

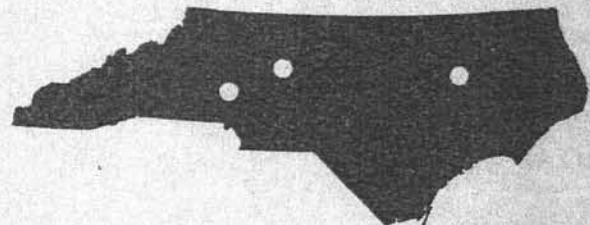
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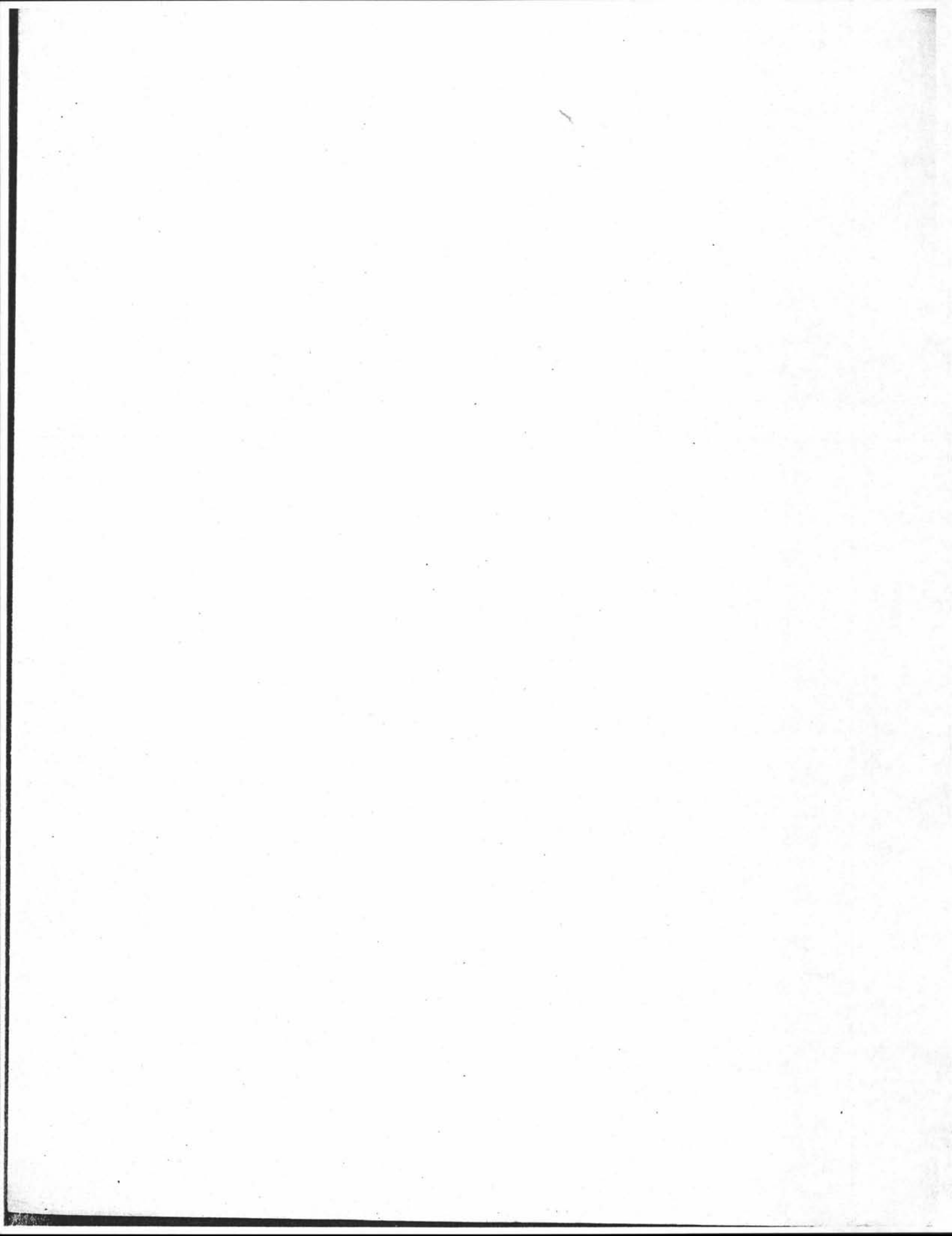
North Carolina

TEACHER
MERIT PAY
STUDY

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THE NORTH CAROLINA TEACHER MERIT PAY STUDY

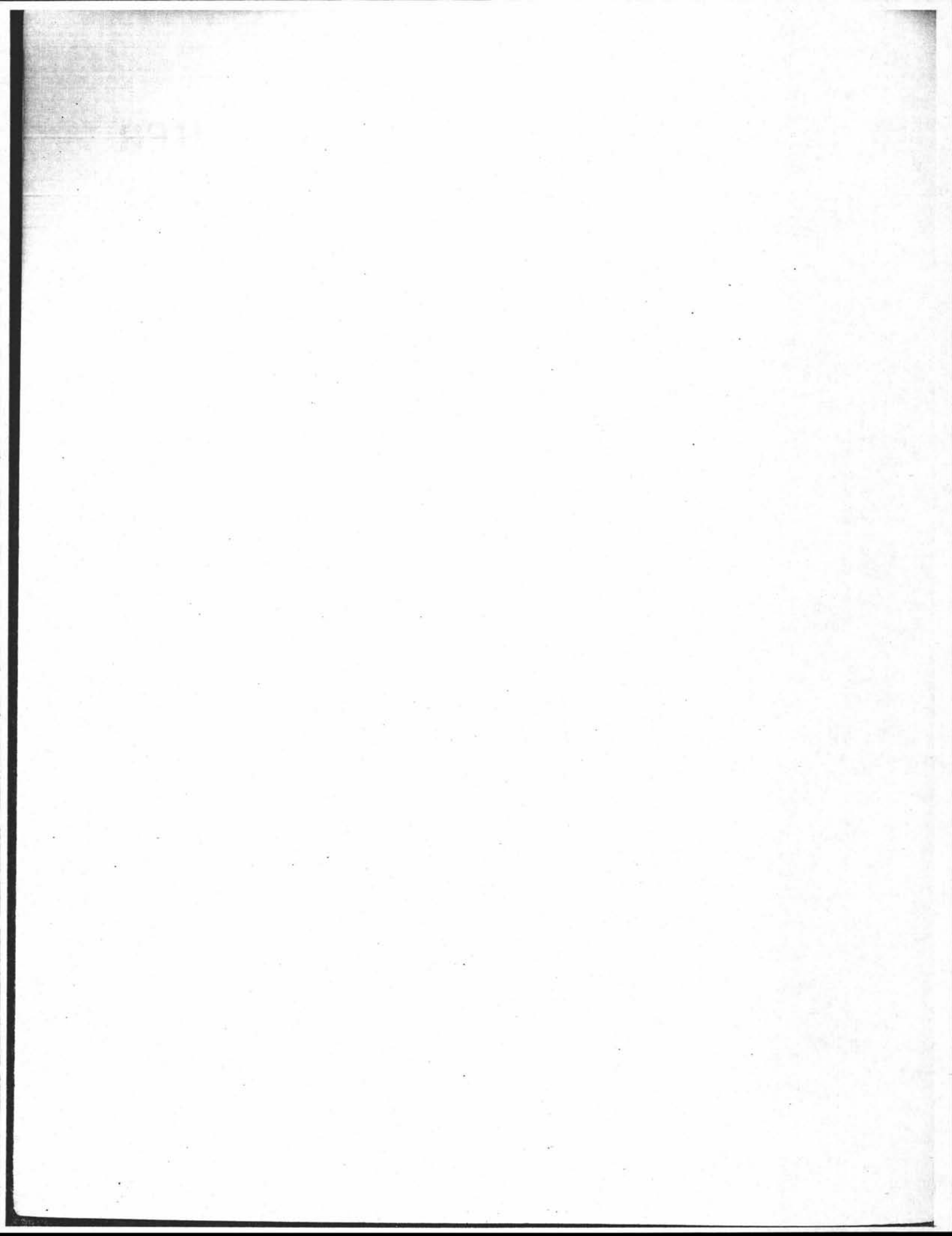
*A Four-Year Experimental
Study In Three Pilot Centers*

*Gastonia
Martin County
Rowan County*

**A REPORT
TO THE
1965 GENERAL ASSEMBLY**

**Prepared by the State Department of Public Instruction
Raleigh, North Carolina**

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State of North Carolina

CHARLES F. CARROLL
SUPERINTENDENT

Superintendent of Public Instruction

Raleigh

April 5, 1965

To The General Assembly
State of North Carolina
Raleigh, North Carolina

Greetings:

In compliance with Section 3, Chapter 1043, Session Laws of 1961, and in behalf of the State Board of Education, I am submitting herewith a Report on the North Carolina Teacher Merit Pay Study.

The accompanying Report relates the origin, initiation, development, operation, and evaluation of the North Carolina experimental project, as authorized by the 1961 General Assembly and as continued by the General Assembly of 1963. Part One, essentially, is a composite account of the individual experiments in the three pilot centers: Gastonia, Martin County, and Rowan County. The latter portion of this section is devoted to major observations, findings, and conclusions--as well as recommendations. Part Two is a detailed account of each of the experimental studies.

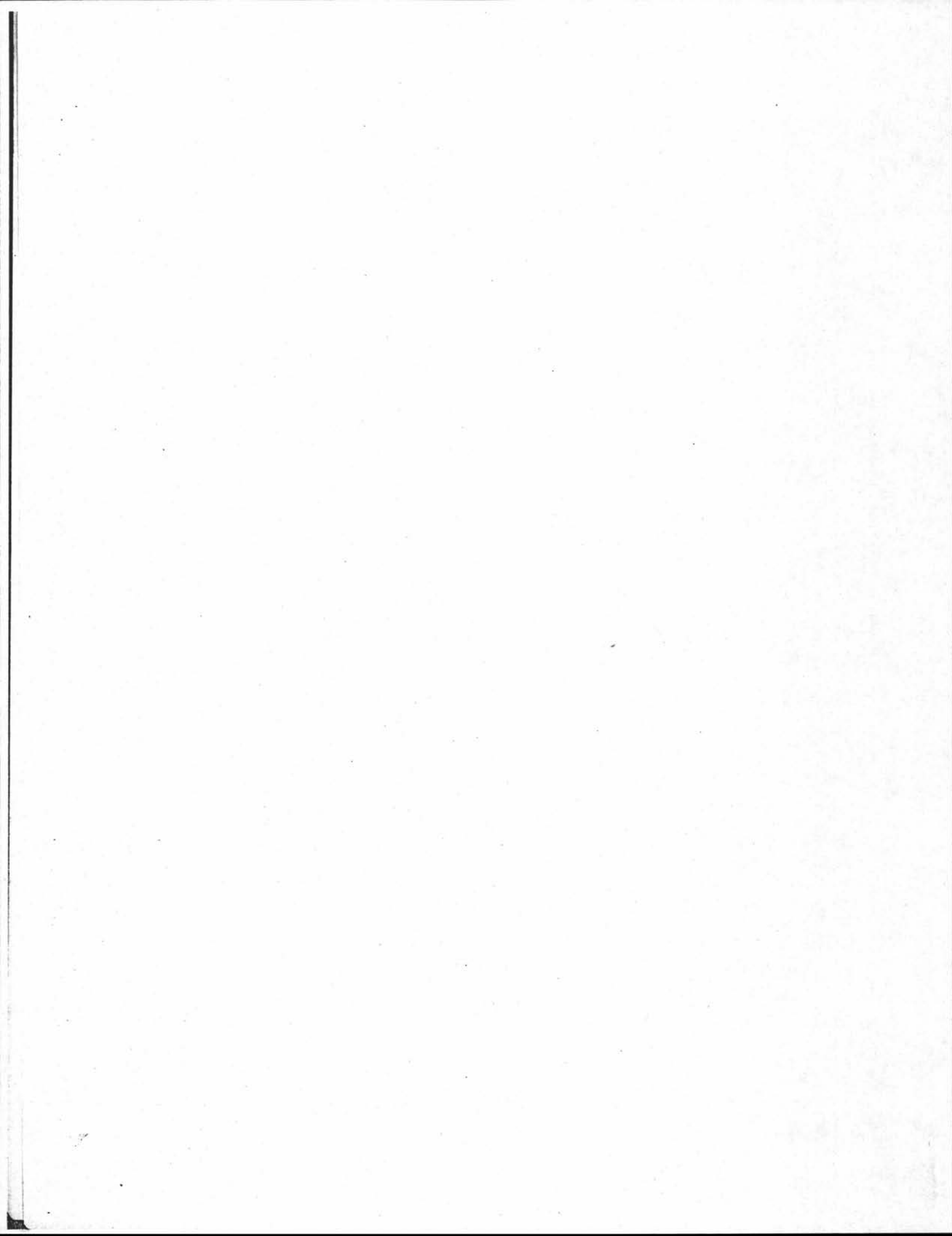
The worth of this experiment has been due, in large measure, to the willingness of boards of education, superintendents, and the instructional personnel in each of the three administrative units to pursue with determination the execution of a project which gave promise of improving classroom instruction as well as the profession of teaching itself. The cooperative efforts of those involved in this study have resulted in a number of observations and conclusions which should be useful as educators and laymen continue their search for ways of improving the quality of education throughout the State.

Educational personnel throughout the State are grateful to the Legislatures of 1961 and 1963 for making possible this significant investigation.

Respectfully yours,

A handwritten signature in cursive script that reads "Charles F. Carroll".

Chas. F. Carroll
State Superintendent of Public Instruction



Preface

The North Carolina Teacher Merit Pay Study, authorized by the 1961 General Assembly and continued by the General Assembly of 1963, was intended from its inception as an educational, experimental study. Approval of Gastonia, Martin County, and Rowan County by the State Board of Education as experimental centers was based primarily on the demonstrated readiness and willingness of these administrative units to engage in a study of this nature. The dominant characteristic of each pilot project was the widespread desire among local educational personnel to learn everything possible from participation in the experiment. Though teachers were not convinced in all instances of the soundness of the concept of merit pay for teachers, they recognized the fact that further study and experimentation were needed in this controversial area and that they, as members of the teaching profession, should cooperate in every way possible in learning more about this sensitive topic.

Those accountable for the cooperative planning, initiation, operation, and evaluation of the three projects—superintendents, coordinators, observers, members of the merit study and “work” committees, and teachers in general—accepted their responsibilities in a professional manner and pursued them with intelligence and determination. Particular credit is due Dr. Brank Proffitt and Robert G. Aldous, director and assistant director of the Study during its early days, for their outstanding leadership and assistance in each of the experimental centers. In spite of certain obstacles which had to be encountered in each pilot center—obstacles which likely would present themselves in almost any center in which a major experimental project was in progress—an atmosphere for learning was prevalent at all times. Members of the General Assembly, taxpayers in North Carolina, and educators in particular have reason to appreciate the manner in which personnel in the three pilot centers approached this experimental project in terms of discovering additional avenues for the improvement of instruction.

The overall purpose of the Teacher Merit Pay Study was to determine to what degree it is feasible and practical to evaluate teachers in terms of potential increments for outstanding teaching. Underlying this general purpose was the fundamental assumption that improvement in instruction would likely accompany any determined efforts to identify superiority in teaching. Moreover, it was hoped, and this was clearly stated in each of the three operational plans, that teacher morale and relationships would not be disturbed as a result of participation in such an experiment. Limitations of the study, definitely implied in each local plan of operation, are significant. For example, it was never intended that pupil progress be considered in this study; nor were the opinions of students concerning their teachers to be considered.

Much of the evidence supporting the findings, conclusions, and recommendations in this report is subjective in nature; for this reason, reactions to various aspects of the study are frequently contradictory. This situation was inevitable in view of the nature of the project, the personnel involved, and the manner in which the project was initiated and executed. This very quality of subjectivity which characterizes the report, plus the contradictory nature of many reactions, may indeed be its major strength.

Many feel that good teaching is a relatively private performance which resists measurement; and many more feel that it is practically impossible to devise an acceptable analytical rating procedure for determining superior teaching. In the latter group are those who believe that in fractionating the act of teaching its very genius is destroyed. On the other hand, there are those who are convinced that the cooperative determination of standards and the cooperative approach to evaluation can result in fairly accurate evaluations of classroom instruction. A number of forward-looking educators believe that the single-salary schedule no longer can be taken for granted, and that new developments likely will be forthcoming in personnel administration, especially in the area of salary administration. In discussing "Difficulties and Obstacles Inherent in Merit Rating for Teachers," in *The Journal of Teacher Education*, June 1957, Finis E. Engleman optimistically stated, "No professional problem is without its reasonable solution when science and judgment are fairly and freely applied by our total membership."

Evidence resulting from this project suggests that teachers desire to teach well and that they want additional competent personnel to assist them in this process. There is evidence of the need for:

- further experimentation of a controlled nature in the area of evaluating teachers
- more understanding and appreciation for the possibilities and values inherent in subjective evaluations
- continued efforts to find basic agreements relative to the art and science of teaching
- continued efforts to find satisfactory means of measuring teaching skills

Dr. Joseph M. Johnston, supervisor of curriculum development in the Department of Public Instruction, served as director of the Teacher Merit Pay Study after Dr. Brank Proffitt resigned to become superintendent of schools in Burlington, North Carolina. Dr. Vester M. Mulholland, director of educational research in the Department of Public Instruction, prepared this report. He was assisted by Mrs. Erma T. Scarlette, assistant director of the Rowan County experimental study and each of the coordinators in the three pilot centers: G. Harold Miller, Gastonia; Furney K. James, Martin County; and Jesse C. Carson, Jr., Rowan County.

As the findings, conclusions, and recommendations of this report are disseminated and studied, it is hoped that many of the suggestions for improving instruction will be implemented in schools throughout North Carolina and the Nation.

Joseph M. Johnston, *Director,*
Teacher Merit Pay Study

Vester M. Mulholland, *Director,*
Educational Research

Chronology of Significant Events Relative to the North Carolina Experimental Program of Teacher Merit Pay

June 20, 1959

Resolution 80 of the General Assembly establishing the Commission for the Study of Teacher Merit Pay and Implementation of a Revised Public School Curriculum was ratified.

August 1959

Governor Luther Hodges appointed the 17-member Commission for the Study of Teacher Merit Pay and Implementation of a Revised Public School Curriculum.

September 1960

Dr. Cameron West was appointed consultant and executive secretary for the Commission for the Study of Teacher Merit Pay and Implementation of a Revised Public School Curriculum.

December 16, 1960

The report of the Commission for the Study of Teacher Merit Pay and Implementation of a Revised Public School Curriculum was submitted to Governor Luther Hodges.

June 19, 1961

The act authorizing the State Board of Education to conduct an experimental program in teacher merit pay was ratified.

July 6, 1961

The Superintendent of Public Instruction recommended, and the State Board of Education approved the employment of Dr. Brank Proffitt, principal of the campus laboratory school and associate professor of education at Western Carolina College, Cullowhee, as director of the project.

July 15, 1961

Dr. Proffitt assumed duties as director of the North Carolina Experimental Program of Teacher Merit Pay.

August 28-September 1, 1961

Dr. Proffitt visited Salt Lake City, Utah, Provo School District, Weber School District, and Jordan School District to discuss with key personnel their experiences with teacher merit pay.

September 18-20, 1961

Dr. Proffitt visited Sarasota and Orlando, Florida, to discuss with school officials and other key personnel their experiences with teacher merit pay.

September 25-29, 1961

Dr. Proffitt visited St. Louis, Missouri, (School District of the City of Ladue) to discuss the experiences of this administrative unit in merit pay. Also, he visited in Chicago for the purpose of discussing merit pay with Gale Rose of the University of Chicago and former director of the Utah School Merit Study.

October 2-5, 1961

Dr. Proffitt visited Summit, New Jersey; Hartford, Connecticut; and Albany, New York, for the purpose of discussing merit pay programs in the school systems of these cities.

November 17, 1961

Robert G. Aldous, former director of merit study in Weber School District, Ogden, Utah, assumed duties as assistant state director of Teacher Merit Pay.

December 7, 1961

The State Board of Education adopted "Rules of Procedure and Organization for Experimental Program of Teacher Merit Pay."

December 20, 1961

"Handbook for Pilot Centers" was distributed to the three prospective experimental centers.

January 4, 1962

The State Board of Education approved two administrative units as pilot centers in North Carolina's Experimental Program of Teacher Merit Pay: Gastonia City Schools and Rowan County Schools.

March 1, 1962

The State Board of Education approved Martin County Schools as the third pilot center in North Carolina's Experimental Program of Teacher Merit Pay.

April 11-13, 1962

Dr. Proffitt and Robert Aldous attended a group conference in Washington, D. C., in relation to merit pay. This group represented school officials from several states: Robert Stewart, Weber County School District, Utah; Robert Andree, Rich Township High School District, Park Forest, Illinois; Morton Ashman, Summit School District, New Jersey; Ivan Nicholas, Ladue School District, Missouri; Ed Thorne and Paul Birch, West Hartford School District, Connecticut; H. B. Justin, Canton School District, Connecticut; James Stephansen, U. S. Office of Education, Washington, D. C.

April 29-May 4, 1962

Representative Rowan County personnel, in two separate groups, visited in Ladue, Missouri, and in Canton, Connecticut, to observe practices and procedures relative to merit pay and to confer with teachers and school officials.

May 2-5, 1962

Representative educators from the Gastonia City Schools visited in Canton, Connecticut, to observe practices and procedures relative to merit pay and to confer with teachers and school officials.

May 9-11, 1962

Representative Martin County personnel visited in Summit, New Jersey, to observe practices and procedures relative to merit pay and to confer with teachers and school officials.

June 1962

Each of the pilot centers held local workshops for the purpose of completing statements of philosophy, objectives, criteria for classroom observation, and local policies and procedures: 5 days in Gastonia, 5 days in Martin County, and 6 days in Rowan County.

August 1962

Martin County held a continuation workshop for two days to complete work on philosophy, objectives, criteria, local policies and procedures.

August 13-31, 1962

Orientation conferences for principals and supervisors who were to be classroom observers were held in each pilot center in August, with Dr. Brank Proffitt, Robert G. Aldous, and the local superintendent assisting with the conferences.

August 30, 1962

Robert Aldous resigned as assistant director of the North Carolina Merit Pay Program; the resignation became effective September 24, 1962.

September 1962

Training sessions for observers (principals and supervisors) were continued, with emphasis on actual observations in classrooms, note-taking, evaluations, and conferences with teachers. These sessions were 3-4 hours in duration, in which observations were critically discussed under the leadership of Dr. Brank Proffitt and Robert G. Aldous.

September 1962-June 1963

Plans and procedures for carrying out each local study were put into effect, with major emphasis being placed on classroom observations, teacher-observer conferences, and final evaluations of teachers who volunteered for classroom observations. Dr. Proffitt and Robert Aldous, serving as consultants, visited each of the three pilot centers as often as possible throughout the school year.

Observer training sessions were held in each of the three experimental centers, with the local superintendent, the state director of the Merit Pay Program, and the assistant state director assisting with these orientation sessions.

March 1963

A 64-page printed progress report of the Experimental Program of Teacher Merit Pay was submitted to the 1963 General Assembly.

May 21, 1963

Dr. Brank Proffitt resigned as state director of North Carolina's Experimental Program of Teacher Merit Pay; the resignation became effective June 30, 1963.

June 4, 1963

A full-day review of progress made and lessons learned in each of the three experimental centers in 1962-63 was held in Raleigh. Local coordinators and representative personnel from each of the pilot centers were present for this evaluation.

September 1963-June 1964

The Experimental Program of Teacher Merit Pay was continued in the Gastonia City Schools and in the Rowan County Schools—again with emphasis on classroom visitations, teacher-observer conferences, and final evaluations of teachers volunteering for classroom observations.

September 1, 1963

Dr. Joseph M. Johnston, supervisor of Curriculum Development in the State Department of Public In-

struction and superintendent of the Governor's School, was appointed director of the Teacher Merit Pay Study.

October 22, 1963

Martin County officially withdrew from participation in North Carolina's Experimental Program of Teacher Merit Pay.

January 2, 1964

Dr. Vester M. Mulholland, director of Educational Research, State Department of Public Instruction, was appointed to prepare the final report of the Merit Pay Study.

January 10, 1964

Planning conference was held between Dr. Joe Johnston and Dr. Vester M. Mulholland relative to final report.

February 4, 1964

Planning conference was held between Dr. Vester M. Mulholland and Dr. Brank Proffitt, former director of the Merit Pay Study, relative to the final report.

January-June 1964

Dr. Mulholland attended meetings of local merit study committees and meetings of observers in Gastonia and in Rowan County; participated in their deliberations; assisted with local substudies; and solicited suggestions relative to the final report.

March 4, 1964

Conference was held with local merit study committee and observers in Martin County relative to suggestions for the final report to the 1965 General Assembly.

March 13, 1964

Conference was held with Dr. Jerry Hall and Dr. James Valsame, Division of Professional Services, State Department of Public Instruction, concerning certain aspects of final report.

March 25, 1964

Agreement was reached by Dr. Charles F. Carroll, J. E. Miller, Dr. Joseph Johnston, and Dr. Vester M. Mulholland on tentative outline for final report.

April 1964

Attitude-opinion instrument, consisting of 180 items, was completed by Dr. Vester M. Mulholland, with assistance from Dr. Norman Anderson, North Carolina State of the University of North Carolina. Other consultants were Miss Macil Via, Dr. Joseph Johnston, William Peek, Robert Gaines, Dr. James Valsame, and Dr. Jerry Hall.

March-May 1964

Representative schools were visited in each of the three pilot centers at which time teachers, principals, and supervisors were given opportunity to confer privately and voluntarily with Dr. Vester M. Mulholland concerning various aspects of the experimental study. Opinions and attitudes of 507 individuals were recorded in these interviews, or 44.47 percent of all instructional personnel in these experimental centers.

May 18, 1964

Attitude-opinion instrument was administered in each

school in the three pilot centers, according to pre-planned, standardized directions; absentees were permitted to complete instrument two days later.

June-July 1964

Copies of the attitude-opinion instrument were analyzed for relative completeness and then given to the Division of Statistical Services for data processing.

July 29, 1964

Conference was held at Mars Hill College concerning anticipated contents of final report plus manner of its presentation. Present were Superintendent of Public Instruction Charles F. Carroll; J. E. Miller, assistant superintendent; Dr. Woodrow Sugg, superintendent, Gastonia City Schools; Charles C. Erwin, superintendent, Rowan County Schools; James C. Manning, superintendent, Martin County Schools; Dr. Joseph Johnston, director, Merit Pay Study; Dr. Brank Proffitt, former director, Merit Pay Study; William W. Peek, director, statistical services, Department of Public Instruction; Robert F. Gaines, data processing supervisor, Department of Public Instruction; and Dr. Vester M. Mulholland, director, Educational Research, Department of Public Instruction.

August 11, 1964

A conference was held with all local coordinators and the one assistant coordinator (Harold Miller, Furney James, Jesse Carson, Mrs. Erma Scarlette), Dr. Joseph Johnston, and Dr. Vester M. Mulholland for the purpose of further refinement of plans for the final report.

August 14, 1964

Official approval was given detailed suggestions for final report in a conference including Dr. Charles F. Carroll, superintendent of Public Instruction; J. E. Miller, assistant superintendent of Public Instruction; Dr. Joseph Johnston, director of the experiment; and Dr. Vester M. Mulholland, director of Educational Research.

August 1964-February 1965

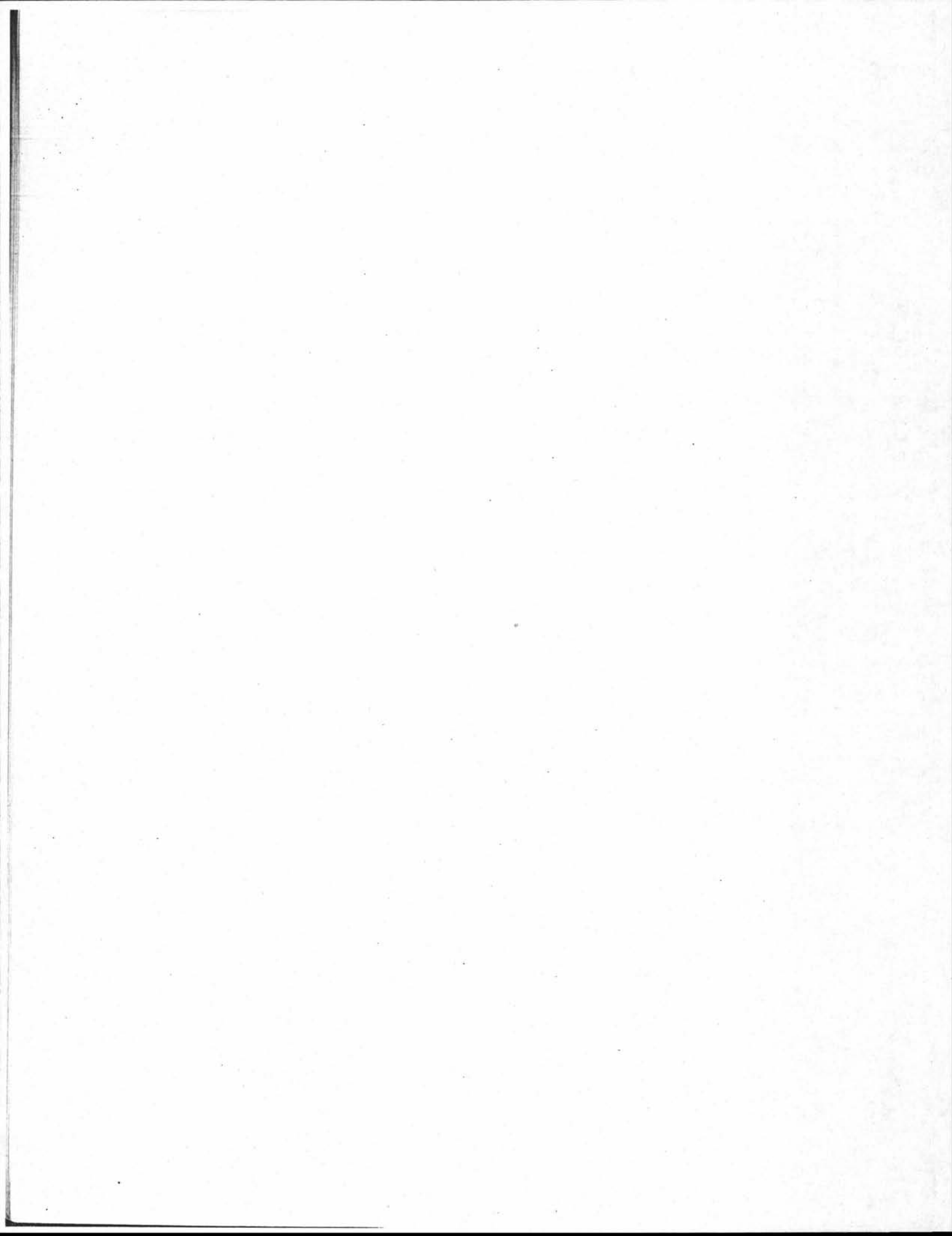
The report for the 1965 General Assembly was drafted by Dr. Vester M. Mulholland, with special assistance from Mrs. Erma Scarlette of Rowan County. Frequent conferences were held with local coordinators in the three pilot centers, with the local merit study committees in Gastonia and in Rowan County, with each of the three superintendents, and with Superintendent Charles Carroll, Assistant Superintendent J. E. Miller, and Director Joseph Johnston.

January 7, 1965

The State Board of Education tentatively approved the report as presented by Dr. Joseph Johnston, director of the experiment, and Dr. Vester M. Mulholland, director of Educational Research. Board members received duplicated copies of major findings, conclusions, and recommendations to the 1965 General Assembly for careful study prior to its next official meeting.

February 4, 1965

The State Board of Education officially approved the accompanying report and authorized its publication.



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Chronology of Significant Events Relative to the
North Carolina Teacher Merit Pay Study

PART ONE

is a summary of the North Carolina Teacher Merit Pay Study which was carried on in three experimental centers: Gastonia, Martin County, and Rowan County. Pertinent statistics relative to certification of teachers, teaching experience, race, and sex are presented for each pilot center and as composite figures for all teachers in each administrative unit, for those who volunteered for classroom observation and subsequent evaluation in terms of merit increments, and for those who were awarded the \$500 additional compensation for superior service.

Much of Part One deals with the considered opinions and attitudes of the three superintendents involved in this project, as well as the opinions of 1,121 teachers, principals, and supervisors, 96 of whom served on the three local merit study committees, which were responsible for the cooperative planning and execution of each local experiment.

Prior to the composite summary, Part One deals with: "A Historical Overview of the Concept of Merit Pay for Teachers," "Policy Positions of Representative Educational Organizations Relative to Merit Pay," "Strengths and Weaknesses of Merit Pay As Viewed by Representative Writers," and "North Carolina's Early Interest in Teacher Merit Pay." Similarly, the authorization of the State project by the 1961 General Assembly is discussed in this section as well as the organization of the experimental program at the State level and at the local level.

Part One concludes with a chapter on "A Composite of Major Observations and Conclusions" plus a section on "Major Findings and Recommendations." Useful appendices are also found in this section.

PART TWO

includes a detailed account of each of the three experimental studies. In these descriptions of the separate experiments, emphasis is placed on the cooperative development of philosophy, objectives, criteria for classroom observation, and operational policies and procedures. In addition to pertinent statistical data for each local study, Part Two also includes the attitudes and opinions of each superintendent in these centers as well as those of teachers, principals, and supervisors. Conclusions in terms of lessons learned are presented as part of each account, and recommendations for using the learnings derived from these studies are also given.

Substudies which were carried on in each pilot center are briefly described in Part Two also. Pertinent appendices accompany each descriptive account.

PART ONE

A Summary of the North Carolina Teacher Merit Pay Study

Part One

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Historical Overview of the Concept of Merit Pay For Teachers

Salary determination for teachers has experienced three evolutionary stages in American education: individual negotiation, position-type schedules, and single-salary schedules. Even so, the concept of quality-of-service recognition has had its devotees throughout the years. In the early 1900's teachers negotiated their salaries with the superintendent of schools and/or the board of education, a practice consistent with prevailing salary administration procedures in a number of other fields, such as business and industry. The spoils system was common in the civil service personnel field; and the practice of individual negotiation of salaries, when viewed in an economic, social, and professional context, is not unreasonable.¹

The position-type salary schedule gradually supplanted the practice of individual negotiation. This approach to determining salaries, that of signing a certain pay scale to each teaching assignment, prevailed until the 1930's and 1940's. During these years, the single-salary schedule, the preparation-experience schedule, which was introduced in the twenties, began to be used. Such a wide scale that by 1951 the National Education Association reported that 96 to 98 per cent of all school systems in communities having a population of 2,500 to 500,000 had adopted a single-salary schedule.²

The transition to the single-salary schedule, based on training and experience which provides no distinctions as to types of teaching position, race, or sex, was regarded as a marked advance in the administration of teachers' salaries. Positive features of such a system, according to educators, include the following:

- It is fundamentally sound, since education and knowledge are intimately related to teaching skills; and since experience, up to a certain point, should improve teaching performance.
- It is objective in nature.
- It is free from personal and political pressures.
- It has the general approval and support of school personnel.

Weaknesses of such a system, according to educators, include the following:

- It does not recognize individual differences of teachers within comparable levels of training and experience.
- There is wide variation in the quality of training.
- There is wide variation in the quality of experience.
- The system is too restricted, since factors other than training and experience are not considered.
- The system does not give sufficient encouragement to professional growth and improvement while in service.³

Designed to prevent abuses of personnel and to facilitate instruction, the single-salary schedule, it is generally felt, was a genuine improvement over other approaches to salary determination when it was conceived, developed, and so widely adopted.

Though these two approaches to salary administration have dominated the American educational scene, paying teachers according to the quality of their work and the value the community places upon their services is one of the oldest of all practices for determining teachers' salaries.⁴ In the early stages of American educational history, when the curriculum was limited to the three R's, when pupils learned chiefly by memorization, and when schools were the only avowed educational agency in the community, the results of a teacher's efforts were easily identified.

In the 1960 *Report of the Commission for the Study of Teacher Merit Pay and Implementation of a Revised Public School Curriculum*, the following paragraphs relative to the history of merit rating are illuminating:

During the early days of education in the United States evaluation of teachers was conducted by the town selectmen or some other governmental body. Seated at the front of the schoolroom, the members watched the lessons, examined the copybooks, and sometimes asked questions of the class to determine its progress. Probably teachers had a good idea as to the sort of questions that would be asked and drilled the youngsters accordingly. Undoubtedly the ideas of the selectmen in regard to the efficiency of the teacher were largely

fixed before the visit was made because communities were small and there was ample opportunity to judge by firsthand observation how things were going at school. With a very narrow curriculum and somewhat fixed ideas as to how teaching should be conducted, evaluation was not too difficult a process.

A later development seems to have been for the selectmen or school committees to visit the school or schools but to have the examination conducted by the teacher. This plan permitted the teacher to keep the examination on safe ground. Children were drilled on the answers to certain questions until they could parrot back the answers quickly and accurately.

By the latter part of the nineteenth century, communities had become too large, curricula too expanded, and teaching methods too complex for laymen to feel competent to evaluate the work of the teacher. Professional school administrators, who had become common to most school districts, inherited the task of rating teachers.⁵

As a significant issue in American education, the concept of merit pay attracted considerable attention around the turn of the century. In 1898, in St. Paul, Minnesota, teachers voiced strong opposition to the idea of merit pay, even though the press, the Chamber of Commerce, and civic organizations were unsympathetic with their point of view.⁶ One of the earliest recorded systems of merit rating of teachers was that initiated in Newton, Massachusetts, by Superintendent Frank E. Spaulding in 1904.⁷ In 1906, Baltimore adopted an involved teacher promotion plan; and in 1913 Superintendent William Davidson of Washington, D. C., signalled the beginning of the scientific approach to merit pay in a number of his official pronouncements.⁸ By 1918, according to the National Education Association, 48 percent of the 309 city school systems studied, were using merit for granting increases in connection with their salary schedules.⁹

It was during the 1920's that interest in merit pay plans reached unprecedented heights. This decade, it should be remembered, was marked by great faith in the notion that practically everything can be measured scientifically. A study made by The Ohio State University in 1922 indicated that 99 percent of the cities in the United States with population over 25,000 had a system of teacher rating in operation.¹⁰ Such systems of teacher rating were used not only as a basis for determining salary schedules, but also as a basis for supervising teachers, and as a basis for dismissing unacceptable teachers.¹¹ One of the most elaborate of all the early merit plans began in Gary, Indiana, in 1921.¹² By 1928, St. Paul and Minneapolis had merit rating salary schedules. Other cities using merit rating in the 1920's

included Detroit, Kansas City, St. Louis, Milwaukee, Philadelphia, and Pittsburg.¹³

Harris also reports in the 1960 *Report of the Commission for the Study of Teacher Merit Pay and Implementation of a Revised Public School Curriculum* that:

Most of the efforts to rate teachers by means of pupil progress came in the 1920's as a corollary to the testing movement. At that time many educators believed that they could accurately judge pupil progress by means of standardized tests covering such subjects as reading, arithmetic, spelling, grammar, and history. These were given at the beginning of the year to measure status before instruction. At the end of the year similar tests were given. The difference in the results indicated the gains. Some administrators assumed that teaching was responsible for whatever gains were made. If this assumption were correct, then the efficiency of the teacher could be judged by standardized tests. Completely disregarded were the natural abilities to learn, the effects of incidental learning and the growth that had taken place in some of the intangibles such as social adjustment, character, and personality.¹⁴

In this early period, teachers were usually rated on the basis of teacher-traits through the use of various types of rating scales, which included lists of personal and pedagogical attributes possessed by successful teachers. Barr, in analyzing 209 of these rating scales, concluded that ten categories could include all the attributes that were being used in this approach to rating: instruction, classroom management, professional attitude, choice of subject matter, health, cooperation, personal habits, discipline, personal appearance, and appearance of room.¹⁵

Beginning early in the thirties and continuing into the forties a majority of the merit pay programs were abandoned for one reason or another, usually for one of the following reasons:

- economic conditions of the early thirties
- failure of merit programs to accomplish their avowed purposes
- difficulty of judging the exact amount of pupil improvement attributable to any one teacher in view of the rapidly expanding curriculum
- recognition of the development of many good methods of teaching
- awareness that the school is only one of many educational influences in the community

By 1940 approximately every good-sized school district had instituted a single-salary plan for all teachers, based on training and experience.

Between 1950-55 interest in merit rating was renewed; and since then this controversial concept has been widely debated and has been implemented in a number of places, experimentally

or otherwise. Among the many plans which provide for additional compensation for superior service, the following, some of which have been abandoned, have attracted national attention:

Arlington County Public Schools, Arlington, Virginia
 Canton Public Schools, Collinsville, Connecticut
 Evanston Public Schools, Evanston, Illinois
 Florida Education Association (67 County districts), Tallahassee, Florida
 Glencoe Public Schools, Glencoe, Illinois
 Grosse Point Public Schools, Grosse Point, Michigan
 Highland Park Public Schools, Highland Park, Illinois
 Ithaca Public Schools, Ithaca, New York
 Ladue Public Schools, Ladue, Missouri
 Newton Public Schools, Newtonville, Massachusetts
 Salem Public Schools, Salem, Oregon
 San Diego City Schools, San Diego, California
 Sarasota Public Schools, Sarasota, Florida
 Scarsdale Public Schools, Scarsdale, New York
 Summit Public Schools, Summit, New Jersey
 Weber County School District, Ogden, Utah
 West Hartford Public Schools, West Hartford, Connecticut

In the latest publication of the National Education Association relative to salary schedules for classroom teachers, figures indicate that reporting school systems with enrollments of 1,200 or more provide additional compensation for superior service in smaller and smaller percentages as school systems become larger. No school system, for example, of 100,000 or more, currently provides additional compensation for superior service; and only 2.1 percent of schools systems with populations of 50,000—99,999 currently have additional compensation for superior service. On the other hand, 21.5 percent of school systems whose populations range between 1,200 and 2,999 reported that they provide additional compensation for superior service; and in the 3,000 to 5,999 bracket, 18.9 percent of reporting schools indicated policies providing for additional compensation.¹⁶ These figures can be misleading, however, unless the percentages are examined carefully in terms of the provisions under which additional compensation for superior service may be given. NEA statistics for the school year 1964-65 indicate percentages of reporting school systems which provide additional compensation for superior service according to "stated dollar amounts," "by acceleration but not to exceed regular maximum," and "by board action." In each of the two latter types of situations the uncertainty of merit increments is more than apparent.

Table I—NEA

Percent of 1964-65 Salary Schedules for Classroom Teachers Which Provide Additional Compensation for Superior Service, Reporting Systems With Enrollment Of 1,200 or More

Enrollment Strata	Number of Systems Reporting	By Stated Dollar Amounts	By Acceleration But Not to Exceed Regular Maximum	By Board Action
100,000 or more	21	0	0	0
50,000-99,999	48	0	0	2.1
25,000-49,999	72	1.4	0	5.5
12,000-24,999	266	3.0	0.4	3.4
6,000-11,999	656	2.7	0.6	7.8
3,000- 5,999	970	5.4	2.5	8.5
1,200- 2,999	228	3.5	1.8	15.4

The NEA has estimated that 216 school systems of 5,767 reporting, or 3.7 percent of the total for 1964-65, have within their salary schedule some stated dollar provision for recognizing superior service beyond the ordinary maximum of the salary schedule.

In another recent survey, *Evaluation of Classroom Teaching*, conducted by the National Education Association among superintendents, principals, and teachers "the most frequent response for all three groups was that evaluation stimulated efforts to improve instruction." Another major outcome of planned programs of evaluation, according to respondents, "was the development of good rapport between teachers and administrative staff—there was more understanding of what each needed." Good evaluation procedures, it is claimed, can uncover much outstanding teaching that might not be noticed without such a program. This tends to raise the morale of the teaching staff. "Other desirable outcomes noted were better administrative planning and the use of evaluation to rid the school system of really incompetent teachers."

The survey also indicates that administrators and teachers recognize certain weaknesses in programs of evaluation: Too often evaluation is not accurate; and too often the administrative staff is too busy to do an effective job in evaluating. Principals over and over expressed the opinion that "lack of time prevented them from making sound evaluations of every teacher. Some also commented on lack of communication. . ."

The survey shows that good evaluation programs can be carried on in the public schools, but that to be effective they must be given a high priority on the list of the administrators' duties. This applies to the central-office staff no less than to the principal. Time must be allowed to plan a good program and set up realistic criteria. After this, more time must be allowed

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to train the evaluators and to explain to each member of the professional staff just what his part in evaluation is. Furthermore, there must be a continuing program of interpretation as new teachers and new administrators are added to the staff. Finally, there is the enor-

mous amount of time that a good evaluation program takes to administer. Yet those persons working under such a program seem to agree that it is worth the effort because of the improvements brought about in teaching.¹⁸

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Policy Positions of Representative Educational Organizations Relative To Merit Pay

In recent years the keen interest in incentive or superior performance pay for teachers has resulted in numerous articles, discussions, and debates relative to this highly controversial and sensitive topic. Potential strengths and values of merit pay, along with potential weaknesses and hazards, have been assessed by school systems, professional organizations, and theorists. Professional literature abounds in analyses of the general concept of merit recognition for teachers along with appraisals of efforts to implement merit pay in a number of administrative units throughout the Nation. Much of the professional writing on this topic from 1940 to the present must be characterized as conjecture and opinion. Although a considerable amount of the opinion being published is in opposition to merit rating, the values as well as the disadvantages of such rating are being more sharply defined and examined than ever before. Agreement is practically unanimous throughout the literature on this subject that there exists a genuine need for discovering more effective means of evaluating the performance of the classroom teacher.

National Education Association

Professional organizations representing teachers, administrators, and supervisors have opposed or looked with skepticism upon plans of incentive or superior performance pay for teachers. The National Education Association, for example, in a carefully worded resolution has expressed continued opposition to evaluation and subjective ratings. Resolution Number 11, readopted at the 1964 representative assembly states, relative to "evaluations and subjective ratings":

The National Education Association believes that it is a major responsibility of the teaching profession, as of other professions, to evaluate the quality of its services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all professional personnel, including identification of (1) factors that determine professional competence; (2)

factors that determine the effectiveness of competent professionals; (3) methods of evaluating effective professional service; and (4) methods of recognizing effective professional service through self-realization, personal status, and salary.

The Association further believes that use of subjective methods of evaluating professional performance for the purpose of setting salaries has a deleterious effect on the educational process. Plans which require such subjective judgments (commonly known as merit ratings) should be avoided. American education can be better served by continued progress in developing better means of objective evaluation.¹

American Federation of Teachers

For more than 30 years the American Federation of Teachers has expressed vigorous opposition to merit ratings. In a resolution adopted at the convention of 1958 and since then unchanged, the AFT declared:

Whereas, there is a growing tendency on the part of school boards to include "merit rating" factors in determining a teacher's salary, and whereas rating plans are, of necessity, based on subjective judgment into which personalities and pressures are certain to enter, and whereas "merit rating" weakens teacher tenure, threatens academic freedom, and places the teacher in the impotent position of bargaining individually with administration, and whereas "merit rating" plans create a false salary maximum which few teachers will ever attain, and whereas "merit rating" has failed to measure and improve the quality of instruction in the classroom, and whereas "merit rating" has greatly damaged the morale of teaching personnel, and whereas "merit rating" adversely affects the professional relationship between teachers and administrators, be it resolved that the AFT oppose the use of "merit rating" in all salary schedules; and be it further resolved that the AFT support the principle of a single salary schedule based on training and experience; and be it finally resolved that the AFT vigorously condemn all plans which base teachers' salaries on "merit rating."²

American Association of School Administrators, NEA

The official policy of the American Association of School Administrators, adopted in 1958, has

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remained the same since then. The policy states: The Association believes that teachers should be paid what they are worth. The science of teacher evaluation, however, has not yet developed a sufficiently valid instrument or procedures which justifies general adoption of salary schedules based on individual merit ratings. The Association strongly urges accelerated systematic experimentation in teacher evaluation to the end that professional pay can be attached to professional rating of merit.

The Association cautions those in the profession who adamantly oppose such experiments lest they place the supposed interests of the profession above those of the public. We also caution those lay groups who use a concept of merit pay as subterfuge by which they oppose paying any teacher what he is worth.³

Nevertheless, a number of superintendents of the AASA, members of the New York State Council of City and Village School Superintendents, in 1960 endorsed merit pay for teachers, and declared that superintendents cannot avoid the issue if the public wants it.⁴

Department of Elementary School Principals, NEA

In 1957 the Department of Elementary School Principals adopted a resolution concerning merit rating, which since then has remained unchanged. The statement follows:

Merit Rating—The Department of Elementary School Principals, NEA, believes that evaluation for the improvement of teaching is an obligation of school personnel and requires professional preparation and competence. Evaluation is necessary in selective recruitment, appointment to teaching positions, determination of tenure, and the continued development of professional skills. There is at this time, however, insufficient evidence that merit rating of teachers for determination of salaries will contribute significantly to the development of a competent staff. Therefore, the Department cannot recommend its use until better methods of rating are developed.

We strongly urge continued research and experimentation to develop effective uses of evaluation for the improvement of professional competence. We further recommend that principals and their staffs continue to work cooperatively in their efforts to evaluate and to improve the instructional program.⁵

Department of Classroom Teachers, NEA

In its 1963-64 platform the Department of Classroom Teachers of the NEA adopted two statements pertaining to evaluation and merit rating. One is entitled "Evaluation and Rating"; the other, "Teacher Evaluation and Merit Rating." These statements follow:

Evaluation and Rating—The Department believes that any evaluation of teaching should be based upon

all educational factors including types of community, building facilities, administrative practices, and classroom procedures, and that evaluation of teaching should be used as a constructive measure during the probationary period. The Department further believes that no just system of rating teachers and administrators for the purpose of salary scheduling has yet been found, and that this practice tends to destroy the friendly relationship which should exist between teachers and administrators.

Teacher Evaluation and Merit Rating—The Department maintains that evaluation of teaching for the improvement of instruction is a major responsibility of the teaching profession. It regards the improvement of instruction as the major purpose of evaluation of teacher competence and holds that such evaluation will be effective only when done as a cooperative endeavor by all concerned. The Department believes that evaluation should be based primarily upon performance of the teaching task in relation to the specified teaching situation in which the task is performed. It maintains that evaluation must be continuous and must be based upon all educational factors including type of community, building facilities, and administrative practices as well as classroom procedures.

The Department recognizes that a great need exists for developing an understanding of evaluation and its many ramifications. It therefore recommends that a staff member of the National Education Association who is an expert in the field of evaluation be assigned responsibility for the coordination, guidance and direction of activities in the area of evaluation.

The Department maintains that experience shows that relating evaluation to salaries, commonly called merit rating, destroys professional relationships and morale; creates strife and discord among teachers; impedes the cooperative improvement of education by teachers, supervisors, and administrators; and leads to deterioration in the quality of education of children. The Department, while supporting all efforts to improve evaluation, vigorously opposes merit rating as a basis for determining salaries.

The Department feels that a need exists for teachers, administrators, and school boards to find a common understanding of the critical issues of evaluation and merit rating. It expresses satisfaction with its cooperative study with the American Association of School Administrators and the National School Boards Association and directs its officers to continue the present working relationship to achieve a joint statement on evaluation.⁶

The North Carolina Education Association

Over the years, the North Carolina Education Association has committed itself to a policy of encouraging all legitimate, well-conceived efforts toward the improvement of instruction. Though the NCEA has never endorsed merit rating as a satisfactory approach to improving instruction, neither has it assumed indifference toward con-

tinued exploration of its possibilities. Instead, by keeping an open mind and by encouraging experimentation and research at all levels in worthwhile efforts to improve teaching, the NCEA has assumed its service to teachers would be of more value than by issuing dogmatic proclamations on controversial, educational topics. From its platform the following overall statement makes clear this policy:

The Association believes that one of its major responsibilities lies in improving the quality of instruction provided for the children in the public school. To that end, it will support in the Local Unit, on the State Level, and at the National Level all forward-looking efforts to improve the education of teachers and the standards of the teaching profession.

Specifically, on March 4, 1961, the Board of Directors of the NCEA adopted the following policy statement on rating and testing:

The members of the North Carolina Education Association wish to affirm their confidence and faith in the education provided the young people of our State. We wish, however, to state our belief that it is incumbent upon the teaching profession, as with all professions, to evaluate the quality of its services.

Quality education can be enhanced through the judicious use of tests and other objective devices applied at the proper time in the training of teaching candidates and as a condition of entrance into the profession. Further experimentation is required to improve present testing materials and to devise new and better evaluative techniques. We accept the challenge and pledge our know-how and resources to the development of better means of evaluation.

We believe that the use of subjective methods of evaluating teaching performance for the purpose of setting salaries has a deleterious effect on the educational process because of its effect on teacher

morale. Plans requiring such subjective judgments should be avoided.

The members of the North Carolina Education Association further believe that an improved quality of teaching can best be achieved by the setting of proper standards for entrance into the profession, by the development of more uniform programs of teacher-preparation, and by the establishment of adequate programs of in-service training and supervision.

The teacher-training institutions should continue their efforts to find a common basis for screening candidates for teaching. They should continue to work cooperatively with professional services committees from the organized profession in efforts to establish a basic core program for the education of teachers. They should continue efforts to find a common ground for evaluation of both the effectiveness of the training program and the competencies of individual candidates for teaching. Improved quality in education can only result from a program in which quality candidates train in a quality situation.

We further believe that an adequate salary schedule will encourage a sufficient number of able students to seek entrance into the profession and to remain.

School systems should be encouraged to maintain and strengthen the quality of the present educational efforts through improved methods and approaches to in-service training and supervision.

The maintenance and improvement of excellence in teaching, upon which rests quality in education, is a many-sided problem requiring attack on many fronts. We believe that the implementation of the above-stated policies will result in the quality educational effort so earnestly sought by our citizens.

The North Carolina Teachers Association

The North Carolina Teachers Association at no time has taken official action by way of resolution or policy statement relative to merit pay for teachers.

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Strengths and Weaknesses of Merit Rating As Viewed By Representative Writers

Strengths and Values of Merit Rating

Potential strengths and values of merit rating, as frequently analyzed in recent literature, include the following:

- The concept of merit pay for teachers is not only sound but logical.
- Teachers should be paid what they are worth; merit pay programs provide greater rewards for greater service. There is no greater inequality in the area of education than that of the equal treatment of unequals. Present pay scales, for the most part, perpetuate inequality: Without provisions for performance recognition the teaching profession continually risks the loss of highly competent, well-motivated people and at the same time fails to encourage first-rate performance standards. Merit pay means better pay for more teachers.
- Superior teachers can be identified and effective teaching can be measured, even though subjectivity cannot be eliminated in the evaluation process.
- Planning and executing a merit rating program provides opportunities for unifying teachers as, democratically and cooperatively, goals are set, criteria for superior teaching are developed, and as evaluations of the program are undertaken. Such highly professional activities tend to focus attention on important values in teaching, tend to raise the sights of teachers, and tend to clarify purposes and objectives. Such experiences afford teachers an excellent quality of in-service training.
- Merit pay programs make provisions for formalizing and bringing consistency to the task of appraising teachers, a task which, for many years, has been accepted as the responsibility of every school administrative unit. Teachers are already rated by students, supervisors, principals, parents, and fellow teachers. There is no reason why they should oppose or fear rating nor any sound reason why they should not be rated for merit increments.
- Merit-rating programs demand outstanding administrative and supervisory personnel. Competent principals and supervisors can make teacher ratings with relatively few inequalities.
- Merit rating schemes provide for added incentive and guidance in efforts to improve the quality of instruction. A good teacher gets satisfaction in knowing that he will be recognized and rewarded financially for doing a superior job. Merit pay programs give teachers a goal for which to strive and tend to help them do their best. As a result, the general level of education throughout the schools is raised.
- Rating, interpreted as evaluation, has possibilities of improving teacher-principal and teacher-supervisor relationships.
- Teachers more nearly approach their capacity as intelligent, creative, dedicated individuals when they are made to feel that they are being adequately rewarded. Present approaches to determining teacher salaries encourage, for the most part, mediocrity in teaching and give security to the "barely satisfactory" and "poor" teachers without challenging the potentially "average," "above average," or "superior" teachers.
- The public is interested in receiving dividends for money spent. It is willing, for example, to pay professional salaries to superior teachers; on the other hand, it is unwilling to pay incompetent teachers the same salaries as superior teachers. Merit-salary programs, with emphasis on remuneration according to worth, will help the

public become more willing to support higher salaries. Salary tied to service almost always wins public acceptance.

- The total fabric of American life is one of healthy competitive endeavor, with the higher rewards going to those who excel. Industry, in many instances, has used merit incentive with good results. Why can education not bring this same businesslike approach to the administration of teacher salaries?
- Merit rating programs will tend to draw and hold superior teachers in the profession, since by nature such programs place a premium on intelligence, effort, opportunity for advancement, pride in one's work and in one's profession. As a career, classroom teaching assumes added attractiveness when provisions are available for recognizing ability, quality performance, effort, and efficiency.
- Merit rating programs have experienced varying degrees of success in recent years. Cannot educators learn from the successes and partial successes of other programs as they seek to find more equitable ways of paying teachers what they are worth?¹

Weaknesses and Hazards of Merit Rating

Potential weaknesses and hazards of merit rating, as emphasized in recent literature include the following:

- Merit rating ultimately depends on subjective judgments. No valid or reliable instrument has yet been developed for measuring teacher effectiveness or the total growth of students, which involves acceptance of responsibility, growth in values, ability to think, development of understanding, the instilling of proper attitudes and moral standards, understanding of self, and other intangibles.
- Teaching is an art as well as a science and is too complex to be evaluated objectively. Thus far, it has been impossible to measure teacher competence accurately because of the human qualities in evaluators. Excellence in teaching resists measurement.
- It is more important that the general level of teaching be raised than that a few teachers be rewarded financially. Development of

professional standards, emphasis on in-service programs of improvement, more effective approaches to recruitment, and emphasis on improved salary schedules would result in better instruction than adoption of a merit-pay program.

- Merit rating is not a substitute for adequate facilities, good working conditions, decent salaries for all teachers, faculty team work, and effective supervisory services. When teaching conditions are excellent, when teachers are well selected, and when an effective in-service program is in operation, merit rating is superfluous.
- Merit-rating plans tend to create problems in teacher relationships or morale—problems related to jealousy, fear, favoritism, tension, undesirable competition, and insecurity. Merit programs tend to develop divisive and competitive attitudes rather than cooperative attitudes among teachers; for this reason, such programs are psychologically disintegrative.
- Psychologically, merit rating tends to create undesirable relationships between teachers and their evaluators. The rating of one person by another tends to create a superior-inferior relationship, a situation which is destructive to good teaching morale. Equal treatment is better than arbitrary treatment.
- Programs of merit rating tend to discourage creativity in teaching. Instead, a premium is placed on conformity and rigid adherence to stereotyped criteria. Conformity, it is felt, is the enemy of academic freedom.
- Merit rating is generally condemned by teachers as individuals and by their professional organizations throughout the Nation. Conceived and practiced for the most part by nonteaching groups, merit-rating plans are felt by teachers in general to be imposed and consequently of no benefit in improving education.
- Emphasis on rating precludes effective supervisory assistance on the part of evaluators, who, according to teachers, should help them in improving instruction. The specter of rating tied to salary disturbs the friendly and frank relations which should exist between teachers and their professional cohorts.

- Merit rating places teachers in a competitive position for salary increments, whereas, education should be regarded as cooperative process rather than a competitive one. Cooperative activities are often sacrificed by teachers competing for favorable ratings. This often results in ostentatious teaching rather than professional teaching. In turn, the student is likely to be exploited. Apple-polishing and merit rating go hand in hand.
- Wage-incentive plans in industry are highly controversial and many major industries do not use them. In fact, industry's success with merit incentives, for the most part, has been in terms of quantity not quality. Teachers do not produce a product which lends itself to accurate measurement. Industry, except in saleswork, has largely given up merit incentives and is adopting in-service training and placing emphasis on better working conditions to get better production.
- Merit rating has questionable incentive value for professional teachers. Under a rating system, teachers constantly live in an atmosphere of limitation. Fear and insecurity tend to result in servility and submissiveness.
- The best guarantee of improving the quality of teaching is to be found in developing a professional climate in which continued growth in creativity and cooperativeness among teachers is guaranteed.
- Merit programs too frequently presuppose that all improvement comes through changes made in teachers.
- The time required on the part of principals and supervisors for making ratings is not warranted in terms of results.
- Programs of merit rating demand larger administrative, supervisory, and clerical staffs.
- Young teachers are often denied the privilege of being rated for merit increments, thereby discouraging potential teacher candidates from entering the profession.
- Budget-making becomes considerably more complicated in situations in which merit rating prevails.
- In an administrative unit in which a system of rating prevails, parents will resent their children being taught by any other than teachers who are rated superior.
- Merit-rating programs force teachers to work longer and under greater strain than is otherwise the case; already their hours are long enough and the strains too great.
- Over a period of time, practically all programs of merit pay have proved unsuccessful. Almost all communities, within a relatively short time, abandon merit-salary plans. More research is necessary and greater success must be observed before merit rating, in practice, can be accepted.
- Merit rating will neither hold competent teachers nor attract prospective teachers. A sound, satisfactory salary schedule will interest competent, capable young men and women in choosing teaching as a lifetime career; while at the same time such a schedule will permit experienced teachers to perform their services in an atmosphere of dignity and personal satisfaction.
- Merit rating is punitive philosophically not only because it penalizes a majority while "rewarding" a minority, but also because it is retributational.
- Merit rating is oppressive politically, because the persons who are directly affected by it are not the ones who originate it, put it into operation, and administer it.²

References

¹ See Appendix S-III, "Selected References"

² See Appendix S-III, "Selected References"

North Carolina's Early Interest in Teacher Merit Pay

In recent years three separate legislative bills have been passed authorizing studies and investigations to determine the feasibility as well as the possibility of instituting a program of merit rating of teachers for salary purposes, based upon the specific abilities of individual teachers.

Commission on Merit Rating of Teachers, 1945

The first of these three studies was authorized March 13, 1945, when the General Assembly approved a joint resolution (No. 22) providing for the appointment of a commission to study and report upon the payment of teachers, based upon the ability of the individual teacher.¹ The Commission on merit rating of teachers was composed of the following seven individuals:

John W. Umstead, Jr., Chairman, Chapel Hill, North Carolina
Insurance executive and member of the House of Representatives

James E. Hillman, Secretary, Raleigh, North Carolina
Director, Division of Professional Services
State Department of Public Instruction

Mrs. Inez B. Hinnant, Wilmington, North Carolina
Classroom teacher, New Hanover County

Carl W. McCartha, Greensboro, North Carolina
Assistant head, Department of Education
Woman's College of the University of North Carolina

A. M. Proctor, Durham, North Carolina
Professor of Education, Department of Education
Duke University

Junius H. Rose, Greenville, North Carolina
Superintendent of Greenville City Schools and Director
of Training Schools, East Carolina Teachers College

J. Carlyle Rutledge, Kannapolis, North Carolina
Lawyer and member of the House of Representatives²

Members of the Commission were to serve without compensation and were to report their findings to the 1947 General Assembly.

The Commission prosecuted its study through use of the following procedures:

- an examination and study of all known and available literature related to this topic
- a study of present practices in merit rating
- utilization of the services of experts or of specialists such as Dr. A. S. Barr of the faculty of the University of Wisconsin; Dr. W. A. McCall of the faculty of Teachers College, Columbia University; and members of the staff of the State Department of Public Instruction
- the holding of meetings and conferences with appropriate committees from the white and Negro teacher associations of North Carolina
- discussion by members of the Commission with organized school groups, such as county and district meetings of the North Carolina Education Association, Schoolmasters Clubs, Kappa Delta Pi and Delta Kappa Gamma groups, the North Carolina Association of College Teachers of Education, and others
- frequent meetings of the Commission itself³

Deliberations and findings of the Commission were reported in a bulletin printed by the Department of Public Instruction, *Report of the Commission on Merit Rating of Teachers*, from which the above information was taken, and which was done in six parts:

- Organization and Procedures of the Commission
- Basic Definitions and Guiding Principles
- The Evaluation of Teachers in Relation to Salary Schedules
- The Commission's Recommendations
- The Improvement of Instruction, A Major Need
- Factors Conditioning the Effectiveness of Instruction

The Commission reported that after an extensive survey of current practices both as to procedures in merit ratings of teachers and the application of such ratings to salary schedules that it had been unable to find an instrument for measuring teaching efficiency which can be accepted as valid for determining salaries. The Commission expressed belief that such a device might be constructed, but that "the means nor the time to construct such an instrument" were available during its period of study. The Com-

mission, therefore, recommended that an experimental program, scientifically devised and carefully controlled, be instituted as a means of determining whether fundamental changes were needed relative to the current basis of rating teachers for salary purposes.⁴ The report stated further, at this point:

It is hoped that growing out of the experimentation there might be developed a system of merit rating which would be reflected in the salary schedule and which would recognize the principle of individual differences in teachers and in their ability to teach.

*State Education Commission, 1947,
and the McCall Study*

Upon recommendation of the Governor, the 1947 General Assembly accepted the recommendations of the Commission on Merit Rating of Teachers, its Advisory Committee of 34 members, and its three consultants, appropriated funds (later supplemented by a private grant from the Knapp Foundation) to finance the research, and authorized the Governor to appoint the State Education Commission to supervise the proposed study.⁶ The Commission was appointed with the following officers:

R. Grady Rankin, Chairman
Jule B. Warren, Vice-Chairman
Mrs. R. S. Ferguson, Secretary
W. H. Plemmons, Executive Secretary

Other members were:

W. Dudley Bagley	Charles F. Carroll
Arthur E. Brown	Bertha Cooper
C. S. Bunn	James J. Harris, Jr.
Carlyle Campbell	Clarence Heer
M. C. Campbell	Brandon P. Hodges
	H. W. Kendall
	Edwin Pate
	J. C. Scarborough
	Richard G. Stockton
	John W. Umstead ⁷

Four public school systems—Asheville, Guilford County, High Point, and Greensboro—were invited to participate in the investigation, with 85 sixth grades in these systems being the centers of special effort. Sixty supervisors and college education professors administered the elaborate battery of initial and final tests which were given in all cities and counties of the State. Dr. William A. McCall, professor of education, Columbia University, directed the research for this project, the results of which were published by the State Department of Public Instruction in a brochure, entitled, *Measurement of Teacher Merit*, familiarly known as the McCall Report.

The first year of the study was devoted to developing details of the research plan, securing the agreement of all concerned on these details, and in conducting a pilot study to check on tests and procedures. At the very beginning of the study, Dr. McCall warned the State Education Commission that the pilot study might disclose that the science of education had not yet advanced far enough to permit a satisfactory study of such a complex matter as the merit of a teacher.⁸

The general plan of research, according to McCall, was "to measure comprehensively the growth produced in each class by the teacher of that class, to weight the elements of the growth according to importance, to secure as a single composite figure for all the growths made by each class, to correct this weighted crude growth for the capacity of the class to grow for differences in class size if the latter appeared to influence growth, and then to correlate a large number of measures of the teachers' traits with this purified criterion of each teacher's worth as a teacher."⁹

The critical research was conducted in the Guilford County schools and in two nearby cities, Greensboro and High Point. The teachers used as subjects in the research were all sixth-grade teachers. Tests were given students to register both progress and retrogression. All initial measures were made during a single week in late September and the final measures were secured in a single week during the following mid-May. These tests dealt with abilities, attitudes, behaviors, and the like; and were so fundamental that it was not easily possible to teach to the tests without generally educating the whole child.¹⁰

The tests were administered by supervisors of North Carolina schools and professors for the teachers' colleges in the State. Seventy-three teachers and 2,164 students participated in this study.¹¹

The initial tests and the final tests were graded and mean scores of each class were recorded. The purpose was to give the director of the study the amount of growth that the teacher produced in the general mental ability of the class. Deductions which Dr. McCall drew for the study were these:

- The simple, inexpensive rating by superiors lacked sufficient validity to justify its adoption.
- The method of measuring teachers' merit by measur-

ing the growth each teacher produced in his pupils is workable and can be extended to all grades. But the trouble and expense involved make the systematic use of such a method unwise.

- The findings of this study show that a battery of the measures used in this research could be assembled that would be much more valid than the State's existing system of measuring merit by training and experience; but that the expense and complexity of such a battery make its use prohibitive for all teachers.¹²

McCall reported that "a very simple and inexpensive measure was followed which is more valid than the existing system, namely, the rating by the teacher's pupils. But the propriety of having teacher's salaries determined by the opinion of their pupils is so questionable on other grounds that the director does not recommend its general adoption for allocating salaries."¹³

In conclusion, McCall stated:

This research failed to find any system of measuring teacher merit which the writer is willing to recommend be adopted as a basis for paying the salaries of all teachers. This study did establish that the existing system is of little value if salaries should be paid on merit, and the system of merit rating by official superiors which the State was considering for adoption is of no value.¹⁴

Finally, he cited several positive findings, one of which is revealed in the following statement:

Of far greater importance than how teachers should be paid is how we can make teachers better teachers. It is in this area that the research has made its greatest contribution, and in doing so has indicated one promising approach to a salary formula.

The most valuable discoveries of this research are the characteristics which differentiate good teachers from poor teachers. This permits us to paint a partial picture of the ideal teacher, thereby making possible guidance of the proper young persons into teaching, selection of candidates for training, diagnosis of deficiencies in trainees, revision of the program of teacher training in college and in service, and guidance in developing additional instruments for measuring progress toward the valid goal of all training . . . If all colleges and universities which train teachers in the State will accept the responsibility for making their curricula functional and their marks and measures valid and will conduct additional research to this end, then the writer recommends, pending the discovery of a satisfactory formula, that the salaries of young teachers coming into service be based solely on training. Thereafter, experience may be dropped from the salary formula, since those with the most experience, if they are professionally alert, will have the most training—and training that makes them better teachers. The valid cumulative record for each teacher will show how far that teacher has progressed toward the ideal teacher and thus will ultimately provide a valid basis for paying salaries according to merit.¹⁵

McCall also recommended that pupils be given an opportunity at the end of each school year to give a confidential rating of their teachers, since research in this particular study indicated that a substantial gain in teacher efficiency could be secured by this simple device.¹⁶

Establishment of the Commission for the Study Of Teacher Merit Pay and Implementation Of a Revised Public School Curriculum, 1959

Legislative interest in the merit rating of teachers was again in evidence in 1959, when the General Assembly adopted Resolution 80, "providing for the appointment of a commission to report upon the pay of public school teachers based upon the ability of the individual teacher . . ." The Commission for the Study of Teacher Merit Pay and Implementation of a Revised Public School Curriculum was established through this Resolution, which was ratified June 20, 1959.

Section 1 of this Resolution provided for a commission "to consist of not more than seventeen members including the Superintendent of Public Instruction, the Chairman of the North Carolina Board of Education, five members representing the North Carolina General Assembly, five members representing the school profession, and five members representing the public . . ."

Membership of Commission

In August 1959, Governor Luther H. Hodges appointed the 17-member Commission, with Charles F. Carroll, State Superintendent of Public Instruction, and Dallas Herring, Chairman of the State Board of Education, as ex-officio members. Members of the Commission included the following:

Representing the Legislature

Representative W. C. Harris, Jr., Raleigh, Chairman
 Representative Frank W. Patterson, Jr., Albemarle
 Representative Edward H. Wilson, Blanche
 Senator Elbert S. Peel, Jr., Williamston
 Senator Garland S. Garriss, Troy

Representing the School Profession

Mrs. Hazel Cartright, Chapel Hill
 Demint F. Walker, Edenton, N. C.
 C. Reid Ross, Fayetteville
 G. T. Proffit, Lillington
 J. L. Cashwell, Albemarle

Representing the Public

Mrs. Frank Blakeney Meacham, Roanoke Rapids
 Joseph S. Moye, Greenville
 S. Tom Proctor, Fuquay Springs

E. E. Boyer, Statesville
 Prince A. Simmonds, Winston-Salem

In September 1960, the Commission appointed Dr. Cameron West, academic dean of Pfeiffer College, Misenheimer, to serve as a consultant and as executive secretary.

**Highlights of Commission's Report
 To Governor Luther Hodges**

On December 16, 1960, Chairman Harris transmitted his report to Governor Luther Hodges, who, in turn, submitted it to the 1961 General Assembly. In that portion of the report pertaining to teacher merit pay emphasis is placed on the following topics:

- Previous Study of Merit Rating in North Carolina
- History of Merit Rating
- Definition of Merit Rating and Merit Salary Schedule
- Findings
- Conclusions and Recommendations

"All deliberations (of the Commission) were founded upon the belief that no rating merit plan should be attempted nor would it be successful without first establishing a basic salary schedule for beginning and experienced teachers which would attract and retain in sufficient numbers enough quality teachers to assure an adequate supply for any demand the future may bring." Among the findings of the Commission, the following are significant:

- Though merit rating is no substitute for intelligent professional leadership, it is a complementing factor to preservice preparation, in-service training, an atmosphere conducive to learning, and provision of teaching facilities and materials.
- There is much sentiment throughout the country against merit rating, with much of the criticism centering around three major areas of concern: wide differences in definitions of good teaching; the measuring instrument itself; and evaluators and the merit evaluation process.
- There is significant evidence that differences in teaching ability may be identified, though there is no single validated instrument acceptable to the entire teaching profession.
- Measurable achievement change in students is but one possible factor among many in measuring relative teaching ability or success and far from being an acceptable basis in itself.
- Criteria of superior teaching, acceptable to teachers and school patrons, should be cooperatively developed at the local level.
- Evaluators must be highly skilled in the process of evaluation.
- Experience has shown that the morale factor is significant in any overall program of merit pay.

- Evidence suggests that merit rating is not a money saving device nor one which will serve to keep taxes down in itself. If merit is rewarded financially, based upon a fair salary for *all* teachers, then extra funds will be necessary. Otherwise merit rating becomes so only in name and will not survive.
- Merit rating will require additional administrative staff and will demand that the principal return to a supervisory role, which should inevitably lead to better teaching.
- Merit rating in teaching is comparable to merit rating in industry only in a limited number of particulars.
- The Commission found that merit plans have been adopted in a number of school systems since 1946.

**Conclusions and Recommendations in the
 Commission's Report**

Conclusions and recommendations of the Commission's report follow:

CONCLUSIONS AND RECOMMENDATIONS

1. Merit rating should be based on a salary schedule capable of attracting and holding qualified individuals in numbers sufficient to meet the demands for teachers.

It is recommended that a basic salary schedule competitive within the region be established.

2. Merit rating should be accompanied by a vigorous and positive plan to improve the preparation of teachers in both (a) the pre-service level and (b) in-service.

It is recommended that the Board of Higher Education and/or State Board of Education continue efforts to improve the pre-service preparation of teachers; and further, that the State Board of Education set high standards for teacher certification in academic subjects, not overlooking the necessity for adequate pre-service professional training culminating in a strong student teaching experience; and further that the State Board of Education establish a broad program of in-service training for the teachers in the several academic subject fields.

3. The principle of paying teachers according to quality of performance is sound. In addition the factors of preparation and experience should be considered in the over-all salary schedule. As the science of teacher evaluation has not developed a completely acceptable instrument upon which to adopt a general system of merit rating, the Commission feels that systematic experimentation in merit rating should be instituted.

In all of the experimental and permanent plans studied by the Commission the necessity for a plan tailored to the individual system, either local district or state-wide, is plainly seen. The involvement and general agreement of teachers, administrators, and school patrons is inevitable for success. It should also be stated that the Commission believes that not less than four years should be spent in this experimentation; one year in planning and implementation and three years for investigation and validation.

It is recommended that a program be established for the next two bienniums. This experimental program would award merit salary allowances above maxima which are reached through the factors of training and experience. The plan for super-maximum pay should be aimed directly at determining the level of teaching ability and performance for experienced teachers and rewarding those found to be definitely superior.

4. Realizing that the recommended program involves an expenditure of funds, the Commission recommends an appropriation to make possible recommendation Number One and the inservice program part of Number Two. In addition a sum of \$350,000 should be appropriated for an experimental program of superior service recognition in two or more selected school districts of North Carolina along with funds for necessary expenses to administer the study and program for a total of four years. Of this total an amount of \$150,000 would be necessary for 1961-63 and an additional \$200,000 for 1963-65.

The Resolution making possible the study of this topic follows:

RESOLUTION NO. 80—A JOINT RESOLUTION PROVIDING FOR THE APPOINTMENT OF A COMMISSION TO REPORT UPON THE PAY OF PUBLIC SCHOOL TEACHERS BASED UPON THE ABILITY OF THE INDIVIDUAL TEACHER, AND TO STUDY AND REPORT MEANS OF IMPLEMENTING CURRICULUM STUDIES IN THE PUBLIC SCHOOLS

WHEREAS, the present salary schedule for teachers in the public schools of North Carolina does not take into account the individual ability and the value of the services rendered by the individual teacher and the work done by the individual teacher in the public schools of the State; and

WHEREAS, it is desirable to have an incentive for teachers to excel in their profession and encourage the best endeavors of the teacher to improve their teaching capacity; and

WHEREAS, it is in the interest of the public schools of the State that the merit of an individual teacher be recognized and awarded by salaries based upon individual teaching ability in addition to minimum standard salary; and

WHEREAS, intensive curriculum studies are now being made, the findings of which will need implementation in order that the school children of North Carolina may benefit from the findings and receive maximum education; and

WHEREAS, there is widespread disagreement among educators, legislators and taxpayers as to the feasibility and needs of a merit system for teachers, and a change in the public school curriculum, the elimination of which would improve public relations; and

WHEREAS, the rapid increase in school population and demand for additional revenue makes it necessary that we derive the maximum benefit from our teaching effort and financial expenditures; and

WHEREAS, the continuing better education of our youth is a fundamental and continuing necessity for the welfare of our citizens;

Now, therefore, be it resolved by the Senate, the House of Representatives concurring:

Section 1. The Governor is hereby authorized and empowered to appoint a commission to be known as the North Carolina Commission

for the Study of Teacher Merit Pay and Implementation of a Revised Public School Curriculum to consist of not more than seventeen members including the Superintendent of Public Instruction, the Chairman of the North Carolina Board of Education, five members representing the North Carolina General Assembly, five members representing the school profession and five members representing the public, The Governor shall designate one of the members as Chairman.

Section 2. It shall be the duty of the Commission to study any and all problems involved in teacher merit pay, and the implementation of a revised public school curriculum, to the end that our public school system may be strengthened and the public relations improved. The Commission shall fully investigate and report their findings as to the methods by which the compensation of teachers in the public schools of the State may be based upon merit and the individual capacity and ability of the respective teachers, to the end that such capacity and ability may be recognized, and compensation provided therefor in addition to the minimum standard salaries.

Section 3. The Commission shall work with and in consultation with the State Board of Education, or its representatives, in conducting its studies.

Section 4. The Commission shall be authorized to employ an executive secretary and such other assistants as it, from time to time, with the approval of the Governor, finds necessary. The salaries of the executive secretary and all other assistants employed by the Commission shall be fixed by the Commission with the approval of the Governor and shall be paid, together with all other necessary and proper expenses of the Commission, from the Contingency and Emergency Fund.

Section 5. The Commission shall make its report to the Governor of North Carolina on or before December 1, 1960, and the Governor shall transmit said report to the 1961 North Carolina General Assembly. Members of the Commission shall receive the same per diem and travel allowances as the allowed officers and employees of the State while in the performance of their duties, said pay and expenses to be paid from the Contingency and Emergency Fund.

Section 6. This Resolution shall be in full force and effect from and after its adoption.

References

- ¹ *Report of the Commission on Merit Rating of Teachers*, North Carolina Department of Public Instruction, 1946, p 2.
- ² *Ibid.*, p 4.
- ³ *Ibid.*, pp 7-8.
- ⁴ *Ibid.*, p 22.
- ⁵ *Ibid.*
- ⁶ *Measurement of Teacher Merit*, North Carolina Department of Public Instruction, 1952, p 7.
- ⁷ *Ibid.*
- ⁸ *Ibid.*, p 10.
- ⁹ *Ibid.*
- ¹⁰ *Ibid.*, pp 10-12.
- ¹¹ *Ibid.*, p 17.
- ¹² *Ibid.*, pp 36-37.
- ¹³ *Ibid.*, p 37.
- ¹⁴ *Ibid.*
- ¹⁵ *Ibid.*, pp 37-38.
- ¹⁶ *Ibid.*, p 37.

The North Carolina Teacher Merit Pay Study

Authorization by 1961 General Assembly

As a result of the report of the Harris Commission, which recommended "systematic experimentation in merit rating," the 1961 General Assembly passed an act authorizing the State Board of Education to establish an experimental or pilot program of merit pay for teachers under the general supervision of the State Superintendent of Public Instruction. To support the program, the General Assembly appropriated the sum of \$200,000 for the 1961-63 biennium. Of this amount, the sum of \$40,000 was made available to the Department of Public Instruction for each year of the biennium to defray the costs of organizing and administering the program, and the sum of \$120,000 was made available to the State Board of Education to be used during the second year of the project as incentive compensation for recognized merit in teaching. Other significant provisions in this act, which was ratified June 19, 1961, include the following:

- The State Superintendent of Public Instruction shall formulate and prepare reasonable rules and regulations for the administration and development of the experimental or pilot program, such rules and regulations to become effective upon approval by the State Board of Education.
- The first school year (1961-62) shall be devoted to the formulation and development of the plans, regulations, procedures, instruments of measurement, and administrative machinery for conducting the experimental program.
- The second school year (1962-63) shall be devoted to the application and actual administration of the plans, standards, and criteria for an experimental program of teacher merit pay in two or more public school administrative units approved for participation in the program.
- The State Board of Education, through the State Superintendent of Public Instruction, shall prepare and submit a progress report to the General Assembly of 1963, and a final report of findings, together with recommendations as to the future of the program, to the General Assembly of 1965.

Provisions of the Authorizing Legislation

The entire act (Chapter 1043, Session Laws of 1961) is reproduced below:

Chapter 1043, Sessions Laws of 1961

CHAPTER 1043, SESSION LAWS OF 1961

A BILL TO BE ENTITLED AN ACT TO AUTHORIZE THE STATE BOARD OF EDUCATION TO CONDUCT AN EXPERIMENT OR PILOT PROGRAM IN TWO OR MORE SCHOOL ADMINISTRATIVE UNITS BASED UPON MERIT PAY FOR TEACHERS WHO EXCEL IN THEIR PROFESSION AND TO APPROPRIATE FUNDS FOR THE EXPENSES OF THE PROGRAM.

WHEREAS, the present salary plan or schedule for teachers in the public schools of North Carolina does not recognize adequately individual quality, attainments, ability, value of services rendered, and professional work accomplished by the individual teacher; and

WHEREAS, it is desirable to have an incentive for public school teachers who excel in their profession and to stimulate, encourage and inspire such teachers to make their best endeavors in the field of public education and to improve their teaching competence, proficiency, skill and capacity; and

WHEREAS, a Commission for the study of teacher merit pay was authorized by Resolution 80 of the General Assembly of 1959, and said Commission made an extensive and thorough investigation and study of the subject of merit pay for teachers and has filed its report, and among other things said Commission recommended as follows:

"The principle of paying teachers according to quality of performance is sound. In addition the factors of preparation and experience should be considered in the over-all salary schedule. As the science of teacher evaluation has not developed a completely acceptable instrument upon which to adopt a general system of merit rating, the Commission feels that systematic experimentation in merit rating should be instituted." and

WHEREAS, the State of North Carolina should now authorize an experimental program for the purpose of determining the validity of such standards and criteria, as may be developed in the evaluation of teachers for merit pay purposes: NOW THEREFORE,

The General Assembly of North Carolina do enact:

Section 1. There shall be organized and established by the State Board of Education, and administered under the general supervision of the State Superintendent of Public Instruction an experimental or pilot program for the purpose of developing, formulating and administering a teachers' merit pay plan or system. The program shall be administered by the State Superintendent of Public Instruction who shall formulate and prepare reasonable rules and regulations for the administration and development of said experimental or pilot program and said rules and regulations shall become effective upon approval by the State Board of Education. The program shall extend for a period of two school years, beginning with the school year of 1961-62 and extending through the school year 1962-63. The first school year (1961-62) shall be devoted to the formulation and development of the plans, regulations, procedures, instruments of measurement, and administrative machinery for conducting the experimental or pilot program. During the first school year, as above set forth, there shall be devised or prepared as near as possible, suitable factors, standards or criteria of an experimental nature, for the evaluation of the individual quality, attainments, ability value of services rendered, work accomplished, and professional competence of teachers for purposes of a merit pay plan or salary system.

Section 2. The second school year shall be devoted to the application and actual administration of the plans, standards and criteria developed for an experimental evaluation of a teachers' merit pay plan. The funds appropriated and made available to the State Board of Education shall be used, during said second school year, for the benefit of the experimental or pilot program in the form of incentive compensation for recognized merit in teaching as demonstrated by full-time teaching personnel in two or more public school administrative units approved for participation in said experimental or pilot pro-

gram. The extent, application and number of participants in the program shall be in the judgment and discretion of the State Superintendent of Public Instruction with the approval of the State Board of Education.

Section 3. The State Board of Education, through the State Superintendent of Public Instruction shall prepare and submit a progress report to the General Assembly of 1963, and a final report of findings, together with recommendations as to the future of the program, to the General Assembly of 1965.

Section 4. There is hereby appropriated and made available to the Department of Public Instruction the sum of \$40,000.00 for each fiscal year of the biennium of 1961-63, to be used for the employment of personnel, and for defraying necessary office and travel expenses incurred in the formulation of instruments of measurement and the administration of this Act.

Section 5. There is hereby appropriated and made available to the State Board of Education the sum of \$120,000.00 to be used during the second year of the project as incentive compensation for recognized merit in teaching as required by this Act.

Section 6. All laws and clauses of laws in conflict with this Act are hereby repealed.

Section 7. This Act shall be in full force and effect from and after its ratification.

In the rules of procedure and organization, adopted by the State Board of Education, the total project is designated as the North Carolina Teacher Merit Pay Study.

Organizing the Experimental Program at the State Level

Selection of Director

Following ratification of the act authorizing the North Carolina Teacher Merit Pay Study, June 19, 1961, the State Superintendent of Public Instruction sought to find a director for the program. According to the *Progress Report* of the project to the 1963 General Assembly:

At the regular meeting of the State Board of Education on July 6, 1961, the State Superintendent recommended, and the State Board of Education approved, the employment of Dr. Brank Proffitt, principal of the campus laboratory school and associate professor of education at Western Carolina College, Cullowhee, as director of the project. Dr. Proffitt reported for duty in this assignment on July 15, 1961, and began immediately to build up a file of information and to explore the best approaches to carrying out the legislative intent. Office space became available on August 1, 1961, and an office was established at 102 Brown Rogers Office Building, 115 Hillsboro Street, Raleigh.

Employment of an Assistant Director

Early in November 1961, Robert G. Aldous, director of the teacher merit pay program of the Weber County School system, Ogden, Utah, was employed as assistant director of the North Carolina Teacher Merit Pay Study. He assumed duties November 17, 1961.

Learning From the Experience of Others

As the basis for making decisions and determining actions on the soundest information

available, the director immediately began to build an up-to-date file of information on merit pay for teachers. The *Progress Report* states:

Particular effort was directed toward securing copies of official reports relative to *going programs* in other places and articles or statements prepared by persons who had had experience with such programs. Written materials dealing with the pros and cons of merit pay and those concerned primarily with exploring the theoretical or academic aspects of the concept of merit pay for teachers, were likewise noted as sources for reference or secured as additions to the file of information.

In order to be as well informed as possible on how best to begin an experimental program which would be soundly conceived in terms of educational values and in terms of the authorized legislation, the director also made plans for a series of out-of-State trips to visit several merit programs then in operation. These visits were made between August 28, 1961 and October 5, 1961. According to the *Progress Report*:

The State of Utah was visited first because of its state-supported Utah School Merit Study. While in Utah, the director conferred with state officials and members of the Utah School Merit Committee; also, he made visits to the Weber, Provo, and Jordan school districts, discussing merit pay programs with school administrative officials and, in the case of the Weber district where an actual program was in operation, examining their criteria, evaluative procedures, and administrative arrangements for handling the program. Subsequent trips were made by the director to school systems in Sarasota and Orange counties in Florida; Ladue, Mis-

souri; Summit, New Jersey; and West Hartford, Connecticut.

In all of the school systems visited, the director found a willingness to share information and an attitude of complete cooperation. To the extent that his schedule would permit, he was given complete freedom to visit individual schools and talk with principals and teachers. In conjunction with the trip to Ladue, he stopped at the University of Chicago for a conversation with Mr. Gale Rose, former director of the Utah School Merit Study. Likewise, in conjunction with the visit to West Hartford, the director stopped in Albany for conversations with the New York Commissioner of Education, Dr. James E. Allen, Jr., and members of his research staff, followed by a visit to the headquarters of the New York State Teachers Association and conversations with Dr. Arvid J. Burke, Director of Studies, and Miss Blanche Waterman, Research Associate.

These visits proved to be invaluable as the director sought to learn from the experiences of others. As a matter of professional information as well as sound public relations, progress reports on initial phases of the Experimental Study were made to the State Board of Education at its regular monthly meetings and to the State Department of Public Instruction at its scheduled meetings. Dr. Proffitt emphasized in his progress reports the following conclusions, based upon the literature concerning merit pay and based upon first-hand information from visits to certain schools in the Nation in which merit pay programs were in operation:

- Programs of merit pay which seemed to have been successful appeared to be those in which teachers themselves had had a considerable part in the planning and development stages. Generally, these programs had started out in an atmosphere of cooperation and good will, even though there had sometimes been honest skepticism on the part of teachers. Once the programs were put into operation, every attempt was made to handle them in a way to retain the respect and confidence of teachers. On the other hand, programs of merit pay which had been hastily contrived, arbitrarily imposed upon teachers, and introduced in an atmosphere of antagonism and distrust, almost always failed.
- Any merit pay program, in order to have a chance of successful operation, would have to begin and continue on a plane of high ethical standards, objectivity, and fairness. Personal bias, partisanship, and any form of prejudice, of necessity, would have to be kept out of any merit program which was to have respect and function effectively.
- Evaluation of teaching performance should be based on factors which have clear relevance to the teacher's responsibility.

Rules of Procedure and Organization

In accordance with the special legislation authorizing the project and in light of the study

and travel done by the director, rules of procedure and organization were drafted and presented to State Board of Education at its December 1961 meeting. This statement of rules of procedure and organization designated the total project as "The North Carolina Teacher Merit Pay Study," frequently referred to as the North Carolina Experimental Program of Teacher Merit Pay, and posed the following questions to "clarify the purpose of the study and serve as continuing objectives":

- Is it desirable to identify and recognize superior performance in teaching?
- Can criteria and procedures be formulated and employed to evaluate levels of performance?
- Can evaluation of performance in teaching be related to salaries with beneficial results?

In addition, this statement of rules of procedure and organization set forth the method of selecting pilot centers for the experimental program and the organizational patterns and procedures to be followed in carrying on the program.

Upon recommendation of the State Superintendent of Public Instruction this statement was adopted by the State Board of Education on December 7, 1961 "as the basis for administering the experimental study and pilot program in teacher evaluation and merit pay."

The complete statement relative to rules and procedures follows:

Rules of Procedure and Organization For Experimental Program of Teacher Merit Pay

RULES OF PROCEDURE AND ORGANIZATION FOR EXPERIMENTAL PROGRAM OF TEACHER MERIT PAY (Adopted by the State Board of Education on December 7, 1961)

The following rules of procedure and organization are formulated as the basis for administering the experimental study and pilot program in teacher evaluation and merit pay, as set forth by the special act of the 1961 General Assembly.

Staff

The state staff shall be composed of a director, an assistant director, a secretary, and such consultants as shall be needed in temporary assignments.

Purpose of the Study

The purpose of the Study shall be to establish, administer, and evaluate an experimental teacher evaluation and merit pay program, in two or more local school administrative units serving as pilot centers, in accordance with a special act of the 1961 Legislature. The following questions should clarify the purpose of the Study and serve as continuing objectives of the North Carolina Teacher Merit Pay Study:

1. Is it desirable to identify and recognize superior performance in teaching?
2. Can criteria and procedures be formulated and employed to evaluate levels of performance?
3. Can evaluation of performance in teaching be related to salaries with beneficial results?

Selection of Pilot Centers

Local administrative units shall be selected as pilot centers for this

experimental program in terms of their interest in the program and their demonstrated readiness to carry on meaningful study. The following preliminary steps will be necessary in assessing this readiness:

1. On request of the local unit superintendent, State Merit Study officials will meet with local unit school officials and instructional personnel to explain the nature of the Study and determine the extent of the local unit's interest in participating in it.
2. After such a meeting has been held, if the local unit has sufficient interest in the Study, the superintendent shall recommend and the county or city Board of Education shall adopt an official resolution, properly entered in the minutes of the local Board of Education, requesting the State Superintendent of Public Instruction to include the local unit in the State Merit Study.
3. Along with this request for inclusion of the local administrative unit in the State Merit Study, the local superintendent shall furnish to the director of the State Merit Study (1) a carefully prepared statement as to why the local unit wants to enter into the Study and (2) reasonable evidence that principals, teachers, and other instructional personnel in the administrative unit are willing to participate in it.
4. Final selection of pilot centers shall be made upon recommendation of the State Superintendent of Public Instruction and approval of the State Board of Education.

Local Merit Study Committee

In each county or city administrative unit selected as a pilot center for the experimental merit program, the superintendent shall be responsible for constituting a Local Merit Study Committee composed of teachers and administrators, with classroom teachers making up a majority. This Merit Study Committee shall be large enough to be representative of the instructional and administrative personnel of the administrative unit but small enough to be a deliberative body. The function of the Local Merit Study Committee shall be first to formulate a statement of philosophy and objectives, and then to develop and adopt criteria and procedures to be used in a pilot program of evaluating teacher performance and relating it to salary. A continuing function of the Merit Study Committee shall be to evaluate the operation of the merit program after it is initiated and recommend revisions when needed.

Advisory Council on Merit Study

To give unity of purpose to the pilot centers and to provide an opportunity for sharing information, an Advisory Council on Merit Study shall be constituted after the pilot centers are selected and Local Merit Study Committees are established. The membership of this Advisory Council shall be made up of representatives from each of the pilot centers and such other lay and professional school people as the State Superintendent of Public Instruction may designate.

Consultant and Other Help for Local Merit Study Committees

The director and assistant director of the State Merit Study shall be available as consultants on a continuing basis for Local Merit Study Committees. Other consultant help may be made available by the State Merit Study officials in specific cases of need. Materials and literature relating to merit programs shall be collected in the offices of the State Merit Study and made available to local leaders in the pilot centers. Contacts shall be maintained by the State Merit Study with local and state school officials throughout the nation, who have had useful experience with merit programs.

Local Discretion in Pilot Centers

It will be the intent of the State Merit Study to encourage local discretion and initiative in the pilot centers, to the end that criteria and procedures are in line with local resources and patterns of working together. All pilot programs should make use of available research findings concerning evaluation of teaching and the experience which other states and local school systems have had in formulating and carrying on merit salary programs. Specific approaches in the different pilot centers need not be the same, but over-all objectives should be educationally sound and in line with the legislation creating this experimental Study. Basic conditions for operating a sound teacher evaluation and merit pay program should grow out of the efforts of the Local Merit Study Committee.

Systematic Evaluation Must Be Provided for in Pilot Programs

The Local Merit Study Committee shall formulate adequate criteria and procedures to be used in a careful, systematic evaluation of teaching. The extent of the experimental program in each pilot center will depend on local interests and capabilities. State help will be available in training evaluators. Individual personnel folders shall be maintained for all teachers who are evaluated for merit increments. These folders

shall be kept strictly confidential and available only to the persons having responsibility for the evaluative process. A part of this process shall be a conference or conferences between the evaluator and the teacher who is being evaluated. Such conference or conferences should be scheduled reasonably soon after the teacher has been observed in the actual teaching situation.

Merit Salary Increments

Merit salary increments shall be provided from state funds for teachers who qualify for such increments in approved experimental programs. These increments shall be available after systematic evaluations have been made during the entire 1962-1963 school year. The allocation of state funds to pilot centers for merit salary increments shall be on a ratio basis, related to the annual allocation of state funds to these units for instructional salaries. Regardless of the amount of money available, evaluations should be made in terms of the criteria, procedures, and values of the experimental program, avoiding the danger of tailoring evaluations to the amount of money available.

The following regulations shall govern allocation of state funds for merit salary increments:

1. Administrative units which become pilot centers must maintain existing salary levels, including local supplements; in other words, state merit increments cannot be substituted for local effort.
2. Merit increments must be the same in all pilot centers, so that one school system is not furnished a salary advantage over another by the state (the amount will be determined by state officials after pilot centers are functioning and a consensus of thinking is reached).
3. The process of evaluation in the experimental program must be approved for adequacy and effectiveness by the director of the State Merit Study.

Local Units May Go Beyond State Program

Local pilot centers may go beyond the state effort in Merit Study, if interest and resources are sufficient to motivate and sustain a larger effort. In such areas as related research, in-service help for teachers, use of outside consultant help, visits of Local Merit Study Committee leaders to school systems where merit programs have been in effect, and additional merit increments if such are justified, the local pilot center has opportunity to broaden its effort beyond what state funds will support.

Reports from the Pilot Centers

The Merit Study Committee in each pilot center will be expected to make a comprehensive progress report to this director of the State Merit Study by the opening of the 1963 General Assembly and at the end of each school year covered by the Study. Special information may be requested from Local Merit Study Committees from time to time, as need for such information arises.

Handbook for Pilot Centers

During the fall of 1961 the director of the North Carolina Teacher Merit Pay Study and the assistant director prepared a 25-page mimeographed bulletin, entitled *Handbook for Pilot Centers*, which included the following items, in addition to a useful introduction:

- Outline of Procedures for Pilot Centers
- Guidelines for Merit Study in North Carolina
- Selected, Annotated Bibliography
- Rules of Procedure and Organization
- Special Act of the 1961 General Assembly

This *Handbook for Pilot Centers* was ready for distribution on December 20, 1961.

No single effort of the director and assistant director, according to testimony in the three pilot centers, proved to be more useful than the publication of this brochure. The thirteen guidelines included in the publication are a composite of

the thinking of many people; and, according to the director, this fact in itself would justify their consideration. "It would be unfruitful labor for local merit study committees to learn by trial and error those things which are fairly well accepted already by people who are well-grounded through experience and study in this merit question." The guidelines, without their elaborations, are as follows:

1. It is obvious that a merit program cannot be separated from the context of overall personnel administration in the school system.
2. The purpose of a merit program is to improve instruction.
3. A merit program will cost more money.
4. There is no one merit plan which is clearly superior to all others.
5. Morale among school personnel is a complex of many factors and is not necessarily a product of salary programming.
6. It is of utmost importance that any merit program be based on high ethical standards and a well-developed sense of objectivity.
7. The extent to which qualitative elements in teach-

ing can be identified, recognized, and rewarded is ultimately dependent on expert professional judgment.

8. More and more, teachers are insisting that evaluation be based on the teacher's performance at school.
9. Teachers are judging criteria for evaluation more critically, as interest in merit programs grows, questioning whether such criteria emphasize the highly significant often hard-to-evaluate elements in teaching, rather than the superficial, easily observable, less important aspects.
10. Research in the field of education must rely on the social sciences for its techniques and procedures.
11. Much study needs to be given to the desirability and feasibility of further job differentiation in teaching.
12. In a merit salary program, merit increments should be sufficiently large to furnish a real incentive and to justify a careful, systematic evaluative process.
13. There is no reason to jump to the conclusion that teachers will not accept any kind of merit program; on the contrary, it is evident that teachers are likely to be reasonable in their attitudes about such a program if it has been soundly conceived and procedures well defined.

Initiating the Merit Pay Study at the Local Level

Selection of Pilot Centers

According to *Rules of Procedure and Organization . . .*, "local administrative units shall be selected as pilot centers for this experimental program in terms of their interest in the program and their demonstrated readiness to carry on meaningful study." This readiness was to be determined on the basis of four requirements described in *Rules of Procedure and Organization*. On January 4, 1962, State Superintendent Charles F. Carroll recommended to the State Board of Education that the Gastonia City Schools administrative unit and the Rowan County Schools administrative unit be selected as two of the pilot centers in the experimental merit pay study. This recommendation was approved. Similarly, on March 1, 1962, the Superintendent of Public Instruction recommended to the State Board of Education that the Martin County School adminis-

trative unit be selected for participation as a pilot center, and the Board approved.

The Gastonia City administrative unit and the Rowan County administrative unit continued to participate in the experimental study throughout its duration; but the Martin County administrative unit, because of intensified racial tensions in the community, withdrew from active participation October 22, 1963. (See Part Two for the official letter from Superintendent James Manning of Martin County to State Superintendent Charles F. Carroll concerning the necessity for withdrawal.)

Responsibilities of Superintendents

Responsibilities assigned to superintendents in the cooperating units for initiating the local study were outlined in the *Handbook for Pilot Centers*, and include the following:

- Select a local coordinator for the Study.
- Constitute a local merit study committee which will develop a statement of the philosophy and objectives of the Study, decide procedures and criteria to be used in the evaluative process, and be responsible for a continuing evaluation of the Study, including recommendations for revisions of philosophy, procedures, and criteria as needed.
- Orient all personnel as to the purposes of the Study, the philosophy that will govern the Study, and the proposed procedures and criteria which will be used.

Appointment of Coordinators for Pilot Centers

Local superintendents appointed the following coordinators for the three pilot studies: Harold Miller, Gastonia; Furney K. James, Martin County; and Jesse L. Carson, Jr., Rowan County.

Harold Miller had previously been a director of instruction; Furney K. James, a guidance director; and Jesse C. Carson, Jr., an assistant superintendent.

In each of the pilot centers the coordinator directed the local study and also served as chairman of the local merit study committee. The State Director and Assistant Director served as consultants to each of the experimental centers on a continuing basis during their association with the project.

Formulation of Local Merit Study Committees

The Handbook for Pilot Centers includes a list of major responsibilities assigned to local merit study committees for which superintendents had the obligation of establishing. Committee responsibilities suggested in the *Handbook* follow:

- Devise or adopt techniques for surveying teacher attitudes and morale before the Study begins and at regular intervals during the Study.
- Develop a statement of the philosophy and objectives of the Study.
- Develop or adopt a set of criteria which can be used as a basis for evaluating teacher performance.
- Develop or adopt a systematic method for describing teacher performance and recording data in individual personnel folders.
- Determine specifically who will do the observing, recording of data, maintaining and keeping custody of personnel folders, and final evaluating of performance.
- Determine priority factors to be recognized in scheduling initial evaluations.
- Provide the means through which the criteria and procedures can be continuously evaluated and revision undertaken if necessary.
- Study the relationship between the merit program and ethics which should characterize the teaching profession.

- Set up in the very beginning an adequate system of records on the work of the local merit study committee.
- Feel free to call on State Merit Study officials for help at any time.

In cooperation with the three local coordinators, superintendents in the authorized pilot centers helped to constitute local merit study committees, according to recommendations in the *Handbook*.

Gastonia

In Gastonia, a local merit study committee with 21 members was organized. Each school in the system was represented on this committee—as well as the Industrial Education Center in 1962-63. Membership included 13 teachers, 5 principals, 2 supervisors, plus the coordinator, who was appointed chairman by the Superintendent.

This local merit study committee met weekly in open discussion sessions with a continuing agenda, for more than two hours at each session, from January 25, 1962 through May 31, 1962 trying to develop an operational plan for the Gastonia experimental study. Between meetings, individual committee members, in addition to having “homework” to do, interpreted the work of the committee to colleagues in their respective schools and solicited comments and suggestions. These comments and suggestions were brought back to committee meetings and given full consideration as the committee sought to devise a functional and meaningful plan for the local study. From June 18 through June 25 almost all members of the committee participated in a full week’s workshop designed to refine and complete Gastonia’s initial plan.

Continuously, from the first deliberations of the committee, members studied and were guided by the experiences of many other school systems in which merit pay programs have been in operation. The primary aim of the committee was to develop an operational program through which superior teaching performance might be identified and rewarded and through which good working relationships might be maintained.

With only three changes, the committee continued to function during the two years in which the local plan was being implemented, 1962-63 and 1963-64, and was especially active during certain approaches to evaluation, which were carried on during the spring of 1964. The committee is currently operating, though less actively than heretofore, in further evaluation and analysis of

the experiment in terms of long-range improvements in the Gastonia School system.

Martin County

In Martin County, original deliberations relative to planning the local experimental study were carried on through two work committees, one composed of 18 white educators and the other composed of 21 Negro educators. After these work committees had explored basic issues concerning the projected study, a central merit study committee was formed, composed of 9 white and 9 Negro educators, plus the coordinator. This central committee was composed of: 2 supervisors, 6 elementary teachers, 8 high school teachers, 2 special education teachers, and 1 coordinator, experimental study.

The local merit study committee met daily after the close of school in June 1962 for one week and again for three days in September, prior to the opening of school, for the purpose of rewriting, editing, and otherwise refining the organizational materials in order that they might be ready for county-wide discussion, possible modification, and ultimate adoption early in the fall of 1962. Throughout these deliberations, Dr. Brank Proffitt and Robert G. Aldous, director and assistant director, respectively, of the Merit Pay Study, served as consultants to the Martin County personnel.

Meetings of the merit study committee were held, as needed, during 1962-63, and were characterized by enthusiasm and determination to gain the most possible from participation in the experimental project. Emphasis was placed on small group meetings within the larger committee and on efforts to involve as many non-committee teachers as possible in the development of various phases of the program.

The infeasibility of Martin County's participation in the experimental study in 1963-64 precluded the active continuation of the local merit study committee, except when called into special sessions to assist in the final evaluation of the total program.

Rowan County

After the Rowan County school system became a pilot center in the North Carolina Experimental Program of Teacher Merit Pay, teachers in each school were invited to select a representative to

serve on study groups which would carry on preliminary discussions and bring together contributions from school personnel throughout the County. Schools with more than 20 teachers were invited to select two representatives for these study groups. Every teacher in the County was invited to contribute ideas and suggestions for the formulation of an overall philosophy, for the development of criteria which were to be used in evaluating classroom performance, and for the determination of operational procedures. Though Negro and white personnel worked separately during the initial discussions, as had been customary over the years, the groups later merged for their deliberations and found this experience "quite productive."

In the second phase of the Rowan County study, a 16-member local merit study committee was appointed from the membership of the two original work groups. This central steering committee undertook the necessary work of consolidating, revising, and editing the work of the original study groups and bringing out of their efforts an actual plan for beginning an experimental project in merit pay for teachers. In Rowan County this 16-member committee was composed of 14 teachers, 1 principal, and 1 assistant superintendent-coordinator. During the following year, 1963-64, the local merit committee was enlarged to 22, with 12 of its members having served on the 1962-63 committee. It was during this year that supervisors were added to the committee, whose overall membership included: 13 teachers, 4 supervisors, 3 principals, 1 assistant superintendent-coordinator, and 1 assistant coordinator.

In harmony with procedures developed at the State level and published in the *Handbook for Pilot Centers*, the local merit study committee met regularly, usually on a weekly basis, from two to three hours per session, trying to develop a functional plan for the Rowan experimental study. Between meetings, it was intended that individual committee members interpret the work of the central committee to colleagues in their respective schools (all schools were not, however, represented on the merit study committee for fear of having an unwieldy number) and solicit suggestions for the effective operation of the study. These suggestions were brought back to committee meetings and given full consideration by the total committee as it sought to devise a functional and meaningful plan for the local experimental study. In the early summer of 1962, seven

consecutive meetings of the local merit committee were held with Dr. Brank Proffitt and/or Robert G. Aldous, director and assistant director, respectively, of the Experimental Program of Merit Pay, for the purpose of refining and completing Rowan's initial plan.

Throughout all deliberations of the local committee, members studied the plans and procedures of other school systems in which merit pay programs had been attempted or were at the moment in progress. The chief function of the committee, as was continually emphasized, was to develop an operational program through which superior teaching performance might be identified and rewarded and through which good working relationships might be maintained. Fundamental in the thinking of all committee members was the hope that such an experimental study would bring about improved instruction.

With four replacements and eight additional members, the enlarged 1963-64 merit committee continued to function; and was especially active during certain approaches to evaluation which were carried on during the spring of 1964. The committee continues to function in 1964-65 in further evaluating and analyzing the experiment and its substudies in terms of long-range improvements in the Rowan administrative unit.

Orientation of Personnel Concerning the Purposes of the Study

In addition to appointing coordinators in the three pilot center and assisting with the initiation of local merit study committees, superintendents had the obligation of orienting all personnel within their respective administrative units relative to the purposes of the study. This responsibility was taken seriously, and in each of the three pilot centers efforts were made to acquaint all teachers with purposes and possibilities of the study.

Gastonia

Orientation relative to the purposes of the study took place as explorations relative to participation in the study were under way. Following conversations between Superintendent of Public Instruction Charles F. Carroll and Gastonia Superintendent of Schools Woodrow B. Sugg concerning Gastonia's possible participation in the experimental study, Dr. Sugg discussed the matter with personnel of the central administrative offices, among whom he found genuine interest in the experiment. After this Superintendent Sugg discussed the possibility of Gas-

tonia's participation in the study with all of the public school principals, in two closed and confidential conferences.

Armed with preliminary information relative to the proposed study and with enthusiasm and willingness for participating in it, Gastonia principals then discussed the possibilities of such a project with teachers with whom they worked. Following this, a general city-wide staff meeting was held, at which time State Superintendent Carroll, Dr. Brank Proffitt, director of the State-administered project and Robert G. Aldous, assistant director, discussed the study in broad terms, emphasizing its potential values to individuals, to the Gastonia School system, and to the teaching profession at large. In view of the size of the group, the meeting was not open for discussions; and no decisions concerning participation were made at this session. Individual principals continued these discussions with their several faculties at a subsequent date; and practically all schools indicated a willingness to participate in the experiment and learn everything possible from it. In personal letters to Superintendent Sugg, principals clearly stated that participation in the experiment would be a definite opportunity for in-service growth and a genuine challenge to all concerned.

Early in the fall of 1962 the entire Gastonia staff met for the purpose of hearing read, without editorial comment, the plan which had been developed for the Gastonia study, including philosophy, objectives, criteria for classroom observation, and policies and procedures for administering the program. Further orientation of all teachers, after this, became a specific responsibility of the local merit study committee through its individual members as they communicated with their respective school staffs.

Martin County

In reality, orientation of all Martin County teachers relative to the purposes of the study began in January and February 1962, when Superintendent James Manning, Furney F. James, guidance supervisor, and Miss Mildred Manning, elementary supervisor, visited each school for white students in the County and discussed with teachers the general nature of such an experiment and some of its potential advantages. The same type of discussion took place among Negro teachers at a regularly scheduled County-wide staff meeting for Negroes. Though some skepticism and even opposition existed among certain

Martin County teachers relative to such an experimental study, the feeling was widespread that participation in such a study would be of genuine value to the County.

Martin County was approved by the State Board of Education as the third experimental center, March 1, 1962. A central merit study committee, which evolved from two work committees, prepared statements of philosophy, a set of objectives, criteria for classroom observation, as well as policies and procedures for administering the project, during the spring and late summer. On September 24, 1962, County-wide meetings were held with all teachers in order that they might learn more about the experimental study. Robert G. Aldous and a panel, composed of members of the local merit study committee, met with all white teachers; and Dr. Brank Proffitt and a similar panel met with all Negro teachers. During these meetings, at which open discussions were held, emphasis was placed on philosophy, objectives, criteria for classroom observation, and policies and procedures for administering the program.

Following this, further efforts at acquainting all teachers with the purposes and possibilities of such a program were left up to the local merit study committee through its individual members as they communicated with the instructional personnel in each school.

Rowan County

In discussing the possibility of Rowan County's participating in the State Merit Pay Study, Superintendent Charles C. Erwin learned from his administrative cohorts that they thought such participation would be altogether stimulating and productive. Following this, Superintendent Erwin discussed the matter with Rowan County principals, among whom he also found a receptive attitude. It was after these two steps had been taken that Superintendent Erwin, in a prepared speech, addressed all white teachers at the Kizer School and all Negro teachers at the Dunbar School. In this statement, he reviewed the work of the Harris committee and the legislation which made possible the study. In addition, he stressed Rowan's readiness for such a project, the ad-

vantages which might result from participation, and tentative ideas relative to the operation of such a study at the local level, should participation become an eventuality. The address indicates that his approach was both forthright and positive.

Following these presentations by Superintendent Erwin, teachers discussed the matter further in each faculty and took informal votes relative to participation. All but one school among 30 indicated approval of the idea of participation. After January 4, 1962, when Rowan County was recognized officially as one of the pilot centers, work committees with representatives from each school began the development of plans for the operation of the local experimental program. It was through these committees, and later through the central merit study committee, that additional efforts at orientation were made among all teachers.

Early in the fall of 1962, orientation sessions were held for white and Negro teachers, with the same integrated team or panel, composed of members of the merit study committee, appearing before each group. At these meetings panelists discussed philosophy, objectives, criteria for classroom observation, and policies and procedures for administering the program. Duplicated copies of Rowan County's plan for participation were distributed at these meetings. Another effort at continuing orientation of all teachers was the mailing of minutes of the merit study committee to each school following each meeting of the committee.

As the 1963-64 school year began, an integrated team of committee members met with all white teachers of the County in four separate meetings, scheduled for the four consolidated high schools; and a similar meeting with a similar team met with all Negro teachers at the Dunbar School for the purpose of bringing all teachers up-to-date in their information about the study.

Additional efforts at orientation continued to be made throughout 1963-64 by the merit study committee, which again sent its minutes to each school following each meeting. Individual committee members, with varying degrees of success, continued to communicate with the school staffs represented on the central committee.

Organizational Plans at the Local Level

Responsibility of Local Merit Study Committees

The merit study committees in Gastonia, Martin County, and Rowan County had the specific responsibility, among others, of developing plans of organization and procedure whereby each pilot center might carry on its own local experimental program in teacher merit pay in an effective manner. Certain features were common to each program, and in each situation certain features were different. From the beginning emphasis was placed on the desirability of involving local personnel in determining the nature of the program which most likely would be meaningful to the local community. Operating on this basis, the several merit committees solicited suggestions of others as plans were being made to initiate the studies and continuously thereafter during the program. At no time was there any desire to impose an experimental program of teacher merit pay on any administrative unit. Throughout the planning of each local program, merit study committees had the counsel of State Director Brank Proffitt and Assistant State Director Robert G. Aldous. These plans are part of the detailed reports which follow on Gastonia, Martin County, and Rowan County.

Comparison of Specific Features in Each Experimental Plan

The following areas, though developed independently and in turn reflecting certain local needs and desires, are to be found in each of the experimental plans:

- Philosophy
- Objectives
- Policies and Procedures
 - Eligibility
 - Evaluation Folders or Confidential Records
 - Classroom Observations
 - Conferences with Teachers
 - Observation and Conference Reports
 - Criteria for Classroom Observation
 - Final Evaluation
 - Observer Training
 - Evaluation of the Total Program
- The Criteria for Classroom Observation
- Record Forms (These vary slightly in each locality)

Application Form
General Information from the Teacher
General Information from the Principal
Record of Imposed Variables
Observation and Conference Report
Final Evaluation Report

Comparison of Statements of Philosophy

Statements of philosophy, formulated in each pilot center, were the result of concentrated efforts on the part of local merit committees working in close cooperation with other personnel in each administrative unit. The following comparative statements may be of interest:

Gastonia

Members of the Gastonia Merit Study Committee, in collaboration with the instructional personnel of the Gastonia city schools, believe:

- That the possibility for rewarding superior teaching performance should be explored.
- That it is the responsibility of the teaching profession to evaluate the quality of its own performance.
- That any program of evaluation for merit salary increments should be developed by the persons who are to participate in it so that levels of performance and cooperation will not be adversely affected.
- That any teacher employed in the public school system deserves and should be paid an adequate salary based on training and experience and that any merit increment should be a reward, paid in addition to the basic salary.
- That no teacher should be evaluated for a merit salary increment without his consent.
- That evaluation for merit salary increments should be based on the teacher's professional job performance.
- That the problems inherent in this study necessitate maintaining a positive attitude and an open-minded approach, based on the highest ethical standards.
- That this study should be instrumental in attracting and holding highly qualified teachers.
- That this study should strengthen the teaching profession and its members individually and result ultimately in greater benefits to the pupils.

Martin County

The Martin County Merit Study Committee desires to identify, recognize, and reward meritorious teaching through a democratically evolved program of merit pay, free of politics. The program should provide for volun-

tary teacher participation. It should neither penalize a teacher who chooses not to participate nor one who does not qualify for a merit increment. It must be based on well-defined criteria and procedures for evaluation. Merit pay should be in addition to an adequate State salary schedule for all teachers, and the merit increment should be large enough to furnish an inducement for superior performance, continuous professional growth, and improvement of teaching competence.

Rowan County

Members of the Rowan Merit Study Committee feel that a professional teacher puts the training and welfare of the individual pupil first at all times. We believe that the understanding and acceptance of a merit concept in teacher pay has great possibilities for improving instruction and promoting the total development of the child.

We consider every teacher in the Rowan County school system to be satisfactory and entitled to an equitable basic salary, related to training and experience. However, some teachers are by natural endowment, training, and experience more successful than others in fulfilling their teaching responsibilities. We believe that the current evaluation of teachers by pupils, parents, fellow teachers, and administrators should be put on a more systematic basis; that evaluation should be related to the professional job of the teacher; and that criteria for evaluation should be comprehensive and valid, clearly stated, and conducive to reliability in the evaluative process.

Rowan County teachers will be given an opportunity to participate voluntarily in the experimental merit pay program, irrespective of teaching field, race, sex, or creed. No stigma or job insecurity will be forthcoming for choosing not to participate. Since rewarding superior accomplishment is in accord with our free enterprise system, we believe that an experimental program in teacher merit pay will be a forward step for the teaching profession.

Comparison of Objectives

Objectives in each of the pilot centers were developed in a similar manner, and indicated purposes underlying each experimental program.

Gastonia

1. To conduct this study in such manner that it will encourage self-evaluation and professional growth among teaching and administrative personnel.
2. To conduct this study in a manner which will not disrupt teaching morale, but will promote and maintain mutual respect and confidence among teachers and administrators.
3. To establish clearly stated criteria for evaluation of teaching performance, compatible with sound educational theory and the learning process.
4. To develop and implement a practical system of administering the criteria.
5. To provide for a system of continuous appraisal and any necessary revision of the total program of merit evaluation.

Martin County

1. To administer the program in such way as to encourage self-evaluation, improve teacher performance, and promote initiative.
2. To conduct the program in a manner which will not disrupt morale, but will maintain mutual respect and confidence among teachers and administrators.
3. To devise suitable criteria for evaluating levels of teaching performance, compatible with sound educational theory and the learning process.
4. To develop a systematic plan for using the criteria fairly and impartially in the evaluation of all teachers who participate in the program.
5. To select and train qualified evaluators.
6. To establish a system for keeping merit pay records confidential and available only to the persons having authorized access to them.
7. To provide for continuous evaluation of the experimental program and to make revisions when necessary.
8. To determine if a merit pay program will serve as a stimulus for improving education in Martin County.

Rowan County

1. To challenge administrative and supervisory personnel to use high quality appraisal techniques and render valid decisions and recommendations.
2. To encourage among teachers professional attitudes toward colleagues and administrative personnel.
3. To encourage students with superior ability to enter and remain in the teaching profession.
4. To provide an opportunity for individual teachers to raise their economic status through their own initiative and professional efforts.
5. To develop valid criteria for evaluating the effectiveness of teaching performance.
6. To devise a system for applying the criteria.
7. To put a sound evaluative process into operation.
8. To provide a means for continuous evaluation, and revision when necessary, of the experimental program in merit pay for teachers.

Comparison of Eligibility Requirements

Eligibility requirements in each of the pilot centers, though similar, were also somewhat different. In each experimental center provisions were made whereby teachers might volunteer for classroom observations and subsequent evaluations and ratings in terms of merit pay.

Gastonia

Any full-time teacher under contract at the beginning of the school year shall be eligible to apply for merit evaluation. Application shall be made on a form provided by the coordinator of the study.

Martin County

Teachers who hold a Class A or higher certificate and who have had one year of successful teaching experience may apply for evaluation in the experimental merit pay program; however, the certification requirement shall not apply to teachers who were employed in the Martin County school system during the 1961-62 school year.

Full-time teaching principals cannot satisfactorily serve in the dual role of observer and teacher. For purposes of the merit pay program, they shall make a choice between being evaluated for merit pay and serving as an observer. If any full-time teaching principal chooses to be evaluated for merit pay, his district principal shall serve as observer in his school. In any case where a full-time teaching principal chooses to be an observer, arrangements for taking care of his teaching duties shall be worked out within his own school.

A teacher who desires to participate in the merit pay program shall make application on a form to be provided by the coordinator. Because of extenuating circumstances, a teacher may withdraw from the program by written notice. Applications and withdrawal notices shall be transmitted through the school principal to the coordinator. In any school where the principal teaches full time and has chosen to be evaluated for merit pay, the district principal shall transmit applications and withdrawal notices from the teachers to the coordinator.

Rowan County

To be eligible for merit consideration a teacher must hold a North Carolina Class A or higher certificate and have nine consecutive months of teaching experience. Principals are not eligible for merit consideration, even though they may be serving as classroom teachers.

Near the beginning of the 1962-63 school year, Rowan County teachers shall be given a planned orientation regarding the policies and procedures to be used in the experimental teacher merit pay program. As soon as this orientation has been completed, teachers shall be given an opportunity to make application for merit consideration.

For the year 1963-64 the following additions were made to the Rowan County requirements for eligibility:

Any teacher who is absent more than 15 days will not be eligible to receive a merit increment.

Teachers who are rated out of field (taking a pay cut) and who did not participate in the merit study program during the school year 1962-63 will not be eligible to have their evaluations considered for merit increments. Such teachers who did participate during the school year 1962-63 will be eligible to continue participating in the program.

Evaluation Folders or Confidential Records

Each of the three organization plans for the local experimental programs made provision for evaluation folders or confidential records in which

would be included all evidence relating to the evaluation of each teacher who volunteered for classroom observations: general information from the teacher and principal, a record of imposed variables, records of classroom observations, reports of teacher-observer conferences, and records of final evaluations.

It was the intention in each pilot center that the information in the evaluation folders be used for one purpose only; namely, the professional evaluation of teaching performance; and that all persons having authorized access to the folders treat the information as confidential. Those having access to these folders included:

- the teacher concerned
- the superintendent of schools
- the local coordinator of the study
- the observing principal
- the observing supervisor of the directors of the North Carolina Teacher Merit Pay Study

Classroom Observations

In each of the administrative units participating in the merit pay study, provisions were also made for classroom observations. At elementary level, a complete lesson or logical block of teaching time (a minimum of 40 minutes was required in Gastonia) was made mandatory; and at high school level, a full period was to be observed. In each pilot center it was intended that a representative sampling of a teacher's total classroom performance be included in the observations.

Observations were to be made, for the most part, by a teacher's principal and one other trained observer, usually a supervisor. In Martin County, in the absence of high school supervisors, guidance supervisors observed high school teachers. Fulltime teaching principals in Martin County were permitted to volunteer for observations if they wished to be considered for merit pay; and if this choice were made, they might not serve as observers. Instead, principals from other schools would be requested to observe the teachers concerned.

In Gastonia four observations were required, only one of which might be requested and specifically scheduled. In Martin County four observations were mandatory, the first two of which were scheduled and the remaining two unscheduled. And, in Rowan County, three observations were required, the first of which might be announced or unannounced in 1962-63. For the following year regulations concerning observations stated that the teacher or observer might request an observation by a third observer, who would be

assigned by the coordinator on an unannounced basis.

Teacher-Observer Conferences

In each of the pilot centers provisions were made in the organizational plans for teacher-observer conferences following each classroom observation. In *Gastonia* the provision is stated as follows:

Within a week after each observation, and at the earliest time suitable for the observer and teacher, the observer shall arrange a private conference with the teacher who has been observed. The purpose of the conference shall be to provide an opportunity for the observer to explain the record of the observation to the teacher and for open and frank discussion between observer and teacher.

In Martin County:

A private conference between the observer and the teacher shall take place as soon as it is mutually convenient after each observation.

And, in Rowan County:

A private conference shall take place between the observer and the teacher within two school days (later changed to *five* school days) following each observation, at a mutually convenient time. During the conference, the observer shall show the teacher the complete observation record, and sufficient time shall be allowed for explanations and discussion.

Reports of Observations and Conferences

According to operational plans in each of the experimental centers, observers were required to prepare a descriptive report of each classroom observation and of each teacher-observer conference. Classifications agreed upon for rating teachers were somewhat alike in each plan of operation. In *Gastonia* three classifications were suggested: "Superior," "Competent," and "Needs Improvement." In *Martin County* four classifications were agreed upon: "Superior," "Highly Acceptable," "Acceptable," and "Needs Improvement." And, in *Rowan County*, four classifications were also recommended: "Superior," "Highly Competent," "Satisfactory," and "Needs Improvement."

Complete statements from the three pilot centers follow:

Gastonia

Report of Observations and Conferences

A report of each observation and the follow-up conference shall be filed in the evaluation folder of the teacher as soon as feasible after the observer-teacher conference. The body of the observation report shall be based

on the seven main areas of the "Criteria for Classroom Observation." Following the observation, the observer shall classify the performance of a teacher in each of the seven main areas as either "Superior," "Competent," or "Needs Improvement." "Superior" shall mean that the teaching performance was consistently outstanding in the area. "Competent" shall mean that the performance was usually satisfactory in the area. The term "Needs Improvement" is self-explanatory. Space shall be provided on the observation report form for the observer to record evidence from the classroom to support the classification of performance in each area. The observer may use the back of the form to record evidence if he needs more space.

The report of the follow-up conference shall give information on the time and place of the conference, summation of the conference, comments which the teacher or observer want to make a part of the record, and signatures of each.

Martin County

Observation and Conference Report

Observers shall complete a report of each observation and conference on forms supplied by the co-ordinator. The observation report shall be based on the seven major areas of the "Criteria for Classroom Observation." In each of these areas observers shall classify teaching performance in one of the following categories:

- *Superior*—means that the teacher's performance is consistently outstanding
- *Highly Acceptable*—means that the teacher's performance is generally good
- *Acceptable*—means that the teacher's performance meets minimum standards
- *Needs Improvement*—means that the teacher's performance shows a need for professional assistance

Evidence observed in the classroom shall be recorded on the observation report to justify the classification in each area.

The conference report shall show the time and place of conference, a conference summary, and pertinent comments of the teacher and observer. Both shall sign the report.

Rowan County

As soon as possible after each observation, and prior to the observer-teacher conference, the observer shall complete the observation portion of the "Observation and Conference Report." This report form shall be supplied by the co-ordinator and shall be based on the six major areas of the "Criteria for Classroom Observation." In completing the report, the observer shall classify the performance of the teacher in each of the six areas as *superior*, *highly competent*, *satisfactory*, or *needs improvement*. These classifications are defined as follows:

- *superior* denotes a consistently outstanding level of performance, emotional maturity, ethical relationships, adaptability to changing needs, and over-all professional alertness

- *highly competent* denotes an above-average level of performance, emotional maturity, ethical relationships, adaptability to changing needs, and over-all professional alertness
- *satisfactory* denotes an acceptable level of performance, emotional maturity, ethical relationships, adaptability to changing needs, and over-all professional alertness
- *needs improvement* denotes a need for supervisory help and planned effort toward improvement in areas of need

The report form shall provide space for the observer to record evidence from the classroom observation to support the classification given to each area. The back of the form may be used if additional space is necessary.

A report of the follow-up conference shall be completed while the observer and teacher are still together. The report shall include a summary of the conference and pertinent comments of the teacher and observer. Both teacher and observer shall sign the "Observation and Conference Report."

Criteria for Classroom Observation

Provisions were made in each of the three organizational plans for the development of criteria for classroom observations, standards which would be used by observers (principals and supervisors) in appraising the teaching performance of those who volunteered for observations and merit pay evaluations. In each of the experimental centers much time and many people were involved in formulating these criteria.

Members of the merit study committees in Gastonia, Martin County, and Rowan County elicited the best thinking of many teachers, principals, and supervisors throughout the three administrative units as they themselves took the initiative in trying to agree on what constitutes superior teaching. Work committees in Martin and Rowan Counties, involving many more individuals than were represented on the merit study committees, discussed this topic at length in their deliberations; and, in turn, shared their ideas with the merit study committees when they were formed. Fundamental to the success of the experimental program in each pilot center, it was felt, was the development of criteria for classroom observation which, as nearly as possible, suggested standards for outstanding performance. This approach to a reasonable consensus at the local level of what constitutes superior teaching—one of the most sensitive and controversial issues in all education—was widely accepted as sound, practical, and challenging.

These criteria appear in detail in each of the descriptive reports of the three pilot centers.

Their main subdivisions, though not so revealing as the specifics accompanying them, are presented below for purposes of comparison.

Gastonia

- To what degree does the teacher organize learning experiences so that pupils understand purposes and procedures?
- To what degree does the teacher recognize individual differences in pupils and attempt to meet their needs?
- To what degree does the teacher maintain an emotional climate conducive to good discipline and learning?
- To what degree does the teacher show professional skill in employing effective methods?
- To what degree does the teacher show professional skill in motivating pupils?
- To what degree does the teacher show professional skill in the use of evaluation?
- To what degree does pupil reaction in the classroom show evidence of a good learning situation?

Martin County

- To what degree does the teacher recognize and meet the individual needs of pupils?
- To what degree does the teacher guide classroom procedures toward achievement of class purposes?
- To what degree does the teacher show ability to evaluate the teaching situation and assist pupils in assessing their progress?
- To what degree does the teacher give encouragement and provide opportunities for pupils to make generalizations and relate concepts?
- To what degree does the teacher motivate pupils to learn?
- To what degree does the teacher contribute to a good emotional climate for learning?
- To what degree do the pupils show positive reactions to the learning situation?

Rowan County

- Is the teaching geared to meet the maturation level of the pupils?
- Is there evidence that the teacher has a good understanding of purposes and methods in teaching?
- Are pupil activities directed toward valid learning goals?
- Are pupils made aware of their progress in the learning activity?
- Is the behavior of the teacher conducive to keeping the classroom free from distorting anxieties?
- Is the teaching situation characterized by positive pupil responses?

Final Evaluation

A section entitled "final evaluation" was included in each of the organizational plans in

Gastonia, Martin County, and Rowan County. In Gastonia, the final evaluation was to be made by the coordinator and by those who observed the teacher concerned. In Martin County, the evaluating team was composed of the superintendent and the observers, along with coordinator, who was to serve in an ex-officio capacity, except when teachers whom he observed were being appraised. In Rowan County, a teacher's principal plus the observing supervisor were to be responsible for final evaluations.

In each of the three centers, teachers who might be dissatisfied with the final evaluation given them were given the privilege, in the organizational plans, of appealing directly to the superintendent (Gastonia and Rowan County) or to the Final Evaluation Committee (Martin County) for a review of their evaluation.

Statements from each of the organizational plans pertaining to final evaluation follow:

Gastonia

A final evaluation of the evidence contained in each teacher's folder shall be made by April 15. This final evaluation will be made for each individual teacher by a committee composed of the co-ordinator and the observers who have filed one or more observation reports in the teacher's folder. In any case where only the co-ordinator and one other observer have filed observation reports for the teacher, a third trained observer shall be brought in as a member of the final evaluation committee.

After the final evaluation has been made, the committee shall make a duplicate report of its findings and its decision concerning the teacher's qualification for a merit pay increment. One copy of this report shall be filed in the teacher's folder and one copy mailed to the teacher at the home address. All members of the final evaluation committee shall sign the report.

After receiving a copy of the report, the teacher may request a conference with any member of the final evaluation committee if additional information concerning the report is desired. If the teacher considers the decision of the final evaluation committee to be unfair, the teacher may make an appeal directly to the superintendent of the school system, who shall review the evidence and make a final decision.

Any teacher may withdraw from the merit pay program by notifying the co-ordinator in writing. The co-ordinator shall provide all others an opportunity to make a request regarding final evaluation.

Martin County

The final evaluation of the evidence in each evaluation folder shall be made by a Final Evaluation Committee composed of the county superintendent of schools and the observers who have placed observation reports in the teacher's folder. The co-ordinator shall be an ex-

officio member of each Final Evaluation Committee, but shall have a vote only in those cases where he has served as an observer.

Following final evaluation, each teacher's observing principal shall explain the decision of the Final Evaluation Committee in a conference with the teacher. The teacher shall have the right to request a meeting with the Final Evaluation Committee to review the final decision.

Rowan County

A final evaluation for each teacher shall be completed by April 1. This evaluation shall be based on the total evidence in the teacher's folder and shall be made by the teacher's principal and observing supervisor. In the event these two are unable to reach a decision, the county superintendent of schools shall resolve the matter. If the teacher does not accept a decision made by the principal and supervisor, a formal appeal may be made to the county superintendent, whose decision shall be final.

A copy of the record of the final evaluation shall be mailed to the teacher at the home address.

Observer Training

In each of the experimental centers provisions were included among policies and procedures for operating a special training program for principals and supervisors (observers) who were to be responsible for classroom observations. In each instance the responsibility for planning, scheduling, and conducting a systematic and intensive training program for all classroom observers was to be that of the local coordinators in cooperation with the directors of the North Carolina Teacher Merit Pay Study. In each instance, too, the initial phase of this training was to be scheduled near the opening of school for the 1962-63 term. In addition, regular monthly meetings of observers were called for in these organizational plans for the purpose of correlating the work of the observers, for studying common problems, and for improving the reliability of methods and procedures of classroom observing.

Evaluation of the Total Program

Evaluation of the total program in each of the pilot centers was provided for in the manner suggested below:

Gastonia

Evaluation of the Total Program

The Local Merit Study Committee shall have the continuing function of evaluating the total merit pay program. As the policy-making group for the program, the

Committee shall decide the need for changes in policies and procedures. To facilitate its work, regular monthly meetings of the Committee shall be scheduled by the co-ordinator to follow the regular meetings of observers by about a week. This schedule will permit matters of concern to be referred from the meeting of observers to the Local Merit Study Committee. Special meetings of the Committee may be called by the co-ordinator when necessary.

Martin County

Evaluation of the Experimental Merit Pay Program

The Local Merit Study Committee shall continue to function as the policy-making body for the experimental merit pay program. A further responsibility of this group shall be evaluation of the program itself. This group shall decide when changes are needed and make revisions in policies and procedures when necessary. Regular monthly meetings of the Committee shall be scheduled by the co-ordinator to follow the regular meetings of observers by about a week. Such a schedule will allow matters of importance to the Committee to be referred from the meeting of observers.

Rowan County

Revisions and Additions

The Local Merit Study Committee shall be responsible

for formulating any new policies or revising existing policies and procedures as needed. A continuing function of this Committee shall be the evaluation of the total program. To facilitate the work of the Committee, regular monthly meetings shall be scheduled by the co-ordinator. These monthly meetings should follow the regular meetings of observers by approximately one week so that matters of concern to the Committee may be referred from the meeting of observers.

Record Forms

Though record forms which were developed in each experimental center varied slightly, they were essentially the same. Only minor changes were made in a limited number of these forms during their second year of use.

Forms used in all centers included the following: "Application Form," "General Information from the Teacher," "General Information from the Principal," "Record of Imposed Variables," "Observation and Conference Report," and "Final Evaluation Report."

Though completion of organizational and operational plans for each of the three pilot studies and orientation of all personnel relative to the purpose of these studies were significant undertakings in terms of launching the State program, nothing was more important than efforts in all of the experimental centers to assist observers (principals and supervisors) in becoming increasingly skillful in observing classroom activities. To this end, preliminary training sessions were arranged in each of the pilot centers for August 1962, at which time the Director and Assistant Director of the State program, assisted by local superintendents and coordinators, worked with principals and supervisors on ways to make classroom observations effective. The agenda for the initial observer training session follows:

First Half-Day Session

A. General orientation of observers

1. Outline by the superintendent of the responsibilities and opportunities for observers in the merit pay program

2. Explanation by the coordinator of policies and procedures in the merit pay program
3. Introduction to the nature of observation and evaluation by the State Director

B. Discussion

Second Half-Day Session

A. Explanation by the coordinator of the "Criteria for Classroom Observation"

1. Presentation of criteria
2. Outline of how criteria are to be used in classroom observation and reporting
3. Discussion

B. Introduction by the Assistant State Director concerning the use of the criteria in classroom observation

1. Observation of filmed teaching situations
2. Application of criteria to filmed situations as a trial run
3. Comparison of individual efforts for reliability
4. Discussion

C. Planning for the next training session

Particular emphasis was placed in these summer workshops on observers' acting as reporters and recording, almost camera fashion, all which

Observer Training Sessions

they saw in classroom situations. Following this, it was suggested that observers, with as much detachment as possible, analyze their notes and attempt to gain a clear perspective of what had taken place in the classroom as well as purposes underlying classroom activities. Only after this had been done were observers to assume their readiness for classifying teachers in terms of their skill in classroom performance.

Guidelines for observers, developed by Assistant State Director Robert G. Aldous, were also used as a basis for discussion during the summer training sessions. These aids included the following three items:

- Suggested Classroom Observation Procedures
- Note-taking During Classroom Observations
- Suggested Post-Observation Conference Procedures

These suggestions may be found at the conclusion of this chapter.

After school opened in the fall of 1962-63, continuation efforts were made in each of the experimental centers to prepare observers as carefully as possible for their responsibilities of classroom observing. In each pilot center, arrangements were made for observers (principals and supervisors) to observe actual classroom situations and to put into practice that which had been emphasized during the summer seminars.

Typical of these local observational programs was that in Rowan County, where observers, according to grades to be observed and according to race, visited a high school teacher, an upper elementary teacher, and a primary teacher. Extensive notes were taken in every instance of what transpired in the classroom, according to suggestions which had been recommended by the Assistant Director of the State study and which had been agreed upon by observers. Following this, notes were carefully analyzed and teachers were classified according to their demonstrated skill in each area of the criteria. Having accomplished this aspect of the observer training effort, observers gathered for a critique concerning their observations. During this period of sharing, questioning, and clarifying—under the leadership of Director Proffitt and/or Assistant Director Aldous—observers gained appreciation and insight relative to the improvement of their skill as classroom observers.

Through the school year 1962-63, observers continued to meet together on a monthly basis (in Gastonia and Rowan County) for the purpose of additional sharing, discussion of common

problems, and planning ways for the continuing improvement of evaluation.

In the early weeks of the school year 1963-64, similar observer training observations and critiques were held; and throughout the year observers in Gastonia and Rowan County continued to meet at regular monthly intervals in their determination to improve their skills as observers. Guidelines prepared by Robert G. Aldous again were used in the pilot centers as bases of preparation for the special tasks which lay ahead. The guidelines follow:

Suggested Classroom Observation Procedures

I. Preparation

- A. Complete training for classroom observers
 1. Understand the criteria for classroom observation
- B. Become oriented on the class and teacher to be observed
- C. Have access to a watch or other timepiece
- D. Have an adequate note pad and writing equipment

II. While in the classroom

- A. Become situated at a spot where the entire class can be observed and yet where the observer will be as inconspicuous as possible
 1. Try not to distract the teacher or class
- B. Record appropriate evidence concerning the classroom situation
 1. General information
 - a. Teacher's name, date, grade level, subject, time, etc.
 2. Significant content details and classroom procedures
 3. Significant teacher behavior and statements
 4. Significant pupil behavior and statements

III. Following the classroom visitation

- A. Agree with the observed teacher on a time and place for the post-observation conference
- B. Review criteria for classroom observation
- C. Review notations made in the classroom
- D. Make a classification for each major area of the criteria
 1. Record classifications and substantiating evidence on the Classroom Observation Report form

Note-Taking During Classroom Observations

I. Procedural suggestions

- A. Begin by recording general information
 1. Teacher's name
 2. Date
 3. Time of day
 4. Place

- a. Any unique features of the setting
- 5. Size of class
- 6. Nature of the pupils
- 7. Subject being taught
- 8. Grade level
- B. Record pertinent teacher behavior
 - 1. Significant statements
 - a. About content
 - b. About classroom procedures
 - c. Regarding teacher-pupil relationships
 - d. Regarding pupil progress
 - 2. Significant non-verbal teacher actions
 - 3. Stated or implied teacher expectations of pupils
- C. Record pertinent pupil behavior
 - 1. Significant statements
 - a. Regarding classroom procedures and content
 - b. Showing pupil-teacher relationship
 - c. Showing pupil-pupil relationship
 - 2. Significant non-verbal pupil actions
 - 3. Observable pupil commitment to the area of study or the learning activity
- D. Record the general nature of the content
 - 1. Type of lesson or activity
 - 2. Methods used in developing content
 - 3. Changes in content or activities
- II. Other suggestions
 - A. Do not attempt to record all classroom conversation and behavior
 - B. Do not be over-concerned with penmanship, spelling and grammar during the note-taking
 - C. Use a system of abbreviations and shorthand when possible
 - D. While recording classroom observations make periodic notations of the time

- E. While observing and recording in the classroom do not make and record personal judgments
 - 1. Personal judgments are not admissible as factual evidence

Suggested Post-Observation Conference Procedures

- I. Preparation
 - A. Arrange for a conference with the observed teacher
 - 1. Timed to be mutually convenient for both teacher and observer
 - 2. To be held in a quiet private place
 - B. Observers will review all notes and make classifications for each major area of the classroom criteria
- II. During the conference
 - A. Recall what occurred in the classroom through a general review of classroom notes
 - 1. Avoid stating personal judgments during this review
 - 2. Obtain teacher verification of the accuracy of the review
 - B. Make certain that the teacher understands the criteria for classroom observation
 - C. Inform the teacher of the classifications made for each area of the classroom criteria
 - D. Outline any recommendations
 - E. Answer teacher questions
 - F. Record significant comments that may have been made by either teacher or observer
 - G. Obtain signatures on report form
- III. Following the conference
 - A. Forward Observation and Conference Report form to the co-ordinator

Statistics, Local and Statewide, Relative to the Experimental Study

In Terms of Total Instructional Staff, Those Who Volunteered for Observations, and Those Who Received Merit Increments, According to Sex, Race, Certification, and Teaching Experience, for 1962-1963 and 1963-1964

Statistical information was secured from each of the pilot centers in this experimental study relative to sex, race, certification, and years of experience in terms of the total instructional personnel, those volunteering for classroom observations, and those receiving merit increments. These data for 1962-63 are presented and analyzed in some detail in each of the descriptive reports for Gastonia, Martin County, and Rowan County. Similar details for 1963-64 are presented for Gastonia and Rowan County only, since Martin County was unable to participate in the experiment during this particular year, except for efforts of cooperation in evaluating the first two years of the program. The tables in this section include figures from the three experimental units in order that State totals may be studied and in order that comparisons among pilot centers may be made.

Table S-I indicates numbers and percentages by grade level and sex of all teachers in each of the three pilot centers in 1962-63, along with State totals, as well as the same information for those who volunteered for classroom observations, and for those who received merit increments.

A limited number of facts revealed in this table are stressed below:

- Of the 1,079 teachers in the three pilot centers in 1962-63 who participated in this program, 484, or 44.9 percent, volunteered for classroom observations; and, of this number, 229, or 47.3 percent, received merit increments.
- Percentages of volunteers and recipients in terms of all teachers in each experimental center follow:

	<u>% Volunteers</u>	<u>% Recipients</u>
Gastonia	41.8	47.2
Martin County	37.2	56.1
Rowan County	51.3	43.6
State	44.9	47.3

- There were 244 men teachers in these three centers in 1962-63, or 22.6 percent, of the total instructional personnel; and there were 835 women teachers, or 77.4 percent of the total instructional personnel.
- Of the 244 male teachers, 128, or 52.5 percent, volunteered for classroom observations; and 42.6 percent of all female teachers, or 356 volunteered.
- Of the 128 men who volunteered for classroom observations, 41, or 32.0 percent, received merit increments; of the 356 women who volunteered, 188, or 52.8 percent, received merit increments.
- In each of the three experimental centers, the percentage of women on the respective staffs exceeded that for men:

	<u>Men</u>	<u>Women</u>
Gastonia	25.3	74.7
Martin	25.7	74.3
Rowan County	19.1	80.9
State	22.6	77.4

- Among those volunteering for classroom observations, the percentages in each pilot center were higher for men than for women:

	<u>Men</u>	<u>Women</u>
Gastonia	59.7	35.7
Martin County	44.6	34.6
Rowan County	52.7	51.0
State	52.5	42.6

Table S-1

Numbers and Percentages by Grade Level and Sex for All Instructional Personnel in Each of the Three Experimental Centers, for All Those Volunteering for Classroom Observations, and for All Those Receiving Merit Increments, Along with State Totals for 1962-1963

Grade Level	Pilot Center	Total Instructional Staff				
		Sex				Total Each Grade Level
		Male		Female		
		No.	%	No.	%	
1-3	G	—	—	76	100.0	76
	M	—	—	85	100.0	85
	R	—	—	128	100.0	128
	State	—	—	289	100.0	289
4-8	G	24	18.5	106	81.5	130
	M	33	28.9	81	71.1	114
	R	31	17.3	148	82.7	179
	State	88	20.8	335	79.2	423
9-12	G	53	54.1	45	45.9	98
	M	41	46.1	48	53.9	89
	R	62	36.9	106	63.1	168
	State	156	43.9	199	56.1	355
Total	G	77	25.3	227	74.7	304
	M	74	25.7	214	74.3	288
	R	93	19.1	394	80.9	487
	State	244	22.6	835	77.4	1,079
Rowan Sp. Education	—	—	12	100.0	12	

Grade Level	Pilot Center	Teachers Volunteering for Classroom Observations							
		Sex						Total	% Teachers Each Grade Level
		Male			Female				
		No.	% Vol.	% Men	No.	% Vol.	% W.		
1-3	G	—	—	—	22	100.0	28.9	22	28.9
	M	—	—	—	24	100.0	28.2	24	28.2
	R	—	—	—	52	100.0	40.6	52	40.6
	State	—	—	—	98	100.0	33.9	98	33.9
4-8	G	14	29.2	58.3	34	70.8	32.1	48	36.9
	M	10	29.4	30.3	24	70.6	29.6	34	29.8
	R	14	15.4	45.2	77	84.6	52.0	91	50.8
	State	38	22.0	43.2	135	78.0	40.3	173	40.9
9-12	G	32	56.1	60.4	25	43.9	55.5	57	58.2
	M	23	46.9	56.1	26	53.1	54.2	49	55.1
	R	35	34.0	56.5	68	66.0	64.2	103	61.3
	State	90	43.1	57.7	119	56.9	59.8	209	58.9
Total	G	46	36.2	59.7	81	63.8	35.7	127	41.8
	M	33	30.8	44.6	74	69.2	34.6	107	37.2
	R	49	19.6	52.7	201	80.4	51.0	250	51.3
	State	128	26.4	52.5	356	73.6	42.6	484	44.9
Rowan Sp. Education	—	—	—	4	100.0	33.3	4	33.3	

Grade Level	Pilot Center	Teachers Receiving Merit Increments							
		Sex						Total No. Recip.	% Vol.
		Male			Female				
		No.	% Rec.	% Vol.	No.	% Rec.	% Vol.		
1-3	G	—	—	—	10	100.0	45.5	10	45.5
	M	—	—	—	16	100.0	66.7	16	66.7
	R	—	—	—	27	100.0	51.9	27	51.9
	State	—	—	—	53	100.0	54.1	53	54.1
4-8	G	4	16.0	28.6	21	84.0	61.8	25	52.1
	M	1	5.3	10.0	18	94.7	75.0	19	55.9
	R	3	7.7	21.4	36	92.3	46.8	39	42.9
	State	8	9.6	21.1	75	90.4	55.6	83	48.0
9-12	G	12*	48.0	37.5	13	52.0	52.0	25	43.9
	M	12	48.0	52.2	13	52.0	50.0	25	51.0
	R	9	22.5	25.7	31	77.5	45.6	40	38.8
	State	33	36.7	36.7	57	63.3	47.9	90	43.1
Total	G	16	26.7	34.8	44	73.3	54.3	60	47.2
	M	13	21.7	39.4	47	78.3	63.5	60	56.1
	R	12	11.0	24.5	97	89.0	48.3	109	43.6
	State	41	17.9	32.0	188	82.1	52.8	229	47.3
Rowan Sp. Education	—	—	—	3	100.0	75.0	3	75.0	

* Includes 3 teachers from Industrial Education Center.

- Percentages of recipients of merit increments in each experimental center were higher for women than for men:

	<u>Men</u>	<u>Women</u>
Gastonia	34.8	54.3
Martin County	39.4	63.5
Rowan County	24.5	48.3
State	32.0	52.8

- In grades 1-3, there were 289 women teachers in 1962-63 in the three pilot centers, and no men. Of this number, 98, or 33.9 percent, volunteered for classroom instruction. Of the 98 volunteers, 53, or 54.1 percent, received merit increments.
- In grades 1-3, percentages of volunteers and recipients in the three centers follow:

	<u>Volunteers</u>	<u>Recipients</u>
Gastonia	28.9	45.5
Martin County	28.2	66.7
Rowan County	40.6	51.9

- In grades 4-8, 38 of 88 men in these grades, or 43.2 percent, volunteered for observations, and 8 men, or 21.1 percent, received merit increments. In the same grades, 135 women, or 40.3 percent of the 335 women in these grades, volunteered for observations, and 75, or 55.6 percent, were awarded merit increments, a percentage difference of 34.5. Including men and women in all three centers, 173, or 40.9 percent, volunteered for classroom observations; and 83 teachers, or 48.0 percent, were awarded merit increments.
- In grades 4-8, percentages of volunteers and recipients, according to sex and according to all teachers, are listed for each pilot center:

	<u>Volunteers</u>			<u>Recipients</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Gastonia	58.3	32.1	36.9	28.6	61.8	52.1
Martin County	30.3	29.6	29.8	10.0	75.0	55.9
Rowan County	45.2	52.0	50.8	21.4	46.8	42.9

- In grades 9-12, a total of 90 men, or 57.7 percent, volunteered for classroom observations; and 33 men, or 36.7 percent, received merit increments. In the same grades, 119 women, or 59.8 percent, volunteered for observations; and 57 women, or 47.9 percent, were awarded merit increments. Including men and women in all three centers, 209, or 58.9 percent, volunteered for observations; and 90 teachers, or 43.1 percent, were awarded merit increments.
- In grades 9-12, percentages of volunteers and recipients, according to sex and according to all teachers, are listed for each pilot center and as State totals:

	<u>Volunteers</u>			<u>Recipients</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Gastonia	60.4	55.5	58.2	37.5	52.0	43.9
Martin County	56.1	54.2	55.1	52.2	50.0	51.0
Rowan County	56.5	64.2	61.3	25.7	45.6	38.8

Table S-II

Table S-II indicates numbers and percentages by grade level and race for all instructional personnel in each of the three experimental centers, for all those volunteering for classroom observations, and for all those receiving merit increments, along with State totals for 1962-63.

- Of the 1,079 teachers in the three experimental centers in 1962-63, a total of 782, or 72.5 percent, were white teachers and 297, or 27.5 percent, were Negro teachers.
- Total percentages according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>
Gastonia	80.3	19.7
Martin County	49.7	50.3
Rowan County	81.1	18.9

- Of the 782 white teachers, 356, or 45.5 percent, volunteered for classroom observations; whereas, 128 of the 297 Negro teachers, or 43.1 percent, volunteered for observations. A total of 484 teachers in the three experimental centers, or 44.9 percent, volunteered for classroom observations.
- Total percentages for each experimental center in terms of volunteers follow:

	<u>White</u>	<u>Negro</u>
Gastonia	45.1	28.3
Martin County	39.9	34.5
Rowan County	47.8	66.3
State	45.5	43.1

- Of the 356 white teachers who volunteered for classroom observations, 175, or 49.2 percent, received merit increments; and of 128 Negro teachers who volunteered, 54, or 42.2 percent, were awarded merit increments. A total of 229 teachers, or 47.3 percent, were awarded merit increments.
- Total percentages relative to recipients according to each experimental center follow:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	49.1	35.3	47.2
Martin County	64.9	46.0	56.1
Rowan County	44.4	41.0	43.6
State	49.2	42.2	47.3

- In grades 1-3, a total of 68 white teachers among 198, or 34.3 percent, volunteered for observations. Of the 289 teachers in grades 1-3, a total of 98, or 33.9 percent, volunteered for observations.
- Percentages of volunteers in grades 1-3 according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	32.2	17.6	28.9
Martin County	33.3	24.5	28.2
Rowan County	35.9	60.0	40.6
State	34.3	33.0	33.9

- Among the 68 white teachers who volunteered for observations in grades 1-3, a total of 38, or 55.9 percent, received merit increments; and of the 30 Negro teachers who volunteered, 15, or 50.0 percent, received increments. Of 98 volunteers in grades 1-3, a total of 53, or 54.1 percent, were awarded merit increments.
- Percentages of recipients in grades 1-3 according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	47.4	33.3	45.5
Martin County	75.0	58.3	66.7
Rowan County	54.1	46.7	51.9
State	55.9	50.0	54.1

- In grades 4-8, a total of 125 white teachers among 303, or 41.3 percent, volunteered for classroom observations; whereas, 48 Negro teachers among 120, or 40.0 percent, volunteered for observations. In these grades, a total of 173 teachers, or 40.9 percent, volunteered for classroom observations.
- Percentages of recipients in grades 4-8 according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	38.1	32.0	36.9
Martin County	31.5	28.3	29.8
Rowan County	47.2	65.7	50.8
State	41.3	40.0	40.9

- In grades 4-8 a total of 62 white teachers among 125 volunteers, or 49.6 percent, were awarded merit increments; whereas, 21 Negro teachers among 48 volunteers, or 43.8 percent, were awarded merit increments. Of a total of 173 volunteers in these grades, 83 teachers, or 48.0 percent, were awarded merit increments.

Table S-II

Numbers and Percentages by Grade Level and Race for All Instructional Personnel in Each of the Three Experimental Centers, for All Those Volunteering for Classroom Observations, and for All Those Receiving Merit Increments, Along with State Totals for 1962-1963

Grade Level	Pilot Center	Total Instructional Staff				
		Race				Total Each Grade Level
		White		Negro		
No.	%	No.	%			
1-3	G	59	77.6	17	22.5	76
	M	36	42.4	49	57.6	85
	R	103	80.5	25	19.5	128
	State	198	68.5	91	31.5	289
4-8	G	105	80.8	25	19.2	130
	M	54	47.4	60	52.6	114
	R	144	80.4	35	19.6	179
	State	303	71.6	120	28.4	423
9-12	G	80	81.6	18	18.4	98
	M	53	59.6	36	40.4	89
	R	139	82.7	29	17.3	168
	State	272	76.6	83	23.4	355
Total	G	244	80.3	60	19.7	304
	M	143	49.7	145	50.3	288
	R	395	81.1	92	18.9	487
	State	782	72.5	297	27.5	1,079
Rowan Sp. Education		9	75.0	3	25.0	12

Teachers Volunteering for Classroom Observations								
	No.	Race					Total No. Vol.	% Teachers Each Grade Level
		White		Negro				
		% Vol.	% W.	No.	% Vol.	% N.		
	19	86.4	32.2	3	13.6	17.6	22	28.9
	12	50.0	33.3	12	50.0	24.5	24	28.2
	37	71.2	35.9	15	28.9	60.0	52	40.6
	68	69.4	34.3	30	30.6	33.0	98	33.9
	40	83.3	38.1	8	16.7	32.0	48	36.9
	17	50.0	31.5	17	50.0	28.3	34	29.8
	68	74.7	47.2	23	25.3	65.7	91	50.8
	125	72.3	41.3	48	27.7	40.0	173	40.9
	51	89.5	63.8	6	10.5	33.3	57	58.2
	28	57.1	52.8	21	42.9	58.3	49	55.1
	82	79.6	59.0	21	20.4	72.4	103	61.3
	161	77.0	59.2	48	23.0	57.8	209	58.9
	110	86.6	45.1	17	13.4	28.3	127	41.8
	57	53.3	39.9	50	46.7	34.5	107	37.2
	189	75.6	47.8	61	24.4	66.3	250	51.3
	356	73.6	45.5	128	26.4	43.1	484	44.9
	2	50.0	22.2	2	50.0	66.7	4	33.3

Grade Level	Pilot Center	Teachers Receiving Merit Increments							
		Race						Total No. Recip.	Vol.
		White			Negro				
No.	% Rec.	% Vol.	No.	% Rec.	% Vol.				
1-3	G	9	90.0	47.4	1	10.0	33.3	10	45.5
	M	9	56.3	75.0	7	43.8	58.3	16	66.7
	R	20	74.1	54.1	7	25.9	46.7	27	51.9
	State	38	71.7	55.9	15	28.3	50.0	53	54.1
4-8	G	21	84.0	52.5	4	16.0	50.0	25	52.1
	M	13	68.4	76.5	6	31.6	35.3	19	55.9
	R	28	71.8	41.2	11	28.2	47.8	39	42.9
	State	62	74.7	49.6	21	25.3	43.8	83	48.0
9-12	G	24*	96.0	47.1	1	4.0	16.6	25	38.6
	M	15	60.0	53.6	10	40.0	47.6	25	51.0
	R	35	87.5	42.7	5	12.5	23.8	40	38.8
	State	74	82.2	46.0	16	17.8	33.3	90	43.1
Total	G	54	90.0	49.1	6	10.0	35.3	60	47.2
	M	37	61.7	64.9	23	38.3	46.0	60	56.1
	R	84	77.1	44.4	25	22.9	41.0	109	43.6
	State	175	76.4	49.2	54	23.6	42.2	229	47.3
Rowan		1	33.3	50.0	2	66.7	100.0	3	75.0

- Percentages of recipients in grades 4-8 according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	52.5	50.0	52.1
Martin County	76.5	35.3	55.9
Rowan County	41.2	47.8	42.9
State	49.6	43.8	48.0

- In grades 9-12, a total of 161 white teachers among 272, or 59.2 percent, volunteered for classroom observations; whereas, 48 Negro teachers among 83, or 57.8 percent, volunteered for observations. A total of 209 teachers among 355 in grades 9-12, or 58.9 percent, volunteered for classroom observations.

- Percentages of volunteers in grades 9-12 according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	63.8	33.3	58.2
Martin County	52.8	58.3	55.1
Rowan County	59.0	72.4	61.3
State	59.2	57.8	58.9

- In grades 9-12, a total of 74 white teachers among the 161 who volunteered for classroom observations, or 46.0 percent, were awarded merit increments; whereas, 16 of the 48 Negro teachers who volunteered for observations, or 33.3 percent, were awarded merit increments. A total of 90 teachers among the 209 who volunteered in grades 9-12, or 43.1 percent, were awarded merit increments.

- Percentages of recipients in grades 9-12 according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	47.1	16.6	38.6
Martin County	53.6	47.6	51.0
Rowan County	42.7	23.8	38.8
State	46.0	33.3	43.1

Table S-III

Table S-III indicates numbers and percentages of certificates held by all teachers in the three experimental centers, by all those volunteering for classroom observations, and by all those receiving merit increments, according to grade level and type, for 1962-63.

- Of the 1,079 teachers in the three experimental centers in 1962-63, a total of 913, or 84.6 percent, held Class A certificates; 140, or 13.0 percent, held Graduate certificates; and 26, or 2.4 percent, held certificates below Class A.
- Percentages in terms of experimental centers according to types of certificates held follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	77.3	19.7	3.0
Martin County	84.7	15.3	—
Rowan County	89.1	7.4	3.5
State	84.6	13.0	2.4

- Of the 913 teachers who held Class A certificates, 395, or 43.3 percent, volunteered for classroom observation; 81 of the 140 who held Graduate certificates, or 57.9 percent, volunteered for observations; and 8 of the 26 who held certificates below Class A, or 30.8 percent, volunteered for observations. A total of 484 teachers, or 44.9 percent, volunteered for classroom observations.
- Total percentages for those who volunteered for classroom observations in terms of types of certificates held according to each experimental center follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	38.3	48.3	88.8
Martin County	32.0	65.9	—
Rowan County	52.3	63.9	—
State	43.3	57.9	30.8

- Of the 395 teachers who held Class A certificates and who volunteered for classroom observations, 180, or 45.6 percent, received merit increments; 46 teachers with Graduate certificates among the 81 who volunteered for observations, or 56.8 percent, received merit increments; and 3 teachers with certificates below Class A among the 8 who volunteered for observations, or 37.5 percent, were awarded merit increments. A total of 229 teachers of 484 who volunteered, or 47.3 percent, were awarded merit increments.
- Total percentages of those who received merit increments in terms of types of certificates held according to each experimental center follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	47.8	48.3	37.5
Martin County	53.8	62.1	—
Rowan County	41.9	60.9	—
State	45.6	56.8	37.5

- In grades 1-3, 89 teachers among the 256 who held Class A certificates, or 34.8 percent, volunteered for classroom observations; and 9 of the 25 who held Graduate certificates, or 36.0 percent, volunteered for observations. A total of 98 teachers among the 289 in grades 1-3, or 33.9 percent, volunteered for classroom observations.
- Percentages of volunteers in grades 1-3, in terms of certificates held, and according to each experimental center follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	29.2	30.0	—
Martin County	27.6	33.3	—
Rowan County	42.6	50.0	—
State	34.8	36.0	—

- In grades 1-3, 46 of the 89 volunteers who held Class A certificates, or 51.7 percent, were awarded merit increments; and 7 of the 9 who held Graduate certificates, or 77.8 percent, were awarded increments. A total of 53 teachers among the 98 who volunteered, or 54.1 percent, received merit awards.
- Percentages of recipients in grades 1-3 in terms of certificates held and according to each experimental center follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	36.8	100.0	—
Martin County	66.7	66.7	—
Rowan County	51.0	66.7	—
State	51.7	77.8	—

- In grades 4-8, a total of 144 teachers of the 371 who held Class A certificates, or 38.8 percent, volunteered for classroom observations; and 29 of the 46 teachers who held Graduate certificates, or 63.0 percent, volunteered for observations. A total of 173 teachers of the 423 in grades 4-8, or 40.9 percent, volunteered for classroom observations.

Table S-III

Numbers and Percentages of Certificates Held by All Teachers in the Three Experimental Centers, by All Those Volunteering for Classroom Observations, and by All Those Receiving Merit Increments, According to Grade Level and Type, for 1962-1963

Grade Level	Pilot Center	Total Instructional Staff						
		Class A		Graduate		Below Class A		Total
		No.	%	No.	%	No.	%	
1-3	G	65	85.6	10	13.2	1	1.3	76
	M	76	89.4	9	10.6	—	—	85
	R	115	89.8	6	4.7	7	5.5	128
	State	256	88.6	25	8.7	8	2.8	289
4-8	G	105	80.8	25	19.2	—	—	130
	M	99	86.8	15	13.2	—	—	114
	R	167	93.3	6	3.4	6	3.4	179
	State	371	87.7	46	10.9	6	1.4	423
9-12	G	65	66.3	25	25.5	8	8.2	98
	M	69	77.5	20	22.5	—	—	89
	R	145	86.3	22	13.1	1	0.6	168
	State	279	78.6	67	18.9	9	2.5	355
Total	G	235	77.3	60	19.7	9	3.0	304
	M	244	84.7	44	15.3	—	—	288
	R	434	89.1	36	7.4	17	3.5	487
	State	913	84.6	140	13.0	26	2.4	1,079
Rowan Sp. Education		7	58.3	2	16.7	3	25.0	12

Teachers Volunteering for Classroom Observations												
Grade Level	Pilot Center	Class A			Graduate			Below Class A			Total No.	% Teach.
		No.	% Vol.	% Teach.	No.	% Vol.	% Teach.	No.	% Vol.	% Teach.		
		1-3	G	19	86.4	29.2	3	13.6	30.0	—	—	—
M	21		87.5	27.6	3	12.5	33.3	—	—	—	24	28.2
R	49		94.2	42.6	3	5.8	50.0	—	—	—	52	40.6
State	89		90.8	34.8	9	9.2	36.0	—	—	—	98	33.9
4-8	G	34	70.8	32.4	14	29.2	56.0	—	—	—	48	36.9
	M	24	70.6	24.2	10	29.4	66.7	—	—	—	34	29.8
	R	86	94.5	51.5	5	5.5	83.3	—	—	—	91	50.8
	State	144	83.2	38.8	29	16.8	63.0	—	—	—	173	40.9
9-12	G	37	64.9	57.0	12	21.1	48.0	8	14.0	100.0	57	58.2
	M	33	67.3	47.8	16	32.7	80.0	—	—	—	49	55.1
	R	89	86.4	61.4	14	13.6	63.6	—	—	—	103	61.3
	State	159	76.1	57.0	42	20.1	62.7	8	3.8	88.9	209	58.9
Total	G	90	70.9	38.3	29	22.8	48.3	8	6.3	88.8	127	41.8
	M	78	72.9	32.0	29	27.1	65.9	—	—	—	107	37.2
	R	227	90.8	52.3	23	9.2	63.9	—	—	—	250	51.3
	State	395	81.6	43.3	81	16.7	57.9	8	1.7	30.8	484	44.9
Rowan Sp. Education		3	75.0	42.9	1	25.0	50.0	—	—	—	4	33.3

Grade Level	Pilot Center	Teachers Receiving Merit Increments										
		Class A			Graduate			Below Class A			Total	Vol.
		No.	% Recip.	% Vol.	No.	% Recip.	% Vol.	No.	% Recip.	% Vol.		
1-3	G	7	70.0	36.8	3	30.0	100.0	—	—	—	10	45.5
	M	14	87.5	66.7	2	12.5	66.7	—	—	—	16	66.7
	R	25	92.6	51.0	2	7.4	66.7	—	—	—	27	51.9
	State	46	86.8	51.7	7	13.2	77.8	—	—	—	53	54.1
4-8	G	18	72.0	53.0	7	28.0	50.0	—	—	—	25	52.1
	M	11	57.9	45.8	8	42.1	80.0	—	—	—	19	55.9
	R	36	92.3	41.9	3	7.7	60.0	—	—	—	39	42.9
	State	65	78.3	45.1	18	21.7	62.1	—	—	—	83	48.0
9-12	G	18	72.0	48.6	4	16.0	33.3	3	12.0	37.5	25	38.6
	M	17	68.0	51.5	8	32.0	50.0	—	—	—	25	51.0
	R	32	80.0	36.0	8	20.0	57.1	—	—	—	40	38.8
	State	67	74.4	42.1	20	22.2	47.6	3	3.3	37.5	90	43.1
Total	G	43	71.7	47.8	14	23.3	48.3	3	5.0	37.5	60	47.2
	M	42	70.0	53.8	18	30.0	62.1	—	—	—	60	56.1
	R	95	87.2	41.9	14	12.8	60.9	—	—	—	109	43.6
	State	180	78.6	45.6	46	20.1	56.8	3	1.3	37.5	229	47.3
Rowan Sp. Education		2	66.7	66.7	1	33.3	100.0	—	—	—	3	75.0

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- Percentages of volunteers in grades 4-8 in terms of certificates held and according to each experimental center follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	32.4	56.0	—
Martin County	24.2	66.7	—
Rowan County	51.5	83.3	—
State	38.8	63.0	—

- In grades 4-8, a total of 65 teachers of the 144 who held Class A certificates and volunteered for classroom observations, or 45.1 percent, were awarded merit increments; and 18 of the 29 volunteers who held Graduate certificates, or 62.1 percent, received merit increments. A total of 83 teachers among the 173 who volunteered in grades 4-8, or 48.0 percent received merit increments.

- Percentages of recipients in grades 4-8 in terms of certificates held and according to each experimental center follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	53.0	50.0	—
Martin County	45.8	80.0	—
Rowan County	41.9	60.0	—
State	45.1	62.1	—

- In grades 9-12, a total of 159 teachers among 279, or 57.0 percent, volunteered for classroom observations; 42 of 67 teachers with Graduate certificates, or 62.7 percent, volunteered for observations; and 8 of the 9 teachers with certificates below Class A, or 88.9 percent, volunteered. A total of 209 teachers among the 355 in grades 9-12, or 58.9 percent, volunteered for classroom observations.

- Percentages of volunteers in grades 9-12 in terms of certificates held and according to each experimental center follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	57.0	48.0	100.0
Martin County	47.8	80.0	—
Rowan County	61.4	63.6	—
State	57.0	62.7	88.9

- In grades 9-12, a total of 67 teachers among the 159 with Class A certificates who volunteered for observations, or 42.1 percent, were awarded merit increments; 20 of the 42 teachers with Graduate certificates who volunteered for observations, or 47.6 percent, were awarded increments; and 3 of the 8 teachers with certificates below Class A who volunteered for observations, or 37.5 percent, were awarded increments. A total of 90 teachers among 209 in grades 9-12, or 43.1 percent, were awarded merit increments.

- Percentages of recipients in grades 9-12 in terms of certificates held and according to each experimental center follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	48.6	33.3	37.5
Martin County	51.5	50.0	—
Rowan County	36.0	57.1	—
State	42.1	47.6	37.5

Table S-IV indicates the distribution of all teachers in the three experimental centers, those volunteering for classroom observations, and those receiving merit increments, according to years of experience and grade level for 1962-63.

- Of the 1,079 teachers in the three experimental centers in 1962-63,
 - 27.4 percent had less than 5 years' experience
 - 23.4 percent had 5-10 years' experience
 - 21.6 percent had 11-20 years' experience
 - 27.5 percent had over 20 years' experience

TOTAL STAFF

- Percentages of staff employed in each of the three experimental centers, plus State percentages, according to years of teaching experience follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	29.6	26.1	26.9	27.4
5-10 years	30.6	21.5	20.1	23.4
1-20 years	17.4	20.8	24.6	21.6
Over 20 years	22.3	31.6	28.3	27.5

- In grades 1-3 percentages in terms of experience for each experimental center and for the State follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	30.3	20.0	14.8	20.4
5-10 years	25.0	15.3	21.1	20.4
11-20 years	11.8	20.0	27.3	21.1
Over 20 years	32.9	44.7	36.7	38.1

- In grades 4-8 percentages in terms of experience for each experimental center and for the State follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	33.1	23.7	25.1	27.2
5-10 years	30.8	18.4	17.3	21.7
11-20 years	15.4	22.8	24.6	21.3
Over 20 years	20.8	35.1	33.0	29.8

- In grades 9-12 percentages in terms of experience for each experimental center and for the State follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	24.5	34.8	38.7	33.8
5-10 years	34.7	31.5	22.6	28.2
11-20 years	24.5	19.1	22.0	22.0
Over 20 years	16.3	14.6	16.7	16.1

VOLUNTEERS

- Of the 484 teachers who volunteered for classroom observations from among the 1,079 in the three experimental centers,

- 37.8 percent had less than 5 years' experience
- 49.8 percent had 5-10 years' experience
- 57.9 percent had 11-20 years' experience
- 37.4 percent had over 20 years' experience

- Total percentages, grades 1-12 for volunteers in each experimental unit, plus State percentages, follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	40.0	34.7	38.2	37.8
5-10 years	46.2	43.5	57.1	49.8
11-20 years	52.8	46.7	65.8	57.9
Over 20 years	29.4	28.6	47.1	37.4

- In grades 1-3 percentages of volunteers in terms of experience for each experimental center and for the State follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	26.1	29.4	21.1	25.4
5-10 years	42.1	30.8	37.0	37.3
11-20 years	22.2	41.2	57.1	47.5
Over 20 years	24.0	21.1	38.3	29.1

- In grades 4-8 percentages of volunteers in terms of experience for each experimental center and for the State follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	34.9	25.9	42.2	35.7
5-10 years	37.5	38.1	61.3	45.7
11-20 years	45.0	46.2	61.4	53.3
Over 20 years	33.3	17.5	44.1	33.3

Table S-IV

Distribution of All Teachers in the Three Experimental Centers, Those Volunteering for Classroom Observations, and Those Receiving Merit Increments, According to Years of Experience and Grade Level, for 1962-1963

Grade Level	Pilot Center	Total Instructional Staff							Total	
		Less Than 5 Years		5-10 Years		11-20 Years		Over 20 Years		
		No.	%	No.	%	No.	%	No.		%
1-3	G	23	30.3	19	25.0	9	11.8	25	32.9	76
	M	17	20.0	13	15.3	17	20.0	38	44.7	85
	R	19	14.8	27	21.1	35	27.3	47	36.7	128
	State	59	20.4	59	20.4	61	21.1	110	38.1	289
4-8	G	43	33.1	40	30.8	20	15.4	27	20.8	130
	M	27	23.7	21	18.4	26	22.8	40	35.1	114
	R	45	25.1	31	17.3	44	24.6	59	33.0	179
	State	115	27.2	92	21.7	90	21.3	126	29.8	423
9-12	G	24	24.5	34	34.7	24	24.5	16	16.3	98
	M	31	34.8	28	31.5	17	19.1	13	14.6	89
	R	65	38.7	38	22.6	37	22.0	28	16.7	168
	State	120	33.8	100	28.2	78	22.0	57	16.1	355
Total	G	90	29.6	93	30.6	53	17.4	68	22.3	304
	M	75	26.1	62	21.5	60	20.8	91	31.6	288
	R	131	26.9	98	20.1	120	24.6	138	28.3	487
	State	296	27.4	253	23.4	233	21.6	297	27.5	1,079
Rowan Sp. Ed.		2	16.7	2	16.7	4	33.3	4	33.3	12

Teachers Volunteering for Classroom Observations												
Less Than 5 Years			5-10 Years			11-20 Years			Over 20 Years			Total
No.	% Vol.	% Teach.	No.	% Vol.	% Teach.	No.	% Vol.	% Teach.	No.	% Vol.	% Teach.	
6	27.3	26.1	8	36.4	42.1	2	9.1	22.2	6	27.3	24.0	
5	20.8	29.4	4	16.7	30.8	7	29.2	41.2	8	33.4	21.1	24
4	7.7	21.1	10	19.2	37.0	20	38.5	57.1	18	34.6	38.3	52
15	15.3	25.4	22	22.4	37.3	29	29.6	47.5	32	32.7	29.1	98
15	31.3	34.9	15	31.3	37.5	9	18.7	45.0	9	18.7	33.3	48
7	20.6	25.9	8	23.5	38.1	12	35.3	46.2	7	20.6	17.5	34
19	20.9	42.2	19	20.9	61.3	27	29.7	61.4	26	28.6	44.1	91
41	23.7	35.7	42	24.3	45.7	48	27.7	53.3	42	24.3	33.3	173
15	26.3	62.5	20	35.1	58.8	17	29.8	70.8	5	8.8	31.3	57
14	28.6	45.2	15	30.6	53.6	9	18.4	52.9	11	22.4	84.6	49
27	26.2	41.5	26	25.2	68.4	31	30.1	83.8	19	18.4	67.9	103
56	26.8	46.7	61	29.2	61.0	57	27.3	73.1	35	16.7	61.4	209
36	28.3	40.0	43	33.9	46.2	28	22.0	52.8	20	15.7	29.4	127
26	24.3	34.7	27	25.2	43.5	28	26.2	46.7	26	24.3	28.6	107
50	20.0	38.2	56	22.4	57.1	79	31.6	65.8	65	26.0	47.1	250
112	23.1	37.8	126	26.0	49.8	135	27.9	57.9	111	22.9	37.4	484
—	—	—	1	25.0	50.0	1	25.0	25.0	2	50.0	50.0	4

Teachers Receiving Merit Increments															
Grade Level	Pilot Center	Less Than 5 Years			5-10 Years			11-20 Years			Over 20 Years			Total	% Vol.
		No.	% Recip.	% Vol.	No.	% Recip.	% Vol.	No.	% Recip.	% Vol.	No.	% Recip.	% Vol.		
		1-3	G	3	30.0	50.0	2	20.0	25.0	1	10.0	50.0	4		
M	2		12.5	40.0	2	12.5	50.0	6	37.5	85.7	6	37.5	75.0	16	66.7
R	—		—	—	6	22.2	60.0	13	48.2	65.0	8	29.6	44.4	27	51.9
State	5		9.4	33.3	10	18.9	45.5	20	37.7	69.0	18	34.0	56.3	53	54.4
4-8	G	7	28.0	46.7	6	24.0	40.0	7	28.0	77.8	5	20.0	55.0	25	52.1
	M	3	15.8	42.9	3	15.8	37.5	7	36.8	58.3	6	31.6	85.7	19	55.9
	R	5	12.8	26.3	6	15.4	31.6	12	30.8	44.4	16	41.0	61.5	39	42.9
	State	15	18.1	36.6	15	18.1	35.7	26	31.3	54.2	27	32.5	64.3	83	48.0
9-12	G	8	32.0	53.3	8	32.0	40.0	7	28.0	41.2	2	8.0	40.0	25	38.6
	M	6	24.0	42.9	7	28.0	46.7	4	16.0	44.4	8	32.0	72.7	25	51.0
	R	4	10.0	14.8	11	27.5	42.3	15	37.5	48.4	10	25.0	52.6	40	38.8
	State	18	20.0	32.1	26	28.9	42.6	26	28.9	45.6	20	22.2	57.1	90	43.1
Total	G	18	30.0	50.0	16	26.7	37.2	15	28.0	53.6	11	18.3	55.0	60	47.2
	M	11	18.3	42.3	12	20.0	44.4	17	28.3	60.7	20	33.3	76.9	60	56.1
	R	9	8.3	18.0	24	22.0	42.9	41	37.6	51.9	35	32.1	53.8	109	43.6
	State	38	16.6	33.9	52	22.7	41.3	73	31.9	54.1	66	28.8	59.5	229	47.3
Rowan Sp. Ed.		—	—	—	1	33.3	100.0	1	33.3	100.0	1	33.3	50.0	3	75.0

- In grades 9-12 percentages of volunteers in terms of experience for each experimental center and for the State follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	62.5	45.2	41.5	46.7
5-10 years	58.8	53.6	68.4	61.0
11-20 years	70.8	52.9	83.8	73.1
Over 20 years	31.3	84.6	67.9	61.4

RECIPIENTS

- Total percentages of recipients of merit increments, in terms of volunteers for classroom observations, according to each experimental center and in terms of State percentages and in terms of teaching experience, follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	50.0	42.3	18.0	33.9
5-10 years	37.2	44.4	42.9	41.3
11-20 years	53.6	60.7	51.9	54.1
Over 20 years	55.0	76.9	53.8	59.5

- In grades 1-3 percentages of recipients of merit increments, in terms of volunteers for observation, according to each experimental center and for the State, in terms of teaching experience, follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	50.0	40.0	—	33.3
5-10 years	25.0	50.0	60.0	45.5
11-20 years	50.0	85.7	65.0	69.0
Over 20 years	66.7	75.0	44.4	56.3

- In grades 4-8 percentages of recipients of merit increments, in terms of volunteers for observation, according to each experimental unit and for the State, in terms of teaching experience, follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	46.7	42.9	26.3	36.6
5-10 years	40.0	37.5	31.6	35.7
11-20 years	77.8	58.3	44.4	54.2
Over 20 years	55.5	85.7	61.5	64.3

- In grades 9-12 percentages of recipients of merit increments, in terms of volunteers for observation, according to each experimental unit and for the State, in terms of teaching experience, follow:

<u>Experience</u>	<u>Gastonia</u>	<u>Martin County</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	53.3	42.9	14.8	32.1
5-10 years	40.0	46.7	42.3	42.6
11-20 years	41.2	44.4	48.4	45.6
Over 20 years	40.0	72.7	52.6	57.1

Table S-V

Tables S-V, S-VI, S-VII, and S-VIII are comparable to Tables S-I, S-II, S-III, and S-IV; but they pertain to the third year of the experiment, 1963-64, or the second year of rating teachers for merit increments. As explained earlier, Martin County did not participate in the experimental study during 1963-64, except to cooperate in the evaluation of the first two years of the experiment.

Table V indicates numbers and percentages by grade level and sex for all instructional personnel in Gastonia and in Rowan County, for all those volunteering for classroom observations and for all those receiving merit increments, along with State totals for 1963-64.

- Of the 821 teachers in Gastonia and Rowan County for 1963-64 a total of 224, or 27.3 percent, volunteered for classroom observations; and of these 224 volunteers 167, or 74.6 percent, were awarded merit increments.
- Percentages of volunteers and recipients in terms of all teachers in Gastonia and in Rowan County follow:

	<u>% Volunteers</u>	<u>% Recipients</u>
Gastonia	20.9	87.3
Rowan County	31.0	69.6
State	27.3	74.6

- There were 167 men in these two experimental centers in 1963-64 or 20.3 percent of the total instructional personnel; there were 654 women teachers or 79.7 percent of the total instructional personnel.
- A total of 49 men teachers, or 29.3 percent, volunteered for classroom observations; and 175 women teachers, or 26.8 percent, volunteered for observations.
- Percentages of volunteers in terms of sex for Gastonia and Rowan County follows:

	<u>Men</u>	<u>Women</u>
Gastonia	27.9	18.8
Rowan County	30.3	31.2
State	29.3	26.8

- Of the 49 men volunteering for classroom observations, 32, or 65.3 percent, were awarded merit increments; of the 175 women who volunteered for observations, 135, or 77.1 percent, were awarded increments.
- Percentages of those receiving increments by sex in Gastonia and in Rowan County follow:

	<u>Men</u>	<u>Women</u>
Gastonia	89.5	86.4
Rowan County	50.0	74.1
State	65.3	77.1

- In grades 1-3, of the 205 female teachers in Gastonia and Rowan County, 43, or 21.0 percent, volunteered for observations. They were divided as follows:

	<u>Men</u>	<u>Women</u>
Gastonia	—	12.8
Rowan County	—	26.0
State	—	21.0

- Recipients in grades 1-3, all women, are accounted for in the following manner:

	<u>Men</u>	<u>Women</u>
Gastonia	—	90.0
Rowan County	—	75.8
State	—	79.1

- In grades 4-8, 14 of all 51 men in these grades, or 27.5 percent, volunteered for observations; and of these 14 men, 7, or 50.0 percent, were awarded merit increments. On the other hand, 75 of all 270 women in grades 4-8, or 27.8 percent, volunteered for observations; and of the 75 women volunteers, 55, or 73.3 percent, were awarded merit increments. Total number and percentage of volunteers among 321 teachers was 89, or 27.7 percent; total number of recipients among the 89 volunteers was 62, or 69.7 percent.

- Percentages of volunteers and recipients in grades 4-8 in Gastonia and Rowan County follow:

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	<u>Percent Volunteers</u>	<u>Percent Recipients</u>	<u>Percent Volunteers</u>	<u>Percent Recipients</u>	<u>Percent Volunteers</u>	<u>Percent Recipients</u>
Gastonia	22.7	80.0	18.2	75.0	18.9	76.0
Rowan County	31.0	33.3	34.4	72.7	33.9	67.2

- In grades 9-12, 35 of all 116 men in these grades, or 30.2 percent, volunteered for classroom observations; and of these 35 men 27, or 71.4 percent, were awarded merit increments. At the same time 51 women among all 163 women in these grades, or 31.3 percent, volunteered for observations; and of the 51 women who volunteered 41, or 80.4 percent, were awarded merit increments. Total number of volunteers among the 279 teachers in grades 9-12 was 86, or 30.8 percent; total number of recipients among the 86 volunteers was 66, or 76.7 percent.

Table S-V

Numbers and Percentages by Grade Level and Sex for All Instructional Personnel in Gastonia and in Rowan County, for All Those Volunteering for Classroom Observations and for All Those Receiving Merit Increments, Along With State Totals, for 1963-1964

Grade Level	Pilot Center	Total Instructional Staff				
		Sex				Total Each Grade Level
		Male		Female		
		No.	%	No.	%	
1-3	G	—	—	78	100.0	78
	M	—	—	—	—	—
	R	—	—	127	100.0	127
	State	—	—	205	100.0	205
4-8	G	22	16.7	110	83.3	132
	M	—	—	—	—	—
	R	29	15.3	160	84.7	189
	State	51	15.9	270	84.1	321
9-12	G	46	50.0	46	50.0	92
	M	—	—	—	—	—
	R	70	37.4	117	62.6	187
	State	116	41.6	163	58.4	279
Total	G	68	22.5	234	77.5	302
	M	—	—	—	—	—
	R	99	19.1	420	80.9	519
	State	167	20.3	654	79.7	821
Rowan Sp. Education		—	—	16	100.0	16

Teachers Volunteering for Classroom Observations								
Sex								
Male			Female			Total No. Vol.	% Teachers Each Grade Level	
No.	% Vol.	% Men	No.	% Vol.	% W.			
—	—	—	10	100.0	12.8			10
—	—	—	33	100.0	26.0	33	26.0	
—	—	—	43	100.0	21.0	43	21.0	
5	20.0	22.7	20	80.0	18.2	25	18.9	
—	—	—	—	—	—	—	—	
9	14.1	31.0	55	85.9	34.4	64	33.9	
14	15.7	27.5	75	84.3	27.8	89	27.7	
—	—	—	—	—	—	—	—	
14	50.0	30.4	14	50.0	30.4	28	30.4	
—	—	—	—	—	—	—	—	
21	36.2	30.0	37	63.8	31.6	58	31.0	
35	40.7	30.2	51	59.3	31.3	86	30.8	
—	—	—	—	—	—	—	—	
19	30.2	27.9	44	69.8	18.8	63	20.9	
—	—	—	—	—	—	—	—	
30	18.6	30.3	131	81.4	31.2	161	31.0	
49	21.9	29.3	175	78.1	26.8	224	27.3	
—	—	—	6	100.0	37.5	6	37.5	

Grade Level		Pilot Center		Teachers Receiving Merit Increments							
				Sex						Total No. Recip.	% Vol.
				Male			Female				
				No.	% Rec.	% Vol.	No.	% Recip.	% Vol.		
1-3	G	—	—	—	9	100.0	90.0	9	90.0		
	M	—	—	—	—	—	—	—	—		
	R	—	—	—	25	100.0	75.8	25	75.8		
	State	—	—	—	34	100.0	79.1	34	79.1		
4-8	G	4	21.1	80.0	15	78.9	75.0	19	76.0		
	M	—	—	—	—	—	—	—	—		
	R	3	7.0	33.3	40	93.0	72.7	43	67.2		
	State	7	11.3	50.0	55	88.7	73.3	62	69.7		
9-12	G	13	48.1	92.9	14	51.9	100.0	27	96.4		
	M	—	—	—	—	—	—	—	—		
	R	12	30.8	57.1	27	69.2	73.0	39	67.2		
	State	25	37.9	71.4	41	62.1	80.4	66	76.7		
Total	G	17	30.9	89.5	38	69.1	86.4	55	87.3		
	M	—	—	—	—	—	—	—	—		
	R	15	13.4	50.0	97	86.6	74.0	112	69.6		
	State	32	19.2	65.3	135	80.8	77.1	167	74.6		
Rowan Sp. Education		—	—	—	5	100.0	83.3	5	83.3		

Table S-VI

Table S-VI indicates numbers and percentages by grade level and race for all instructional personnel in Gastonia and in Rowan County, for all those volunteering for classroom observations and for all those receiving merit increments, along with State totals, for 1963-64.

- Of the 821 teachers in Gastonia and in Rowan County in 1963-64, a total of 660, or 80.4 percent, were white teachers; and 161, or 19.6 percent, were Negro teachers.
- Percentages of total instructional staff according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>
Gastonia	79.4	20.5
Rowan County	80.9	19.1
State	80.4	19.6

- Of the 660 white teachers in these two centers 166, or 25.2 percent, volunteered for classroom observations; and of the 161 Negro teachers 58, or 36.0 percent, volunteered. All volunteering teachers included 224, or 27.3 percent, of the total instructional staff in both pilot centers.
- Percentages of volunteers for classroom observations according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	23.8	9.7	20.9
Rowan County	26.0	52.5	31.0
State	25.2	36.0	27.3

- In grades 1-3 a total of 30 white teachers among 162, or 18.5 percent, volunteered for classroom observations; whereas, 13 of 43 Negro teachers, or 30.2 percent, volunteered for observations. Of the 205 teachers in grades 1-3, a total of 43, or 21.0 percent, volunteered for observations.
- Percentages of volunteers in grades 1-3 according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	16.9	—	12.8
Rowan County	19.4	54.2	26.0
State	18.5	30.2	21.0

- Of the 30 white teachers who volunteered for observations in grades 1-3, a total of 27, or 90.0 percent, were awarded merit increments; and of the 13 Negro volunteers, 7 or 53.8 percent, were awarded increments. Of 43 volunteers in grades 1-3 a total of 34, or 79.1 percent, received increments.
- Percentages of recipients in grades 1-3 according to race and according to experimental centers follow:

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	90.0	—	90.0
Rowan County	90.0	53.9	75.8
State	90.0	53.8	79.1

- In grades 4-8 a total of 64 white teachers among 262, or 24.4 percent, volunteered for observations; and of this number 51, or 79.7 percent, were awarded merit increments. At the same time in grades 4-8, 25 of 59 Negro teachers, or 42.4 percent, volunteered for observations; and of the 25 Negro volunteers 11, or 44.0 percent, were awarded increments. In grades 4-8 there was a total of 89 volunteers, or 27.7 percent, of all teachers in these grades; of these 89 volunteers 62, or 69.7 percent, were awarded increments.
- Percentages of volunteers and recipients in grades 4-8 according to race and in terms of the two experimental centers follow:

	<u>Volunteers</u>			<u>Recipients</u>		
	<u>White</u>	<u>Negro</u>	<u>Total</u>	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	19.6	16.0	18.9	76.2	75.0	76.0
Rowan County	27.7	61.8	33.9	81.4	38.1	67.2
State	24.4	42.4	27.7	79.7	44.0	69.7

- In grades 9-12 a total of 70 white teachers among 225, or 31.1 percent, volunteered for observations; and of these 70 volunteers, 60 or 85.7 percent, were awarded merit increments. At the same time 16 of 54 Negro teachers in grades 9-12, or 29.6 percent, volunteered for observations; among these 16 volunteers 6, or 37.5 percent, were awarded increments. There was a total of 86 volunteers in grades 9-12, or 30.8 percent; and of these 86 volunteers, 66, or 76.7 percent, were awarded merit increments.
- Percentages of volunteers and recipients in grades 9-12 according to race and in terms of the two experimental centers follow:

	<u>Volunteers</u>			<u>Recipients</u>		
	<u>White</u>	<u>Negro</u>	<u>Total</u>	<u>White</u>	<u>Negro</u>	<u>Total</u>
Gastonia	35.1	11.1	30.4	96.1	100.0	96.4
Rowan County	29.1	38.9	31.0	79.5	28.6	67.2
State	31.1	29.6	30.8	85.7	37.5	76.7

Table S-VI

Numbers and Percentages by Grade Level and Race for All Instructional Personnel in Gastonia and in Rowan County, for All Those Volunteering for Classroom Observations, and for All Those Receiving Merit Increments, Along With State Totals, for 1963-1964

Grade Level	Pilot Center	Total Instructional Staff				
		Race				Total Each Grade Level
		White		Negro		
		No.	%	No.	%	
1-3	G	59	75.6	19	24.4	78
	M	—	—	—	—	—
	R	103	81.1	24	18.9	127
	State	162	79.0	43	21.0	205
4-8	G	107	81.1	25	18.9	132
	M	—	—	—	—	—
	R	155	82.0	34	18.0	189
	State	262	81.6	59	18.4	321
9-12	G	74	80.4	18	19.6	92
	M	—	—	—	—	—
	R	151	80.7	36	19.3	187
	State	225	80.6	54	19.4	279
Total	G	240	79.4	62	20.5	302
	M	—	—	—	—	—
	R	420	80.9	99	19.1	519
	State	660	80.4	161	19.6	821
Rowan Sp. Education		11	68.8	5	31.3	16

Grade Level	Pilot Center	Teachers Volunteering for Classroom Observations							
		Race						Total No. Vol.	% Teachers Each Grade Level
		White			Negro				
		No.	% Vol.	% W.	No.	% Vol.	% N.		
1-3	G	10	100.0	16.9	—	—	—	10	12.8
	M	—	—	—	—	—	—	—	—
	R	20	60.6	19.4	13	39.4	54.2	33	26.0
	State	30	69.8	18.5	13	30.2	30.2	43	21.0
4-8	G	21	84.0	19.6	4	16.0	16.0	25	18.9
	M	—	—	—	—	—	—	—	—
	R	43	67.2	27.7	21	32.8	61.8	64	33.9
	State	64	71.9	24.4	25	28.1	42.4	89	27.7
9-12	G	26	92.9	35.1	2	7.1	11.1	28	30.4
	M	—	—	—	—	—	—	—	—
	R	44	75.9	29.1	14	24.1	38.9	58	31.0
	State	70	81.4	31.1	16	18.6	29.6	86	30.8
Total	G	57	90.5	23.8	6	9.5	9.7	63	20.9
	M	—	—	—	—	—	—	—	—
	R	109	67.7	26.0	52	32.3	52.5	161	31.0
	State	166	74.1	25.2	58	25.9	36.0	224	27.3
Rowan Sp. Education		2	33.3	18.2	4	66.7	80.0	6	37.5

Grade Level	Pilot Center	Teachers Receiving Merit Increments							
		Race						Total No. Recip.	% Vol.
		White			Negro				
		No.	% Recip.	% Vol.	No.	% Recip.	% Vol.		
1-3	G	9	100.0	90.0	—	—	—	9	90.0
	M	—	—	—	—	—	—	—	—
	R	18	72.0	90.0	7	28.0	53.9	25	75.8
	State	27	79.4	90.0	7	20.6	53.8	34	79.1
4-8	G	16	84.2	76.2	3	15.8	75.0	19	76.0
	M	—	—	—	—	—	—	—	—
	R	35	81.4	81.4	8	18.6	38.1	43	67.2
	State	51	82.3	79.7	11	17.7	44.0	62	69.7
9-12	G	25	92.6	96.1	2	7.4	100.0	27	96.4
	M	—	—	—	—	—	—	—	—
	R	35	89.7	79.5	4	10.3	28.6	39	67.2
	State	60	90.9	85.7	6	9.1	37.5	66	76.7
Total	G	50	90.9	87.7	5	9.1	83.3	55	87.3
	M	—	—	—	—	—	—	—	—
	R	90	80.4	82.6	22	19.6	42.3	112	69.6
	State	140	83.8	84.3	27	16.2	46.6	167	74.6
Rowan Sp. Education		2	40.0	100.0	3	60.0	75.0	5	83.3

Table S-VII

Table S-VII indicates numbers and percentages of certificates held by all teachers in Gastonia and in Rowan County, by all those volunteering for classroom observations, and by all those receiving merit increments, according to grade level and type, along with State totals for 1963-1964.

- Of the 821 teachers in Gastonia and Rowan County in 1963-64 a total of 695, or 84.7 percent, held Class A certificates; 107, or 13.0 percent, held Graduate certificates; and 19, or 2.3 percent, held certificates below Class A.
- Percentages according to certificates held in terms of experimental centers follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	78.8	20.5	0.7
Rowan County	88.1	8.7	3.3
State	84.7	13.0	2.3

- Of the 695 teachers who held Class A certificates 184, or 26.5 percent, volunteered for observations; 40 of the 107 teachers who held Graduate certificates, or 37.4 percent, volunteered for observations; no teachers with certificates below Class A volunteered for observations. A total of 224 teachers, or 27.3 percent, volunteered for observations.
- Total percentages for those who volunteered for classroom observations in terms of types of certificates held and according to the experimental centers follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	18.5	30.7	—
Rowan County	30.6	46.7	—
State	26.5	37.4	—

- Of the 184 teachers who held Class A certificates and who volunteered for classroom observations 134, or 72.8 percent, were awarded merit increments; and 33 of the 40 who held Graduate certificates and who volunteered for observations, or 82.5 percent, were awarded increments. Since there were no volunteers who held certificates below Class A, there were no recipients of merit increments. A total of 167 teachers among the 224 who volunteered for observations, or 74.6 percent, were awarded merit increments.
- Total percentages of those who received merit increments in terms of types of certificates held according to each experimental center follow:

	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>
Gastonia	86.4	89.5	—
Rowan County	68.6	76.2	—
State	72.8	82.5	—

- In grades 1-3 there were 38 teachers with Class A certificates in Gastonia and in Rowan County, or 21.0 percent, of all teachers in these grades who held such certificates who volunteered for classroom observations; 5 of 13 who held Graduate certificates, or 38.5 percent, volunteered for observations. Total volunteers in grades 1-3 were 43 among a total of 205, or 21.0 percent.
- In grades 1-3, 30 of the 38 volunteers who held Class A certificates, or 78.9 percent, were awarded merit increments; and 4 of the 5 holding Graduate certificates, or 80.0 percent, were awarded increments. A total of 34 teachers in grades 1-3 among the 43 volunteered for observations, or 79.1 percent, were awarded increments.
- Percentages of volunteers and recipients in grades 1-3 according to certificates held and according to the experimental centers follow:

	<u>Volunteers</u>				<u>Recipients</u>			
	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>	<u>Total</u>	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>	<u>Total</u>
Gastonia	10.3	33.3	—	12.8	85.7	100.0	—	90.0
Rowan County	27.4	50.0	—	26.0	77.4	50.0	—	75.8
State	21.0	38.5	—	21.0	78.9	80.0	—	79.1

- In grades 4-8 a total of 89 teachers, or 27.7 percent of the 321 in these grades, volunteered for observations; 73 of these, or 26.2 percent, were among the 279 who held Class A certificates; 16, or 41.0 percent, were among the 39 who held Graduate certificates.
- In grades 4-8, 62 of the 89 who volunteered for observations, or 69.7 percent, were awarded merit increments; 49, or 67.1 percent, held Class A certificates; and 13, or 81.3 percent, held Graduate certificates.
- Percentages of volunteers and recipients in grades 4-8 according to certificates held and according to the experimental centers follow:

	<u>Volunteers</u>				<u>Recipients</u>			
	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>	<u>Total</u>	<u>Class A</u>	<u>Graduate</u>	<u>Below Class A</u>	<u>Total</u>
Gastonia	14.4	37.0	—	18.9	73.3	80.0	—	76.0
Rowan County	33.1	50.0	—	33.9	65.5	83.3	—	67.2
State	26.2	41.0	—	27.7	67.1	81.3	—	69.7

Table S-VII

Numbers and Percentages of Certificates Held by all Teachers in Gastonia and in Rowan County, by All Those Volunteering for Classroom Observations, and By All Those Receiving Merit Increments, According to Grade Level and Type, for 1963-1964

Grade Level	Pilot Center	Total Instructional Staff						Total
		Class A		Graduate		Below Class A		
		No.	%	No.	%	No.	%	
1-3	G	68	87.2	9	11.5	1	1.3	78
	M	—	—	—	—	—	—	—
	R	113	89.0	4	3.1	10	7.9	127
	State	181	88.3	13	6.3	11	5.4	205
4-8	G	104	78.8	27	20.5	1	0.8	132
	M	—	—	—	—	—	—	—
	R	175	92.6	12	6.3	2	1.1	189
	State	279	86.9	39	12.2	3	0.9	321
9-12	G	66	71.7	26	28.3	—	—	92
	M	—	—	—	—	—	—	—
	R	158	84.5	27	14.4	2	1.1	187
	State	224	80.3	53	19.0	2	0.7	279
Total	G	238	78.8	62	20.5	2	0.7	302
	M	—	—	—	—	—	—	—
	R	457	88.1	45	8.7	17	3.3	519
	State	695	84.7	107	13.0	19	2.3	821
Rowan Sp. Educ.		11	68.8	2	12.5	3	18.8	16

Grade Level	Pilot Center	Teachers Receiving Merit Increments										
		Class A			Graduate			Below Class A			No. Total	% Teachers
		No.	% Vol.	% Teach.	No.	% Vol.	% Teach.	No.	% Vol.	% Teach.		
1-3	G	7	70.0	10.3	3	30.0	33.3	—	—	—	10	12.8
	M	—	—	—	—	—	—	—	—	—	—	—
	R	31	93.9	27.4	2	6.1	50.0	—	—	—	33	26.0
	State	38	88.4	21.0	5	11.6	38.5	—	—	—	43	21.0
4-8	G	15	60.0	14.4	10	40.0	37.0	—	—	—	25	18.9
	M	—	—	—	—	—	—	—	—	—	—	—
	R	58	90.6	33.1	6	9.4	50.0	—	—	—	64	33.9
	State	73	82.0	26.2	16	18.0	41.0	—	—	—	89	27.7
9-12	G	22	78.6	33.3	6	21.4	23.1	—	—	—	28	30.4
	M	—	—	—	—	—	—	—	—	—	—	—
	R	46	79.3	29.1	12	20.7	44.4	—	—	—	58	31.0
	State	68	79.1	30.4	18	20.9	34.0	—	—	—	86	30.8
Total	G	44	69.8	18.5	19	30.2	30.7	—	—	—	63	20.9
	M	—	—	—	—	—	—	—	—	—	—	—
	R	140	87.0	30.6	21	13.0	46.7	—	—	—	161	31.0
	State	184	82.1	26.5	40	17.9	37.4	—	—	—	224	27.3
Rowan Sp. Educ.		5	83.3	45.5	1	16.7	50.0	—	—	—	6	37.5

Grade Level	Pilot Center	Teachers Receiving Merit Increments										
		Class A			Graduate			Below Class A			Total	% Vol.
		No.	% Recip.	% Vol.	No.	% Recip.	% Vol.	No.	% Recip.	% Vol.		
1-3	G	6	66.7	85.7	3	33.3	100.0	—	—	—	9	90.0
	M	—	—	—	—	—	—	—	—	—	—	—
	R	24	96.0	77.4	1	4.0	50.0	—	—	—	25	75.8
	State	30	88.2	78.9	4	11.8	80.0	—	—	—	34	79.1
4-8	G	11	57.9	73.3	8	42.1	80.0	—	—	—	19	76.0
	M	—	—	—	—	—	—	—	—	—	—	—
	R	38	88.4	65.5	5	11.6	83.3	—	—	—	43	67.2
	State	49	79.0	67.1	13	21.0	81.3	—	—	—	62	69.7
9-12	G	21	77.7	95.5	6	22.2	100.0	—	—	—	27	96.4
	M	—	—	—	—	—	—	—	—	—	—	—
	R	30	76.9	65.2	9	23.1	75.0	—	—	—	39	67.2
	State	51	77.3	75.0	15	22.7	83.3	—	—	—	66	76.7
Total	G	38	69.1	86.4	17	30.9	89.5	—	—	—	55	87.3
	M	—	—	—	—	—	—	—	—	—	—	—
	R	96	85.7	68.6	16	14.3	76.2	—	—	—	112	69.6
	State	134	80.2	72.8	33	19.8	82.5	—	—	—	167	74.6
Rowan Sp. Educ.		4	80.0	80.0	1	20.0	100.0	—	—	—	5	83.3

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- In grades 9-12 a total of 86 teachers, or 30.8 percent of the 279 in these grades, volunteered for observations; 68 of these, or 30.4 percent, were among the 224 who held Class A certificates; and 18, or 34.0 percent, were among the 53 who held Graduate certificates in these grades.
- In grades 9-12, 66 of the 86 who volunteered for classroom observations, or 76.7 percent, were awarded merit increments; 51, or 75.0 percent, held Class A certificates; and 15, or 83.3 percent, held Graduate certificates.
- Percentages of volunteers and recipients in grades 9-12 according to certificates held and according to the experimental centers follow:

	Volunteers				Recipients			
	Class A	Graduate	Below Class A	Total	Class A	Graduate	Below Class A	Total
Gastonia	33.3	23.1	—	30.4	95.5	100.0	—	96.4
Rowan County	29.1	44.4	—	31.0	65.2	75.0	—	67.2
State	30.4	34.0	—	30.8	75.0	83.3	—	76.7

Table S-VIII

Table S-VIII indicates the distribution of all teachers in Gastonia and Rowan County, those volunteering for classroom observations, and those receiving merit increments, according to years of experience and grade level, along with State totals, for 1963-64.

- Of the 821 teachers in Gastonia and in Rowan County in 1963-64,
 - 25.2 percent had less than 5 years' experience
 - 25.8 percent had 5-10 years' experience
 - 21.1 percent had 11-20 years' experience
 - 27.9 percent had over 20 years' experience
- Percentages of staff employed in each of the two experimental centers, plus State percentages, according to years of teaching experience, follow:

Experience	Gastonia	Rowan County	State
Less than 5 years	23.5	26.2	25.2
5-10 years	31.8	22.4	25.8
11-20 years	20.8	21.2	21.1
Over 20 years	23.8	30.3	27.9

- In grades 1-3 percentages in terms of experience for each experimental center and for the State follow:

Experience	Gastonia	Rowan County	State
Less than 5 years	25.6	12.6	17.5
5-10 years	30.8	28.3	29.3
11-20 years	15.4	21.3	19.0
Over 20 years	28.2	37.8	34.1

- In grades 4-8 percentages in terms of experience for each experimental center and for the State follow:

Experience	Gastonia	Rowan County	State
Less than 5 years	23.5	21.7	22.4
5-10 years	31.8	20.1	24.9
11-20 years	18.9	21.7	20.6
Over 20 years	25.7	36.5	32.1

- In grades 9-12 percentages in terms of experience for each experimental center and for the State follow:

Experience	Gastonia	Rowan County	State
Less than 5 years	21.7	40.6	34.4
5-10 years	32.6	21.4	25.1
11-20 years	28.3	20.9	23.3
Over 20 years	17.4	17.1	17.2

- Of the 224 teachers who volunteered from among the 821 in Gastonia and Rowan County,

- 15.5 percent had less than 5 years' experience
- 29.2 percent had 5-10 years' experience
- 37.0 percent had 11-20 years' experience
- 28.8 percent had over 20 years' experience

- Total percentages, grades 1-12 for those who volunteered for classroom observations in each experimental unit, plus State percentages, follow:

Experience	Gastonia	Rowan County	State
Less than 5 years	12.7	16.9	15.5
5-10 years	22.9	34.5	29.2
11-20 years	27.0	42.7	37.0
Over 20 years	20.8	32.5	28.8

- In grades 1-3 percentages of volunteers in terms of experience for each experimental center and for the State follow:

Experience	Gastonia	Rowan County	State
Less than 5 years	10.0	18.8	13.9
5-10 years	8.3	22.2	16.7
11-20 years	8.3	37.0	28.2
Over 20 years	22.7	25.0	24.3

- In grades 4-8 percentages of volunteers in terms of experience for each experimental center and for the State follow:

Experience	Gastonia	Rowan County	State
Less than 5 years	9.7	17.1	13.9
5-10 years	23.8	42.1	32.5
11-20 years	24.0	41.5	34.8
Over 20 years	17.6	34.8	29.1

- In grades 9-12 percentages of volunteers in terms of experience for each experimental center and for the State follow:

Experience	Gastonia	Rowan County	State
Less than 5 years	20.0	15.8	16.7
5-10 years	33.3	37.5	35.7
11-20 years	38.5	43.6	41.5
Over 20 years	25.0	43.8	37.5

Table S-VIII

Distribution of All Teachers in Gastonia and In Rowan County, Those Volunteering for Classroom Observations, and Those Receiving Merit Increments, According to Years of Experience and Grade Level, Along with State Totals, for 1963-1964

Grade Level	Pilot Center	Total Instructional Staff								Total
		Less Than 5 Years		5-10 Years		11-20 Years		Over 20 Years		
		No.	%	No.	%	No.	%	No.	%	
1-3	G	20	25.6	24	30.8	12	15.4	22	28.2	78
	M	—	—	—	—	—	—	—	—	—
	R	16	12.6	36	28.3	27	21.3	48	37.8	127
	State	36	17.5	60	29.3	39	19.0	70	34.1	205
4-8	G	31	23.5	42	31.8	25	18.9	34	25.7	132
	M	—	—	—	—	—	—	—	—	—
	R	41	21.7	38	20.1	41	21.7	69	36.5	189
	State	72	22.4	80	24.9	66	20.6	103	32.1	321
9-12	G	20	21.7	30	32.6	26	28.3	16	17.4	92
	M	—	—	—	—	—	—	—	—	—
	R	76	40.6	40	21.4	39	20.9	32	17.1	187
	State	96	34.4	70	25.1	65	23.3	48	17.2	279
Total	G	71	23.5	96	31.8	63	20.8	72	23.8	302
	M	—	—	—	—	—	—	—	—	—
	R	136	26.2	116	22.4	110	21.2	157	30.3	519
	State	207	25.2	212	25.8	173	21.1	229	27.9	821
Rowan Sp. Education		3	18.8	2	12.5	3	18.8	8	50.0	16

Grade Level	Pilot Center	Teachers Volunteering for Classroom Observations												Total
		Less Than 5 Years			5-10 Years			11-20 Years			Over 20 Years			
		No.	% Vol.	% Teach	No.	% Vol.	% Teach	No.	% Vol.	% Teach	No.	% Vol.	% Teach	
1-3	G	2	20.0	10.0	2	20.0	8.3	1	10.0	8.3	5	50.0	22.7	10
	M	—	—	—	—	—	—	—	—	—	—	—	—	—
	R	3	9.1	18.8	8	24.2	22.2	10	30.3	37.0	12	36.4	25.0	33
	State	5	11.6	13.9	10	23.3	16.7	11	25.6	28.2	17	39.5	24.3	43
4-8	G	3	12.0	9.7	10	40.0	23.8	6	24.0	24.0	6	24.0	17.6	25
	M	—	—	—	—	—	—	—	—	—	—	—	—	—
	R	7	10.9	17.1	16	25.0	42.1	17	26.6	41.5	24	37.5	34.8	64
	State	10	11.2	13.9	26	29.2	32.5	23	25.8	34.8	30	33.7	29.1	89
9-12	G	4	14.3	20.0	10	35.7	33.3	10	35.7	38.5	4	14.3	25.0	28
	M	—	—	—	—	—	—	—	—	—	—	—	—	—
	R	12	20.7	15.8	15	25.9	37.5	17	29.3	43.6	14	24.1	43.8	58
	State	16	18.6	16.7	25	29.1	35.7	27	31.4	41.5	18	20.9	37.5	86
Total	G	9	14.3	12.7	22	34.9	22.9	17	27.0	27.0	15	23.8	20.8	63
	M	—	—	—	—	—	—	—	—	—	—	—	—	—
	R	23	14.3	16.9	40	24.8	34.5	47	29.2	42.7	51	31.7	32.5	161
	State	32	14.3	15.5	62	27.7	29.2	64	28.6	37.0	66	29.5	28.8	224
Rowan Sp. Education		1	16.7	33.3	1	16.7	50.0	3	50.0	100.0	1	11.7	12.5	6

Grade Level	Pilot Center	Teachers Receiving Merit Increments												Total	% Vol.
		Less Than 5 Years			5-10 Years			11-20 Years			Over 20 Years				
		No.	% Recip.	% Vol.	No.	% Recip.	% Vol.	No.	% Recip.	% Vol.	No.	% Recip.	% Vol.		
1-3	G	1	11.1	50.0	2	22.2	100.0	1	11.1	100.0	5	55.5	100.0	9	90.0
	M	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	R	1	4.0	33.3	8	32.0	100.0	8	32.0	80.0	8	32.0	66.7	25	75.8
	State	2	5.9	40.0	10	29.4	100.0	9	26.5	81.8	13	38.2	76.5	34	79.1
4-8	G	2	10.5	66.7	7	36.8	70.0	5	26.3	83.3	5	26.3	83.3	19	76.0
	M	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	R	2	4.7	28.6	11	25.6	68.8	12	27.9	70.6	18	41.9	75.0	43	67.2
	State	4	6.5	40.0	18	29.0	69.2	17	27.4	73.9	23	37.1	76.7	62	69.7
9-12	G	4	14.8	100.0	9	33.3	90.0	10	37.0	100.0	4	14.8	100.0	27	96.4
	M	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	R	4	10.3	33.3	9	23.1	60.0	15	38.5	88.2	11	28.2	78.6	39	67.2
	State	8	12.1	50.0	18	27.3	72.0	25	37.9	92.6	15	22.7	83.3	66	76.7
Total	G	7	12.7	77.8	18	32.7	81.8	16	29.1	94.1	14	25.5	93.3	55	87.3
	M	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	R	7	6.3	30.4	29	25.9	72.5	38	33.9	80.9	38	33.9	74.5	112	69.6
	State	14	8.4	43.8	47	28.1	75.8	54	32.3	84.4	52	31.1	78.8	167	74.6
Rowan Sp. Education		—	—	—	1	20.0	100.0	3	60.0	100.0	1	20.0	100.0	5	83.8

- A total of 167 teachers in grades 1-12 from among 224 who volunteered for classroom observations, or 74.6 percent, were awarded merit increments. Recipients in each experience category in relation to those who volunteered in each experience category follow:

- 43.8 percent had less than 5 years' experience
- 75.8 percent had 5-10 years' experience
- 84.4 percent had 11-20 years' experience
- 78.8 percent had over 20 years' experience

- Of the 167 recipients of merit increments,
 - 8.4 percent had less than 5 years' experience
 - 28.1 percent had 5-10 years' experience
 - 32.3 percent had 11-20 years' experience
 - 31.1 percent had over 20 years' experience

- Percentages for recipients in Gastonia and Rowan County follow, in terms of volunteers, and according to teaching experience:

<u>Experience</u>	<u>Gastonia</u>	<u>Rowan County</u>	<u>State</u>
Less than 5 years	77.8	30.4	43.8
5-10 years	81.8	72.5	75.8
11-20 years	94.1	80.9	84.4
Over 20 years	93.3	74.5	78.8

- Gastonia's 55 recipients of 63 volunteers are distributed as follows:
 - 12.7 had less than 5 years' experience
 - 32.7 had 5-10 years' experience
 - 29.1 had 11-20 years' experience
 - 25.5 had over 20 years' experience
- Rowan County's 112 recipients from among 161 volunteers are distributed as follows:
 - 6.3 had less than 5 years' experience
 - 25.9 had 5-10 years' experience
 - 33.9 had 11-20 years' experience
 - 33.9 had over 20 years' experience
- In grades 1-3, 34 teachers from among the 43 who volunteered for classroom observations were awarded merit increments. Recipients in each experience category in relation to those who volunteered in each experience category follow:
 - 40.0 percent had less than 5 years' experience
 - 100.0 percent had 5-10 years' experience
 - 81.8 percent had 11-20 years' experience
 - 76.5 percent had over 20 years' experience
- Of these 34 teachers who received increments,
 - 5.9 percent had less than 5 years' experience
 - 29.4 percent had 5-10 years' experience
 - 26.5 percent had 11-20 years' experience
 - 38.2 percent had over 20 years' experience
- In grades 4-8, 62 teachers from among the 89 who volunteered for classroom observations were awarded merit increments. Recipients in each experience category in relation to those who volunteered in each experience category follow:
 - 40.0 percent had less than 5 years' experience
 - 69.2 percent had 5-10 years' experience
 - 73.9 percent had 11-20 years' experience
 - 76.7 percent had over 20 years' experience
- Of these 62 teachers who received increments,
 - 6.5 percent had less than 5 years' experience
 - 29.0 percent had 5-10 years' experience
 - 27.4 percent had 11-20 years' experience
 - 37.1 percent had over 20 years' experience
- In grades 9-12, 66 teachers from among the 86 who volunteered for classroom observations were awarded merit increments. Recipients in each experience category in relation to those who volunteered in each experience category follow:
 - 50.0 percent had less than 5 years' experience
 - 72.0 percent had 5-10 years' experience
 - 92.6 percent had 11-20 years' experience
 - 83.3 percent had over 20 years' experience
- Of these 66 teachers who received increments,
 - 12.1 percent had less than 5 years' experience
 - 27.3 percent had 5-10 years' experience
 - 37.9 percent had 11-20 years' experience
 - 22.7 percent had over 20 years' experience

Table S-IX

Table S-IX indicates distribution of Gastonia and Rowan County teachers who received merit increments for 1962-63 and for 1963-64 according to sex, race, certification, teaching experience, and grade level. The following findings are significant:

- Of the 115 teachers in Gastonia and 221 teachers in Rowan County who received merit increments, there were 113 teachers in the two pilot centers who received increments for two successive years.
- Of the 15 men who received increments for two successive years there were 13 white men teachers and 2 Negro teachers. Seven of the white teachers were from the Gastonia system and 6 from the Rowan County system. The two Negro teachers were from the Rowan system.
- Of the 98 women teachers who received increments for two successive years, 79 were white and 19 were Negro. In the Rowan unit, more white women in grades 9-12 (21) received increments for two successive years than did teachers in any of the other three grade categories. In the Gastonia system, more white women in the grade category 4-8 (10) received increments for two successive years than in any of the other three grade categories. The largest number of Negro women teachers who received increments for two successive years in both the Gastonia and Rowan systems were in the grade category 4-8.
- In the Gastonia system, there were a total of 34 teachers who received increments for two successive years. Of these 34 teachers, 21 held Class A certificates while 13 held graduate certificates. In the Rowan system, 79 teachers received increments for two successive years. Of these 79 teachers, 66 held Class A certificates and 13 held Graduate certificates.
- Of the 113 teachers in the two systems who received merit increments for two successive years, 87 held Class A certificates and 26 held Graduate certificates.
- The greatest number of teachers in the Gastonia system who held Class A certificates and received merit increments for two successive years were in grades 9-12. In the Rowan unit, the largest number of teachers with Class A certificates receiving increments for two successive years were in grade categories 4-8 and 9-12, both groups having the same number of recipients.
- From the Gastonia system, more teachers with over 20 years experience received merit increments for two successive years than for any of the other three experience groups. From the Rowan system, more teachers in the 11-20 years of experience category received merit increments for two years than in any other experience category.
- In the Gastonia unit and in the Rowan unit, more teachers in the grade category 9-12 with 11-20 years experience received increments for two successive years than did any other group. In grades 4-8 and 1-3, there were more teachers with over 20 years experience who received increments for two successive years than in any of the other experience groups. Of the two special education teachers who received increments for two successive years one had 11-20 years of experience; one had over 20 years of experience.

Table S-IX

Distribution of Gastonia and Rowan County Teachers Receiving Merit Pay Increments For 1962-1963 and For 1963-1964, According To Sex, Race, Certification, Teaching Experience, and Grade Level

Grade Level	Pilot Center	Men			Women			Total Men and Women
		White	Negro	Total	White	Negro	Total	
		No.	No.	Men	No.	No.	Women	
1-3	G	—	—	—	6	—	6	6
	R	—	—	—	13	5	18	18
4-8	G	2	—	2	10	2	12	14
	R	—	1	1	20	7	27	28
9-12	G	5	—	5	9	—	9	14
	R	6	1	7	21	3	24	31
Special Education	R	—	—	—	—	2	2	2
Totals	G	7	—	7	25	2	27	34
	R	6	2	8	54	17	71	79
State Total		13	2	15	79	19	98	113

Type Certification		
Class A		Graduate
No.	No.	Total
3	3	6
17	1	18
8	6	14
24	4	28
10	4	14
24	7	31
1	1	2
21	13	34
66	13	79
87	26	113

Grade Level	Pilot Center	Teaching Experience				Total
		Less Than 5 Years	5-10 Years	11-20 Years	Over 20 Years	
		No.	No.	No.	No.	
1-3	G	—	1	—	5	6
	R	—	4	6	8	18
4-8	G	1	4	4	5	14
	R	—	7	10	11	28
9-12	G	2	5	6	1	14
	R	1	6	14	10	31
Special Education	R	—	—	1	1	2
Totals	G	3	10	10	11	34
	R	1	17	31	30	79
State Total		4	27	41	41	113

*Status of Teachers Who Participated in the
Teacher Merit Pay Study for 1962-63
and for 1963-64*

Gastonia

- Thirty-five teachers who received increments in 1962-63 participated in the study in 1963-64.
- Twelve teachers who received an increment in 1962-63 remained in the system but did not choose to volunteer for the study in 1963-64.
- Eleven teachers who received an increment in 1962-63 did not teach in the Gastonia system in 1963-64.
- One teacher who received an increment the first year who volunteered for the second year did not receive an increment.

Rowan County

- Eighty-two of the teachers who received an increment in 1962-63 participated in the study in 1963-64.
- Sixteen teachers who received an increment in 1962-63 remained in Rowan County and were eligible to volunteer for the second year but did not choose to do so.
- Two of the teachers who received an increment in 1962-63 remained in the County but were not eligible to participate, since they had changed positions within the system—that of principal and supervisor.
- Nine of the teachers who received increments in 1962-63 did not teach in the Rowan County system in 1963-64.
- Three teachers who received an increment the first year and volunteered for the study the second year did not receive an increment.

Reactions to the Experimental Study

As Revealed Through An Opinionnaire Administered to All Instructional Personnel in Each of the Three Pilot Centers

On May 18, 1964 the 180-item opinionnaire prepared by Dr. Vester M. Mulholland, director of educational research for the State Department of Public Instruction, with the assistance of Norman Anderson, assistant professor, North Carolina State of the University of North Carolina at Raleigh, was administered to all instructional personnel in each of the three pilot centers, a total of 1,170. Identical directions for administering the instrument, agreed upon by the coordinators of the three projects, were distributed to principals or to representatives of the merit study committees who were responsible for administering the instrument in each school in each administrative unit. These forms were returned to the Director of Educational Research of the Department of Public Instruction in Raleigh, who, with the assistance of Mrs. Erma Scarlette, assistant coordinator of the Rowan County study, was responsible for their future use.

Statistical data relative to the number of forms administered and the number found usable for this report follow:

Experimental Center	Number Administered	Number Usable	Percentage Usable	Number Discards	Percentage Discards
Gastonia	322	312	96.9	10	3.1
Martin County	311	302	97.1	9	2.9
Rowan County	537	507	94.5	30	5.5
Total	1,170	1,121	96.0	49	4.0

Discards were those forms on which too little identifying information was given on pages 2 and 3 of the instrument, plus those on which a relatively large number of statements were left unanswered. Percentages in summarizing all forms for each pilot center were determined by using exact numbers who responded to each statement. Reaction percentages are referred to in three categories instead of the five which were used in the opinionnaire. Percentages for "strongly agree" and "agree" have been combined and will appear as "A or SA"; similarly, percentages for "disagree" and "strongly disagree" will appear as "D or SD." Percentages for "undecided" will constitute the third category.

In this section certain statements among the 180 will be reviewed in terms of their interest and significance. The entire instrument appears as Appendix S-I, along with percentages for each experimental center as well as total figures for the three participating units.

Point of View

The first section of the instrument, which pertains to "Points of View," includes several statements for which reaction percentages were quite similar in all experimental centers. For example, to Item 3, "Some teachers do a better job in the classroom than others," 98 percent or more of all respondents in each experimental center agreed or strongly agreed. To Item 5, "It is the responsibility of the teaching profession to devise ways of successfully evaluating the quality of its own performance," more than 80 percent of all respondents also agreed. Similarly, 95 percent or more of all respondents agreed to Statement 7, "Teachers should evaluate their own teaching and attempt to make improvement irrespective of monetary incentive."

Similarity was also indicated in reactions to Items 8, 9, 12, and 14 in all experimental centers:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
8. Teachers demonstrating superior competency should be paid more than other teachers.	G	52.4	26.9	20.7
	M	57.5	20.9	21.7
	R	52.4	25.1	22.5
	Total	53.8	24.5	21.8
9. All teachers' salaries should be based on merit.	G	12.6	21.0	66.5
	M	15.3	25.3	59.3
	R	13.7	21.2	65.1
	Total	13.9	22.3	63.9
12. There are practical, satisfactory methods of administering a program of teacher merit pay.	G	19.2	37.5	43.2
	M	19.7	36.7	43.7
	R	23.9	31.4	44.8
	Total	21.4	34.5	44.1
14. A salary schedule based on merit pay is more acceptable than a salary schedule with automatic increments based on preparation and experience.	G	16.1	27.3	56.6
	M	17.0	26.8	56.3
	R	16.9	22.8	60.4
	Total	17.7	25.1	58.2

From 80 to 88 percent of all respondents agreed that "participation in a program of teacher merit pay should be voluntary" (Item 13); and 83 to 87 percent of all respondents agreed that "any merit salary increments should be in addition to regular increments" (Item 15.) In reacting to Item 20, respondents indicated in each pilot center that "a program of teacher merit pay encourages self-evaluation": Gastonia, 74.0 percent; Martin County, 75.0 percent; and Rowan County, 73.3 percent. Item 21, involving a widely discussed concept, was reacted to in the following manner:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
21. Evaluation aimed at improving instruction should be independent of salary determination.	G	78.4	13.2	8.4
	M	74.9	12.8	12.4
	R	74.0	16.1	9.7
	Total	75.5	14.4	10.1

Percentages for Items 22 and 27 are also significant:

22. A program of observations and conferences, with emphasis on helping teachers improve, is of more value than a program aimed at evaluating teachers for merit pay.	G	86.0	9.8	4.2
	M	80.4	16.3	3.4
	R	87.1	8.1	3.9
	Total	85.0	10.8	4.2
27. The possibility of rewarding superior teaching performance should be explored further.	G	74.0	17.0	9.0
	M	82.1	9.3	8.7
	R	73.6	12.3	14.0
	Total	76.0	12.8	11.2

The degree to which factors other than classroom performance should affect the rating given teachers has been a point of debate throughout the years. Respondents to Item 11 indicate a wide

variety of opinions, yet over 50 percent stated that factors other than the teacher's professional job performance in the classroom should be considered:

11. Evaluation for merit salary increments should be based solely on the teacher's professional job performance in the classroom.	G	41.2	14.5	44.3
	M	31.1	16.4	52.6
	R	27.9	12.2	60.0
	Total	32.5	14.0	53.6

Specifics mentioned in Items 28-33 likewise elicited a variety of opinions as to what factors other than classroom performance should be considered in evaluating teachers. Similarity of percentages indicating uncertainty is quite noticeable:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
28. In evaluating teachers for merit pay increments, the number of years of successful teaching should be given a major consideration.	G	47.4	22.1	30.4
	M	54.7	17.3	28.0
	R	53.7	16.2	30.0
	Total	52.3	18.2	29.6
29. In evaluating teachers for merit pay increments, the personality of teachers should be given a major consideration.	G	47.8	22.8	29.5
	M	57.3	19.2	23.5
	R	55.6	19.0	25.5
	Total	53.8	20.1	26.1
30. In evaluating teachers for merit pay increments, work with extra-curricular activities should be given a major consideration.	G	29.0	19.3	51.8
	M	46.5	19.9	33.6
	R	46.5	17.3	36.0
	Total	41.6	18.6	39.8
31. In evaluating teachers for merit pay increments, community service rendered by teachers should be given a major consideration.	G	19.5	18.9	61.5
	M	35.1	16.2	48.6
	R	31.3	16.8	51.8
	Total	29.0	17.3	53.8
32. In evaluating teachers for merit pay increments, the amount of graduate work completed should be given a major consideration.	G	24.7	20.5	54.8
	M	27.1	17.9	55.0
	R	28.3	19.5	52.0
	Total	27.1	19.4	53.6
33. In evaluating teachers for merit pay increments, membership and service in professional organizations should be given a major consideration.	G	32.1	15.9	50.0
	M	45.8	12.8	41.4
	R	41.5	13.4	45.0
	Total	40.6	14.0	45.5

Over 50 percent of the respondents indicated that the number of years of successful experience and the personality of teachers should be given major consideration in evaluating teachers for merit pay. Similarly, over 50 percent of all respondents stated that community service rendered by teachers and the amount of graduate work completed should not be given major consideration in evaluating teachers for merit pay.

Organization and Administration

Reactions to the 14 statements in this section of the opinionnaire vary much more widely than did those in the section on "Points of View"; however, there was considerable similarity in the reactions of respondents from Gastonia and Rowan County. A number of reasons no doubt underlie the wide discrepancy in reactions of Martin County respondents and those of the other two experimental centers. Much similarity was indicated in reactions to Item 44, "A majority of the members of the merit pay study committee should have been classroom teachers," with over 73 percent agreeing or strongly agreeing with the statement: Gastonia, 73.9 percent; Martin County, 74.9 percent; and Rowan County, 79.6 percent. Similarly, "A or SA" responses were somewhat akin to Item 47, "Differences in the interpretation of the experimental program was a noticeable weakness of the program": Gastonia, 45.0 percent; Martin County, 48.2 percent; and Rowan County, 56.2 percent.

Elsewhere in this section variations in reactions were quite noticeable. For example, Items 36, 37, 42, and 45 indicate considerable differences between reactions in Martin County and those of respondents in Gastonia and in Rowan County:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
36. Teacher orientation relative to the experimental program was satisfactory.	G	53.1	23.0	24.0
	M	29.3	27.7	43.0
	R	48.4	25.9	25.7
	Total	44.6	25.6	29.8
37. Teachers were sufficiently acquainted with the details of the experimental program of teacher merit pay to discuss it intelligently and fairly.	G	57.2	15.8	27.1
	M	32.0	22.7	45.3
	R	50.4	17.6	31.8
	Total	47.4	18.5	32.2
42. The merit pay study committee met sufficiently often throughout the year for sharing results of the experiment, for examining policies and procedures, and for suggesting improvements.	G	62.4	31.7	5.9
	M	29.2	43.6	27.2
	R	52.4	37.0	10.7
	Total	48.9	37.3	13.8
45. The method of informing teachers relative to being selected or not selected as merit teachers was satisfactory.	G	50.5	34.7	14.7
	M	25.7	35.0	39.3
	R	39.9	33.1	26.9
	Total	39.1	34.1	26.9

Criteria for Classroom Observation

Among the 13 items in this section there was considerable similarity in the reactions of respondents in each of the experimental centers; in fact, variations are almost never unusually wide:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
48. The criteria for classroom observation describe superior teaching adequately.	G	32.4	40.1	27.6
	M	34.4	25.3	40.3
	R	43.6	21.7	34.7
	Total	38.0	27.8	34.3
49. Development of the criteria by classroom teachers resulted in their being more useful than if they had been developed by some other group.	G	70.4	22.5	7.1
	M	62.9	26.8	10.4
	R	65.9	25.6	8.6
	Total	66.4	25.0	8.6
51. Teachers can be classified fairly as "superior," "competent," or "needs improvement" on the basis of the criteria.	G	32.1	34.7	33.1
	M	33.1	29.5	37.4
	R	37.7	26.8	35.3
	Total	34.9	29.7	35.3
52. The criteria should be evaluated frequently by teachers and observers in order that the criteria may be modified for increased effectiveness.	G	89.4	9.0	1.6
	M	86.4	11.6	2.0
	R	88.0	8.8	3.1
	Total	87.9	9.7	2.4
55. Teaching at elementary and secondary levels is sufficiently different that the criteria should reflect these differences.	G	67.5	20.6	11.9
	M	57.3	25.5	17.2
	R	70.4	17.8	11.7
	Total	66.1	20.7	13.3
57. Developing the criteria and having them available for teacher use was a major benefit of the experimental program.	G	61.8	30.1	8.1
	M	55.3	31.7	13.0
	R	66.0	22.7	11.4
	Total	61.9	27.2	10.9
59. Differences in interpretations of the criteria by observers was a major weakness of the experimental program.	G	54.9	34.4	10.6
	M	56.5	32.8	10.7
	R	61.2	25.7	13.1
	Total	58.2	30.0	11.7
60. Some observers attached more importance to certain criteria than to others.	G	69.1	27.3	3.5
	M	65.1	28.5	6.5
	R	69.6	21.9	8.6
	Total	68.3	25.2	6.6

Observations

Respondents in each of the three experimental centers agreed in largest numbers with Items 70, 71, and 72. For the three units, 93.2 percent agreed that "observers should be aware of the class activities which preceded and which will follow the lesson observed" (Item 70.) According to Item 71, 84.9 percent of all respondents to this statement agreed that "at no time should observers request that teachers change their lesson plans"; and 87.0 percent of all respondents agreed that "observers should make comprehensive notes covering all aspects of each lesson observed" (Item 72.) And, according to Item 69, 64.5 percent of all respondents indicated that "some observations should be made by observers from other administrative units."

Percentages are strikingly similar in each of the experimental units to Items 61, 64, 67, 73, and 79:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
61. Observers saw a representative sampling of classroom teaching.	G	46.8	21.5	31.7
	M	47.5	22.1	30.5
	R	43.2	16.3	40.6
	Total	45.3	19.3	35.4
64. Teachers in the experimental program should be observed more than three or four times each year.	G	74.3	14.4	11.2
	M	70.0	14.7	15.4
	R	64.1	14.0	21.7
	Total	68.6	14.3	17.1
67. Teachers prefer supervisors to make all observations with respect to the experimental program.	G	16.4	31.0	52.5
	M	17.4	31.7	51.0
	R	17.7	23.2	59.1
	Total	17.3	27.7	55.0
73. Observers need not be specialists in specific subject-matter areas in order to judge what constitutes superior teaching.	G	43.4	17.7	38.9
	M	36.0	13.3	50.6
	R	40.4	16.1	43.5
	Total	39.9	15.9	44.1
79. Because of the time spent observing those volunteering for observations, principals did not have time to observe other teachers often enough or carefully enough.	G	56.3	26.4	17.4
	M	50.0	30.0	20.0
	R	61.6	17.0	21.4
	Total	56.9	23.2	19.9

Typical of the items in this section in which reactions vary considerably are Statements 62, 66, and 76:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
62. All observations should be unannounced.	G	48.2	19.3	32.4
	M	34.9	17.9	47.2
	R	65.4	12.5	22.1
	Total	52.3	15.9	31.7
66. Teachers prefer observers other than their own principals.	G	37.1	27.9	34.9
	M	56.0	21.7	22.3
	R	29.7	23.7	46.5
	Total	38.9	24.3	36.8
76. Observers have indicated superior knowledge of how learning best takes place.	G	19.6	51.1	29.2
	M	17.5	46.5	36.0
	R	34.6	30.8	34.6
	Total	25.8	40.7	33.5

Teacher-Observer Conferences

Throughout this section, reaction percentages to the 18 statements fall into no pattern of similarity or dissimilarity, though there are more likenesses between reactions from Gastonia respondents and Martin County respondents than otherwise. Percentages of agreement were highest for reactions to Items 83, 89, and 94. To Item 83, "experiences in the experimental study indicate that satisfactory observations and conferences cannot be rushed," 78.5 percent of all respondents

agreed: Gastonia, 71.4 percent; Martin County, 72.8 percent; and Rowan County, 86.7 percent. In terms of all respondents in the three experimental centers to Item 89, 72.5 percent indicated that "teachers observed for evaluation purposes desired specific, down-to-earth suggestions for improving their teaching"; and 72.9 percent of all respondents to Item 94 indicated that "an opportunity should be provided for teachers to evaluate their own teaching by using the same mimeographed form as used by the observers."

Reactions to Item 81 are significant as are those to Items 85 and 86:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
81. Conferences between teachers and observers have been of genuine value in helping bring about additional improvement.	G	40.2	40.8	19.0
	M	45.3	39.0	15.7
	R	53.5	23.9	22.5
	Total	47.5	32.8	19.7
85. An atmosphere conducive to the mutual sharing of opinions prevailed during conferences between observers and teachers.	G	40.4	48.2	11.4
	M	42.8	46.8	10.3
	R	59.6	24.4	16.0
	Total	49.5	37.3	13.2
86. Evidence recorded during each observation has been sufficiently compete for satisfactory conferences.	G	38.7	54.5	6.8
	M	36.5	50.5	13.1
	R	57.6	27.6	14.8
	Total	46.6	41.4	12.1

Percentages for "undecided" in this section were highest for Items 91, 97, and 98:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
91. During teacher-observer conferences, observers contradicted themselves from one conference period to another.	G	14.0	58.0	28.0
	M	16.8	54.6	28.6
	R	21.8	37.6	40.6
	Total	18.2	47.9	34.0
97. Observer suggestions for improving instruction reflected a thorough understanding and appreciation of what the teacher and students were trying to accomplish.	G	28.2	55.7	16.2
	M	31.6	51.9	16.5
	R	45.8	33.3	21.0
	Total	36.9	44.6	18.5
98. Teachers and observers had little trouble in establishing rapport at teacher-observer conferences.	G	37.6	54.7	7.7
	M	36.9	54.0	9.1
	R	54.2	32.7	13.1
	Total	44.8	44.7	10.5

Reactions to Items 93 and 96 indicate mixed feelings relative to observers, again with relatively high percentages in the "undecided" column:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
93. Observers displayed weakness in not being frank with teachers.	G	22.1	53.9	24.1
	M	30.4	45.5	24.2
	R	24.0	30.7	45.3
	Total	25.2	41.2	33.6
96. During conferences observers acted as if they knew all the answers.	G	14.9	52.4	32.7
	M	20.5	47.0	32.6
	R	42.7	26.4	30.9
	Total	28.8	39.4	31.9

Evaluation

Among the 17 items in this section, percentages again vary considerably, with those from Martin County being quite unlike those from Gastonia and Rowan County in a number of instances. Percentages which were highest in the "A or SA" column included Items 106, 107, 111, and 115. Reactions to Item 106, "A fair evaluation of teaching can best be made by two or more observers," indicate that 63.7 percent of all respondents agree; whereas, 57.6 percent of all respondents agree to Item 107, "The rating a teacher receives, in large measure, is dependent on the nature and ability of the students in the class that is observed." A total of 63.6 percent of all respondents to Item 111 agree that "teachers should have an opportunity to evaluate supervisors and principals who served

as their observers." Finally, according to Item 115, 64.7 percent of all respondents agreed that "observers can be more objective with teachers whom they do not know."

Percentages which were noticeably high in the "D or SD" column included Items 104 and 105:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
104. The responsibility for making evaluations should rest solely with the building principal.	G	12.5	19.3	68.1
	M	11.3	23.7	65.0
	R	17.0	24.2	58.9
	Total	14.2	22.7	63.2
105. A fair evaluation of teaching can be made by a single observer.	G	8.6	10.3	81.0
	M	7.7	11.7	80.6
	R	10.1	11.9	78.0
	Total	9.1	11.4	79.6

Item 99, "Observers have made every effort to be fair in their evaluations," was agreed to by 45.0 percent of all respondents; 34.4 percent were uncertain about this point; and 20.6 percent disagreed. Reactions indicate that 43.2 percent of all respondents felt as if "principals made ratings without prejudice and personal bias" (Item 100); and 38.5 percent stated that supervisors did also (Item 101.) In each instance approximately 20 percent disagreed and more than 35 percent were uncertain. Reactions to Statements 102 and 103 are interesting and perhaps significant:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
102. The principal as an observer was understanding when personal problems of teachers tended to affect classroom performance adversely.	G	43.8	48.4	7.8
	M	38.2	50.0	11.9
	R	68.5	21.5	10.1
	Total	53.3	36.8	9.9
103. The supervisor as an observer was understanding when personal problems of teachers tended to affect classroom performance adversely.	G	34.1	57.8	8.1
	M	39.9	49.3	10.7
	R	49.8	34.6	15.6
	Total	42.7	45.2	12.2

Statements 108, 110, 112 are also worthy of attention, especially as they relate to each other:

108. Teaching has been evaluated exclusively in terms of the classroom performance of the teacher during the experimental program.	G	52.9	35.5	11.7
	M	47.4	39.3	13.4
	R	56.1	30.5	13.4
	Total	52.8	34.3	12.9
110. Observers were often influenced in their judgments of teachers by factors other than classroom teaching.	G	35.4	47.7	16.8
	M	39.3	41.3	19.3
	R	52.7	26.5	20.8
	Total	44.4	36.4	19.2
112. Observers, in their evaluations, gave adequate consideration to "imposed variables," such as class size and physical surroundings.	G	36.2	46.6	17.1
	M	35.3	47.0	17.7
	R	42.3	36.7	21.0
	Total	38.7	42.3	19.0

Item 109 might be regarded as an outcome, but it definitely pertains to the topic of this section, evaluation. Reactions are worthy of note:

109. Evaluation of teaching throughout the school has been on a more systematic basis since the beginning of the experimental program.	G	33.8	39.3	26.9
	M	27.7	51.0	21.3
	R	47.8	29.4	22.8
	Total	38.3	38.1	23.7

Finally, reactions in Items 113 and 114 relative to principals are important:

113. Principals demonstrated that they were qualified to evaluate what constitutes outstanding teaching.	G	36.5	46.3	17.2
	M	30.4	49.7	20.0
	R	50.0	32.4	17.5
	Total	40.9	41.0	18.2
114. Principals tend to rate teachers under their immediate supervision more generously than do "outside" observers.	G	25.6	44.3	30.1
	M	24.3	50.2	25.6
	R	33.5	33.6	33.0
	Total	28.7	41.1	30.2

Morale and Relationships

Though the North Carolina Teacher Merit Pay Study was not designed to improve morale, it was hoped that teacher relationships would not be damaged during its operation. Reactions in this important section of the opinionnaire are of particular significance, even though they reflect a wide variation of opinions on a number of different items.

Item 116 indicates that respondents in each of the experimental centers felt somewhat alike concerning the "improvement of teacher morale since initiation of the experimental program":

		A or SA	Undecided	D or SD
116. There has been improvement in teacher morale since initiation of the experimental program.	G	11.2	25.6	63.1
	M	13.5	34.2	52.3
	R	13.4	24.4	62.2
	Total	12.7	27.5	59.9

In reacting to Item 117, 21.3 percent of all respondents stated that "teachers had given evidence of greater personal satisfaction with their teaching since the initiation of the experimental program"; 50.3 percent disagreed; and 28.5 percent were undecided.

About 20 percent of all respondents to Items 119 and 120 declared that teacher-supervisory relationships and teacher-principal relationships improved after the merit pay project was initiated; over 40 percent disagreed in each instance. Significantly, reactions to Item 121 are quite similar in each experimental center:

121. Rapport among teachers themselves has improved since the initiation of the experimental program.	G	10.6	32.8	56.6
	M	13.8	35.9	50.4
	R	9.6	24.7	65.7
	Total	10.9	30.1	59.0

Statements 123 and 124 should be considered as a pair:

123. The experimental program of teacher merit pay has resulted in undesirable competition among teachers.	G	39.2	31.8	28.9
	M	33.8	31.8	34.5
	R	54.3	21.6	24.0
	Total	44.6	27.3	28.1
124. The experimental program of teacher merit pay has fostered jealousy among teachers.	G	49.2	29.3	21.5
	M	52.0	22.8	25.2
	R	64.8	17.1	18.1
	Total	57.2	21.9	20.9

And, according to Items 126 and 127, the morale and prestige of teachers who volunteered for observations in the experimental program but who did not receive merit increments was seriously damaged. Reactions to Item 129 seem to imply, by and large, a compliment to principals: 54.7 percent of all respondents declared that principals were not partial to teachers who volunteered to be observed as part of the experimental program; on the other hand, 15.8 percent indicated the opposite.

Relative to the freedom which teachers felt about discussing the experiment, negative percentages were always somewhat higher than others: 42.7 percent of all respondents stated that they did not feel free to discuss the project among themselves (Item 130); 40.1 percent said they did not feel free to discuss it with administrative and supervisory personnel (Item 131); and 51.1 percent declared that they did not feel free to discuss the project with individuals outside the profession (Item 132.) This and much more was implied also in the reactions to Item 133:

		A or SA	Undecided	D or SD
133. There was too much secrecy and "hush-hush" about all phases of the experimental program.	G	39.7	23.2	37.1
	M	56.8	21.1	22.2
	R	55.8	20.2	24.0
	Total	51.6	21.3	27.1

Improvement of Instruction and Other Outcomes

From the inception of the North Carolina Teacher Merit Pay Program and in the development of each of the local operational plans, which include statements of philosophy and specific objectives, it has been hoped that instruction might be improved as a result of the experimental study and that other positive benefits might also accrue.

In this section are nine pairs of statements pertaining to the improvement of instruction; one of these pairs is general, the others relate to specifics. In every instance, without exception, respondents, from 15.7 percent to 59.7 percent, declared that improvement had taken place in these several areas of instruction, especially among those teachers who volunteered for observations, conferences, and merit evaluations. Contrariwise, a number of respondents also disagreed with every statement and many remained uncertain. Items 134 and 135 pertain to improved educational benefits for all students and for those whose teachers volunteered to be observed for possible merit rating. Total percentages involving all experimental centers are used in this section:

	<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
134. Participation in the experimental program has resulted in improved educational benefits to all students throughout the school.	27.8	28.6	43.5
135. Participation in the experimental program has resulted in improved educational benefits to those students whose teachers volunteered to be observed.	31.1	30.8	38.0

The remaining eight pairs of statements pertain to the specifics of planning, use of instructional materials, creativity, respecting individual differences, use of class time, motivation of students, emotional climate in the classroom, and evaluation.

The greatest percentage difference relative to improvement among all students and those of teachers who volunteered for classroom observations, 19.4 percent, occurs in connection with the pair of items, 136 and 137, pertaining to increased planning on the part of teachers:

	<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
136. The experimental program has resulted in increased planning on the part of all teachers.	40.3	23.4	36.2
137. The experimental program has resulted in increased planning on the part of teachers volunteering for observations.	59.7	22.0	18.3

In Items 138 and 139, 41.7 percent of all respondents declared that instructional materials and equipment had been more widely used by *all* teachers during the experimental study, and 49.5 percent declared that such materials had been more widely used by teachers who volunteered for observations, conferences, and merit evaluation. At the same time 29.9 percent of all respondents declared that "the experimental program had resulted in increased creativity in teaching throughout the school, with emphasis on the maximum development of each student" (Item 140); whereas, 42.9 percent declared that the experimental program resulted in increased creativity in teaching on the part of those teachers who volunteered for observations, conferences, and merit evaluation (Item 141.)

The following pairs of statements pertain to individual differences, use of class time, motivation of students, emotional climate in the classroom, and use of the techniques of evaluation:

	<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
142. As a result of the experimental program, all teachers placed increased stress on individual differences.	28.0	37.6	34.4
143. Teachers volunteering for observation in the experimental program have placed increased stress on individual differences.	35.0	40.2	24.9
144. The experimental program has resulted in all teachers using class time more productively.	30.6	34.0	35.5

145. The experimental program has resulted in more productive use of class time by teachers who volunteered for observations.	41.4	32.9	25.7
146. The experimental program has resulted in all teachers' using more effective means for motivating students.	29.8	34.6	35.6
147. The experimental program has resulted in more effective motivation of students by teachers who volunteered for observations.	39.3	35.6	25.2
148. The experimental program has resulted in a better emotional climate in all classrooms.	15.7	33.8	50.5
149. The experimental program has resulted in a better emotional climate in the classrooms of those teachers who volunteered for observations.	22.4	38.9	38.7
150. The experimental program has resulted in all teachers using the techniques of evaluation more effectively.	29.9	33.3	36.8
151. The experimental program has resulted in more effective use of the techniques of evaluation by teachers volunteering for observations.	34.5	36.1	29.3

In response to Item 152, 58.2 percent of all respondents indicated that the experimental program had not discouraged teachers from trying new ideas and new methods; 16.7 percent felt otherwise.

In terms of total percentages, 33.4 percent of all respondents declared that principals exerted more effective leadership in the improvement of the instructional program after the initiation of the experimental program; 30.3 percent disagreed; and 36.3 percent were undecided about this point (Item 153.)

Reactions to the following statements are important in terms of teachers and their attitudes toward open-mindedness, acceptance of responsibility, professional ethics, and desire to improve:

	<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
155. Teachers have made a conscientious effort to be open-minded about the experimental study.	59.3	20.9	19.7
156. Teachers have accepted their individual responsibilities for the operation of the experimental program.	63.6	23.9	12.5
157. Teachers have been professional in their treatment of confidential information resulting from participation in the experimental program.	48.6	25.6	25.8
158. The experimental program has encouraged teachers to use self-evaluation as a means of improving their teaching.	58.2	24.2	17.6

Reactions to the next four statements are also significant:

	<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
161. The experimental program has encouraged professional growth among administrators.	33.9	43.5	22.5
162. The experimental program has encouraged professional growth among supervisors.	31.8	46.9	21.3
163. During the experimental program teachers have developed increased respect for the professional competence of their principals.	33.9	36.6	29.5
164. During the experimental program teachers have developed increased respect for the professional competence of their supervisors.	27.5	43.6	28.9

As the third year of the experimental study ended (two years for Martin County), it is clear from the following percentages how the respondents felt concerning Items 154 and 168, respectively:

154. Teachers are more convinced than ever before that merit pay can be made to work.	10.9	26.0	63.2
168. A program of teacher merit pay, with provision for modification of procedures, should be continued in this administrative unit.	19.9	30.8	49.2

Item 12, it may be recalled, has comparable percentages:

12. There are practical satisfactory methods of administering a program of teacher merit pay.	21.4	34.5	44.1
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Percentages for Item 165 are quite revealing and parallel what was said by teachers in their voluntary conferences, by observers, by members of the three local merit pay committees, by coordinators of the three studies, and by superintendents themselves:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
165. Additional supervisors are needed for the effective administration of this type of merit pay program.	G	62.3	27.0	10.6
	M	66.4	23.0	10.7
	R	63.9	17.1	19.1
	Total	64.1	21.5	14.5

Observers

To the 12 statements in this section 64-68 observers responded. Their responses follow:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
169. As a result of participation in the experimental program, observers became more aware of what constitutes superior teaching.	G	88.3	11.8	—
	M	76.5	11.8	11.8
	R	94.0	2.9	2.9
	Total	88.2	7.4	4.4
170. Observers felt that effective use of the follow-up conference was the major key to the effectiveness of the experimental program.	G	88.3	5.9	5.9
	M	76.5	17.7	5.9
	R	97.0	3.0	—
	Total	89.6	7.5	3.0
171. Observers profited more from the teacher-observer conferences than did teachers themselves.	G	62.5	25.0	12.5
	M	31.3	25.0	43.8
	R	48.6	30.3	21.2
	Total	47.7	27.7	24.6

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
172. During the conferences, observers profited more from the comments of experienced teachers than from those of less experienced teachers.	G	25.1	18.8	56.3
	M	31.3	25.0	43.8
	R	60.6	27.3	12.1
	Total	44.6	24.6	30.8
173. Observers often felt inadequate because they were not "experts" in the subject area of the class being observed.	G	37.6	12.5	50.0
	M	43.8	6.3	50.1
	R	54.6	12.1	33.3
	Total	47.7	10.8	41.5
174. Observers tended to be generous in their evaluations of teachers particularly if they were somewhat uncertain about that which was observed.	G	62.5	6.3	31.3
	M	31.3	6.3	62.5
	R	39.4	21.2	39.4
	Total	43.1	13.8	43.0
175. Teachers with only a few years of teaching experience were more willing to accept suggestions for improvement than those with more experience.	G	43.8	18.8	37.5
	M	50.1	—	50.0
	R	48.5	6.1	45.4
	Total	47.7	7.7	44.6
176. Observers felt that non-complementary evaluations of teachers would likely lessen the possibilities of effective communication and improvement in the future.	G	25.0	18.8	56.1
	M	25.1	18.8	56.3
	R	45.4	12.1	42.4
	Total	35.4	15.4	49.2
177. Observers felt that the informal, leisurely conference with teachers was superior to the formal, down-to-business type of conference.	G	81.3	12.5	6.3
	M	68.8	6.3	25.0
	R	75.7	9.2	15.1
	Total	75.4	9.2	15.3
178. Teachers seemed easily frustrated when observers made suggestions for improving their teaching.	G	6.3	6.3	87.5
	M	20.0	6.7	73.4
	R	9.1	6.1	84.8
	Total	11.0	6.3	82.8
179. Teachers overlooked the fact that observers, with different backgrounds, would naturally tend to emphasize different aspects of classroom teaching.	G	56.3	31.3	12.5
	M	33.3	33.3	33.4
	R	39.4	30.3	30.3
	Total	42.2	31.3	26.5
180. Teachers should be aware of the problems which observers have during observations and follow-up conferences.	G	81.3	6.3	12.5
	M	60.0	33.3	6.7
	R	81.7	15.1	3.0
	Total	76.6	17.2	6.3

An Analysis of Reactions to Representative Statements

In the Opinionnaire Administered to the Personnel in the Three Pilot Centers According to Recipients and Nonrecipients of Merit Pay Increments

A panel of seven individuals composed of representatives from each pilot center in the experimental project, from the State Department of Public Instruction, and including one college professor selected 60 statements from among the 180 in the opinionnaire for analysis in terms of reactions from recipients and nonrecipients of merit pay increments. Such an analysis for certain comparable statements was made by Robert M. Howard, elementary principal, in his substudy in Gastonia; and a rather detailed analysis of 61 comparable statements was executed in Rowan County by Jesse C. Carson, Jr. and Mrs. Erma Scarlette, coordinator and assistant coordinator, respectively, of the experimental study.

In this report major attention relative to the opinionnaire has been focused on reactions to the 180 statements in terms of *all* personnel in each of the administrative units, irrespective of the differences which might exist in the opinions of recipients and nonrecipients of merit pay increments. This position is predicated upon the assumption that, in a unit-wide experiment or study, the opinions of *all* personnel involved are more significant than those of any particular segment of the total personnel. Nevertheless, an analysis of the reactions of recipients and nonrecipients of merit increments—those who volunteered for observations and those who did not receive increments as well as those who did not volunteer for observations and subsequent evaluations—to representative statements among the 180 in the opinionnaire does add materially to the meaningful information resulting from the total evaluation of the project.

Point of View

Reactions to the 7 statements chosen among the 33 in the section of the opinionnaire entitled, "Point of View," in terms of recipients and nonrecipients of merit increments, follow:

- Percentagewise in terms of State totals, twice as many individuals who received merit increments felt that "the idea of merit pay is basically sound" as did those who were not awarded merit increments: 67.4 percent as compared to 34.0 (Item 1.)
- Relative to Item 4, "Outstanding classroom teaching can be measured objectively," 60.2 percent of those receiving merit increments agreed, whereas, 36.6 percent of nonrecipients agreed.
- To a greater degree than nonrecipients, those who received merit increments declared that "evaluation for merit salary increments should be based solely on the teacher's professional job performance in the classroom": 36.6 percent as compared to 31.4 percent (Item 11.)
- Recipients of merit increments, 24.2 percent, as opposed to nonrecipients, 14.7 percent, declared that "merit pay promotes professional ethics among teachers, administrators, and supervisors" (Item 17.)
- Concerning intensified interest in self-evaluation as a result of participation in a program of teacher merit pay, all percentages were between 68.8 and 93.4. State Figures show that 91.7 percent of all recipients felt that "a program of teacher merit pay encourages self-evaluation"; at the same time, 70.3 percent of nonrecipients indicated the same opinion (Item 20.)
- All percentages, those for recipients and nonrecipients, are relatively high in terms of agreement with Statement 22, "A program of observations and conferences, with emphasis on helping teachers improve, is of more value than a program aimed at evaluating teachers for merit pay." These percentages range from 73.1 to 90.2. State figures show that 77.8 percent of all recipients agreed with this statement and that 86.4 percent of all nonrecipients agreed.
- Reactions to Item 30, pertaining to the recognition which should be attached to teacher supervision of extracurricular activities as evaluations for merit pay are determined, show that recipients of merit increments in larger

numbers than nonrecipients felt that this type of responsibility should not be considered as merit ratings are determined: in Gastonia, 68.7 percent of the recipients of merit increments expressed this opinion: 38.9 percent, in Martin County; and 41.1 percent, in Rowan County. State percentages for Item 30 follow:

	A or SA	Undecided	D or SD
Recipients	31.8	20.8	47.4
Nonrecipients	43.3	18.4	38.3

Organization and Administration

Four statements among the 14 in this section were selected for a comparison of attitudes of recipients and nonrecipients of merit increments.

- Reactions to Item 34 show that 49.7 percent of recipients of merit increments felt that "the method of administering the experimental program of teacher merit pay was practical and sound"; whereas, only 16.7 percent of nonrecipients shared this opinion.
- From 50.0 to 78.8 percent of all recipients of merit increments indicated that "teacher orientation relative to the experimental program was satisfactory" (Item 36); whereas, 24.4 to 50.2 percent of all nonrecipients agreed with this statement. Percentages for the State project show that 68.2 percent of all recipients of merit increments believe that orientation for the experiment was satisfactory, and that 39.7 percent of nonrecipients felt this way.
- Reactions to Item 41, "The merit pay study committee has operated on a highly ethical basis," show that 75.6 percent of all merit pay recipients agreed with this statement and that 40.2 percent of all nonrecipients agreed. Opinions at the local level between these two groups varied considerably: 33.5 percentage units in Gastonia; 44.3, in Martin County; and 32.8, in Rowan County.
- Reactions to Item 44, "A majority of the members of the merit pay study committee should have been classroom teachers," were quite similar in each of the three pilot centers and for recipients and nonrecipients of merit increments. State totals follow:

	A or SA	Undecided	D or SD
Recipients	78.6	10.4	10.9
Nonrecipients	76.2	16.6	7.2

Criteria for Classroom Observation

Four statements among the 13 in this section of the opinionnaire were chosen for an analysis of the reactions of recipients of merit increments as compared to those of nonrecipients, Items 48, 53, 55, and 59.

- Responses to Item 48, "The criteria for classroom observation describe superior teaching adequately," reveal percentage differences in the "A or SA" column between recipients and nonrecipients of merit increments as follows, with the higher percentages representing those who were awarded increments: Gastonia, 52.1 percent as compared to 28.8 percent; Martin County, 52.9 percent as compared to 29.6 percent; Rowan County, 73.3 percent as compared to 36.8 percent. State totals follow:

	A or SA	Undecided	D or SD
Recipients	62.3	15.7	21.9
Nonrecipients	32.6	30.4	37.0

- A total of 34.4 percent of all recipients of merit increments declared that "criteria developed for use in classroom observations were appropriate for all subject-matter areas"; whereas, 20.8 percent of nonrecipients agreed with this proposition.
- Total percentages for Statement 55 indicate less divergence of opinion among recipients and nonrecipients:

		A or SA	Undecided	D or SD
55. Teaching at elementary and secondary levels is sufficiently different that the criteria should reflect these differences.	Recipients	58.9	20.3	20.7
	Nonrecipients	67.6	20.9	11.6

- Nonrecipients, more than recipients, according to Item 59, believe that "differences in interpretations of the criteria by observers was a major weakness of the experimental program": 60.2 percent of all nonrecipients agreed with this statement and 47.6 percent of all recipients agreed.

Observations

Reaction percentages vary greatly among those for the 6 items among the 20 which were selected for analysis in this section of the opinionnaire. Recipients of merit pay increments agreed in significantly larger numbers than nonrecipients that:

	<u>Recipients</u>	<u>Nonrecipients</u>
61. Observers saw a representative sampling of classroom teaching.	76.0	38.0
73. Observers need not be specialists in specific subject-matter areas in order to judge what constitutes superior teaching.	54.5	37.0
74. Observers have been sufficiently well-acquainted with the subject-matter content of classes to make meaningful observations and suggestions for improvement.	58.5	40.9
76. Observers have indicated superior knowledge of how learning best takes place.	29.0	25.1
80. Teachers had confidence in the competence of their observers.	68.0	25.7

But, nonrecipients indicated in a larger percentage than recipients that "teachers tended to 'put on a show' while observers were in the classroom for evaluation purposes": 53.6 percent of all nonrecipients subscribed to this statement; whereas, 24.8 percent of all recipients agreed.

Teacher-Observer Conferences

Of the 18 statements in this section of the opinionnaire, 4 were selected for an analysis of reactions in terms of recipients and nonrecipients of merit increments. Percentage differences are significant in each instance. Reactions to three of these statements show the degree to which recipients of merit increments agreed in larger numbers than non-recipients relative to the concepts involved:

	<u>Recipients</u>	<u>Nonrecipients</u>
81. Conferences between teachers and observers have been of genuine value in helping bring about additional improvement in instruction.	76.5	41.5
85. An atmosphere conducive to the mutual sharing of opinions prevailed during conferences between observers and teachers.	88.0	41.4
87. During conference periods, observers emphasized specifics leading to improved teaching.	66.3	31.0

With Statement 91, "During teacher-observer conferences, observers contradicted themselves from one conference period to another," 19.9 percent of all nonrecipients of merit increments agreed; whereas, 10.0 of all recipients agreed. At the same time 56.3 percent of all nonrecipients were uncertain about this statement; and 7.9 percent of recipients were uncertain. In disagreement were 82.1 percent of all recipients and 23.7 percent of all nonrecipients.

Evaluation

Six statements among the 17 in the opinionnaire relating to evaluation were chosen for analysis. Reactions to four of these items indicate to what degree all recipients of merit awards agreed with the concepts involved as compared to the reactions of nonrecipients:

	<u>Recipients</u>	<u>Nonrecipients</u>
99. Observers have made every effort to be fair in their evaluations.	83.9	36.8
100. Principals made ratings without prejudice or personal bias.	78.7	35.8
101. Supervisors made ratings without prejudice or personal bias.	81.2	29.7
109. Evaluation of teaching throughout the school has been on a more systematic basis since the beginning of the experimental program.	60.5	33.6

In response to the other two items selected for analysis, nonrecipients of merit awards agreed with the concept expressed more often than recipients:

	<u>Recipients</u>	<u>Nonrecipients</u>
107. The rating a teacher receives, in large measure, is dependent on the nature and ability of the students in the class that is observed.	33.4	55.3
110. Observers were often influenced in their judgments of teachers by factors other than classroom teaching.	21.9	49.1

Morale and Relationships

Total percentages for the eight statements selected for comparative analysis among the 18 which make up the section of the opinionnaire on morale follow:

		<u>A or SA</u>	<u>Undecided</u>	<u>D or SD</u>
116. There has been improvement in teacher morale since initiation of the experimental program.	Recipients	15.1	35.6	49.2
	Nonrecipients	12.1	25.8	62.1
119. Teacher-supervisor relationships have improved as a result of the of the experimental program.	Recipients	40.5	30.5	29.0
	Nonrecipients	17.1	34.7	48.3
120. Rapport between teachers and principals has improved since the initiation of the experimental program.	Recipients	40.9	29.8	29.4
	Nonrecipients	16.5	38.5	45.1
121. Rapport among teachers themselves has improved since the initiation of the experimental program.	Recipients	16.8	33.0	50.3
	Nonrecipients	9.7	29.5	60.8
122. A sense of insecurity has been more evident among teachers since the initiation of the experimental program.	Recipients	33.9	26.6	39.5
	Nonrecipients	42.7	30.8	26.6
123. The experimental program of teacher merit pay has resulted in undesirable competition among teachers.	Recipients	27.6	18.8	53.7
	Nonrecipients	48.0	29.2	22.7
124. The experimental program of teacher merit pay has fostered jealousy among teachers.	Recipients	53.6	12.5	33.8
	Nonrecipients	57.9	23.8	18.2
126. The morale of teachers who volunteered for observation in the experimental program but who did not receive merit increments has been seriously damaged.	Recipients	43.9	34.6	21.4
	Nonrecipients	52.4	29.4	18.1

Improvement of Instruction and Other Outcomes

The panel which selected representative statements from among the 180 in the opinionnaire chose 21 of the 35 items which constitute the subsection on "Improvement of Instruction and Other Outcomes," for an analysis of reactions among recipients and nonrecipients of merit increments:

		A or SA	Undecided	D or SD
134. Participation in the experimental program has resulted in improved educational benefits to all students throughout the school.	Recipients	50.8	20.4	28.8
	Nonrecipients	23.0	30.4	46.6
135. Participation in the experimental program has resulted in improved educational benefits to those students whose teachers volunteered to be observed.	Recipients	64.4	18.3	17.3
	Nonrecipients	24.2	33.5	42.4
136. The experimental program has resulted in increased planning on the part of all teachers.	Recipients	52.8	18.3	28.8
	Nonrecipients	37.7	24.5	37.8
138. Instructional materials and equipment have been used more widely by all teachers during the school's participation in the experimental program.	Recipients	57.4	18.9	23.7
	Nonrecipients	38.4	28.6	32.9
140. The experimental program has resulted in increased creativity in teaching throughout the school, with emphasis on the maximum development of each student.	Recipients	50.3	24.1	25.6
	Nonrecipients	25.6	37.0	37.4
142. As a result of the experimental program, all teachers placed increased stress on individual differences.	Recipients	36.6	29.3	34.0
	Nonrecipients	26.1	39.3	34.5
143. Teachers volunteering for observation in the experimental program have placed increased stress on individual differences.	Recipients	60.2	17.3	22.5
	Nonrecipients	29.6	45.0	25.4
144. The experimental program has resulted in all teachers using class time more productively.	Recipients	44.5	27.2	28.3
	Nonrecipients	27.6	35.4	37.0
146. The experimental program has resulted in all teachers' using more effective means for motivating students.	Recipients	41.9	24.6	33.5
	Nonrecipients	27.2	36.7	36.0
147. The experimental program has resulted in more effective motivation of students by teachers who volunteered for observations.	Recipients	69.1	13.1	17.8
	Nonrecipients	33.0	40.4	26.7
150. The experimental program has resulted in all teachers using the techniques of evaluation more effectively.	Recipients	43.4	24.1	32.4
	Nonrecipients	27.1	35.2	37.6
153. Principals have exerted more effective leadership in the improvement of the instructional program since the initiation of the experimental program.	Recipients	54.2	23.7	22.1
	Nonrecipients	29.0	39.0	32.0

		A or SA	Undecided	D or SD
154. Teachers are more convinced than ever before that merit pay can be made to work.	Recipients	22.4	32.2	45.3
	Nonrecipients	8.4	24.6	67.0
159. The experimental program has stimulated the professional growth of all teachers—those who volunteered for observations and those who did not.	Recipients	44.0	23.6	32.5
	Nonrecipients	31.5	30.3	38.2
160. The professional growth of teachers volunteering for observations has been greater than that of the other teachers.	Recipients	46.4	28.4	25.3
	Nonrecipients	19.2	34.3	46.4
161. The experimental program has encouraged professional growth administrators.	Recipients	51.6	36.3	12.1
	Nonrecipients	30.3	45.0	24.8
162. The experimental program has encouraged professional growth among supervisors.	Recipients	51.0	37.2	11.7
	Nonrecipients	27.8	48.9	23.3
163. During the experimental program, teachers have developed increased respect for the professional competence of their principals.	Recipients	62.3	21.5	16.2
	Nonrecipients	28.0	39.8	32.2
164. During the experimental program teachers have developed increased respect for the professional competence of their supervisors.	Recipients	54.7	27.9	17.3
	Nonrecipients	21.9	46.9	31.3
165. Additional supervisors are needed for the effective administration of this type of merit pay program.	Recipients	79.0	11.5	9.4
	Nonrecipients	60.9	23.6	15.5
168. A program of teacher merit pay with provision for modification of procedures, should be continued in this administrative unit.	Recipients	41.6	29.5	28.9
	Nonrecipients	15.3	31.1	53.5

Reactions to the Three Experimental Merit Pay Studies As Revealed Through Voluntary Interviews

The Interview Approach to Evaluation

The decision agreed upon by local coordinators, local merit study committees, and the director of educational research in the State Department of Public Instruction to afford teachers and observers an opportunity to discuss the experimental study frankly and freely with the director of research was met with approval and considerable enthusiasm in Gastonia, Martin County, and Rowan County. In welcoming this opportunity to discuss the project, many teachers felt that it had been discussed too little during its operation.

Arrangements were made through each local coordinator for teachers in selected schools in each of the three pilot centers to discuss the local experiment with the director of educational research, Dr. Vester M. Mulholland. As a result, 480 teachers and 27 observers, or 507 instructional personnel representing 28 schools, volunteered for these interviews.

These conferences were free-conversational in nature, thereby encouraging, it was hoped, frank and honest appraisal of the three local projects. Preparation for the conferences was undertaken at early morning staff meetings in each of the representative schools, at which time Dr. Mulholland stressed the following points:

- Conferences were to be absolutely voluntary.
- Conferences were to be held in a private and convenient place within school between 8:30 a.m. and 5:30 p.m.
- Teachers should discuss those aspects of the local experiment about which they had strongest convictions.
- At no time would the identity of the teacher or his school be involved, though comments by teachers in any given administrative unit would, it was made clear, be associated with that administrative unit.
- Notes would be taken during the conferences under the following subheads, yet teachers should feel free to discuss only such subtopics as strongly appealed to them:
 - The general philosophic concept of merit pay
 - Organization and administration of the experimental program
 - Criteria for classroom observation
 - Classroom observations
 - Teacher-observer conferences
 - Observers; evaluators
 - Teacher morale and relationships
 - Outcomes of experimental program
 - Recommendations
- Notes taken would be examined by each teacher before the conference was concluded.

Statistical Data

A composite of statistics relative to these voluntary interviews follows:

Table S-X

Statistical Data Relative To Voluntary Interviews
In Each of the Three Pilot Centers In Terms of
Schools Represented, Type, and Total Staff

School	Grades	Type Race	Total Staff	Teachers Interviewed	Observers Interviewed
Gastonia					
Abernethy	1-9	W	22	14	
Arlington	7-9	W	20	12	
Armstrong	1-6	W	13	9	
Ashley	10-12	W	53	21	
Grier	1-9	W	46	19	
Highland	7-12	N	28	19	
Highland Elementary	1-6	N	30	20	
Wilson	1-6	W	15	8	
Wray	7-9	W	26	11	
Total			253	133	9
Martin County					
Church Street	1-5	W	33	15	
East End	1-12	N	26	17	
Hayes	1-12	N	55	42	
Oak City	1-12	W	17	13	
Robertsonville Elem.	1-7	W	14	9	
West Martin	1-12	N	25	13	
Williamston High	6-12	W	21	11	
Total			191	120	7
Rowan County					
China Grove	1-7	W	25	18	
Clement	1-12	N	26	21	
Dunbar	1-12	N	41	28	
East Rowan High	9-12	W	37	24	
Enochville	1-7	W	13	13	
Faith Elementary	1-8	W	13	12	
Granite Quarry	1-8	N	8	7	
Hurley Elementary	1-8	W	20	18	
Landis	1-12	W	54	33	
Rockwell Elementary	1-8	W	24	13	
Spencer Elementary	1-8	W	24	18	
West Rowan High	9-12	W	28	22	
Total			313	227	11
GRAND TOTAL			757	480	27

The 133 teachers and 9 observers who participated in the interviews in Gastonia constitute 45.8 percent of all instructional personnel in Gastonia; in Martin County 127 individuals, or 41.0 percent of the total staff, volunteered for interviews; and in Rowan County 238 individuals, or 45.6 percent of the total staff volunteered for interviews. In terms of all three pilot centers, 507 persons, or 44.4 percent, of all instructional personnel in these centers volunteered for interviews.

It is believed by each local coordinator and the Director of Educational Research that teachers who presented themselves for interviews did so on a voluntary basis, that their comments did represent their honest convictions, and that this face-to-face approach at evaluation was eminently worthwhile, not only in terms of the reactions expressed but also in terms of satisfying a psychological need for discussing all phases of the experiment forthrightly and without apprehension of being misunderstood, misquoted, or otherwise involved in a nonprofessional manner.

Teachers who volunteered their opinions relative to the three local studies included those who volunteered for classroom observations, those who did not, those who received merit increments, and

those who did not. Knowledge of those who were or were not recipients of merit increments was available only when participants in the interviews volunteered such information. This conscious question-free approach toward encouraging freedom of expression was felt to be of more value in getting a total picture of the climate in each administrative unit than trying to separate opinions and attitudes of recipients and nonrecipients of merit increments. Moreover, it was realized that the latter approach would be part of the interpretation of the 180-item opinionnaire which was administered to all teachers in each of the pilot centers. In addition, substudies in Gastonia and in Rowan County were concerned with this analytical approach.

No effort has been made to analyze in a statistical manner the hundreds of statements made by the 507 participants in these interviews; but representative comments from each of the experimental centers have been organized under the major headings under which notes were taken and according to those which were favorable, those which were unfavorable, and those which were in the nature of suggestions or recommendations. Typical comments from among the 507 interviewees in the three pilot centers follow:

*Representative Comments Through Voluntary Interviews
from 507 Instructional Personnel in Gastonia,
Martin County, and Rowan County*

POINT OF VIEW

Favorable Comments

- The theory underlying merit pay is good.
- Superior teaching can be measured.
- There should be remuneration for those who do outstanding teaching; those who understand and teach students according to their needs and interests; those who help to maintain enthusiasm for continuous learning; those who stimulate rather than stultify; those who look up in amazement when the bell rings; those who work harder.
- A merit pay program encourages teachers to be at their best at all times.
- The experiment has built into it aspects of inspiration and incentive.
- Such a program demands cooperative efforts in establishing policies, procedures, and criteria whereby classroom teaching is to be appraised.
- Such a program tends to satisfy the many objections concerning equal pay for unequal work.
- The program is definitely worthwhile, since its emphasis is on continuous growth among teachers.
- The program can be made to work in spite of the human element involved.
- Teachers can adjust themselves to such a program.
- A merit program can be a powerful incentive for continuous improvement among all teachers.
- The concept of merit pay has many values, yet implementing it is difficult because of its many subjective elements.
- Competition among teachers can be desirable.
- Almost all teachers do want to improve themselves.

Unfavorable Comments

- Teaching cannot be identified as superior by one or two individuals who observe the teaching process on three or four occasions. Such an approach may ignore background, preparation, or how the teacher might react under similar situation at another time. Final judgment on such a basis is morally wrong.
- Merit pay can too easily lead to harmful, cut-throat techniques of competition.
- In such a program those who need help most may not volunteer for observations.
- Influencing character is more important than classroom instruction. How can this aspect of teacher's responsibility ever be evaluated?
- The teacher's job is to help students to think. Can this be judged adequately in three or four observations?
- The act of what appears to be good teaching does not guarantee that learning is taking place.
- This sort of program makes little provision for knowing about students' growth—intellectually or otherwise. Results of good teaching may not show up for years.
- A merit pay program tends to produce stereotyped teaching as if the end of education were a stereotyped product. The program encourages conformity; kills initiative. The teacher who has unorthodox manner or reaching students is penalized in a program of this sort.
- It is unrealistic to think in terms of merit pay until the base pay of all teachers is increased.
- There are too many intangibles which cannot be measured, and some of these are the most worthwhile things which teachers do.

Suggestions

- All teachers who participated in the experiment should be rewarded in some way; perhaps a scale for remuneration would be practical.
- Maturity in teacher attitudes is necessary for the success of any merit pay experiment or program.
- Personnel relationships must be strong and positive in any given school if an experiment or program of merit pay is to have a chance.
- In a faculty group there must be freedom to think independently, yet a oneness of understanding and purpose if such a project is to be successful.
- Teachers and observers must respect and trust each other implicitly and be willing to learn from each other if such an experiment is to function effectively.
- The State must forget the fact that so many teachers are women and pay salaries high enough to attract more and more competent men. The merit pay approach to improved teaching is impractical and unrealistic until the base pay of teachers is more competitive.
- Increased emphasis in the teacher preparation institutions should be placed on identifying potentially strong teachers and on eliminating the potentially unfit.
- Merit pay, in its final analysis, must be based, not only on classroom skills but also on other responsibilities demanded of teachers. These other responsibilities are no more difficult to evaluate accurately than are the skills of teaching.
- Principals and supervisors should be rated in a merit program if it is to have the respect of teachers.
- Teacher merit should be approached from many

*Point of View (cont'd)***Favorable Comments****Unfavorable Comments**

- Working under continuous pressure is not the best way to improve instruction.
- Three or four visits as a basis for judging teachers is unthinkable; the worth of teachers cannot be measured through several observations.
- The program, by its very nature, is susceptible to political maneuverings.
- The literature pertaining to merit pay is largely negative in nature.
- Merit pay is based too largely on personal opinions.
- Extra pay for doing one's best as a teacher is repulsive; if money were taken out of the program, it would be excellent.
- The program is particularly unfair for elementary teachers who often teach 10-13 different areas. It is also unfair in terms of the various reading abilities of students.
- When teachers are more creative, imaginative, and skillful than their observers, a real problem immediately presents itself.
- It is impossible to measure interaction and communication within an hour.
- Whatever else is said, merit pay is a glorified form of professional bribery.
- Merit pay tends to minimize team work and emphasize individual performance.
- Teaching is not comparable to other occupations: the schools are public and all children must be accepted; teachers have no choice in pupils assigned them; it is impossible to apply an objective yardstick to a creative process.
- The name itself, "A merit program," has unfortunate connotations.
- The program is characterized by detrimental pressures.

Suggestions

- angles, not just through formal classroom observations.
- Ways should be found to prevent a total instructional program from suffering while a limited number of teachers are trying to impress their observers.
- Teachers need to know what constitutes outstanding teaching; at present there is too much uncertainty, haziness, and difference of opinion.
- Rather than giving up in their search for sound ways of determining superior teaching, teachers themselves must assume even more initiative in trying to discover ways which are satisfactory to them for identifying outstanding teaching.
- Student opinions—perhaps student progress—should be considered in any program for determining who the best teachers are. Students definitely know who the superior teachers are.
- Teachers must want to experiment with such a program if it is to have a chance for survival.
- Lack of equipment in a number of schools should be remedied before superior teaching can be expected.
- If money were completely removed, and concentration were on better teaching, the program would be greatly improved and teachers would like it better.
- All teachers should be observed; teachers should not have to apply for observations. The concept of volunteering for observations defeats the basic purpose of merit pay.
- Merit teachers should give undeniable evidence of professionalism; this factor should be strongly emphasized as part of the program.
- Participation in the program should be regarded with pride; this aspect of the experiment should continually be emphasized.
- Somehow, teachers must learn that the purpose of an experiment is to learn. The entire program should be regarded as a learning situation.

Point of View (cont'd)

Favorable Comments

Unfavorable Comments

Suggestions

- Teachers should never feel compelled to please observers; this can easily kill the spark that characterizes good teaching.
- Observers themselves should be given increments, whether or not they are rated by teachers.
- Teachers themselves know who the good teachers are and their opinions should somehow be considered.
- The entire performance of a teacher should be taken into consideration when final ratings are made, not just classroom performance.
- Increments should be broader and include teachers in several categories, not only "superior" teachers.
- A larger teaching staff with fewer students per teacher is the soundest approach to better teaching; merit increments cannot solve this problem.
- An increment of \$500 is too small to be challenging.
- Successes of merit teachers should be shared with *all* teachers.
- In order to have a merit program, there must be merit teachers and merit principals and supervisors.
- In-service training is more important than a merit-pay program.

Organization and Administration

Favorable Comments

- The program was well planned and organized and has been fairly administered.
- The training for observers was excellent.
- Cooperative planning of the experiment was a major reason for its success.
- Excellent work of individual principals helped program to be respected.
- Making it obligatory that principals observe class-

Unfavorable Comments

- Organization should have come from within; too much of it was imposed.
- Experiment was done too quickly; there was too much hurry to meet deadlines, especially in early days of program.
- Organization and administration should have provided for more emphasis on "imposed variables."
- Provisions were not made for stressing the experiment enough during its operation.

Suggestions

- Teachers themselves need a training period for determining the characteristics of good teaching.
- Observers need a longer period of time for orientation into the most effective ways of observing classes.
- Arrangement should be made for observers to know more about students before observing them; student records might be used; pre-observation conferences might be held with teachers; brief

Organization and Administration (cont'd)

Favorable Comments

- room teaching was a positive feature of the program.
- The experiment provided opportunities for leadership.
- Members of work committees tried to get ideas from as many other teachers as possible concerning philosophy, objectives, criteria, and plans and procedures.
- Working with Dr. Brank Proffitt and Robert Aldous was an outstanding experience in in-service growth.
- Cooperative development of criteria accounted for much of their soundness.
- The involvement of many teachers in the original study groups provided a sound basis for planning a sound program.
- The merit pay committee was diligent, conscientious, and thorough in its efforts to keep the experiment moving along effectively.

Unfavorable Comments

- There was too much unrealistic emphasis on objectivity.
- Too much stress was placed on a single approach for identifying superior teachers.
- The danger of too much concentration of power in hands of observers was an obvious weakness of the study.
- Fear of the program gave it a bad name to start with.
- There were insufficient qualified observers to go around; principals and supervisors were overworked.
- Because of the amount of money available, there was in reality a quota system.
- Observers should have a training session of longer duration, perhaps in the summer, perhaps on a college campus, and perhaps with outstanding consultants. A brochure should result from such a session in which criteria are clarified and in which characteristics of good teaching are emphasized.
- Having a volunteer for observations defeats the very purpose of such a program.
- Such a program should have been initiated by teachers.
- Too many principals lacked enthusiasm for the program.
- Teachers were not sufficiently well prepared for the initiation of the program.
- Training period for observers was too brief for principals and supervisors to have an adequate and common point of view toward the characteristics of good teaching.

Suggestions

- notes relative to character of class might be studied in advance.
- Teachers should be given reasons for the final evaluations which they receive.
- Increasingly, the principal should be responsible for observations and follow-up conferences.
- There should be provisions for more flexibility in the number of observations made and the length of time involved in observations.
- During an experiment such as this teachers should have more opportunities to discuss the progress of the program as well as its problems.
- An experiment of this nature needs a full-time director at the local level and at the State level. Just when we needed help the most from Raleigh, we had none.
- Any semblance of a quota system should be avoided; there should be enough money to reward all superior teachers.
- More time was needed in terms of orientation for initiation of the experimental program; too many teachers were not ready for the program. Ideas were too new to be accepted at once; they need to grow on teachers.
- Supervisors and principals should work with *all* teachers, not just those who volunteer for observations. There should be continuous observations among *all* teachers.
- The base pay for all teachers should be raised before placing emphasis on merit pay. Salary scales must continually be raised to attract and hold the most competent teachers.
- Staff members should know who the merit teachers are, and should be able to learn from them through classroom visits, conferences, workshops, and the like.
- Relationships and morale should be stressed a great deal before such a program is initiated; in addition, relationships and morale should be faced realistically throughout the program.
- More consideration should be given to "imposed variables" in making final evaluations of teachers.

Criteria for Classroom Observation

Favorable Comments

- The criteria are sufficiently comprehensive; all areas pertaining to good teaching are included in the major categories of the criteria.
- The fact that teachers helped to develop the criteria assured their general acceptance.
- The criteria were experimental; they permitted modification.
- The criteria are useful to teachers who take self-evaluation seriously.
- The criteria were intended as guidelines, not as inflexible standards for all situations.
- The criteria served as a challenge to teachers and helped them to evaluate themselves.
- The committee which worked on the criteria is to be congratulated on its excellent results.
- The criteria were fairly and cooperatively developed.
- The criteria have encouraged many teachers to try to teach better.

Unfavorable Comments

- The criteria tend to force teachers to fit a certain mold; this is not good for teachers or students. Rigidity of criteria was very disturbing.
- The criteria were designed for classroom type of work, not for athletics, home economics, library activities, counseling, and special education. Specific criteria are needed for such areas.
- Too much uncertainty existed concerning the proper interpretation of criteria in relation to imposed variables.
- More emphasis in the criteria should be placed on classroom grouping.
- The criteria are too restricted, especially in the area of creativity.
- Teaching according to the criteria does not guarantee significant learning.
- There can be no single set of criteria which adequately describe all types of superior teaching.
- The criteria did not mean the same thing to all observers; basically this was a handicap to teachers being observed.
- The criteria were too general; the same standards cannot cover grades 1-12 with equal effectiveness.
- Application of the criteria, even among superior observers, is fundamentally subjective, and therefore subject to too many whims of personality and individual interpretation.
- Teaching to the criteria for the purpose of letting an observer realize how clever one can be under difficult circumstances is high class educational tomfoolery with few positive values.
- The criteria are particularly unfair for teachers of slow learners.
- The criteria make too little provision for emphasis on work with individual students, or for independent student effort.

Suggestions

- It should be well understood by observers and teachers that all criteria should not necessarily be applicable to each lesson observed.
- Criteria can be effectively developed only when time is available for freedom of discussion.
- The criteria in certain instances would have been more useful if they had been more specific, especially those which might apply to librarians, counselors, special education teachers, and the like.
- The criteria should be restudied and revised as often as needs suggest the desirability for doing so.
- The criteria should definitely emphasize motivation and the values of learning to think more.
- Teachers should be helped in appreciating the fact that differences in the interpretation of the criteria can be an asset rather than an assumed liability.
- Provisions should be made whereby the criteria encourage each teacher to teach according to his own peculiar genius, his skill in using imagination, and in emphasizing creativity.
- The criteria should recognize that the performance of students is only one phase of good teaching.
- Overlapping among the criteria should be eliminated.
- Teachers and observers should discuss criteria freely in an effort to come to a more common ground of understanding and interpretation relative to their intended meaning.
- The total task of teaching should be reflected in criteria, not only classroom aspects.
- The criteria should not be introduced artificially just to impress observers.
- There should be no set pattern for good teaching; any stereotyped approach to determining a superior teacher should be eliminated.

Criteria for Classroom Observation (cont'd)

Favorable Comments

Unfavorable Comments

Suggestions

- The criteria should be used daily by all teachers as a means of self-evaluation.
- The uniqueness, the genius, the art which is the innate possession of every good teacher must be respected—not tampered with through the mechanical application of criteria which, at best, are quite fallible.

Classroom Observations

Favorable Comments

Unfavorable Comments

Suggestions

- Classroom observations are definitely an incentive for better teaching.
- Classroom observations helped to reveal strengths and limitations of teachers; they have been successful.
- Opportunity for the principal to assume leadership in the improvement of instruction was of genuine value.
- Teachers were treated fairly; there were no great shocks; teachers were well aware of criteria for evaluation.
- Notes taken during observations were comprehensive, accurate, and indicated penetrating insights on part of observers.
- Note-taking did not worry teacher or pupils, especially after the first observations.
- Observations, along with the conferences, constituted the best part of the program.
- Observations were good for teachers; they disturbed very few.
- Many teachers enjoyed observations as well as having received help from them.
- Some principals observed *all* teachers, not just those who volunteered for observations; this proved to be an excellent way of improving the total school program, and was greatly appreciated by the teachers.

- Observers observed a system of production but never really observed the product.
- There was too much special preparation for observers, though all of us have our company arrangements; lesson plans specifically formulated for observers' visits were used frequently.
- Observation schedule permitted observers to know little of continuity of learners' experiences.
- Classroom atmosphere was not natural under observations, even for the most mature teachers not to mention the nervous and the timid.
- Being observed for improving instruction is one thing; being observed for possible merit pay is quite different. The latter is disrupting and indefensible.
- Inadequate materials and equipment make superior teaching difficult.
- The greatest of all temptations in a program like this is that of teaching *for* the observer.
- Observations do disturb many conscientious and outstanding teachers, some of whom grow tense, freeze, or otherwise fail to demonstrate their real abilities. Under such strain, teachers are not likely to do superior teaching.

- Observations should be continued irrespective of merit pay.
- Observers should know as much as possible about a teacher before observing his class.
- More than three or four observations are needed to get an all-round picture of a teacher.
- Shorter and more frequent observations should be considered as a supplement to the several more-or-less formal ones.
- Observations should be made of every area for which the teacher is responsible.
- There should be one or two observations just for the purpose of learning each other, not for evaluation purposes.
- In grades 1-8, consideration should be given to observing classes for one full day. At high school level some of the observations should be consecutive.
- Observations should be unannounced; there is less fear, tension, and artificiality this way.
- Observations should be for instructional improvement, not rating.
- Observations should be approached more creatively; less description of every detail observed in class would free observers for something more significant.
- Often, a series of observations is preferable to isolated visits.

Teacher-Observer Conferences

Favorable Comments

- Conferences were handled in a fair manner and in a professional manner.
- Conferences were very beneficial; they seem to make most teachers conscious of their strengths and weaknesses.
- Conferences, by all means, constituted one of the best features of experiment.
- Some observers explained carefully their bases of evaluation.
- Respect for the ideas of others was apparent in almost all conferences.
- It seemed easy to talk to the supervisor and also to the principal.
- Teachers felt free to discuss various topics—all aspects of classroom observations—during the conference periods.
- Conferences were not only helpful to teachers but to observers also.
- This opportunity to share ideas was professionally very stimulating.
- Suggestions for improvement were sound, practical, and useful.
- Conferences did much to improve relationships among principals, supervisors, and teachers.
- Conferences were characterized by freedom, cordiality, and an atmosphere conducive to professional growth.

Observers

Favorable Comments

- Observers frequently detected the frauds and show-offs.
- Top-notch observers know how to take into consideration tension and other peculiar aspects of classroom situation.

Unfavorable Comments

- Observers were not frank enough; they offered too few constructive criticisms. Suggestions were much too general; terminology was often too vague.
- Too often teachers did not feel free to express themselves.
- Conferences, with merit pay involved, are immediately devoid of their many positive potentials.
- Conferences too often were held a long time after observations; this is bad!
- Time is too valuable to rehash old, worn-out ideas. Observers too seldom had anything fresh, stimulating, or exciting to offer—as if teachers were satisfied with their own dismal bungling.
- Too many small, insignificant matters were played up during conference periods.
- Few challenging ideas were presented during conference periods.
- Observers refused to alter written comments even after explanations.
- Conferences permitted little opportunity to justify actions, ideas, or purposes.
- Conferences for too many teachers were not learning experiences.
- Teachers were too readily over-persuaded by observers.
- Reading all classroom notes to teachers during conference periods was monotonous, unnecessary, and sometimes embarrassing.

Unfavorable Comments

- Observers and teachers too often interpret criteria much too differently; they look for different things; they do not think alike; and in a merit experiment this is a liability.
- Principals, for the most part, were too preoccupied

Suggestions

- Observers should offer suggestions for improving instruction as well as reviewing notes taken in class.
- Observers should not play up insignificant details in conferences.
- Observers should at all times be able to explain the why of any oral or written comment.
- More encouragement should be given teachers to react to observers.
- Conferences, even with their shortcomings, should be continued as a useful means of improving instruction, irrespective of merit pay.
- The teacher-observer conference should be regarded as a learning opportunity for teachers and observers.
- Conferences should be much more flexible, since an atmosphere of rigidity forbids the mutual sharing of constructive ideas.
- The final evaluation of a teacher's ability should be cooperatively arrived at.
- Whenever possible, conferences should come the same day or the day following observations.
- Teachers should be informed of their weaknesses in such a way that incentive for improvement is also present.
- Teachers should evaluate themselves prior to conference periods on forms similar or like those used by observers.
- Teachers must continually make efforts to mature in their acceptance of criticisms.

Suggestions

- Observers should consider imposed variables more and should change comments or ratings if teacher and observer agree.
- Observers should return to classrooms after suggestions for improvement are made to determine

Observers (cont'd)**Favorable Comments**

- Observers were conscientious and worked tirelessly to do a satisfactory job.
- Observers, in almost all instances, were well prepared and understood what makes for outstanding teaching.
- Observers did an excellent job in view of their great responsibilities; they should be commended.
- Observers were fair, honest, cordial, and helpful. They were as unbiased as possible.
- It was a pleasure to work with observers; they were well-qualified, by and large, and almost never overbearing.
- Observers themselves learned much from their efforts.
- It was amazing how much observers saw and recorded; they were complete in their note-taking.
- Observers were respected by most teachers who seemed to have great faith in their abilities and skills.

Unfavorable Comments

- to be good observers.
- Observers find it impossible to be objective and this is the real reason for so much dissatisfaction with merit pay.
- Too often observers do not understand the real problems; they can see only the momentary manifestations of that which frequently is hidden.
- Some observers were afraid to talk frankly—afraid feelings of teachers would be hurt.
- Observer cannot know within a short period the personal needs of pupils, yet he is asked to determine whether the teacher met these needs or not.
- Observers not qualified to observe any and all classes, since skill in human relations, and since knowledge of subject matter, the learning process itself, and of human growth and development are all so important.
- Observers who have known teachers over the years already have many pre-judgments, a fact which keeps them from being objective.
- In view of training, experience, and habits too many principals are incapable of making effective observations.
- The merit program imposed too much work on personnel who were already overloaded.
- Disagreement among observers has been the most demoralizing aspect of the entire experiment.
- Observers cannot be at ease, either in classrooms or conferences, when they are so unfamiliar with the subject matter being taught.
- There was marked conflict in what observers said to teachers on many occasions and what was apparently written in the final report and what came to be the final evaluation. This type of easy talk to teachers, without ultimately their being rated superior, was disturbing to teachers.

Suggestions

- whether improvement is being made.
- Observers must be superior themselves if teachers are to respect their judgments. Experienced, qualified observer-evaluators are the key to the success of such a program as this.
- Observers should be relieved of all other duties while concentrating on a program of observations.
- Money used for merit pay would be of far more value if spent for special supervisors. More observers are a necessity if such a program is to attain its goals.
- Observers should be able to give suggestions for improvement as well as describe what they see.
- Some way must be found to evaluate observers.
- Observers should continually take the initiative in trying to learn more about the art and skill of observing.
- Observers need to find ways of further agreement relative to standards.
- More orientation on the part of observers was needed prior to initiation of program.
- More observers should be outsiders; personal acquaintance does too much damage.
- Observers with special knowledge should observe teachers in special areas, at least for part of the observations. Observers in primary work, for example, should by all means have had experience at the primary level.
- Enough observers to help all teachers is mandatory before such a program can be expected to be successful.
- Observers should remain in some classes much longer in order to get some concept of the continuity of what teachers and pupils are doing.
- Observers should know the total situation of classes observed: Nature of pupils, grouping, what transpired previously, and what's being planned for the future. An awareness of continuity is all-important.
- Observers should have time to become familiar with new books and other teaching aids; with research and experimentation; with what observers and teachers elsewhere are doing.

Teacher Morale and Relationships

Favorable Comments

- Morale was wonderful. The experimental program has made no difference in relationships among staff members. The program has perhaps strengthened teacher morale and respect for each other.
- Early apprehension concerning program gradually gave way to a normal situation. There was less tension, jealousy, suspicion during second year.
- Teachers have worked hard and cooperatively to get the most out of the experiment. The program has created a close bond of cooperation among teachers, most of whom want to help each other.
- Excellent relations have existed among teachers for years; this experiment has not changed situation.
- Participation in this experiment actually brought our faculty closer together: We discussed criticisms from observers in a constructive manner; there was little evidence of jealousy among our teachers; and we treated the entire project in a professional manner.
- Most of us admired those who volunteered; there were no ill effects because of participation in the experimental program.
- Teachers treated all information confidentially and professionally; they did not discuss merit pay matters with other teachers.
- Teachers volunteering for observations and other teachers have been eager to help each other during this project; no harsh feelings existed in this school.
- Visits of principal have helped the morale of teachers and students.
- This is an easy faculty to work with; everyone does more than is expected; there was little dissension in this school—therefore, this program brought about few if any damaging results.
- The professional attitude of staff members helped to keep morale high.

Unfavorable Comments

- There was too much tension and apprehension; lowering of morale was the worst feature of the entire study.
- Desire to be approved created great strain; this made work much harder.
- The experiment has caused teachers to build up fears, a fact which has lessened their effectiveness.
- The manner of informing teachers relative to increment was a source of unhappiness.
- Too many ugly things have been said, especially about “nonparticipants” and about young teachers who volunteered.
- Lack of understanding about the program with its resultant distortions of ideas has lowered morale.
- Emphasis on undesirable competition, though unintended, was a disrupting factor.
- The program created a wall between those who volunteered for classroom observations and those who did not. Faculty turned against faculty.
- Morale suffered a great deal; there was too much feeling involved—even bitterness and anger, especially when teachers who heretofore had been considered superior did not receive merit pay during this program.
- The hush-hush approach to the entire program resulted in whispering campaigns, coolness among teachers, and even bitterness. Excessive emphasis on secrecy has been unwholesome.
- Teachers were afraid to be frank with other teachers, with principals, and with supervisors.
- There was little sharing of ideas among teachers after the program was initiated.
- Teachers were constantly under pressure; realizing they could not do their best under such a situation, they became cynical and indifferent.
- Emphasis on individual excellence lessened cooperative efforts among teachers; there was too much striving for personal acceptance.

Suggestions

- All teachers should be subject to observations and conferences, not primarily as a means of maintaining morale, though certainly this would help, but because this procedure is basically sound. For one thing, it would lessen tension, jealousy, and ugly aspects of competition.
- All teachers should be kept well informed relative to the progress of such an experiment, thereby eliminating one of the chief sources of misinformation, misinterpretation, and suspicion.
- More emphasis on professional ethics, especially during a special project such as this, would help to eliminate loose talk and build positive attitudes of respect and cooperation among all teachers.
- As a basis for less frustration, teachers must be helped to appreciate the fact that various observers will likely never rate them exactly alike.
- More professional meetings in which all teachers are encouraged to share their successes as well as their problems would tend to solidify faculties and, in turn, lessen possibilities of low morale and unsatisfactory relationships.
- A longer period of orientation for understanding and appreciation of the project would have lessened the tension and suspicion which existed from the very beginning.
- All observers should be highly qualified in terms of
 - subject-matter knowledge
 - how learning takes place
 - human relationships
 - fairness to all teachers
- Teachers and administrators should be proud of participating in a professional program of experimentation.
- Participants must be mature enough to accept criticisms.
- Teachers, principals, and supervisors should cooperatively undertake ways of lessening pressures which seem to accompany such a program.

*Teacher Morale and Relationships (cont'd)***Favorable Comments**

- If unwholesome attitudes existed, most of us were unaware of them.

Unfavorable Comments

- Recipients of increments too often have assumed airs of haughtiness and superiority in staff meetings, committee meetings, and in private life; and this is not unbridled imagination.
- Young, progressive, sharp teachers are sometimes the envy of others; this in itself has created tension.
- Prior to the project we were helpful to each other; after the project was initiated, it was everybody clawing for himself.
- Using unqualified observers has resulted in more ill feelings than any other single factor.
- Too many teachers who have heretofore been told how good they were failed to receive merit increments; this fact was the basis for much dissension and unhappiness.
- The program has created negative attitudes toward principals and supervisors.
- Teaching morale suffers when merit teachers leave school early, seldom make lesson plans, grade papers, or keep up-to-date with professional research.
- Too many "participants" spend much of their time in having showy rooms.
- The program causes insecurity among teachers, especially, those not judged to be merit teachers.

Suggestions*Outcomes***Favorable Comments**

- The program has caused all teachers to be more conscious of trying to teach better; more conscious of their chief responsibility as teachers; more conscious of better planning; increased awareness of good teaching.
- Basically, the experiment was a good approach for self-improvement; it encouraged teachers to re-evaluate themselves.
- The experiment has made for much better preparations on the part of teachers.

Unfavorable Comments

- The program made for greater rigidity in classrooms; less flexibility in teaching; less creativity; less imaginative thinking on the part of teachers. Teachers tended to adhere to safe, well-tried procedures.
- Teaching to include all criteria is deadening.
- The program discouraged experimentation.
- Observers were too critical concerning small aspects of teaching.

Suggestions

- Certain types of controls should have been built into the experiment which would make its findings more valid.
- Teachers should be helped at all stages of such a program to be prepared for the realistic acceptance of whatever outcomes result, especially decisions which observers must make relative to who receives merit increments.
- If the program were designed to improve instruction, why should all teachers not be included?

Outcomes (cont'd)

Favorable Comments

- The project resulted in more professional staff meetings and much more professional reading than ever before.
- The experiment has brought schools of the administrative unit together professionally.
- We learned that pupils do more when they are expected to do more; teachers do more when they are expected to do more.
- The training program for observers was excellent; they certainly learned to take comprehensive and correct notes.
- The merit program gave all teachers a common point of contact; this we liked.
- I am all the richer for participation in the program, though I might not do it again.
- As a nonvolunteer for classroom observations, I gained a great deal from the program; it was more valuable than any other in-service experience I ever had.
- Trying to follow the criteria has been a stimulus to almost all of us.
- The program has encouraged teachers to be more conscientious, especially in the area of day-by-day planning.
- The program has tended to help teachers in becoming more resourceful.
- The involvement of teachers in developing criteria for classroom observation was an excellent idea.
- In some schools the program has been a means of unifying teachers.
- The program gave principals a mandate as well as the opportunity to visit classes.
- Teachers are using time to better advantage than ever before.

Unfavorable Comments

- We learned that too much secretiveness is not good.
- Emphasis on reward throughout the experiment lessened its character and usefulness.
- There was too much resentment about the whole program, and this was perhaps the most detrimental aspect of the experiment.
- Personalities entered the picture too strongly.
- We are not accustomed to being guinea pigs, and I'm afraid we reacted irregularly too often.
- The program tends to stifle naturalness and creativity.
- Outstanding teachers, according to past records and reputation, in a number of cases were rated less than superior, thereby causing untold frustration, lack of confidence in supervisors and principals, and complete distaste for the experimental program.
- This manner of rewarding teachers will never guarantee good teaching; judgments of teachers by other educators will forever remain personal, no matter what the standards or how they are devised.
- Only those volunteering for observations were observed, and this was a great weakness of the merit-pay program; the nonvolunteers soon realized they would not be observed and, in turn, had a tendency to take things easy.
- The program itself involved little experimentation and little research of an objective nature.
- Teachers who criticized the program longest and loudest were those who did not volunteer for observations either year; for this reason they cannot be all-knowing experts about the experimental program.
- There is little evidence that students learned more during this experiment than previously.

Suggestions

- Teachers are eager for supervision—but always by superior supervisors, with special consideration on one's successful teaching experience, and his ability to work constructively with others.
- Supervisors and principals should be evaluated in order to give the program the prestige and forthright quality which it deserves among all teachers.
- Something more than merit pay is needed in our system: more supervisors, more special teachers, fewer pupils per class, elimination of combination grades.
- A strong in-service program involving all teachers would be preferable to a merit pay program.
- Channels of communication among all those concerned with the program should be improved.
- All teachers in the program should have been rewarded in some way.
- Teachers want expert supervision without merit-pay entanglements.
- Concerted efforts should be made to relieve external and internal pressure accentuated by such a program.
- Students should have been involved more directly in this experiment.
- Supervisors and principals should be evaluated in a program such as this.
- Ways should be found to lessen the load of observers.

Appraisal of the North Carolina Teacher Merit Pay Study

*by Observers and Members of Local Merit Study Committees—
Conclusions In Terms of Lessons Learned*

Observations, conclusions in terms of lessons learned, and implied recommendations which are found in this chapter represent the consensus of many, though not all observers and members of local merit study committees in the three experimental centers. Reactions of these staff members are particularly significant, since they, more than any others, were closely identified with all aspects of the study: its initiation, its operation, and its evaluation. Each of the reports of the three pilot centers includes detailed reactions of observers and committee members in these centers.

Statistics

The following table indicates the number of observers and committee members in each of the experimental centers. Figures in the third column show the number of different personalities whose reactions are included in this chapter. These figures take into account duplication of personnel among observers and committee members.

center were held throughout the duration of the study for the purpose of sharing ideas and planning more effective ways of observing teachers, conferring with them, and preparing the descriptive evaluations and actual ratings.

Members of local merit study committees, a total of 61 in the three pilot centers, also held regular meetings throughout the experiment for the purpose of continuously evaluating the progress of the experiment and for seeking ways to guarantee its maximum effectiveness. In each instance the chairman of the local committee was appointed by the superintendent of the administrative unit, and in each instance the chairman was the coordinator of the local experiment.

Observers and committee members totaled 137 in the three pilot centers, but actually there were only 96 different individuals involved, in view of the overlapping of personnel. During the spring of 1964 observers and committee members, not only met for their regular sessions but also on several other occasions as combined groups

Table S-XI

**Numbers of Observers and Members of Local Merit Pay
Study Committees in Each Experimental Center Along
With Numbers of Different Personalities Whose
Opinions Are Expressed in This Chapter**

Experimental Center	Number of Observers	Number of Committee Members	Number of Different Individuals Involved
Gastonia	20	20	27
Martin County	20	19	36
Rowan County	36	22	33
Total	76	61	96

Principals and supervisors who were responsible for classroom observations in this study were known as observers, and numbered 76 in the three pilot centers. In addition to training sessions which were necessary for preparing observers for their special responsibilities in the experiment, regular meetings of observers in each

to appraise the experimental study and to offer suggestions for the final report to the 1965 General Assembly. (In Martin County, whose schools did not participate in the study during 1963-64, one such combined meeting was held.) The director of educational research for the State Department of Public Instruction, Dr. Vester M.

Mulholland, attended all of these meetings and recorded comments made by all members of these groups.

The following reactions represent the composite thinking of these 96 individuals, those who gave more time and thought to the experimental study than anyone else.

Philosophy

In discussing the experimental study in the three pilot centers, observers and committee members frequently expressed points of view relative to the merits and demerits of the concept of merit pay. Fundamental questions were raised as the project was being contemplated in each center, as it was carried out, and more particularly, as it was being evaluated. As would be expected, many diverse opinions and even contradictions existed among the members of these two groups—96 different individuals—through the several stages of planning, implementation, and evaluation.

Many observers and members of local merit study committees indicated that the concept of rewarding superior teachers is theoretically sound, though it is very difficult to implement. This difficulty, it was agreed, was no reason to shy away from experimentation designed to produce more information about merit pay. Observers and committee members, for the most part, felt that teachers participated in the several local studies primarily as a means of improving themselves, not because of their interest in merit increments. They reported that recognition of the continuing need for self-evaluation also prompted many teachers to look upon the experiment with favor.

Many among the observers and committee members stated that in their opinions, some form of merit pay is inevitable and that teachers themselves should be willing, through an experimental project of this nature, to assist in finding a sound and practical approach for rewarding superior teachers. Over and over, it was stated that an administrative unit must be selective in choosing teachers, that salaries must be adequate, that personnel must be ample, and that working conditions must be decent before a merit program can function. The question was raised quite often as to what discrepancy, if any, there is in providing merit pay for the purpose of improving teaching and for the purpose of rewarding superior teachers. Observers and committee mem-

bers in each of the three centers often doubted the feasibility of having observers spend practically all their time with teachers who volunteered for observations, thereby leaving little time for the many other teachers, who frequently needed and wanted instructional supervision. Similarly, a very practical question was frequently raised: Can the time required for the effective implementation of a merit pay program be justified in terms of the many other responsibilities which staff members must continue to assume?

Observers and committee members contended that teachers, by and large, are interested in improving their teaching but that too many are fearful of change or unwilling to make change. An experiment such as this, it was felt by many, might do much to encourage teachers to make change when there was evidence that change might be desirable. A majority of the 96 people whose ideas are expressed in this chapter indicated the desirability of thinking positively about the experiment, the feasibility of minimizing its negative features without being unrealistic, and the necessity of keeping open minds about the experiment in order to learn everything possible from its successes and its failures.

Other perplexing questions were raised throughout the experiment:

- In considering who are the outstanding teachers, to what degree should factors other than classroom teaching be considered?
- Is the merit-pay approach to improved teaching the best way to bring about superior teaching?
- Can a program of merit pay be successful when so many school personnel seem to see only its negative aspects?
- Is it possible to eliminate sufficient subjectivity in determining who the merit teachers are for teachers in general to be satisfied with the program?
- If merit increments are sound, should there be several levels of monetary reward to parallel several possible degrees of competency?
- Should supervisors, who are regarded as helping teachers and consultants, be expected to rate teachers in terms of their fitness for merit recognition? Or, are supervisors better prepared to accept this responsibility than anyone else?
- Is it not likely that the merit approach would degenerate into a stereotyped program without its original thrust and momentum?
- Should not current programs of in-service training be strengthened before launching into a merit-pay program whose virtues are so widely questioned?
- Is it possible for the merit-pay approach to be used satisfactorily when teachers regard themselves as unique and the teaching process as something of an art as well as a skill?

Conclusions in Terms of Lessons Learned

- The merit approach to improving instruction has many positive aspects and these should be thoroughly understood by all teachers, principals, and supervisors.
- There are many other approaches which also might be useful as emphasis is placed on instructional improvement; these, too, should be explored with intelligence and with enthusiasm.
- Even though the merit approach has many possibilities for in-service growth, it is not necessary as a means for identifying superior teachers.
- Teachers in the three pilot centers are not yet ready for a continuing program of merit pay; yet apathy toward such a concept is indefensible in view of what is known about merit pay and the much that is not known.
- Improvement in the teaching-learning process must be approached simultaneously from many angles: in the areas of college preparation, selection and retention, in-service training, research, and experimentation among others.

Organization and Administration

Observers and committee members in each of the three pilot centers agreed, by and large, that the methods of organizing and administering the experimental program were practical and sound; and that the careful planning of each program was characterized, for the most part, by positive attitudes, by fairness, and by a willingness to learn everything possible from participation in the project. These individuals, whose insights into the experiment were comprehensive and somewhat penetrating, having indicated that the democratic involvement of many staff members in the development of the program was one of its most significant features. There was general consensus in each of the experimental centers that emphasis on classroom visitation on the part of principals was one of the most important mandates in each of the three organizational plans.

Observers and committee members in each center expressed satisfaction with provisions which were made for the special training sessions for principals and supervisors, those who were to be responsible for classroom observations. This approach to refining one's skills in classroom observation, it was felt, was excellent; and should be strengthened irrespective of efforts at merit rating. Members of the merit study committees agreed that they met sufficiently often for sharing results of the experiment, for examining policies and procedures, and for suggesting improvements. Observers testified, and it was learned from many teachers, that each of the merit study

committees was highly respected for its commendable efforts to carry out its assigned responsibilities.

Conclusions in Terms of Lessons Learned

- The period of orientation for all teachers was too brief to achieve a widespread understanding and appreciation of the purposes and possibilities inherent in such an experiment. Many teachers in each pilot center were not ready for the experiment. The pressure of time limited the effectiveness of the orientation program; and the fact that some articulate individuals in each pilot center felt that the project was imposed caused some unrest. A program of merit pay can be successful only if it is implemented after teachers are ready for it.
- In spite of efforts at the State and local level to the contrary, the experimental study in each pilot center was too much of a crash program. The pressure of time was intense relative to all phases of planning and initiating each project; and, as indicated above, too many teachers were not ready for participation in such an experiment.
- Experience has shown that work committees should include representatives from all levels of the teaching profession and that better results are accomplished when these committees are racially integrated.
- Experience has demonstrated also that each school should be represented on the central merit study committee, and that improved plans for interchange of ideas between individual schools and the central committee should be effected. Lines of communication among all personnel involved in such a program must at all times be open.
- Teachers need to be kept informed relative to the progress and problems of the experiment during its operation, not only as a means of maintaining satisfactory morale but as an incentive in soliciting positive ideas for improving the study.
- Basic to the success of such a program must be opportunities for discussion, disagreement, continuous evaluation, and desirable modification.
- Experience in this study has reinforced the belief of many teachers that there are a number of ways to improve instruction other than through classroom observations and conferences; and that the "camera shot" approach to better teaching should not be overemphasized to the exclusion of others. Additional study and experimentation are needed in an effort to determine other ways of determining superior teaching.
- In each pilot center it was agreed that in some instances more than three or four observations are necessary for determining the strengths and limitations of classroom teachers.
- It was likewise felt that more agreement should have existed among observers in each pilot center relative to the significance of "imposed variables" as final evaluations were made.
- In efforts to formulate and execute plans for an experimental study of this nature, more emphasis should be placed on the importance of respecting professional ethics, especially in the area of confidential information.

- In each experimental center, it was indicated, too much emphasis was placed on secrecy and the infeasibility of discussing the study. This aspect of the experiment needs further exploration, since many of the misunderstandings and frustrations relative to the study were intimately related to this sensitive area.
- Though observer orientation for more effective classroom observation might well be considered one of the outstanding features of each local study, a longer period of special training is recommended for all observers. Ways of identifying what constitutes superior teaching should be explored in depth with all principals and all supervisors with competent consultants, irrespective of whether a merit pay program is under consideration or not.
- Various types of pressure which might result from participation in such a program should be anticipated, to the degree possible; and forthright efforts should be made to eliminate the causes of these pressures or to find ways of appreciating their presence and working cooperatively in spite of them.
- Efforts to improve instruction through identification of superior teachers should be accompanied by well-planned efforts for evaluating principals and supervisors.
- Ways must be found to lessen the time required for classroom observations, teacher-observer conferences, recording the results of conferences, and rating teachers. The workload imposed by participation in the study, in addition to many other responsibilities, has been all but unbearable.
- Provisions for additional personnel should be considered in planning for such an experiment; without it, results are destined to be less effective than otherwise.
- Any local project of this nature involving as many individuals as these three studies involved needs a full-time coordinator who has no responsibilities whatever for observations, rather one who coordinates, administers, interprets, clarifies, and encourages.
- Experience has taught that the principal, more than anyone else, should be directly involved in what is going on in the classroom, and that he, more than anyone else, should be responsible for appraising the worth of teachers.
- A large number of teachers believe that operational plans for such a study should provide for a much wider participation of more teachers.
- Serious study should be given the feasibility of several levels of financial reward to parallel the several possible levels of competence.
- Merit increments should involve more than \$500 each; and there should be sufficient funds to reward all superior teachers.

Criteria for Classroom Observations

Principals, supervisors, and members of the three merit study committees have indicated that the criteria for classroom observation were democratically and cooperatively formulated in each

center, and that, for the most part, they described superior teaching. Some feeling existed among these individuals, however, that more specific attention should have been given areas such as special education, counseling, library service, and perhaps vocational education courses. Likewise, there were some who questioned the use of the same criteria for elementary and high school teachers.

Members of these groups heartily agreed that the development of the criteria, largely by classroom teachers, resulted in their being more acceptable and in turn more useful than had they been developed in some other manner. It was agreed that differences in the interpretation of the criteria by observers and the giving of more weight to certain criteria than to others constituted one of the major weaknesses of the study. This was especially true since little or no effort was made to stress the fact that such differences in interpretation and in assigning values should be expected and that the very inevitability of this fact might have many positive values.

Observers and committee members have indicated that the criteria have been useful in helping teachers evaluate themselves; and that they have been particularly useful to principals and supervisors in affording them a uniform approach for making their observations and evaluations. Everyone agreed that provisions within the operational plans for refining the criteria were excellent. Without exception, observers and committee members indicated that the criteria for classroom observation should continue to be used in every school as a basis for further improvement, irrespective of any formal program or experiment in teacher merit pay.

Conclusions in Terms of Lessons Learned

- The criteria would likely have been even more effective had more time been available for their cooperative development. More time was needed for discussions among teachers.
- The criteria seem weakest in their overlapping relative to certain points, in their ambiguity in certain places, and in their omissions relative to counseling and library services, special education, and vocational education.
- The involvement of more teachers in the development of the criteria would have been an excellent approach to further in-service training.
- It was agreed that all criteria need not apply to every class observed. Misunderstandings relative to this point caused confusion and frustration in each experimental center.

- The criteria should be carefully restudied in terms of their most effective applicability to elementary teachers, to high school teachers, and to the instructional staff in specialized areas.
- Similarly, the criteria should be restudied in terms of what aspects of teachers' responsibilities should be included in the criteria and what should be included in "imposed variables."

Observations

Observers and committee members were in basic agreement in each of the three pilot centers relative to the beneficial aspects of classroom observations, even though a number of innate weaknesses were recognized. The fact that observations were planned, organized, and done in a highly professional manner added to their effectiveness, according to principals, supervisors, and members of the three merit study committees. Observers felt, for the most part, that they saw a representative sampling of classroom teaching, though they also admitted that more observations for some teachers might have been useful. Principals, supervisors, and committee members indicated that observers made a conscientious effort to observe fairly and thoroughly.

Observers and committee members were in general agreement that principals profited from making observations and that this aspect of the experiment should be continued and strengthened irrespective of merit rating. These evaluators, many more than otherwise, also suggested that all observations should be unannounced, and that on occasions more than two observers should be responsible for making official observations. There was unanimous agreement that observers should be aware of class activities which precede and those which will follow the specific class observed. Observers reported that teachers were both surprised and pleased that observers had been so complete in their note-taking during observations. Nevertheless, it was felt by many that less note-taking would enable observers to be more aware of the subtleties of teaching which otherwise might be overlooked.

Conclusions in Terms of Lessons Learned

- Observations should be sufficient in number that observers and teachers are satisfied that an adequate sampling of a teacher's overall efforts has been made. For some teachers, this would obviously mean more than three or four observations. Such flexibility, if planned and thoroughly understood by observers and teachers, would likely do much to strengthen such a program.

- Consideration should be given the desirability of more continuity in observations, both at elementary and at high school levels.
- Observers should visit classes which represent a full range of that for which teachers are responsible: subject areas, grade levels, and types of pupils.
- Observers and committee members reported in convincing numbers that a combination of short and long visits would have strengthened the program.
- Note-taking during observations should be less regimented and perhaps less detailed after observers and teachers are satisfied that such a change has its advantages.
- Observations, with continuing and cooperative effort to make them increasingly effective, should be continued as part of the ongoing educational program in each pilot center.

Teacher-Observer Conferences

More than any other single feature of the experimental study, teacher-observer conferences were felt to have been of genuine value in bringing about additional improvement in instruction. Such conferences, observers and committee members contended, should be continued and consciously strengthened irrespective of a merit pay program. Observers felt that they understood and appreciated the purpose of such conferences and that they themselves approached these conferences with a genuine desire to be of assistance. Though conferences were time-consuming and frequently difficult to schedule, observers and committee members expressed genuine satisfaction with their overall results.

Observers reported that teachers were receptive during conferences and that, for the most part, they felt free to discuss observations which principals and supervisors had made. Observers indicated that they were sympathetic to teacher objections and differences of opinion during conference periods, and that they attempted to deal with matters of importance rather than petty details. They admitted, however, that it was sometimes difficult to be completely frank with teachers relative to their weaknesses.

Conclusions in Terms of Lessons Learned

- Teachers, for the most part, appreciate the inherent values in teacher-observer conferences and earnestly desire their continuance—without merit rating, according to observers and committee members. Teachers would like for all school officials to remember that there are also other ways to improve instruction.
- Conferences should be held, as planned, shortly after observations, in private places, and in an unhurried manner.

- Efforts of a positive nature should be made to help teachers appreciate the fact that observers will seldom emphasize the same points following observations and that this inconsistency can be a real strength of the program. Observers should not feel the necessity to be on the defensive.
- Arrangements should be made for the cooperative evaluation of conference techniques at frequent intervals.
- Agreements should be reached between observers and teachers relative to the value of specific suggestions for improvement on the part of principals and supervisors as opposed to efforts of observers to assist teachers in arriving at their own decisions concerning modifications which might be desirable.

Observers

Principals, supervisors, and committee members agreed that observers had undertaken their responsibilities with determination to be of genuine assistance to teachers, that they had developed professionally as a result of participating in the experiment, and that they had learned much more about the specific concerns of teachers than ever before. Observers reported that they had learned, with more appreciation than previously, that observing, in reality, is one skill and that offering suggestions is another. Everyone agreed that during the course of the study observers developed additional discipline and sophistication in their observations.

Differences in the opinion of observers, it was felt, should be interpreted as constituting a strength of the study and should be utilized to this end. Observers and committee members contended that equally important as highly skilled observers are highly receptive teachers. They also expressed strong conviction that no matter how objective observers try to be in terms of the criteria that their final conclusions cannot escape a high degree of subjectivity.

Conclusions in Terms of Lessons Learned

- Such a time-consuming program warrants additional personnel, either in individual schools or in the central office or both, whose major responsibility is that of observing teachers for the purpose of improving instruction.
- Superior observers are needed to identify superior teaching; the more competent observers are, the more confidence teachers have in them.
- Supervisors and principals should assist each other in developing confidence and competence in observing.
- Observers should continue to demonstrate a willingness to learn more effective ways of observing.
- Principals increasingly should assume more and more responsibility for classroom observations; at the same

time, they should demonstrate more discernment in their observations and in their final evaluations.

- Observers should remember that there is something in their relationships with teachers over, above, and beyond the mechanical awareness of every detail of classroom activities. The spark found in teachers who are superior is also needed in observers.
- As well as being skilled observers in the classroom, principals and supervisors should also develop skill in offering ideas for the improvement of instruction.
- Observers themselves should receive increments.
- Observers should be officially evaluated, in some cooperatively devised manner, by teachers who themselves are rated by observers.
- Observers should simplify note-taking as experience suggests the feasibility of doing so.
- Observers should demonstrate their awareness of the conditions under which learning best takes place, their knowledge of subject matter, their familiarity with teaching aids, their appreciation for variety in teaching techniques, and their skill in interpersonal relationships.
- More agreement should exist among observers relative to all aspects of the program.

Evaluation

Principals, supervisors, and members of the three local merit study committees were in basic agreement relative to major aspects of evaluation. Processes of evaluation which were used in this experiment were regarded to be fair, yet observers and committee members admitted the practical difficulty of applying evaluation procedures to the satisfaction of many teachers. Provisions of the study required that major attention in the evaluation of teachers be placed on classroom teaching, and this, it was felt, was right; nevertheless, there was general consensus among observers and committee members that more attention should be placed on "imposed variables" and that more agreement should exist among observers and with teachers concerning the amount of stress which should be given these variables. At this point, according to observers, evaluation became somewhat complicated in view of the highly subjective interpretations which, of necessity, had to be placed on "imposed variables."

Principals, supervisors, and committee members agreed that three and four observations were insufficient in some instances for adequate evaluation of teachers. In addition, a large number of these 96 individuals indicated that librarians, counselors, and special education teachers should have been evaluated in terms of criteria which were more applicable in some instances. Observers and committee members also indicated,

and with strong conviction, that the principal, more than anyone else, must be the key person in such an experimental study and that he must have the confidence of teachers, especially in the critical areas of observation, conferences, and evaluation.

Conclusions in Terms of Lessons Learned

- The study likely would have been more useful had additional emphasis been placed on self-evaluation as a means of personal improvement. Many observers and committee members indicated that self-evaluation by teachers in terms of the same criteria used by observers, and done on identical forms as those used by observers, prior to the teacher-observer conferences, might provide an intelligent basis for outstanding conferences and a sensible means of continued growth on the part of teachers.
- Final evaluation left some teachers and observers dissatisfied, a fact which suggests that the entire approach to evaluation needs careful appraisal, with teachers, principals, and supervisors facing up to the controversial issues with intelligence, maturity, and a willingness to try to eliminate the current points of dissatisfaction.
- Many observers and committee members indicated that the uniform approach to evaluating teachers, no matter how valid and scientific it may appear, should be further studied in terms of its strengths as well as its limitations.
- More "outside" observers might have strengthened the experimental program.
- Provisions should be arrived at whereby principals and supervisors might also be evaluated, though not necessarily rated.

Teacher Morale and Relationships

The North Carolina Teacher Merit Pay Study was designed as a means of identifying and rewarding superior teachers. It was anticipated that through this approach the instructional program in each pilot center might be improved. The project, it should be remembered, was never designed as a means of improving morale, though it was hoped that morale would not be damaged. This hope was not completely realized, however; for pockets of jealousy, undesirable competition, and irresponsible talk did evolve in each experimental center as a result of participation in the study.

In some schools, morale seemed to be strengthened as a result of participation in the project, according to observers and committee members; whereas, in other situations, there appeared to be no perceptible difference. The unrest and dissatisfaction which existed in some schools seemed to stem, for the most part from one of the following reasons:

- unsatisfactory communication among those involved in the study
- insufficient orientation relative to the entire experiment
- lack of interest on the part of some principals
- handicaps resulting because of the relatively large size of the administrative unit, an apparent factor relative to morale in Rowan County
- teachers' interpretation of the request to consider certain information as personal and confidential as an effort to cloak the entire program in secrecy
- lack of confidence in some observers
- the unintentional pressure of time which tended to characterize the study as a crash program
- occasional cries of favoritism, politics, maneuvering, and the like

Observers and committee members, many more than otherwise, indicated that morale remained good among a majority of teachers during the experiment; that actual problems in morale had been major only in a few instances; that damage to morale, by and large, had been slight; and that little if any permanent damage would result from participation in the study.

Conclusions in Terms of Lessons Learned

- The period of orientation for the experimental study needed to be longer in each pilot center in terms of understanding and appreciating the purposes and procedures of the project, and in terms of developing feelings of satisfaction relative to participation in the project.
- More satisfactory ways should be devised whereby the flow of needed information between teachers and committee members, teachers and coordinator, and teachers and observers might be effectively accomplished.
- More open discussions about all phases of the program would have kept morale from suffering in a number of situations.
- More agreement should exist relative to what aspects of the experiment should be considered confidential and what aspects might well be discussed on a professional basis.
- Observers must be of such undisputable calibre that teachers have utmost confidence in their competence.
- The morale factor, so significant in the success of such an experiment, should be faced realistically by all personnel at the onset of such a project and throughout its duration. Efforts to solve problems in the area of teacher morale should engage the cooperative thinking and determination of all personnel involved in the project.

Outcomes

In each of the three experimental centers, according to observers and members of the merit

study committees, the positive values of the experiment far outweighed those of a negative nature. Such outcomes as the following were frequently emphasized by the 96 principals, supervisors, and committee members whose opinions are reflected in this chapter:

- The opinion expressed in the following quotation is representative of the feeling of many teachers in each of the three experimental centers: "The involvement of so many teachers in such a worthwhile venture, with its emphasis on the improvement of instruction throughout the administrative unit, is one of the best things that ever happened to us."
- Participation in the experimental study resulted in improved teaching for a number of teachers in each pilot center, those who volunteered for classroom observations and those who did not: many teachers were better prepared for day-by-day teaching than ever before; many showed more enthusiasm for teaching than previously; many used supplementary materials more widely and more effectively than ever before; many shared ideas with their cohorts more generously than previously; and many attempted to teach more frequently in terms of individual differences.
- A large number of teachers grew professionally during the experiment more than at any previous time; many teachers placed more emphasis on critical self-evaluation than heretofore; many read professional literature more widely than previously; and many more teachers than ever before became conscious of trying to determine what constitutes outstanding teaching.
- Participation in the experiment has helped teachers in becoming more aware of the problems and responsibilities of principals and supervisors.
- Participation in the study has enabled principals and supervisors, for the most part, to work with teachers more effectively than at any previous time, since so much emphasis in the study was placed on direct supervision of instruction. As a result, principals in significant numbers gained in prestige as educational leaders.
- Participation in the study has demonstrated clearly the need for additional supervisory personnel in each of the three pilot centers, irrespective of a continuing project in merit pay. The experimental program consumed an inordinate amount of time on the part of observers, leaving them little time for other responsibilities.
- Many teachers learned that principals and supervisors need not be subject-matter specialists to be good observers.
- In spite of the problems which arose relative to teacher morale during the experiment in each of the three pilot centers, observers and committee members feel that little permanent damage resulted from participation in the study.
- Cooperative development of the criteria in each pilot center constituted one of the most positive aspects of the entire experiment.
- Equally significant were classroom observations and teacher-observer conferences, which should be continued in all centers, according to observers and committee members, irrespective of permanent programs of teacher merit pay.

A Summary of Substudies Carried On in Gastonia, Martin County, and Rowan County

A total of seven substudies were carried on in the three pilot centers during the North Carolina Teacher Merit Pay Study, 4 in Gastonia, 1 in Martin County, and 2 in Rowan County. Highlights of these studies are included in this chapter; further details may be found in the separate accounts of each experiment in Part II of this publication.

Investigations in Gastonia

In Gastonia and Rowan County local opinionnaires were formulated and executed, according to agreements reached with the State coordinator prior to the finalization of plans for the overall evaluation of the project. Robert M. Howard, an elementary principal in Gastonia, was responsible for an investigation entitled, "A Study of Teacher Attitudes Toward the Gastonia Merit Pay Program." Howard used an attitude survey, which teachers throughout the Gastonia system executed. As a result of this survey, he concluded that "teachers were not entirely *for* nor entirely *against* all aspects of the merit program as conducted in Gastonia." Teachers, he found, who volunteered for observations and subsequent evaluations and who received merit increments were, for the most part, more in agreement with all aspects of the philosophy, objectives, policies, and procedures of the Gastonia program than were other teachers. Teachers who were not judged "superior" and who did not receive merit increments, quite often expressed negative attitudes about the program. Results of a carefully executed and comparable survey in Rowan County were similar.

Howard's findings, at times, parallel those of this report; whereas, on other occasions they do not. His report contains convincing evidence that teachers hold widely divergent views concerning merit pay. In response to his survey, teachers, many more than otherwise, indicated that "there should be evaluation and improvement of teaching, but not for money." This point of view, it might be added, was expressed in many ways dur-

ing the final evaluation, not only in Gastonia but elsewhere. Howard learned that teachers prefer for participation in such a program to be voluntary; yet as the total experiment was evaluated, it was learned that teachers, in large numbers, believe that such a study should include all teachers within a particular school system. Again, Howard found that improvement of instruction had not necessarily taken place as a result of the merit program; whereas, results of the final evaluation indicate, more positively than otherwise, that improvement in instruction was rather widespread among the instructional personnel in Gastonia, especially among those who volunteered for classroom observations.

Howard also learned from more than 300 Gastonia teachers that:

- the criteria for classroom observations were compatible with sound educational theory; that they do describe superior teaching; that they were not too subjective
- teachers should be observed more than four times per year
- principals are well qualified to serve as observers and evaluators
- the merit program does not tend to foster good teacher-administrator relationships
- the program tends to produce an undue amount of tension

Howard concluded that the Gastonia study produced several significant outcomes that may lead to the improvement of the overall educational program in the public schools. For example, he indicated that the cooperative effort to define and describe superior teaching will likely have permanent results. "Principals," he concluded, "will likely do more and better classroom observing as a result of the experiment." He recommended: further study of all aspects of the experimental program, the acceptance of increasing responsibility among principals for the improvement of instruction, and the formulation of a well-planned, systematic program of observations and conferences among all principals and supervisors for

the purpose of helping teachers evaluate their own efforts in terms of improving classroom instruction.

Harold Miller, coordinator of the Gastonia experimental study, carried on three separate investigations during the project. In one substudy he attempted to determine to what degree there was consistency in teacher ratings among all observers—the assistant superintendent, supervisors, teachers' own principals, principals from another school, and assistant principals. By weighting each rating classification agreed upon in Gastonia, "superior," "competent," and "needs improvement," he was able to come to the following conclusions, among others:

- Principals observing their own teachers, both at elementary and secondary levels, rated them significantly higher than did other observers.
- Principals rated women teachers under their supervision significantly higher than did other observers, but not the men teachers.
- Principals rated teachers under their supervision with Class A certificates significantly higher than did other observers. This was not true, however, for teachers who held Graduate certificates.
- All observers who rated Negro teachers were more nearly in agreement in their ratings than were observers of white teachers.

In another investigation concerning the consistency with which team observers rated teachers who were observed at the same time and under the same circumstances, Miller found that the observers who were to take careful notes and later meet teachers in face-to-face conferences consistently rated teachers higher, but not significantly higher, than did "checking" observers, who also took classroom notes but who had no conferences with teachers.

Miller also analyzed the ratings given teachers according to race, teaching experience, and in terms of the regular annual evaluations made by principals of teachers under their supervision. He found, in relation to 477 observations, 409 of which were of white teachers and 68 of Negro teachers, that white teachers in Gastonia were rated higher than Negro teachers. (Negro teachers were observed and rated by Negro and white observers; white teachers, by white observers, except in one situation in which a Negro observer observed and rated a white teacher.) Miller also learned, as was basically true in Martin County and in Rowan County, that teachers with increasing levels of experience were rated higher than those with less experience. He found, too, that teachers who had been rated highest in the

annual evaluations made by principals also were rated highest in this experiment.

Substudy in Martin County

One local investigation was carried on in Martin County during its two years of participation in the experimental study, and that pertained to a comparison of classifications in ratings given teachers. In 1962-63, the only school year in which Martin County teachers were observed for rating purposes, 388 observations were made, 194 among white teachers and 194 among Negro teachers. The following conclusions, among others, resulted:

- Principals, with one exception, rated teachers higher than did supervisors.
- Principals and supervisors rated elementary women teachers considerably higher than elementary men teachers.
- Principals rated men teachers in high school higher than women teachers; but supervisors rated women teachers higher than men teachers in high school.
- Principals and supervisors rated women teachers, on the whole, higher than they rated men teachers.
- Teachers with increasing levels of experience received an increasing number of "superior's" in their ratings.
- Principals and supervisors gave more "superior" ratings to white teachers than to Negro teachers.

Local Studies Relative to the Rowan Experimental Program

One of the two local investigations carried on in Rowan County involved the formulation and administration of a 65-item opinionnaire. The results of this study are of particular significance since they are summarized in terms of opinions and attitudes of:

- teachers who received merit increments, 1962-63
- teachers who did not receive merit increments, 1962-63
- teachers who did not volunteer for classroom observations, 1962-63

According to the findings of this study, recipients of merit increments indicated in larger percentages than other teachers that:

- principals exerted more effective leadership in the improvement of the instructional program than prior to the experimental study
- instructional materials and equipment were used more efficiently and on a wider basis than before the beginning of the experimental study
- evidence recorded by the evaluators during each observation was sufficiently complete and accurate to be fair

- conferences between teachers and observers tended to bring about additional improvement in instruction
- an atmosphere conducive to the mutual sharing of opinions pervaded all conferences
- evidences of continued professional growth were apparent among Rowan County teachers
- rapport between teachers and principals and between teachers and supervisors consistently improved after the initiation of the study
- consistent improvement in teacher morale was obvious since the initiation of the study

Nonrecipients of merit increments and those not volunteering for observations indicated in larger percentages than recipients that:

- some undesirable competition among teachers came about as a result of participation in the merit pay study
- evaluators were often influenced in their judgments of teachers by factors other than classroom teaching, such as pressure from individuals, pressure from the community, and participation in extra-curricular activities
- teachers for the most part felt considerable tension since the initiation of the merit pay study
- good classroom teaching cannot be measured objectively.

This same investigation also resulted in a summary of comments from teachers who received increments, from those who did not, from those who did not volunteer for classroom observations, and from principals. These are to be found in the

account of the Rowan County study in Part II of this publication.

The second investigation which was made in Rowan County was a comparison of classifications in ratings given teachers who volunteered for classroom observations. In 1962-63 there were 761 observations which were made among Rowan County teachers, 187 among Negro teachers and 574 among white teachers. During 1963-64, with fewer volunteers for classroom observations, 496 observations were made, 157 among Negro teachers and 339 among white teachers. The total number of observations for the two years was 1,257. Major conclusions from this substudy, among others, were the following:

- Principals in Rowan County consistently rated teachers higher than did supervisors.
- Principals and supervisors who observed and evaluated white teachers rated them at all grade levels higher than did principals and supervisors who observed and rated Negro teachers.
- High school principals tended to rate teachers higher than did elementary principals.
- Principals and supervisors rated women teachers higher than men teachers.
- Principals and supervisors rated teachers with Graduated certificates higher than those with Class A certificates.
- Teachers and supervisors rated teachers with 11-20 years' experience higher than those in the other three experience categories, "Less Than 5 Years," "5-10 Years," and "Over 20 Years."

Evaluation of the North Carolina Experimental Program of Teacher Merit Pay in Terms of Superintendents' Appraisals of Local Studies

Upon request of the director of Educational Research for the Department of Public Instruction, each superintendent in the three experimental centers was requested to appraise the local merit pay study for which he was responsible. Each of the superintendents indicated that participation in the experiment had been beneficial and cited specific aspects of the study which were of a positive nature. Dr. Woodrow Sugg of Gastonia commented:

The project has been thoroughly worthwhile. All of us have taken a more detailed look at ourselves, at the teaching-learning process, and at the complex of interpersonal situations involved. This appraisal opportunity has been a high-water mark of professional experience as it has engendered much provocative thought, discussion, and action.

In Martin County, Superintendent James C. Manning, realizing that "this type of experimental program would provide for continuous professional growth," stated in his appraisal:

We believe that there is evidence to show that one of the most beneficial things to come from the program is the extent to which it has stimulated self-evaluation. This has been evident among teachers, supervisors, and administrative personnel alike. We believe that every person in our unit took a more realistic look at his or her job than ever before and found that with proper planning, skillful presentations, and careful evaluation that improvement would come about We believe that as a result of the experimental program in 1962-63 that we had in Martin County the best instructional program that we have ever had.

Superintendent Charles C. Erwin in Rowan County, admitting that "the concept of merit pay for teachers as an incentive or reward for superior performance . . . seems to have a sound basis," continued in his letter of appraisal:

There seems to have been some improvement of instruction due to more careful preparation on the part of teachers. More particularly was this true among teachers who requested that their evaluations be used as a basis for the awarding of a merit increment.

Concerning classroom visitations and teacher-observer conferences, Superintendent Erwin declared:

The program of classroom observations along with the post-observation conferences were among the most desirable practices resulting from the study. For the most part it caused observers to get into the classrooms on a planned schedule and hold the personal conferences. These observations caused the observers to see the instructional program more closely than ever before while the conference brought an understanding to the observers and teachers of each others' problems.

Superintendent Manning (Martin County) in elaborating his belief and that of his staff in a strong supervisory program stated:

We have always believed that adequate supervision is the key to improved instruction in the classroom. Properly trained and qualified supervisors can be of immeasurable assistance to beginning teachers who need guidance in developing skills and a sense of confidence in doing their job, as well as assisting experienced teachers in keeping up with the latest media of instruction. Since the experimental merit pay program provided that classroom observations be made and conferences held, we believe that this alone served to strengthen instruction.

Superintendent Sugg of Gastonia also reacted to classroom visitations and teacher-observer conferences:

The experimental study has brought about the essential need of planned, critical, and comprehensive classroom visits by all administrative and supervisory personnel. These visits followed by a conference with the observed staff member have the potential of being of great help to those involved.

In these letters of appraisal, each superintendent stressed the need for additional supervisory personnel in the schools, if instruction is to be continually improved, two of them directly and one indirectly. Superintendent Manning (Martin County) stressed the point in the following paragraph:

We believe even more strongly now that an effective

program of supervision with an adequate number of people to do the job will definitely improve instruction regardless of whether or not the merit pay concept is integrated with the program. The number of supervisory personnel needed will of course depend on the number of teachers to be observed. The time required to make an observation, write reports, and have conferences ranges from three to six hours. The program has definitely pointed up the need for additional supervisory personnel in order that they may be given ample time to do an effective job.

Superintendent Erwin of Rowan County remarked on this topic:

If the program should result in an increase of supervisory personnel so that all teachers could receive adequate supervision with emphasis on the improvement of instruction rather than the classification of the level of performance, a real advance in the upgrading of instruction would be made.

And, Superintendent Sugg (Gastonia) expressed his opinion as follows:

I believe there must be a wisely developed program of observing critically both teaching and learning, and I am convinced that the teacher-administrator and/or supervisor conference is an effective technique for improving instruction.

Miscellaneous comments of a favorable nature included in these letters of evaluation follow:

The criteria for classroom observations seem sound and should provide an excellent guide to better classroom instruction providing the teacher realizes it does not have to be laboriously followed in every detail in every lesson. (Erwin, Rowan County.)

Just how much adding the merit bonus of \$500 for each qualifying teacher pays in the individual improvement of teachers is difficult to determine. (Manning, Martin County.)

Without doubt this program caused observers to become stronger leaders of instruction. Principals found it necessary to put some of the less important details in the background and find the time to make the classroom observations and hold the conferences. (Erwin, Rowan County.)

Supervisory personnel gained confidence in the supervisory process and found that constructive criticism was wanted and accepted by teachers. (Manning, Martin County.)

Evidence seems to point to the fact that observers have grown professionally. (Erwin, Rowan County.)

I do believe it (the program) has real implications for all of us and that there is a *possibility* of adapting it for evaluating teachers and the teacher-learning process. (Sugg, Gastonia.)

Suggestions for Consideration

Each superintendent included in his letter of evaluation an occasional suggestion for considera-

tion. Some of these ideas follow:

For a program of merit pay for teachers to function satisfactorily, it is absolutely necessary to have a salary schedule based upon training and experience that is adequate to attract and hold highly competent and mature persons into the teaching profession. (Erwin, Rowan County.)

We agreed that it would be better for the profession to experiment with the program and come to some concrete conclusions as related to policies and procedures rather than to have nonprofessional people to devise and implement such a program. (Manning, Martin County.)

... outside activities other than classroom performance should have more weight in determining a superior teacher. (Manning, Martin County.)

A firm line of communication must be established. Everyone must be kept informed at all times on the development of the program and feel free to offer suggestions they may have in mind. (Erwin, Rowan County.)

One very definite conclusion that we reached in the program is that there needs to be more than four observations made for each teacher. This will bring about the need for additional personnel to carry out the program. (Manning, Martin County.)

... teaching is less a science than it is an art. Attitudes, motivation, emotional climate, and related factors greatly affect learning and learning is more important than teaching. (Sugg, Gastonia.)

... it is questionable whether the average individuals called upon to serve as observers and evaluators have a background or the inclination to pass such a professional judgment as required by this program. (Erwin, Rowan County.)

The conference, in my opinion, must be for one primary purpose: that of assisting the classroom teacher to rise in fulfilling the maximum potential of teaching and working with children and youth. No, not for merit evaluation nor for purposes related to salary determination. (Sugg, Gastonia.)

The extent of the effect (of the program) on morale is not known; however, it is quite noticeable. (Erwin, Rowan County.)

... it does need to be more carefully studied and recommendations made. From our experience it would seem that such a program must be initiated from the local level with the teachers developing a program that will fit local situation. We do not believe that such a program could be developed and implemented statewide, from above. (Manning, Martin County.)

Related investigations to help move to the mountaintop in this area are sorely needed. The study has only begun. (Sugg, Gastonia.)

We believe that North Carolina can save money and provide a better quality of instruction if sufficient supervisors were provided to carry on a more intense program of supervision even without merit pay. (Manning, Martin County.)

A Composite of Major Observations and Conclusions

Introduction

The North Carolina Experimental Program of Teacher Merit Pay, authorized by the General Assembly of 1961 and extended by the General Assembly of 1963, has involved approximately 1,170 educators in Gastonia, Martin County, and Rowan County, as well as leaders at the State level. Approximately \$400,000 has been spent in efforts to determine to what degree superiority in teaching can be identified, and whether or not it is feasible to pay teachers in terms of their demonstrated effectiveness. Partial answers have been found to both of these questions, and a number of other valuable learnings have also resulted from this study.

Findings of this investigation indicate that superior teaching can be identified to a marked degree; but that such identification, in the absence of reliable instruments designed for gathering objective data, must be largely subjective. As a result of the study much evidence is available, though contradictory at times and often based on qualifying conditions, pertaining to the feasibility of remunerating teachers in terms of merit evaluations. The contradictory nature of much of the accumulated evidence—a composite of opinion, conviction, and demonstrated behavior—is not surprising; moreover, it parallels that which has been found in practically every investigation relative to merit pay. Apparent contradictions frequently represent diversity in interpretation of purposes and results, not contradictions in terms of inflexible standards or purposes. Throughout the years the concept of merit pay has been a sensitive, readily debatable issue; and even now in North Carolina, following this experimental study, it continues to be charged with emotional overtones which cannot be minimized in view of the diversity in background, preparation, experience, and philosophy of thousands of individual teachers.

North Carolina's four-year project in merit pay was initiated as an educational experiment; and, throughout the study every effort has been made to conduct the experiment as professionally as possible. The primary purpose of the project, clearly stated among the locally formulated objectives in each of the three pilot centers, was to improve instruction; and provisions of each operational plan made it possible for emphasis to be placed on instructional improvement. There is evidence in each experimental center that instruction was better in many classrooms than prior to the experiment. At the same time, there was evidence of frustration, anxiety, and insecurity among a number of teachers, thereby limiting their maximum effectiveness.

Since the specific objectives of the experimental program of teacher merit pay were largely the same in each of the three pilot centers—even though there was considerable freedom in planning and in operating at the local level—there was marked similarity in organization, administration, and evaluation of each separate project. Many teachers in each pilot center participated in the formulation of operational plans and in the development of criteria for the identification of superior teaching; and all teachers, supervisors, and administrators participated in the evaluation of the project.

In evaluating the total State program, procedures were identical in each pilot center, except for some variation in local substudies. Information, including attitudes and opinions, from which major observations and conclusions are drawn, include the following types and sources:

- statistical data relative to sex, race, experience, and certification of all teachers in each experimental center, of those who volunteered for classroom observation, and of those who received merit increments
- opinions of 1,121 teachers and observers as revealed through an opinionnaire prepared for the three experimental centers

- opinions and attitudes of 507 teachers and observers as revealed through private, voluntary interviews
- the considered judgments of 96 observers and members of local merit study committees as revealed through separate and combined conferences of these two groups
- conclusions of six local substudies: 3 in Gastonia, 1 in Martin County, and 2 in Rowan County
- reactions of each superintendent, as indicated in an official letter
- data from the confidential files of observers

Findings in this study, based on well-documented evidence of a subjective and objective nature, are relatively conclusive on a number of issues; whereas at other points evidence is less conclusive. Evidence is abundant, for example, that teachers, by and large, want to do an outstanding job of teaching. Equally abundant is the evidence that many teachers need continuing assistance in order to perform to the best of their ability. Moreover, emphasis is convincing that teachers earnestly desire instructional assistance. They also want to know the degree to which they are performing satisfactorily, and they want to know ways of improving their services. Teachers, it is felt, are entitled to know when they are teaching well and they are entitled to know how to teach better. Evidence from the North Carolina project emphasizes the fact that those who would assist teachers must be competent in knowledge of subject matter, in the learning process, in the process of evaluation, and in the skills of interpersonal relationships. Other observations and conclusions are dealt with in more detail in the following pages.

The comments which follow represent a composite of the major observations and conclusions of the experimental studies in Gastonia, Martin County, and Rowan County. Observations and conclusions which are primarily pertinent to each local study are found in Part II of this publication in the respective accounts of the three experiments.

Attitudes Toward Participation in the Experimental Program

Personnel in the three administrative units which were chosen as pilot centers for North Carolina's experimental program of teacher merit pay were, for the most part, appreciative of the professional opportunity to participate in the program. There were teachers, principals,

and supervisors, however, who entered each local study with some reluctance and apprehension.

A large number of teachers felt that participation in such a project would likely contribute something of value to individual teachers, to the local community, to the State, and to the teaching profession. Personnel in the three pilot centers—approximately 1,170—entered the experiment, for the most part, with open minds and a determination, often characterized by enthusiasm, to learn everything possible from the study. There was obvious optimism and pride among many teachers, principals, and supervisors because their administrative units had been chosen as school systems which had demonstrated willingness and readiness to engage in a meaningful educational venture of this nature. The feeling existed in each pilot center that it was the responsibility of the teaching profession itself to investigate further the possibilities of merit pay for meritorious service; for this reason, too, there was considerable professional pride in each administrative unit because of the possible contributions which might be made to the profession and to the larger community.

As might be expected, certain of the professional personnel in each experimental center felt that the program was characterized by too much imposition from above, that it was too much of a crash program, that teachers were not ready for such an experiment, that everyone had enough to do without participating in a research project, and that the concept of merit pay—though theoretically feasible—was altogether impractical.

Attitudes Toward Merit Pay

Not only were opinions and attitudes varied at the beginning of the experiment, they remained equally divergent and at times contradictory throughout the study. Such diversity of opinions, when honest and based on appropriate evidence, was regarded healthy and was to be expected, especially since the issue involved was a sensitive, highly controversial one.

Though no instrument was administered during the initial phases of the experimental program to determine attitudes and opinions concerning merit pay, it was obvious from other evidence that many teachers, principals, and supervisors had genuine faith in the concept of merit pay as the local studies were being initiated. On the other hand, many in each pilot center were

skeptical of this concept and had serious forebodings as to its practicability. It should be re-emphasized, however, that an atmosphere conducive to learning something of value from the experiment existed in each pilot center.

Now that the three experiments have been concluded, opinions are still divided. Percentage figures concerning the desirability of continuing the project were amazingly similar in each of the experimental centers. Reactions to Item 168 of the opinionnaire, "A program of teacher merit pay, with provisions for modification of procedures, should be continued in this administrative unit," which were supported also by other evidence, indicate that 20 percent of all respondents would like for such a program to be continued; that 49 percent feel that this would be unwise; and that 31 percent expressed themselves as uncertain. Responses to Item 154, "Teachers are more convinced than ever before that merit pay can be made to work," which relates to the practicability of a merit pay program, are also significant: Among all respondents, 11.4 percent indicated that they agreed with this proposition; 62.6 percent disagreed; and 26.0 percent expressed uncertainty relative to this point.

Superintendents in each of the pilot centers, now that the project has been concluded, have indicated that State-administered programs of merit pay do not now constitute the next step for improving instruction. Each superintendent has readily agreed, however, that much of value has been learned from this professional project which can be incorporated into the ongoing educational program of each experimental unit as well as in other administrative units in the State.

Organization and Administration

It was generally agreed that the experimental study in each of the pilot centers was carefully planned, organized, and initiated. Consensus was widespread that the personnel in each administrative unit, by and large, had worked together cooperatively and democratically. The involvement of many teachers, principals, and supervisors in all phases of the program, it is felt, tended to guarantee, to a marked degree, the success of this learning experiment. On the other hand, the organization and the administration of each local study were characterized by certain pressures, urgencies, inadequacies, and misunderstandings.

Local merit study committees served as steering agencies in each administrative unit, and, to

a large degree, were responsible for the effectiveness of the experiments. Experience has indicated that these committees should be composed of representative teachers, principals, and supervisors; and that, for the purpose of effective communication, each school in the administrative unit should be represented on the local merit study committee. It was agreed by practically everyone that the cooperative development of the criteria for classroom observation in each pilot center was one of the more significant aspects of the entire project. This cooperative process in and of itself was regarded as an outstanding in-service experience which stimulated many teachers, principals, and supervisors to become more aware than ever before of the qualities which characterize superior teaching.

Provisions which were incorporated into each local operational plan for observing teachers in the classroom and for conferring with them were regarded likewise as positive aspects of the experimental program. The fact that principals were responsible for many of these observations and conferences, it was agreed, tended to enhance their position of educational leadership. Agreement is widespread that the local observer training sessions for principals and supervisors, who were to be the official observers in these centers, were excellent, but that they were much too brief to accomplish all that principals and supervisors desired and all that they needed in order to carry out their specialized responsibilities in an experiment of this nature.

Though the instructional personnel in each experimental center were pleased, by and large, with organizational plans and procedures which finally evolved, it was clearly indicated in each administrative unit that a sense of urgency permeated the formulation of all plans, policies, and procedures. This sense of urgency, in large measure, resulted from the legislation itself which provided for specific activities for each year of the experiment. Working under pressures of various types, especially that of time, constituted a very real, though not insurmountable, obstacle in each pilot center. In retrospect, it is now generally agreed that more time was needed for the effective orientation of teachers for participation in this experiment which, by virtue of its purpose and its organization, was subject to such widely diverse attitudes and interpretations. Teacher orientation, it is now felt more keenly than ever, should be characterized by adequate and open discussion, a willingness to study all aspects of the issues in-

volved, and a conscious effort to anticipate and resolve controversial and critical issues before their presence in the program might tend to reduce its effectiveness. Teacher readiness for such an experiment, it was widely agreed, is fundamental for any marked degree of success.

There was also a widespread feeling in each pilot center that possibly the total instructional staff should participate actively in all phases of an experiment of this type, and that a sufficient number of observers should be available to make this type of participation possible. Likewise, it was widely agreed that provisions should be made for principals and supervisors to be evaluated. There was general consensus that a project of this nature and magnitude deserves and demands the full-time efforts of a local coordinator. Finally, it was generally agreed that any experimental study or program of this nature should be kept as simple as possible, lest too many complexities tend to endanger its very existence.

Criteria for Classroom Observation

In each of the pilot centers it was agreed that the criteria for classroom observation were formulated on a democratic and cooperative basis; and that the involvement of many teachers, principals, and supervisors in this process provided an invaluable learning experience. It was generally agreed that the criteria in each experimental center described somewhat comprehensively the characteristics of good teaching and that they were applicable to practically all classroom situations. On the other hand, a number of teachers indicated that the criteria were somewhat difficult to apply to such areas as counseling, vocational education, special education, and library services.

Teachers in each local study agreed, by and large, that the criteria had been used to advantage, that availability of the criteria had provoked increased self-evaluation among many teachers and that—in some form and in some manner—these criteria, with possible modification, should continue to be used in each of the three administrative units as a means of improving instruction. Yet, in spite of their general acceptance and usefulness, the feeling existed in each pilot center that more effort should have been made in finding a relatively common interpretation of the criteria among teachers and between teachers and observers. It was also felt by a large number of teachers in each local study that the criteria often

were too rigidly applied by many observers without proper consideration for “imposed variables,” or for factors particularly applicable to the classes which were observed or to individual groups within these classes. Finally, it was generally agreed that the criteria should be evaluated frequently and revised as needs suggest the desirability of modification.

Classroom Observations

Agreement was widespread in each of the pilot centers that classroom observations, for the most part, were conscientiously and effectively done; and that this approach to improving instruction should be strengthened and continued in each administrative unit, with the awareness that other approaches for improving teaching should also be explored. At the same time, opinion was widespread that appraisals of teachers would be fairer, more complete, and more useful if observations were more numerous and if they were unannounced.

Classroom observations, by and large, were characterized by alertness and by determination to recognize and understand the purposes of all teaching-learning experiences.

Recording by observers was generally reported as comprehensive, useful, and nondisturbing to a large majority of teachers and students, and served as a basis for increased respect between observers and teachers. It was suggested, however, that less note-taking might be desirable as such a study continued, thereby permitting observers additional freedom for detecting the more subtle overtones characteristically evident in the teaching-learning process.

It was specifically agreed by more individuals than otherwise that three or four observations (3 in Rowan County, 4 in Gastonia and Martin County) were not always sufficient to get an adequate picture of a teacher's skill, and that several short, drop-in visits should supplement the longer, more formal ones. Likewise, it was widely agreed that continuity in observations might, on many occasions, be highly desirable. A large number of teachers in each experimental center indicated that all observations should be unannounced, though some felt that flexibility in arrangements for observations would be preferable. In each of the pilot centers considerable emphasis was placed on the desirability of having specialists as well as “outside” observers to do certain observations.

Teacher-Observer Conferences

It was generally agreed in each of the experimental centers that the teacher-observer conferences which followed classroom observations constituted one of the most beneficial and constructive aspects of the entire project—for teachers, principals, and supervisors; and, that these professional conferences should be strengthened, extended, and continued as part of the permanent, ongoing educational program of each administrative unit. Simultaneously, there was widespread agreement that observers had difficulty in being frank and specific in their comments, and that finding appropriate and suitable time for conferences soon after the classroom observations was a very real problem.

Basic to the values derived from teacher-observer conferences, it was felt, was the sincere desire of practically all personnel to improve the quality of classroom instruction. More often than otherwise, it was reported that these conferences were conducted in a climate which was conducive to positive thinking. There were occasional criticisms of a negative nature which indicated that some conferences were characterized by impatience and domination on the part of observers.

Observers, by and large, were professional in their criticisms of teachers' classroom performances, it was learned, but at times they found difficulty in being frank and specific in their remarks. Suggestions were fairly numerous that conferences be held as soon after classroom observations as possible, just as provided for in each of the three operational plans, and that they be held in places permitting privacy. Though it was widely agreed that the skill of observing and the skill of conferring are quite different, teachers in great numbers expressed the desire that principals and supervisors be more specific in their recommendations for improvement. Though provisions of the three local studies did not require such specifics, becoming aware of this attitude of teachers is a valuable outcome of the State project.

The time-consuming aspect of observing classes and conferring with teachers who volunteered for observations proved to be a real handicap on the part of many principals and supervisors in terms of rendering services to *all* teachers.

In each of the experimental centers, teachers, principals, and supervisors indicated in large numbers that teacher-observer conferences, which had always been utilized to some degree in each administrative unit, should be strengthened, extended, and continued as part of the permanent,

ongoing educational program of each administrative unit.

Observers

Principals and supervisors, those who served as observers in each of the three local studies, were, for the most part, highly regarded as capable, conscientious, and professional individuals. On the other hand, there were those who insisted that some observers needed richer backgrounds of professional experience; that some needed to be better acquainted with the grade level or the subject area being taught; and that some, more especially principals, needed to know more about what constitutes superior teaching.

Principals and supervisors (observers) were often complimented for their earnest endeavors, their indefatigable efforts in the face of overwhelming workloads, and their sincere determination to cooperate with each other in every way possible. Teachers also indicated, in large numbers, that observers were well-prepared and that they endeavored to be fair and helpful. It was apparent also that many teachers recognized the difficult role of the observer-evaluator, and on many occasions they have commended principals and supervisors for accepting and fulfilling their responsibilities in such an admirable manner.

Observers were also criticized on occasions for certain professional or personal inadequacies. Teachers at times insisted that some observers needed richer backgrounds of professional experience; that some needed to be better acquainted with the grade level or the subject area being taught; and that some, more especially principals, needed to know more about the characteristics of good teaching. It was the general consensus in each pilot center that principals and supervisors must themselves be competent individuals, in whom teachers have implicit confidence, if merit rating as an approach to improved instruction is to be respected.

Teacher-observer friendships were criticized as the basis of partiality in evaluations in each pilot center. This situation suggests certain cautions which should be respected in any future venture involving a similar combination of circumstances.

In each of the experimental centers teachers indicated that observers likely would have profited from a longer, more thorough orientation period; and that more opportunities should have been arranged during the experiment itself through which observers might have shared ideas, helped

to resolve major differences in interpretation of the criteria, and otherwise refined their skills as observers.

Morale and Relationships

Teacher morale improved in a limited number of situations in each of the pilot centers during the State-administered experimental project, though participation in the merit pay study was never intended as a specific means of strengthening teacher relationships. Other evidence of a convincing nature from each experimental center also confirms the fact that morale among many teachers definitely suffered as a result of participation in the merit rating study.

In situations in which morale improved, there was evidence, it was reported, that qualities of loyalty, cooperativeness, and determination to teach well were more apparent than prior to the experimental study. Many felt, in each local unit, that relationships among teachers and between teachers and the administrative-supervisory personnel remained good throughout the project, particularly in view of time pressures, ambivalent attitudes toward merit rating, and other deterrents to satisfactory morale which are mentioned below.

In spite of these positive outcomes which were reported as a result of participation in the merit pay experiment, tensions among teachers were more pronounced than ever before; undesirable competition and jealousy were more obvious than previously; lack of rapport between some teachers and their principals and/or supervisors was more apparent than heretofore; and feelings of frustration and insecurity among a number of teachers seemed more apparent than at any other time. It should be pointed out that a number of individuals believe that similar tensions, frustrations, and insecurity would accompany any major experimentation or the introduction of any major type of new program.

Factors contributing most significantly to the lowering of morale among many teachers include the following:

- the haste with which the study had to be initiated in each pilot center, according to the legislated time table, and the accompanying lack of opportunity for instructional personnel to discuss freely and often enough the purposes, possibilities, procedures, and inherent problems involved in such an experiment
- ineffective communication, especially between merit study committees and the teachers themselves

- the misinterpretation which existed in each pilot center relative to the confidential nature of certain information pertaining to the experiment
- the lack of confidence on the part of some teachers in the ability of certain observers to make such professional judgments as are required by a merit rating study; assumed partiality on the part of certain observers
- the lowering of prestige among those who were not awarded merit increments

There is widespread agreement that problems pertaining to teacher morale, apparent in each pilot center, were made even more critical than was necessary, and certainly more than was intended, by the nebulous agreements relative to what aspects of the program should be regarded as confidential.

Though a number of teachers were disturbed at various stages of the experiment in each pilot center, it is generally agreed that damage to teacher morale as a result of participation in the experimental study was short-lived for a majority of those who were frustrated by any aspect of the project. It is felt that clarification of uncertainties, further appreciation of the purposes of the experiment, personal and professional maturation, and time itself were basic factors underlying the temporary nature of almost all dissatisfactions.

Finally, teachers, administrators, and supervisors—more than otherwise—expressed the opinion that the all-important and sensitive area of teacher morale should be faced realistically at all stages of such an experiment, especially during the initial planning period when discussions can be impersonal and when safeguards can be included in the operational plans.

Improvement in Instruction and Other Positive Outcomes

The belief is widespread in each of the three experimental centers that improvement in instruction definitely resulted from participation in the merit rating study, that supervisory practices were strengthened, that opportunities for leadership were expanded, and that increasing emphasis was focused on the characteristics of superior teaching. On the other hand, and in view of the provisions of the experimental project, evidence is limited and altogether subjective relative to the degree of progress made by students themselves during the experiment.

Those who volunteered for classroom observations and who also received merit increments were

more convinced than others that instruction was improved during the experiment; and it was generally agreed that those who volunteered for observations and subsequent evaluations profited more from participation in the experiment than did other teachers, many of whom, it is generally felt, also gained much from the study. In an atmosphere for improving instruction, which was characteristic of each pilot center, many individuals contend that something of value came to a large majority of teachers in each administrative unit.

The feeling is rather strong in each pilot center that teachers, especially those who volunteered for observations, were more concerned than ever before with:

- effective classroom planning
- wise use of instructional aids
- variety in teaching techniques
- effective motivation
- creativity in teaching
- individual differences in students
- improved approaches to evaluation

Principals in large numbers have indicated that they themselves understood the instructional program better than prior to participation in the experiment and that they learned more about certain aspects of supervision during the study than at any previous time. As a matter of fact, participation in the experimental program, it has been generally reported, has served to strengthen supervisory practices in each of the administrative units. Principals and supervisors, in using the criteria to the best of their abilities, have increased their skills in observing and in the recording of classroom activities; as a result, confidence in the general competence of observers increased among many teachers. Participation in the experiment also resulted in principals' becoming more aware of the ongoing instructional programs in their respective schools than at any previous time.

A number of teachers emphasized that they volunteered for classroom observations primarily for self-improvement, and that participation in the experiment had made them more conscious than ever before of the importance of self-evaluation. Many teachers also indicated that they did more professional reading during the experimental study than at any time previously, that they shared ideas with fellow teachers more often than heretofore, and that they sought the advice of principals and supervisors more frequently than at any other time.

Participation in the experimental study afforded increased opportunities for leadership development in each experimental center at all levels among professional staff members. Principals, more than otherwise, assumed increasing responsibilities for the improvement of instruction during the study, and became more aware than ever before of what constitutes outstanding teaching. Supervisors, to a degree greater than ever, attempted to demonstrate their ability as educational leaders; and teachers themselves, especially those who volunteered for observations, renewed their initiative in trying to be outstanding instructors. In such an atmosphere, in which desire to do one's best prevailed, it was natural that a large number of the professional personnel in each experimental center demonstrated additional enthusiasm for developing instructional leadership.

There is some evidence—subjective, inferential, and limited—that students under the supervision of teachers who volunteered for observations had better learning experiences than did other students, though this cannot be validated, since provisions of the experiment made it infeasible to collect evidence relative to the progress of students during this study. Similarly, student opinions of teachers in terms of their skill in teaching were not sought in this experiment.

Communications

Emphasis on effective communication among all personnel concerned relative to all aspects of the experimental project in each of the pilot centers was consciously planned as the three studies were being initiated and as they were being carried out. Nevertheless, it is felt that unanticipated problems of communication in each experimental center forbade the most effective results from the study. A number of individuals feel that similar problems would have accompanied any major experimentation or the introduction of any major type of new program.

Superintendents, coordinators of the three local studies, and each of the State advisers assumed the leadership which was felt necessary in discussing the project and in establishing channels of intended effectiveness of communication. To a large extent, these efforts were successful: Members of local merit study committees, by and large, understood and acted effectively upon their discussions and agreements; principals and supervisors, to a fairly satisfactory degree, were in accord on their specialized responsibilities as ob-

servers in this experiment; and a reasonable degree of common interpretation of the criteria for classroom observation existed between observers and teachers themselves. Yet, something in the area of communication was lacking in each pilot center. Some of the most apparent problems in communication include the following:

- A number of teachers in each administrative unit felt that the study was imposed, either by the Legislature, the Department of Public Instruction, or by local administrative officers—even though a conscientious effort was made in each experimental center to approach the matter democratically.
- Teachers, principals, and supervisors—all of whom were eventually represented on the committees which formulated the criteria for classroom observation—found it difficult to interpret the criteria with consistent agreement.
- In each experimental center there was misunderstanding and even disagreement concerning the degree to which all criteria should be applicable to each class observed.
- Similarly, as final evaluations and ratings were being made, there were varying interpretations in each pilot center relative to the significance of “imposed variables.”
- For some principals and for some teachers, there was uncertainty concerning purposes, policies, and procedures of the study—usually for one of several reasons: Lack of interest in the program, lack of effort to keep informed about the program, or lack of school representation on the central merit study committee.
- In each experimental center there was considerable misunderstanding concerning which aspects of the study should be regarded as confidential—among teachers themselves, and between teachers and members of the lay public. Misunderstanding in this sensitive area provoked undesirable and unnecessary uncertainties.
- The absence of clear-cut policies relative to informing the public concerning such a study and its progress at times provoked concern in each pilot center.
- In a number of schools sufficient opportunities were not afforded through which all teachers might have discussed freely any aspect of the experimental study, as a means of gaining information, clarifying issues, sharing successes and problems, as well as improving morale. The absence of sufficient opportunities of this nature tended to emphasize uncertainties and misinformation and at the same time lessen teacher morale.

Many of the personnel in each administrative unit have indicated that continuing efforts should be made at *all* times to improve *all* aspects of communication among *all* individuals involved, es-

pecially during the planning stages of such an experiment.

More time for better communication in the orientation phase of the experiment would likely have paid rich dividends. Too many teachers, principals, and supervisors were apparently not ready for the program, regardless of conscientious efforts to the contrary.

Personnel

Personnel in each experimental center, it is felt, were, by and large, individuals who were prepared to carry out the responsibilities of their respective assignments. With relatively few exceptions, supervisors and principals respected the ability and efforts of the teaching personnel in each of the three pilot centers; and, similarly, with a limited number of exceptions, teachers had confidence in the ability and efforts of their principals and supervisors. Notwithstanding, problems pertaining to personnel loomed large in each administrative unit participating in the State-administered project.

It is felt that there was a reasonable balance among teachers in each experimental center relative to teaching experience, type of certification, and sex. For the most part, principals and supervisors were regarded as competent and dedicated individuals. Moreover, it is felt that interest in the profession of teaching was quite noticeable among the personnel of the three administrative units.

Yet, of the several critical problems pertaining to the overall experiment, that relating to personnel was a major one in each administrative unit. Three conclusions stand out among others:

- Teachers, many more than otherwise, in each of the experimental centers, desire additional instructional assistance. They are adamant that this assistance be competent. Moreover, they have indicated with conviction that the principal, more than anyone else, should be responsible for classroom observations and for evaluations, whether for merit pay or otherwise. This, teachers have indicated, will require continuous growth on the part of many principals in recognizing the qualities of effective teaching.
- Many of the instructional personnel in each pilot center are convinced that using funds for the addition of competent teachers in situations in which they are genuinely needed is a better approach to improving instruction than the merit pay approach.
- In order that instructional improvement may be continuous and effective, programs of continuing education for *all* school personnel must exist in each administrative unit.

Summary

More than otherwise, teachers, principals, superintendents, and supervisors have indicated that they believe participation in the experimental study provided an in-service challenge which has been of genuine value to a large number of instructional personnel in each administrative unit. Being a part of the experiment, it is felt, has been the basis for widespread and continuing growth in varied areas for many individuals. In spite of this consensus, the superintendents involved in this project feel that a State-administered project in merit pay should not be continued; 49 percent of all instructional personnel in the three pilot centers believe that such a program should not be continued and 31 percent are doubtful; and 62.6 percent of all personnel are more convinced than ever before that merit pay cannot be made to work and 26 percent are doubtful.

The involvement of teachers, principals, and supervisors in various aspects of the study in each pilot center has been encouraging and provocative. The willingness and maturity with which many staff members examined themselves as educators has likewise served as another basis for continuing growth. As a genuine stimulus for critical self-evaluation, participation in this particular study, for many individuals, has been the source of renewed personal confidence in the unlimited potentialities of teachers. Evidence is abundant that many individuals in each experimental center firmly believe that participation in the study has lifted the sights of teachers, that it has brought about improved instruction, and that it has resulted in a widespread determination to teach in terms of what they now conceive to be superior teaching.

Staff members, by and large, are also convinced that findings of this study, as they are implemented in each of the three participating school systems, will be of definite value in improving the total educational program in each administrative unit. In addition, many are confident that this experiment has resulted in a real contribution to the teaching profession. More than ever, it is apparent that teachers are aware of the need for further experimentation in this and other areas of education; and, to a greater degree than formerly, teachers recognize their own innate possibilities for continuous growth. The experimental study has clearly demonstrated, according to much evidence, the need for lifelong learning among all teachers, irrespective of college credit or merit increments; and a number of suggestions

were made for in-service approaches to continuation learning.

In spite of these many positive results, which in part have resulted from participation in the experimental program, 49 percent of all instructional personnel in the three pilot centers believe that such a program should not be continued and an additional 31 percent are in doubt. Moreover, 62.6 percent of all personnel are more convinced than ever before that merit pay cannot be made to work; whereas, 26 percent expressed uncertainty about this idea. Practically everyone involved in this experimental program, including the superintendents and the coordinators of the local studies, believes that such a program should not be attempted on a uniform, Statewide, State-supported basis at this time. Reasons most often cited for these points of view include, among others, the following:

- The merit concept, though characterized by theoretical soundness, is administratively difficult to implement.
- Such a program should include all teachers, not just those who might volunteer to be observed for merit rating; and at this time it seems unlikely that a sufficient number of competent personnel would immediately be available to assist in a supervisory capacity with the improvement of instruction.
- Such a program, by its very nature, depends, at this time, almost entirely on subjectivity, a fact which, according to many, limits its potentiality and its practicability.
- Such a program might tend to encourage conformity in the classroom, rather than originality, creativity, and imaginativeness.
- Such a program, by way of improving instruction, has less potential value, it is felt, than other approaches, most of which are less controversial and less encumbered with dangers, such as the inservice approach to better teaching, the improved preparation approach, and the cooperative-determination-of-standards approach.
- Such a program would be too time-consuming and backbreaking for the current allotment of instructional assistants (principals, assistant principals, and supervisors.)
- Such a program, by its very nature, would likely tend to increase and perhaps create tensions, frustrations, jealousies, and unwholesome attitudes.
- In such a program too much emphasis would likely be placed on independent teacher performance rather than on the cooperative approach to improving instruction.
- Through such a program too much emphasis would likely be placed on fragmentary aspects of good teaching rather than on the total process, thereby losing the intended force of one's philosophy and the individual artistry of one's performance.

- Such a program would likely ignore almost completely the widely accepted opinion that teaching is an art, as well as a science, and that much which is excellent in teaching is personal, private, and almost impossible to measure.

Notwithstanding the opinions presented above, many of which are based on convincing evidence,

teachers, principals, and supervisors in each administrative unit in large numbers have indicated that the observations and conclusions resulting from this experimental study should be useful as continuing plans are made at the local level and at the State level for the improvement of teaching in all grades.

Major Findings and Recommendations

Major findings and recommendations which follow suggest certain action which at this time seems appropriate in view of the preceding observations and conclusions which were arrived at in terms of evidence from each of the experimental studies. It is felt that the learnings from this experimental project should be studied carefully by educators and laymen alike in an effort to implement those which give promise of improving education in North Carolina. In addition to the evidence needed for satisfying the intent of the 1961 legislation which made possible this State-supported project, much additional and pertinent evidence is also available which suggests ways in which educational progress may continue to be made.

1. A uniform, Statewide program of merit pay is not feasible nor practicable at this time.

According to the major findings resulting from the North Carolina Teacher Merit Pay Study, it is not deemed feasible at this time to establish a uniform, Statewide program of merit pay for teachers. The following findings among others, support this recommendation:

- The teaching profession (superintendents, principals, supervisors, teachers, and special personnel) in North Carolina is not ready to participate in a program of merit pay. Factors affecting this lack of readiness include such items as the following:
 - The concept of merit pay continues to be highly sensitive and controversial among large numbers of teachers.
 - Much misinformation, prejudice, and emotionalism relative to merit pay are still prevalent among many teachers.
 - Teachers are quite conscious that merit pay programs, for the most part, have not been successful.
 - Teachers are aware that their professional organizations, by and large, continue to voice official opposition to merit pay programs.
 - Teachers are also aware that much of the professional literature pertaining to teacher evaluation has expressed opposition to the concept of merit pay.

—Teachers, on the whole, are apprehensive about such aspects of merit rating as its possible negative effects on teacher morale, its unavoidable emphasis on subjectivity, the difficulty in determining equitable standards for superior teaching, the inevitable subjectivity and perhaps unfairness in measuring each teacher's art and technique of teaching by the same standards, and the very possible necessity for making changes in their own manner of operation were a merit rating program in effect.

—Teachers, by and large, feel that other approaches to improving themselves and their instruction have more possibilities than the merit pay approach.

- Administratively, it is unlikely that sufficient and competent instructional assistance would be available immediately to assist all teachers to the degree necessary were a Statewide program advisable.
- Findings of other merit pay studies, recommendations of state and national commissions, and opinions of a majority of teachers in the North Carolina Teacher Merit Pay Study insist that base salaries for teachers must be sufficiently high in any given situation to attract career teachers before a program of merit pay can succeed. Acceptance of this realistic conclusion as fundamental to the success of a merit pay program apparently would preclude the adoption of a Statewide program of merit pay at this time, when salaries for North Carolina teachers are considerably below the national average, a figure itself not regarded as an adequate professional salary.
- The dramatic decrease in the number of volunteers for classroom observation during the second year of observations as compared to the number of volunteers for the first year suggest the reality of certain internal misunderstanding, jealousy, and skepticism concerning the merit pay experiment.
- With considerable emphasis now being placed throughout the State
 - on growing professionally through participation in various in-service experiences,
 - on developing courses of study at the local level to parallel the *Program of Studies* developed at State level,
 - on evaluating schools for State accreditation or accreditation by the Southern Association of Colleges and Schools,
 - on consolidating schools and school administrative units,
 - on participating in relatively new and sometimes experimental programs,

- on improving school facilities,
- on improving techniques of teaching for students at all levels and of all interests and abilities,
- on reducing teaching loads,
- on improving salary schedules, and on other projects,

it is unlikely that instructional personnel in great numbers, especially those responsible for instructional supervision, could also find the time or muster the enthusiasm to become involved with another professional program, which, experience has proved, would demand a great amount of time in order to be reasonably productive.

2. A merit pay program at the local level appears possible under a number of provisions deemed necessary for its success, according to the findings of this experimental study.

According to the major findings of the North Carolina Teacher Merit Pay Study, and notwithstanding the aforementioned findings and recommendation, a merit pay program for teachers does appear possible at the local level under provisions such as the following:

- There must exist among a majority of teachers an understanding and appreciation of the purposes of merit pay, a knowledge of how an anticipated program will operate, and a widespread sentiment that much of value can result from the merit pay approach to the improvement of instruction. Teachers must be ready for a merit pay program if it is to accomplish its purposes.
- All teachers in an administrative unit must be active participants in a program of merit pay, not just those who might volunteer for classroom observations.
- There must be sufficient supervisory personnel—principals, assistant principals, and supervisors—to work with *all* teachers, not just those who might volunteer for classroom observations. Such personnel must be recognized for their general competence in subject matter, for their knowledge of the learning process, for their skill in evaluation, and for their ability to work effectively with others.
- There must be enough merit increments, of whatever amount or amounts, to award every teacher who is adjudged superior. Any semblance of a quota system for an administrative unit will tend to reduce the effectiveness of such a program.
- Opportunities must be provided for effective communication among all personnel at all times—during the orientation for such a program and at all stages of the operation of such a program.
- Organizational plans for a merit pay program must be sufficiently flexible that individual differences among teachers can be respected. Any provision which tends to stereotype the teaching process is deadening and should be avoided.
- Operational plans must provide for:
 - a full-time coordinator of each local program
 - a local steering committee composed of a representative from each school in the administrative unit
 - flexibility in the number of classroom observations and conferences between observers and teachers
 - continuing orientation of principals and supervisors for the specialized task of appraising teachers in terms of merit pay
 - specific understandings relative to what aspects of the program should be confidential
 - facing the issue of teacher morale realistically at all times—during the planning of such a program as well as during its operation
 - cooperative planning in the early stages of the program for continuous and effective evaluation of the total program
- Criteria for superior teaching must be cooperatively developed, must be thoroughly understood by all teachers, principals, and supervisors, and must provide for and encourage creativity and experimentation in the classroom. Criteria must be sufficiently flexible that all teachers and their efforts may be intelligently appraised. Criteria must be continually reexamined and revised as needs suggest revisions.
- Provisions must be made whereby consideration may be given to certain agreed-upon factors other than classroom performance in the evaluation of teachers. Appraisal of fragmentary aspects of teaching as if this were a correct evaluation of the total teaching process must be avoided.
- Emphasis must be placed on self-evaluation and cooperative evaluation of the total teaching program. It must be recognized that the use of classroom observations followed by teacher-observer conferences is not the only way to appraise teacher competence and teacher effectiveness.
- An understanding must exist among teachers themselves and between teachers and observers (principals and supervisors) relative to the inevitable subjectivity which necessarily characterizes a merit pay program. This understanding must be part of a broader concept, however, in which emphasis is placed on objectivity wherever possible.
- Teacher-observer conferences must be characterized by an atmosphere which encourages freedom of discussion between teacher and observer and by an atmosphere in which teachers themselves are habitually encouraged to make decisions relative to ways in which their teaching might be improved. "Telling" teachers how to improve their teaching, though many teachers want this type of "assistance," has proved, by and large, to be ineffective; planning with teachers on how to teach better more often results in changed behavior.
- Diverse opportunities must be provided for all teachers to grow professionally on the job. Enthusiasm for a merit pay program must not preclude participation in consciously planned efforts for continuing growth of all teachers through *other* meaningful channels.
- The salary base at the local level must be high

enough to attract competent, professional personnel if a merit pay program is to succeed.

Though the many qualifying conditions indicated above may seem, at first, to preclude the feasibility of merit programs at the local level, such an impression is not intended. Findings from the North Carolina experiment suggest, however, that these significant learnings be stressed. Merit pay programs at the local level, under conditions such as those mentioned, likely would meet with considerable success. It is recommended, however, that no continuation study of merit pay be authorized in any local administrative school unit under the sponsorship of any state agency at this time. Instead, it is recommended that continuing educational progress, with emphasis on the improvement of instruction, be sought throughout the State, in all administrative units, in terms of what this experimental project and other research efforts have demonstrated to be worthy of implementation.

3. Programs and efforts now underway at the State level for the improvement of instruction should be continued, strengthened, and expanded.

Findings of the North Carolina Teacher Merit Pay Study suggest strongly the continuation, strengthening, and expansion of programs and efforts now underway at the State level for the improvement of instruction. Participants in this experimental study, approximately 1,170 educators, have indicated with considerable frequency and conviction that improvement in teaching must continually be sought through a number of different approaches, and that excessive attention to any one approach to the exclusion of others will tend to delay maximum improvement in instruction. In view of this strong conviction and the demonstrated reasonableness of this approach, it is recommended that the following efforts and/or programs heretofore sanctioned, approved, or encouraged by the State Legislature be continued and strengthened:

- The Program for the Professional Improvement of Teachers, initiated by the General Assembly of 1961 and continued by the General Assembly of 1963. It is recommended that special attention be given to the possibility of extending the program to include courses and activities especially designed for superintendents, principals, and supervisors, one of whose chief responsibilities is that of improving instruction.
- The Scholarship Loan Fund for Prospective Teachers through which more than one thousand teachers have been prepared and who have entered the teaching

profession in North Carolina since the initiation of the program by the Legislature of 1957 and its continuance by each succeeding legislature

- Efforts to strengthen the total instructional program of the State by providing increasing numbers of supervisors and administrative assistants at the local level who, in carrying out their responsibilities, would give priority to the improvement of instruction, with increasing attention to classroom observations and follow-up conferences
- Efforts to improve instruction through emphasis on educational television, experimentation in teaching and evaluation procedures, and special programs designed for special groups of students.
- Efforts to reduce the teacher load
- Efforts to minimize interruptions which lessen the effectiveness of classroom teaching
- Efforts to provide adequate teaching and administrative personnel for programs pertaining to special education and vocational education
- Efforts to improve the salary schedule of teachers at the State level while encouraging at the same time additional financial support at the local level

4. Additional programs and efforts for the improvement of instruction at the State level and at the local level should be initiated and pursued with determination and enthusiasm.

Findings of the North Carolina Teacher Merit Pay Study indicate that teachers, by and large, earnestly desire to improve instruction; and that in order to achieve this goal they strongly desire competent instructional assistance. Furthermore, in seeking to achieve this goal, teachers have indicated that they welcome the opportunity for in-service growth through a diversity of approaches. In this investigation many more teachers than otherwise have insisted that there are a number of approaches to the improvement of instruction which are superior to the merit pay approach and that some of these approaches should be emphasized with the same enthusiasm, determination, and financial support as has been true of the merit pay approach in this experiment.

The following additional programs or efforts for the improvement of instruction are recommended at the State level:

- a. Additional efforts should be made at the State level, in cooperation with the institutions of higher learning which prepare teachers, to formulate increasingly effective preparation programs for all types of educational personnel.

Though significant progress has been made in this area in recent years, the importance of the task and its inescapability suggest that continuing and cooperative efforts be made to determine what

preparation is best for those who plan to teach, those who plan to supervise instruction, and those who plan to administer school programs. It is especially recommended that as much priority as feasible be given the type of preparation which is most suitable for those who plan to assist with the instructional program in a supervisory capacity. It is recognized that principals and supervisors need additional preparation, including intern experiences of a rewarding nature, relative to what constitutes superior teaching and how best to identify it. Teachers themselves are increasingly aware that principals seldom have been taught the skills of evaluating teaching performance, yet they (principals) are constantly being reminded that this is primarily their responsibility.

- b. A continuing and expanded program designed to attract prospective career teachers into the profession, with emphasis at the State level, should be stressed among high schools and colleges throughout the State, either through or in cooperation with the Scholarship Loan Fund for Prospective Teachers.

It is at this critical point in the educational spectrum that failure to become involved at the State and local level could be disastrous. Long-range planning for improvement of instruction throughout the State suggests, as indicated earlier, the feasibility of continuing and strengthening the Scholarship Loan Fund for Prospective Teachers; yet this specific approach needs to be augmented. As part of the concept involved in this particular program, it is also recommended that intensified efforts be undertaken at the State level to delineate more clearly and positively the nature, importance, and benefits of careers in education. A well-planned, Statewide approach to improving the image of teaching as a vocational choice can be of genuine significance to North Carolina and the Nation.

- c. An effort should be sponsored at the State level through which each local administrative unit would develop, as part of its in-service educational program, what it considers to be the characteristics of good teaching.

It is further recommended that the formulation of criteria for good teaching involve *all* teachers in the administrative unit, that study and discussion of this vital topic be of sufficient flexibility and depth that basic agreements are reached among the instructional personnel, that emphasis continually be placed on the necessity for the *co-operative* improvement of instruction, and that the agreements and conclusions resulting from

such local studies be used by the administration in terms of continuing employment.

It is further recommended that funds be made available for conducting area and Statewide workshops or institutes for superintendents, principals, supervisors, and teachers for the purpose of exploring this topic in depth, to the end that further insights into the characteristics of good teaching and how to identify it, might result.

It is further recommended that funds be made available to publish and disseminate significant findings and conclusions of such conferences, workshops, and institutes—as well as other appropriate publications which might be prepared by the State Department of Public Instruction in this significant area.

It is recommended, as part of this intensified effort to identify the characteristics of good teaching, that personnel and financial assistance be available at the State level for the cooperative preparation of self-appraisal instruments at the local level. Through the development and use of such instruments—which for some would be a natural and logical continuation of the study of the characteristics of good teaching—teachers, principals, and supervisors would likely be stimulated to approach the improvement of instruction both as individuals and as unified, working groups. This approach, completely divorced from rating for merit pay, is recognized as being characterized by psychological soundness, practicability, and a high degree of acceptance among educators. Such a project, in its initial stages, might involve a select number of interested administrative units whose experiences then might become the basis for a wider implementation of this approach to improving instruction.

- d. Professional and financial efforts should be made at the State level to assist local administrative units in providing for well-planned programs of interschool visitation.

Cooperative efforts at the State level and at the local level in developing well-planned, meaningful programs of continuation learning for teachers, principals, and supervisors through interschool visitations have real possibility as a means of improving instruction. Implementation of this old but dynamic concept of professional growth would, of necessity, have to be characterized by acceptance of its innate possibilities, by careful and cooperative determination of purposes, procedures, and techniques of evaluating the total effort, if improvement in instruction were to be expected from this approach.

Appendices

Appendix S-I

Statistical Data Relative to Reactions to the Opinionnaire "A Study of the North Carolina Experimental Program of Teacher Merit Pay," Administered to Instructional Personnel in Gastonia, Martin County, and Rowan County

An opinionnaire, identical in content to the accompanying pages, was administered to all instructional personnel in Gastonia, Martin County, and Rowan County, on May 18, 1964. A total of 1,170 individuals were involved, but 49 of the forms were discarded, either because of insufficient identifying information among the first 14 items or because a fairly large number of the 180 items in the opinionnaire were omitted. The opinionnaire was administered in each of the three

pilot centers by representatives of the local merit committees or by principals, according to pre-arranged and identical directions. Following this, all forms were sent to the Director of Educational Research, Department of Public Instruction in Raleigh for processing.

As indicated elsewhere, the data which follows summarized pertinent numerical information relative to administration and subsequent use of the opinionnaire:

Experimental Center	Number Administered	Number Usable	Percentage Usable	Number Discards	Percentage Discards
Gastonia	322	312	96.9	10	3.1
Martin County	311	302	97.1	9	2.9
Rowan County	537	507	94.5	30	5.5
Total	1,170	1,121	96.0	49	4.0

Percentages in the following pages were determined by using exact numbers who responded to each statement. For example, 310 individuals in Gastonia of the 312 whose forms were used responded to Item 1; whereas, 306 Gastonia personnel responded to Item 22. In Gastonia, 34 of the 168 statements (12 statements were for observers only) were reacted to by 312 individuals; 46, by 311; 26, by 310; 31, by 309; 23, by 308; 2, by 307; 4, by 306; 1, by 305; and 1, by 303. An average of 310 individuals in Gastonia, among the 312 whose forms were used, responded to each of the 168 general statements in the opinionnaire. In Martin County an average of 299 persons, among the 302 whose forms were used, responded to each of

these statements; and in Rowan County an average of 498 individuals, among the 507 whose forms were used, responded to each of the 168 items. In terms of State totals, an average of 1,106 persons, among 1,121 whose forms were used, responded to each of the items.

Percentages on the following pages are presented under each of the five categories appearing in the opinionnaire. In the descriptive chapters percentages for "strongly agree" and "agree" have been combined, as have those for "disagree" and "strongly disagree." "G" stands for Gastonia; "M," for Martin County; and "R," for Rowan County.

Check the appropriate answer for each question as it relates to you personally by placing an "x" in the proper box.

- | | | | |
|---|---|--------------------------|---|
| 1. Administrative unit? | Gastonia City | <input type="checkbox"/> | 1 |
| | Martin County | <input type="checkbox"/> | 2 |
| | Rowan County | <input type="checkbox"/> | 3 |
| 2. Race? | Negro | <input type="checkbox"/> | 1 |
| | White | <input type="checkbox"/> | 2 |
| 3. Sex? | Male | <input type="checkbox"/> | 1 |
| | Female | <input type="checkbox"/> | 2 |
| 4. Assignment, 1963-64? | Teacher | <input type="checkbox"/> | 1 |
| | Principal | <input type="checkbox"/> | 2 |
| | Supervisor | <input type="checkbox"/> | 3 |
| 5. Teaching level, 1963-64? | Elementary School | <input type="checkbox"/> | 1 |
| | Junior High School | <input type="checkbox"/> | 2 |
| | High School | <input type="checkbox"/> | 3 |
| 6. Certification, 1963-64? | Graduate Certificate | <input type="checkbox"/> | 1 |
| | Class "A" Certificate | <input type="checkbox"/> | 2 |
| | Other Type Certificate | <input type="checkbox"/> | 3 |
| 7. Teaching experience, including 1963-64? | 1-3 years | <input type="checkbox"/> | 1 |
| | 4-10 years | <input type="checkbox"/> | 2 |
| | More than 10 years | <input type="checkbox"/> | 3 |
| 8. Status of participation, 1962-63? | Volunteered for observations | <input type="checkbox"/> | 1 |
| | Did <i>NOT</i> volunteer for observations | <input type="checkbox"/> | 2 |
| | Not eligible | <input type="checkbox"/> | 3 |
| | Not in administrative unit | <input type="checkbox"/> | 4 |
| 9. Received a merit pay increment, 1962-63? | Yes | <input type="checkbox"/> | 1 |
| | No | <input type="checkbox"/> | 2 |
| 10. Status of participation, 1963-64 | Volunteered for observations | <input type="checkbox"/> | 1 |
| | Did <i>NOT</i> volunteer for observations | <input type="checkbox"/> | 2 |
| | Not eligible | <input type="checkbox"/> | 3 |
| | Administrative unit did not participate | <input type="checkbox"/> | 4 |

11. Main reason for *volunteering* for observations, 1962-63?

This question for teachers
volunteering for observations,
1962-63

- belief in merit pay 1
 - desire for self-improvement 2
 - interest in the experiment 3
 - monetary reward 4
 - effort to be cooperative 5
 - community, administrative 6
 - or other pressures 6
 - other reason (please specify) 7
-

12. Main reason for *volunteering* for observations, 1963-64?

This question for teachers
volunteering for observations,
1963-64

- belief in merit pay 1
 - desire for self-improvement 2
 - interest in the experiment 3
 - monetary reward 4
 - effort to be cooperative 5
 - community administrative 5
 - or other pressures 6
 - other reason (please specify) 7
-

13. Main reason for *NOT volunteering* for observations, 1962-63?

This question for teachers who
did *NOT volunteer* for obser-
vations, 1962-63

- ineligible to enter 1
 - not in administrative unit 2
 - did not believe in merit pay 3
 - did not feel I was superior teacher 4
 - increment too small 5
 - uncertain of competence 5
 - of observers 6
 - unwilling to undergo additional 6
 - strain 7
 - lacked the necessary time 8
 - other reason (please specify) 9
-

14. Main reason for *NOT volunteering* for observations, 1963-64?

This question for teachers who
did *NOT volunteer* for obser-
vations, 1963-64

- ineligible to enter 1
 - not in administrative unit 2
 - did not believe in merit pay 3
 - did not feel I was superior teacher 4
 - increment too small 5
 - uncertain of competence 5
 - of observers 6
 - unwilling to undergo additional 6
 - strain 7
 - lacked the necessary time 8
 - other reason (please specify) 9
-

DIRECTIONS

- This instrument consists of statements designed to sample opinions about the North Carolina Experimental Program of Teacher Merit Pay. A summary of these statements will be used in preparing the official report for the 1965 General Assembly.

- Since there is a wide range of opinions relative to teacher merit pay, there are no right or wrong answers. What is wanted is your own individual feeling about each statement.

- If you *strongly agree* with the statement,
circle "SA" SA A U D SD
- If you *agree* with the statement,
circle "A" SA A U D SD
- If you are *undecided* about the statement,
circle "U" SA A U D SD
- If you *disagree* with the statement,
circle "D" SA A U D SD
- If you *strongly disagree* with the statement,
circle "SD" SA A U D SD

- Although there is no time limit, this instrument should be completed at one sitting. Take whatever time is necessary.

- Record your first impression, the feeling that comes to mind as you read the statement.

- PLEASE RESPOND TO EACH ITEM.

Point of View

1. The idea of merit pay is basically sound.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	7.7	37.1	20.3	22.6	12.3
M	8.5	26.3	22.2	19.1	23.9
R	9.0	30.9	19.9	19.3	20.9
Total	8.5	31.4	20.6	20.2	19.3

2. Superior teaching can be identified.

G	14.5	49.4	17.4	13.2	5.5
M	18.0	42.5	14.3	14.3	10.9
R	17.0	42.0	16.8	14.7	9.5
Total	16.6	44.2	16.3	14.2	8.8

3. Some teachers do a better job in the classroom than others.

G	58.3	40.1	1.3	0.3	—
M	59.4	38.6	1.3	0.7	—
R	52.5	45.5	0.1	0.5	0.4
Total	56.0	42.2	1.2	0.5	0.2

4. Outstanding classroom teaching can be measured objectively.

G	1.9	30.4	30.8	26.6	10.3
M	9.1	40.7	20.9	21.2	8.1
R	5.4	35.3	25.1	20.3	13.9
Total	5.4	35.4	25.6	22.3	11.3

5. It is the responsibility of the teaching profession to devise ways of successfully evaluating the quality of its own performance.

G	26.2	56.6	11.0	4.9	1.3
M	28.3	56.3	10.2	3.4	1.7
R	20.2	60.0	12.9	3.7	3.3
Total	24.1	58.1	11.6	3.9	2.3

6. Teachers desire observation and follow-up conferences as a means of improving their teaching.

G	17.0	40.2	20.9	18.3	3.5
M	21.7	57.5	11.4	8.0	1.3
R	18.9	54.4	12.4	11.0	3.2
Total	19.2	51.3	14.5	12.3	2.8

7. Teachers should evaluate their own teaching and attempt to make improvement irrespective of monetary incentive.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	60.9	34.9	1.6	1.9	0.6
M	54.8	40.5	2.7	1.7	0.3
R	59.7	38.5	0.4	0.10	0.4
Total	58.7	38.1	1.3	1.4	0.5

8. Teachers demonstrating superior competency should be paid more than other teachers.

G	17.8	34.6	26.9	15.2	5.5
M	19.3	38.2	20.9	12.7	9.0
R	19.9	32.5	25.1	14.1	8.4
Total	19.1	34.7	24.5	14.0	7.8

9. All teachers' salaries should be based on merit.

G	2.6	10.0	21.0	36.5	30.0
M	2.0	13.3	25.3	27.0	32.3
R	3.6	10.1	21.2	27.8	37.3
Total	2.9	11.0	22.3	30.0	33.9

10. A program of merit pay should provide for increments of varying amounts instead of one fixed sum.

G	11.3	41.6	27.1	13.5	6.5
M	10.3	37.0	25.7	17.3	9.7
R	15.0	35.8	22.8	13.6	12.8
Total	12.7	37.8	24.8	14.6	10.2

11. Evaluation for merit salary increments should be based solely on the teacher's professional job performance in the classroom.

G	11.6	29.6	14.5	28.0	16.3
M	11.4	19.7	16.4	37.5	15.1
R	8.8	19.1	12.2	36.0	24.0
Total	10.3	22.2	14.0	34.1	19.5

12. There are practical, satisfactory methods of administering a program of teacher merit pay.

G	0.6	18.6	37.5	25.6	17.6
M	2.7	17.0	36.7	27.0	16.7
R	2.2	21.7	31.4	23.4	21.4
Total	1.9	19.5	34.5	25.0	19.1

Point of View

13. Participation in a program of teacher merit pay should be voluntary.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	45.8	34.3	7.7	8.7	3.5
M	40.9	47.3	5.4	3.0	3.4
R	41.1	41.7	7.5	6.0	3.8
Total	42.4	41.1	7.0	5.9	3.6

14. A salary schedule based on merit pay is more acceptable than a salary schedule with automatic increments based on preparation and experience.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.6	13.5	27.3	33.4	23.2
M	1.7	15.3	26.8	31.2	25.1
R	3.2	13.7	22.8	31.4	29.2
Total	2.6	14.1	25.1	31.9	26.3

15. Any merit salary increment should be in addition to regular increments.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	33.4	54.3	8.0	2.6	1.6
M	29.5	54.3	8.6	4.6	3.0
R	30.7	52.6	8.4	5.2	3.1
Total	31.1	53.5	8.3	4.3	2.7

16. Less competent teachers feel more secure with a salary schedule based on experience and preparation than with a schedule which provides for merit pay.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	18.6	50.0	18.3	9.9	3.2
M	17.3	48.5	17.3	10.6	6.3
R	22.7	50.2	14.0	8.5	4.5
Total	20.1	49.7	16.1	9.5	4.7

17. Merit pay promotes professional ethics among teachers, administrators, and supervisors.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.9	12.8	25.6	32.1	27.6
M	6.0	12.6	24.3	27.9	29.2
R	3.0	13.4	20.1	29.2	34.2
Total	3.5	13.1	22.9	29.7	31.0

18. A merit pay plan encourages political maneuvering within the school system and community.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	16.0	36.2	27.9	15.7	4.2
M	20.2	39.1	25.8	10.6	4.3
R	22.7	32.0	21.9	19.5	3.7
Total	20.2	35.1	24.6	16.1	4.0

19. Teachers volunteering for observations are tempted to try to influence their principals and supervisors.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	18.3	36.2	17.0	22.4	6.1
M	14.9	32.1	18.5	25.5	8.9
R	25.1	36.7	15.2	17.9	4.9
Total	20.5	35.4	16.6	21.3	6.3

20. A program of teacher merit pay encourages self-evaluation.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	20.5	53.5	16.0	8.3	1.6
M	23.0	52.0	13.0	8.0	4.0
R	17.6	55.7	12.3	10.3	3.9
Total	20.0	54.1	13.5	9.1	3.3

21. Evaluation aimed at improving instruction should be independent of salary determination.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	26.0	52.4	13.2	6.8	1.6
M	26.2	48.7	12.8	7.4	5.0
R	29.1	44.9	16.1	9.0	0.7
Total	27.5	48.0	14.4	7.9	2.2

22. A program of observations and conferences, with emphasis on helping teachers improve, is of more value than a program aimed at evaluating teachers for merit pay.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	41.2	44.8	9.8	4.2	—
M	41.7	38.7	16.3	2.7	0.7
R	47.7	39.4	8.1	3.8	0.10
Total	44.3	40.7	10.8	3.6	0.6

23. A program of teacher merit pay should be of value in strengthening all members of the teaching profession.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	20.3	47.6	16.7	10.9	4.5
M	24.8	47.4	12.3	9.9	5.6
R	24.3	47.5	12.6	10.3	5.3
Total	23.3	47.5	13.7	10.4	5.2

24. A program for teacher merit pay should be instrumental in attracting and holding qualified teachers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	13.8	36.5	23.1	19.2	7.4
M	17.2	41.4	15.9	15.9	9.6
R	16.4	38.9	16.6	17.4	10.6
Total	15.9	38.9	18.2	17.5	9.5

Point of View

25. Failure to receive merit pay will stimulate teachers to improve their teaching skills.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.6	10.3	36.3	32.5	20.3
M	3.6	14.9	27.2	32.8	21.5
R	1.6	15.0	24.1	33.8	25.4
Total	1.9	13.7	28.3	33.2	23.0

26. Teacher confidence and respect for observers is a basic factor in the effectiveness of a merit pay program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	32.2	44.4	13.2	7.7	2.6
M	32.9	39.5	13.3	7.6	6.6
R	26.3	45.4	13.8	9.3	5.1
Total	29.7	43.6	13.5	8.4	4.8

27. The possibility of rewarding superior teaching performance should be explored further.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	34.6	39.4	17.0	5.8	3.2
M	38.2	43.9	9.3	4.7	4.0
R	30.6	43.0	12.3	6.7	7.3
Total	33.8	42.2	12.8	5.9	5.3

28. In evaluating teachers for merit pay increments, the number of years of successful teaching should be given a major consideration.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	12.5	34.9	22.1	22.4	8.0
M	17.0	37.7	17.3	22.0	6.0
R	16.2	37.5	16.2	23.3	6.7
Total	15.4	36.9	18.2	22.7	6.9

29. In evaluating teachers for merit pay increments, the personality of teachers should be given a major consideration.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	9.0	38.8	22.8	24.4	5.1
M	14.6	42.7	19.2	15.9	7.6
R	11.5	44.1	19.0	16.8	8.7
Total	11.6	42.2	20.1	18.7	7.4

30. In evaluating teachers for merit pay increments, work with extracurricular activities should be given a major consideration.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	5.8	23.2	19.3	41.5	10.3
M	13.6	32.9	19.9	24.6	9.0
R	12.2	34.3	17.3	24.8	11.2
Total	10.8	30.8	18.6	29.4	10.4

31. In evaluating teachers for merit pay increments, community service rendered by teachers should be given a major consideration.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.2	16.3	18.9	44.2	17.3
M	9.6	25.5	16.2	34.4	14.2
R	6.8	24.5	16.8	34.8	17.0
Total	6.5	22.5	17.3	37.4	16.4

32. In evaluating teachers for merit pay increments, the amount of graduate work completed should be given a major consideration.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.6	22.1	20.5	40.1	14.7
M	7.6	19.5	17.9	41.7	13.3
R	5.7	22.6	19.5	39.6	12.4
Total	5.4	21.7	19.4	40.3	13.3

33. In evaluating teachers for merit pay increments, membership and service in professional organizations should be given a major consideration.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	6.2	27.9	15.9	38.3	11.7
M	12.5	33.3	12.8	29.6	11.8
R	10.2	31.3	13.4	32.9	12.1
Total	9.7	30.9	14.0	33.6	11.9

Organization and Administration

34. The method of administering the experimental program of teacher merit pay was practical and sound.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.6	24.4	34.4	30.2	9.3
M	1.3	9.3	30.9	31.9	26.6
R	3.0	24.1	26.0	26.0	20.7
Total	2.2	20.2	29.7	28.8	19.1

35. The planning of the experimental program was characterized by positive attitudes and a willingness to learn everything possible from the study.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	7.8	56.2	25.0	8.8	2.3
M	5.3	38.3	27.3	18.3	10.7
R	8.5	48.4	24.3	12.5	6.3
Total	7.5	47.9	25.3	13.0	6.4

36. Teacher orientation relative to the experimental program was satisfactory.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.6	50.5	23.0	20.0	4.0
M	2.3	27.0	27.7	31.3	11.7
R	5.5	42.9	25.9	18.6	7.1
Total	3.9	40.7	25.6	22.4	7.4

Organization and Administration

37. Teachers were sufficiently acquainted with the details of the experimental program of teacher merit pay to discuss it intelligently and fairly.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.3	54.9	15.8	21.3	5.8
M	2.3	29.7	22.7	30.0	15.3
R	5.3	45.1	17.6	23.1	8.7
Total	3.7	43.7	18.5	24.5	9.7

38. Teachers within the administrative unit were kept well informed of the successes and difficulties experienced during the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.9	42.6	19.7	28.1	8.7
M	2.7	18.2	24.2	35.8	19.2
R	3.8	31.5	19.8	33.9	11.1
Total	2.7	31.0	21.0	32.8	12.6

39. Staff meetings at individual schools were arranged sufficiently often during the experimental study that problems and suggestions relative to the program were adequately considered.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.3	47.7	24.0	22.4	3.6
M	3.0	19.6	31.2	32.6	13.6
R	4.6	36.6	19.9	30.7	8.2
Total	3.5	35.1	24.1	28.9	8.4

40. Staff meetings of all teachers in the administrative unit were arranged sufficiently often during the experimental study that problems and suggestions relative to the program were adequately considered.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.9	35.9	25.9	31.7	4.5
M	2.0	14.0	31.6	36.9	15.6
R	4.4	31.3	25.1	31.1	8.2
Total	3.1	27.9	27.1	32.8	9.2

41. The merit pay study committee has operated on a highly ethical basis.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	12.6	48.7	27.1	8.1	3.5
M	7.0	22.2	32.8	24.2	13.9
R	9.3	38.1	27.8	14.1	10.7
Total	9.6	36.7	28.9	15.1	9.6

42. The merit pay study committee met sufficiently often throughout the year for sharing results of the experiment, for examining policies and procedures, and for suggesting improvements.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	11.1	51.3	31.7	4.6	1.3
M	6.4	22.8	43.6	18.1	9.1
R	8.7	43.7	37.0	8.1	2.6
Total	8.7	40.2	37.3	9.8	4.0

43. The merit pay study committee had too many members.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.3	1.3	54.9	38.9	4.5
M	1.7	7.3	57.3	26.3	7.3
R	1.0	4.2	60.5	29.9	4.4
Total	1.0	4.2	58.1	31.5	5.2

44. A majority of the members of the merit pay study committee should have been classroom teachers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	17.0	56.9	16.7	8.7	0.6
M	25.2	49.7	17.2	6.0	2.0
R	19.6	60.0	13.4	6.1	1.0
Total	20.4	56.4	15.3	6.8	1.2

45. The method of informing teachers relative to being selected or not selected as merit teachers was satisfactory.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	5.8	44.7	34.7	9.6	5.1
M	5.7	20.0	35.0	20.0	19.3
R	4.7	35.2	33.1	16.0	10.9
Total	5.3	33.8	34.1	15.3	11.6

46. The administrative unit took the initiative sufficiently often to acquaint news media with the progress being made in the experimental study.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.3	45.0	35.2	14.3	3.3
M	1.3	13.7	43.3	29.0	12.7
R	3.4	33.3	38.7	18.8	5.8
Total	2.5	31.2	39.0	20.3	7.0

47. Differences in the interpretation of the experimental program was a noticeable weakness of the program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	11.0	34.0	44.0	9.7	1.3
M	12.0	36.2	36.6	9.6	5.7
R	15.7	40.5	29.4	12.1	2.4
Total	13.4	37.5	35.4	10.8	3.0

Criteria For Classroom Observation

48. The criteria for classroom observation describe superior teaching adequately.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.2	28.2	40.1	20.5	7.1
M	4.7	29.7	25.3	31.3	9.0
R	6.8	36.8	21.7	25.0	9.7
Total	5.5	32.5	27.8	25.5	8.8

Criteria For Classroom Observation

49. Development of the criteria by classroom teachers resulted in their being more useful than if they had been developed by some other group.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	14.5	55.9	22.5	5.5	1.6
M	11.4	51.5	26.8	8.7	1.7
R	12.5	53.4	25.6	5.2	3.4
Total	12.8	53.6	25.0	6.2	2.4

50. The criteria contain too many subjective items.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.5	24.2	49.7	21.3	0.3
M	5.4	30.9	47.3	14.1	2.4
R	5.0	26.2	41.4	23.9	3.6
Total	5.0	26.9	45.3	20.5	2.3

51. Teachers can be classified fairly as "superior," "competent," or "needs improvement" on the basis of the criteria.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.2	28.9	34.7	21.1	12.0
M	2.3	30.8	29.5	26.8	10.6
R	5.3	32.4	26.8	22.7	12.6
Total	3.9	31.0	29.7	23.4	11.9

52. The criteria should be evaluated frequently by teachers and observers in order that the criteria may be modified for increased effectiveness.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	19.9	69.5	9.0	0.6	1.0
M	18.6	67.8	11.6	1.7	0.3
R	19.0	69.0	8.8	2.2	0.9
Total	19.1	68.8	9.7	1.6	0.8

53. Criteria developed for use in classroom observations were appropriate for all subject-matter areas.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.3	14.7	40.4	29.2	14.4
M	2.7	21.3	35.9	29.2	11.0
R	2.6	25.1	28.9	29.0	14.4
Total	2.2	21.2	34.0	29.1	13.5

54. Criteria developed for use in classroom observations were also appropriate for areas of specialized services, such as library and counseling services.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.6	8.1	40.1	36.2	14.9
M	1.0	7.7	37.7	38.0	15.7
R	1.0	15.7	42.1	27.6	13.5
Total	0.9	11.4	40.4	32.8	14.5

55. Teaching at elementary and secondary levels is sufficiently different that the criteria should reflect these differences.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	15.2	52.3	20.6	11.0	0.9
M	12.3	45.0	25.5	14.9	2.3
R	12.0	58.4	17.8	9.5	2.2
Total	13.0	53.1	20.7	11.4	1.9

56. Each of the criteria should be used by observers in evaluating each lesson observed.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	5.5	44.4	22.5	20.6	7.1
M	6.7	40.2	21.9	25.3	6.0
R	7.3	45.8	16.0	21.7	9.1
Total	6.6	43.9	19.4	22.4	7.7

57. Developing the criteria and having them available for teacher use was a major benefit of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	8.3	53.5	30.1	5.9	2.2
M	8.3	47.0	31.7	11.0	2.0
R	12.1	53.9	22.7	8.0	3.4
Total	10.0	51.9	27.2	8.2	2.7

58. Possessing a copy of the criteria resulted in a greater sense of security for those teachers volunteering for observation.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	10.3	53.2	27.9	7.1	1.6
M	10.0	48.8	29.4	9.7	2.0
R	14.9	50.8	22.0	9.1	3.2
Total	12.3	50.9	25.7	8.7	2.4

59. Differences in interpretations of the criteria by observers was a major weakness of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	17.0	37.9	34.4	9.0	1.6
M	17.7	38.8	32.8	9.0	1.7
R	19.1	42.1	25.7	11.9	1.2
Total	18.2	40.0	30.0	10.3	1.4

60. Some observers attached more importance to certain criteria than to others.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	20.9	48.2	27.3	2.9	0.6
M	19.3	45.8	28.5	5.1	1.4
R	20.9	48.7	21.9	8.0	0.5
Total	20.5	47.8	25.2	5.8	0.8

Observations

61. Observers saw a representative sampling of classroom teaching.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	6.7	40.1	21.5	20.5	11.2
M	7.7	39.8	22.1	23.8	6.7
R	6.8	36.4	16.3	21.5	19.1
Total	7.0	38.3	19.3	21.8	13.6

62. All observations should be unannounced.

G	18.6	29.6	19.3	26.0	6.4
M	8.6	26.3	17.9	35.9	11.3
R	26.8	38.6	12.5	16.1	6.0
Total	19.6	32.7	15.9	24.2	7.5

63. Provision should be made for teachers to request the specific time at which they wish to be observed for at least fifty per cent of the total number of observations.

G	6.3	30.4	20.1	27.4	15.8
M	12.8	39.4	14.5	23.2	10.1
R	9.0	26.9	15.7	31.7	16.9
Total	9.3	31.2	16.6	28.2	14.7

64. Teachers in the experimental program should be observed more than three or four times each year.

G	30.4	43.9	14.4	9.3	1.9
M	21.3	48.7	14.7	11.7	3.7
R	24.2	39.9	14.0	15.6	6.1
Total	25.2	43.4	14.3	12.8	4.3

65. During the second year of the program, observers should have determined the number of observations for teachers previously selected for a merit increment.

G	8.0	38.3	37.3	13.5	2.9
M	5.2	42.8	38.6	11.7	1.7
R	7.4	46.5	26.3	14.9	5.1
Total	7.0	43.1	32.7	13.6	3.6

66. Teachers prefer observers other than their own principals.

G	11.5	25.6	27.9	30.4	4.5
M	21.3	34.7	21.7	15.3	7.0
R	9.4	20.3	23.7	35.5	11.0
Total	13.2	25.7	24.3	28.7	8.1

67. Teachers prefer supervisors to make all observations with respect to the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.9	13.5	31.0	41.9	10.6
M	4.7	12.7	31.7	37.0	14.0
R	4.0	13.7	23.2	41.1	18.0
Total	3.9	13.4	27.7	40.2	14.8

68. Successful teachers should be used as observers for making some of the observations.

G	9.6	40.2	18.0	19.3	12.9
M	9.0	32.9	20.3	24.3	13.6
R	6.3	35.2	18.6	21.8	18.2
Total	8.0	36.0	18.9	21.8	15.5

69. Some observations should be made by observers from other administrative units.

G	14.1	52.4	15.1	13.5	4.8
M	17.8	49.3	21.1	7.7	4.0
R	12.9	48.6	17.1	15.7	5.7
Total	14.6	49.9	17.7	12.9	5.0

70. Observers should be aware of the class activities which preceded and which will follow the lesson observed.

G	39.2	56.3	2.6	1.3	0.6
M	31.1	58.5	6.7	3.4	0.3
R	36.2	57.6	4.2	1.6	0.4
Total	35.7	57.5	4.4	2.0	0.5

71. At no time should observers request that teachers change their lesson plans.

G	45.8	41.4	8.0	3.9	1.0
M	35.2	48.2	9.6	4.7	2.3
R	43.2	41.2	8.8	5.8	1.0
Total	41.8	43.1	8.8	4.9	1.4

72. Observers should make comprehensive notes covering all aspects of each lesson observed.

G	29.8	57.4	8.3	4.4	—
M	23.8	67.9	4.6	3.0	0.7
R	26.4	57.4	7.1	7.9	1.2
Total	26.7	60.3	6.8	5.6	0.7

Observations

73. Observers need not be specialists in specific subject-matter areas in order to judge what constitutes superior teaching.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	7.1	36.3	17.7	24.1	14.8
M	5.0	31.0	13.3	27.3	23.3
R	6.7	33.7	16.1	26.2	17.3
Total	6.3	33.6	15.9	25.8	18.3

74. Observers have been sufficiently well acquainted with the subject-matter content of classes to make meaningful observations and suggestions for improvement.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	8.7	30.6	32.6	19.4	8.7
M	8.7	32.6	27.2	21.8	9.7
R	8.5	40.3	20.7	20.0	10.5
Total	8.6	35.4	25.8	20.4	9.8

75. Observers tried to leave the impression that they were better informed than teachers regarded them to be.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.8	19.0	48.9	22.2	5.1
M	7.0	19.7	44.5	23.4	5.4
R	11.3	24.3	28.8	30.2	5.3
Total	8.3	21.6	38.7	26.1	5.3

76. Observers have indicated superior knowledge of how learning best takes place.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.2	15.4	51.1	24.4	4.8
M	3.4	14.1	46.5	28.3	7.7
R	10.0	24.6	30.8	28.5	6.1
Total	6.6	19.2	40.7	27.3	6.2

77. Teachers tended to "put on a show" while observers were in the classroom for evaluation purposes.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	18.3	27.6	31.5	17.0	5.5
M	14.4	27.5	30.5	24.2	3.4
R	22.9	31.2	16.7	23.1	6.0
Total	19.3	29.2	24.6	21.7	5.2

78. Taking of notes by observers while in the classroom was a source of teacher annoyance.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	7.0	19.9	34.6	30.8	7.7
M	6.7	27.3	30.7	31.7	3.7
R	15.4	26.5	16.0	33.8	8.3
Total	10.7	24.9	25.2	32.4	6.9

79. Because of the time spent observing those volunteering for observations, principals did not have time to observe other teachers often enough or carefully enough.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	20.6	35.7	26.4	15.1	2.3
M	16.7	33.3	30.0	15.3	4.7
R	20.9	40.7	17.0	17.4	4.0
Total	19.6	37.3	23.2	16.2	3.7

80. Teachers had confidence in the competence of their observers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.2	24.8	40.2	20.9	10.0
M	6.0	21.7	35.1	22.7	14.4
R	7.3	31.2	27.4	18.1	16.0
Total	6.2	26.9	33.0	20.0	13.8

Conferences

81. Conferences between teachers and observers have been of genuine value in helping bring about additional improvement in instruction.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	7.4	32.8	40.8	14.5	4.5
M	12.0	33.3	39.0	9.0	6.7
R	13.9	39.6	23.9	15.5	7.0
Total	11.4	36.1	32.8	13.5	6.2

82. Conferences were of sufficient length to permit time for mutual discussion of specific aspects of the teaching-learning situation.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.2	40.2	46.3	7.1	2.3
M	8.3	33.9	43.5	10.6	3.7
R	13.3	45.0	23.1	15.2	3.5
Total	9.4	40.7	35.1	11.7	3.2

83. Experiences in the experimental study indicate that satisfactory observations and conferences cannot be rushed.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	10.6	60.8	28.0	0.6	—
M	17.3	55.5	25.6	1.0	0.7
R	18.7	68.0	11.4	1.8	0.2
Total	16.0	62.5	19.9	1.3	0.3

84. The places provided for conferences between teachers and observers were sufficiently private for conferences of a professional nature.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	9.7	51.0	33.6	3.9	1.9
M	11.6	41.2	38.5	7.0	1.7
R	15.0	56.2	13.3	10.1	5.5
Total	12.6	50.6	25.9	7.5	3.4

Conferences

85. An atmosphere conducive to the mutual sharing of opinions prevailed during conferences between observers and teachers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	6.1	34.3	48.2	7.8	3.6
M	11.4	31.4	46.8	7.0	3.3
R	12.1	47.5	24.4	10.7	5.3
Total	10.0	39.5	37.3	8.9	4.3

86. Evidence recorded during each observation has been sufficiently complete for satisfactory conferences.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.9	33.8	54.5	4.2	2.6
M	9.4	27.1	50.5	9.4	3.7
R	9.1	48.5	27.6	10.1	4.7
Total	8.0	38.6	41.4	8.3	3.8

87. During conference periods, observers emphasized specifics leading to improved teaching.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.2	21.7	54.4	16.2	4.5
M	2.7	26.9	55.7	11.1	3.7
R	5.5	43.9	26.3	18.2	6.1
Total	4.0	33.1	42.1	15.8	5.0

88. During conference periods, observers were sympathetic to teacher objections and differences of opinion.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.6	31.7	53.1	8.1	3.6
M	4.3	29.4	48.8	12.7	4.7
R	6.8	43.6	30.2	14.8	4.6
Total	5.2	36.5	41.6	12.4	4.3

89. Teachers observed for evaluation purposes desired specific, down-to-earth suggestions for improving their teaching.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	19.4	52.6	25.5	1.9	0.6
M	16.8	46.1	33.0	3.0	1.0
R	19.7	59.0	15.7	4.5	1.2
Total	18.8	53.7	23.1	3.4	1.0

90. During conference periods too much time was spent in discussing the detailed notes which had been made by observers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.2	15.9	55.5	22.4	1.9
M	3.0	20.5	54.4	20.5	1.7
R	10.6	30.7	26.3	29.7	2.6
Total	6.8	23.8	42.0	25.2	2.2

91. During teacher-observer conferences, observers contradicted themselves from one conference period to another.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.6	11.4	58.0	22.5	5.5
M	3.0	13.8	54.6	24.2	4.4
R	6.5	15.3	37.6	35.7	4.9
Total	4.4	13.8	47.9	29.0	5.0

92. During conference periods, observers too often stressed insignificant aspects of that which was observed.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.9	19.9	51.6	20.9	2.6
M	5.7	20.5	53.0	18.5	2.4
R	8.2	27.7	29.7	30.5	3.9
Total	6.6	23.5	42.2	24.5	3.1

93. Observers displayed weakness in not being frank with teachers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.6	17.5	53.9	22.1	2.0
M	5.1	25.3	45.5	20.2	4.0
R	6.1	17.9	30.7	38.4	6.9
Total	5.4	19.8	41.2	28.9	4.7

94. An opportunity should be provided for teachers to evaluate their own teaching by using the same mimeographed form as used by the observers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	14.8	56.1	24.5	4.2	0.3
M	12.1	57.9	24.9	3.7	1.4
R	15.5	60.4	18.5	4.4	1.2
Total	14.4	58.5	21.9	4.2	1.0

95. Teachers had a tendency to agree with observers during conferences and afterwards criticize them because of their comments.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	9.4	24.0	47.7	15.6	3.2
M	7.1	26.9	45.3	17.1	3.7
R	10.7	31.9	26.3	26.4	4.6
Total	9.4	28.3	37.4	20.9	4.0

96. During conferences observers acted as if they knew all the answers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	5.5	9.4	52.4	29.1	3.6
M	4.4	16.1	47.0	28.2	4.4
R	10.7	32.0	26.4	26.4	4.5
Total	7.5	21.3	39.4	27.7	4.2

Conferences

97. Observer suggestions for improving instruction reflected a thorough understanding and appreciation of what the teacher and students were trying to accomplish.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.6	25.6	55.7	12.3	3.9
M	4.0	27.6	51.9	13.5	3.0
R	6.6	39.2	33.3	15.3	5.7
Total	4.7	32.2	44.6	14.0	4.5

98. Teachers and observers had little trouble in establishing rapport at teacher-observer conferences.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	7.8	29.8	54.7	5.2	2.5
M	6.4	30.5	54.0	6.7	2.4
R	6.1	48.1	32.7	10.6	2.5
Total	6.7	38.1	44.7	8.0	2.5

Evaluation

99. Observers have made every effort to be fair in their evaluations.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	9.4	37.7	41.9	6.8	4.2
M	7.3	27.3	40.0	16.7	8.7
R	12.1	38.0	26.3	14.8	8.9
Total	10.1	34.9	34.4	13.0	7.6

100. Principals made ratings without prejudice and personal bias.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	9.7	30.5	42.2	11.4	6.2
M	7.6	25.3	42.9	14.6	9.6
R	13.9	37.7	26.9	12.4	9.2
Total	11.0	32.2	35.5	12.8	8.5

101. Supervisors made ratings without prejudice and personal bias.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	8.1	29.9	49.4	9.1	3.6
M	8.4	26.9	46.5	10.4	7.7
R	9.4	32.0	32.8	14.3	11.6
Total	8.8	29.9	41.1	11.8	8.3

102. The principal as an observer was understanding when personal problems of teachers tended to affect classroom performance adversely.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	7.8	36.0	48.4	5.5	2.3
M	7.1	31.1	50.0	7.8	4.1
R	16.4	52.1	21.5	7.0	3.1
Total	11.4	41.9	36.8	6.8	3.1

103. The supervisor as an observer was understanding when personal problems of teachers tended to affect classroom performance adversely.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.9	29.2	57.8	6.5	1.6
M	7.7	32.2	49.3	7.7	3.0
R	6.8	43.0	34.6	10.7	4.9
Total	6.5	36.2	45.2	8.7	3.5

104. The responsibility for making evaluations should rest solely with the building principal.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.5	9.0	19.3	46.6	21.5
M	2.3	9.0	23.7	43.3	21.7
R	5.7	11.3	24.2	38.9	20.0
Total	4.2	10.0	22.7	42.3	20.9

105. A fair evaluation of teaching can be made by a single observer.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.9	7.7	10.3	43.9	37.1
M	1.3	6.4	11.7	47.8	32.8
R	2.8	7.3	11.9	39.9	38.1
Total	1.9	7.2	11.4	43.2	36.4

106. A fair evaluation of teaching can best be made by two or more observers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	15.8	46.0	14.8	15.1	8.4
M	15.9	54.7	15.2	7.8	6.4
R	13.2	47.7	18.3	13.0	7.8
Total	14.6	49.1	16.5	12.2	7.6

107. The rating a teacher receives, in large measure, is dependent on the nature and ability of the students in the class that is observed.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	14.9	37.0	19.8	23.4	4.9
M	12.7	45.0	17.0	19.7	5.7
R	17.5	43.6	14.9	18.9	5.1
Total	15.4	42.2	16.8	20.4	5.2

108. Teaching has been evaluated exclusively in terms of the classroom performance of the teacher during the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	11.3	41.6	35.5	9.4	2.3
M	7.1	40.3	39.3	11.4	2.0
R	11.4	44.7	30.5	10.0	3.4
Total	10.2	42.6	34.3	10.2	2.7

Evaluation

109. Evaluation of teaching throughout the school has been on a more systematic basis since the beginning of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.9	29.9	39.3	21.4	5.5
M	3.7	24.0	51.0	17.2	4.1
R	10.0	37.8	29.4	15.9	6.9
Total	6.5	31.8	38.1	17.9	5.8

110. Observers were often influenced in their judgments of teachers by factors other than classroom teaching.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	7.7	27.7	47.7	14.2	2.6
M	13.3	26.0	41.3	16.0	3.3
R	15.8	36.9	26.5	18.6	2.2
Total	12.9	31.5	36.4	16.6	2.6

111. Teachers should have an opportunity to evaluate supervisors and principals who served as their observers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	20.3	42.8	15.8	17.7	3.5
M	25.3	41.3	22.3	8.7	2.3
R	23.8	38.3	20.3	15.0	2.7
Total	23.2	40.4	19.6	14.0	2.8

112. Observers, in their evaluations, gave adequate consideration to "imposed variables." such as class size and physical surroundings.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.9	33.3	46.6	9.7	7.4
M	7.3	28.0	47.0	11.7	6.0
R	6.0	36.3	36.7	14.3	6.7
Total	5.5	33.2	42.3	12.3	6.7

113. Principals demonstrated that they were qualified to evaluate what constitutes outstanding teaching.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.5	32.0	46.3	12.3	4.9
M	6.7	23.7	49.7	13.0	7.0
R	9.2	40.8	32.4	10.4	7.1
Total	7.2	33.7	41.0	11.7	6.5

114. Principals tend to rate teachers under their immediate supervision more generously than do "outside" observers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.6	23.0	44.3	26.2	3.9
M	4.7	19.6	50.2	18.3	7.3
R	3.5	30.0	33.6	26.1	6.9
Total	3.5	25.2	41.1	24.0	6.2

115. Observers can be more objective with teachers whom they do not know.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	11.9	52.1	27.7	8.0	0.3
M	18.0	47.7	24.0	7.7	2.7
R	15.0	49.6	19.2	13.2	3.0
Total	14.9	49.8	22.9	10.2	2.2

Morale

116. There has been improvement in teacher morale since initiation of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.6	10.6	25.6	34.3	28.8
M	1.7	11.8	34.2	31.5	20.8
R	1.6	11.8	24.4	32.3	29.9
Total	1.3	11.4	27.5	32.6	27.3

117. Teachers have given evidence of greater personal satisfaction with their teaching since the initiation of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.6	17.0	30.8	33.3	18.3
M	2.3	17.3	37.0	27.7	15.7
R	3.6	20.9	22.1	30.8	22.7
Total	2.4	18.9	28.5	30.7	19.6

118. Teacher-student relationships have improved as a result of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.6	12.2	36.2	36.5	14.4
M	1.0	13.4	44.0	29.5	12.1
R	2.0	17.1	31.0	32.2	17.7
Total	1.4	14.7	35.9	32.7	15.3

119. Teacher-supervisor relationships have improved as a result of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.3	13.8	40.4	30.1	15.4
M	3.0	16.8	43.0	26.9	10.4
R	2.0	24.3	24.3	31.1	18.3
Total	1.8	19.3	34.0	29.5	15.4

120. Rapport between teachers and principals has improved since the initiation of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.9	16.3	38.5	28.5	14.7
M	1.3	17.8	42.6	28.9	9.4
R	3.8	19.3	32.4	29.2	15.3
Total	2.6	18.0	37.0	28.7	13.6

Morale

121. Rapport among teachers themselves has improved since the initiation of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	—	10.6	32.8	37.3	19.3
M	1.7	12.1	35.9	35.6	14.8
R	1.4	8.2	24.7	38.2	27.5
Total	1.1	9.8	30.1	37.2	21.8

122. A sense of insecurity has been more evident among teachers since the initiation of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	9.6	23.1	35.9	27.2	4.2
M	6.0	24.8	36.5	25.8	7.0
R	16.7	36.0	22.5	20.5	4.3
Total	11.8	29.3	30.1	23.8	5.0

123. The experimental program of teacher merit pay has resulted in undesirable competition among teachers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	10.9	28.3	31.8	25.7	3.2
M	7.4	26.4	31.8	27.8	6.7
R	22.8	31.5	21.6	19.8	4.2
Total	15.4	29.2	27.3	23.5	4.6

124. The experimental program of teacher merit pay has fostered jealousy among teachers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	12.2	37.0	29.3	18.3	3.2
M	16.4	35.6	22.8	19.5	5.7
R	28.4	36.4	17.1	15.3	2.8
Total	20.7	36.5	21.9	17.2	3.7

125. Recognized professional rights of teachers were violated in the experimental program of teacher merit pay.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.2	10.3	42.4	38.6	4.5
M	8.1	19.9	44.3	23.7	4.1
R	11.0	17.5	38.0	28.0	5.5
Total	8.3	16.1	40.9	29.8	4.8

126. The morale of teachers who volunteered for observation in the experimental program but who did not receive merit increments has been seriously damaged.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	17.9	32.4	32.4	14.1	3.2
M	15.3	32.7	33.0	15.7	3.3
R	20.5	32.3	27.7	17.7	1.8
Total	18.4	32.6	30.3	16.2	2.6

127. The prestige of teachers who volunteered for observation in the experimental program but who did not receive merit increments has been adversely affected.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	11.9	23.7	38.5	21.5	4.5
M	12.0	33.0	36.3	15.0	3.7
R	15.5	26.5	33.8	22.2	2.0
Total	13.6	27.5	35.8	20.1	3.1

128. The prestige of those not volunteering for observations has increased more than that of those volunteering for observation.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.6	6.5	44.8	38.7	8.4
M	3.7	10.8	40.5	39.2	5.7
R	4.1	11.4	39.6	38.8	6.1
Total	3.3	9.9	41.3	38.9	6.6

129. Principals were partial to teachers who volunteered to be observed as part of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.9	9.4	26.9	47.6	12.3
M	3.0	11.8	36.1	37.8	11.2
R	5.6	12.5	27.1	43.6	11.3
Total	4.4	11.4	29.5	43.2	11.5

130. Teachers have felt free to discuss the experimental program among themselves.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.5	48.4	12.9	25.2	9.0
M	7.1	44.0	17.8	23.8	7.4
R	3.3	27.7	14.3	33.2	21.4
Total	4.7	37.8	14.9	28.5	14.2

131. Teachers have felt free to discuss the experimental program with administrative and supervisory personnel.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.9	37.0	29.2	20.1	9.7
M	3.4	29.2	31.2	26.2	10.1
R	3.0	28.7	19.9	30.5	17.9
Total	3.3	31.2	25.5	26.5	13.6

132. Teachers have felt free to discuss the experimental program with people outside the profession.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.2	22.9	30.3	32.6	11.0
M	3.4	18.9	29.3	36.7	11.8
R	3.1	19.3	20.4	36.5	20.6
Total	3.2	20.2	25.5	35.5	15.6

Morale

133. There was too much secrecy and "hush-hush" about all phases of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	16.5	23.2	23.2	31.0	6.1
M	23.2	33.6	21.1	17.5	4.7
R	28.1	27.7	20.2	17.7	6.3
Total	23.6	28.0	21.3	21.3	5.8

Improvement Of Instruction And Other Outcomes

134. Participation in the experimental program has resulted in improved educational benefits to all students throughout the school.

G	1.9	20.1	27.8	37.5	12.6
M	3.4	19.7	35.8	29.8	11.4
R	6.3	28.2	25.0	24.2	16.3
Total	4.3	23.5	28.6	29.5	14.0

135. Participation in the experimental program has resulted in improved educational benefits to those students whose teachers volunteered to be observed.

G	3.9	21.4	33.3	32.0	9.4
M	4.0	24.1	37.1	24.1	10.7
R	6.5	30.5	25.5	23.2	14.3
Total	5.1	26.0	30.8	26.0	12.0

136. The experimental program has resulted in increased planning on the part of all teachers.

G	2.6	27.5	25.6	35.3	9.1
M	6.0	30.9	28.2	27.2	7.7
R	10.3	38.8	19.2	22.0	9.7
Total	7.0	33.3	23.4	27.2	9.0

137. The experimental program has resulted in increased planning on the part of teachers volunteering for observations.

G	14.2	48.5	22.3	10.4	4.5
M	10.1	36.4	31.7	15.8	6.1
R	16.0	49.7	16.1	11.9	6.3
Total	13.9	45.8	22.0	12.5	5.8

138. Instructional materials and equipment have been used more widely by all teachers during the school's participation in the experimental program.

G	3.9	22.3	36.9	30.1	6.8
M	7.7	28.5	33.6	23.8	6.4
R	11.5	43.2	17.0	21.8	6.5
Total	8.4	33.3	27.0	24.8	6.6

139. Instructional materials and equipment have been used more widely by teachers volunteering for observations.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	8.7	34.6	35.0	16.8	4.9
M	8.0	35.8	33.1	17.4	5.7
R	15.3	41.3	20.0	18.1	5.3
Total	11.5	38.0	27.7	17.5	5.3

140. The experimental program has resulted in increased creativity in teaching throughout the school, with emphasis on the maximum development of each student.

G	1.9	16.6	39.9	34.1	7.5
M	4.0	24.8	40.8	24.8	5.7
R	7.2	30.6	27.8	24.7	9.7
Total	4.9	25.0	34.7	27.4	8.0

141. The experimental program has resulted in increased creativity in teaching on the part of the teachers volunteering for observations.

G	3.2	35.6	39.2	16.5	5.5
M	4.7	28.0	43.8	17.9	5.7
R	9.6	41.8	22.8	19.1	6.7
Total	6.5	36.4	32.9	18.0	6.1

142. As a result of the experimental program, all teachers placed increased stress on individual differences.

G	1.2	19.2	44.2	30.2	5.2
M	5.7	20.7	45.5	24.1	4.0
R	5.4	28.4	28.8	29.8	7.5
Total	4.3	23.7	37.6	28.5	5.9

143. Teachers volunteering for observation in the experimental program have placed increased stress on individual differences.

G	3.2	25.9	48.9	17.5	4.5
M	4.7	27.2	44.6	19.5	4.0
R	7.7	32.7	32.1	21.0	6.5
Total	5.7	29.3	40.2	19.6	5.3

144. The experimental program has resulted in all teachers using class time more productively.

G	2.6	14.6	40.8	33.0	9.1
M	5.4	26.4	38.5	25.1	4.7
R	7.7	30.6	26.9	25.7	9.1
Total	5.6	25.0	34.0	27.6	7.9

Improvement of Instruction and Other Outcomes

145. The experimental program has resulted in more productive use of class time by teachers who volunteered for observation.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	5.8	31.7	36.6	19.7	6.1
M	6.7	29.4	38.5	20.4	5.0
R	9.5	37.5	27.2	18.2	7.7
Total	7.7	33.7	32.9	19.2	6.5

146. The experimental program has resulted in all teachers' using more effective means for motivating students.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.9	15.5	39.2	36.9	6.5
M	5.4	26.8	36.8	24.8	6.4
R	7.1	29.1	30.6	25.5	7.7
Total	5.1	24.7	34.6	28.6	7.0

147. The experimental program has resulted in more effective motivation of students by teachers who volunteered for observations.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	5.2	29.2	41.3	19.7	4.6
M	6.7	31.0	37.4	20.5	4.4
R	8.5	35.5	30.0	18.7	7.4
Total	7.0	32.3	35.6	19.4	5.8

148. The experimental program has resulted in a better emotional climate in all classrooms.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.3	8.8	33.8	45.8	11.4
M	1.7	15.8	41.4	32.3	8.8
R	3.6	15.2	29.3	36.8	15.2
Total	2.2	13.5	33.8	38.1	12.4

149. The experimental program has resulted in a better emotional climate in the classrooms of those teachers who volunteered for observations.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.2	14.2	45.3	29.1	8.1
M	3.0	19.5	45.0	25.5	7.1
R	4.0	21.4	31.2	32.0	11.5
Total	3.5	18.9	38.9	29.4	9.3

150. The experimental program has resulted in all teachers using the techniques of evaluation more effectively.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.6	18.4	38.4	35.2	6.5
M	2.3	30.8	36.8	25.4	4.7
R	3.5	31.1	27.8	28.0	9.6
Total	2.6	27.3	33.3	29.4	7.4

151. The experimental program has resulted in more effective use of the techniques of evaluation by teachers volunteering for observations.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	3.3	32.8	41.9	18.2	3.9
M	3.4	29.3	44.8	17.9	4.7
R	3.6	31.0	27.5	27.9	9.9
Total	3.4	31.1	36.1	22.5	6.8

152. The experimental program of teacher merit pay has discouraged teachers from trying new ideas and new methods.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.9	11.6	30.1	48.4	8.1
M	3.7	10.4	26.4	48.2	11.4
R	6.1	14.1	21.4	49.1	9.3
Total	4.3	12.4	25.1	48.7	9.5

153. Principals have exerted more effective leadership in the improvement of the instructional program since the initiation of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.9	19.4	37.2	31.7	6.8
M	5.0	21.5	45.3	20.8	7.4
R	8.8	34.7	30.2	18.4	8.0
Total	6.7	26.7	36.3	22.8	7.5

154. Teachers are more convinced than ever before that merit pay can be made to work.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	—	7.4	30.4	31.7	30.4
M	2.3	7.3	26.7	32.3	31.3
R	3.4	10.5	22.9	29.0	34.2
Total	2.2	8.7	26.0	30.8	32.4

155. Teachers have made a conscientious effort to be open-minded about the experimental study.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	9.3	54.0	19.9	12.5	4.2
M	8.0	45.7	24.3	14.0	8.0
R	9.0	51.3	19.6	14.1	6.1
Total	8.8	50.5	20.9	13.6	6.1

156. Teachers have accepted their individual responsibilities for the operation of the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	5.5	57.3	23.9	11.3	1.9
M	5.7	47.3	29.3	12.0	5.7
R	9.0	61.4	20.6	6.5	2.5
Total	7.1	56.5	23.9	9.3	3.2

Improvement Of Instruction And Other Outcomes

157. Teachers have been professional in their treatment of confidential information resulting from participation in the experimental program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.5	44.1	26.0	18.0	7.4
M	6.4	37.1	33.1	17.1	6.4
R	7.1	44.6	20.9	17.0	10.5
Total	6.2	42.4	25.6	17.3	8.5

158. The experimental program has encouraged teachers to use self-evaluation as a means of improving their teaching.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.2	49.2	29.6	13.8	3.2
M	9.0	47.0	26.0	14.3	3.7
R	9.0	53.4	19.8	12.2	5.5
Total	7.7	50.5	24.2	13.2	4.4

159. The experimental program has stimulated the professional growth of all teachers—those who volunteered for observations and those who did not.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.9	22.2	32.5	34.1	9.3
M	6.0	31.0	28.3	24.0	10.7
R	4.4	33.1	27.7	24.6	10.1
Total	4.1	29.6	29.1	27.1	10.1

160. The professional growth of teachers volunteering for observations has been greater than that of the other teachers.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	2.3	20.3	36.7	31.5	9.3
M	3.3	14.0	36.3	32.0	14.3
R	6.7	22.2	29.5	29.7	12.0
Total	4.5	19.5	33.3	30.8	11.9

161. The experimental program has encouraged professional growth among administrators.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	5.2	23.7	53.3	12.7	5.2
M	3.4	24.8	47.7	16.1	8.1
R	5.5	35.1	35.1	17.0	7.3
Total	4.8	29.1	43.5	15.6	6.9

162. The experimental program has encouraged professional growth among supervisors.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.2	23.5	56.9	10.8	4.6
M	3.7	25.1	48.8	14.7	7.7
R	4.7	31.3	39.8	17.0	7.2
Total	4.3	27.5	46.9	14.7	6.6

163. During the experimental program, teachers have developed increased respect for the professional competence of their principals.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.8	22.3	42.9	21.9	8.1
M	3.4	25.1	39.8	21.7	10.0
R	6.7	34.8	30.9	19.9	7.7
Total	5.3	28.6	36.6	21.0	8.5

164. During the experimental program teachers have developed increased respect for the profession competence of their supervisors.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	1.9	18.1	52.6	20.6	6.8
M	4.7	24.3	44.3	18.7	8.0
R	4.7	26.9	37.3	21.0	10.2
Total	3.9	23.6	43.6	20.2	8.7

165. Additional supervisors are needed for the effective administration of this type of merit pay program.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	19.9	42.4	27.0	8.7	1.9
M	26.7	39.7	23.0	7.0	3.7
R	23.4	40.5	17.1	11.4	7.7
Total	23.3	40.8	21.5	9.5	5.0

166. The experimental program has been a major factor in causing teachers to leave this administrative unit.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	6.8	17.1	39.4	27.1	9.7
M	7.4	13.7	37.8	29.8	11.4
R	9.3	21.9	37.5	24.1	7.3
Total	8.1	18.4	38.1	26.4	9.0

167. The experimental program has been a major factor in attracting teachers to this administrative unit.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	0.3	3.2	42.8	40.2	13.5
M	1.7	5.0	34.0	40.0	19.3
R	1.6	7.1	34.8	35.4	21.1
Total	1.3	5.4	36.8	38.0	18.5

168. A program of teacher merit pay, with provision for modification of procedures, should be continued in this administrative unit.

Pilot Centers	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	4.9	15.6	31.2	23.7	24.7
M	5.7	12.5	35.0	18.9	28.0
R	4.3	16.6	28.0	15.8	35.3
Total	4.8	15.1	30.8	18.9	30.3

Observers (Completed by observers only.)

169. As a result of participation in the experimental program, observers became more aware of what constitutes superior teaching.

G	47.1	41.2	11.8	—	—
M	29.4	47.1	11.8	11.8	—
R	41.1	52.9	2.9	2.9	—
Total	39.7	48.5	7.4	4.4	—

170. Observers felt that effective use of the follow-up conference was the major key to the effectiveness of the experimental program.

G	47.1	41.2	5.9	5.9	—
M	41.2	35.3	17.7	5.9	—
R	39.4	57.6	3.0	—	—
Total	41.8	47.8	7.5	3.0	—

171. Observers profited more from the teacher-observer conferences than did teachers themselves.

G	25.0	37.5	25.0	12.5	—
M	6.3	25.0	25.0	43.8	—
R	24.3	24.3	30.3	21.2	—
Total	20.0	27.7	27.7	24.6	—

172. During the conferences, observers profited more from the comments of experienced teachers than from those of less experienced teachers.

G	6.3	18.8	18.8	50.0	6.3
M	—	31.3	25.0	37.5	6.3
R	15.2	45.4	27.3	12.1	—
Total	9.2	35.4	24.6	27.7	3.1

173. Observers often felt inadequate because they were not "experts" in the subject area of the class being observed.

G	6.3	31.3	12.5	37.5	12.5
M	6.3	37.5	6.3	43.8	6.3
R	15.2	39.4	12.1	24.3	9.0
Total	10.8	36.9	10.8	32.3	9.2

174. Observers tended to be generous in their evaluations of teachers, particularly if they were somewhat uncertain about that which was observed.

G	—	62.5	6.3	25.0	6.3
M	6.3	25.0	6.3	62.5	—
R	9.1	30.3	21.2	39.4	—
Total	6.2	36.9	13.8	41.5	1.5

175. Teachers with only a few years of teaching experience were more willing to accept suggestions for improvement than those with more experience.

G	6.3	37.5	18.8	37.5	—
M	18.8	31.3	—	50.0	—
R	27.3	21.2	6.1	45.4	—
Total	20.0	27.7	7.7	44.6	—

176. Observers felt that non-complimentary evaluations of teachers would likely lessen the possibilities of effective communication and improvement in the future.

G	—	25.0	18.8	56.1	—
M	6.3	18.8	18.8	56.3	—
R	3.0	42.4	12.1	42.4	—
Total	3.1	32.3	15.4	49.2	—

177. Observers felt that the informal, leisurely conference with teachers was superior to the formal, down-to-business type of conference.

G	12.5	68.8	12.5	6.3	—
M	18.8	50.0	6.3	25.0	—
R	21.2	54.5	9.2	12.1	3.0
Total	18.5	56.9	9.2	13.8	1.5

178. Teachers seemed easily frustrated when observers made suggestions for improving their teaching.

G	—	6.3	6.3	75.0	12.5
M	6.7	13.3	6.7	66.7	6.7
R	—	9.1	6.1	72.7	12.1
Total	1.6	9.4	6.3	71.9	10.9

179. Teachers overlooked the fact that observers, with different backgrounds, would naturally tend to emphasize different aspects of classroom teaching.

G	12.5	43.8	31.3	12.5	—
M	—	33.3	33.3	26.7	6.7
R	—	39.4	30.3	27.3	3.0
Total	3.1	39.1	31.3	23.4	3.1

180. Teachers should be aware of the problems which observers have during observations and follow-up conferences.

G	37.5	43.8	6.3	12.5	—
M	6.7	53.3	33.3	6.7	—
R	15.1	66.6	15.1	3.0	—
Total	18.8	57.8	17.2	6.3	—

Appendix S-II

A Percentage Analysis of Reactions to Sixty Representative Statements from the Opinionnaire, "A Study of the North Carolina Experimental Program of Teacher Merit Pay," in Terms of Recipients and Nonrecipients of Merit Pay Increments

Percentages used in this appendix were derived in terms of the exact number of respondents in each pilot center to each of the statements in the opinionnaire. An average of 310 individuals in Gastonia, among the 312 whose forms were used, responded to each item of the opinionnaire; in Martin County, the average was 299 from among 302; and in Rowan County, the average was 498 from among 507.

"G" stands for Gastonia; "M" for Martin County; and "R" for Rowan County. In the next column "R" stands for recipients of merit pay increments"; and "NR," for "nonrecipients."

1. The idea of merit pay is basically sound.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	16.7	52.1	16.7	10.4	4.2
	NR	6.1	34.4	21.0	24.8	13.7
M	R	13.5	51.9	13.5	7.7	13.5
	NR	6.8	20.7	24.5	21.9	26.2
R	R	20.0	47.8	17.8	6.7	7.8
	NR	6.7	27.1	20.4	22.4	23.4
Total	R	17.4	50.0	16.3	7.9	8.4
	NR	6.5	27.5	21.7	23.0	21.3

4. Outstanding classroom teaching can be measured objectively.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	4.2	41.7	33.3	16.7	4.2
	NR	1.5	28.4	30.3	28.4	11.4
M	R	14.8	50.0	27.8	5.6	1.9
	NR	7.9	38.3	19.2	25.0	9.6
R	R	14.6	50.6	19.1	12.4	3.4
	NR	3.4	31.7	26.8	22.1	16.0
Total	R	12.0	48.2	25.1	11.5	3.1
	NR	4.1	32.5	25.8	24.7	13.0

11. Evaluation for merit salary increments should be based solely on the teacher's professional job performance in the classroom.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	18.8	31.3	14.6	25.0	10.4
	NR	10.3	29.3	14.4	28.5	17.5
M	R	15.0	20.8	17.0	35.8	11.3
	NR	10.7	19.4	16.1	38.0	15.7
R	R	11.1	18.9	7.8	49.8	14.4
	NR	8.2	18.6	13.4	33.7	26.2
Total	R	14.1	22.5	12.0	38.7	12.6
	NR	9.5	21.9	14.4	33.3	20.9

17. Merit pay promotes professional ethics among teachers, administrators, and supervisors.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	6.3	16.7	33.3	27.1	16.7
	NR	1.1	12.1	24.2	33.0	29.5
M	R	11.1	11.1	37.0	25.9	14.8
	NR	4.5	12.8	21.8	28.8	32.1
R	R	10.0	16.7	24.4	30.0	18.9
	NR	1.5	12.7	18.8	29.3	37.8
Total	R	9.4	15.1	30.2	28.1	17.2
	NR	2.2	12.5	21.2	30.2	33.9

20. A program of teacher merit pay encourages self-evaluation.

Plot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	43.8	45.8	8.3	2.1	...
	NR	16.3	54.9	17.4	9.5	1.9
M	R	40.7	50.0	5.6	3.7	...
	NR	19.0	52.5	14.5	9.1	5.0
R	R	36.7	56.7	2.2	3.3	1.1
	NR	13.7	55.1	14.5	12.0	4.7
Total	R	39.6	52.1	4.7	3.1	0.5
	NR	15.9	54.4	15.3	10.5	3.9

22. A program of observations and conferences, with emphasis on helping teachers improve, is of more value than a program aimed at evaluating teachers for merit pay.

Plot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	45.7	41.3	10.9	2.2	...
	NR	40.4	45.4	9.6	4.6	...
M	R	44.4	33.3	22.2
	NR	40.9	39.7	14.9	3.7	0.8
R	R	31.5	41.6	14.6	9.0	3.4
	NR	51.5	38.7	6.6	2.7	0.5
Total	R	38.6	39.2	15.9	4.8	1.6
	NR	45.5	40.9	9.7	3.5	0.4

30. In evaluating teachers for merit pay increments, work with extracurricular activities should be given a major consideration.

Plot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	...	12.5	18.8	56.2	12.5
	NR	6.8	25.1	19.4	38.8	9.9
M	R	1.9	29.6	29.6	33.3	5.6
	NR	16.0	32.9	18.5	22.6	9.9
R	R	13.3	28.9	16.7	28.9	12.2
	NR	12.2	35.0	17.8	23.8	11.2
Total	R	6.8	25.0	20.8	37.0	10.4
	NR	11.7	31.6	18.4	27.8	10.5

34. The method of administering the experimental program of teacher merit pay was practical and sound.

Plot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	2.1	47.9	25.0	22.9	2.1
	NR	1.5	20.2	36.1	31.6	10.6
M	R	...	28.3	28.3	28.3	15.1
	NR	1.6	5.3	31.1	32.4	29.5
R	R	13.3	48.9	16.7	17.8	3.3
	NR	0.7	18.5	28.3	27.8	24.6
Total	R	6.8	42.9	22.0	22.0	6.3
	NR	1.2	15.5	31.3	30.1	21.9

36. Teacher orientation relative to the experimental program was satisfactory.

Plot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	...	68.8	6.3	25.0	...
	NR	3.1	47.1	26.1	19.2	4.6
M	R	5.6	44.4	22.2	22.2	5.6
	NR	1.7	22.7	28.9	33.5	13.2
R	R	14.4	64.4	8.9	10.0	2.2
	NR	3.7	38.3	29.5	20.5	8.0
Total	R	8.3	59.9	12.0	17.2	2.6
	NR	3.0	36.7	28.3	23.5	8.4

41. The merit pay study committee has operated on a highly ethical basis.

Plot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	29.2	60.4	10.4
	NR	9.5	46.6	30.2	9.5	4.2
M	R	18.5	46.3	27.8	5.6	1.9
	NR	4.1	16.4	34.0	28.7	16.8
R	R	24.4	50.0	15.6	8.9	1.1
	NR	6.1	35.5	30.4	15.2	12.7
Total	R	24.0	51.6	17.7	5.7	1.0
	NR	6.6	33.6	31.3	17.2	11.4

44. A majority of the members of the merit pay study committee should have been classroom teachers.

Plot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	22.9	50.0	14.6	12.5	...
	NR	16.0	58.2	17.1	8.0	0.8
M	R	27.8	57.4	7.4	5.6	1.9
	NR	24.6	47.1	20.1	6.1	2.0
R	R	25.6	52.2	10.0	12.2	...
	NR	18.3	61.9	14.2	4.6	1.0
Total	R	25.5	53.1	10.4	10.4	0.5
	NR	19.3	56.9	16.6	6.0	1.2

48. The criteria for classroom observation describe superior teaching adequately.

Plot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	6.3	45.8	20.8	22.9	4.2
	NR	3.8	25.0	43.6	20.1	7.6
M	R	3.8	49.1	11.3	30.2	5.7
	NR	4.5	25.1	28.8	31.7	9.9
R	R	20.0	53.3	15.6	10.0	1.1
	NR	3.9	32.9	22.9	28.7	11.5
Total	R	12.0	50.3	15.7	18.8	3.1
	NR	4.0	28.6	30.4	27.0	10.0

53. Criteria developed for use in classroom observations were appropriate for all subject-matter areas.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	4.2	14.6	25.0	41.7	14.6
	NR	0.8	14.8	43.2	26.9	14.4
M	R	1.9	35.2	24.1	29.6	9.3
	NR	2.5	17.7	39.1	29.6	11.1
R	R	5.6	35.6	20.0	27.8	11.1
	NR	2.0	22.7	31.0	29.3	15.1
Total	R	4.2	30.2	22.4	31.8	11.5
	NR	1.7	19.1	36.6	28.7	13.8

55. Teaching at elementary and secondary levels is sufficiently different that the criteria should reflect these differences.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	12.5	41.7	18.8	25.0	2.1
	NR	15.6	54.2	21.0	8.4	0.8
M	R	22.2	38.9	25.9	13.0	...
	NR	9.8	45.9	25.8	15.6	2.9
R	R	12.2	47.8	17.8	21.1	11.1
	NR	12.0	61.1	17.8	6.6	2.4
Total	R	15.1	43.8	20.3	19.7	1.0
	NR	12.5	55.1	20.9	9.5	2.1

59. Differences in interpretations of the criteria by observers was a major weakness of the experimental program.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	17.0	31.9	31.9	17.0	2.1
	NR	17.0	39.0	34.8	7.6	1.5
M	R	11.1	35.2	27.8	25.9	...
	NR	18.7	39.4	34.4	5.4	2.1
R	R	10.0	37.8	26.7	24.4	1.1
	NR	21.4	42.9	25.4	9.1	1.2
Total	R	12.0	35.6	28.3	23.0	1.0
	NR	19.4	40.8	30.5	7.7	1.5

61. Observers saw a representative sampling of classroom teaching.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	10.2	61.2	12.2	14.3	2.0
	NR	6.1	36.1	23.2	21.7	12.9
M	R	15.1	60.4	1.9	22.6	...
	NR	6.2	35.1	26.4	24.0	8.3
R	R	17.8	61.1	7.8	11.1	2.2
	NR	4.4	30.7	18.2	23.6	23.1
Total	R	15.1	60.9	7.3	15.1	1.6
	NR	5.4	33.4	21.8	23.1	16.2

73. Observers need not be specialists in specific subject-matter areas in order to judge what constitutes superior teaching.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	16.3	46.9	12.2	14.3	10.2
	NR	5.3	34.4	18.7	26.0	15.6
M	R	1.9	44.2	19.2	17.3	17.3
	NR	5.7	27.9	12.3	29.1	25.0
R	R	11.4	43.1	13.6	25.0	6.8
	NR	5.6	31.6	16.6	26.5	19.6
Total	R	10.1	44.4	14.8	20.1	10.6
	NR	5.6	31.4	16.1	27.0	19.9

74. Observers have been sufficiently well acquainted with the subject-matter content of classes to make meaningful observations and suggestions for improvement.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	12.5	43.8	10.4	25.0	8.3
	NR	8.0	28.2	36.6	18.3	8.8
M	R	3.8	39.6	22.6	32.1	1.9
	NR	9.5	30.7	28.2	19.9	11.6
R	R	14.6	53.9	15.7	13.5	2.2
	NR	7.2	37.3	21.7	21.5	12.3
Total	R	11.1	47.4	16.3	21.6	3.7
	NR	8.0	32.9	27.8	20.2	11.1

76. Observers have indicated superior knowledge of how learning best takes place.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	4.1	16.3	16.3	57.1	6.1
	NR	4.2	15.3	57.6	18.3	4.6
M	R	...	22.6	26.4	43.4	7.5
	NR	4.2	12.1	50.8	25.0	7.9
R	R	9.1	28.4	21.6	39.8	1.1
	NR	10.2	23.8	32.8	26.1	7.2
Total	R	5.3	23.7	21.6	45.3	4.2
	NR	6.9	18.2	44.8	23.5	6.6

77. Teachers tended to "put on a show" while observers were in the classroom for evaluation purposes.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	6.1	24.5	18.4	32.7	18.4
	NR	20.6	28.2	34.0	14.1	3.1
M	R	5.8	13.5	9.6	55.8	15.4
	NR	16.1	30.6	35.1	17.4	0.8
R	R	4.5	20.2	15.7	48.3	11.2
	NR	27.0	33.6	16.9	17.6	4.9
Total	R	5.3	19.5	14.7	46.3	14.2
	NR	22.3	31.3	26.6	16.6	3.3

80. Teachers had confidence in the competence of their observers.

Pilot Centers		Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	12.2	49.0	12.2	22.4	4.1
	NR	2.7	20.2	45.4	20.6	11.1
M	R	18.9	43.4	22.6	11.3	3.8
	NR	3.7	17.4	37.6	24.8	16.5
R	R	22.5	52.8	9.0	12.4	3.4
	NR	4.0	26.5	31.4	19.3	18.8
Total	R	18.8	49.2	13.6	14.7	3.7
	NR	3.5	22.2	37.1	21.1	16.0

81. Conferences between teachers and observers have been of genuine value in helping bring about additional improvement in instruction.

G	R	18.4	55.1	6.1	20.4	...
	NR	5.3	28.6	47.3	13.4	5.4
M	R	32.1	43.4	11.3	9.4	3.8
	NR	7.0	31.3	45.3	9.1	7.4
R	R	31.5	47.2	13.5	6.7	1.1
	NR	10.0	38.0	26.2	17.4	8.3
Total	R	28.3	48.2	11.0	11.0	1.6
	NR	8.0	33.5	37.3	14.0	7.2

85. An atmosphere conducive to the mutual sharing of opinions prevailed during conferences between observers and teachers.

G	R	14.3	69.4	2.0	12.2	2.0
	NR	4.6	27.7	56.9	6.9	3.8
M	R	34.0	60.4	...	5.7	...
	NR	5.4	25.2	57.9	7.4	4.1
R	R	29.2	57.3	6.7	6.7	...
	NR	8.4	45.3	28.3	11.6	6.4
Total	R	26.7	61.3	3.7	7.9	0.5
	NR	6.5	34.9	44.4	9.1	5.1

87. During conference periods, observers emphasized specifics leading to improved teaching.

G	R	8.2	44.9	8.2	36.7	2.0
	NR	2.3	17.3	63.1	12.3	5.0
M	R	9.4	54.7	17.0	17.0	1.9
	NR	0.8	21.1	64.0	9.9	4.1
R	R	12.5	62.5	12.5	12.5	...
	NR	3.9	39.9	29.3	19.5	7.4
Total	R	10.5	55.8	12.6	20.0	1.1
	NR	2.6	28.4	48.2	14.9	5.8

91. During teacher-observer conferences, observers contradicted themselves from one conference period to another.

Pilot Centers		Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	2.0	8.2	8.2	63.2	18.4
	NR	2.7	12.0	67.4	14.7	3.1
M	R	...	7.5	1.9	81.1	9.4
	NR	3.3	15.0	66.3	12.1	3.3
R	R	3.4	8.0	11.4	68.2	9.1
	NR	7.2	16.9	43.3	28.6	4.0
Total	R	2.1	7.9	7.9	70.5	11.6
	NR	4.9	15.0	56.3	20.2	3.5

99. Observers have made every effort to be fair in their evaluations.

G	R	26.5	65.3	6.1	2.0	...
	NR	6.2	32.4	48.6	7.7	5.0
M	R	18.9	64.2	13.2	3.8	...
	NR	4.9	18.9	46.1	19.3	10.7
R	R	32.2	47.8	12.2	6.7	1.1
	NR	7.7	35.8	29.4	16.5	10.6
Total	R	27.1	56.8	10.9	4.7	0.5
	NR	6.5	30.3	39.4	14.8	9.0

100. Principals made ratings without prejudice and personal bias.

G	R	32.7	49.0	12.2	6.1	...
	NR	5.4	27.0	47.9	12.4	7.3
M	R	22.6	54.7	20.8	...	1.9
	NR	4.5	18.4	47.5	18.0	11.5
R	R	32.2	45.6	17.8	3.3	1.1
	NR	9.7	35.9	28.9	14.5	11.0
Total	R	29.7	49.0	17.2	3.1	1.0
	NR	7.1	28.7	39.4	14.8	10.1

101. Supervisors made ratings without prejudice and personal bias.

G	R	24.5	57.1	14.3	4.1	...
	NR	5.0	24.7	56.0	10.0	4.2
M	R	20.8	62.3	17.0
	NR	5.8	18.7	52.9	12.9	9.6
R	R	30.3	49.4	9.0	7.9	3.4
	NR	4.7	28.1	38.1	15.7	13.4
Total	R	26.2	55.0	12.6	4.7	1.6
	NR	5.1	24.6	47.2	13.3	9.8

107. The rating a teacher receives, in large measure, is dependent on the nature and ability of the students in the class that is observed.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	6.3	27.1	12.5	37.5	16.7
	NR	16.5	38.8	21.2	20.8	2.7
M	R	13.2	34.0	11.3	37.7	3.8
	NR	12.3	47.7	18.1	15.6	6.2
R	R	10.2	34.1	21.5	27.3	6.8
	NR	19.1	45.7	13.4	17.1	4.7
Total	R	10.1	32.3	16.4	32.8	8.5
	NR	16.6	44.3	16.9	17.8	4.5

109. Evaluation of teaching throughout the school has been on a more systematic basis since the beginning of the experimental program.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	10.2	32.7	28.6	26.5	2.0
	NR	2.7	29.3	41.3	20.5	6.2
M	R	3.8	40.4	34.6	13.5	7.7
	NR	3.3	20.0	55.0	18.3	3.3
R	R	23.6	56.2	11.2	9.0	...
	NR	7.0	33.7	33.4	17.5	8.5
Total	R	14.7	45.8	22.1	14.7	2.6
	NR	4.8	28.8	41.4	18.6	6.4

110. Observers were often influenced in their judgments of teachers by factors other than classroom teaching.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	2.0	14.3	42.9	30.6	10.2
	NR	8.8	30.3	48.7	11.1	1.1
M	R	...	13.2	34.0	49.1	3.8
	NR	16.5	29.2	42.4	8.6	3.3
R	R	8.9	21.1	22.2	42.2	5.6
	NR	17.3	40.3	27.5	13.4	1.5
Total	R	4.7	17.2	30.7	41.1	6.3
	NR	14.6	34.5	37.6	11.5	1.9

116. There has been improvement in teacher morale since initiation of the experimental program.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	2.1	10.4	33.3	27.1	27.1
	NR	0.4	10.6	24.2	35.6	29.2
M	R	...	11.3	43.4	28.3	17.0
	NR	1.7	11.6	32.8	32.0	22.0
R	R	5.6	13.3	32.2	30.0	18.9
	NR	0.7	11.4	22.6	32.8	32.4
Total	R	3.1	12.0	35.6	28.8	20.4
	NR	0.9	11.2	25.8	33.4	28.7

119. Teacher-supervisor relationships have improved as a result of the experimental program.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	2.1	25.0	35.4	25.0	12.5
	NR	...	11.7	41.3	31.1	15.9
M	R	7.4	27.8	37.0	22.2	5.6
	NR	2.1	14.2	45.0	27.1	11.7
R	R	3.4	47.7	23.9	18.2	6.8
	NR	1.7	19.3	24.4	33.9	20.7
Total	R	4.2	36.3	30.5	21.1	7.9
	NR	1.3	15.8	34.7	31.3	17.0

120. Rapport between teachers and principals has improved since the initiation of the experimental program.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	6.3	31.3	27.1	22.9	12.5
	NR	1.1	13.6	40.5	29.5	15.2
M	R	3.8	22.6	41.5	24.5	7.5
	NR	0.8	16.6	43.6	29.0	10.0
R	R	6.7	44.4	24.4	18.9	5.6
	NR	3.2	13.8	34.2	31.4	17.4
Total	R	5.8	35.1	29.8	21.5	7.9
	NR	2.0	14.5	38.5	30.3	14.8

121. Rapport among teachers themselves has improved since the initiation of the experimental program.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	...	14.6	35.4	29.2	20.8
	NR	...	10.0	32.3	38.8	19.0
M	R	...	15.1	39.6	34.0	11.3
	NR	2.1	10.8	35.7	35.7	15.8
R	R	3.3	15.6	27.8	35.5	17.8
	NR	1.0	6.6	24.0	38.7	29.7
Total	R	1.6	15.2	33.0	33.5	16.8
	NR	1.0	8.7	29.5	37.9	22.9

122. A sense of insecurity has been more evident among teachers since the initiation of the experimental program.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	4.2	31.3	29.2	33.3	2.1
	NR	10.6	21.6	37.1	26.1	4.5
M	R	1.9	25.9	24.1	38.9	9.3
	NR	7.1	24.1	39.4	22.8	6.6
R	R	6.7	30.0	26.7	35.6	1.1
	NR	18.9	37.3	21.6	17.2	4.9
Total	R	4.7	29.2	26.6	35.9	3.6
	NR	13.4	29.3	30.8	21.3	5.3

123. The experimental program of teacher merit pay has resulted in undesirable competition among teachers.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	8.3	25.0	16.7	41.7	8.3
	NR	11.4	28.9	34.6	22.8	2.3
M	R	5.6	14.8	16.7	50.0	13.0
	NR	7.9	28.6	35.7	22.4	5.4
R	R	8.9	20.0	21.1	43.3	6.7
	NR	25.9	34.1	21.7	14.6	3.7
Total	R	7.8	19.8	18.8	44.8	8.9
	NR	16.9	31.1	29.2	19.0	3.7

124. The experimental program of teacher merit pay has fostered jealousy among teachers.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	8.3	41.7	16.7	27.1	6.3
	NR	12.9	36.1	31.6	16.7	2.7
M	R	13.0	31.5	13.0	33.3	9.3
	NR	17.5	37.1	24.2	16.3	5.0
R	R	16.7	44.4	10.0	25.6	3.3
	NR	31.0	34.6	18.7	13.0	2.7
Total	R	13.5	40.1	12.7	28.1	5.7
	NR	22.2	35.7	23.8	14.9	3.3

126. The morale of teachers who volunteered for observation in the experimental program but who did not receive merit increments has been seriously damaged.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	20.8	31.3	31.3	16.7	...
	NR	17.4	32.6	32.6	13.6	3.8
M	R	14.8	29.6	38.9	11.1	5.6
	NR	15.7	33.9	31.0	16.5	2.9
R	R	10.1	29.2	33.7	24.7	2.2
	NR	22.7	33.0	26.4	16.1	1.7
Total	R	14.1	29.8	34.6	18.8	2.6
	NR	19.3	33.1	29.4	15.5	2.6

134. Participation in the experimental program has resulted in improved educational benefits to all students throughout the school.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	6.3	31.3	14.6	41.7	6.3
	NR	1.1	18.0	30.3	36.8	13.8
M	R	1.9	46.3	22.2	20.4	9.3
	NR	3.7	13.3	38.6	32.4	12.0
R	R	19.1	40.4	22.5	15.7	2.2
	NR	3.4	25.6	25.6	26.0	19.4
Total	R	11.0	39.8	20.4	23.6	5.2
	NR	2.9	20.1	30.4	30.8	15.8

135. Participation in the experimental program has resulted in improved educational benefits to those students whose teachers volunteered to be observed.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	8.3	45.8	20.8	20.8	4.2
	NR	3.1	16.9	35.6	34.1	10.3
M	R	9.2	53.7	20.3	9.3	7.4
	NR	2.9	16.6	41.1	27.8	11.6
R	R	23.6	47.2	15.7	11.2	2.2
	NR	2.7	26.8	27.6	25.9	17.0
Total	R	15.7	48.7	18.3	13.1	4.2
	NR	2.9	21.3	33.5	28.7	13.7

136. The experimental program has resulted in increased planning on the part of all teachers.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	4.2	33.3	14.6	39.6	8.3
	NR	2.3	26.4	27.6	34.5	9.2
M	R	13.0	35.2	25.9	22.2	3.7
	NR	4.6	29.2	28.8	28.8	8.8
R	R	24.7	39.3	15.7	14.6	5.6
	NR	7.1	38.7	20.0	23.6	10.6
Total	R	16.2	36.6	18.3	23.0	5.8
	NR	5.1	32.6	24.5	28.1	9.7

138. Instructional materials and equipment have been used more widely by all teachers during the school's participation in the experimental program.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	12.5	37.5	20.8	27.1	2.1
	NR	2.3	19.5	39.8	30.7	7.7
M	R	13.0	37.0	24.1	24.1	1.9
	NR	6.7	26.2	35.4	24.2	7.5
R	R	23.9	42.0	14.8	17.0	2.3
	NR	8.8	43.5	17.4	22.9	7.4
Total	R	17.9	39.5	18.9	21.6	2.1
	NR	6.4	32.0	28.6	25.4	7.5

140. The experimental program has resulted in increased creativity in teaching throughout the school, with emphasis on the maximum development of each student.

Pilot Centers	Recipients and Nonrecipients	Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree
G	R	6.3	33.3	22.9	37.5	...
	NR	1.2	13.5	42.1	33.5	8.8
M	R	5.6	42.6	27.8	16.7	7.4
	NR	3.7	20.3	44.0	26.6	5.4
R	R	20.2	37.1	22.5	19.1	1.1
	NR	4.4	29.2	28.9	26.0	11.5
Total	R	12.6	37.7	24.1	23.0	2.6
	NR	3.3	22.3	37.0	28.3	9.1

142. As a result of the experimental program, all teachers placed increased stress on individual differences.

		Pilot Centers Recipients and Nonrecipients	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
G	R		2.1	18.8	33.3	43.8	2.1
	NR		1.1	19.2	46.2	27.7	5.8
M	R		9.3	25.9	33.3	27.8	3.7
	NR		4.6	19.5	48.1	23.7	4.1
R	R		9.0	37.1	24.7	27.0	2.2
	NR		4.7	26.5	29.7	30.5	8.6
Total	R		7.3	29.3	29.3	31.4	2.6
	NR		3.6	22.5	39.3	27.9	6.6

143. Teachers volunteering for observation in the experimental program have placed increased stress on individual differences.

		Pilot Centers Recipients and Nonrecipients	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
G	R		6.3	39.6	18.8	35.4	...
	NR		2.7	23.4	54.4	14.2	5.4
M	R		13.0	51.9	16.7	14.8	3.7
	NR		2.9	21.3	51.0	20.5	4.2
R	R		16.9	48.3	16.9	16.9	1.1
	NR		5.7	29.3	35.5	21.9	7.6
Total	R		13.1	47.1	17.3	20.9	1.6
	NR		4.1	25.5	45.0	19.3	6.1

144. The experimental program has resulted in all teachers using class time more productively.

		Pilot Centers Recipients and Nonrecipients	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
G	R		8.3	16.7	29.2	37.5	8.3
	NR		1.5	14.2	42.9	32.2	9.2
M	R		9.3	37.0	35.2	14.8	3.7
	NR		4.1	24.1	39.4	27.4	5.0
R	R		15.7	38.2	21.3	22.5	2.2
	NR		5.9	28.9	28.1	26.4	10.6
Total	R		12.0	32.5	27.2	24.1	4.2
	NR		4.2	23.4	35.4	28.3	8.7

146. The experimental program has resulted in all teachers using more effective means for motivating students.

		Pilot Centers Recipients and Nonrecipients	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
G	R		6.3	20.8	18.8	47.9	6.3
	NR		1.1	14.6	42.9	34.8	6.5
M	R		9.3	33.3	31.5	20.4	5.6
	NR		4.1	25.3	37.8	26.1	6.6
R	R		18.0	31.5	23.6	24.7	2.2
	NR		4.7	28.6	32.1	25.7	8.9
Total	R		12.6	29.3	24.6	29.3	4.2
	NR		3.5	23.7	36.7	28.4	7.6

147. The experimental program has resulted in more effective motivation of students by teachers who volunteered for observations.

		Pilot Centers Recipients and Nonrecipients	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
G	R		16.7	45.8	12.5	22.9	2.1
	NR		3.1	26.1	46.7	19.1	5.1
M	R		13.0	57.4	11.1	14.8	3.7
	NR		5.0	25.5	42.7	22.2	4.6
R	R		21.3	50.6	14.6	13.5	...
	NR		5.5	31.3	35.0	19.4	8.9
Total	R		17.8	51.3	13.1	16.2	1.6
	NR		4.7	28.3	40.4	20.0	6.7

150. The experimental program has resulted in all teachers using the techniques of evaluation more effectively.

		Pilot Centers Recipients and Nonrecipients	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
G	R		4.2	22.9	12.5	56.2	4.2
	NR		1.1	17.6	43.1	31.3	6.8
M	R		1.9	42.6	31.5	20.3	3.7
	NR		2.5	27.8	38.2	26.6	5.0
R	R		6.7	44.9	25.8	16.9	5.6
	NR		2.7	28.0	28.3	30.5	10.4
Total	R		4.7	38.7	24.1	27.7	4.7
	NR		2.2	24.9	35.2	29.7	7.9

153. Principals have exerted more effective leadership in the improvement of the instructional program since the initiation of the experimental program.

		Pilot Centers Recipients and Nonrecipients	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
G	R		8.3	39.6	20.8	31.3	...
	NR		4.2	15.7	40.2	31.8	8.0
M	R		7.4	35.2	33.3	20.3	3.7
	NR		4.6	17.9	48.3	20.8	8.3
R	R		15.9	48.9	19.3	14.8	1.1
	NR		7.2	31.6	32.6	19.2	9.5
Total	R		11.6	42.6	23.7	20.5	1.6
	NR		5.6	23.4	39.0	23.3	8.7

154. Teachers are more convinced than ever before that merit pay can be made to work.

		Pilot Centers Recipients and Nonrecipients	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
G	R		...	14.6	37.5	22.9	25.0
	NR		...	6.1	29.2	33.3	31.4
M	R		3.7	9.3	35.2	31.5	20.3
	NR		2.1	6.6	24.4	33.1	33.9
R	R		11.1	21.1	27.8	24.4	15.6
	NR		1.7	8.1	21.9	30.0	38.3
Total	R		6.3	16.1	32.2	26.0	19.3
	NR		1.3	7.1	24.6	31.8	35.2

159. The experimental program has stimulated the professional growth of all teachers—those who volunteered for observations and those who did not.

	Centers Recipients and Nonrecipients	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
G	R	2.1	27.1	20.8	41.7	8.3
	NR	1.9	21.3	34.6	32.7	9.5
M	R	9.3	35.2	20.3	29.6	5.6
	NR	5.0	30.6	29.8	22.7	12.0
R	R	11.2	40.4	27.0	15.7	5.6
	NR	3.0	31.5	27.8	26.6	11.1
Total	R	8.4	35.6	23.6	26.2	6.3
	NR	3.2	28.3	30.3	27.3	10.9

160. The professional growth of teachers volunteering for observations has been greater than that of the other teachers.

G	R	12.5	31.3	27.1	29.2	...
	NR	0.4	18.2	38.4	31.9	11.0
M	R	3.7	25.9	33.3	31.5	5.6
	NR	2.9	11.6	36.8	32.2	16.5
R	R	19.3	38.6	26.1	15.9	...
	NR	4.0	18.6	30.2	32.7	14.6
Total	R	13.2	33.2	28.4	23.7	1.6
	NR	2.6	16.6	34.3	32.3	14.1

161. The experimental program has encouraged professional growth among administrators.

G	R	12.5	41.7	33.3	12.5	...
	NR	3.8	20.4	56.9	12.7	6.2
M	R	3.8	32.1	50.9	13.2	...
	NR	3.3	23.2	46.5	17.0	9.9
R	R	15.7	43.8	29.2	10.1	1.1
	NR	3.2	33.2	36.3	18.6	8.7
Total	R	11.6	40.0	36.3	11.6	0.5
	NR	3.4	26.9	45.0	16.5	8.3

162. The experimental program has encouraged professional growth among supervisors.

G	R	11.1	44.4	35.6	8.9	...
	NR	3.1	19.9	60.5	11.1	5.4
M	R	1.9	31.5	51.9	13.0	1.9
	NR	4.1	23.7	47.7	15.4	9.1
R	R	15.7	43.8	29.2	10.1	1.1
	NR	2.3	28.6	42.1	18.5	8.5
Total	R	10.6	40.4	37.2	10.6	1.1
	NR	3.0	24.8	48.9	15.5	7.8

163. During the experimental program, teachers have developed increased respect for the professional competence of their principals.

	Centers Recipients and Nonrecipients	Strongly Agree	Agree	Un- decided	Disagree	Strongly Disagree
G	R	12.5	47.9	18.8	16.7	4.2
	NR	3.4	17.6	47.3	22.9	8.8
M	R	5.6	50.0	27.8	14.8	1.9
	NR	2.9	19.5	42.3	23.2	12.0
R	R	15.7	51.7	19.1	11.2	2.2
	NR	4.7	31.0	33.5	21.8	8.9
Total	R	12.0	50.3	21.5	13.6	2.6
	NR	3.9	24.1	39.8	22.5	9.7

164. During the experimental program, teachers have developed increased respect for the professional competence of their supervisors.

G	R	6.3	43.7	29.2	18.7	2.1
	NR	1.1	13.4	56.9	21.0	7.6
M	R	3.7	50.0	27.8	14.8	3.7
	NR	5.0	18.2	48.3	19.4	9.1
R	R	12.5	45.5	27.3	11.4	3.4
	NR	3.0	22.8	39.5	32.1	11.7
Total	R	8.4	46.3	27.9	14.2	3.1
	NR	3.0	18.9	46.9	21.5	9.8

165. Additional supervisors are needed for the effective administration of this type of merit pay program.

G	R	25.0	50.0	18.8	6.3	...
	NR	19.0	41.1	28.5	9.1	2.3
M	R	57.4	31.5	5.6	3.7	1.9
	NR	19.8	41.3	26.9	7.9	4.1
R	R	33.7	41.6	11.2	6.7	6.7
	NR	21.1	40.2	18.4	12.4	7.9
Total	R	38.2	40.8	11.5	5.7	3.7
	NR	20.2	40.7	23.6	10.2	5.3

168. A program of teacher merit pay, with provision for modification of procedures, should be continued in the administrative unit.

G	R	14.6	29.2	22.9	20.8	12.5
	NR	3.0	13.1	32.7	24.2	26.9
M	R	7.4	25.9	29.6	20.4	16.7
	NR	5.4	8.8	36.4	18.8	30.5
R	R	12.5	33.0	33.0	8.0	13.6
	NR	2.5	13.1	26.9	17.5	40.0
Total	R	11.6	30.0	29.5	14.7	14.2
	NR	3.4	11.9	31.1	19.8	33.7

Appendix S-III

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