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# VALUE ADDED TEACHER EVALUATION – A TROJAN HORSE; PRINCIPALS ATTITUDES towards TEACHER EMPOWERMENT

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Running head: Teacher Evaluation - A Trojan Horse  
Principals Attitudes Towards Teacher Empowerment

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### Introduction

A recent attention-grabbing caption in the New York Post boldly declared that a well-respected and experienced teacher in an A- rated New York City school was ranked at the *bottom of the heap*. The reporter summed up this professional's teaching skills with the assertion, "When it comes to teaching math, she's a zero" (Macintosh, 2012, p.1). Criticism of the report and of the methodology employed by the city of New York quickly mounted. "As in many other cases, the story of Pascale Mauclair and P.S. 11 begins with a tale of the flawed methodology and invalid measurements of the Teacher Data Reports [TDR]...If a journalist with integrity had examined the TDR data, a number of red flags which suggested something was seriously amiss with the scores for Mauclair and P.S. 11 would have presented themselves" (Casey, 2012). Casey went on to avow that Pascale Mauclair is known by her colleagues and her supervisors as an excellent teacher. Her principal, Anna Efkarpidis, was completely unequivocal in her support for Mauclair, whom she characterized as a very strong teacher.

The upset associated with this type of reckless reporting was reflected in Darling-Hammond's commentary when she wrote, "Most troubling is that the city released the scores while warning that huge margins of error surround the ratings: more than 30 percentile points in math and more than 50 percentile points in English language arts. Soon these scores will be used in a newly negotiated evaluation system that, as it is designed, will identify most teachers in New York State as less than effective" (Darling-Hammond, 2012, p. 1).

"I was once bullish on the idea of using *value-added methods* for assessing teacher effectiveness. I have since realized that these measure, while valuable for large-scale studies, are seriously flawed for evaluating individual teachers, and that rigorous, ongoing assessment by teaching experts serves everyone better. Indeed, reviews by the National Research Council, the

RAND Corp., and the Educational Testing Service have all concluded that value-added estimates of teacher effectiveness should not be used to make high-stakes decisions” (Darling-Hammond, 2012, p. 2).

Despite this caution, it is becoming common practice to use value-added evaluations of teachers for personnel decisions bringing into question whether these judgments made by evaluators are accurate and defensible. Teachers are increasingly concerned about the knowledge and ability of the rater who conducts the evaluation and feedback process. In response, administrators and supervisors are receiving multiple-day training was often involving participants in viewing and evaluating sample lessons made available through a series of video clips. By the end of the training program, the participants were expected to pass an observer certification test in order to ensure observers would be accurate and consistent in applying the rubric. When questioned if principals and supervisors would need to become experts to effectively use the Danielson model for teacher evaluation, Danielson paused, reflected and then acknowledged that indeed this would be the case (2010, personal communication).

The work of defining what good teachers do has demanded the attention and dominated the efforts of educational leaders for more than half a century. Stronge (2012) framed his recent work on teacher evaluation when he wrote “There is no shortage of highly capable, competent and committed teachers. However, until we can define an effective teacher’s skills, practices and dispositions and then be able to understand how those beliefs and behaviors impact student success, we can’t possibly evaluate their effectiveness” (Stronge, 2012, p. 7).

It is this underlying assumption that is suggested in the cautionary assertion that “Traditional supervision in which the principal rates the effectiveness of teachers is an outmoded concept, one that was always more ritual than reality” (Hoy, 2009, p. xvii). This claim is buoyed

by McTighe (2006) when he recalled his past classroom observation/evaluation experience: “I clearly recall the ritual from my early experiences as a teacher. Twice a year, my principal would visit my classroom, sit in the back, observe me at work for 20-odd minutes. While trying to appear ‘natural’ and concentrate on my lesson, I could not help but notice him scrutinizing the room and making notations on his clipboard. A day or two later, I would receive a filled-in copy of the districts’ Teacher Observation Form with some perfunctory comments (“Has good rapport with students”) and a SATISFACTORY rating stamped at the bottom of the page in purple ink” (McTighe, 2006).

The current teacher evaluation systems found in most schools, although well intentioned, are “...not helpful for teachers who are looking to improve their practice. Nor do they assist administrators in making difficult decisions regarding teacher performance” (Danielson & McGreal, 2000, p.3).

Historically, the dominant school culture has reflected a supervisory belief system that was more hierarchical than collegial. Associated evaluation systems often focused on teacher compliance rather than professional growth. Teacher supervision was often viewed as an event rather than an ongoing process aimed at improving student learning (Walsh, 2010). Effective teacher supervision must be directed by a belief system that empowers teachers to self-directed professional development (Glickman, 2007).

“In most cases excellent teachers are made. School boards have to establish a climate that offers job satisfaction, that reduces some of the tensions and frustrations inherent in the job, and that recognizes teachers as people who want to learn to do their job better” (Brophy, 1977, p. 1). These words were written thirty five years ago and appeared in an article entitled *A Good Teacher is Harder to Define than to Find* (Brody, 1977). Ask teachers if they know who the best

teacher is at a particular grade level, content area or school level. Typically, without hesitation teachers will acknowledge that excellence exists within their ranks and it is easily recognized by colleagues. Ask them to tell you why the identified teacher is considered an expert and you begin to get many varied descriptions.

### **Expertise**

The concept of developing expertise was the subject of extensive study by Eagleman, who came to the conclusion that “you are not consciously aware of the vast majority of your brain’s ongoing activities. ... The best way to mess up your piano piece is to concentrate on your fingers, the best way to get out of breath is to think about your breathing, the best way to miss the golf ball is to analyze your swing” (2011, p. 48). You may have a difficult time putting your father’s look or his walk into words but it is unmistakable and you know it immediately.

This perspective raises question as to advisability of our efforts to define teaching by its component parts and then have teachers model the selected behaviors in the hope of developing teaching expertise.

Common characteristics associated with the value-added evaluation model include the use of teaching practice measures and student growth performance measures. Typically the teaching practice measure is obtained through the use of: a) a teaching practice evaluation instrument that includes a scoring guide and is evidence-supported and b) other measures of teaching practice. The student growth performance measures typically include data that support student growth and other measures of student performance.

Myriad evaluation instruments now exist which have been developed in response to the value-added evaluation movement sweeping the country. The commercial marketplace is now flushed with evaluation systems that purport to have captured what good teachers do and the

impact of those behaviors on student learning. These evaluation instruments include recognizable names such as: Danielson's Framework for Teaching, Marzano's Causal Teacher Evaluation Model, Mid-Continent Research for Education and Learning (MCREL), and the Stronge Teacher and Leader Effectiveness Performance System. Despite the well-meaning efforts to capture teacher expertise, the long-term success of these efforts remains to be determined. It wasn't too many years ago when educators across the country embraced the seven essential elements of Instructional Theory into Practice (ITIP) (Hunter, 1993). What ever happened to ITIP? In some ways, educators and politicians appear to be like Monty Python's never ending search for the Holy Grail. Is it likely that the current educational leaders have finally discovered the truth about teaching and learning or is it more likely that they will contribute some small piece to the ever expanding body of understanding that has developed about teaching and learning? If value-added teacher evaluation isn't the Holy Grail, then the most recent efforts to develop frameworks for teaching will likely contribute to the conversation about effective teaching but will not become the definitive plan. Perhaps we shouldn't be too quick to make high-stake decisions about teachers. Some would suggest it's *deja vu all over again*.

It's worth reflecting on all of these and other instruments that could be used effectively as a basis for conversation and teacher reflection toward the goal of professional growth. But we need to be cautioned that there is much at risk when we rush to judgment such as in the incident that occurred in the New York City Schools. This caution is echoed in the words of Nocera (2012) who wrote about the lingering issues related to similar efforts to use value-added evaluations that became the central issue in the Chicago teachers' strike.

“Teachers – many of them – will continue to resent efforts to use standardized tests to measure their ability to teach. Their leaders – some of them – will denounce the ‘billionaire

hedge fund managers' who are financing many of the reform efforts. Reformers will continue to view teachers' unions as the greatest roadblock to higher student achievement. How can such a poisonous atmosphere not affect what goes on in the classroom? Alienated labor is never a good thing" (Nova, 2012, p. 1).

Ravitch (2012) pointed out that "Firing teachers is not a school improvement strategy...Firing teachers creates turmoil and churn and instability" (p. 1). Given the political climate, it is understandable if the intention of reform efforts is viewed with suspicion that these reforms changes as not really intended to enhance teacher growth and development but are more likely a masked effort to gather data which ultimately will be used to remove teachers from the profession. It appears plausible that value-added teacher evaluation may in fact be a Trojan horse – well disguised effort not to provide for professional growth and improvement but in reality a dangerous movement that could undermine the whole of education.

New Jersey is like many other states throughout the country which have changed the evaluation process requirements and in some cases eliminated or modified long-standing tenure laws. In New Jersey, a time when many teachers were on vacation, a new tenure law was enacted that fundamentally changed the way in which teachers will be evaluated, retained, dismissed and/or be awarded a new *renewable* tenure appointment. In the opening language of the new legislation, the goal was clearly stated to raise student achievement by improving instruction through the adoption of evaluations that provided specific feedback to educators, inform the provision of aligned professional development and inform personnel decisions (P.L.2012, CHAPTER 26, approved August 6, 2012). It's noteworthy to study the history of tenure legislation and wonder how the prior goals differed. On face value, it's a goal that all educators

can support but the implementation details have the potential of adversely affecting the climate of educational reform from which it may take years to recover.

There are a number of factors that may be contributing to this outmoded supervisory practice. Glickman (2007) suggests there are several elements that influence teacher improvement. These factors and others can be reorganized and viewed through the lenses of three general perspectives: a) the history of supervision and the related cultural legacy, b) principles of adult learning and development, and c) the issue of balance with respect to control or power. These three factors are among the many issues that potentially make teacher empowerment a hard sell in a climate when value-added teacher evaluation models dominate the discussion landscape. In many ways we're going back in history and attempting to make effective teaching a matter of compliance with some "expert's" model. The implementation of such a model often ignores how professional adults learn and grow. And the balance of power is clearly not something that is supported in the current political climate.

Given the current educational climate characterized by the recognition of the important role human differences play in achieving excellence, it is puzzling that the common practice of instructional supervision doesn't reflect this same philosophical belief in the importance of differentiation with respect to adults. Politicians and educational leaders too often are reticent to embrace the same principles that reflect the importance that adult growth and development have to teacher success and the improvement of instruction. Despite what has become common practice in the classroom, supervisors of instruction often fail to differentiate their approach in the school house when it comes to the supervision of adults with whom they work (Walsh, 2010).

There is ample evidence that adults, like children, neither develop in all areas at the same rate nor to the same level. Glickman (2007) summed it up when he wrote, “Teacher or adult development is not monolithic, linear, or eternal. The research on developmental stages provides lenses for viewing teachers ... Through such lenses, we can explore possible interventions to assist teachers individually to move into higher stages of development” (p. 78).

### **Purpose**

The current reform initiatives have contributed significantly to teacher and administrator stress and anger. The exodus from the teaching ranks is well documented. Also noticeable is the significant decline in the ranks of students who are interested in a teaching career. Many factors may be contributing to this emotional reaction not the least of which may be the fact that the new value-added teacher evaluation model may require supervisory behaviors that are inconsistent with the beliefs of principals and teachers. If teachers and principals embrace a philosophy of supervision that reflects a different set of beliefs than those supporting the value-added evaluation model, then in time those professionals in the schools will develop the stress and anxiety associated with cognitive dissonance. If educators are forced to behave in ways that are contrary to their basic beliefs about how teachers grow and develop resulting in improved student growth, then they will in time become frustrated, devalued, and candidates for flight from the profession.

In order to gain some insight into the current supervisory beliefs and associated behaviors of practicing principals and aspiring supervisors, 86 school principals and 81 graduate school leadership candidates were surveyed using the Supervisory Behaviors Inventory (SBI) (Glickman, 1981). All survey respondents were located in northern New Jersey and the survey was completed for the purpose of gaining insight into the current supervisory beliefs and

associated practices prior to a state mandated implementation of a value-added model that will be in place by September 2013. The SBI is a tool which examines supervisor practices in school settings as reflective of three distinctive approaches. The approaches reflect a belief system that corresponds to the philosophies of essentialism, experimentalism, and existentialism, and are labeled directive supervision, collaborative supervision, and nondirective supervision.

The SBI 15 question survey instrument is designed for those in supervisory positions to assess their own beliefs about teacher supervision and professional development. The inventory assumes that supervisors believe and act according to all three of the orientations of supervision, but that one usually dominates.

In directive orientation, the supervisor emphasizes the behaviors of presenting, directing, demonstrating, standardizing, and reinforcing, in developing an assignment for teachers. The directive supervisor judges the most effective way to improve instruction by making standards clear, and by tangibly showing teachers how to attain such standards. It is a thoughtful, systematic-like approach, based on a careful collection of data. This approach implies that the supervisor is more knowledgeable about teaching, and that his or her decisions are more effective than the teachers are when seeking to improve instruction.

### **Methodology**

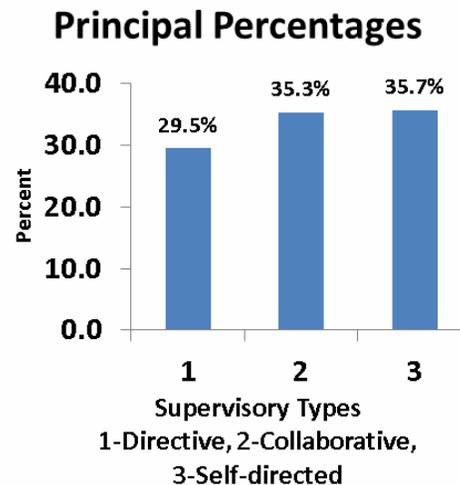
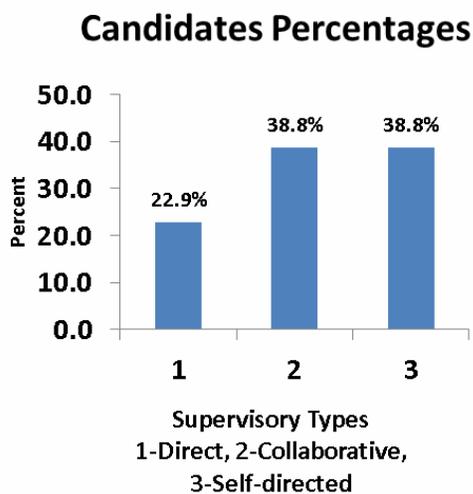
An electronic version of the SBI was disseminated to 704 principals in northern New Jersey in the five surrounding counties proximate to William Paterson University, Wayne NJ. Approximately 12.2% or 86 school principals returned the survey instrument. Data was collected on the responses to the fifteen questions which comprised the SBI instrument as well as three additional demographic variables including: a) current position, b) number of years the

respondents taught before they began to supervise other staff and c) total years respondents have worked in a supervisory capacity throughout their careers?

Graduate leadership candidates completed the SBI inventory as they began their study of supervision and prior to any significant instruction which focused on Glickman's (2010) the Developmental Supervision model.

### Findings

A total of 86 school principals returned the electronic survey instrument and 81 graduate candidates completed paper copy version of the same instrument. The data depicted graphically below clearly demonstrate that both leadership candidates and school principals favor a collaborative or self-directed supervisory approach. Only 22.9% of those aspiring to leadership roles favored a more direct approach to supervision while 77.6% favored a collaborative or self-directed approach. This same pattern existed among the principals as well with only 29.5% favoring a direct approach while 71.0% felt it more appropriate to approach teacher supervision from a collaborative or self-directed approach.



The scoring of the individual survey results also produces a continuous variable in the form of a percentage that reflects how often an individual takes a directive approach to supervision, rather than either of the other two approaches. Two additional scores are obtained that represent an approximate percentage of how often an individual takes a collaborative approach and an approximate percentage of how often a non-directive approach is used or preferred. In an effort to determine if there was a significant difference between the two independent groups of leadership candidates and practicing principals, a two-independent samples *t* test was conducted on the continuous variable *percentage score* that was calculated for each individual surveyed and represented the percentage of time that each individual would prefer a particular supervisory approach.

The analysis indicates that there were significant differences found between the two groups in two of the three supervisory preferences, specifically the Direct Supervision variable and the Collaborative Supervision variable.

The mean score for Direct Supervision for Group 1 (candidates) ( $m = 22.91$ ,  $sd = 13.22$ ) is significantly lower than the mean for Group 2 (Principals) ( $m = 29.60$ ,  $sd = 11.69$ ) at the .001 level ( $t = -3.469$ ,  $df = 165$ ).

The mean score for Collaborative Supervision for Group 1 (candidates) ( $m = 38.79$ ,  $sd = 10.26$ ) is significantly higher than the mean for Group 2 (Principals) ( $m = 35.06$ ,  $sd = 10.36$ ) at the .01 level ( $t = 2.341$ ,  $df = 164.591$ ). Because the variances were significantly different, a *t* test that did not assume equality of variances was conducted.

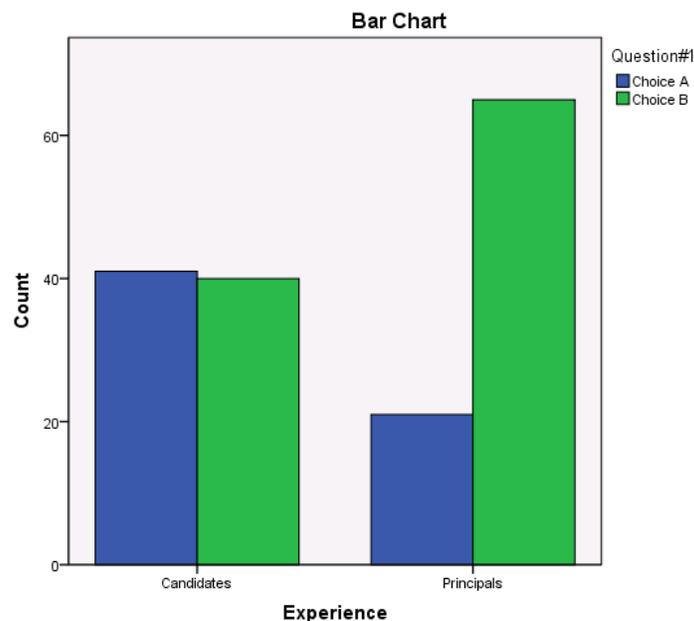
There was insufficient evidence to support the claim that the mean score of the Self-directed Supervision for Group 1 (candidates) differed significantly from the mean score of Group 2 (principals).

Additional  $\chi^2$  analyses were completed to determine if leadership candidates answered particular questions significantly different than practicing principals. The analysis indicates that the two groups did in fact answer questions #1, #2, #11, #12, and #13 significantly different.

On question #1, while leader candidates were more likely to express no preference, principals were more likely to choose 'B' as shown in Table 1. The relationship between educational position and choice selection was statistically significant at the .001 level ( $\chi^2 = 12.265$   $df = 1$ ).

Table 1  
*Cross Tabulations of Principals and Leader Candidates*

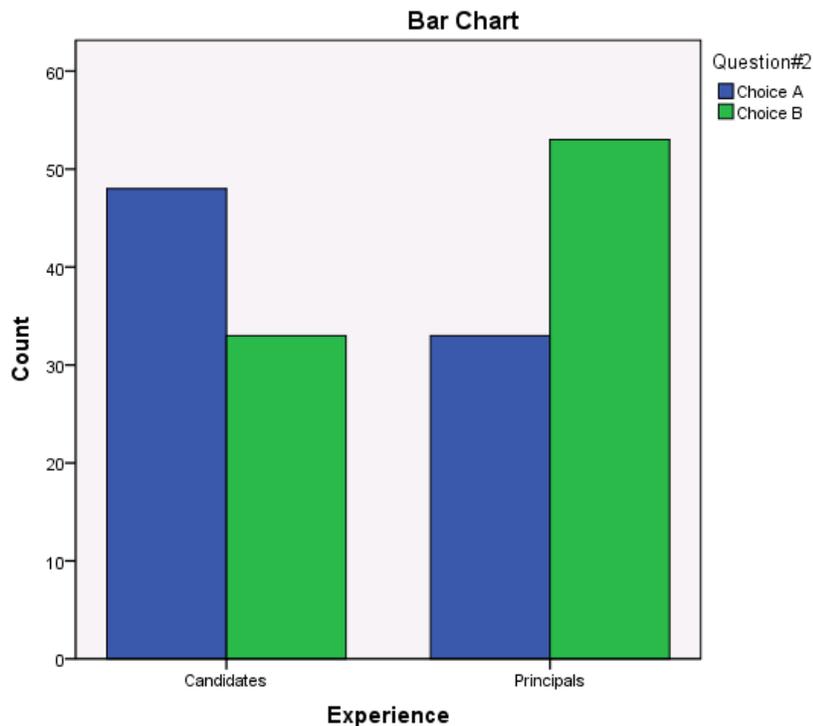
<u>Question #1</u>				
		Answer A	Answer B	Total
A. Supervisors should give teachers a large degree of autonomy and initiative within broadly defined limits.				
B. Supervisors should give teachers directions about methods that will help them improve their teaching.				
Experience				
	Leader Candidates	41	40	81
	Principals	21	65	86
Total		61	105	167



On question #2, leader candidates were more likely to choose ‘A’ while principals were more likely to choose ‘B’ as shown in Table 2. The relationship between educational position and choice selection was statistically significant at the .05 level ( $\chi^2 = 7.286$   $df = 1$ ).

Table 2  
*Cross Tabulations of Principals and Leader Candidates*

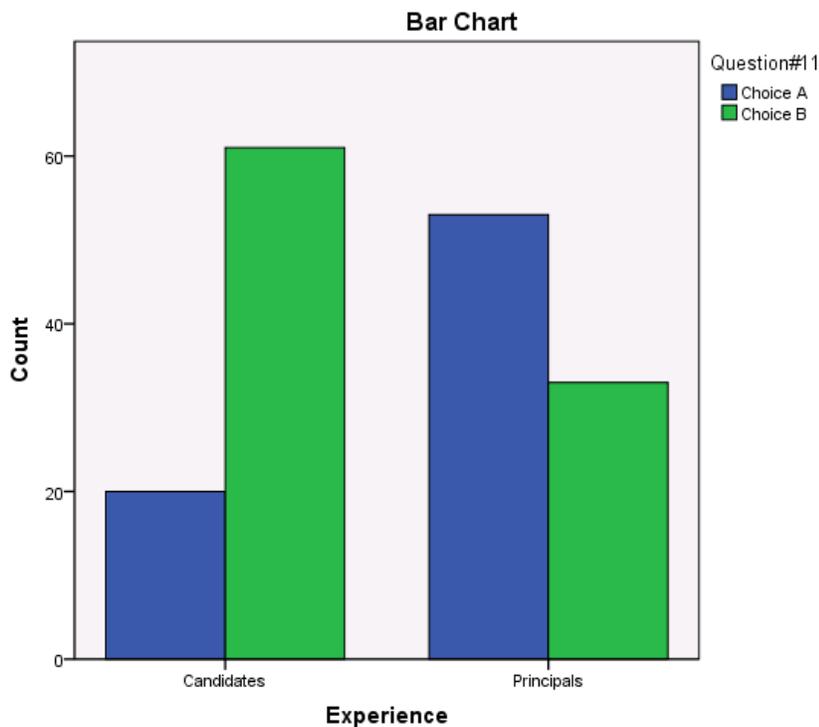
<u>Question #2</u>				
		Answer A	Answer B	Total
A. It is important for teachers to set their own goals and objectives for professional growth.				
B. It is important for supervisors to help teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.				
Experience				
	Leader Candidates	48	33	81
	Principals	33	53	86
Total		81	86	167



On question #11, leader candidates were more likely to choose ‘B’ while principals were more likely to choose ‘A’ as shown in Table 3. The relationship between educational position and choice selection was statistically significant at the .001 level ( $\chi^2 = 23.129$   $df = 1$ ).

Table 3  
*Cross Tabulations of Principals and Leader Candidates*

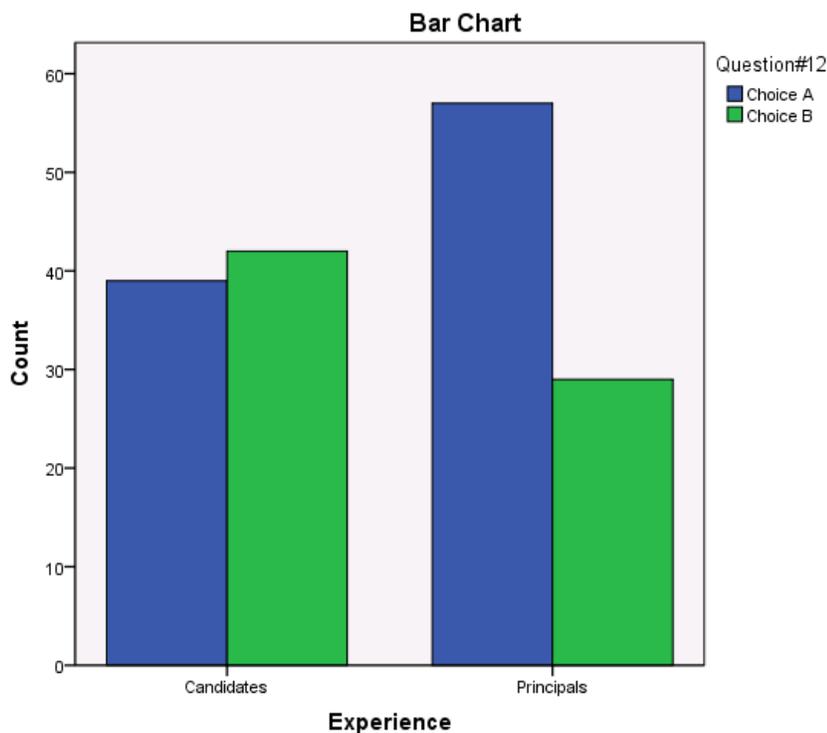
<u>Question #11</u>			
When I perceive that a teacher might be scolding a student unnecessarily:			
A. I explain, during a conference with the teacher, why the scolding was excessive.			
B. I ask the teacher about the incident, but do not interject my judgments			
	Answer A	Answer B	Total
Experience			
Leader Candidates	20	61	81
Principals	53	33	86
Total	73	94	167



On question #12, leader candidates were more likely to choose ‘B’ while principals were more likely to choose ‘A’ as shown in Table 4. The relationship between educational position and choice selection was statistically significant at the .05 level ( $\chi^2 = 5.611$   $df = 1$ ).

Table 4  
*Cross Tabulations of Principals and Leader Candidates*

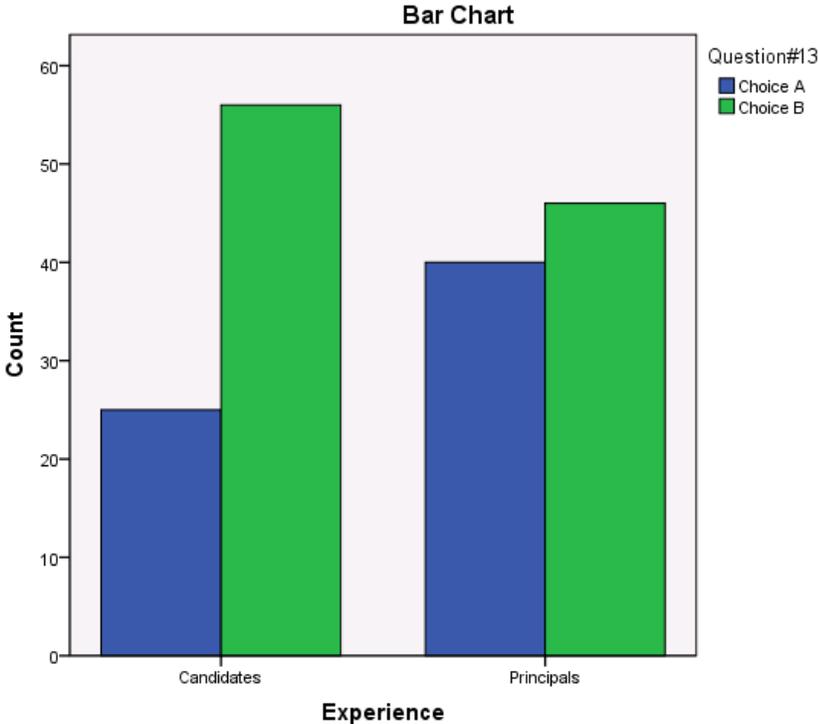
<u>Question #12</u>			
	Answer A	Answer B	Total
A. One effective way to improve teacher performance is to formulate clear behavioral objectives and create meaningful incentives for achieving them.			
B. Behavioral objectives are rewarding and helpful to some teachers but stifling to others - some teachers benefit from behavioral objectives in some situations but not in others.			
Experience			
Leader Candidates	39	42	81
Principals	57	29	86
Total	96	71	167



On question #13, leader candidates were demonstrably more likely to choose ‘B’ while principals were only slightly more likely to choose ‘B’ as shown in Table 5. The relationship between educational position and choice selection was statistically significant at the .05 level ( $\chi^2 = 4.296$   $df = 1$ ).

Table 5  
*Cross Tabulations of Principals and Leader Candidates*

<u>Question #13</u>			
During a pre-observation conference:			
A. I suggest to the teacher what I could observe, but I let the teacher make the final decision about the objectives and methods of observation.			
B. The teacher and I mutually decide the objectives and methods of observation.			
	Answer A	Answer B	Total
Experience			
Leader Candidates	25	56	81
Principals	40	46	86
Total	65	102	167



### **Summary**

The data analysis reveals an underlying pattern that supports the claim that both leader candidates and school principals have a preferred collaborative supervisory style. Both groups provided clear indication that their behaviors are consistent with a collaborative or self-directed supervisory belief orientation.

Additionally, teachers who were leader candidates tend to support a collaborative approach to a significantly greater extent than principals. This is reflected in their responses to questions #1, 2, 11, 12 and 13 in which the leader candidates preferred the collaborative or self-directed over the directive approach to supervision.

### **Educational Implications**

The recent national movement toward value added teacher evaluation has been the source of major controversy among the rank and file of teacher educators as well as those in higher education who are involved in the preparation of educational leaders. The controversy recently caused a nationally recognized higher education authority on teacher education to lament after reflecting on the tragic results of value-added evaluation models used in New York City, “Is this what we want to achieve with teacher evaluation reform? (Darling-Hammond, 2012).

If the current trend toward value-added teacher evaluation continues, it would appear that frustration and dissonance will become the hallmark of the leader candidate and principal response to the reform. As Zhao responded when prompted to comment on the efforts to provide a tightly prescribed rubric for teacher excellence, “It won’t work, it’s not the way to go” (Zhao, October 17, 2012, personal communication).

“The states are in financial stress,” said Debra Stewart, president of the Council of Graduate Schools. The changes in 2011 varied by discipline, with education having the biggest drop-off in new graduate enrollment at 8.8 percent. “The school systems especially are in financial stress. Teachers are no longer being provided time off to get graduate degrees, and schools are no longer funding principals to go back and get principal certificates.” Rampell, 2012

In his research on reasons why teachers leave the profession, Richard Ingersoll (2003) concluded that one of the most significant reasons both new and experienced educators leave is due to the external control of teachers’ work lives. The importance of addressing this issue of power and control cannot be underestimated. Teacher empowerment may be a hard sell at first, but the dividends will make it worthwhile and effective. The short term change and the long term transition associated with this view will have lasting and powerful effects for both teachers and students (Walsh, 2010).

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## Supervisory Beliefs Inventory

### 1. Supervisory Behavior Inventory

Thank you for participating in an educational leadership research project at William Paterson University of New Jersey. It is designed to examine the relationship between supervisory beliefs and behaviors. This short electronic survey should take less than ten minutes to complete.

As a former school principal, I realize how valuable your time is and appreciate your willingness to participate in this survey and contribute to this research effort. Your participation is very important and greatly appreciated.

### 2. Informed Consent for Survey Research

William Paterson University

Project Title: Supervisory Beliefs and Behaviors: An Examination of the Relationship between School Principals' Beliefs in Differentiated Teacher Supervision and Related Supervisory Practices.

Principal Investigator: Professor Kevin J. Walsh

Contact Phone Number: 973-720-3136

Department: Educational Leadership and Professional Studies

Date: February 2011

\*\*\*\*\*

This survey is designed to assess beliefs and behaviors about teacher supervision and professional development. I understand that I have been selected to participate in this research project because of my position as school principal and my location in northern New Jersey. I further understand that my participation is voluntary and I may stop completing the survey at any time. Risks associated with my completing this electronic survey are minimal if any and I accept them. I understand that my identity will not be revealed in any way through my participation in this study; I will not include my name on this survey and the results will not be reported in a way that will reveal individual participants. If I do not want to complete this survey I may delete the electronic invitation and/or return it not completed as instructed for completed documents or I may keep it. If I choose to participate, I will complete and return this document as indicated in the directions.

\*\*\*\*\*

Source: From Developmental Supervision: Alternative Approaches for Helping Teachers Improve Instruction (pp.13-15), by Carl D. Glickman, Alexandria, VA: ASCD. © 1981 by ASCD. Reprinted and adapted with permission. Learn more about ASCD [www.ascd.org](http://www.ascd.org).

### 3. Directions

Please select either statement A or B. You may not completely agree with either choice, but choose the one that is closest to how you feel.

### 4.

**Supervisory Beliefs Inventory****\* 1. Select either statement A or B.**

- A. Supervisors should give teachers a large degree of autonomy and initiative within broadly defined limits.
- B. Supervisors should give teachers directions about methods that will help them improve their teaching.

**\* 2. Select either statement A or B.**

- A. It is important for teachers to set their own goals and objectives for professional growth.
- B. It is important for supervisors to help teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.

**\* 3. Select either statement A or B.**

- A. Teachers are likely to feel uncomfortable and anxious if the objectives on which they will be evaluated are not clearly defined by the supervisor.
- B. Evaluations of teachers are meaningless if teachers are not able to define with their supervisors the objectives for evaluation.

**\* 4. Select either statement A or B.**

- A. An open, trusting, warm, and personal relationship with teachers is the most important ingredient in supervising teachers.
- B. A supervisor who is too intimate with teacher's risks being less effective and less respected than a supervisor who keeps a certain degree of professional distance from teachers.

**\* 5. Select either statement A or B.**

- A. My role during supervisory conferences is to make the interaction positive, to share realistic information, and to help teachers plan their own solutions to problems.
- B. The methods and strategies I use with teachers in a conference are aimed at our reaching agreement over the needs for future improvement.

**\* 6. Select either statement A or B.****In the initial phase of working with a teacher:**

- A. I develop objectives with each teacher that will help accomplish school goals.
- B. I try to identify the talents and goals of individual teachers so they can work on their own improvement.

**\* 7. Select either statement A or B.****When several teachers have a similar classroom problem, I prefer to:**

- A. Have the teachers form an ad hoc group and help them work together to solve the problem.
- B. Help teachers on an individual basis find their strengths, abilities, and resources so that each one finds his or her own solution to the problem.

**Supervisory Beliefs Inventory****\* 8. Select either statement A or B.**

**The most important clue that an in-service workshop is needed occurs when:**

- The supervisor perceives that several teachers lack knowledge or skill in a specific area, which is resulting in low morale, undue stress, and less effective teaching.
- Several teachers perceive the need to strengthen their abilities in the same instructional area.

**\* 9. Select either statement A or B.**

- A. The supervisory staff should decide the objectives of an in-service workshop since they have a broad perspective on the teacher's abilities and the school's needs.
- B. Teachers and supervisory staff should reach consensus about the objectives of an in-service workshop before the workshop is held

**\* 10. Select either statement A or B.**

- A. Teachers who feel they are growing personally will be more effective than teachers who are not experiencing personal growth.
- B. The knowledge and ability of teaching strategies and methods that have been proven over the years should be taught and practiced by all teachers to be effective in their classrooms.

**\* 11. Select either statement A or B.**

**When I perceive that a teacher might be scolding a student unnecessarily:**

- A. I explain, during a conference with the teacher, why the scolding was excessive.
- B. I ask the teacher about the incident, but do not interject my judgments.

**\* 12. Select either statement A or B.**

- A. One effective way to improve teacher performance is to formulate clear behavioral objectives and create meaningful incentives for achieving them.
- B. Behavioral objectives are rewarding and helpful to some teachers but stifling to others - some teachers benefit from behavioral objectives in some situations but not in others

**\* 13. Select either statement A or B.**

**During a pre-observation conference:**

- A. I suggest to the teacher what I could observe, but I let the teacher make the final decision about the objectives and methods of observation.
- B. The teacher and I mutually decide the objectives and methods of observation.

**Supervisory Beliefs Inventory****\* 14. Select either statement A or B.**

- A. Improvement occurs very slowly if teachers are left on their own; but when a group of teachers work together on a specific problem, they learn rapidly and their morale remains high.
- B. Group activities may be enjoyable, but I find that individual, open discussion with a teacher about a problem and its possible solutions leads to more sustained results.

**\* 15. Select either statement A or B.****When a professional development workshop is scheduled:**

- A. All teachers who participated in the decision to hold the workshop should be expected to attend it.
- B. Teachers, regardless of their role in forming a workshop, should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

**\* 16. What is your current position?**

- A. Principal
- B. Assistant Principal
- C. Supervisor
- D. Other

**\* 17. How many years did you teach before you began to supervise other staff?**

- A. 0-5
- B. 6-10
- C. 11-15
- D. 16-20
- E. 21-25
- F. 26 or more

**\* 18. How many total years have you worked in a supervisory capacity throughout your career?**

- A. 0-5 years
- B. 6-10 years
- C. 11-15 years
- D. 16-20 years
- E. 21-25 years
- F. 26 or more years