through 3rd | 91 | 99 | 65 | 98 | 85 | 99 | 85 | 99 |
| 4th through 6th | 88 | 100 | 66 | 100 | 82 | 100 | 83 | 99 |
| Number of years teaching in current school | | | | | | | | |
| 1 through 4 | 90 | 100 | 60 | 97 | 85 | 99 | 86 | 100 |
| 5 through 10 | 92 | 100 | 66 | 100 | 82 | 99 | 85 | 99 |
| 11 or more | 88 | 99 | 69 | 98 | 84 | 99 | 82 | 98 |
| Enrollment size of school | | | | | | | | |
| Less than 400 | 89 | 100 | 66 | 100 | 83 | 100 | 84 | 98 |
| 400-600 | 90 | 99 | 64 | 97 | 82 | 97 | 82 | 99 |
| More than 600 | 91 | 99 | 66 | 99 | 85 | 100 | 86 | 99 |
| Urbanicity of school | | | | | | | | |
| City | 89 | 99 | 65 | 98 | 84 | 99 | 82 | 99 |
| Urban fringe | 94 | 100 | 65 | 99 | 86 | 100 | 88 | 99 |
| Town | 89 | 99 | 67 | 98 | 84 | 99 | 87 | 99 |
| Rural | 87 | 100 | 64 | 99 | 80 | 98 | 80 | 97 |

Table 4.--Percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and that should be considered in formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

| Teacher and school characteristic | Helping each student achieve | | Teaching demands unique to the students | | Equitable treatment of students and colleagues | | Professional development activities | |
|--|------------------------------|----------------------|---|----------------------|--|----------------------|-------------------------------------|----------------------|
| | Was considered | Should be considered | Was considered | Should be considered | Was considered | Should be considered | Was considered | Should be considered |
| All teachers | 63 | 97 | 53 | 95 | 43 | 89 | 34 | 80 |
| Teacher certification status when last evaluated | | | | | | | | |
| Advanced | 69 | 97 | 57 | 98 | 46 | 87 | 37 | 79 |
| Standard | 61 | 97 | 57 | 94 | 42 | 89 | 34 | 80 |
| Probationary or temporary | 64 | 94 | 55 | 93 | 39 | 93 | 34 | 85 |
| Grade | | | | | | | | |
| K through 3rd | 65 | 97 | 56 | 94 | 43 | 88 | 35 | 79 |
| 4th through 6th | 60 | 95 | 48 | 95 | 42 | 90 | 33 | 82 |
| Number of years teaching in current school | | | | | | | | |
| 1 through 4 | 64 | 96 | 55 | 95 | 43 | 89 | 34 | 81 |
| 5 through 10 | 61 | 96 | 52 | 94 | 43 | 87 | 35 | 78 |
| 11 or more | 63 | 98 | 57 | 94 | 42 | 91 | 34 | 82 |
| Enrollment size of school | | | | | | | | |
| Less than 400 | 64 | 97 | 49 | 95 | 39 | 88 | 35 | 80 |
| 400- 600 | 63 | 96 | 52 | 94 | 47 | 92 | 35 | 81 |
| More than 600 | 62 | 97 | 55 | 95 | 42 | 87 | 33 | 80 |
| Urbanicity of school | | | | | | | | |
| City | 60 | 97 | 51 | 95 | 41 | 89 | 30 | 83 |
| Urban fringe | 69 | 98 | 59 | 94 | 43 | 87 | 41 | 77 |
| Town | 64 | 96 | 52 | 95 | 49 | 90 | 39 | 82 |
| Rural | 57 | 95 | 46 | 94 | 35 | 90 | 26 | 77 |

Table 4.--Percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and that should be considered in formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

| Teacher and school characteristic | Cooperation with school personnel | | Neighborhood and school problems | | Involving parents in the learning process | | Grading methods | | Test construction skills | |
|--|-----------------------------------|----------------------|----------------------------------|----------------------|---|----------------------|-----------------|----------------------|--------------------------|----------------------|
| | Was considered | Should be considered | Was considered | Should be considered | Was considered | Should be considered | Was considered | Should be considered | Was considered | Should be considered |
| All teachers | 31 | 78 | 12 | 69 | 14 | 65 | 10 | 56 | 7 | 49 |
| Teacher certification status when last evaluated | | | | | | | | | | |
| Advanced | 37 | 83 | 15 | 75 | 23 | 72 | 15 | 63 | 7 | 51 |
| Standard | 30 | 77 | 11 | 68 | 11 | 64 | 10 | 54 | 7 | 47 |
| Probationary or temporary | 26 | 74 | 20 | 72 | 19 | 68 | 4 | 50 | 7 | 62 |
| Grade | | | | | | | | | | |
| K through 3rd | 32 | 79 | 12 | 69 | 15 | 66 | 9 | 54 | 7 | 45 |
| 4th through 6th | 31 | 78 | 13 | 69 | 12 | 64 | 12 | 59 | 8 | 54 |
| Number of years teaching in current school | | | | | | | | | | |
| 1 through 4 | 29 | 80 | 14 | 72 | 14 | 67 | 8 | 59 | 4 | 52 |
| 5 through 10 | 29 | 77 | 11 | 69 | 14 | 63 | 11 | 51 | 8 | 45 |
| 11 or more | 36 | 78 | 12 | 68 | 13 | 66 | 12 | 58 | 9 | 49 |
| Enrollment size of school | | | | | | | | | | |
| Less than 400 | 37 | 81 | 11 | 64 | 15 | 64 | 11 | 56 | 4 | 48 |
| 400-600 | 30 | 79 | 16 | 73 | 14 | 66 | 8 | 54 | 8 | 46 |
| More than 600 | 29 | 76 | 11 | 70 | 13 | 66 | 12 | 57 | 9 | 51 |
| Urbanicity of school | | | | | | | | | | |
| City | 29 | 79 | 17 | 76 | 15 | 67 | 10 | 57 | 9 | 51 |
| Urban fringe | 34 | 80 | 16 | 68 | 15 | 62 | 11 | 57 | 7 | 48 |
| Town | 35 | 77 | 8 | 65 | 14 | 68 | 10 | 54 | 7 | 44 |
| Rural | 27 | 78 | 5 | 64 | 10 | 64 | 9 | 55 | 6 | 50 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 4a.--**Standard** errors of the percent of public elementary school teachers indicating various aspects of teaching that were **actually** considered to a great extent and should be considered in formal teacher performance **evaluations**, by selected teacher and school characteristics: 1993

| Teacher and school characteristic | Overall teaching performance | | Subject matter knowledge | | Classroom management | | Instructional techniques | |
|---|------------------------------|----------------------|--------------------------|----------------------|----------------------|----------------------|--------------------------|----------------------|
| | Was considered | Should be considered | Was considered | Should be considered | Was considered | Should be considered | Was considered | Should be considered |
| All teachers | 1.1 | 0.3 | 2.0 | 0.4 | 1.2 | 0.4 | 1.5 | 0.4 |
| Teacher certification status when last evaluated | | | | | | | | |
| Advanced | 2.0 | 1.0 | 3.4 | 1.3 | 2.5 | 1.0 | 3.0 | 1.1 |
| Standard | 1.2 | 0.3 | 2.0 | 0.4 | 1.5 | 0.4 | 2.0 | 1.0 |
| Probationary or temporary | 7.4 | | 9.0 | 1.0 | 5.3 | 3.0 | 6.0 | |
| Grade | | | | | | | | |
| K through 3rd | 1.4 | 0.4 | 2.2 | 1.0 | 2.0 | 1.0 | 2.0 | 1.0 |
| 4th through 6th | 2.0 | 0.3 | 2.3 | 0.2 | 1.5 | 0.3 | 2.2 | 1.0 |
| Number of years teaching in current school | | | | | | | | |
| 1 through 4 | 2.1 | | 3.0 | 1.1 | 2.2 | 1.0 | 2.1 | - |
| 5 through 10 | 2.0 | 0.3 | 3.0 | 0.3 | 3.0 | 1.0 | 3.0 | 1.0 |
| 11 or more | 2.1 | 1.0 | 3.1 | 1.0 | 2.4 | 0.5 | 2.0 | 1.0 |
| Enrollment size of school | | | | | | | | |
| Less than 400 | 2.0 | 0.3 | 4.0 | 0.5 | 3.0 | | 2.4 | 1.0 |
| 400- 600 | 2.0 | 1.0 | 3.3 | 1.1 | 3.0 | 1.2 | 3.0 | 1.0 |
| More than 600 | 2.0 | 0.4 | 3.0 | 0.4 | 2.0 | 0.4 | 2.3 | 1.0 |
| Urbanicity of school | | | | | | | | |
| City | 2.0 | 0.4 | 4.0 | 1.0 | 3.0 | 1.0 | 3.0 | 1.0 |
| Urban fringe | 1.4 | 0.5 | 3.0 | 1.0 | 2.4 | 0.5 | 2.1 | 1.0 |
| Town | 2.3 | 1.0 | 3.5 | 1.0 | 2.3 | 1.0 | 3.0 | 0.5 |
| Rural | 3.0 | | 4.0 | 1.0 | 3.4 | 1.4 | 3.4 | 1.4 |

Table 4a.--Standard errors of the percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and should be considered in formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

| Teacher and school characteristic | Helping each student achieve | | Teaching demands unique to the students | | Equitable treatment of students and colleagues | | Professional development activities | |
|--|------------------------------|----------------------|---|----------------------|--|----------------------|-------------------------------------|----------------------|
| | Was considered | Should be considered | Was considered | Should be Considered | Was considered | Should be considered | Was considered | Should be considered |
| All teachers | 1.5 | 1.0 | 1.5 | 1.0 | 2.0 | 1.1 | 1.4 | 1.1 |
| Teacher certification status when last evaluated | | | | | | | | |
| Advanced | 4.0 | 1.1 | 4.3 | 1.0 | 4.0 | 2.4 | 3.4 | 4.0 |
| standard | 2.0 | 1.0 | 2.0 | 1.0 | 2.0 | 1.3 | 2.0 | 1.4 |
| Probationary or temporary | 9.0 | 4.0 | 7.1 | 4.2 | 9.0 | 3.5 | 6.1 | 6.0 |
| Grade | | | | | | | | |
| K through 3rd | 2.3 | 1.0 | 2.0 | 1.1 | 2.1 | 1.4 | 2.0 | 1.3 |
| 4th through 6th | 3.0 | 1.1 | 2.4 | 1.1 | 2.2 | 2.0 | 2.0 | 2.0 |
| Number of years teaching in current school | | | | | | | | |
| 1 through 4 | 2.3 | 1.2 | 3.1 | 1.3 | 3.5 | 2.2 | 3.0 | 2.4 |
| 5 through 10 | 3.0 | 1.4 | 3.1 | 1.2 | 3.0 | 2.1 | 3.0 | 3.0 |
| 11 or more | 3.2 | 1.0 | 3.1 | 1.4 | 3.0 | 2.0 | 3.0 | 2.0 |
| Enrollment size of school | | | | | | | | |
| Less than 400 | 3.0 | 1.2 | 3.0 | 2.0 | 3.3 | 2.4 | 3.3 | 2.5 |
| 400-600 | 3.1 | 1.3 | 3.0 | 1.5 | 3.1 | 2.0 | 3.0 | 2.0 |
| More than 600 | 3.0 | 1.0 | 2.3 | 1.2 | 3.0 | 2.0 | 2.4 | 2.0 |
| Urbanicity of school | | | | | | | | |
| City | 3.0 | 1.0 | 3.1 | 1.2 | 3.0 | 2.0 | 2.5 | 2.2 |
| Urban fringe | 3.0 | 1.1 | 3.0 | 1.5 | 3.4 | 3.0 | 3.3 | 3.0 |
| Town | 4.1 | 2.0 | 3.0 | 2.0 | 3.4 | 2.1 | 4.0 | 2.3 |
| Rural | 4.5 | 2.0 | 4.0 | 2.0 | 4.2 | 2.1 | 4.0 | 3.5 |

Table 4a.--Standard errors of the percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and should be considered in formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

| Teacher and school characteristic | Cooperation with school personnel | | Neighborhood and school problems | | Involving parents in the learning process | | Grading methods | | Test construction skills | |
|--|-----------------------------------|----------------------|----------------------------------|----------------------|---|----------------------|-----------------|----------------------|--------------------------|----------------------|
| | Was considered | Should be considered | Was considered | Should be considered | was considered | Should be considered | Was considered | Should be considered | Was considered | Should be considered |
| All teachers | 2.0 | 1.1 | 1.2 | 2.0 | 1.0 | 1.4 | 1.0 | 2.0 | 1.0 | 2.0 |
| Teacher certification status when last evaluated | | | | | | | | | | |
| Advanced | 4.4 | 3.0 | 3.5 | 3.3 | 3.3 | 4.0 | 2.4 | 2.5 | 2.2 | 3.3 |
| Standard | 2.2 | 2.0 | 1.3 | 2.1 | 1.3 | 2.0 | 1.0 | 2.0 | 1.0 | 2.1 |
| Probationary or temporary | 8.0 | 6.4 | 7.1 | 6.0 | 6.1 | 8.0 | 3.0 | 8.2 | 4.2 | 9.1 |
| Grade | | | | | | | | | | |
| K through 3rd | 2.4 | 2.0 | 2.0 | 2.2 | 1.4 | 2.0 | 1.3 | 2.1 | 1.0 | 2.4 |
| 4th through 6th | 2.3 | 2.0 | 2.0 | 2.4 | 2.0 | 3.0 | 2.0 | 2.1 | 1.2 | 3.0 |
| Number of years teaching in current school | | | | | | | | | | |
| 1 through 4 | 4.0 | 2.4 | 2.0 | 3.0 | 2.0 | 3.0 | 1.5 | 3.2 | 1.3 | 3.0 |
| 5 through 10 | 3.0 | 2.3 | 2.0 | 3.2 | 2.1 | 2.5 | 1.4 | 3.0 | 2.0 | 3.0 |
| 11 or more | 3.1 | 3.0 | 2.2 | 3.1 | 2.2 | 2.4 | 2.0 | 2.3 | 2.0 | 3.0 |
| Enrollment size of school | | | | | | | | | | |
| Less than 400 | 3.3 | 2.3 | 2.0 | 4.0 | 2.4 | 3.1 | 2.2 | 4.0 | 1.3 | 4.0 |
| 400-600 | 4.0 | 2.4 | 3.0 | 2.4 | 2.0 | 2.4 | 2.0 | 3.0 | 2.0 | 3.1 |
| More than 600 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 1.2 | 2.4 |
| Urbanicity of school | | | | | | | | | | |
| City | 3.0 | 2.3 | 2.0 | 3.0 | 2.0 | 2.5 | 2.3 | 3.0 | 2.0 | 3.0 |
| Urban fringe | 3.4 | 2.3 | 3.0 | 4.0 | 3.0 | 3.2 | 2.2 | 3.1 | 2.0 | 4.0 |
| Town | 3.3 | 3.0 | 2.1 | 4.0 | 2.3 | 3.2 | 2.3 | 3.4 | 2.0 | 3.2 |
| Rural | 5.0 | 4.0 | 1.4 | 4.0 | 3.2 | 4.0 | 3.0 | 4.0 | 2.1 | 4.1 |

Table 5.--Percent of public elementary school teachers reporting various reasons for and outcomes of their last evaluation, by selected teacher and school characteristics: 1993

| Teacher and school characteristic | Reasons for last evaluation ¹ | | | | Evaluation outcome | | |
|--|--|----------|-----------|----------------------------|--|---|------------------------------|
| | Regularly scheduled evaluated | Tenure | Merit pay | Other reasons ² | An accurate assessment of teaching performance | opportunity to design plan for professional development | Useful for improving titling |
| All teachers | 97 | 9 | 6 | 1 | 89 | 63 | 74 |
| Teacher certification status when last evaluated | | | | | | | |
| Advanced | 96 | 6 | 4 | 1 | 91 | 69 | 79 |
| Standard | 98 | 8 | 6 | 1 | 88 | 61 | 72 |
| Probationary or temporary | 95 | 24 | 4 | 0 | 93 | 75 | 83 |
| Grade | | | | | | | |
| K through 3rd | 97 | 8 | 6 | 1 | 90 | 60 | 74 |
| 4th through 6th | 98 | 10 | 5 | 1 | 88 | 68 | 73 |
| Number of years teaching in current school | | | | | | | |
| 1 through 4 | 97 | 17 | 4 | 2 | 88 | 61 | 76 |
| 5 through 10 | 97 | 8 | 6 | 1 | 90 | 65 | 73 |
| 11 or more | 98 | 3 | 7 | * | 89 | 63 | 73 |
| Enrollment size of school | | | | | | | |
| Less than 400 | 99 | 9 | 5 | 1 | 85 | 62 | 68 |
| 400 - 600 | 96 | 7 | 4 | 1 | 90 | 62 | 75 |
| More than 600 | 97 | 10 | 7 | 1 | 91 | 65 | 77 |
| Urbanicity of school | | | | | | | |
| City | 98 | 11 | 5 | 1 | 87 | 62 | 74 |
| Urban fringe | 97 | 8 | 7 | 1 | 91 | 66 | 78 |
| Town | 96 | 10 | 5 | 0 | 90 | 62 | 75 |
| Rural | 99 | 4 | 6 | 1 | 87 | 62 | 66 |

¹ Percents add to more than 100 because teachers reported more than one reason.

² "Other reasons" include for a promotion or at the teacher's request.

* Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 5a.--Standard errors of the percent of public elementary school teachers reporting various reasons for and outcomes of their last evaluation, by selected teacher and school characteristics:1993

| Teacher and school characteristic | Reasons for last evaluation | | | | Evaluation outcome | | |
|--|-------------------------------|--------|-----------|---------------|--|---|-------------------------------|
| | Regularly scheduled evaluated | Tenure | Merit pay | Other reasons | An accurate assessment of teaching performance | opportunity to design plan for professional development | Useful for improving teaching |
| All teachers | 1.0 | 1.0 | 1.0 | 1.2 | 1.0 | 2.0 | 1.3 |
| Teacher certification status when last evaluated | | | | | | | |
| Advanced | 1.5 | 2.0 | 2.0 | 3.1 | 2.0 | 4.0 | 3.0 |
| standard | 1.0 | 1.0 | 1.2 | 1.1 | 1.0 | 2.0 | 2.0 |
| Probationary or temporary | 4.0 | 6.2 | 3.0 | 7.2 | 4.0 | 7.3 | 5.1 |
| Grade | | | | | | | |
| K through 3rd | 1.0 | 1.1 | 1.4 | 2.0 | 1.4 | 2.4 | 2.2 |
| 4th through 6th | 1.0 | 2.0 | 1.2 | 1.5 | 2.0 | 2.1 | 2.0 |
| Number of years teaching in current school | | | | | | | |
| 1 through 4 | 1.1 | 2.0 | 1.2 | 2.5 | 2.0 | 3.1 | 2.1 |
| 5 through 10 | 1.3 | 2.0 | 2.0 | 1.4 | 2.0 | 3.0 | 3.0 |
| 11 or more | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | 3.2 | 2.1 |
| Enrollment size of school | | | | | | | |
| Less than 400 | 1.0 | 1.3 | 1.5 | 2.0 | 2.0 | 4.0 | 3.4 |
| 400 - 600 | 1.3 | 2.0 | 1.3 | 3.0 | 2.0 | 3.3 | 3.0 |
| More than 600 | 1.0 | 2.0 | 2.3 | 1.3 | 1.5 | 2.1 | 2.0 |
| Urbanicity of school | | | | | | | |
| City | 1.0 | 2.1 | 2.0 | 2.2 | 2.5 | 3.0 | 3.0 |
| Urban fringe | 1.1 | 2.3 | 2.5 | 1.4 | 2.0 | 3.0 | 3.0 |
| Town | 1.5 | 2.1 | 2.0 | 3.0 | 2.2 | 3.5 | 3.5 |
| Rural | 1.0 | 1.4 | 2.0 | 3.0 | 3.2 | 5.0 | 4.3 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fact Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 6.--Percent of public elementary school teachers indicating the extent to which various uses of teacher **performance** evaluations are an objective and should be an objective in their **school:1993**

| Use of teacher performance evaluations | Is an objective | | | | Should be an objective | | | |
|---|-----------------|-----------------|--------------|------------|------------------------|-----------------|--------------|------------|
| | Great extent | Moderate extent | Small extent | Not at all | Great extent | Moderate extent | Small extent | Not at all |
| To guide improvement of teaching skills | 61 | 30 | 8 | 2 | 81 | 18 | 1 | * |
| To recognize and reinforce teaching excellence | 51 | 30 | 13 | 8 | 70 | 24 | 4 | 3 |
| To help teachers focus on student outcomes | 46 | 33 | 14 | 8 | 62 | 29 | 5 | 3 |
| To plan inservice education activities | 33 | 34 | 18 | 16 | 51 | 36 | 9 | 5 |
| To make tenure and promotion decisions | 32 | 24 | 16 | 29 | 33 | 39 | 14 | 15 |
| To discharge incompetent teachers | 18 | 27 | 31 | 24 | 45 | 33 | 14 | 8 |
| To help teachers define standards for their peers | 13 | 23 | 21 | 42 | 23 | 38 | 19 | 20 |
| To determine teachers' pay levels | 9 | 8 | 9 | 75 | 14 | 23 | 13 | 50 |
| To give administrators greater control over teacher job performance | 15 | 32 | 25 | 27 | 11 | 32 | 26 | 31 |

* Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 6a.--Standard errors of the percent of public elementary school teachers indicating the extent to which various uses of teacher performance evaluations are an objective and should be an objective in their school:1993

| Use of teacher performance evaluations | Is an objective | | | | Should be an objective | | | |
|--|-----------------|-----------------|--------------|------------|------------------------|-----------------|--------------|------------|
| | Great extent | Moderate extent | small extent | Not at all | Great extent | Moderate extent | small extent | Not at all |
| To guide improvement of teaching skills | 2.0 | 1.4 | 1.0 | 0.3 | 1.4 | 1.4 | 0.3 | 0.1 |
| To recognize and reinforce teaching excellence | 2.0 | 2.0 | 1.3 | 1.1 | 2.0 | 2.0 | 1.0 | 1.0 |
| To help teachers focus on student outcomes | 1.4 | 1.5 | 1.0 | 1.2 | 2.0 | 2.0 | 1.0 | 1.0 |
| To plan inservice education activities | 2.0 | 1.4 | 2.0 | 1.3 | 2.0 | 2.0 | 1.0 | 1.0 |
| To make tenure and promotion decisions | 2.1 | 2.0 | 1.4 | 2.0 | 2.0 | 2.0 | 1.3 | 1.4 |
| To discharge incompetent teachers..... | 2.0 | 1.5 | 2.0 | 1.3 | 2.0 | 2.0 | 1.1 | 1.0 |
| To help teachers define standards for their peers | 1.1 | 1.4 | 2.0 | 2.0 | 1.1 | 2.0 | 2.0 | 1.5 |
| To determine teachers' pay levels | 1.3 | 1.0 | 1.0 | 2.0 | 1.2 | 1.4 | 1.3 | 2.1 |
| To give administrators greater control over teacher job performance..... | 1.3 | 2.0 | 1.3 | 2.0 | 1.0 | 1.4 | 2.0 | 1.5 |

SOURCE:U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 7.--Percent of public elementary school teachers indicating various aspects of teaching that are an objective and should be an objective to a great extent of formal teacher performance evaluations, by selected teacher and school characteristics: 1993

| Teacher and school characteristic | Guide improvement of teaching skills | | Recognize and reinforce teaching excellence | | Help teachers focus on student outcomes | | Plan inservice education activities | | Make tenure and promotion decisions | |
|--|--------------------------------------|------------------------|---|------------------------|---|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|
| | Is an objective | Should be an objective | Is an objective | Should be an objective | Is an objective | Should be an objective | Is an objective | Should be an objective | Is an objective | Should be an objective |
| All teachers | 61 | 81 | 50 | 70 | 46 | 62 | 33 | 51 | 32 | 33 |
| Teacher certification status when last evaluated | | | | | | | | | | |
| Advanced | 58 | 81 | 51 | 73 | 48 | 66 | 37 | 59 | 33 | 30 |
| standard | 62 | 80 | 47 | 69 | 44 | 61 | 31 | 49 | 31 | 33 |
| Probationary or temporary.. | 67 | 86 | 61 | 68 | 60 | 66 | 51 | 52 | 40 | 39 |
| Grade | | | | | | | | | | |
| K through 3rd | 61 | 80 | 50 | 69 | 46 | 63 | 33 | 50 | 31 | 32 |
| 4th through 6th | 62 | 82 | 51 | 71 | 45 | 61 | 33 | 54 | 32 | 34 |
| Number of years teaching in current school | | | | | | | | | | |
| 1 through 4 | 62 | 82 | 52 | 73 | 50 | 67 | 29 | 50 | 35 | 35 |
| 5 through 10 | 61 | 79 | 53 | 73 | 45 | 62 | 34 | 51 | 30 | 33 |
| 11 or more | 61 | 82 | 47 | 65 | 43 | 60 | 36 | 52 | 30 | 31 |
| Enrollment size of school | | | | | | | | | | |
| Less than 400 | 60 | 81 | 46 | 68 | 41 | 59 | 25 | 45 | 35 | 36 |
| 400-600 | 62 | 81 | 53 | 68 | 48 | 65 | 34 | 54 | 32 | 33 |
| More than 600 | 62 | 81 | 52 | 73 | 48 | 63 | 38 | 54 | 28 | 31 |
| Urbanicity of school | | | | | | | | | | |
| City | 59 | 80 | 47 | 69 | 45 | 61 | 38 | 55 | 33 | 34 |
| Urban fringe | 65 | 83 | 53 | 75 | 57 | 64 | 33 | 45 | 30 | 36 |
| Town | 61 | 82 | 53 | 66 | 47 | 65 | 33 | 58 | 35 | 31 |
| Rural | 60 | 79 | 50 | 69 | 36 | 60 | 23 | 44 | 26 | 28 |

Table 7.--Percent of public elementary school teachers indicating various aspects of teaching that are an objective and should be an objective to a great extent of formal teacher performance **evaluations**, by selected teacher and school **characteristics**: 1993 -- **Continued**

| Teacher and school characteristic | Discharge incompetent teachers | | Help teachers define standards for peers | | Determine teachers' pay level | | Give administrators greater control | |
|--|--------------------------------|------------------------|--|---------------------|-------------------------------|------------------------|-------------------------------------|------------------------|
| | Is an objective | Should be an objective | Is an objective | Should be objective | Is an objective | Should be an objective | Is an objective | Should be an objective |
| All teachers | 18 | 45 | 13 | 23 | 9 | 14 | 15 | 11 |
| Teacher certification status when last evaluated | | | | | | | | |
| Advanced | 16 | 43 | 15 | 26 | 8 | 17 | 14 | 9 |
| Standard | 18 | 45 | 12 | 23 | 9 | 13 | 16 | 12 |
| Probationary or temporary .. | 23 | 43 | 20 | 19 | 9 | 15 | 11 | 12 |
| Grade | | | | | | | | |
| K through 3rd | 17 | 42 | 13 | 21 | 9 | 14 | 17 | 11 |
| 4th through 6th | 19 | 48 | 14 | 26 | 7 | 13 | 13 | 12 |
| Number of years teaching in current school | | | | | | | | |
| 1 through 4 | 12 | 39 | 12 | 23 | 9 | 16 | 11 | 11 |
| 5 through 10 | 19 | 45 | 13 | 22 | 10 | 14 | 19 | 11 |
| 11 or more | 22 | 48 | 14 | 24 | 7 | 13 | 16 | 12 |
| Enrollment size of school | | | | | | | | |
| Less than 40 | 22 | 44 | 9 | 19 | 5 | 12 | 18 | 13 |
| 400-600 | 16 | 44 | 13 | 22 | 10 | 14 | 14 | 9 |
| More than 600 | 16 | 45 | 17 | 27 | 10 | 16 | 15 | 12 |
| Urbanicity of school | | | | | | | | |
| City | 17 | 41 | 16 | 27 | 13 | 16 | 14 | 11 |
| Urban fringe | 17 | 48 | 12 | 21 | 7 | 16 | 15 | 14 |
| Town | 17 | 45 | 16 | 23 | 7 | 10 | 14 | 7 |
| Rural | 22 | 46 | 7 | 20 | 6 | 12 | 21 | 14 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 7a.--Standard errors of the percent of public elementary school teachers indicating various aspects of teaching that are an objective and should be an objective to a great extent of formal teacher performance evaluations, by selected teacher and school characteristics: 1993

| Teacher and school characteristic | Guide improvement of teaching skills | | Recognize and reinforce teaching excellence | | Help teachers focus on student outcomes | | Plan inservice education activities | | Make tenure and promotion decisions | |
|--|--------------------------------------|------------------------|---|------------------------|---|------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|
| | Is an objective | Should be an objective | Is an objective | Should be an objective | Is an objective | Should be an objective | Is an objective | Should be an objective | Is an objective | Should be an objective |
| All teachers | 2.0 | 1.4 | 2.0 | 1.8 | 1.4 | 1.8 | 2.0 | 1.8 | 2.1 | 1.6 |
| Teacher certification status when last evaluated | | | | | | | | | | |
| Advanced | 4.1 | 3.2 | 5.0 | 3.6 | 3.5 | 3.9 | 4.0 | 3.3 | 3.3 | 3.2 |
| Standard | 2.0 | 1.7 | 2.4 | 2.1 | 2.0 | 2.3 | 2.0 | 2.2 | 2.5 | 2.0 |
| Probationary or temporary .. | 7.3 | 5.6 | 8.0 | 8.9 | 7.1 | 5.4 | 7.2 | 9.4 | 7.0 | 6.2 |
| Grade | | | | | | | | | | |
| K through 3rd | 2.2 | 2.0 | 3.0 | 2.7 | 2.0 | 2.6 | 2.1 | 2.0 | 2.5 | 2.2 |
| 4th through 6th | 2.3 | 1.8 | 2.2 | 2.3 | 2.2 | 2.3 | 3.0 | 2.7 | 3.0 | 2.2 |
| Number of years teaching in current school | | | | | | | | | | |
| 1 through 4 | 3.0 | 2.6 | 3.4 | 2.9 | 3.0 | 3.6 | 3.4 | 3.0 | 3.2 | 2.8 |
| 5 through 10 | 3.0 | 2.7 | 3.2 | 2.6 | 3.0 | 2.6 | 3.0 | 3.2 | 3.3 | 2.5 |
| 11 or more | 2.5 | 1.8 | 3.3 | 3.1 | 3.0 | 2.2 | 3.0 | 3.0 | 3.1 | 2.4 |
| Enrollment size of school | | | | | | | | | | |
| Less than 400 | 3.3 | 2.4 | 4.2 | 3.4 | 3.3 | 3.0 | 3.0 | 3.3 | 4.0 | 3.5 |
| 400-600 | 3.1 | 3.0 | 3.0 | 2.6 | 3.4 | 2.9 | 3.2 | 3.2 | 3.2 | 3.3 |
| More than 600 | 3.0 | 2.4 | 2.2 | 2.3 | 2.3 | 3.2 | 3.0 | 2.7 | 3.0 | 2.6 |
| Urbanicity of school | | | | | | | | | | |
| City | 3.0 | 2.9 | 2.3 | 2.6 | 3.2 | 3.3 | 3.0 | 3.3 | 4.0 | 3.0 |
| Urban fringe | 4.0 | 2.8 | 3.5 | 3.2 | 3.1 | 2.5 | 3.3 | 3.5 | 4.0 | 3.4 |
| Town | 3.5 | 2.3 | 4.4 | 4.2 | 4.4 | 2.9 | 4.2 | 3.3 | 4.1 | 3.3 |
| Rural | 3.4 | 2.4 | 4.2 | 3.8 | 4.0 | 3.1 | 3.5 | 3.7 | 4.0 | 3.7 |

Table 7a.--Standard errors of the percent of public elementary school teachers indicating various aspects of teaching that are an objective and should be an objective to a great extent of formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

| Teacher and school characteristic | Discharge incompetent teachers | | Help teachers define standards for peers | | Determine teachers' pay level | | Give administrators greater control | |
|---|--------------------------------|------------------------|--|---------------------|-------------------------------|------------------------|-------------------------------------|------------------------|
| | Is an objective | Should be an objective | Is an objective | Should be objective | Is an objective | Should be an objective | Is an objective | should be an objective |
| All teachers | 2.0 | 1.7 | 1.1 | 1.1 | 1.3 | 1.2 | 1.3 | 1.0 |
| Teacher certification status when last evaluated | | | | | | | | |
| Advanced | 2.4 | 3.1 | 2.3 | 3.2 | 2.0 | 2.5 | 3.1 | 1.6 |
| standard | 2.0 | 2.5 | 1.2 | 1.3 | 1.5 | 1.4 | 2.0 | 1.2 |
| Probationary or temporary.. | 6.1 | 8.3 | 8.0 | 7.6 | 4.0 | 4.7 | 5.4 | 5.6 |
| Grade | | | | | | | | |
| K through 3rd | 2.0 | 2.0 | 1.3 | 1.5 | 2.0 | 1.7 | 2.0 | 1.3 |
| 4th through 6th | 2.3 | 2.8 | 2.0 | 2.3 | 1.0 | 1.7 | 2.0 | 1.8 |
| Number of years teaching in current school | | | | | | | | |
| 1 through 4 | 2.0 | 3.4 | 2.4 | 2.7 | 2.0 | 1.7 | 2.0 | 2.3 |
| 5 through 10 | 3.0 | 3.2 | 2.0 | 2.4 | 2.5 | 2.0 | 2.4 | 1.8 |
| 11 or more | 2.4 | 3.3 | 2.0 | 2.5 | 1.4 | 1.7 | 3.0 | 2.0 |
| Enrollment size of school | | | | | | | | |
| Less than 400 | 3.0 | 3.2 | 1.5 | 1.8 | 2.0 | 2.3 | 3.0 | 2.2 |
| 400-600 | 2.3 | 2.5 | 2.2 | 2.8 | 2.4 | 2.2 | 2.3 | 1.5 |
| More than 600 | 2.0 | 3.0 | 2.1 | 2.6 | 2.0 | 1.8 | 2.0 | 1.6 |
| Urbanicity of school | | | | | | | | |
| City | 3.0 | 3.0 | 2.2 | 2.5 | 3.0 | 2.0 | 3.0 | 1.9 |
| Urban fringe | 3.2 | 3.6 | 2.0 | 2.9 | 2.0 | 2.6 | 2.3 | 2.3 |
| Town | 3.0 | 3.1 | 3.0 | 2.9 | 2.0 | 2.3 | 2.2 | 2.0 |
| Rural | 3.4 | 4.3 | 2.0 | 2.8 | 2.0 | 2.5 | 4.0 | 3.0 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Survey Form

| | |
|--|--|
| U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20208-5651 SURVEY ON TEACHER PERFORMANCE EVALUATIONS FAST RESPONSE SURVEY SYSTEM | FORM APPROVED O.M.B. No.: 1850-0681 EXPIRATION DATE: 11/93 |
|--|--|

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Teacher performance evaluation - the process of determining how well a person has fulfilled his or her teaching responsibilities.

Formal evaluation - the totality of the systematic process of teacher performance evaluation within a given time period.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL

Name of person completing this form: _____ Telephone: _____

What is the best day/time to reach you at this number, if we have any questions? _____ Day _____ Time

| | |
|---|---|
| RETURN COMPLETED FORM TO: WESTAT, INC. 1650 Research Boulevard Rockville, Maryland 20850 Attention: 928112 | IF YOU HAVE ANY QUESTIONS, CALL: Mary Jo Nolin 1-800-937-8281, ext. 2031 |
|---|---|

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 202024651, and to the Office of Management and Budget, Paperwork Reduction Project 1850-0681, Washington, D.C. 20503.

1. What is your teacher certification status? (Circle one.)
- | | |
|--|---|
| Advanced professional certification | 1 |
| Regular or standard state certification (the standard certification offered in your state) | 2 |
| Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period) | 3 |
| Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained) | 4 |
2. What grade levels (or grade equivalent) do you currently teach? (Circle all that apply.)
- K 1 2 3 4 5 6 7 8 9 10 11 12
3. How many years have you been teaching full time? (Exclude breaks in service and any years you were student teaching or substitute teaching.) Total years teaching _____ Years in current school _____
4. Does your state, district, or school have a written policy on teacher performance evaluations?
- | | | | |
|--|-----|----|------------|
| | Yes | No | Don't know |
| a. State has a written policy | 1 | 2 | 3 |
| b. District has a written policy | 1 | 2 | 3 |
| c. School has a written policy | 1 | 2 | 3 |
5. Has your teaching performance been formally evaluated since you started teaching in your current school?
- | | |
|-----------|---|
| Yes | 1 |
| No | 2 |
- If yes, how many times? _____

The remaining questions refer to the evaluation process in your current school. If you have never been formally evaluated at your current school, please skip to the questions on the back of the questionnaire.

6. In what academic year were you last formally evaluated in your current school? AY.19-_____
7. What was your teacher certification status when you were last evaluated? (Circle one.)
- | | | | |
|---|---|--|---|
| Advanced professional certification | 1 | Probationary certification | 3 |
| Regular or standard state certification | 2 | Temporary, provisional, or emergency certification | 4 |
8. Was your last evaluation conducted...
- | | | | | | |
|---|-----|----|------------------------------------|-----|----|
| | Yes | No | | Yes | No |
| a. As a regularly scheduled evaluation? | 1 | 2 | d. For merit pay? | 1 | 2 |
| b. For tenure? | 1 | 2 | e. Because you requested it? | 1 | 2 |
| c. For a promotion? | 1 | 2 | f. Other (specify) _____ | 1 | 2 |
9. Which of the following were used in evaluating your teaching performance the last time you were evaluated?
- | | | | | | |
|---|-----|----|---------------------------------|-----|----|
| | Yes | No | | Yes | No |
| a. Student test scores | 1 | 2 | e. Informal observations | 1 | 2 |
| b. Teacher subject matter test scores | 1 | 2 | f. Student questionnaires | 1 | 2 |
| c. Portfolios of your work | 1 | 2 | g. Videotapes | 1 | 2 |
| d. Formally rated observations | 1 | 2 | h. Other (specify) _____ | 1 | 2 |
10. Who was involved in evaluating your teaching performance the last time you were evaluated?
- | | | | | | |
|---|-----|----|---------------------------------------|-----|----|
| | Yes | No | | Yes | No |
| a. Your principal | 1 | 2 | e. A group of teachers | 1 | 2 |
| b. Administrator at your school other than the principal | 1 | 2 | f. State inspector or evaluator | 1 | 2 |
| c. District administrator or evaluator from outside your school | 1 | 2 | g. School board | 1 | 2 |
| d. Master teacher | 1 | 2 | h. Students | 1 | 2 |
| | | | i. Parents | 1 | 2 |
| | | | j. Other (specify) _____ | 1 | 2 |
11. Of those persons listed in question 10a-j, who had the most important role in evaluating your teaching performance? (Write the letter from a to j that corresponds to the person or group.) _____

12. Below are aspects of teaching. In column A, indicate to what extent each aspect was considered in evaluating your teaching performance the last time you were evaluated. In column B, indicate whether each aspect should be considered in evaluating teaching performance. In column C, indicate your perception of the competence level to evaluate each aspect of teaching possessed by the person or group who last evaluated your teaching performance.

| | A. | | | B. | | C. | | |
|---|-------------------------------|-----------------|---------------------|----------------------|----|-------------------------------------|----------|---------------|
| | Considered in last evaluation | | | Should be considered | | Perception of evaluators competence | | |
| | Great extent | Moderate extent | Small or not at all | Yes | No | Great | Moderate | Small or none |
| a. Overall teaching performance | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| b. Subject matter knowledge | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| c. Classroom management | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| d. Instructional techniques | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| e. Test construction skills | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| f. Grading methods | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| g. Involving parents in the learning process | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| h. Helping each student achieve according to his or her ability | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| i. Cooperation with other school personnel | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| j. Equitable treatment of students and colleagues regardless of race, sex, economic status, etc. | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| k. Professional development activities | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| l. Teaching demands unique to the students in the classroom | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |
| m. Neighborhood and school problems affecting one's teaching | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 |

- | | Yes | No |
|---|-----|----|
| 13. Were the criteria used in the last evaluation of your teaching performance known to you prior to the evaluation process? | 1 | 2 |
| 14. Did you receive a written report of your last evaluation? | 1 | 2 |
| 15. Did you receive a verbal explanation of your last evaluation? | 1 | 2 |
| 16. Is there an appeal process for evaluations at your school? | 1 | 2 |
| 17. Can you submit a written response to your evaluation that becomes part of your permanent file? | 1 | 2 |
| 18. Did you have the opportunity to design a plan for your professional development following your last evaluation? | 1 | 2 |
| 19. Did the information collected the last time you were evaluated provide an accurate assessment of your teaching performance? | 1 | 2 |
| 20. Was your last evaluation useful to you for improving your teaching? | 1 | 2 |
21. Below are ways that teacher performance evaluations can be used. In column A, indicate to what extent each is an objective in your school. In column B, indicate to what extent each should be an objective in your school.

| | A. Is an objective | | | | B. Should be an objective | | | |
|--|--------------------|-----------------|--------------|------------|---------------------------|-----------------|--------------|------------|
| | Great extent | Moderate extent | Small extent | Not at all | Great extent | Moderate extent | Small extent | Not at all |
| a. To guide improvement of teaching skills | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| b. To plan inservice education activities | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| c. To discharge incompetent teachers | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| d. To determine teachers' pay levels | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| e. To help teachers focus on student outcomes | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| f. To give administrators greater control over teacher job performance | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| g. To recognize and reinforce teaching excellence | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| h. To make tenure and promotion decisions | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| i. To help teachers define standards for their peers | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

Please keep a copy of this questionnaire for your records. Thank you for responding.

If you have never been formally evaluated in your current school, please answer the following opinion questions.

22. Below are aspects of teaching. Indicate whether each aspect should be considered in evaluating teaching performance.

| | Should be considered | |
|---|----------------------|----|
| | Yes | No |
| a. Overall teaching performance | 1 | 2 |
| b. Subject matter knowledge | 1 | 2 |
| c. Classroom management | 1 | 2 |
| d. Instructional techniques | 1 | 2 |
| e. Test construction skills | 1 | 2 |
| f. Grading methods | 1 | 2 |
| g. Involving parents in the learning process | 1 | 2 |
| h. Helping each student achieve according to his or her ability | 1 | 2 |
| i. Cooperation with other school personnel | 1 | 2 |
| j. Equitable treatment of students and colleagues regardless of race, sex, economic status, etc | 1 | 2 |
| k. Professional development activities | 1 | 2 |
| l. Teaching demands unique to the students in the classroom | 1 | 2 |
| m. Neighborhood and school problems affecting one's teaching | 1 | 2 |

23. Below are ways that teacher performance evaluations can be used. Indicate to what extent each should be an objective for teacher performance evaluations.

| | Should be an objective | | | |
|--|------------------------|-----------------|--------------|------------|
| | Great extent | Moderate extent | Small extent | Not at all |
| a. To guide improvement of teaching skills | 1 | 2 | 3 | 4 |
| b. To plan inservice education activities | 1 | 2 | 3 | 4 |
| c. To discharge incompetent teachers | 1 | 2 | 3 | 4 |
| d. To determine teachers' pay levels | 1 | 2 | 3 | 4 |
| e. To help teachers focus on student outcomes | 1 | 2 | 3 | 4 |
| f. To give administrators greater control over teacher job performance | 1 | 2 | 3 | 4 |
| g. To recognize and reinforce teaching excellence | 1 | 2 | 3 | 4 |
| h. To make tenure and promotion decisions | 1 | 2 | 3 | 4 |
| i. To help teachers define standards for their peers | 1 | 2 | 3 | 4 |

Please keep a copy of this questionnaire for your records. Thank you for responding.