

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at  
Chairperson

1:30 ~~am~~<sup>xxx</sup> p.m. on MONDAY, MARCH 4, 1985 in room 254-E of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department  
Ms. Avis Swartzman, Legislative Revisor's Office  
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 196 - An act relating to school districts; relating to adoption and effec-  
tuation by boards of education of performance-based salary plans  
for professional employees; making school districts ineligible for  
state financial aid under certain conditions. (Senator Gaines)

Proponents:

Senator Frank Gaines, author of SB 196  
Mr. Marion Stevens, Wichita, member of the State Board of Education;  
former school teacher at Chanute  
Dr. James Hooper, President, Seward County Community College, Liberal

Following a call to order by the Chairman, Senator Arasmith moved and  
Senator Warren seconded a motion to approve Committee minutes of February 28.  
The motion carried.

After the Chairman announced that the hearing on SB 196 will be continued,  
he recognized Senator Frank Gaines, author of the bill. Senator Gaines  
related that he had a volume of mail regarding the bill and distributed  
copies of two letters which, he said, described successful merit pay systems  
in two USD's in Kansas. (Attachments 1 and 2)

Senator Gaines then introduced Mr. Marion Stevens of Wichita, who explained  
that although he is a member of the State Board of Education he is not repre-  
senting the Board in his testimony. Mr. Stevens said that the Board has  
taken no position on the concept of SB 196 at the present time but that  
the Board has assigned a task force to research performance-based teacher  
awards. Mr. Stevens quoted statistics regarding merit pay for teachers and  
said that a merit based pay system for teachers can be found in 19 of the  
50 states, although they are not necessarily statewide systems. He added  
that 24 states are giving consideration to a merit performance system for  
teachers and that this indicates a trend toward rewarding teachers for their  
merit. Mr. Stevens said he does not support a salary schedule, because  
teachers' salaries are locked into place and there is no incentive for im-  
proving teaching performance. He stressed the need for ongoing evaluations  
for improving teaching performance and accused an across-the-board pay  
increase as rewarding both the good and bad teachers. He further explained  
that the performance-based pay system is intended to help and encourage below-  
average teachers to improve but acknowledged that the system is difficult  
to administer. He emphasized the importance of a good objective system  
and recommended that a teacher organization offer assistance in composing the  
assessment form.

Senator Gaines then introduced Dr. James Hooper, president of the Seward  
County Community College, who described merit pay as being a very controver-  
sial issue. He said, however, that a merit system had been in existence  
for six years at his college and that it has worked well. He stated that  
90% of the performance evaluation is based on classroom performance and that  
a well-designed system will stand on its own and reward excellence. Dr. Hooper  
said that the merit system addresses the experienced as well as new teachers.  
He distributed brochures entitled "Merit Evaluation System" (Attachment 3)  
to the Committee. In response to questioning, Dr. Hooper agreed that it  
might be a good idea to run a pilot program at the community colleges.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,  
room 254-E, Statehouse, at 1:30 ~~xx~~ a.m./p.m. on MONDAY, MARCH 4, 1985.

Senator Gaines stated that he would like the State Board to review his proposal and offer recommendations. In reply to a Committee suggestion to put the concept into a resolution, Senator Gaines responded that he would prefer not to do so.

The Chairman announced that opponents of SB 196 will testify at the next Committee meeting. He then adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Monday, March 4, 1985

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Craig Grant	Lawrence	K-NEA
Nancy Ladberg	Topoka	K-NEA
Neufsted	Topoka	KSPDE
M. Michelle Hoyt	Lawrence	Senator Gaines
Buliana Miller	Topoka	Senator Gaines
JAMES HOOPER	LIBERAL	SEWARD CO. CC
Marion Stevens	Wichita	St. Bd. of ED
Frank D. Harris	State of K's	State Senator
Don Hughes	Topoka	HSAA Rads
Mark C. Latta	Topoka	ASK
Bob Johnson	Topoka	United School Adm.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Monday, March 4, 1985

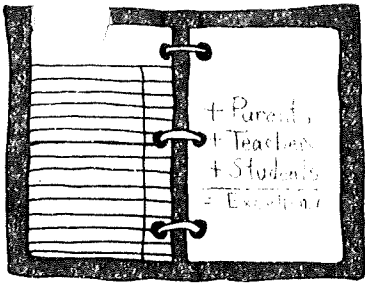
GUEST LIST

NAME

ADDRESS

ORGANIZATION

Ken Rogg	Paula	S B E
Mike Stotky	Lawrence	Intern Sa Parish
Jacqueline Dakes	Topeka	KASB
Bill Curtis	Topeka	KASB
Jim Youally	Shannon Mission	USD #572
Ruth Wilkin	Topeka	Hill School
Marcia Bailey	Fairway	Bell School
M. D. MCKENNEY	Topeka	U. S. A.



# Hutchinson Public Schools

USD 308 ADMINISTRATION CE.  
1520 NORTH PLUM, BOX 1908  
HUTCHINSON, KANSAS 67504-1908  
TELEPHONE (316) 662-4461

**WILLIAM L. HAWVER**  
SUPERINTENDENT

February 28, 1985

The Honorable Frank D. Gaines  
Kansas State Senator  
Senate Chamber  
State House  
Topeka, Kansas 66612

Dear Senator Gaines:

Enclosed is a copy of the Teacher Career Ladder Report recently received by the Hutchinson Public Schools Board of Education and officers of the National Education Association-Hutchinson. I am very pleased with this report and feel that it is representative of creative and innovative teacher compensation programs that schools could develop.

This report was prepared by a committee appointed by National Education Association-Hutchinson and the Hutchinson Board of Education. The committee consisted of three administrators, three teachers, and three representatives from the community. Using a cooperative, problem-solving approach to committee work, this committee developed a report that I feel has the potential to improve teacher compensation programs as well as the general public's attitude toward the method by which teachers are paid. Although this report includes a great deal of specific strategies and information unique to the Hutchinson Public Schools, I believe that its greater good is as a general model for teachers, administrators, and boards of education seeking to develop a new and different plan for teacher compensation.

Our district is, of course, committed to maintaining base salaries that are competitive with other school districts in our region. As you already know, this need is an ongoing need and one that will always require a large portion of our district's resources. I feel that the legislature could assist districts such as ours, who have developed a career ladder plan, by providing the local board of education some additional latitude in budget authority. This additional authority could be contingent upon the adoption and implementation of career ladder or merit plans that are approved by the Kansas State Department of Education, the local NEA-Hutchinson and the Board of Education.

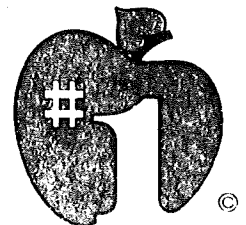
Should you have questions about this Career Ladder Plan for teachers, or our experiences in the development of this plan, please contact me at any time. I am very enthusiastic about the potential for this report should it be adopted and implemented in the Hutchinson Public Schools.

Sincerely,

William L. Hawver  
Superintendent of Schools

WLH:glr

ATTACHMENT 1 (3/4)



Your public schools... There's no better place to learn.

AN EQUAL OPPORTUNITY EMPLOYER

**HALSTEAD**

**BENTLEY**

**UNIFIED SCHOOL DISTRICT 440**

520 West Sixth • Halstead, Kansas 67056  
Phone 316/835-2641



Dr. Richard L. Henderson  
Superintendent

February 22, 1985

The Honorable Frank D. Gaines  
Room 140-N  
State Capitol  
Topeka, Kansas 66612

Dear Senator Gaines:

I appreciated seeing the article in the Wichita Eagle-Beacon and hearing of your position with respect to merit pay and/or performance pay for outstanding teachers in our state.

I have been consistently surprised and disappointed in the positions of many of our professional organizations. We in education have a responsibility to meet the public demand for increased accountability. We also have a commitment as scholars to continued growth and performance which challenges our potential.


As indicated in the attached publications, a performance pay system based on the (M.B.O.) Management by Objectives model tailored to human service organizations is appropriate and workable in school systems. We are proving that here in U.S.D. 440.

Moreover, the resistance among my own peers in United School Administrators and the Kansas National Education Association will cause our public support to deteriorate and that is a frightening circumstance considering the thousands of children who depend on our leadership.

We would sincerely appreciate nominal support, and pilot funding for what we know to be a very workable model.

On behalf of the Board of Education, the professional staff, and the children of our school district, I thank you for your consideration. If you need more information and/or clarification, do not hesitate to contact this office.

Sincerely,

  
Dr. Richard L. Henderson  
Superintendent

RLH/b

cc: Board of Education members

ATTACHMENT 2 (3/4)

HALSTEAD

BENTLEY

UNIFIED SCHOOL DISTRICT 440

520 West Sixth • Halstead, Kansas 67056  
Phone 316/835-2641



Dr. Richard L. Henderson  
Superintendent

A Letter to the Editor for Purpose of Clarification

For the second time in my four-year tenure as your Superintendent of Schools, I am compelled to write a letter to the editor of our local paper. My purpose is not argumentation or dissuasion, but rather clarification.

Years of specialized training are necessary for managers to develop the necessary skills and understanding to generate and execute evaluation and pay systems for professional employees. Therefore, it is no surprise that such complex systems generate some apprehension and confusion.

Your Board of Education and management team are concerned about the following factual information:

1. It is an expressed opinion of taxpayers across our state that education systems must generate a renaissance of excellence in our educational programs.
2. It is also a clear expression of taxpayers across Kansas that all teachers are not equal in their ability and performance and should be paid accordingly.
3. It is a travesty and a gross inequity that the best, hardest-working teacher in a school system receives the same pay as one who barely meets the minimal expectations to hold their job.
4. It is a goal of your Board of Education and management team to cause the Halstead Public School System to provide the best educational experience we can for the young people in our community.
5. Frequently, changes are difficult to accept because learning and implementing new ideas requires extra effort and sometimes generates fear.
6. The average teacher salary contract in your school district for nine-month year (including benefits) is \$22,374.00, which is above the nation's average. (Figures taken from State Organization Report.)

Understanding U.S.D. 440 Performance Pay

Performance pay is not a new idea. Most private enterprise management systems in this country pay their professional employees on the basis of their demonstrated performance.

Performance pay, unlike merit pay, centers on the work accomplished by a person rather than the person. And, in that way, avoids the politics which frequently cause problems in similar systems.

The Board of Education in your school system has adopted a performance pay system, based on, but substantially different from, a design produced and published by your superintendent. This voluntary system adopted by the Halstead-Bentley Board of Education for all administrators and classified employees has been offered to the organized teacher employee group as well. The Board's proposal includes several major alterations in the original system as a result of local circumstances and recommendations from the teachers' union.

The Board's pay system is a totally voluntary design which allows any employee who so chooses to write out a planned improvement of his or her choice, including the measurement which will determine whether or not the objective is accomplished and pay issued. Supervisors simply approve the objectives and monitor progress.

There are currently 151 objectives on file by employees in your district any many of those improvements are already accomplished or are nearing completion. Moreover, the Board's adopted system necessitates employee participation in design and guarantees the voluntary nature of participation.

The budgeted monies scheduled for performance pay have been allocated without an increase in local taxes. Those monies in the amount of 7-9% of base pay for each employee are available to every employee in the district. Any unearned performance pay will be returned to the taxpayers in the form of a mill levy reduction in succeeding years. In that way, your Board of Education is responding to your increasing demand for accountability.

Finally, the 151 improvements underway will, no doubt, positively affect the quality of the education provided to our community's young people. We sincerely hope that our teachers' organization will choose to participate in this voluntary plan with the same courage and enthusiasm demonstrated by classified and administrative employees.

I am personally excited about the possibility of doubling the number of improvements in our system for the sake of our children. The future of your community and our nation will someday be in their hands. Finally, on behalf of the professional educators who work for you, please allow me to say Thank you, Sincerely, for the constant support you provide. Our school system is a strong and effective organization, primarily because of the enlightened, responsible community it serves.

  
Dr. Richard L. Henderson, Superintendent



level according to readability formulas, even though those children were placed for reading instruction in pre-primers.

• *Point Eight: Multiple problems with readability formulas exist.* Readability formulas often produce scores that seem strange and certainly not in line with common sense. For example, Graham Greene's *The Heart of the Matter* and Faulkner's *The Sound and the Fury* are both rated very easy by a readability formula, yet it is obvious that they are not easy. None of the formulas consider the degree of abstractness, usage of metaphor, unencoded inferences, and sophistication of topic, all of which would have to be considered in determining the difficulty in reading Greene and Faulkner.

• *Point Nine: Publishers, knowing good business when they see it, continue to rely on readability formulas.* Publishers didn't invent readability formulas. They know, however, that the readability formula lobby is very powerful and has veto power over all other considerations. If an adoption commission has identified 20 criteria for adoption, and a series is rated "excellent" in 19 categories and does not use readability formulas, it will not be purchased.

• *Point Ten: There are alternatives, and you are in control.* Education leaders are in a position to stop the illogical adherence to readability formulas because they make the purchasing decisions. Some schools have taken the lead in this movement. Maple Elementary in Hesperia, California, for example, decided in 1983 that they would no longer be involved with materials watered-down by readability formulas. They adopted five different reading programs communicating to parents that single adoptions in reading increase the probability that some students will have great difficulty in reading. The single thread running through all five of these adoptions was the lack of adherence to readability.

Secretary Bell was correct. The American public has allowed text materials to be "dumbed down." Readability formulas are largely responsible for this situation. The solution is to return to common sense

when preparing textbooks and when adopting textbooks. Instead of counting syllables and words per sentence, let's ask, "Can the children for whom this is written understand what is being said? Can the children who will read these materials find their expectations about how language works confirmed in this text?"

The decision is yours. □

#### Selected Readings

- Davison, Alice, (ed.). "Text Readability: Proceedings of the March 1980 Conference, Technical Report No. 213." ERIC, Ed 207 021, 1981.
- Dawkins, J. *Syntax and Readability*. New-

ark, Del.: International Reading Association, 1975.

Garman, D. "Language Patterns and Beginning Readers." *The Reading Teacher* 32 (1978) pp. 393-396.

Spencer, Herbert. *A Philosophy of Style*. New York: D. Appleton and Co., 1881 (reprinted from 1852).

Vogel, M., and Washburne, C.W. "An Objective Method of Determining Grade Placement of Children's Reading Material." *Elementary School Journal* 28 (1928) pp. 373-381.

Wagner, B. J. "Blood and Gore, Fens and Fears: Beowulf Battles the Dale-Chall Monster." *The Reading Teacher* 34 (1981) pp. 502-510.

## Incentive Systems

by Richard L. Henderson, superintendent, Halstead Unified School 440, Kansas

**E**valuation systems that incorporate merit pay components have been attacked by teachers' unions and experienced administrators because they question the ability to evaluate objectively the worth or the quality of an individual's professional contribution.

I must agree that objective, effective evaluation systems appear to be a sparse commodity in American education. Moreover, meritorious pay levels should be associated exclusively with exemplary performance rather than attempting to supplant existing conventional pay scales with politically loaded, hastily developed systems of rewards.

Nonetheless, as indicated in the *American School Board Journal* (September 1983), the conventional pay system for teachers that allows "an effective, hardworking teacher to receive exactly the same raise as the listless, barely adequate dolt down the hall" is a shameful circumstance illustrating the lack of creativity and courage of the profession.

Pay increases as well as pay in general must be divided into two basic categories just as effective performance evaluation is. A set of board of education policy expectations represents a standard that all teacher employees must meet to gain contract renewal. Meeting this set of standards should allow instructors to realize some pay increases recognizing their experience, tenure in a sys-

tem, and their ability to maintain policy expectations of their employer.

An additional line of objective evaluation aimed at meritorious achievement, systematic improvements, and exemplary performance should also be utilized. And as long as the accountability or evaluation process is a fair-minded objective structure that is acceptable to the supervisor and the teacher, there should be few problems.

A variety of sound evaluation designs maintain the flexibility to include change and creativity. The "Management by Objectives" model offers a sound basis for human service and performance-based evaluation processes and has been available for years. The problem is not entirely one of availability. The problem is the lack of aggressive and creative behavior on the part of management and the unwillingness of organized teachers to enter into positive change.

The very basis for changes that are justly advocated by the thousands of critics and their reports including the National Commission on Excellence in Education is our accountability system and its remuneration component. As Arthur Combs stated so flatly, yet meaningfully, several years ago: "If you want people to do something, you need to evaluate for it, and pay off on it." □



MERIT EVALUATION  
CRITERIA & PROCEDURES

Seward County Community College  
Liberal, Kansas

Approved by the SCCC Board of Trustees  
May 13, 1980

## MERIT EVALUATION CRITERIA & PROCEDURES

This document is presented in four sections. They are as follows: (1) why merit: reasons for the merit evaluation system; (2) how merit works: mechanics of the merit evaluation system; (3) evaluation: criteria utilized in awarding merit; and (4) summary: final statement with several examples. The paper is designed as a handbook to be utilized by the professional staff.

The purpose of this handbook is to assist the professional staff to better understand the merit evaluation system utilized by the college in evaluating the performance of its professional staff. An attempt is made to make this presentation as simple to understand and to interpret as possible.

### Why merit: reasons for the merit evaluation system

Why have a merit evaluation system for ascertaining professional staff salary increases? Most persons are aware that the merit system takes more time than a "lock-step" system, it is more difficult to administer, and it implies continuous self-evaluation to which many people in higher education only give "lip-service." So what does merit have that the lock-step system does not have? The merit system awards and rewards the instructor who is doing a better than average job in teaching and in community service. It identifies the strengths and weaknesses of the professional staff in a most direct and con-

tinuous fashion. The merit evaluation system affords the college a technique with which its basic role of teaching and public service may be judged. It has been a positive factor in assisting individual professional staff members to make a maximum contribution toward improvement of instruction and professional growth. The Board and the professional staff would prefer a merit system and the merit system will work toward the improvement of the total effectiveness of the institution. In the age of accountability the merit evaluation system provides a procedure for accountability.

#### How merit works: mechanics of the merit evaluation system

The merit evaluation system is designed so that each merit rating step shall indicate actual merit. In keeping with the philosophy that merit evaluation is the sole criteria for faculty salary increases and/or increments, all dollars committed to salary increases will be based on the evaluation process as described in this paper. Funds budgeted for teaching faculty salary increases shall be designated for merit ratings based on the following steps:

- . Step zero = Inadequate, needs considerable improvement;
- . Step one = Adequate, an asset to the college;
- . Step two = Good, valuable to the college;
- . Step three = Very good, approaching excellence;  
and
- . Step four = Outstanding, a credit to the entire profession.

For example, assume that \$100,000 is budgeted for faculty salary adjustments. Assume that 40 full-time instructional faculty members are to be ranked from zero merit step through four merit steps, and then these steps are totaled. Assume that 124 merit steps were awarded for 40 faculty members. Each merit step would be worth \$806.00. Under this system an instructor awarded one merit step would receive a salary adjustment of \$806 for the academic year. This assessment would rate the instructor as adequate, an asset to the college. If an instructor received a merit assessment of two merit steps he would receive a \$1612 salary adjustment. This assessment would rate the instructor as good, and valuable to the college.

Funds to be utilized for faculty salary adjustments will be ascertained in the following fashion. The president will recommend to the Board that a percentage of the total dollars allocated for teaching salaries for the year be used for salary adjustments. Actual dollars spent for all full-time and part-time instructional faculty members that are employed full-time by the institution will be utilized. This sum will include total cost for the two long term (fall and spring semester) faculty salaries for the collegiate year. Current salaries will be utilized for this sum. For example, assume that the total cost for instructional salaries for the current collegiate year, less the part-time professors that are not employed by the college full-time, is \$100,000. Overloads will not be computed into this sum. The president recommends a 10.0 percent for faculty improvement and the Board approves the request.

The sum to be used for faculty salary adjustments would be \$100,000.

Merit recommendations for the teaching faculty will be from the divisional chairman to the dean of instruction, to the president, and then to the Board. The divisional chairman and the dean of instruction shall make their merit recommendations in writing and without counsel from any other member of the professional staff.

The following people will be involved in the administration of the merit evaluation system:

- . Student evaluation
- . Faculty self-evaluation
- . Supervisory Evaluation (Chairperson, Dean, President)
- . Board (final approval only)

The faculty member will have student assessments completed in the fall and spring semesters. The divisional chairman shall make a merit recommendation for all professional staff members that are assigned to their divisions and/or report directly to the divisional chairman. The faculty member will complete a self-evaluation instrument one time during the spring semester. The dean of instruction and the president will make separate or combined evaluations concerning the merit of the following professional staff members:

- . All full-time faculty members
- . Librarian
- . Divisional chairman

. Athletic Director and coaches

The president shall make merit recommendation to the Board concerning all professional staff members.

The divisional chairmen shall have the primary responsibility of evaluating the various professional staff members. Since the major purpose of the merit evaluation system is to improve instruction, there must be some adequate method to communicate with individual faculty members. Individual faculty members will receive a copy of Merit Evaluation Criteria and Procedures in the fall. Division Chairpersons will schedule meetings with faculty to outline and explain how the system will work. There should be feedback from the previous year and special care should be used to communicate with new faculty. Although conferences will start at the Divisional Chairperson/faculty level, the dean of instruction's and president's offices will remain open for discussion of the system or other special problems.

During the fall semester a conference will be held with each instructor at the discretion of the faculty member or chairman. At this time all information and/or data to be utilized by the divisional chairman will be shared with the instructor if the instructor so desires such a conference. The reasons for the merit assessment will also be provided each instructor along with suggestions (if any) for the improvement of instruction. It should be remembered that the major purpose

for the merit evaluation system is to assist in the improvement of instruction. At this conference a yearly assessment shall be made of the strengths and areas of concern (if any) of each faculty member assigned to his Division. This assessment should be made in writing and a copy should be provided by instructor.

Assessment of the merit recommendation will be directed to the office of the Dean of Instruction on or before March 15 by the divisional chairman for each instructor under their supervision. This assessment shall be in writing and must indicate merit steps (if any) to be awarded and the reasons for the merit evaluation. The Dean of Instruction will rate each faculty member based on his/her performance during the present year. The President will do the same. The Chairperson, Dean and President will hold a conference to determine the supervisory rating collectively. The final recommendations will be presented to the Board of Trustees for approval. In all decision-making and action, the Board is the legal entity of the institution.

Responsibility for the coordination and supervision of all instructional activities of the college rests with the Dean of Instruction.



The Dean of Instruction will be responsible for the total process of merit in establishing and adhering to all completion dates. All persons who report directly or indirectly to the Dean of Instruction are encouraged to consult with the Dean of Instruction concerning their merit evaluation recommendations as often as these persons judge necessary. The Dean of Instruction shall maintain an "open door" policy for professional staff members concerning the merit evaluation system. All professional teaching faculty members are also encouraged to communicate their ideas, their suggestions, and their concerns related to the merit evaluation system to the Dean of Instruction.

The President is the chief executive officer of the Board and the administrative head of all divisions and departments of the college. The President shall make a merit recommendation to the Board after the merit recommendations from the divisional chairmen and professional staff members who report directly to the President have been received. The President shall present a merit recommendation to the Board in a manner of his own choosing. An "open door" is maintained by the President and all professional staff members are encouraged to share with the President any ideas, suggestions, or concerns they have related to the merit evaluation system.

The Board shall accept or reject the recommendations of the president concerning merit in a manner of their own choosing. The Board also has the power to change a merit recommendation made by the president. The Board awards merit by approving the recommendations of the president and/or changing the merit recommendation of the president. The Board is the body in which the power to grant merit is vested and is the policy making entity of the college.

Evaluation: criteria utilized in awarding merit

The purpose of this section of the document is to formulate the various criteria to be utilized in the evaluation of the instructional faculty at the college. Evaluation is defined as "the process of ascertaining of judging the value of something by careful appraisal." For the purpose of this document instruction will be defined as "all the activities under the direction and/or supervision of the institution."

Any good teacher is continually concerned with determining both the extent to which the student has mastered the details of the course and the extent to which the student is able to relate the materials he has learned to experience beyond the classroom and the college. Teaching by definition is student centered. The student is the instructor's reason for being. Any good teacher is also concerned with developing an evaluative

point of view -- judgment -- in himself and in his students. He then must pay particular attention to his own instructional practices, for these embrace the means or process by which he influences changes in students. Since one cannot evaluate any object or function without first having arrived at some insight into the nature and function of that which is to be evaluated, it is necessary to specify the functions of teaching. These are as follows:

- . First, motivate the student
- . Second, demonstrate to the student just what is expected of him
- . Third, select appropriate practice tasks which are extensive and meaningful
- . Fourth, provide the student with some satisfaction of his progress
- . Fifth, organize the material so the cumulative significance of learning is readily apparent to the student
- . Sixth, provide the learner with high standards of performance and means for judging his performance

If one accepts these six functions as descriptive of the obligations of the junior college instructor, the evaluation of junior college instruction can proceed by an examination of the extent to which the functions are fulfilled. The preceding six functions provide us with a general framework for the evaluation of teaching and learning effectiveness. The following criteria will be utilized in evaluating teaching and learning effectiveness:

- . Inspiration (motivation). Every word and every action encourages or discourages; creates a desire to learn or destroys the incentive to learn.

The instructor should present his subject(s) with variety, and with all the professional skill he can muster. He should not miss the drama and life in a teaching situation(s). There is little excuse for dullness on the part of the instructor. He must make his topic(s) vivid, as if it were, for the moment, the most important idea in the world. If the instructor is not personally interested in the subject(s), he cannot expect his students to be. The ability to arouse enthusiasm, the ability to motivate students, the ability to inspire will be used as a criteria for evaluating learning and teaching effectiveness.

Ability to explain -- coupled with patience, sympathy, and willingness to explain, it is a top asset.

The instructor should be clear in speech. He should give his voice a ring and some adequate range of inflection. Mumbling or a flat and uninteresting voice can kill student interest, no matter how clear the ideas may be. The ability to explain, the ability and the willingness to answer questions, the ability to convey ideas clearly and concisely, and the ability to present the material so that students can easily follow, understand, and remember the subject matter are all characteristics of the strong teacher. The ability to explain should be coupled with warmth and sincerity on the part of the instructor. The ability to explain will be utilized to evaluate the effectiveness of the instructional faculty.

Knowledge of field(s). An instructor's knowledge should be such that he does not have to concentrate upon the material but can concentrate upon the student.

The instructor must know his subject(s) thoroughly. He should always take plenty of time to prepare, no matter how often he has covered the subject(s) before. A good instructor will think about the subject(s) creatively so that he will have looked at it from many angles and asked himself many of the questions likely to be asked by his students. The instructor must keep imagining ways to relate the subject(s) to the interests and future needs of the students. The ability to organize the material into learning units that relate to what the student is to learn is most important. The outstanding teacher is able to take complex and abstract ideas and theories and interpret them clearly for his students. He makes good use of examples and illustrations, stresses important material, integrates all material into a coherent

whole and inspires class confidence in his knowledge of the subject(s). Knowledge of field(s) will be utilized to evaluate teaching and learning effectiveness.

. Interest in teaching and working with students. The college is a student oriented and centered institution. The ability to work with junior college students is a most important trait for a successful instructor.

. The instructor should know his students by name and use their names. An understanding of and an interest in students as people; patience, cooperativeness, and intellectual honesty, are very important assets. Successful teachers must have a sense of humor and a fairness to all students. Friendliness and a sensitivity of and a respect for students and their ideas and thoughts will be used as a criteria for evaluating teaching and learning effectiveness. The instructor should work for a cordial relationship with individual students and with the class as a whole, based upon mutual respect and a spirit of cooperative enterprise. The instructor's interest must be genuine; if he begrudges the time devoted to working with and assisting students, they will detect it. In feelings with students a high level of professionalism must be maintained at all times by the instructor. Each instructor must assume a fair share of the responsibility for sponsoring student activities and assisting students in the management of extracurricular activities.

. Organization. Clear and concise statements of overall class objectives are essential. Various assignments should dovetail.

. The organization of learning experiences is one of the key factors in learning. The instructor should so organize these various learning experiences into a coherent whole. All learning activities should fit together and be presented in a predetermined sequence. Written objectives are most important for each course and for each unit that comprise the offering. The student should be informed of what is expected of him; of what he is to learn; and of the material to be covered. Any mystique concerning learning should be removed by the instructor. All materials must be organized so that the cumulative significance of learning is readily apparent to the student. A successful instructor will select appropriate practice tasks which are extensive and meaningful. The learner must become involved with the ideas and concepts to be learned. Organization

of learning experiences should provide the learner with high standards of performance and means for judging his performance. The overall organization and presentation of learning materials and experiences will be utilized as a criteria for evaluating teaching.

Professionalism. Professionalism relates to the conduct, the aims, or the qualities, that characterize or mark a profession or a professional person.

The best should teach. The profession of teaching is a demanding one. Teaching is a profession which knows no peer, and the successful instructor is aware of his professional responsibilities at all times and in every place. Professionalism relates to the instructor in the following ways: (1) adherence to professional standards and ethics; (2) attitudes toward the profession, the college, and the community; and (3) professional growth.

Adherence to professional standards and ethics should be maintained in proper conduct both on and off the campus. No attempt here is made to moralize or dictate personal conduct, but attention is drawn to one particular consideration: the successful teacher is careful that his conduct everywhere reflects good taste and demands the respect of the community. His professional image, his language, and his personal appearance, in and out of the classroom, in public and in private, as a teacher and as a private citizen, reflect consideration for the values of others and merit the respect of the citizens of the community.

The successful instructor has a professional attitude. He is proud of his profession and lends credence and prestige to the teaching profession. He is loyal to his institution and supports its various functions and services provided for the community. He treats his fellow faculty members with respect and as professionals; he is ready to lend constructive criticism and aid, but he is slow to criticize for criticism's sake. And although he may be often informal in dealing with students, he commands their respect, and he accepts nothing less.

A successful teacher constantly seeks to improve. He realizes that although he is a teacher, he is also a continuous learner, and he is ready to take advantage of opportunities to further his knowledge and his learning experiences. Such opportunities may include additional course work in his field or related subjects; attendance at seminars and work-

shops; working situations related to his discipline; travel in the interest of his subject matter; interest in professional journals; and membership in professional organizations. Thus, as he improves himself as a teacher, he focuses attention on teaching as a profession.

Professionally the teacher is responsible to himself, to his discipline, to his division, to the college, to the community, and the administration. The college instructor owes it to himself to be self-demanding, alert and questioning in his discipline, concerned about excellence of his teaching, and optimistic about the influence he can have on the succeeding generations of his students. If he begins to lack faith in himself and interest in his subject, how can he possibly impart either one to others? Professionalism will be utilized as a criteria to judge teaching and learning effectiveness.

. Community service. The community junior college can be characterized as a "two-way street with traffic of services moving in both directions." That is, the community junior college idea presupposes "an increase of services from the community to the college to correspond with the increase of services from the college to the community." With this idea in mind, community services may be defined as involving both college and community resources and conducted for the purpose of meeting specified educational needs of individuals or enterprises with the college or the community. From this viewpoint, community services are provided through an extension of the regular college program in terms of the traditional college day, the traditional locations of the instructional activities, the traditional curriculum, and the traditional concept of students.

The college is not just a college; it is a community junior college, and the members of the faculty are also citizens of the service area of the institution. Thus faculty members may serve their community both as teachers and as citizens in many worthwhile ways. Meritorious consideration will be given for community service (1) relative to teaching and learning, and (2) relative to citizenship.

Professionally, instructors may be members of the college speakers' bureau and provide programs for various groups in the community. Others may help out in public school activities such as debate tournaments, athletic events, music and art programs, and academic subjects. As professionals, some faculty members may serve as professional consultants to



business, educational institutions, and public agencies. In short, all faculty members are good citizens and are always ready to improve the community in which they live, both academically and civically, commensurate with their professional duties at the college. Community service and/or public service activities of the faculty will be utilized in the merit evaluation of the faculty.

If the instructor knows his field(s), properly prepares and organizes his work, is capable and ready to explain, enjoys teaching and working with students, is professional in his dealings with students, colleagues, and citizens of the community, gives of himself in and out of the classroom, and above all, can stimulate and motivate his students to a high level of activity, he is bound to get excellent results as demonstrated by the very nature of learning itself. The primary goal of the college is to develop learners--individuals who will learn not just in college but throughout life. The college instructor working to implement this primary goal should consider two ideas: (1) to do everything in his power to help students develop skills in learning, and (2) to communicate to students the excitement and satisfaction of learning so that they may develop long-term motivation to learn and apply to life what they have learned. The basic role of the instructor is to direct the teaching and learning processes.

In evaluating the performance of the instructor, 70 percent of the merit evaluation will be based on activities related to instruction, teaching, and learning and 30 percent on activities related and/or directed toward student services, recruitment, and community service.

Summary: final statement and examples

The purpose of this presentation is to assist the teaching faculty to better understand the merit evaluation system utilized by the college. In the age of educational accountability the merit evaluation system provides the college with a procedure for accountability. The basic purpose of the merit evaluation procedure at the college is to improve the teaching and learning processes and in turn improve the total effectiveness of the institution as a comprehensive community junior college.

In considering the merit evaluation system at the college, teaching faculty members, divisional chairmen, dean of instruction, president, members of the Board must keep in mind the duties and responsibilities of the instructor as listed in the annual Handbook for Professional Staff. They are:

- (1) To provide classroom instruction that promotes learning, uses techniques appropriate to the subject matter, and attempts to meet individual differences of students' abilities, interests and needs.
- (2) To be responsible to advisees to see that they are enrolled in the courses that will fulfill the requirements that they will need for graduation.
- (3) To fulfill assigned duties on administrative and faculty association committees.
- (4) To conduct student evaluation of instruction according to procedures set forth by the Academics Affairs Council.
- (5) To prepare and submit to the Dean of Instruction, the division chairperson, and the Director of the Learning Resource Center a course syllabus for each course that he/she teaches.
- (6) To keep a class record of each for at least a year after completion of a course and submit to the Dean of Instruction upon termination of the contract.

- (7) To participate in faculty meetings held prior to the beginning of school, interim meetings, and graduation ceremonies.
- (8) To have the following information updated at all times in the president's office: local address and telephone number, transcript of credits, W-4 withholding form, and other forms that are required to be completed for faculty personnel records.
- (9) To complete the following elements of the Faculty Merit System as outlined in the plan:
  - a. Student evaluation
  - b. Self evaluation
  - c. Faculty activity analysis
- (10) To perform other duties as assigned by the administration and the division chairperson.

The merit evaluation system is a continuous process starting with the general faculty workshop and ending with the close of the academic year. These evaluation procedures and criteria will be used in a positive and systematic manner to assist the institution in its quest for excellence.

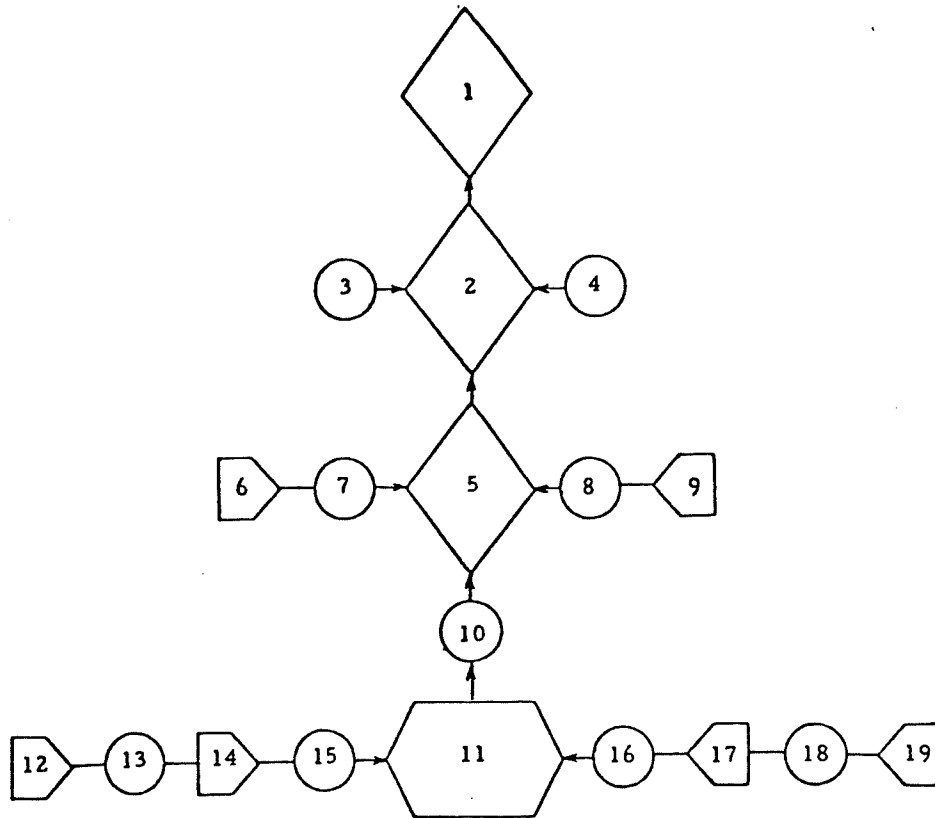
EXAMPLE: How are merit salary increases ascertained?

- . First, the president recommends to the Board a percentage (10%) of the total cost for teaching salaries for all full-time professors and persons who teach part-time but are employed by the college full-time (\$1,000,000). Overloads and part-time instructors salaries that do not teach full-time are not included.

$$\$1,000,000 \times .10 = \$100,000$$

- . \$100,000 is available for faculty salary adjustments
- . With 40 full-time teaching faculty members and 124 total steps each instructor would receive an average merit step of 3.10.
- . 40 faculty members receive 124 cumulative merit steps:  $\$100,000 \div 124 = \$806$
- . Each merit step would be worth \$806
- . An instructor who is awarded one merit step would get a salary increase of \$806
- . An instructor who is awarded two merit steps would receive a salary increase of \$1612
- . An instructor who is awarded three merit steps would receive a salary increase of \$2418
- . An instructor who is awarded four merit steps would receive a salary increase of \$3224

EXAMPLE: How does the decision-making process concerning merit evaluation work?



- 1 = The Board
- 2 = The President
- 3 = "Open door" conference at the pleasure of the instructor
- 4 = "Open door" conference at the pleasure of the instructor
- 5 = The Dean of Instruction
- 6 = Fall class visitation (if necessary)
- 7 = "Open door" conference at the pleasure of the instructor
- 8 = "Open door" conference at the pleasure of the instructor
- 9 = Spring class visitation (if necessary)
- 10 = Spring summation conference
- 11 = Divisional chairman
- 12 = Fall class visitation with mutual consent of the divisional chairperson and the instructor
- 13 = Conference with the divisional chairman at the prerogative of the instructor
- 14 = Fall class visitation at the pleasure of the divisional chairman
- 15 = Conference with the divisional chairman at the prerogative of the instructor
- 16 = Conference with the divisional chairman at the prerogative of the instructor
- 17 = Spring class visitation at the pleasure of the divisional chairman

## MERIT SALARY APPROACH

The committee to develop merit started in August 1979 to design the total system. The following responsibilities were considered:

- A. Procedures for the implementation of merit
- B. Forms for Assessment
- C. Methods for improvement and/or change

The committee members are:

President

Dean of Instruction

Faculty members from each Division of college

The total faculty association approved the above process at a faculty meeting on February 13, 1980.

	<u>Forms</u>	<u>Date</u>	<u>Completed By</u>
1.	Student Evaluation	Spr/Fall	Student
2.	Self-Evaluation	Spring	Faculty Member
3.	Faculty Activity Analysis	Spring	Faculty Member
4.	Division Chairperson Administration	Spring Spring	Division Chairperson Dean/President
5.	Merit Summary		

ATTACHMENT #1

STUDENT ASSESSMENT

(Completed by Students)



Your thoughtful answers to these questions will provide helpful information to your instructor.

• Describe the frequency of your instructor's teaching procedures, using the following code:

- 1—Hardly Ever      3—Sometimes  
2—Occasionally    4—Frequently      5—Almost Always

• On the next four questions, compare this course with others you have taken at this institution, using the following code:

- 1—Much Less than Most Courses  
2—Less than Most  
3—About Average  
4—More than Most  
5—Much More than Most

**The Instructor:**

1. Promoted teacher-student discussion (as opposed to mere responses to questions).
2. Found ways to help students answer their own questions.
3. Encouraged students to express themselves freely and openly.
4. Seemed enthusiastic about the subject matter.
5. Changed approaches to meet new situations.
6. Gave examinations which stressed unnecessary memorization.
7. Spoke with expressiveness and variety in tone of voice.
8. Demonstrated the importance and significance of the subject matter.
9. Made presentations which were dry and dull.
10. Made it clear how each topic fit into the course.
11. Explained the reasons for criticisms of students' academic performance.
12. Gave examination questions which were unclear.
13. Encouraged student comments even when they turned out to be incorrect or irrelevant.
14. Summarized material in a manner which aided retention.
15. Stimulated students to intellectual effort beyond that of most courses.
16. Clearly stated the objectives of the course.
17. Explained course material clearly, and explained the main point.
18. Related course material to real life situations.
19. Gave examination questions which were unambiguous (picky).
20. Introduced stimulating ideas about the subject.

Dr. Bill Cashin  
Center for Faculty Evaluation  
and Development  
Kansas State University  
1623 Anderson Avenue  
Manhattan, KS 66502-4098

• On each of the objectives listed below, rate the progress you have made in this course compared with that made in other courses you have taken at this college or university. In this course my progress was:

- 1—Low (lowest 10 percent of courses I have taken here)  
2—Low Average (next 20 percent of courses)  
3—Average (middle 40 percent of courses)  
4—High Average (next 20 percent of courses)  
5—High (highest 10 percent of courses)

**Progress on:**

21. Gaining factual knowledge (terminology, classifications, methods, trends).
22. Learning fundamental principles, generalizations, or theories.
23. Learning to apply course material to improve rational thinking, problem-solving and decision-making.
24. Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
25. Learning how professionals in this field go about the process of gaining new knowledge.
26. Developing creative capacities.
27. Developing a sense of personal responsibility (self-reliance, self-discipline).
28. Gaining a broader understanding and appreciation of intellectual-cultural activity (music, science, literature, etc.).
29. Developing skill in expressing myself orally or in writing.
30. Discovering the implications of the course material for understanding myself (interests, talents, values, etc.).

**The Course:**

31. Amount of reading.
32. Amount of work in other (non-reading) assignments.
33. Difficulty of subject matter.
34. Degree to which the course hung together (various topics and class activities were related to each other).

• Describe your attitudes toward and behavior in this course, using the following code:

- 1—Definitely False      4—More True than False  
2—More False than True    5—Definitely True  
3—In Between

**Self-rating:**

35. I worked harder on this course than on most courses I have taken.
36. I had a strong desire to take this course.

37. I would like to take another course from this instructor. \_\_\_\_\_  
38. I have more positive feelings \_\_\_\_\_  
\_\_\_\_\_ with question A.  
\_\_\_\_\_ response Card.

B-G, indicate how well each of the following statements describes the students in this class by blackening the proper space.

- 1—Definitely False      4—More True than False  
2—More False than True    5—Definitely True  
3—In Between

- B. The students in this class are angry about grades.
- C. The students in this class use their mistakes as opportunities to learn.
- D. The students in this class take responsibility for their own learning.
- E. The students in this class think they are wasting their time.
- F. The students in this class are bored.
- G. The students in this class have interesting and useful discussions.

If your instructor has extra questions, answer them in the space designated on the Response Card.

Your comments are invited on how the instructor might improve this course or teaching procedures. Use the back of the Response Card (unless otherwise directed).

ATTACHMENT #2

FACULTY SELF-EVALUATION

(Completed by Faculty Member)

## ASSESSMENT AND PROGRESS REPORT

Directions for Use of "Scale Rating" - Emphasis is placed on the person's ability to perform job expectations with minimal direction and with consistency.

Rating      Description

Major Categories:

4	Consistently demonstrates/performs job expectations independently.
3	Usually demonstrates job expectations independently.
2	Usually demonstrates/performs job expectations with minimal direction.
1	Usually demonstrates/performs job expectations but requires considerable direction.
0	Seldom or never demonstrates/performs job expectations with or without direction.

Sub-Categories:

4	Satisfactory
2	Needs Improvement
0	Unsatisfactory
NA	Not Applicable

Weighted Value of Categories:

75%	Scheduled & Unscheduled Teaching
25%	Non Teaching Activities

Name \_\_\_\_\_

Assignment \_\_\_\_\_

Date \_\_\_\_\_

# ASSESSMENT AND PROGRESS REPORT

I. SCHEDULED & UNSCHEDULED TEACHING

4 . . . . 3 . . . . 2 . . . . 1 . . . . 0

1. Ability to communicate: Can explain difficult concepts simply.
2. Attitude toward students: Concerned with the student as a person, knows and uses the student name, shows a willingness to answer questions. Encourages students to express themselves.
3. Enthusiasm for teaching: Instructor shows interest in the subject, makes enthusiasm contagious.
4. Classroom presentation: Stresses importance of material and its relevance. Shows organization of material. Promotes discussion.
5. Promotes student responsibility: Stresses the importance for consistent work and attendance. Helps students answer their own questions.

4	2	0	NA	COMMENTS

6. Uses various media, techniques, and approaches: Changes approaches to meet the situation.
7. Provides feedback and reinforcement to the student: Summarizes material, checks student work, gives reasons for criticisms.
8. Shows knowledge of the subject matter.
9. Course objectives and goals are clear to the student.
10. Assignments are clear to the student and are coordinated with the course objective.
11. The tests are relevant and coordinated with instruction and course objectives.
12. The course is dynamic; consists of up-to-date material and is continually under evaluation and review by the instructor.
13. Individual student records are up-to-date and available to the student.
14. Meets the responsibility for knowing that class materials are available, i.e., texts, supplies.
15. Holds class for the scheduled time.
16. Maintains posted office hours.
17. Shows a willingness to give of one's self for students: extra help at odd times.
18. Gives the institution a day's time (work) for a day's pay.

4	2	0	NA	COMMENTS







II. NON TEACHING ACTIVITIES

4 . . . . 3 . . . . 2 . . . . 1 . . . . 0

- 36. Contacts prospective students via letters, visits, phone calls, etc. and follows up on initial contact effort.
- 37. Develops recruitment material such as brochures, slide presentations, etc.
- 38. Participates in local & area recruiting functions such as fair booths.

Committee Participation - List committees:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 39. Attended and participated in called meetings of above committees.
- 40. Prepared work as assigned by chair for the above committees.
- 41. Establishes contact with outreach instructors.

4	2	0	NA	COMMENTS





59. Is punctual in meeting deadlines and does not unnecessarily keep others waiting.

60. Carries out assignments according to directions; follows through with responsibilities.

61. Evaluates, purchases, and uses equipment and supplies efficiently and effectively.

4	2	0	NA	COMMENTS

ATTACHMENT #3

FACULTY ACTIVITY ANALYSIS

(Completed by Faculty Member)



6. Professional Development: Professional meetings (KACC), graduate study and other professional improvements
  
  
  
  
  
  
  
  
  
  
7. Student Services: Unusual student contact, particularly recruiting
  
  
  
  
  
  
  
  
  
  
8. Administrative Duties: Chairman, program director, budget, and similar activities
  
  
  
  
  
  
  
  
  
  
9. Committee Participation: All standing and ad hoc committee work
  
  
  
  
  
  
  
  
  
  
10. Public Service: Consultant, speaker's bureau, service clubs, other external activities

ADDITIONAL COMMENTS:

ATTACHMENT # 4

MERIT SUMMARY



MERIT EVALUATION SUMMARY

Instructor's Name \_\_\_\_\_

Merit Rating:

Student Assessment \_\_\_\_\_

Self-Evaluation \_\_\_\_\_

Supervisory Assessment \_\_\_\_\_

Composite Rating \_\_\_\_\_

Base Salary \_\_\_\_\_

\$ \_\_\_\_\_ x \_\_\_\_\_ Merit Steps \_\_\_\_\_

Salary \_\_\_\_\_

Summary Comments: