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PREVIEW

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Blakely, Clinton Roger

A SURVEY OF TEACHER AND ADMINISTRATOR ATTITUDES TOWARD
TEACHER EVALUATION PRACTICES IN SELECTED CLASS II, III, AND VI
SCHOOLS OF NEBRASKA

The University of Nebraska - Lincoln

Ed.D. 1986

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PREVIEW

A SURVEY OF TEACHER AND ADMINISTRATOR ATTITUDES TOWARD
TEACHER EVALUATION PRACTICES IN SELECTED CLASS II,
III, AND VI SCHOOLS OF NEBRASKA

by

Clinton Roger Blakely

A DISSERTATION

Presented to the Faculty of

The Graduate College in the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

Major: Interdepartmental Area of Administration,
Curriculum and Instruction

Under the Supervision of Professors Rex Reckewey
and Gordon Culver

Lincoln, Nebraska

October, 1986

TITLE

A SURVEY OF TEACHER AND ADMINISTRATOR ATTITUDES TOWARD TEACHER
EVALUATION PRACTICES IN SELECTED CLASS II, III,
AND VI SCHOOLS OF NEBRASKA

BY

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A SURVEY OF TEACHER AND ADMINISTRATOR ATTITUDES TOWARD
TEACHER EVALUATION PRACTICES IN SELECTED CLASS II,
III, AND VI SCHOOLS OF NEBRASKA

Clinton Roger Blakely, Ed.D.

University of Nebraska, 1986

Advisers: Rex Reckewey and Gordon Culver

The Problem

The purposes of this study were to examine the attitudes of teachers and administrators toward teacher evaluation practices in selected school districts in Nebraska and to determine which practices were perceived to be most desirable and effective.

The research questions asked in the study were:

1. What do teachers and administrators perceive to be the primary purposes of evaluation?
2. Who do teachers and administrators believe should be involved in evaluating teachers?
3. How do teachers and administrators feel about the content and implementation of existing teacher evaluation instruments?
4. How effective do teachers and administrators perceive current evaluation procedures to be in attaining desired results?

The Procedure

Following a careful review of literature, a questionnaire was developed and submitted to a validating jury. The jury reviewed the questionnaire and offered recommendations pertaining to the clarity of the questions and instructions. The refined questionnaire was field tested using a group of teachers and administrators. The final questionnaire was written incorporating the suggestions of the pilot group and mailed to 186 administrators and 255 teachers.

Conclusions

1. Administrators and teachers were in strong agreement when reporting "preferred" and/or "actual" practices of evaluation.
2. Administrators and teachers were in strong agreement pertaining to the criteria that should be used to evaluate teachers.
3. Administrators felt that evaluations were more effective in bringing about change in teacher performance than teachers.
4. The "preferred practices" identified by administrators more nearly matched the "actual practices" reported by administrators than the "preferred practices" identified by teachers matched those reported by teachers.

Recommendations

1. An additional study should be conducted to explore the items upon which administrator and teacher opinions differ significantly or which received mixed responses from either sample group.

2. School districts should review their evaluation programs periodically and involve teachers in the review process.

PREVIEW

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C.R.B.

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