

TEST  
TESTS

MEASURE

MEASUREMENTS  
test

Total Score

TESTS

NAME BLOCK  
138  
139  
SA A U D SD  
SA A U D SD

Practice question

PERCENTILE

For each test,  
DO NOT WRITE  
IN THIS SPACE

SPECIAL DATA  
A B C D E F  
are heavy and black.

Erase completely any answer you wish to change.

TESTS AND MEASUREMENTS NEWSLETTER

-MENC-

Tests and Measurements SRIG Members:

At the April MENC Conference your Special Research Interest Group sponsored one major session and participated in three other sessions on evaluation. We had an excellent attendance at the SRIG sponsored session and we wish to reproduce the viewpoints of the panel of participants in this newsletter. Space has provided us the opportunity to present the papers of James Sherbon, Carroll Gonzo, and Donald Taebel. Joe Giles reported on the status of programs in Tennessee and his ideas will appear in a future newsletter.

CAREER DEVELOPMENT PLAN IN NORTH CAROLINA

by: James W. Sherbon \*

In 1985 the North Carolina General Assembly enacted legislation establishing the Career Development Plan, commonly known as the "Career Ladder." The project is a four year pilot program in 16 school systems in the state.

The program objectives are to: 1) improve the quality of classroom instruction, 2) increase the attractiveness of teaching, 3) encourage recognition and retention of high quality teachers, and 4) enhance and reward excellence in teaching. In the program, teachers receive increased responsibility, recognition, and salary as they gain experience and professional ability. It is fundamentally based on the individual's desire and initiative to grow professionally since teachers are not required to progress through the ladder once a basic level of competency is demonstrated. Although this nonrequirement may appear as a weakness, the option seems to be providing a nonthreatening environment whereby teachers may advance on a self-motivated basis. All persons hired after the 1986-87 school year are required to participate in the program until the basic competence level is established.

Administered and monitored by the Career Development Office, evaluation is the backbone of the program with each school unit required to provide systematically structured observations and evaluations involving practicing educators. The frequency of these observations and evaluations is dependent upon each individual's status.

Editors:

Richard Colwell  
Jon H. Sigurionsson

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Classifications in the program are designated by status levels indicating advancement on the ladder.

### Step One

Initial Status is granted to new teachers during the first two years of employment. These teachers are fully functioning employees of the schools, but a support team comprised of a mentor, principal, and observer/evaluator (OE) is assigned to assist in professional development and acculturation to the profession. During the Initial Status period, the teacher undergoes a series of observations/evaluations; including two by the principal and two by the OE. At the end of the second year, if the observations reflect successful teaching (ratings of "standard" or above), a continuing teacher certificate is granted and the teacher achieves Provisional Status.

### Step Two

During the third year of employment, the provisional teacher is considered a candidate for Career Status I. Experienced teachers entering a new school system may be placed in the ladder at the discretion of the Local Education Agency although, generally, they are granted Provisional Status.

At the end of the provisional year, the teacher is to have completed 30 hours of Effective Teacher Training and achieved a satisfactory performance evaluation based on a minimum of four in-class observations by the principal and OE. This satisfactory performance evaluation requires the achievement of "standard" in each of eight major functions as measured by the North Carolina Teacher Performance Appraisal Instrument (TPAI). After successfully completing these requirements, the teacher is advanced to Career Status I and granted tenure with a five percent salary increase over base pay.

### Step Three

At this point, Career Status I teachers may assume a plateau and stay in this position for the remainder of their career; however, continuing demonstration of professional competence must be evidenced, including ratings of standard or above on annual performance evaluations. Teachers are not encouraged to remain stationary however, and incentives for advancement are provided by an additional opportunity. In the third year of Career Status I, teachers may apply for Career Status II with continued evaluations by the principal and the OE. To achieve this advanced level, ratings of above standard must be obtained on seven of the eight functions of the TPAI with a rating of well above standard or superior on the remaining function. In addition, individual portfolios documenting attendance record, professional growth, unique assignments or leadership roles, assumption of additional responsibilities, acceptable ratings on recent evaluations, and proof of good relationships between the teacher, peers, and parents must be presented for evaluation.

#### Step Four

Upon the successful completion of these steps, the teacher advances to Career Status II with a salary increment of 10 percent above base pay. At this time additional responsibilities such as a mentor position, teacher training leader, and curriculum developer may be assumed. Periodically the Status II teacher must revalidate the position by achieving above standard performance on the annual performance evaluation. This status is not permanent and failure to meet the performance criteria results in a return to Career Status I.

#### Step Five

The final step of the Career Ladder has not been determined by legislation. The General Assembly has asked the State Board of Education to recommend conditions for operation at the Career Status III level. Included in discussions on possible criteria for this level are requiring superior performance on all functions, earning six renewal credits in a two year period, establishing a minimum of three years in Status II, and earning an advanced degree.

At the end of the pilot phase, the State Board, on advice from the State Career Development Program Steering Committee, will make recommendations to the General Assembly. After evaluation and possible revision, the General Assembly will determine if state-wide adoption is feasible.

\* Maribeth White, a doctoral student and teaching assistant at the University of North Carolina at Greensboro, served as consultant for this paper.

#### Appendix

##### Definitions and Terminology

Teacher Performance Appraisal Instrument (TPAI). This involves 38 specific teaching practices grouped within eight functions.

##### TPAI - Eight Major Functions

1. Management of Instructional Time
2. Management of Student Behavior
3. Instructional Presentation
4. Instructional Monitoring of Student Performance
5. Instructional Feedback
6. Facilitating Instruction
7. Communicating Within the Educational Environment
8. Performing Non-Instructional Duties

Support Team. The team is composed of a mentor, principal, and an observer evaluator (OE). The team cooperates on evaluative and programmatic tasks for individual teachers. Frequent open dialogue takes place between the team and the teacher.

Observer/Evaluator (OE). Experienced teachers may apply to become Observer Evaluators. When an OE position is obtained, the teacher is taken out of the classroom for two years and serves only in this evaluation capacity.

Mentor. This is an experienced teacher who demonstrates the competencies and knowledge expected of the candidate as well as the interpersonal skills necessary for being an effective mentor. Whenever possible, the mentor is selected from the same school and subject area as the candidate.

Effective Teacher Training (ETT). This part of the program includes in-service education and training and primarily is conducted by supervisors and administrative personnel. ETT revolves around Madeline Hunter's "Effective Teaching Model."

Career Development Office (CDO). Each local system has its own office central to the administrator of the program, under the direction of a coordinator. Control of the program is maintained through the interaction of the observers and the CDO with appeals and judgments being part of the operation.

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TEXAS TEACHERS' PROFESSIONAL GROWTH PLAN:

Pre-Professional Skills Test (PPST)

Examination for the Certification of Educators in Texas (ExCET)

Texas Teacher Appraisal System (TTAS)

Texas Teacher Appraisal Instrument (TTAI)

Texas Teacher Career Ladder

Pre-Professional Skills Test (PPST). The PPST is a selection test used to predict the success of students entering teacher training programs. In 1982 the Texas State Board of Education chose the PPST, developed by Educational Testing Service, as the basic skills screening test which prospective Texas teachers must pass to gain admission to any state approved teacher education program. The level of the test is high school, twelfth grade or less. The PPST has three parts - reading, writing, mathematics. Each is scored separately, and students must pass all three parts. Since March 1984, approximately 70 percent of the students taking the exam have passed all three parts. There is a pending lawsuit on the use of the PPST as a screening device for teacher education programs; however, the test is still a requirement for teacher certification.

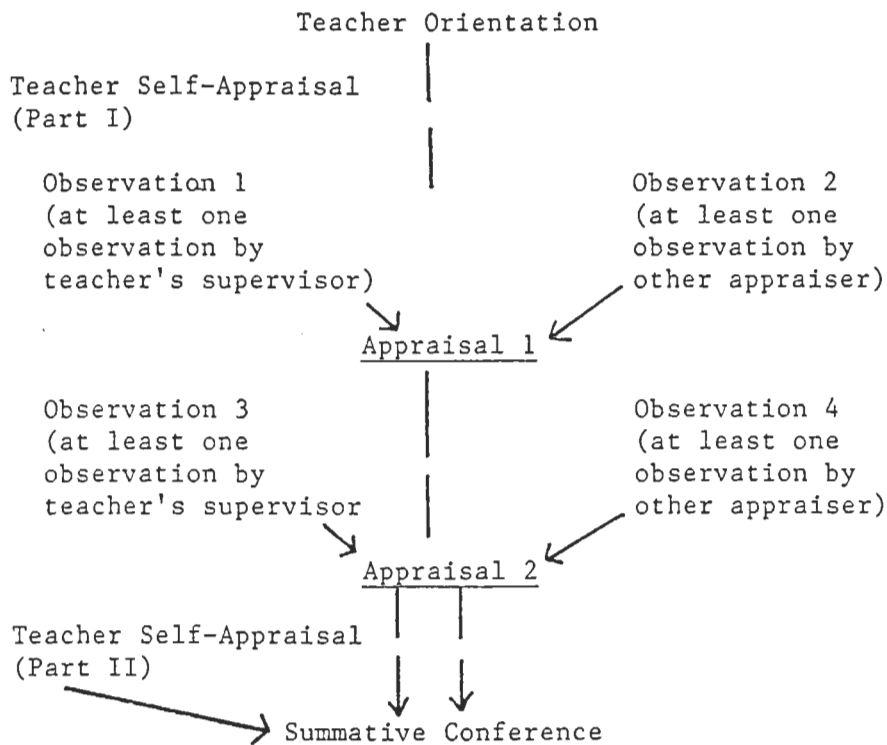
Examination For The Certification of Educators in Texas (ExCET). Every individual seeking certification on February 1, 1987 or later is required to pass the ExCET test(s) for the content areas in which certification is sought. Specifically, candidates seeking initial certification must pass: 1) a professional development test at the appropriate level (elementary, secondary, or all-level); and 2) a content specialization test in each area for which certification and/or endorsement is sought. Each test in the ExCET Program is multiple choice. A score is based on the number of questions answered correctly. There is no penalty for guessing. An individual's performance on a test will be evaluated against an established level of competence. The passing scores on these tests have been established by the State Board of Education based on information supplied by Texas educators.

Texas Teacher Appraisal System (TTAS). The TTAS is a performance assessment system and is based on observable job-related behavior, including teachers' implementation of discipline management procedures. TTAS has been divided into five generic "domains," which in turn have been divided into 71 "performance indicators." Indicator statements establish expectations for teacher performance. Each performance indicator is scored by considering the strength and comprehensiveness of the preponderance of evidence related to that indicator. The evidence gathered is evaluated for both quality and quantity of certain teacher behaviors. The quality or effectiveness of teaching behavior is judged by its observed impact upon student behavior and the apparent success of students engaged in learning activities.

The five generic domains are: instructional strategies, classroom management and organization, presentation of subject matter, learning environment and growth, and responsibilities. The TTAS is restricted to "generic" teaching behaviors common to beginners and veterans alike. Teaching acts are scored as: absent/below expectation (A/BE), standard expectation (SE), or exceptional quality (EQ). A teacher receives one point for each standard expectation that is observed and one additional point for each exceptional quality. All points are added up for each of the five domains. The domain scores are then added through a complicated conversion process, and each teacher receives an overall rating on a scale from one to five. In order to be placed on the career ladder, the teacher must have an overall rating of four or better at least one year out of three, and a rating of at least three during the other two years.

Observation Procedures. Every Texas teacher must be observed in class for 45 minutes, four times a year. Two of the four evaluations are conducted by the teacher's principal, and the other two by a trained evaluator. The second evaluator can be another teacher, in which case the person must be from outside the campus, or another administrator. The evaluators are trained to administer and score the TTAS observation instrument. In addition to the four observations, teachers are given a teacher orientation prior to their first observation. Additionally, the teacher completes a self-appraisal at the time of the first two observations and a second self-appraisal at the completion of the final two observations. A summative conference, at which the teacher and his/her supervisor must be present, concludes the process. Results of the teacher's score and summative conference may result in proposed in-service work in the area of observed weakness

and/or some sort of professional growth plan is developed. A teacher must receive the results of her appraisals in writing seven days after any given appraisal and has the avenue of appeal should one be requested. Below is a flow chart of the appraisal process.



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TEXAS TEACHER APPRAISAL SYSTEM

Teacher Orientation

Hold local inservice prior to implementation of appraisal system.

Teacher Self-Appraisal (Part I)

Complete Part I prior to end of second six weeks.

Observation 1 - Teacher's supervisor

- Complete at least one formal observation.
- Complete Observation Record and provide teacher with copy.
- Conduct conference if performance is less than satisfactory in one or more domains.

Observation 2 - Other appraisers

- Conduct pre-observation discussion.
- Schedule and complete at least one formal observation.
- Complete Evaluation Record and provide teacher with copy.
- Conduct conference if performance is less than satisfactory in one or more domains.

Appraisal 1

- Review any additional information from informal observations and/or other documentation and complete Evaluation Record (Teacher's supervisor).
- Review any additional documentation of Domain V and rescore if necessary (Other appraiser).
- Develop professional growth plan if performance is less than satisfactory in one or more domains (at teacher's request if any domain score is satisfactory).
- Conduct conference at teacher's or appraiser's request.

Observation 3 - Teacher's supervisor

- Complete at least one formal observation.
- Complete Observation Record and provide teacher with copy.
- Conduct conference if performance is less than satisfactory in one or more domains (may be combined with the summative conference).

Observation 4 - Other appraiser(s)

- Complete at least one formal observation.
- Complete Evaluation Record and provide teacher with copy.
- Conduct conference if performance is less than satisfactory in one or more domains (may be combined with the summative conference).

Appraisal 2

- Review any additional information from informal observations and/or other documentation and complete Evaluation Record (Teacher's supervisor).
- Review any additional documentation for Domain V and rescore if necessary (Other appraiser).
- Complete Appraisal Record.

Teacher Self-Appraisal (Part II)

Complete Part II prior to summative conference.

Summative Conference

- Review the completed teacher self-appraisal.
- Inform teacher of domain and overall summary performance scores.
- Review teacher's status related to requirements for maintenance and/or advancement on the career ladder.
- Develop or modify a professional growth plan if performance is satisfactory or less in one or more domains (Teacher's supervisor and teacher; other appraiser as appropriate).
- Make recommendations regarding needs for improvement in any domain(s)

TEACHER SELF-APPRAISAL

School District \_\_\_\_\_ Co. Dist. No. \_\_\_\_\_

Teacher \_\_\_\_\_ School Year 19 \_\_ 19\_\_

Assignment/Grade \_\_\_\_\_ School \_\_\_\_\_

This appraisal provides an opportunity for teacher assessment of the achievement of the teacher's own instructional goals

Part I

Complete this section of the self-appraisal by the end of the second six weeks of the school year. If class assignments change each semester, this section is to be completed again but at the end of the fourth six weeks of the school year. USE ONLY THE SPACE PROVIDED FOR EACH RESPONSE.

1. Describe each of the classes which you are assigned to teach this year (semester). Include information about the abilities, learning styles, characteristics, and/or achievement levels of groups of students within each class.
2. Describe one or more of your instructional goals which supports the school district's goals for student progress. The goal statement should include observable and measurable performance objectives for the groups described above.
3. What methods or measures will you use to determine whether you have achieved these goals and objectives.

\_\_\_\_\_  
Teacher's Signature/Completion of Part I

\_\_\_\_\_  
Date Completed

\_\_\_\_\_  
Teacher's Signature/Completion of Part (Second Semester as needsd)

\_\_\_\_\_  
Date Completed

\_\_\_\_\_  
Teacher Supervisor's Signature/Receipt of Part I

\_\_\_\_\_  
Date of Receipt

- Original Copy - Central Office
- Copy #2 - Teacher's Supervisor on receipt of Part I
- Copy #3 - Teacher



TEXAS TEACHER APPRAISAL SYSTEM

INSTRUMENT

Domain I: Instructional Strategies

- Criterion 1. Provide opportunities for students to participate actively and successfully.
- Criterion 2. Evaluates and provides feedback on student progress during instruction.

Domain II: Classroom Management and Organization

- Criterion 3. Organizes materials and students.
- Criterion 4. Maximizes amount of time available for instruction.
- Criterion 5. Manages student behavior.

Domain III: Presentation of Subject Matter

- Criterion 6. Teaches for cognitive, affective, and/or psychomotor learning and transfer.
- Criterion 7. Presents information accurately and clearly.
- Criterion 8. Uses acceptable communication skills in presentation.

Domain IV: Learning Environment

- Criterion 9. Uses strategies to motivate students for learning.
- Criterion 10. Maintains supportive environment.

Domain V: Growth and Responsibilities

- Criterion 11. Plans for and engages in professional development.
- Criterion 12. Interacts and communicates effectively with parents.
- Criterion 13. Complies with policies, operating procedures, and requirements.
- Criterion 14. Promotes and evaluates student growth.

THE TEXAS TEACHER APPRAISAL INSTRUMENT

Domain I: Instructional Strategies

- Criterion 1. Provides opportunities for students to participate actively and successfully.

Performance Indicators

- a. Appropriately varies activities.
- b. Interacts with students in group formats as appropriate.
- c. Solicits student participation.
- d. Extends students' responses/contributions.
- e. Provides ample time for students to respond to teacher questions solicitations and to consider content as presented.
- f. Implements instruction at any appropriate level of difficulty.

Domain I: Instructional Strategies

Criterion 2. Evaluates and provides feedback on student progress during instruction

Performance indicators

- a. communicates learning expectations
- b. monitors' performances as they engage in learning activities
- c. solicits responses or demonstrations from specific students for assessment purposes
- d. reinforces correct responses
- e. provides corrective feedback, or none needed
- f. reteaches, or none needed

Domain II: Classroom Management and Organization

Criterion 3. Organizes materials and students

Performance indicators

- a. secure student attention or students are attending
- b. uses administrative procedures and routines which facilitate instruction
- c. gives clear administrative directions for classroom procedures or routines, or none needed
- d. maintains seating arrangement/grouping appropriate for the activity and the environment
- e. has materials, aids, facilities ready for use

Domain II: Classroom Management and Organization

Criterion 4. Maximizes amount of time available for instruction

Performance indicators

- a. begins promptly/avoids wasting time at the end of the instructional period
- b. implements appropriate sequence of activities
- c. maintains appropriate pace
- d. maintains focus
- e. keeps students engaged

Domain II: Classroom Management and Organization

Criterion 5. Manages student behavior

Performance indicators

- a. specifies expectations for class behavior, or none needed
- b. uses techniques to prevent off-task behavior, or none needed
- c. uses techniques to redirect persistent off-task behavior or none needed
- d. uses techniques to stop inappropriate behavior, or none needed
- e. uses techniques to stop disruptive behavior, or none needed
- f. applies rules consistently and fairly
- g. reinforces desired behavior when appropriate

Domain III: Presentation of Subject Matter

Criterion 6. Teaches for cognitive, affective and/or psychomotor learning and transfer

Performance indicators

- a. begins instruction/activity with an appropriate introduction
- b. presents information in an appropriate sequence
- c. relates content to prior or future learning
- d. provides for definition of concepts and description of skills and/or attitudes and interests
- e. provides for elaboration of critical attributes of concepts, skills, and/or attitudes and interests
- f. stresses generalization, principle or rule as a relationship between or among concepts, skills, or attitudes/interests
- g. provides opportunities for transfer
- h. closes instruction properly

Domain III: Presentation of Subject Matter

Criterion 7. Presents information accurately and clearly

Performance indicators

- a. makes no significant errors
- b. uses vocabulary appropriate to students
- c. explains content and/or learning tasks clearly
- d. stresses important points and dimensions of content
- e. clarifies student misunderstanding, or none needed

Domain III: Presentation of Subject Matter

Criterion 8. Uses acceptable communication skills in presentation

Performance indicators

- a. uses correct grammar
- b. pronounces words correctly and clearly
- c. uses accurate language
- d. demonstrates skill in written communication

Domain IV: Learning Environment

Criterion 9. Uses strategies to motivate students for learning

Performance indicators

- a. relates contents to student interest/experiences
- b. emphasizes the value/importance of the activity or content
- c. reinforces learning efforts of students
- d. challenges students

Domain IV: Learning Environment

Criterion 10. Maintains supportive environment

Performance indicators

- a. avoids sarcasm and negative criticism
- b. establishes climate of courtesy and respect
- c. encourages slow and reluctant students
- d. provides praise for specific performance
- e. establishes and maintains positive rapport with students

Domain V: Growth and Responsibility

Criterion 11: Plans for and engages in professional development

Performance indicators

- a. shows progress in completing professional growth requirements as agreed upon with appraiser(s), or none needed
- b. stays current in content taught
- c. stays current in instructional methodology

Domain V: Growth and Responsibility

Criterion 12: Interacts and communicates effectively with parents

Performance indicators

- a. initiates communications with parents about student performance and/or behavior when appropriate
- b. conducts parent-teacher conferences in accordance with local district policy
- c. reports student progress to parents in accordance with local district policy
- d. maintains confidentiality unless disclosure is required by law

Domain V: Growth and Responsibilities

Criterion 13: Complies with policies, operating procedures, and requirements

Performance indicators

- a. follows statutory and Texas Education Agency regulations
- b. follows district and campus policies and procedures
- c. performs assigned professional duties
- d. follows district promotion/retention policy and procedures

Domain V: Growth and Responsibility

Criterion 14: Promotes and evaluates student growth

Performance indicators

- a. participates in campus goal setting for student progress
- b. plans instruction in accordance with district requirements
- c. documents student progress
- d. maintains accurate records
- e. reports student progress at appropriate intervals

TEXAS TEACHER CAREER LADDER

The Texas Career Ladder is intended to reward teachers monetarily while at the same time encouraging them to remain in the classroom rather than seek administrative positions within the profession or leave teaching for a different profession. Other purposes of the Career Ladder are to improve classroom instruction, teacher evaluation and student performance. The Texas Career Ladder is only for teaching personnel, and all teachers are placed on the Career Ladder. Their assignment to a particular position on the Career Ladder is determined by their performance, experience, job related experience and job assignment.

The Ladder consists of four levels, each with specific criteria that must be satisfied before a teacher can be placed at any given level. Monetary stipends are given starting with the second level and are as follows.

Level II \$2000

Level III \$4000

Level IV \$6000

Districts may reduce supplements to not less than \$1500, \$3000 and \$4500 respectively. Funding, in part, is provided by the state based on the average daily attendance of pupils during one designated month of the school year. Districts are given \$70 per student for the Career Ladder. Any additional funding necessary must come from local and/or private sources. When funds are insufficient to fund all the deserving teachers in a given district, the school board can develop stricter performance criteria beyond those stated by Texas law.

Continuance on any level of the Ladder is not automatic, and a teacher must prove himself at regular intervals. Teachers can be demoted to a lower level if their performance does not satisfy the criteria for the Ladder level they hold. If a teacher moves to a different school district, she is entitled to transfer her Career Ladder level.

The procedure for selecting teachers for advanced placement on the Career Ladder is done by committee which is appointed by the local school board. Each committee may include one principal, one central office personnel administrator, or the superintendent, one other administrator who may be a principal, and two teachers who are on advanced levels on the Career Ladder.

MINIMUM CAREER LADDER ENTRY REQUIREMENTS

Level	Certificate	Degree	Teaching Experience	Performance Rating	* College Course Work/Academic Training or Combination of Both
One	Level		Follows the probationary year of teaching with "satisfactory" on every item the year immediately preceding placement		
Two	Level Two	BA/BS MA/MS In subject or field	3 years 2 years	At least exceeding expectations preceding year, satisfactory other year(s)	9 semester hours or 135 hours of training
Three	Level Three		5 years at level two	At least exceeding expectations 3 of preceding 4/satisfactory others	6 semester hours or 90 hours of training
			3 years at level two	Clearly outstanding 2 of preceding 3/at least satisfactory other	3 semester hours or 45 hours of training
Four	Master Teacher		3 years at or above level three	Clearly outstanding 2 of preceding 3/at least satisfactory other	6 semester hours or 90 hours of training. Satisfactory performance on master teacher exam
			2 years at or above level three	Clearly outstanding 3 consecutive years	3 semester hours or 45 hours of training. Satisfactory performance on master teacher exam

\* One semester hour of higher education course work equals 15 hours of advanced academic training. What constitutes acceptable advanced academic training is spelled out in state board rules.

MINIMUM CAREER LADDER MAINTENANCE REQUIREMENTS\*

Level	Performance Rating	College Course Work Academic Training	Other	Consequences if Deficient
Four	Clearly outstanding each year		Not less than 60% time or four hours daily in teaching; perform two master teaching duties every three years	Reassignment to Level Three
	Clearly outstanding 2 of every 3 years, at least satisfactory other	3 semester hours or 45 hours of training		
Three	Better than satisfactory for 2 consecutive years			Reassignment to Level Two or, if performance below expectations, to Level One
Two	Satisfactory or better			Reassignment to Level One
One	Satisfactory or better during first two years			Contract will not be renewed

\* State board rules as of 1985 require teachers to remain at the assigned career ladder step until they fill all eligibility requirements for the next step or until the quality of their performance declines.

NOTE: 149.71(c) TAC allows school districts to adopt stricter performance requirements if career ladder funds are insufficient. Hence, the requirements portrayed here are listed as "minimum."

TEXAS A&M STUDY OF CAREER LADDER-ADVANCED ACADEMIC TRAINING  
AND ALTERNATIVE CERTIFICATION

CAREER LADDER - Sample Responses

School Board

"If you address only minimum standards, you will get only 'minimum results.'"

"I agree with peer evaluation among teachers for self improvement, not for Career Ladder purposes. Only trained evaluators and administrators should be used for Career Ladder purposes...For Career Ladder to work, training for appraisers will have to be implemented. Appraisers should also be evaluated periodically on their evaluation skills."

"I do not feel that Merit Pay is the answer to our problem. When you have a school district with high morale you have excellent employees...Career Ladder is creating an atmosphere of business which will deteriorate that unity between administrators, teachers, students and parents. We need to think in terms of team work. Those few chosen will not win the ballgame, everyone is needed to complete the winning team, so let's think in terms of what is best for all in the profession."

Superintendent

"...Weak principals tend to give teachers higher appraisals -- thus unfair to teachers under a stronger principal on other campuses..."

"Parents and clients should also be actors in the process."

"I feel to implement the Career Ladder now is going to cause a rash of lawsuits...We're going backwards! No one would listen to me, including the State Board Chairman, the Deputy Commissioner, Senators or Representatives. So we probably will see you in the courts."

Principal

"...The Career Ladder is the most injurious thing to teacher morale, harmony among teachers and administrators, and thus the education of our children, over the long term, that I have ever seen..."

"I agree basically with the purposes of the Career Ladder. I strongly disagree with the time line..."

"Before we go 'ape' on career ladders, merit pay, whatever, those in authority should look at how this type of system has worked in other professions..."

Teacher

"A teacher from the elementary, junior high and high school should be on the Career Ladder team."

"...I, perspnally, do not object to being evaluated by other teachers. It seems to me that we need more unity in education..."

"I don't feel a teacher should be involved in evaluating teachers about whom they know very little."

"The more definite and structured the evaluation process, the less likelihood of favoritism or bias."

PROS AND CONS OF CAREER LADDER/STATE APPRAISAL SYSTEM

PROS:

Requires significant emphasis on evaluation of classroom teaching ability.

Widespread perception that classroom instruction is improving.

Should identify poor teaching skills and allow for correction of deficiencies.

Monetary rewards for those teachers who maintain high appraisal ratings. Provides incentive to keep good teachers in the classroom longer.

Career ladder status and appraisal ratings are transferable for teachers moving to other Texas districts.

Uniform statewide appraisal and career ladder system allows for fair evaluation and placement of deserving teachers on the appropriate career ladder level.

Each teacher must be evaluated by at least two appraisers resulting in more objective ratings.

CONS:

Some perception that animosity may be created among teaching colleagues as a result of being placed on different career ladder levels.

Increased anxiety among teachers since the appraisal plays a large part in determining career ladder status.

Some teachers have "canned lessons" that they pull out and "perform" when their appraiser walks into the classroom. Thus, a true measure of their teaching ability may not be forthcoming.

There is an increasing financial burden on school districts since the state has not fully funded the career ladder. As more teachers are placed on career ladder, and as higher career ladder levels open up (paying higher supplements), additional local funds will be necessary to cover the career ladder cost.

Large amount of time required by building administrators to appraise teachers.

Despite uniform statewide appraisal system, variances in judgments between appraisers may adversely affect the career ladder placement of some teachers.



NECESSARY CONDITIONS FOR VALID ASSESSMENT OF MUSIC TEACHERS

Donald Taebel - Georgia State University

1. Local Involvement: Teachers and administrators from the local school system should be given an opportunity to contribute to the assessment system. Music teachers should be represented. This is not a common model; however, North Carolina, Maine, and Utah are among the states where such local involvement is required.
2. Multiple Lines of Evidence: The evaluation system should include (a) classroom performance, (b) professional activities outside the classroom, and (c) some type of student outcome over a period of time, say, two or more years. The measure of student outcomes should be adjusted for variables such as SES and prior learning. (Alabama used classroom and professional activities outside the classroom.
3. Multiple Observations: Classroom performance, student outcomes, and professional activities should be assessed over time. A minimum of two visits should be made for each of the above areas. This is not done in Georgia; it was done in Florida and in Alabama.
4. Multiple Observers (also known as evaluators, assessors, data collectors): There should be at least two observers who contribute to the assessment record. Alabama used two administrators; Georgia uses an administrator, a SDE person, and a peer teacher in the subject field. It is important that music teachers be assessed at some point by a person knowledgeable in music teaching - this may be a peer teacher or music administrator.
5. Low-inference Observation Instrument: The classroom observation instrument should be low-inference; i.e. it should require the observer to code observation based on clear definitions of teacher and/or student behavior which have been set forth in an observer manual. The observer manual should include examples of classroom performance. Most items should have examples of a music teacher in typical situations. Training should also include discussion and viewing of music teacher performance. The instrument should accommodate itself to the special aspects of teaching music especially teaching a performance class. The following items are considered critical in assessing a music teacher's classroom performance:
  - a. Demonstration of Modeling: This behavior should be separately identified and coded. Of all the assessment systems, only Alabama made allowance for this.
  - b. Student performance should be codable, usually as a response to a question. Again, Alabama has been the only state to consider this response under the questioning area as 'Elicits Performance.'
  - c. Class Organization: The instrument should NOT be limited to large group/small group organization based on some assessment of ability. Ability grouping is atypical in music classes. Music classes, when they are broken down, are divided on the basis of a common problem. Mixed ability levels should be allowed; team work or collaborative work should be recognized and scored. There is no state assessment system which captures the above class organization; only the COKER allows for such an organization to be captured.

- d. High Standards: Teachers who develop high standards of musical performance in the rehearsal or classes should be recognized. Observation instruments should include this behavior. This was on the Alabama instrument.
6. Extensive plans or portfolios as are found in Georgia and Tennessee should be eliminated. However, the plan for the day should be inspected by the observer and a determination should be made concerning how the plan was actually implemented. For example, the assessor should determine if the activities were congruent with the objectives. This was done in Alabama.
7. Reliable Scoring Instrument: If the competency scores for music teachers are significantly different (as they have been in Georgia, Alabama, and Texas), separate norms for music teachers should be established. It may be desirable to also consider grade level, secondary and elementary as an important correlate of the amount and type of competency which music teachers display. So far as is known, no state or system has established separate norms for different groups of teachers.
8. A teacher's performance in the classroom should be scored in such a way that the same performance by two different teachers results in the same score. The results of the assessment should also be objectified so that a norm may be established. This was done in Alabama but has not been done in Georgia even though it is clear that music teachers and others perform differently in the classroom. Georgia established an a priori criterion of acceptable performance based on professional judgment which has been shown to suffer from misconceptions of effective teaching.
9. Professional Development Plan: A professional development plan should be included as an integral product of the evaluation system. This was done in Alabama; it has not been done in Georgia.

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