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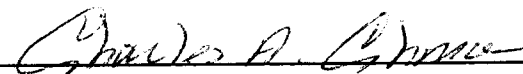


Russell L. French, Major Professor

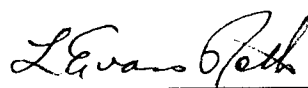
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A STUDY OF SUPERVISOR EVALUATION IN TENNESSEE
PUBLIC SCHOOL SYSTEMS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Judith Keeble Beaty

March 1983

3065957

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ACKNOWLEDGMENTS

The writer wishes to express her appreciation to Dr. Russell L. French, her major professor, for his support, guidance, and continued assistance throughout her doctoral program; and to Dr. Clinton B. Allison, Dr. Charles A. Chance, and Dr. Gerald C. Ubben for their valuable assistance.

The writer is most grateful to her parents, Cara and Willa B. Keeble, for their commitment to education and their continued encouragement communicated throughout her childhood and adult years.

A special note of thanks is due the writer's husband, Fred Beaty, for his sacrifices, patience, and assistance throughout her program and to her children, Jonathan and Renee, for their understanding and support.

ABSTRACT

The purpose of this study was two-fold. First, the study sought to assess the current status of the evaluation of supervisory personnel, K-12, in the state of Tennessee as perceived by teachers, building principals, central office administrators, and central office supervisors and to compare the perceptions of these four groups. Second, the study sought to determine what Tennessee educators perceived to be desirable supervisory personnel evaluation practices.

Data used in this study were collected by means of a questionnaire mailed to all superintendents and assistant superintendents for curriculum and instruction and to a stratified random sampling of teachers, principals, and central office supervisors in the public school systems of the state of Tennessee. The questionnaire was designed to gather information regarding perceptions of types and methods of supervisor evaluation, purposes and results, and strengths and weaknesses.

Three of the major findings of this study were:

1. Checklists were the most widely used instrument in supervisor evaluation, and a majority of respondents also thought checklists should be used. Other favored instruments and procedures were conferences and management by objectives (MBO).
2. The two most important purposes of supervisor evaluation were "promote personal growth and competence" and "to improve instruction."
3. More teachers than other respondent groups perceived that teachers and principals were involved in supervisor evaluation.

A few of the most important conclusions were:

1. Most findings concerning supervisor evaluation practices in Tennessee were supported by the literature.
2. Many current practices were similar to perceived ideal practices but there were some discrepancies.
3. Most Tennessee educators were satisfied with their systems' evaluation of supervisors.
4. Position of respondents and size of school district affected perceptions in many areas.

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CHAPTER I

INTRODUCTION

Evaluation in some form is a part of nearly every activity engaged in by schools and school systems today. Since 1975 the state of Tennessee has mandated that all professional employees in public school systems be evaluated. The recent accountability movement and increased demands for quality education have necessitated comprehensive and systematic evaluation.

Although evaluation is state mandated, procedures and plans for implementation are left up to the local school system. Few, if any, guidelines are available. Time and attention are usually focused on teacher evaluation. Doctoral studies dealing with teacher and principal evaluation have recently been completed. However, no such research has been done in regard to the evaluation of supervisors in Tennessee.

Evaluation systems designed for teachers and other school employees are not always adequate or even appropriate for supervisors. The responsibilities of supervisory personnel are different from those of other educators, thus generating problems and pressures unique to their position. The roles, job descriptions, and expectations of supervisors vary greatly. They need a valid, reliable, and comprehensive evaluation system that will help them identify strengths and weaknesses and improve job skills and competencies. Such an evaluation system

can also help protect competent supervisors from public pressure and undue criticism.

Statement of the Problem

This study sought to fill a void in knowledge concerning the evaluation of supervisors in Tennessee. Evaluation of school supervisory personnel has been mandated under Tennessee law along with the evaluation of all other school personnel. However, there has appeared to be much unevenness in the implementation of this mandate. This study sought to determine what current supervisory evaluation practices in Tennessee are and to compare these to perceived ideal practices.

Purposes of the Study

Specifically, this study had two major purposes. First, the study sought to assess the current status of the evaluation of supervisory personnel, K-12, in the state of Tennessee as perceived by teachers, building level principals, central office supervisory personnel, and central office administrators (i.e., superintendents and assistant superintendents for curriculum and instruction) and to compare the perceptions of these four groups. Second, the study attempted to determine what respondents feel are desirable supervisory personnel evaluation practices, K-12, in the state of Tennessee and to compare the perceptions of the four groups of respondents.

The data collected in this study were analyzed in relation to the following questions:

1. How are current supervisory personnel evaluation practices perceived by educators (central office administrators, teachers, building principals, and supervisors themselves)?

- a. Do perceptions among these groups differ?
- b. Do perceptions of educators in county systems differ from those of educators in city of other systems?
- c. Do perceptions of educators differ based upon the size of the school districts which they represent?

2. What do educators (central office administrators, teachers, building principals, and supervisors) perceive to be desirable practices in supervisory personnel evaluation practices in Tennessee?

- a. Do perceptions among these groups differ?
- b. Do perceptions of educators in county systems differ from those of educators in city or other systems?
- c. Do perceptions of educators differ based upon the size of the school districts which they represent?

Design of the Study

Instrumentation

Data for this study were gathered by means of a questionnaire developed by the investigator. In developing the questionnaire, a variety of other questionnaires and the literature on personnel evaluation were examined. Much of the content and format of this instrument (see Appendix A) was borrowed from a similar instrument¹ used

¹Betty Lawson, "A Study of the Evaluation of Principals in Tennessee" (unpublished Doctoral dissertation, University of Tennessee, 1980), pp. 283-86.

in a statewide study of principal evaluation practices in Tennessee.

After initial development, the questionnaire used in this study was reviewed by a panel of experts, field tested, and modified based upon the review and field test results. The field test involved three supervisors, three principals, and approximately 40 teachers from the elementary, middle, and secondary school levels. These field test participants were asked to complete the questionnaire, evaluate the appropriateness of the items, and suggest word changes needed for clarity.

Sampling Procedures and Data Collection

The population selected for study included teachers, building principals, central office supervisory personnel, and central office administrators in the state of Tennessee. All 147 superintendents in the state of Tennessee were included in the sample. One to three copies of the questionnaire (depending upon size of central office staff) were sent to each superintendent. The superintendent was asked to complete one copy and directed to give the others to members of his supervisory staff and/or assistant superintendent for curriculum and instruction. Superintendents were also asked to include both an elementary and secondary supervisor as respondents if his/her school district had both types of supervisors.

It was determined that a sampling size of 380 teachers and 306 principals would be needed. In determining how this sample would be chosen, the 95 counties in Tennessee were ranked from largest to

smallest according to population size based upon the 1970 census figures. From this list, the 10 largest, 10 smallest, and the 10 counties that fell in the middle were selected. The county school system and one other system (if there was one) from each of these 30 counties were selected. Any system that did not have all grades (K-12) was eliminated. This left a total of 37 systems from which the teacher sample was drawn. Two schools from each of these systems were then selected. Care was taken to include a proportionate number of elementary, middle or junior high, and secondary schools. A packet containing six copies of the questionnaire was mailed to the principal of each of these schools. The principal was asked to complete one copy of the questionnaire and to randomly select five teachers to complete the others. Of the 74 schools sampled, the 10 with the most teachers received an extra copy of the questionnaire to complete the teacher sample; the principals of these 10 schools were asked to select six teachers. To help insure a random selection of teachers, principals were instructed to take an alphabetical list of their teachers and assign a number to each one. Five or six numbers were randomly drawn for each school, and the principal was asked to give the questionnaires to the teachers that corresponded to those numbers. To complete the principal sampling, principals were randomly selected from all other systems in the state.

Analysis of Data

The data collected from the survey were analyzed in relation to the questions posed by the investigator (see page 3). Response

patterns within each respondent group were computed for the total group, by district size, and also by type of district (i.e., county vs. city/other). Response patterns across all four respondent groups were computed in the same manner.

For coding of data and analysis purposes, some combining and regrouping of sub-categories of demographic variables were made. Respondents were grouped into four position classifications: superintendent, supervisor, principal, teacher. Type of school district was coded as "county" or "other" (thus combining "city" and "other"). Data collected were coded and keypunched so that the computer could be used for analysis purposes.

Importance and Significance of the Study

Accountability is permeating every area of public education today. The public is demanding proof that its education dollar is being well spent. Consequently, evaluation is becoming increasingly important in education. Comprehensive personnel evaluation systems are needed to satisfy demands for accountability as well as to improve employee performance.

Evaluation of school supervisory personnel has been mandated in Tennessee since 1975. However, there has been no effort to ascertain the status of supervisor evaluation across the state until now. This study provides information in two areas important to school systems and those involved in the education of supervisors. First, the study provides a summary of current efforts in supervisor evaluation across the state. (This information does not currently

exist.) Second, the study provides a summary of educator perceptions of desired supervisory evaluation procedures. This information should help school systems to evaluate current practices and improve them.

Assumptions of the Study

1. Perceptions of a stratified random sample of Tennessee superintendents, principals, supervisors, and teachers are representative of perceptions and attitudes of all superintendents, principals, supervisors, and teachers in the state of Tennessee.

2. Teachers, principals, and central office administrators have knowledge and concern about supervisory evaluation as do supervisors themselves.

3. Respondents have responded to the research instrument openly and honestly.

4. Respondents as professional educators have knowledge and expertise that can be used to improve the supervisor evaluation process.

5. Distribution of questionnaires to teachers has not been purposefully biased by principals.

Delimitations of the Study

1. The research was delimited to a study of perceptions and attitudes of selected superintendents, supervisors, principals, and teachers in Tennessee

2. Respondents who participated in this study did so on a voluntary basis.

3. The study was delimited to information which could be collected by means of a main survey.

Definitions

Central office administrators. Superintendents and assistant superintendents for curriculum and instruction who participated in this study.

Educators. The teachers, principals, supervisors, and central office administrators who participated in this study.

Job descriptions. Stated responsibilities including qualifications and requirements for a specific position.

Principal. Administrative head of a school or school attendance unit.

Superintendent. Chief executive and administrative officer of a school system or district.

Supervisor. A professional employee of a school system whose main responsibilities lie in the areas of curriculum and instruction and who works with teachers and principals for improvement in these areas.

Supervisor evaluation. The process by which the supervisor's work performance is ascertained and/or judged.

Teacher. A certificated person employed by a school system to instruct and guide pupils in the pursuit of learning.

Organization of the Study

Chapter I contains the introduction to the study, the statement of the problem, the purposes of the study, the design of the study, the significance and importance of the study, assumptions, delimitations of the study, definitions of terms, and the organization of the study.

Chapter II contains a review of related research and literature pertaining to the evaluation of supervisors.

Chapter III provides a presentation of the methodology and procedures used in the study.

Chapter IV reports the findings of the investigation.

Chapter V presents conclusions, recommendations, and pertinent discussion.

CHAPTER II

REVIEW OF THE LITERATURE

Trends in Evaluation

Since the appraisal of human performance is essential to the well-being of society, evaluation is commonplace in everyday living, and few people escape having their vocational performance judged.

Castetter and Heisler defined performance appraisal as "the process of arriving at judgments about the past or present performance and future potential of a subordinate to an organization against the background of his total work environment."²

Planned educational evaluation is receiving increased emphasis today. Grobe stated that this trend stemmed from three sources: accountability to the local community, many federally funded projects, and professional needs for better decision-making information.³ While federal requirements have been a strong force toward program evaluation, the accountability movement has been an equally powerful force toward personnel evaluation.

Evaluation has been one of the most interesting and most rapidly growing educational phenomena of recent years. The causes

²William B. Castetter and Richard S. Heisler, Appraising and Improving the Performance of School Administrative Personnel (Philadelphia: Center for Field Studies, Graduate School of Education, University of Pennsylvania, 1971), ED 060 540, p. 1.

³Robert P. Grobe, "Evaluation--What's It All About?" NASSP Bulletin, LXII, No. 419 (December, 1978), p. 2.

of this growth have probably been many and varied. Perhaps we have lived in an era of skepticism. The large influx of federal dollars underscored by spiraling state and local taxes for education has surely been a factor. However, financial reasons have certainly not been the only stimulus for more evaluation. Criticisms of schools by many popular writers have forced those in control to turn to evaluation as a means of providing rebuttal. Professional educators have been searching for information which would prove, as well as improve, the effectiveness of their educational efforts.⁴

Since the board of education represents the public and the public must approve school revenue sources, American education, in theory at least, has always been accountable to the people of the community. Recently, many people have expressed the belief that school personnel should be held accountable for the results of their activities. These people have been convinced that educators are no exception to the belief that a process, a person, or an organization should be judged by the quality and quantity of its output.⁵

In this era of accountability, the evaluation process has become crucial. Yet, how to evaluate and who to evaluate have been difficult questions to answer. Many instruments, methods, and procedures may be found for evaluating students and teachers. The

⁴Wayne W. Welch, "The Process of Evaluation," Journal of Research in Science Teaching, II, No. 3 (1974), p. 175.

⁵William L. Pharis, "The Evaluation of School Principals," National Elementary Principal, LII, No. 5 (February, 1973), p. 36.

primary focus of evaluation in education has been on individuals within the classroom (students and teachers), not on administrators and supervisors. Guidelines for the appraisal of school administrative and supervisory personnel are few. Many districts have no formal evaluation program for administrative personnel.⁶ This lack of evaluation of administrative and supervisory personnel may be the result of several factors: reluctance on the part of educators, scarcity of appropriate evaluative instruments or procedures, or the diversity of administrative and supervisory roles.⁷

Since 1920, considerable research has been conducted on the value of supervision. From 1920 to 1935, several studies were made to demonstrate the value of supervision by using standard tests to measure changes in pupil learning in supervised and unsupervised classes over a period of time. Since the supervisor is only one element in a complexity of factors that may affect a change, a definite quantitative measure of the value of the contribution of the supervisor cannot be secured by these means. However, evidence that growth has or has not taken place may be one helpful index of the effectiveness of the leadership provided.⁸

⁶Norman E. Koch and Wade N. Patterson, "Evaluating the Principal," Educational Horizons, XLVII, No. 4 (Summer, 1969), p. 150.

⁷James P. Esposito, "A Procedure for Evaluating Supervisors," College Student Journal, VIII, No. 4 (November-December, 1974), p. 58.

⁸William H. Burton and Leo J. Brueckner, Supervision: A Social Process (New York: Appleton-Century-Crofts, Inc., 1955), p. 657.

In most cases, early investigations dealt with an appraisal of the results of the activities of an individual supervisor as measured by pupil growth in specific knowledge and information covered on tests. In more recent years, the tendency has been to evaluate supervision as a function operative in comprehensive improvement programs dealing with all aspects of the educational situation.⁹

The growth of organizations and their importance to modern society has intensified the need for formal and systematic approaches to performance appraisal or evaluation. This quest for ways of eliminating favoritism and inequitable treatment led to a multitude of rating programs and traditional approaches to performance appraisal which were psychologically oriented and consisted of evaluation of personality traits or preconceived characteristics.¹⁰

Criticisms of casual, haphazard, unsystematic, and personalized evaluation plans developed. The first several decades of the twentieth century witnessed a wide variety of reform movements. These included legislation such as the Federal Civil Service Classification Act of 1923, the Taft-Hartley Labor Act of 1947, the Fair Labor Standards Act of 1963, and the Civil Rights Act of 1964.¹¹

The evaluation of educational personnel has been changing. Most traditional evaluation plans in the first half of the twentieth century were devoted to nonadministrative personnel. The scarcity of

⁹Ibid., pp. 659-60.

¹⁰Castetter and Heisler, p. 2.

¹¹Ibid.

plans for appraising administrative personnel in the field of education was noted in a 1968 report by Educational Research Service (ERS).¹² According to the report, only 45 plans, including very informal ones, were identified in 1964 after a two-year search. However, by 1968, the report indicated a growing trend toward evaluating administrative personnel in education.

The 1968 ERS survey of all systems enrolling 25,000 or more students and of 31 smaller systems revealed that 62 of the 157 systems reporting had formal programs of evaluation for administrative/supervisory personnel.¹³ Another ERS survey in 1971 involved only those systems enrolling 25,000 or more students. The 1971 survey revealed that 84 of the 154 systems responding had formal procedures for assessing the performance of their administrative/supervisory personnel.¹⁴

Growing opposition began developing toward traditional appraisal systems in the mid-1950's. The criticism focused on the judgmental role of the superior and the failure to motivate individuals toward either personal or organizational goals. Consequently, a new approach to performance appraisal developed; this new approach has been variously referred to as the behavioral approach to appraisal,

¹²Evaluating Administrative/Supervisory Performance, ERS Circular No. 7, 1968 (Washington, D.C.: Educational Research Service, 1968), ED 032 635, p. 1.

¹³Ibid.

¹⁴Evaluating Administrative/Supervisory Performance, ERS Circular No. 6, 1971 (Washington, D.C.: Educational Research Service, 1971), ED 058 155, pp. 2-8.

management by objectives, management by results, and job targets approach.¹⁵ A 1971 survey by the National Education Association revealed that 25% of school systems reporting administrator evaluation used a job targets approach.¹⁶

By 1971, the trend toward evaluation of administrative personnel had become large enough that a subtrend toward a particular type of evaluation was revealed. This subtrend was management by objectives.

Howell¹⁷ stated that the evolution of the management by objectives system has gone through three stages:

<u>Stage</u>	<u>Time Period</u>	<u>Focus of Management by Objectives System</u>
1	Late 1950's and early 60's	Performance appraisal
2	Mid-1960's	Integration of individual goals of administrators and those of the organization
3	1970's	Long-range objectives and action plans to make them a reality

Dunn indicated that management by objectives was adopted by industry in the early 1960's and that its success in industry was instrumental in causing educators to try this approach in schools.¹⁸

¹⁵Castetter and Heisler, p. 3.

¹⁶ERS Circular No. 6, p. 9.

¹⁷Robert A. Howell, "Managing by Objectives--A Three Stage System," Business Horizons, XIII, No. 1 (February, 1970), pp. 41-45.

¹⁸Pierre Dunn, Management by Objectives, School Leadership Digest Second Series, Number 3, ERIC/CEM Research Analysis Series, Number 18, p. 18.

Poliakoff¹⁹ stated that the evaluation of school administrators has come a long way in less than 10 years. It has achieved its growth during a time of strong teacher unions and community demands for accountability and greater community control over schools. By focusing on the needs of the evaluatee, the job targets approach has helped to humanize the evaluation process. However, the age-old problem of defining and measuring employee effectiveness has not been solved. Poliakoff pointed out that the new evaluation structures provided space for the latest high precision measurements of performance--or for no instrumentation at all.

Rationale and Purposes

Rationale

Man is a valuing and goal-seeking being; therefore, evaluation exists wherever there are human beings. So the issue is not whether there will be evaluation; rather, it must involve questions such as what, how, by whom, for what purpose, and with what consequence.²⁰

Just as more accurate methods of measurement have benefitted both teachers and pupils, similar means of evaluation should help supervisors and administrators. Few administrative officials can

¹⁹Lorraine Poliakoff, "Recent Trends in Evaluating School Personnel," National Elementary Principal, LII, No. 5 (February, 1973), pp. 42-44.

²⁰Robert B. Howsann, "Current Issues in Evaluation," National Elementary Principal, LII, No. 5 (February, 1973), p. 12.

furnish tangible, concrete evidence of the effectiveness of their work or of the improvement programs they put into operation.²¹

The need for developing methods of evaluating supervisory leadership grew out of such problems as:²²

1. The need for justifying the establishment and maintenance of various services having supervisory functions.
2. The need for evaluating the services rendered by members of the supervisory staff.
3. Planning for the continued improvement of supervisory personnel, procedure, and services.
4. The recruitment, training, and selection of principals and supervisors which cannot proceed effectively unless the desirable qualities, skills, and abilities such individuals should possess are determined and can be evaluated.

The twentieth century has brought about an acceleration in the quest for new ways of meeting human problems brought on by an affluent, space-age society. Many people have seen an effective performance appraisal system as an essential component in bringing changes. Contemporary appraisal systems will have to cope with changes in the basic philosophy underlying managerial behavior in the following three areas:²³

1. A new concept of man, based on increased knowledge of his complex and shifting needs, which replaces the over-simplified, innocent push-button idea of man.
2. A new concept of power, based on collaboration and reason, which replaces a model of power based on coercion and fear.
3. A new concept of organizational values, based on humanistic, democratic ideals, which replaces the depersonalized mechanistic value system of bureaucracy.

²¹Burton and Brueckner, p. 655.

²²Ibid., p. 656.

²³Castetter and Heisler, p. 10.

The evaluation and systematic appraisal of the performance of school personnel is essential to objectively determine how well individuals are contributing to the attainment of the stated goals and objectives of the total school program. Only in this way can quality performance be reinforced and weaknesses corrected. However, if the evaluation is to make a contribution to the attainment of school district objectives, the evaluation must be in terms of the objectives.²⁴

Castetter and Hesler²⁵ identified the following basic premises underlying the performance appraisal of school administrative personnel:

1. The beliefs an organization holds about the nature of man have considerable impact on the design of the appraisal system.
2. The effectiveness of a performance appraisal system in an organization is dependent upon and influenced by sound structural prerequisites.
3. A performance appraisal system, properly designed, has considerable potential for achieving an integration of individual and organization interests.
4. Advancing the self-development of personnel is the primary mission of the performance appraisal system.
5. The appraisal process is the core of the appraisal system.
6. The quality of the superior-subordinate relationship influences to a considerable extent the effectiveness of the performance appraisal process.

Purposes

Staff evaluation may serve a single purpose, a dual purpose, or multiple purposes. The general purpose of the evaluation of administrators and supervisors is to improve the administration and

²⁴Koch and Patterson, pp. 149-50.

²⁵Castetter and Heisler, pp. 9-10.

supervision of educational units and programs and the quality of instruction in order to provide the best possible education for students.²⁶

Marcotte²⁷ stated that the primary function of all evaluation is communication--regardless of what specific purposes a given evaluation might have. Evaluation should be two-way communication between the evaluator and the evaluatee with the desired result of improving instruction.

A postscript included in the report of the 1968 ERS survey expressed the view that the goal of evaluation should be improvement of performance. The postscript stated, "Whatever form evaluation of administrators (or teachers or students) takes, improvement of performance must be the objective."²⁸

Poliakoff²⁹ in discussing management by objectives or the job targets approach to evaluation said that the stated primary purpose of evaluation was not to collect evidence for retaining or dismissing personnel; rather it was to improve performance. She went on to report that when the schools surveyed by NEA were asked why they evaluated administrators, their answers reflected both the traditional

²⁶J. Everette DeVaughn, A Manual for Developing Reasonable, Objective, Nondiscriminatory Standards for Evaluating Administrator Performance (State College: Mississippi State University, Educational Services Center, 1971), ED 060 500, p. 7.

²⁷Donald G. Marcotte, "Evaluation--The Purpose is Communication," NASSP Bulletin, LXII, No. 419 (December, 1978), p. 62.

²⁸ERS Circular No. 7, p. 5.

²⁹Poliakoff, pp. 40-41.

approaches and the newer trend toward the job targets approach. Over half the schools used evaluation to establish evidence for dismissal or promotion. Even though only 25% of the schools used a job targets approach, 60% used evaluation to help the evaluatee establish relevant goals. Thus, the line between newer and older approaches to evaluation has been drawn harder in literature than in practice.

Greene³⁰ stated the most important purpose of evaluation was to improve performance. He advocated the use of improvement targets and the emphasis on a search for strengths rather than weaknesses. Depree³¹ also indicated that the primary purpose of evaluation should be to improve administrative performance.

Koch and Patterson³² identified the stated purpose of most evaluations as being to make the person consciously aware of his strengths and weaknesses and to provide feedback from organizational superiors on job performance. They listed three primary goals which they had determined personnel evaluation should accomplish. It should help the employee gain a sensitivity to his/her competencies. It should identify needed improvements in the areas of behaviors, skills,

³⁰Robert E. Greene, Administrative Appraisal: A Step to Improved Leadership (Washington, D.C.: National Association of Secondary Principals, 1972), pp. v, xi.

³¹Kenneth R. Depree, "Administrative Evaluation: Problems, Process, and Strategies" (paper presented at the American Association of School Administrators Annual Convention, Atlantic City, New Jersey, February 22-26, 1974, ERIC Document Reproduction Service, 1974), ED 087 122, pp. 1-8.

³²Koch and Patterson, p. 149.

and competencies; and the employee should gain an awareness of any specific activities that are being avoided.

The literature revealed a variety of more specific purposes and reasons for the evaluation of administrative and supervisory personnel.

Marcotte³³ stated that evaluation may have many purposes such as close scrutiny of the non-tenured employee, support and recognition of good or superior performance, improvement of specific weaknesses or deficiencies, or building a case for dismissal.

Castetter and Heisler³⁴ listed the following as purposes and activities upon which the personnel appraisal process should focus:

1. Place the individual in the system where he can realize his own objectives and contribute effectively to those of the organization.
2. Motivate personnel toward achieving personal and system goals.
3. Improve performance.
4. Uncover abilities.
5. Ascertain the potential of the individual to perform various types of tasks.
6. Encourage self-development.
7. Point up continuing education needs.
8. Provide a guide for salary determination.
9. Facilitate mutual understanding between superior and subordinate.
10. Transfer, demote, promote, or dismiss personnel.
11. Determine whether organization should retain individual as permanent member.
12. Test the validity of recruitment and selection processes.

In addition to some of the purposes listed by Castetter and Heisler, Herman³⁵ also enumerated the following as some of the more

³³Marcotte, p. 62.

³⁴Castetter and Heisler, p. 9.

³⁵Jerry J. Herman, "Developing a Staff Evaluation Program," NASSP Bulletin, LX, Nos. 401-404 (September, 1976), pp. 8-9.

evident reasons for developing a staff evaluation program at the local level:

1. Improving student instruction
2. Improving the efficiency of employee performance
3. Letting an individual employee know what is expected of him
4. Soliciting the concerns, desires, and attitudes of the employee
5. Providing information about the strengths and weaknesses of individual employees for the purpose of devising job upgrading programs
6. Providing a formal opportunity to congratulate an employee for a job well done
7. Producing a wide variety of input information that can be utilized in making wise decisions related to total staff, groups of employees, and the individual employee.

DeVaughn³⁶ stated that the assessment of the quality of administrative and educational leadership has the following purposes:

1. To determine the degree of information and skill possessed by the administrator in his role as educational leader;
2. To determine the administrator's adequacy of planning;
3. To determine his appropriateness of method and adequacy of followthrough after decision is reached;
4. To determine the adequacy of organization of his own work and that of personnel supervised;
5. To determine evidence of his ability to originate and develop and followthrough on constructive ideas;
6. To determine degree to which his decisions are sound, timely, and effectively carried out;
7. To determine to what extent his decisions are shared by those significantly affected by those decisions;
8. To determine the extent to which superordinates, co-ordinates, and subordinates are kept informed at all times of all decisions on a need-to-know basis for effective operation at each level;
9. To assess the administrator's ability to present challenges and goals and to motivate staff members to meet those challenges in enthusiastic manner;
10. To assess the ability of the administrator to encourage and lead in the development of learning experiences and curriculum appropriate to the student population under his supervision, to include support by appropriate staff, facilities, and equipment, and all with community acceptance;

³⁶DeVaughn, pp. 7-8.

11. To determine the ability of the administrator to further the growth and improvement of his staff in accordance with the inherent philosophy, purposes, and objectives.

Perhaps these various purposes of supervisor evaluation can be grouped into two major categories: (1) to improve performance by providing feedback information on strengths and weaknesses and (2) to provide information for decisionmaking such as promotion, transfer, tenure, etc. The first category represents formative evaluation, and the second represents summative evaluation. Rentsch³⁷ in distinguishing between formative and summative assessments said that formative assessment is supervisory in nature and process oriented while summative assessment is administrative in nature and product oriented. Formative assessment is neutral in value orientation, supportive of the person, and designed to help the person improve his/her performance. Summative assessment, on the other hand, is judgmental and often value laden. It serves as a final record of performance and influences decisions on appointment, promotion, tenure, and retention.

Concepts and Procedures

Concepts

A good evaluation system must allow for flexibility and individual differences. Just as there are differences in student learning styles, so are there in teaching styles and administrative styles. Therefore, flexibility should be built into the format

³⁷George J. Rentsch, "Assessing Administrative Performance," NASSP Bulletin, LX, No. 401 (September, 1976), p. 78.

and detail of procedures for evaluation. Too much concern for consistency in evaluation can lead to sterile evaluation forms which are evidence of a system's failure to recognize that there are differing purposes for evaluation. It is difficult, if not impossible, to gear an evaluation to meet a specific purpose if the evaluator is tied to detailed form.³⁸

Burton and Brueckner³⁹ stated that the effectiveness of supervision may be evaluated by measuring or describing in specific terms the changes and improvements that have taken place over a period of time in the educational program as an apparent result of the leadership provided by those who are responsible for the improvement of learning and instruction. There are five areas in which these changes can be identified:

1. Growth and development of the learner toward accepted educational goals and objectives,
2. Improvement of the curriculum,
3. Improvement of instructional practices as well as general teacher personal development,
4. Improvement in the quality and use of instructional materials and aids to learning,
5. Improvement in school-community relations.

Activities performed by supervisors as well as outcomes of the supervisory program may be used to determine the effectiveness of supervision. The measurement of qualities commonly associated with success in supervision can also be used to indirectly estimate supervisory effectiveness. While measurement gives one information about

³⁸Marcotte, p. 61.

³⁹Burton and Brueckner, p. 656.

the status of some constituent of something under consideration, evaluation carries the process another step and involves the comparison of the status with some expected value, outcome, or standard.⁴⁰

While formal instruments actually used in staff evaluation will vary widely, Herman⁴¹ listed the following as tools that may assist in evaluation planning:

1. Criteria based upon student achievement,
2. Criteria based upon employee measurable performance objectives,
3. Criteria based upon units of work produced,
4. Standards based upon comparison of the quantity and quality of work produced by other employee models,
5. Standards listed in comprehensive task statements of job descriptions or duty and responsibility statements,
6. Judgments of performance based upon recorded employee performances registered on videotape,
7. Judgments based upon the comparison of written behavioral objectives related to the achievement level for the stated objectives,
8. Other instruments, such as checklists, rating scales, and so forth that may be deemed useful to the local planner.

Wiles and Lovell⁴² pointed out that areas of less than satisfactory progress indicated points where analysis and revision were needed, either in the work of the supervisor or of others in the group. Specific criteria by which a program and the leader should be judged may be grouped into four categories:

1. More responsible participation of students, teachers, and community members in the improvement of the program.
2. Enrichment of the school program through an increase in opportunities and activities for all.
3. Improvement of learning situations for students.
4. Greater contribution of the school to the improvement of community living.

⁴⁰Ibid.

⁴¹Herman, pp. 10-11.

⁴²Kimball Wiles and John L. Lovell, Supervision for Better Schools (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975), p. 286.

A comprehensive evaluation system should include pre-employment evaluation, continuous employment evaluations, and exit interview evaluation. Pre-employment evaluations aid in the selection of the best candidates from the available applicants. Continuous employment evaluations satisfy the district's purposes in evaluation. The degree of employee satisfaction as well as employee attitudes toward the evaluation system used by the school system may be measured by the exit interview evaluation.⁴³

General Procedures and Traditional Appraisal Systems

Koch and Patterson⁴⁴ suggested that the initial step in establishing an evaluation program should be the development of an exact description of the position. A comprehensive job description should be included as a part of the school system's personnel policies. Little systematic and objective evaluation can result until there is consensus as to the contents and responsibilities of the position.

Welch⁴⁵ listed three stages of the evaluation process as being (1) data gathering, (2) data processing, and (3) reporting. The stage of gathering data involves the instruments and/or procedures used as well as the framework in which the study is conducted. The administration or management of the evaluation study is critical, and it must include considerations of proper timing and provision for

⁴³Herman, p. 10

⁴⁴Koch and Patterson, p. 154.

⁴⁵Welch, p. 176.

the collection and centralizing of the data. The data processing stage is concerned with changing the gathered data into useful information. Finally, the transformed data and information must be reported to the appropriate decision makers.

Bogue and Saunders⁴⁶ recommended combining four inter-related and sequential processes into a workable system of performance evaluation. In the first process, the organization identifies and makes public those practices, behaviors, attitudes (and sometimes personal characteristics) it considers indicative of satisfactory performance. The second process establishes some system for ascertaining the extent to which educators possess these characteristics and for monitoring behavior in terms of these stated expectations. The third determines how much congruence exists between these two factors, and the fourth finds ways for achieving better congruence--granting or withholding rewards or, in some cases, moving for dismissal.

Esposito⁴⁷ in presenting his procedures for evaluating supervisors strongly advocated a checklist and rating scale which he developed. He suggested a three-step process in which specific supervisory tasks and activities are identified and the persons each task is intended to serve and/or those people who have opportunity to directly observe supervisory behavior are also identified. A questionnaire presenting the identified tasks and activities is then

⁴⁶E. G. Bogue and Robert L. Saunders, The Educational Manager: Artist and Practitioner (Worthington, Ohio: Charles A. Jones Publishing Co., 1976), p. 177.

⁴⁷Esposito, pp. 58-59.

developed, and the people identified in the second step are asked to complete it with respect to their perceptions of actual and ideal frequency of performance of each task, supervisory effectiveness in each task, and importance of each task.

An important decision is selecting the evaluators. Herman⁴⁸ stated that evaluators who will best serve the local system's needs and resources should be chosen. Herman lists the following categories of evaluators: (1) peer evaluators, (2) self evaluators, (3) immediate supervisors, (4) central office administrators, (5) students, (6) lay residents, and (7) outside evaluators.

Wiles and Lovell⁴⁹ suggested that everyone involved in the situation--supervisors, teachers, parents, pupils, community groups--should be a part of the judgment process. The amount of change can be determined by individuals, but the judgments about the amount of progress must be made by all concerned.

Christensen⁵⁰ proposed that ratings be done by a variety of persons such as self, peers, superiors, community (clients, audiences, publics, patrons--i.e., referent groups). He said self evaluations may assume a variety of formats such as self-ratings, self-descriptions, self-reviews, and rewritings of job targets. He suggested that peers could rate such items as performance, personality traits, and achievement of targets. He emphasized the importance of ratings by superiors

⁴⁸Herman, p. 9.

⁴⁹Wiles and Lovell, p. 286.

⁵⁰Douglas D. Christensen, "The Professional Performance File," NASSP Bulletin, LXII, No. 419 (December, 1978), p. 30.

and said they should be diagnostic rather than judgmental. It was Christensen's opinion that client ratings may or may not be appropriate depending upon the direct impact of performance upon clients and the degree of contact with clients.

Self-evaluation was advocated by several writers. Rosenberg⁵¹ included it as the first step in his evaluation model. DeVaughn,⁵² Greene,⁵³ Redfern,⁵⁴ Herman,⁵⁵ Christensen,⁵⁶ and other writers also mentioned the importance of including self-evaluation.

Several writers have emphasized a need for evaluation by subordinates. Briley⁵⁷ described a procedure for the evaluation of supervisors by subordinates. He said that subordinate evaluation could be used following self-evaluation to give the supervisor some idea of the validity of his self-perception. According to Briley, the main criteria of subordinate evaluation was that it be non-reactive and relatively simple.

⁵¹Max Rosenberg, "The Values of School Principal Evaluation," Education, XCI, No. 3 (February/March, 1971), p. 213.

⁵²J. Everette DeVaughn, Policies, Procedures, and Instruments in Evaluation of Teacher and Administrator Performance (Atlanta, Georgia: Davis Associates, Inc., September, 1971), p. 20 (ED 061 607).

⁵³Greene, p. 24.

⁵⁴George B. Redfern, "Principals: Who's Evaluating Them, Why, and How?" NASSP Bulletin, LVI, No. 364 (May, 1972), p. 90.

⁵⁵Herman, p. 9.

⁵⁶Christensen, p. 30.

⁵⁷T. S. Briley, "Hard Times and Basic Backward Evaluation," Educational Technology, XV, No. 12 (December, 1975), p. 23.

Thompson and Haynes⁵⁸ were strong advocates of evaluation by subordinates. They advocated that the evaluation process should protect subordinates who attempt to assess their superordinates honestly and candidly.

Harris⁵⁹ believed subordinates should be included in the evaluation process. He proposed a model in which the immediate superior, subordinates, and peers evaluate administrators' performance.

Pharis⁶⁰ mentioned an appraisal approach called secondary results evaluation. This is based on the philosophy that the administrator's performance can be evaluated by measuring the achievement of those under his supervision. Pharis questioned this approach because most administrators do not have complete control of the school environment.

ERS Circular No. 6⁶¹ reported 12 procedures for administrator/supervisor evaluation and divided them into two main categories--those which use prescribed performance standards as the basis of assessments and those which are based on individual job targets or performance goals. The performance standards used in the first category are identified as indicators of character, skill, and performance

⁵⁸C. Lamar Thompson and Ford Haynes, "Personnel Evaluation: A Second Direction Is Needed," The Clearing House, LII, No. 7 (March, 1979), p. 306.

⁵⁹George W. Harris, Jr., "The Superintendent's Model for Administrator Evaluation at the Line and Staff Levels," Tennessee Education, III, No. 4 (Winter, 1973), p. 24.

⁶⁰Pharis, p. 38.

⁶¹ERS Circular No. 6, p. 7.

which have been selected as standards against which all personnel would be evaluated. When individual job targets or performance goals are used, the evaluatee is rated as to the degree of accomplishment of each goal; this is the management by objectives approach. This circular also reports that only 84 of the districts surveyed claimed to have administrator evaluation and 75% of these used a checklist type of instrument.

An examination of the literature describing evaluation processes revealed a wide diversity of types and procedures. Most rating instruments contained assessment items which formed three basic categories: personal qualities, professional qualities, and job performance. There were also widespread variations in the manner with which evaluation instruments were developed and operated. While some instruments were developed and completed by administrative superiors, others were the products of committees.⁶²

Pharis⁶³ defined checklist instruments as typical instruments which rate personality factors such as manner of dress, oral expression, etc., rather than administrative ability. Although they may vary in size and format, these rating instruments usually have one prime ingredient--a scale on which an attempt is made to fix administrative performance. Such instruments are characterized by sweeping generalizations.

⁶²Bogue and Saunders, p. 178.

⁶³Pharis, p. 37.

According to Pharis⁶⁴ checklists have little value because of the following weaknesses:

- (1) They are one-sided and subjective;
- (2) They do not provide for participation;
- (3) They provide no help for improvement;
- (4) They assess the person and not the act;
- (5) They have no value as documentation.

He identified two flaws in such instruments: the "halo" effect or the tendency to rate a person too high because of past record, compatibility, or an evaluator's blind spot; and the "horn" effect or the tendency to rate a person too low because of perfectionism, guilt by association, some dramatic incident, or because he is often contrary or an oddball.

Greene⁶⁵ saw similar weaknesses in checklists. He mentioned the fact that they rely on the evaluation of personality, are insensitive to human needs, and attempt to fix performance at a vague, unclear point on a scale. He also pointed out the possibility of the "horn" or "halo" effects.

Thomas, Genova, Madoff, and Chin⁶⁶ said checklists and rating scales are static and do not promote development or improvement.

Pharis⁶⁷ mentioned that some systems have used multiple evaluators for their checklists in an attempt to compensate for the

⁶⁴Ibid., p. 38.

⁶⁵Greene, pp. 5-6.

⁶⁶George B. Thomas and others, "Mutual Benefit Evaluation of Administrators," The Journal of the College and University Personnel Association, XXVIII, No. 3 (Summer, 1977), p. 16.

⁶⁷Pharis, p. 38.

subjectivity of an appraiser. However, he said this had resulted in multiple subjectivity and compounded the confusion.

Other authors, such as Wills⁶⁸ and Zakrajsek,⁶⁹ were complimentary of the use of checklists. Wills indicated it was a simple tool to use and provided valuable feedback. Zakrajsek mentioned the efficiency of the checklist and the small amount of time necessary.

Lahti⁷⁰ listed the following as three methods of evaluation: a forced choice technique, field review technique, or graphic rating scale. He said these were really variations of the checklist. However, he thought the whole process became too mechanical and the evaluator completed the necessary checklists without reviewing performance.

In addition to these, Nygaard⁷¹ mentioned essay appraisal and critical incident appraisal as two other methods sometimes used to evaluate administrators. Essay appraisal requires the evaluator to write a description of the strengths, weaknesses, etc., of the evaluatee. Critical incident appraisal focuses on behavior at critical periods or when significant positive or negative incidents occur.

⁶⁸Lewis A. Wills, Evaluation of Administrators: Issues and Practices (Eugene, Oregon: Oregon School Study Council, Vol. XIX, No. 10, June, 1976), ED 125 083, p. 8.

⁶⁹Barbara Zakrajsek, "Evaluation Systems: A Critical Look," NAASP Bulletin, LXIII, No. 423 (January, 1979), pp. 100-11.

⁷⁰Robert E. Lahti, "Improving Performance Appraisal," Community and Junior College Journal, XLV, No. 6 (March, 1975), p. 9.

⁷¹Debra D. Nygaard, Evaluating Administrative Performance (Arlington, Virginia: Educational Research Service, Inc., 1974), p. 11.

Use of a performance file was another evaluation technique mentioned by Christensen⁷² and Pharis.⁷³ A folder containing almost everything--good and bad--that comes to the evaluator's attention is kept for each person to be evaluated. The file is reviewed and judgments made at certain times. Pharis stated that the "conclusions that such a system might induce are serious indeed."⁷⁴ Christensen, on the other hand, concluded that performance files which were thorough and complete and had been carefully kept might provide information which could "document past growth, state future growth intentions, and identify short and long range plans for realizing growth intentions."⁷⁵

Management by Objectives

Many writers and educators have advocated the management by objectives (MBO) approach to evaluation and have pointed out advantages of this process over checklists and rating scales and other more traditional approaches to evaluation.

A great amount of opposition to traditional appraisal systems arose in the mid-1950's. This opposition focused on their failure to motivate individuals to improve as well as the judgmental role of the superior. This opposition and criticism was one of the factors

⁷²Christensen, p. 30.

⁷³Pharis, p. 38.

⁷⁴Ibid.

⁷⁵Christensen, p. 29.

that led to development of the management by objectives approach to appraisal. Although industry began adopting the process by the mid-60's, MBO was not applied to education until the end of that decade.⁷⁶

Management by objectives is a comprehensive approach to supervisor/administrator evaluation that focuses on results or outputs. This approach may also be referred to as the job targets approach.

Knezevich⁷⁷ gave the following definition of MBO developed by Odiorne:

The system of management by objectives can be described as a process whereby the superior and subordinate jointly identify goals, define individual major areas of responsibility in terms of results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members.

Knezevich⁷⁸ referred to management by objectives as MBO/R. He added the "R" for results to place the emphasis on results. He believed the primary purpose of MBO/R was to determine how much each administrator contributed to the achievement of the results of the total system.

Management by objectives is a total system approach applied to the various functions of administration including planning,

⁷⁶Castetter and Heisler, p. 7.

⁷⁷Steve Knezevich, Management by Objectives and Results--A Guidebook for Today's School Executive (Washington, D.C.: American Association of School Administrators, 1973), ED 079 837, p. 4.

⁷⁸Ibid., pp. 1-22.

superivsing, budgeting, and evaluating. Since the various functions are integrated and inter-dependent, no one dimension can exist alone under MBO. Consequently, supervisory/administrative evaluation involves aspects of planning, budgeting, and other management processes.⁷⁹

Finch⁸⁰ listed five assumptions about supervision upon which the MBO approach to evaluation is based:

- (1) The continuous growth and improvement should be the focus of evaluation.
- (2) Priorities must be set.
- (3) Lack of defined priorities may result in inefficient use of resources.
- (4) Administrative responsibilities should be specified so all involved will have the same perceptions concerning them.
- (5) Dialogue concerning agreed-upon priorities is productive both to the organization and to the individual.

Greene⁸¹ advocated the use of performance objectives as the basis of the evaluation process. He proposed the following developmental steps in the design stage: (1) development of a philosophy behind the approach, (2) identification of the standards of performance, and (3) development of an appropriate instrument.

Poliakoff⁸² called attention to the fact that the job targets literature did not emphasize the use of evaluation instruments. Advocates of the approach stressed that it was more important to

⁷⁹Nygaard, p. 16.

⁸⁰Arnold Finch, Management by Objectives in Fresno Unified School District (Fresno, California: Fresno Unified School District, February, 1974), ED 077 137, pp. 3-4.

⁸¹Greene, pp. 12-18.

⁸²Poliakoff, pp. 40-41.

begin with the person and his tasks and not with techniques of evaluation.

Nygaard⁸³ outlined the following five steps in the MBO process: (1) write job descriptions, (2) establish performance objectives, (3) develop alternate strategies for achieving objectives, (4) implement objectives, and (5) monitor progress.

Job descriptions and performance objectives are usually one of the topics discussed at the first evaluation conference. This preliminary conference should be the first step in an evaluation process that usually includes "(1) pre-appraisal planning conference, (2) performance appraisal, (3) progress review conference, (4) individual development program, (5) post-development program, (6) post-development program review conference."⁸⁴

The following procedures are listed in ERS Circular No. 7⁸⁵ as being used in the management by objectives process:

- (1) The evaluator and the evaluatee establish performance goals for the evaluatee.
- (2) The evaluator rates the evaluatee on his accomplishment of performance goals.
- (3) Self-evaluation is encouraged.
- (4) The evaluation process is discussed at a post evaluation conference.

Redfern discussed the total evaluation process and provided guidelines for designing an evaluation program. He enumerated the

⁸³Nygaard, p. 16.

⁸⁴William B. Castetter, The Personnel Function in Educational Administration (New York: Macmillan Publishing Co., Inc., 1976), pp. 254-68.

⁸⁵ERS Circular No. 7, p. 52.

following five steps in his "evaluation by objectives" process:

"diagnosing current performance, setting objectives and action plans, achieving objectives and action plans, assessing results, and analyzing results and planning the next cycle."⁸⁶

Knezevich⁸⁷ listed the following as seven steps to be determined by MBO: (1) what must be done, (2) how it must be done, (3) when it must be done, (4) how much it will cost, (5) what constitutes satisfactory performance, (6) how much progress is being achieved, and (7) when and how to take corrective action.

Knezevich⁸⁸ suggested that when a management by objectives process is followed, a job description describing results to be achieved rather than functions to be performed should be the logical beginning point in administrative evaluation. Specific performance objectives are then established based upon job descriptions and district goals. A variety of factors such as the current situation, available resources, necessary time allotment, obstacles to be overcome, means of evaluating progress, etc., are taken into account in determining performance objectives.

Greene⁸⁹ emphasized the importance of the inclusion of the following elements in insuring that the system function effectively:

⁸⁶George B. Redfern, Evaluating Teachers and Administrators: Putting the Pieces Together (Westerville, Ohio: School Management Institute, 1978), ED 154 527, p. 1.

⁸⁷Knezevich, p. 5.

⁸⁸Ibid., p. 14.

⁸⁹Greene, pp. 21-28.

(1) tying the parts together, (2) dialogue between the appraisee and appraiser, (3) assistance for the appraisee, (4) honest appraisal that concentrates on performance and uses mutual goal-setting, (5) documentation, (6) self appraisal, (7) motivation, (8) distribution of the evaluation process to all who are involved, and (9) inservice training and review of the system.

Ingraham and Keefe⁹⁰ described how the Pennsburg (Pennsylvania) School System began a program of management by objectives in 1968. The purpose was to provide a means of measuring an administrator's performance and to help administrators develop a program of self appraisal. Goals were mutually developed by the administrator and his superior and both had a complete understanding of their roles in the process. The goals were measurable in terms of facts and figures and could be of several types: individual goals, organization goals, joint performance goals, and/or district goals.

Dunn⁹¹ mentioned four major characteristics common to all variations of the MBO process: (1) emphasis is placed on the results rather than the process, (2) responsibility for achieving these results is shared by the superior and the subordinate, (3) specificity is emphasized, and (4) evaluation is based on performance.

⁹⁰William W. Ingraham and John E. Keefe, "Values of Management by Objectives," School Management, XVI, No. 6 (June, 1972), pp. 28-29.

⁹¹Dunn, p. 29.

Hoffner⁹² and Lamb⁹³ both advocated the management by objectives approach to evaluation because it focuses on job results. Lamb⁹⁴ said MBO takes the focus off an individual's personality and places it on the "why of evaluation--job results."

Brick and Sanchis⁹⁵ in their discussion of principal evaluation recommended an evaluation by objectives approach because it focuses on outcomes (or results) rather than process. According to these authors, evaluation should be based on two important factors: responsibility and accountability.

Read⁹⁶ saw a promising alternative in MBO for the educational administrator facing accountability demands. He stated that an accountability mechanism is built into the MBO process. Since an administrator under the management by objectives system is responsible for achieving specific objectives, he can be held accountable for these objectives.

⁹²James R. Hoffner, "Case Study No. 8A: Evaluation of Superintendents," Thrust for Educational Leadership, II, No. 2 (November, 1972), pp. 40-41.

⁹³Joseph P. Lamb, "Gleanings from the Private Sector" (paper presented at Institute of Field Studies Seminar, Spring Valley, New York, December, 1972) (New York: Institute of Field Studies, Columbia University), ED 071 194, pp. 14-15.

⁹⁴Ibid.

⁹⁵Michael Brick and Robert Sanchis, "Evaluating the Principal," Thrust for Educational Leadership, II, No. 1 (October, 1972), pp. 32-34.

⁹⁶Edwin A. Read, "Accountability and Management by Objectives," NASSP Bulletin, LVIII, No. 380 (March, 1974), pp. 2-3, 10.

One advantage that Barraclough⁹⁷ saw in the MBO process was that it provided the district with reliable evidence of an administrator's performance. Another advantage he mentioned is that the evaluation is tailored to the individual and the specific jobs he performs. He concluded that the job targets approach is definitely superior to the performance standards method.

Redfern⁹⁸ found evaluation to be more meaningful when it was based upon performance objectives. In discussing principal evaluation, he emphasized that productivity should be measured, and he advocated evaluation by objectives as the best means of measuring this productivity.

Morrisey⁹⁹ indicated the failure to implement true participative management as being the reason MBO has not been successful in some organizations. He saw improvement in communication and true participative management as the greatest advantage of MBO.

Poliakoff¹⁰⁰ recognized the prevalence and growing popularity of the job targets approach. She believed one of the most important aspects of it was that the evaluator and evaluatee collaborated on all aspects of the evaluation process.

⁹⁷Terry Barraclough, Evaluation of School Administrators, NAESP School Leadership Digest Series, No. 5, EPIC/CEM Research Analysis Series, No. 7 (Arlington, Virginia, and Eugene, Oregon: National Association of Elementary School Principals and ERIC Clearinghouse on Educational Management, University of Oregon, 1974), ED 094 448, p. 18.

⁹⁸Redfern, "Evaluating Teachers and Administrators," p. 87.

⁹⁹The Best of the Best of ERIC (Oregon University, Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1977) ED 136 325, pp. 86.

¹⁰⁰Poliakoff, p. 39.

In discussing how Madison, Wisconsin had developed a contract approach to MBO, McGreer and Hafeman¹⁰¹ pointed out that a written agreement between the supervisor and supervisee delineated what was to be done, procedures to be used, and outcomes to be expected as well as how and by whom monitoring would be done and what would be considered good, average, or poor progress. They indicated the advantages of the contract approach were that the evaluation was based on objective information and both supervisor and supervisee knew what to expect from each other.

Gray,¹⁰² in discussing evaluation efforts in Hyde Park, New York, listed the following advantages of the job targets approach:

1. Performance objectives not only serve as a guide for others to appraise the performance of an administrator, but also enable the administrator to appraise his own performance.
2. The performance objectives approach enables an employee and his employer to view all aspects of a job and focus improvement on specific areas.
3. The approach is individualized and can be applied to all sectors of the educational community, students, teachers, administrators, and board.
4. The performance objectives approach is part of the total MBO/R approach which allows for a more efficient and effective operation of the school organization.
5. Performance objectives enhance communication between an administrator and his appraiser.

¹⁰¹ Jean B. McGrew and Donald A. Hafeman, Applying MBO to School Systems: A Case Study (Washington, D.C.: Educational Service Bureau, 1974), ED 100 040, pp. 22-24.

¹⁰² Frank Gray, "Case Study Number One: Hyde Park, New York," The Evaluation of Administrative Performance: Parameters, Problems, and Practices, eds. William J. Gephart, Robert B. Ingle, and W. James Potter (a CEDR Monograph, Phi Delta Kappa, NSPER: 75), pp. 109-110.

Gray¹⁰³ also enumerated the following potential strengths of a management by objectives approach to evaluation:

- (1) Fosters staff development.
- (2) Requires the development of individual job descriptions and job objectives for each administrator.
- (3) Increases contact between evaluator and evaluatee.
- (4) Encourages team management.
- (5) Helps define job priorities.

Baker¹⁰⁴ also advocated the management by objectives approach. He listed the following as advantages which may result from a MBO system:

- (1) Greater job commitment,
- (2) Provision of a basis of two-way communication in the organization,
- (3) More objective performance appraisals and reviews,
- (4) Improved organizational climate for professional employees,
- (5) Greater mutual problem-solving, and
- (6) Decentralized decision-making.

Problems and Weaknesses of MBO

The literature did not merely extol the praises and advantages of management by objectives. Many writers, including several who advocate the MBO approach, also saw problems, shortcomings, and disadvantages with it.

Knezevich¹⁰⁵ mentioned that MBO has been criticized because of the possible tendency to emphasize goals that are easiest to accomplish

¹⁰³Frank Gray, "Performance Appraisal of Management Personnel" (paper presented at the annual meeting of the American Association of School Administrators, Atlanta, Georgia, February 17-20, 1978), ED 151 940, p. 1.

¹⁰⁴Michael E. Baker, Management by Objectives for a School District's Administrative Staff (Carnegie-Mellon University, Pittsburgh, Pennsylvania: Educational Management Development Center, May, 1975), ED 111 967, p. 10.

¹⁰⁵Knezevich, p. 15.

and to ignore others. As an effort to counteract these tendencies, some school systems using MBO evaluate overall performance as well as progress in reaching specific goals or objectives.

Hacker¹⁰⁶ feared MBO may encourage an administrator to set objectives which may be easily reached and ignore more challenging long-term goals. Consequently, he warned that MBO may do more harm than good in education unless it is modified. He said the use of MBO to determine salary and position advances will not work in education without thorough assessment and adaptation. He recommended that evaluation be based on a variety of criteria such as the administrator's ability to formulate goals, effective use of resources, and difficulty between attaining one goal and another.

One problem that Gray¹⁰⁷ indicated might arise as a result of MBO was that salary advancements are often determined by collective bargaining rather than evaluation. He mentioned that the number and quality of job objectives may decline as a result of collective bargaining constraints and limitations. Other potential problems he indicated were that administrators are often responsible for too many teachers and that unexpected crises can disrupt an administrator's plan for achieving objectives. He feared MBO may weaken an administrator's initiative by overemphasizing the collegial approach to setting objectives.

¹⁰⁶"A Word of Warning," School Management, XVI, No. 6 (June, 1972), p. 29.

¹⁰⁷Gray, "Performance Appraisal," p. 1.

Gray¹⁰⁸ stated that job objectives do not guarantee adequate performance and that the program can be undermined by busy or "make work" objectives. He explained that the program could be destroyed by an unskilled appraiser.

Segner¹⁰⁹ objected to the application of MBO to education because he said MBO neglected the qualitative aspects of education. He discussed the inapplicability to education of a management model intended for corporate business because business goals are easily quantifiable and may be objectively measured. He insisted it was dangerous to objectify and quantify education in this way.

Lamb¹¹⁰ recognized one major shortcoming of management by objectives. This was that MBO is essentially a "management control system, not an evaluation system."

Levinson¹¹¹ warned that MBO, as it is usually implemented, could become self-defeating because it is based on a "reward-punishment psychology" that intensifies pressure on the individual administrator; it may actually perpetuate hostility, resentment, and distrust even though it is an effort to be fair and reasonable. He did not believe MBO took the emotional components of motivation into account; consequently, he described it as "one of the greatest managerial illusions."

¹⁰⁸Gray, "Case Study Number One," p. 110.

¹⁰⁹The Best of the Best of ERIC, pp. 87-88.

¹¹⁰Lamb, p. 15.

¹¹¹Harry Levinson, "Management by Whose Objectives," Harvard Business Review, XLVIII, No. 4 (July/August, 1970), pp. 125-34.

Levinson also pointed out what he believed were some major problems with MBO in actual practice. Job descriptions are essentially static and most are limited to what the administrator already does in his work. Little attention can be given to areas not included in the job description or objectives. However, Levinson did not reject MBO. He argued that it could be improved by motivational assessments, group action, and regular appraisal of the appraisers.

Steers¹¹² believed goal-setting programs like MBO should be re-examined and implementation techniques should be personalized. He conducted a study to see if individual differences would make different aspects of the goal-setting process responsible for differences in achievement. His study showed that people with a low need for achievement responded positively to setting their own goals. However, those with a high need for achievement performed best when they received feedback and when goals were clear and specific.

Dannemiller and Linta¹¹³ saw hasty implementation and refusal to cooperate with the spirit of MBO as the most dangerous pitfalls to its success. They discussed how crucial it was for the supervisor and supervisee to agree on clear goals, objectives, and standards.

Zakrajsek¹¹⁴ recognized two disadvantages to MBO. These were that goal writing could be a difficult and time-consuming process and

¹¹²The Best of the Best of ERIC, p. 88.

¹¹³Kathleen D. Dannemiller and Edward Linta, Management by Objectives (MBO) in Student Services (1975), ED 112 343, pp. 8-10.

¹¹⁴Zakrajsek, p. 110.

careless goal writing could result in unreasonable demands and expectations.

Unsolved Problems in Evaluation

A perfect evaluation system, completely problem free, simply does not exist. Some age-old problems remain, and new ones are likely to arise even with the best of evaluation systems. Culbertson¹¹⁵ pointed out that an infallible evaluation system cannot be guaranteed since the development of the science of education and management is incomplete.

However, educators do need to be aware of some of the problems that are likely to arise. An understanding of some of the more common problems can help administrators plan more effective evaluation systems that will minimize problems.¹¹⁶

Patz¹¹⁷ discussed barriers hindering effective performance appraisal that he found in his study of 19 companies. He grouped these as systemic barriers and behavioral barriers. He defined systemic barriers as collection and analysis obstacles--difficulties in gathering adequate information and in keeping it up to date. The significant behavioral barriers were political obstacles (mistrust of the uses to

¹¹⁵Jack A. Culbertson, "Evaluation of Middle Administrative Personnel: A Component of the Accountability Process" (paper presented at American Association of School Administrators Annual Convention, Atlantic City, February, 1971), ED 051 543, p. 9.

¹¹⁶Barracough, p. 8.

¹¹⁷Alan L. Patz, "Performance Appraisal: Useful But Still Resisted," Harvard Business Review, LIII, No. 3 (May-June, 1975), pp. 76-77.

which information is put) and interpersonal obstacles (treatment of the evaluation interview itself as a chore).

Depree¹¹⁸ identified the negative attitude of many teachers and administrators as a major barrier to acceptance of an evaluation program. He said the fact that teachers and administrators feel threatened by evaluation is not surprising due to the following practices:

1. Evaluation, in actual practice, has been used primarily for administrative purposes such as tenure, promotion, dismissal, etc., even though it is proclaimed to be for the purpose of assisting persons to do a better job and improving the educational program.
2. Predetermined standards and characteristics often found on checklists and rating scales are often past-oriented and focus on fault-finding. They emphasize the personal worth of the individual rather than what he achieves.

Bogue and Saunders¹¹⁹ discussed several factors that served as barriers to effective performance evaluation in the field of education. These included the intangible nature of outcomes in education; latency of educational outcomes; resistance by educators themselves; lack of consensus of purposes and goals; lack of agreement on job descriptions, roles, and responsibilities; and the low state of the art regarding a thorough understanding of the cause-effect relationship in education.

Ambiguity of outcomes was also mentioned by Grobe¹²⁰ as being a major problem in educational evaluation. In addition to this, he

¹¹⁸Depree, p. 5.

¹¹⁹Bogue and Saunders, pp. 164-67, 187.

¹²⁰Grobe, pp. 2-3.

indicated four other forces within a school system that oppose and present problems with effective evaluation. These forces were decision-makers who are not familiar with data, emotional involvement, trivial evaluation requirements, and expectation of precise answers.

Several authors indicated criteria presents a major problem in personnel evaluation. Performance criteria, if it exists at all, is often poorly defined. Selecting valid and observable criteria is also difficult.

Koch and Patterson¹²¹ thought the major problem in evaluating administrators was determining which criteria to use. They added that this presented a complex problem which was difficult to solve.

Hawkins¹²² saw another problem with criteria. He stated that often there is no prior agreement on what is expected of an administrator and on what is to be evaluated.

One of the evaluation problems mentioned by Campbell¹²³ is that there are no commonly accepted definitions of roles of administrators. He said confusion over what an administrator does or should do makes evaluation difficult. He pointed out that the administrator is limited in what he can do by forces inside and outside the school

¹²¹Koch and Patterson, p. 155.

¹²²Wilber D. Hawkins, "Case Study No. 88--Performance Evaluation: Starting with the Superintendent," Thrust for Educational Leadership, II, No. 2 (November, 1972), p. 42.

¹²³Ronald F. Campbell, "The Evaluation of Administrative Performance" (paper presented at the American Association of School Administrators Annual Convention, Atlantic City, New Jersey, February 20, 1971), ED 050 452, pp. 3-6.

system. These limitations could keep him from meeting an evaluator's expectations.

Deal, Dornbusch, and Crawford¹²⁴ also found a problem with criteria. They discovered that methods of gathering data were often mixed with the criteria.

Castetter and Heisler¹²⁵ listed the following problems relative to criteria:

1. Most plans do not establish organizational expectations for individuals occupying specific positions.
2. Personnel do not understand criteria against which their performance is appraised.
3. Performance is not evaluated in terms of its contribution to enterprise goals.
4. Appraisals are focused upon personality of an individual rather than upon what he is expected to do, or upon results achieved.

Redfern¹²⁶ also discussed several problems which were indirectly related to criteria. One problem he advised educators to be aware of was the diverse expectations on the part of those involved in evaluation. He pointed out that personnel evaluation is a very sensitive process and that complex interpersonal relationships are involved. He said problems would occur whenever two or more people are involved in evaluation.

¹²⁴Terrence E. Deal, Sanford M. Dornbusch, and Robert A. Crawford, "Villains as Victims: Evaluating Principals," Phi Delta Kappan, LIX, No. 4 (December, 1977), p. 273.

¹²⁵Castetter and Heisler, pp. 6-7.

¹²⁶Redfern, "Evaluating Teachers and Administrators," pp. 105-110.

Two obstacles to effective evaluation identified by Depree¹²⁷

were:

1. Lack of a clear understanding of job functions and responsibilities, and
2. Lack of skill, knowledge, and understanding relative to performance evaluation.

Lack of evaluator involvement and time factors were thought to be major problems by several authors. Time constraints and difficulty in finding time to complete evaluation responsibilities were identified by Redfern¹²⁸ as problems in evaluation.

DeVaughn¹²⁹ also mentioned time as a major problem in evaluation. He said administrators and superintendents had not given sufficient attention or time to the task of improving job performance of teachers and administrators. Another problem he indicated was the inadequacy and subjective rating of most appraisal procedures and instruments. He said most evaluation systems operate under the assumption that the superior possesses the required competence to make correct judgments without involvement of the evaluatee in the process through self appraisal. He thought the evaluatee should know best his own strengths and weaknesses. In addition, DeVaughn pointed out the problem that many administrators and teachers have taken the position that teacher and administrative performance is too complicated and involved to measure and rank.

¹²⁷Depree, pp. 5-6.

¹²⁸Redfern, "Evaluating Teachers and Administrators," pp. 105-110.

¹²⁹DeVaughn, "Problems, Procedures, and Instruments," pp. 4-5.

Depree¹³⁰ felt very strongly that the evaluatee should be involved in developing the evaluation process. He said this involvement is probably the most important step in planning the evaluation program and is an absolute necessity. He believed this involvement might help prevent a credibility gap developing between evaluatee and evaluator. According to Depree, this credibility gap has been a major stumbling block to many evaluation programs.

Several authors identified problems with evaluation instruments and problems occurring during the process of evaluation.

Two major weaknesses of traditional rating instruments were named by Greene.¹³¹ He said they were insensitive to human need and relied on the evaluation of personality factors.

Castetter and Heisler¹³² discussed many problems with administrator evaluation especially when conventional appraisal systems such as checklists and rating scales are used. They listed the following weaknesses in traditional appraisal systems:

1. Appraisees are fragmented into personality parts, which when added together, do not reflect the whole person.
2. Moreover, most administrators are not qualified to assess the personality of an individual.
3. Appraisal tools lack validity.
4. Raters display biases.
5. Ratings and raters are subject to organizational influence.
6. The appraisal system does not apply to all personnel.
7. Results of appraisal are not utilized to assist individual development.
8. Appraisal devices do not provide administrators with effective counseling tools.

¹³⁰Depree, p. 7.

¹³¹Greene, pp. 5-6.

¹³²Castetter and Heisler, p. 6.

9. Appraisals are arbitrary or unjust when used for discipline, salary increases, promotion, or dismissal.
10. Traditional appraisal procedures hamper effective communication between appraiser and appraisee. Heavy reliance by appraiser on feelings instead of facts generates defensive behavior on part of appraisee.
11. Appraisal methodology does not encourage satisfaction of higher level needs of individuals, such as self-expression, creativity, and individualism.
12. Appraisal methodology does not provide an environment conducive to change in individual behavior.

Several authors indicated more general types of evaluation problems.

Depree¹³³ identified the following three obstacles to effective evaluation:

- (1) Difficulty in accepting the idea that performance evaluation of administrative personnel is a necessity.
- (2) A tendency on the part of some to equate evaluation with observation.
- (3) Attitude on the part of administrators that evaluation is something that is done to them and not for them.

Redfern¹³⁴ pointed out the problem of differing attitudes toward evaluation such as apathy, apprehension, indifference, cynicism, and hostility. He discussed the problem of relevance; he said some regard evaluation as a peripheral, add-on activity unrelated to the day-to-day responsibilities of the job. He suggested that working climate could also be a crucial problem. If it is characterized by distrust and cynicism, success will be minimal. In addition, Redfern mentioned the problems of evaluation mandates from such sources as legislation, state regulations, board policies, court decisions,

¹³³Depree, p. 7.

¹³⁴Redfern, "Evaluating Teachers and Administrators," pp. 105-110.

administrative guidelines, etc. Although he said some external pressure can be useful, he thought action should originate within the school system itself as a result of recognition of need.

Lipham¹³⁵ noted several pitfalls within administrative evaluation systems:

1. The tendency to view personnel evaluation as being done to, for, about, or by someone, rather than being done with someone;
2. The tendency to confuse descriptions of actual behavior with those of idealized behavior;
3. The tendency to mix descriptions of behavior with evaluations of that behavior;
4. The tendency to view one variable as an indicator of all others;
5. The tendency to accept the evaluations of only one reference group as "gospel," while at the same time ignoring the formal and informal evaluations made by other significant reference groups;
6. The tendency to settle for measurement of the possible as being an adequate substitute for measurement of either the actual or the desirable;
7. The tendency to feel we have solved the problems existing in a complex domain only because we have partially described it.

Heller¹³⁶ thought the integrity of the evaluator is one of the most crucial factors in the evaluation process. He pointed out that the interpretation and use of the results demands personal and professional integrity no matter how objective the measuring instruments may be. Some subjectivity is always part of objective evaluation.

¹³⁵James M. Lipham, "The Evaluation of Administrative Performance," The Evaluation of Administrative Performance: Parameters, Problems, and Practices, eds. William J. Gephart, Robert B. Ingle, and W. James Potter (a CEDR Monograph, Phi Delta Kappa NSPER: 75), p. 27.

¹³⁶M. P. Heller, "Evaluation: Professional Subjectivity," Catholic School Journal, LXVII, No. 10 (December, 1967), p. 66.

Outcomes of Evaluation

According to Castetter and Heisler,¹³⁷ the results of evaluation or the extent to which an administrator achieves his goals depends upon the interaction of several dimensions or variables. These include such dimensions as the employee himself, the position, objectives, social setting, and application of administrative and operational processes. Actual results are dependent upon the extent to which goals have been achieved and the extent to which the gap between actual and desired performance has been closed.

Castetter and Heisler¹³⁸ viewed the appraisal process as an interface where several personnel processes come together providing vital information for organizational maintenance and renewal.

Castetter and Heisler¹³⁹ stated that the appraisal process is interconnected with other personnel processes such as manpower planning, the recruitment and selection processes, the compensation process, etc. They believed the impact of an effective appraisal system including its connections with other aspects of the personnel function would be to make the following things happen to the organization and the individual administrator:

1. Enable every administrator to know what he is expected to do and to understand the results he is expected to achieve in performing the work related to his position.
2. Communicate to every administrator the performance standards which have been established for the position he holds.

¹³⁷Castetter and Heisler, pp. 50-51.

¹³⁸Ibid., pp. 9-10.

¹³⁹Ibid.

3. Develop appraisal methodology to determine how well administrators are achieving position goals and unit objectives.
4. Inform each administrator as to how well he is actually performing the work to which he is assigned.
5. Familiarize appraisers with the appraisal system and how to utilize it effectively.
6. Provide administrators with opportunities to grow in directions that will satisfy individual and school system needs.

Nygaard¹⁴⁰ stated that "administrative evaluation is designed to (1) serve as an end, resulting in a judgment regarding administrator attributes, behaviors, or accomplishments; and/or (2) function as a means, as an integral part of the management system, promoting administrative and organizational effectiveness."

Nygaard¹⁴¹ went on to say evaluation is increasingly being used as a mechanism for administrative and organizational coordination or development. She listed the following as benefits or outcomes of evaluation:

1. Stimulate self-development
2. Encourage individual and organizational planning
3. Sensitize the district administration to needs
4. Facilitate communication between administrators and their staffs
5. Integrate organizational and administrative objectives
6. Clarify job expectancies
7. Encourage the development of the administrator and school organization.

Nygaard¹⁴² cited various research that reinforced and emphasized the idea that evaluation should encourage improvement and professional growth, provide recognition for good performance, and provide an outlet for feelings and frustrations.

¹⁴⁰Nygaard, p. 12.

¹⁴¹Ibid., p. 13.

¹⁴²Ibid.

Redfern¹⁴³ listed several benefits that could be expected to result from a good evaluation program: more valid evaluative data, closer working relationships, greater emphasis upon results, validation of deficiencies, and positive attitudes toward evaluation. He suggested that evaluation by objectives would result in better descriptions of job expectations and better planning.

Improved communication was mentioned by several authors as an important result of evaluation. Marcotte¹⁴⁴ emphasized that improving communication should be a primary outcome of evaluation. Bolton¹⁴⁵ expressed the view that evaluation has the potential for improving communication and reducing conflicts.

Gray¹⁴⁶ listed three benefits or outcomes of performance evaluation: enhanced commitment and communication, improved instruction, and changes in practitioner behavior.

Some authors saw transfers, promotions, demotions, etc., as important results of evaluation. Thomas, Genova, Madoff, and Chin¹⁴⁷ stated that decision-making on retention, salary, or promotion and

¹⁴³Redfern, "Evaluating Teachers and Administrators," pp. 111-112.

¹⁴⁴Marcotte, p. 62.

¹⁴⁵Dale L. Bolton, "Problems and Issues in the Evaluation of Administrative Performance," The Evaluation of Administrative Performance: Parameters, Problems, and Practices, eds. William J. Gephart, Robert B. Ingle, and W. James Potter (a CEDR Monograph, Phi Delta Kappa, NSPER: 75), pp. 83-84.

¹⁴⁶Frank Gray, "How Successful is Performance Evaluation?" (paper presented at the Annual Convention of the American Association of School Administrators, February 21-24, 1975), ED 104 028, p. 1.

¹⁴⁷Thomas and others, p. 14.

helping individual administrators improve their performance are important outcomes of evaluation.

Deal, Dornbusch, and Crawford¹⁴⁸ saw evaluation as being used primarily to improve performance and as a basis for distributing organizational rewards and penalties.

Hunaday and Varney¹⁴⁹ proposed that salary increases be linked to achievement of specific goals and objectives in MBO evaluation. They cited research to verify their position and insisted that only job related factors be considered in salary determination.

Coats¹⁵⁰ expressed the idea that evaluation should discourage mediocrity and reward excellence by adjusting salaries according to the administrator's performance.

An ERS survey in 1978 of 434 school systems found that 15.3% had a merit pay or incentive plan for administrators and 7.1% were considering beginning one.¹⁵¹

Identification of strengths and weaknesses and setting of specific job targets are important outcomes of evaluation. Read¹⁵² indicated that evaluation would help the staff member take stock of

¹⁴⁸Deal, Dornbusch, and Crawford, p. 274.

¹⁴⁹The Best of the Best of ERIC, pp. 84-85.

¹⁵⁰William D. Coats, "How to Evaluate Your Administrative Staff" (paper presented at the National School Boards' Association Annual Convention, Houston, Texas, April, 1974), ED 093 043, p. 2.

¹⁵¹Merit Pay For School Administrators, ERS Report, Educational Research Service, Inc., 1979, p. 38.

¹⁵²Read, p. 6.

his own efforts, discover reasons for his success or failure, devise more effective strategies for future efforts, and learn to establish more realistic objectives. He saw self-management as an important and desirable by-product of MBO.

Bell¹⁵³ stated that evaluation using management by objectives would narrow the gap between what is and what ought to be. He said evaluation would result in an identification of problems, weaknesses, and inefficiencies.

ERS Circular No. 7¹⁵⁴ stated that weaknesses would be translated into job targets when a performance goal type of rating was utilized in evaluation. Administrators who had received evaluative ratings below system standards would be counseled about their weak points and ways to overcome them.

According to Zakrajsek,¹⁵⁵ evaluation should provide the administrator with an opportunity for growth, suggest ways he might improve, and give him a profile of where he stands in the eyes of others. It should also give him opportunity to set goals and personally evaluate his progress toward those goals.

Rosenberg¹⁵⁶ in discussing principal evaluation concluded that evaluation would provide invaluable insights into specific areas of

¹⁵³Terrel H. Bell, A Performance Accountability System for School Administrators (West Nyack, New York: Parker Publishing Co., Inc., 1974), p. 22.

¹⁵⁴ERS Circular No. 7, p. 9.

¹⁵⁵Zakrajsek, p. 111.

¹⁵⁶Rosenberg, p. 155.

strengths, of needed improvement, and clues to greater effectiveness. He believed a sound evaluation program would result in greater effectiveness and improved administrative competency and clarification of role expectations. He recognized improved inservice and re-training programs as an important result of evaluation.

Bolton¹⁵⁷ discussed several organizational benefits of personnel evaluation and recognized that it has the potential for identifying weaknesses and ways of improving the organization. He went on to list the following results of evaluation:

1. Evaluation contributes to accomplishing organizational goals.
2. Evaluation determines the contribution which an individual makes to an organization.
3. Evaluation provides the capability for recognizing high performance.

Lahti¹⁵⁸ also outlined the institutional and organizational benefits to be derived from administrator evaluation. He said effective evaluation would provide the organization with the following:

1. An awareness of the individual manager's performance, a means of obtaining useful feedback, and an opportunity to coach further improvement.
2. Advancement of organizational development through an assessment of promotion potential as well as development need, and
3. Back-up data for better decision making related to compensation, promotions, and dismissals and reference base for personnel decisions.

¹⁵⁷Bolton, pp. 83-84.

¹⁵⁸Lahti, p. 9.

Summary

The review of the literature revealed little that related specifically to supervisory evaluation. Most findings were of a more general nature discussing administrative evaluation or administrator/supervisor evaluation.

Trends in evaluation were discussed in the first section of the literature review. Considerable research has been conducted on the value of supervision since 1920. Early research studies focused on evaluating supervision by measuring pupil growth on standard tests. This method was used to appraise the results of the activities of an individual supervisor. Later research attempted to evaluate supervision as a part of comprehensive educational improvement programs.

The first several decades of this century witnessed a variety of reform efforts brought about by criticisms of casual, unsystematic evaluation plans. These included various legislative acts such as the Federal Civil Service Classification Act of 1923, the Taft Hartley Labor Act of 1947, the Fair Labor Standards Act of 1963, and the Civil Rights Act of 1964. Search for ways of eliminating favoritism and inequity in evaluation led to a variety of rating programs which consisted of evaluation of personality traits and/or predetermined characteristics.

Broader concern for goal setting, job targets, etc., during the mid-1950's and growing opposition and criticism of these more traditional approaches to evaluation led to the development of the

management by objectives approach. Although this approach was adopted by industry in the early 1960's, it was not applied to education until the end of that decade.

In recent years, evaluation has been one of the most rapidly growing educational phenomena. It has, no doubt, been spurred on by the accountability movement in many cases. The need for more formal personnel evaluation has also been intensified by organizational growth and importance to society.

A series of administrative evaluation studies conducted by the Educational Research Service in the late 1960's and early 1970's indicated a growing trend toward evaluating administrative personnel in education. There were also indications of increasing use of the management by objectives approach to evaluation.

The need and importance of personnel evaluation was repeatedly pointed up in the literature. Flexibility and allowance for individual differences in evaluation was also emphasized. The literature revealed a variety of purposes and reasons for the evaluation of administrative and supervisory personnel. Two basic purposes emerged: (1) improve performance by providing feedback on strengths and weaknesses and (2) provide information for decisionmaking such as promotion, transfer, tenure, etc. Improving performance and identifying strengths and weaknesses were the primary purposes mentioned by nearly every writer. Other important purposes listed by several writers were facilitation of communication and understanding, motivation, and improvement of instruction.

The literature revealed a wide variety of types, procedures, and models of evaluation. The 1971 Educational Research Service survey identified 12 procedures for administrator/supervisory evaluation and grouped them into two main categories: (1) those which use prescribed performance standards as the basis of assessments and (2) those which are based on individual job targets and performance goals.

The first category--procedures utilizing prescribed performance standards--included the various checklists and rating instruments. These instruments were often criticized for their subjectivity, lack of help in improving performance, assessment of personality factors, and attempt to fix performance at some vague point on a scale. However, some authors were complimentary of checklist type instruments because of their simplicity and time efficiency.

A variety of other methods--somewhat similar to checklists and rating scales--were also mentioned in the literature. These included the forced choice technique, field review technique, and graphic rating scale. Other methods mentioned were essay appraisal, critical incident appraisal, secondary results evaluation, performance file, and use of multiple evaluators. Self-evaluation was advocated by several authors.

The management by objectives approach to evaluation, a major force in recent years, is based on individual job targets and performance goals. It focuses on results to be achieved or outputs. Performance objectives are mutually agreed upon by evaluatee and

evaluator, a plan of action for achieving the objectives is established and implemented, and the results are assessed.

Many authors advocated the use of management by objectives and pointed out its advantages such as providing more reliable evidence of an administrator's or supervisor's performance, identifies job descriptions and job priorities, improved communication, greater job commitment, and encourages self appraisal.

The main disadvantages and shortcomings identified were a tendency to set easily reached objectives and ignore others, and the lengthy and time-consuming process involved especially in goal writing.

The review of the literature also revealed several problems likely to be encountered in the evaluation of supervisory/administrative personnel. These included such things as ambiguity and intangibility of outcomes, lack of pre-determined criteria and role definitions, inadequate instruments, time constraints, lack of evaluatee involvement, negative attitudes, and too much bias and subjectivity.

The last section of the literature review focused on the results or outcomes that could be expected to be derived from evaluation. A wide variety of outcomes were mentioned in the literature. The more common ones were (1) improve performance, (2) enable administrators to know their strengths and weaknesses, (3) improve communication and promote better working relationships, (4) improve administrative and organizational effectiveness, and (5) encourage professional growth.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

The purposes of this study were (1) to determine current practices in the evaluation of K-12 supervisory personnel in the state of Tennessee as perceived by teachers, building principals, central office supervisory personnel, and central office administrators and (2) to compare the perceptions of these four groups. The study also sought to determine what respondents perceived to be desirable supervisory personnel evaluation practices in Tennessee.

The first step in the study was to review the related literature in the field. The literature review focused on evaluation trends, rationale and purposes, methods and procedures, and problems. Based on the literature review, a survey instrument was developed to identify perceptions of current supervisory evaluation practices and perceptions of desirable practices. The third step was to mail the survey to a stratified random sampling of principals, teachers, central office administrators (i.e., superintendents and assistant superintendents for curriculum and instruction), and central office supervisory personnel in the public school systems of the state of Tennessee. Data from the survey were then analyzed.

Instrumentation

A questionnaire was developed to collect data for this study. The areas emphasized in the questionnaire were types and methods of supervisor evaluation, purposes and results, and strengths and

weaknesses. The questions asked in this survey had two major objectives: to determine the current status of evaluation of supervisory personnel in the state of Tennessee and to determine desirable supervisory personnel evaluation practices as perceived by teachers, building level principals, central office supervisory personnel, and central office administrators (i.e., superintendents and assistant superintendents for curriculum and instruction).

The questionnaire used in this study was composed of three major parts. Part I solicited demographic information concerning the respondent's present professional position and type and size of school district. Part II was designed to collect information concerning type of evaluation used in the respondent's school system and purposes, involvement, frequency, results, weaknesses, and strengths of supervisory personnel evaluation in the system. Part III asked for information regarding specific methods of evaluation.

The questionnaire used was developed by the investigator. A variety of other questionnaires were studied and examined in the process of developing the one actually used. Much of the content and format of this instrument was borrowed from a similar questionnaire used in a study of principal evaluation practices in Tennessee.¹⁵⁹

Since the questionnaire developed for this study was so similar to the one already used for the study of principal evaluation, the review by the panel of experts and field testing was on a somewhat smaller scale than it otherwise would have been. However,

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Lawson, pp. 283-86.

after initial development and prior to field testing, the questionnaire used in this study was reviewed by a panel of experts consisting of several faculty members familiar with procedures for personnel evaluation and preparation of survey instruments from the College of Education at The University of Tennessee, Knoxville. These faculty members were asked to review the instrument and to indicate any suggestions or recommendations for improvement. Some slight modifications were made in the wording of some items in the questionnaire based upon their suggestions.

The revised questionnaire was then field tested by three supervisors, three principals, and 40 teachers from the elementary, middle, and secondary school levels. The field test participants were asked to complete the questionnaire, evaluate the appropriateness of the items, and make suggestions of word changes needed for clarification. No changes were suggested by the field test participants.

The questionnaire was then considered ready for distribution to the sample population used for the study.

Population Under Investigation

The population selected for this study included teachers, supervisors, building level principals, and central office administrators in the state of Tennessee. The 1979-80 Directory of Public Schools¹⁶⁰ for the state of Tennessee was used to determine population

¹⁶⁰The State Department of Education, State of Tennessee, 1979-80 Directory of Public Schools (Nashville, Tennessee: Rich Printing Company.

sizes of these groups. Listed were 147 superintendents, 12 assistant superintendents for curriculum and instruction, 329 supervisors, 1,502 principals, and 42,789 teachers.

A table was used to determine sample sizes based upon the size of the population groups. All 147 superintendents and 12 assistant superintendents for curriculum and instruction were included in the sample. It was determined that a sampling of 380 teachers, 306 principals, and 175 supervisors would be needed to insure generalizability of results to the state level.

Sampling Procedures

In determining how the teacher and principal sample would be chosen, the 95 counties in Tennessee were ranked according to population size. The 10 largest, 10 smallest, and 10 counties that fell in the middle were then selected. The county school system and one other system (if there was one having all grades, K-12) were selected from each of these 30 counties. This process provided a total of 37 systems.

Two schools from each of these systems were then selected. Care was taken to include a proportionate number of elementary, middle or junior high, and secondary schools. Six copies of the questionnaire were sent to the principals of the 74 schools. An additional cover letter was sent to the principal asking him to complete one copy of the questionnaire and to randomly select five teachers to complete the others. To complete the needed teacher sample, seven copies of the questionnaire were sent to the principals

of the 10 schools with the greatest number of teachers; these principals were asked to select six teachers. To help insure random selection of teachers, the principals were instructed to take an alphabetical list of their teachers and assign a number to each one. Five or six numbers were randomly drawn for each school, and the principal was asked to give the questionnaires to the teachers that corresponded to those numbers. To complete the principal sampling, principals were randomly selected from all other systems in the state and single copies of the questionnaire were mailed to them.

The supervisor sample was chosen by asking superintendents to give one or two copies of the questionnaire to their central office supervisors. The superintendent was also asked to include both an elementary and secondary supervisor if his/her school district had both types of supervisors.

Data Collection

Data were collected by means of mailed questionnaires. A cover letter explaining the purpose and importance of the study and insuring the respondents of confidentiality was attached to each questionnaire. Questionnaires were coded to aid in necessary follow-up. A stamped, self-addressed envelope for returning completed questionnaires was included with each packet of questionnaires mailed.

A packet containing from one to three copies of the questionnaire (depending upon size of central office staff) was mailed to each superintendent in the state of Tennessee. An additional cover letter was sent to the superintendent asking him to complete one

copy of the questionnaire and to give the others to members of his supervisory staff and/or assistant superintendent for curriculum and instruction. Instructions for return of the completed questionnaires were also included in the superintendent's cover letter.

A packet containing six or seven copies of the questionnaire was mailed to the principal of each of the 74 schools included in the sample. The principal was asked to complete one copy and ask randomly selected teachers to complete the others. Principals were also asked to collect the completed questionnaires and return them in the enclosed, stamped, self-addressed envelope.

All questionnaires were coded for identification to expedite the follow-up process. Those sent to superintendents were coded for identification of school system and superintendent. Questionnaires sent to principals were coded for identification of school and principal. The cover letter informed participants that the questionnaires were coded only for the purpose of identifying non-respondents if follow-up was necessary.

After four weeks had elapsed from the date the questionnaires were mailed, principals and superintendents who had not responded were contacted by phone. Additional packets of questionnaires were sent to those who indicated they had lost or misplaced the packet they had originally received.

A total of 788 questionnaires were returned out of 1,020 that were sent out. This represented a total response rate of 77%. These 788 respondents included 136 superintendents and assistant superintendents for curriculum and instruction, 150 supervisors, 239 principals, and

263 teachers. Thus, the response rate for superintendents was 85.5%, and for supervisors it was 86%. The principal response rate was 78%, and the response rate for teachers was 69%.

All the 788 questionnaires returned were usable. Most were completely filled out although some were only partially completed.

Approximately 74% or 580 of the respondents represented county school systems, and approximately 26% or 208 respondents represented other types of school districts (city or special). All size school systems were also represented in the respondent group. Approximately 20% (155 respondents) represented districts of less than 2,000 students; approximately 57% (350 respondents) were from systems with between 2,000 and 10,000 students; and approximately 23% (182 respondents) were from districts with over 10,000 students.

Analysis of Data

Data collected were coded and keypunched so that the computer could be used for analysis purposes. For coding of data and analysis purposes, some combining and regrouping of sub-categories of demographic variables were made. Respondents were grouped into four position classifications: superintendent, supervisor, principal, teacher. Type of school district was coded as "county" or "other" (thus combining "city" and "other").

Data gathered were at the nominal level. Frequencies and percentages for each variable were determined. Results were carefully studied to see if additional sub-categories of some variables needed to be grouped together before further analysis was conducted.

Demographic data from Part I of the questionnaire were organized by frequencies and percentages. Other variables from Part II and Part III of the questionnaire were cross-tabulated with the demographic data.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

Introduction

This chapter presents an analysis of the data collected from the administration of the questionnaire for the evaluation of supervisors. A copy of the questionnaire is located in Appendix A.

The data from all returned questionnaires were analyzed and presented by tables and written description. Part I of the questionnaire was designed to secure the necessary demographic data. Responses to parts II and III of the questionnaire were cross-tabulated with the demographic data regarding type of school district, position of respondent, and size of school district.

Type of Evaluation

The first question in Part II of the questionnaire asked for information concerning the type of evaluation used to evaluate supervisors in the respondents' school systems. Respondents were asked to choose one of four possible answers.

Table I shows that checklists and rating scales were perceived to be the forms of evaluation most often used to evaluate supervisors. Four hundred twenty-eight (428) or 54.3% of the respondents checked this answer. The next most often used form was perceived to be a management by objectives (MBO) system (22.5%); 11.7% of all

TABLE I
PERCEPTIONS OF SUPERVISOR EVALUATION TYPES

Perceptions of Supervisor Evaluation Types by Type of School District and Total Respondents						
Category	County		City/Other		Total	
	N	%	N	%	N	%
Checklists and rating scales	352	60.9	76	36.5	428	54.5
MBO	87	15.1	90	43.3	177	22.5
Neither	66	11.4	26	12.5	92	11.7
None	73	12.6	16	7.7	89	11.3

Perceptions of Supervisor Evaluation Types by Position of Respondent								
Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
Checklists and rating scales	77	56.6	81	54.0	141	59.0	129	49.4
MBO	34	25.0	35	23.3	38	15.9	70	26.8
Neither	14	10.3	26	17.3	25	10.5	27	10.3
None	11	8.1	8	5.3	35	14.6	35	14.4

Perceptions of Supervisor Evaluation Types by Size of School District										
Category	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
Checklists and rating scales	87	56.9	143	63.6	143	63.6	45	42.9	9	11.7
MBO	21	13.7	16	7.1	25	11.1	50	47.6	65	84.4
Neither	23	15.0	30	13.3	32	14.2	6	5.7	1	1.3
None	22	14.4	36	16.0	25	11.1	4	3.8	2	2.6

respondents indicated that their system conducted no evaluation of supervisors

A majority of respondents from county systems (60.7%) indicated that checklists and rating scales were the forms of evaluation used in their systems while only 36.5% of respondents from city/other systems marked this choice. MBO was the choice of 43.3% of respondents from city/other districts, but only 15.0% of county respondents said their systems used MBO.

All four groups indicated that checklists and rating scales were the most commonly used form of supervisor evaluation. More superintendents (25.0%), supervisors (23.3%), and teachers (26.6%) than principals (15.9%) indicated that MBO was used. Slightly more supervisors (17.4%) indicated that neither checklists or MBO was used than did superintendents (10.3%), principals (10.5%), or teachers (10.3%). More principals (14.6%) and teachers (14.4%) than supervisors (5.3%) or superintendents (8.1%) said there was no evaluation of supervisors in their systems.

The size of school systems appeared to be related to the type of evaluation instruments used. MBO was more widely used in the larger systems with 47.6% of respondents from systems enrolling 10,001 to 20,000 students and 84.4% of respondents from systems with over 20,000 students selecting this choice. Systems enrolling fewer than 10,000 students more often used checklists and rating scales; 56.9% of respondents from systems of fewer than 2,001 students and 63.6% from systems with 2,001 to 10,000 students indicated their systems used checklists and rating scales. Fewer respondents from larger

systems (5.7% from systems with 10,001 to 20,000 students and only 1.3% from systems with more than 20,000 students) indicated their systems used neither checklists or MBO. Larger systems (only 3.8% with 10,001 to 20,000 students and only 2.6% with over 20,000 students) were also less likely to have no supervisor evaluation. On the other hand, 14.6% of respondents from systems with fewer than 2,001 students, 16.0% from systems with 2,001 to 5,000 students, and 11.1% from those with 5,001 to 10,000 students indicated that their systems had no supervisor evaluation.

Purposes of Supervisor Evaluation

Respondents were asked to indicate what they perceived as the most important purposes of supervisor evaluation in their school systems and what they thought should be the most important purposes. From a list of eight possible purposes of supervisor evaluation, they were asked to rank three as (1) primary importance, (2) second in importance, and (3) third in importance. Weights were assigned to the responses in order to rank the importance of each purpose. Three points were given to number one responses, two points to number two responses, and one point to number three responses. Total point distribution for each purpose was found by multiplying responses by three, two, or one and summing the products.

Table II lists in ranked order of importance the current purposes of supervisor evaluation and the ideal purposes as perceived by all respondents. Respondents thought "promote personal growth and competence" was currently the most important purpose of supervisor

evaluation. To "improve instruction" and to "meet state requirements" were ranked as the second and third most important purposes currently in respondents' school systems. Currently, the least important purpose was perceived to be to "grant merit pay," and the next to the least in importance was to "make personnel decisions such as to hire, fire, transfer, or promote."

Ideally, respondents believed that "promote personal growth and competence" should be the most important purpose of evaluation. However, respondents thought to "provide information related to the strengths and weaknesses of the individual employee" should be the second most important purpose and to "facilitate communication and cooperation" among administrators, teachers, and community" should be the third most important purpose of supervisor evaluation. Respondents thought that to "make personnel decisions such as to hire, fire, transfer, or promote" should be the least important purpose and that to "grant merit pay" should be next to the least in importance.

Analysis by type of school district (Table II) revealed that respondents from both types of school districts perceived that their systems' most important purpose in supervisor evaluation was to "promote personal growth and competence" and that to "improve instruction" and to "meet state requirements" were second and third in importance respectively. To "motivate supervisors toward better performance" was ranked fourth in importance by respondents from county systems while respondents from city/other systems ranked "provide information related to strengths and weaknesses of the individual employee" as fourth in importance. Respondents from both types

districts ranked "grnt merit pay" as least in importance and "make personnel decisions such as to hire, fire, transfer, or promote" as next to the least in importance.

Respondents from both county and city/other systems were in complete agreement as to what they thought should be the relative importance of the purposes of supervisor evaluation. They ranked "promote personal growth and competency" as being ideally of primary importance and "provide information related to the strengths and weaknesses of the individual employee" as second in importance. Third and fourth place rankings were given to "facilitate communication and cooperation among administrators, teachers, and community" and to "improve instruction" respectively. To "make personnel decisions such as to hire, fire, transfer, or promote" was thought to be the least important purposes of supervisor evaluation and to "grant merit pay" was thought to be next to the least in importance.

Examination of responses by position groupings (Table III) revealed that superintendents, supervisors, principals, and teachers all perceived "promote personal growth and competence" as currently being the most important purpose of supervisor evaluation. Three of the groups (superintendents, supervisors, and teachers) also believed this should be the most important purpose. However, principals thought "facilitate communication and cooperation . . ." should be the most important purpose of evaluation.

Superintendents and principals perceived "improve instruction" and "motivate supervisors toward better performance" as being their systems' second and third most important purposes respectively in

TABLE III

PURPOSES OF EVALUATION OF SUPERVISORS BY POSITION OF RESPONDENTS

Purposes	Ranking by Weight of Perceptions of Importance of Current Practices						Ranking by Weight of Perceptions of What Should be Most Important									
	Supt.		Supervisor		Principal		Teacher		Supt.		Supervisor		Principal		Teacher	
	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight
Promote personal growth and competence	1	171	1	184	1	323	1	326	1	155	1	182	5	188	1	327
Improve instruction	2	142	3	133	2	265	3	220	4	121	4	115	3	198	2	260
Meet state requirements	4	124	2	165	7	84	2	224	6	94	6	78	4	195	7	102
Motivate supervisors toward better performance	3	125	4	114	3	140	7	97	3	142	2	181	6	142	5	182
Facilitate communication and cooperation among administrators, teachers, and community	5	83	5	105	5	101	4	167	5	116	5	109	1	249	3	240
Provide information related to the strengths and weaknesses of the individual employee	6	79	6	90	4	125	6	126	2	151	3	161	2	261	4	235
Make personnel decision such as to hire, fire, transfer, or promote	7	23	7	45	6	99	5	133	7	28	7	20	8	54	8	75
Grant merit pay	8	9	8	10	8	68	8	75	8	9	8	13	7	87	6	103

supervisor evaluation whereas supervisors and teachers perceived "meet state requirements" as being second in importance in their systems and "improve instruction" as third in importance.

Superintendents and principals were also in agreement in thinking "provide information related to strengths and weaknesses of the individual employee" should be second in importance. Supervisors, on the other hand, thought "motivate supervisors toward better performance" should be the second most important purpose of evaluation, whereas teachers thought "improve instruction" should be second.

All four respondent groups perceived "grant merit pay" as being their systems' least important purpose of evaluation, and superintendents and supervisors also thought "grant merit pay" should be the least important purpose. Principals and teachers thought "make personnel decisions such as to hire, fire, transfer, or promote" should be least in importance.

Superintendents and supervisors were also in agreement that "make personnel decision . . ." was and should be next to the least in importance. Principals perceived "meet state requirements" as being their systems' next to the least important purpose in supervisor evaluation, but they thought "grant merit pay" should be next to the least. Teachers thought "meet state requirements" should be next to the least in importance, but they perceived "motivate supervisors toward better performance" to be the next to the least important purpose in their systems.

Table IV showed that respondents from all sizes of school systems perceived "promote personal growth and competence" as being

TABLE IV
PURPOSES OF EVALUATION OF SUPERVISORS BY SIZE OF DISTRICT

Purposes	Ranking by Weight of Perceptions of Importance of Current Practices										Ranking by Weight of Perceptions of What Should be Most Important									
	Under 2,001 Students		2,001-5,000		5,001-10,000		10,001-20,000		Over 20,000		Under 2,001 Students		2,001-5,000		5,001-10,000		10,001-20,000		Over 20,000	
	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight
Promote personal growth and competence	1	213	1	253	1	280	1	130	1	128	2	158	2	215	1	269	1	137	2	73
Improve instruction	2	185	2	214	3	212	3	88	2	71	1	161	3	197	4	194	5	84	5	58
Meet state requirements	3	90	4	128	2	260	4	84	5	35	5	108	5	180	6	121	6	44	7	36
Motivate supervisors toward better performance	4	78	3	136	5	113	5	79	3	70	6	106	6	170	3	199	3	108	4	64
Facilitate communication and cooperation among administrators, teachers, and community	6	63	5	114	4	152	2	96	7	31	2	158	1	216	5	182	4	88	3	70
Provide information related to the strengths and weaknesses of the individual employee	5	72	6	112	6	112	5	79	4	45	4	152	4	187	2	236	2	133	1	100
Make personnel decisions such as to hire, fire, transfer, or promote	7	51	7	99	7	72	7	45	6	33	8	28	8	49	7	77	7	16	8	7
Grant merit pay	8	40	8	42	8	35	8	15	8	30	7	41	7	52	8	57	8	14	6	48

their systems' primary purpose in evaluating supervisors. To "improve instruction" was perceived as being second in importance in the smallest systems (less than 5,001 students) and in the largest systems (over 20,000 students). Respondents from all sized school systems perceived that to "grant merit pay" was the least important purpose in supervisor evaluation in their systems and "make personnel decisions such as to hire, fire, transfer, or promote" was perceived as being next to the least in importance except in the largest systems (over 20,000 students) which ranked "facilitate communication and cooperation among administrators, teachers, and community" as next to the least important purpose.

Respondents from school districts of different sizes exhibited differences in their perceptions of the ideal purposes of supervisor evaluation. Respondents from systems with 5,001 to 10,000 students and 10,001 to 20,000 students agreed that to "promote personal growth and competence" should be the primary purpose. Respondents from the smallest systems (under 2,001 students) thought "improve instruction" should be of primary importance, and those from systems with 2,001 to 5,000 students thought "facilitate communication and cooperation . . ." should be the most important purpose. Respondents from systems with over 20,000 students thought to "provide information related to strengths and weaknesses of the individual employee" should be the primary purpose of supervisor evaluation.

"Make personnel decisions such as to hire, fire, transfer, or promote" was thought to be the least important purpose of evaluation by respondents from the smallest systems (5,000 or fewer students)

and the largest systems (over 20,000 students). Respondents from all other size systems thought to "grant merit pay" should be least in importance and "make personnel decisions . . ." should be next to the least in importance. To "grant merit pay" was thought to be next to the least important by respondents from the smallest systems (under 5,000 students) while those from the largest systems (over 20,000 students) thought "meet state requirements" should be next to the least important.

Who Is Involved in Supervisor Evaluation

Respondents were asked to indicate all whom they perceived to be currently involved in the evaluation of supervisors in their school systems and all whom they thought should be involved. Table V shows that the largest group of respondents (94.9%) perceived that the superintendent was involved in supervisor evaluation. The next larger groups (47.2% and 40.9%) perceived that self-evaluation and principals, respectively, were involved. A number of respondents perceived that teachers (32.5%), other supervisors (31.9%), and assistant superintendent (23.3%) were involved. Less than 10% of all respondents perceived that the personnel director (8.4%), school board (6.9%), assistant principal (4.9%), peers (4.8%), community (3.8%), or others (2.3%) were involved.

For the most part, responses to the question of who should be involved were similar with most respondents believing the superintendent (93.1%), principals (63.2%), self-evaluation (53.7%), and teachers (53.7%) should be involved. About one-third of the respondents

TABLE V
PERCEPTIONS OF PERSONS INVOLVED IN SUPERVISOR EVALUATION
BY TYPE OF DISTRICT AND TOTAL RESPONDENTS

Persons Involved	Persons Currently Involved in Supervisor Evaluation				Persons Who Should be Involved in Supervisor Evaluation						
	N	%	City/Other %	Respondents Total N	N	%	City/Other %	Respondents Total N			
Superintendent	509	95.5	93.4	692	94.9	554	95.5	180	86.5	734	93.1
Assistant Superintendent	107	20.1	32.1	170	23.3	127	21.9	74	35.6	201	25.5
Supervisor	171	32.1	58	229	31.4	194	33.4	67	32.4	261	33.2
Personnel Director	38	7.1	23	61	8.4	62	10.7	21	10.1	83	10.5
Principal	216	40.5	82	298	40.9	369	63.6	129	62.0	498	63.2
Assistant Principal	28	5.3	8	36	4.9	48	8.3	12	5.8	60	7.6
Teacher	168	31.5	69	237	32.5	317	54.7	106	51.0	423	53.7
Peers	20	3.8	15	35	4.8	58	10.0	17	8.2	75	9.5
Self-evaluation	244	45.8	100	344	47.2	307	52.9	116	56.0	423	53.7
Community	19	3.6	9	28	3.8	36	6.2	11	5.3	47	6.0
School Board	37	6.9	13	50	6.9	62	10.7	19	9.1	1	10.3
Other	15	2.8	2	17	2.3	3	0.5	5	2.4	8	1.0

(33.2%) thought the supervisor should be involved, and about one-fourth (25.5%) thought the assistant superintendent should be. Approximately 10% or less thought the personnel director (10.5%), school board (10.3%), peers (9.5%), assistant principals (7.6%), community (6.0%), or others (1.0%) should be involved.

Table V presents data analyzed by type of school district. More city/other (32.1%) than county (20.1%) respondents perceived that the assistant superintendent was involved in supervisor evaluation in their systems, and more respondents from city/other (35.6%) than county (21.9%) systems also thought the assistant superintendent should be involved. Peers were perceived to be involved by 7.7% of respondents from city/other districts but only 3.8% of county respondents.

As shown in Table VI, position groups of respondents differed in their perceptions of the involvement of various individuals in supervisor evaluation. When considering superintendent involvement, more superintendents (98.4%), supervisors (98.6%), and principals (97.6%) felt that superintendents were involved than did teachers (88.8%). The assistant superintendent was perceived to be involved by 29.7% of teachers and 26.0% of superintendents but only by 17.2% and 17.9% of supervisors and principals, respectively. More teachers (37.3%) and supervisors (33.1%) thought a supervisor was involved than did superintendents (25.0%) or principals (27.1%). Teachers (12.0%) and principals (11.1%) were more likely than supervisors (1.4%) to believe the personnel director was involved; 4.7% of superintendents thought the personnel director was involved.

TABLE VI
PERCEPTIONS OF PERSONS INVOLVED IN SUPERVISOR EVALUATION BY POSITION OF RESPONDENTS

Persons Involved	Persons Currently Involved in Supervisor Evaluation						Persons Who Should be Involved in Supervisor Evaluation																	
	Superintendent			Supervisor			Principal			Teacher			Superintendent			Supervisor			Principal			Teacher		
	N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%	
Superintendent	126	98.4		143	98.6		202	97.6		221	88.8		134	98.5		146	97.3		229	95.8		225	85.6	
Assistant Superintendent	34	26.0		25	17.2		37	17.9		74	29.7		39	28.7		33	22.0		46	19.2		83	31.6	
Supervisor	32	25.0		48	33.1		56	27.1		93	37.3		49	36.0		64	42.7		47	19.7		101	38.5	
Personnel Director	6	4.7		2	1.4		23	11.1		30	12.0		8	5.9		4	2.7		21	13.0		40	15.2	
Principal	48	37.5		58	40.0		65	31.4		127	51.0		89	65.4		119	79.3		119	49.8		171	65.0	
Assistant Principal	4	3.1		4	2.8		7	3.4		21	8.4		5	3.7		6	4.0		11	4.6		38	14.4	
Teachers	29	22.7		53	36.6		52	25.1		103	41.4		55	40.4		73	48.7		87	36.4		208	79.1	
Peers	2	1.6		7	4.8		6	2.9		20	8.0		6	4.4		14	9.3		17	7.1		38	14.4	
Self-evaluation	83	64.8		94	64.8		71	34.3		96	38.6		101	74.8		105	70.0		113	47.3		104	39.5	
Community	1	0.8		5	3.4		6	2.9		16	6.4		4	2.9		5	3.3		11	4.6		27	10.3	
School Board	6	4.7		15	10.3		3	1.4		26	10.4		11	8.1		17	11.3		15	6.3		38	14.4	
Other	0	0.0		3	2.1		1	0.5		13	5.2		1	0.7		1	0.7		1	0.4		5	1.9	

A majority of teachers (51.0%) perceived that principals were involved in supervisor evaluation, but only 31.4% of principals concurred; 37.5% of superintendents and 40.0% of supervisors agreed. Very few superintendents (3.1%), supervisors (2.8%), or principals (3.4%) perceived that the assistant principal was involved, but 8.4% of teachers had this perception. More teachers (41.4%) than any other group (superintendents, 22.7%; supervisors, 36.6%; and principals, 25.1%) perceived that teachers were involved in evaluating supervisors.

Only 8% of teachers responded that peers were involved. Even fewer superintendents (1.6%), supervisors (4.8%), and principals (2.9%) thought peers were involved in the evaluation of supervisors. A majority of superintendents (64.8%) and supervisors (64.8%) thought self-evaluation was involved, but only 34.3% of principals and 38.6% of teachers agreed. More supervisors (10.3%) and teachers (10.4%) thought the school board was involved than did principals (1.4%) or superintendents (4.7%).

Only very small percentages of any group thought community or others were involved but more teachers (6.4%) thought the community was involved than did superintendents (0.8%), supervisors (3.4%), or principals (2.9%). More teachers (5.2%) also thought some unspecified "other" was involved than did superintendents (0.0%), principals (0.5%), or supervisors (2.1%).

More superintendents (98.5%), supervisors (97.3%), and principals (95.8%) than teachers (85.6%) thought it was important that the superintendent be involved in supervisor evaluation. Only 19.2% of principals compared to 31.6% of teachers thought the

assistant superintendent should be involved. When considering supervisor involvement, more supervisors (42.7%), teachers (38.5%), and superintendents (36.0%) thought a supervisor should be involved than did principals (19.7%).

Teachers (15.2%) and principals (13.0%) more often than supervisors (2.7%) or superintendents (5.9%) believed the personnel director should be involved. A large majority of supervisors (79.3%) compared to only 49.8% of principals thought it was desirable that principals be involved in evaluating supervisors; 65.4% of superintendents and 65.0% of teachers concurred.

Many more teachers (14.4%) felt the assistant principal should be involved than did superintendents (3.7%), supervisors (4.0%), or principals (4.0%). An impressive majority of teachers (79.1%) believed that teachers should be involved in evaluating supervisors, but only 36.4% of principals agreed with them.

A majority of superintendents (74.8%) and supervisors (70.0%) believed self-evaluation should be involved, but only 39.5% of teachers and 47.3% of principals shared this belief. More teachers (10.3%) than superintendents (2.9%), supervisors (3.3%), or principals (4.6%) thought the community should be involved in supervisor evaluation. More teachers (14.4%) and supervisors (11.3%) thought the school board should be involved than did principals (6.3%) or superintendents (8.1%).

As shown by the data presented in Table VII, a large majority of respondents from all size districts indicated the involvement of the superintendent in the evaluation of supervisors. However, more

TABLE VII

PERCEPTIONS OF PERSONS INVOLVED IN SUPERVISOR EVALUATION BY SIZE OF DISTRICT

Persons Involved	Persons Currently Involved in Supervisor Evaluation										Persons Who Should be Involved in Supervisor Evaluation									
	Under 2,001 Students		2,001-5,000		5,001-10,000		10,001-20,000		Over 20,000		Under 2,001 Students		2,001-5,000		5,001-10,000		10,001-20,000		Over 20,000	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Superintendent	132	95.7	191	97.4	205	95.8	97	92.4	66	88.0	143	92.3	215	95.6	219	97.3	97	92.4	59	76.6
Assistant Superintendent	14	10.1	16	8.2	39	18.2	45	42.9	56	74.7	25	16.1	27	12.0	57	25.3	43	41.0	49	63.6
Supervisor	47	34.1	46	23.5	70	32.7	39	37.1	26	34.7	51	33.1	58	25.8	89	39.6	34	32.4	29	37.7
Personnel Director	13	9.4	13	6.6	11	5.1	7	6.7	17	22.7	18	11.6	22	9.8	24	10.7	7	6.7	12	15.6
Principal	55	39.9	74	37.8	80	37.4	58	55.2	30	40.0	97	62.6	142	63.1	149	66.2	74	70.5	35	45.5
Assistant Principal	10	7.2	8	4.1	6	2.8	4	3.8	8	10.7	14	9.0	16	7.1	15	6.7	8	7.6	7	9.1
Teachers	45	32.6	54	27.6	68	31.8	48	45.7	21	28.0	88	56.8	118	52.4	117	52.0	64	61.0	35	45.5
Peers	6	4.3	4	2.0	10	4.7	3	2.9	12	16.0	18	11.6	21	9.3	16	7.1	2	1.9	18	23.4
Self-evaluation	48	34.8	71	36.2	114	53.3	71	67.6	39	52.0	72	46.8	109	48.4	124	55.1	69	65.7	49	63.6
Community	6	4.3	7	3.6	4	1.9	3	2.9	8	10.7	13	8.4	11	4.9	11	4.9	4	3.8	8	10.4
School Board	11	8.0	24	12.2	5	2.3	3	2.9	6	8.0	17	11.0	31	13.8	16	7.1	8	7.6	8	10.4
Other	4	2.9	0	0.0	6	2.8	5	4.8	2	2.7	1	0.6	1	0.4	3	1.3	1	1.0	2	2.6

respondents from districts with 2,001 to 5,000 students (97.4%) indicated the superintendent's involvement than did those from districts with over 20,000 students (88.0%).

More than one-third of respondents from all size districts indicated the involvement of another supervisor, principals, teachers, and self-evaluation in the evaluation of supervisors. Many more respondents from districts with 10,001 to 20,000 students (55.2%) indicated the involvement of principals than did those from districts with 5,001 to 10,000 students (37.4%) and 2,001 to 5,000 students (37.8%). More respondents from districts with 10,001 to 20,000 students (45.7%) perceived that teachers were involved than from districts with 2,001 to 5,000 students (27.6%) and over 20,000 students (28.0%). A striking difference was evident in perceptions regarding the involvement of self-evaluation with 67.6% from districts with 10,001 to 20,000 indicating its involvement compared to only 34.8% from districts with less than 2,001 students indicating the involvement of self-evaluation.

The groups perceived to be least involved by respondents from all size districts were the assistant principals, community, school board, and others with less than 15% of respondents from any size district indicating the involvement of any of these. However, community involvement was indicated by more respondents from districts with over 20,000 students (10.7%) than from those with 5,001 to 10,000 students (1.9%). More respondents from districts with 2,001 to 5,000 students (12.2%) indicated school board involvement than did those

from districts with 5,001 to 10,000 students (2.3%) and 10,001 to 20,000 students (2.9%).

The greatest disagreement was noted in perceptions regarding the involvement of the assistant superintendent. Only 8.2% of respondents from districts with 2,001 to 5,000 students indicated involvement, whereas 74.7% from districts with over 20,000 students did so.

Striking differences were also noted in perceptions concerning the involvement of the personnel director and peers. Many more respondents from the largest districts (22.7%) indicated the involvement of the personnel director than did those from districts with 5,001 to 10,000 students (5.1%). The involvement of peers in the evaluation of supervisors was indicated by 16.0% of respondents from the largest districts compared to only 2.0% from districts with 2,001 to 5,000 students.

Over 90% of respondents from districts with under 2,001 students (92.3%), 2,001 to 5,000 students (95.6%), 5,001 to 10,000 students (97.3%), and 10,001 to 20,000 students (92.4%) thought the superintendent should be involved in the evaluation of supervisors. However, only 76.6% from districts with over 20,000 students concurred.

A majority of respondents (63.6%) from districts with over 20,000 students thought the assistant superintendent should be involved, whereas only 12.0% from districts with 2,001 to 5,000 students agreed.

Supervisor involvement was considered desirable by 39.6% and 37.7% of respondents from districts with 5,001 to 10,000 students

and over 20,000 students, respectively, whereas only 25.8% from districts with 2,001 to 5,000 students agreed.

Only 45.5% of respondents from the largest districts (over 20,000 students) thought principals should be involved in supervisor evaluation. However, a substantial majority of respondents from each of the other districts thought principals should be involved: under 2,001 students (62.6%), 2,001 to 5,000 students (63.1%), 5,001 to 10,000 students (66.2%), and 10,001 to 20,000 students (70.5%). It is interesting to note that, with the exception of the largest districts, the response rate increased with the size of the district.

Nearly one-fourth of the respondents (23.4%) from districts with over 20,000 students thought peers should be involved in supervisor evaluation, but only 1.9% from districts with 10,001 to 20,000 students agreed.

Self-evaluation was considered desirable by 65.7% of respondents from districts with 10,001 to 20,000 students and 63.6% from those with over 20,000 students; however, only 46.8% and 48.4% from districts with under 2,001 students and 2,001 to 5,000 students, respectively, agreed. Districts with 5,001 to 10,000 students gave a 55.1% response to this question. In fact, with the exception of the largest districts (over 20,000 students), responses to the desirability of self-evaluation being involved increased with the size of the district.

Primary Responsibility for Evaluation of Supervisors

Respondents were asked to indicate who they perceived as having primary responsibility for the evaluation of supervisors in their systems and who they thought should have the primary responsibility. They were asked to select one out of 12 possible choices.

Data in Table VIII reveals that the majority of respondents (80.6%) perceived that the superintendent had primary responsibility for the evaluation of supervisors in their system. Eleven and four-tenths percent (11.4%) indicated the assistant superintendent, 3.9% indicated principals, and 2.8% indicated teachers as having the primary responsibility. Less than 1% perceived the supervisor, personnel, director, or peers as having primary responsibility.

When asked who they thought should have primary responsibility for supervisor evaluation, 62.9% of the respondents marked superintendents followed by 15.5% who selected teachers, 11.0% who selected the assistant superintendent, and 8.5% who selected principals. Only 1.1% thought a supervisor should have the primary responsibility, and 0.9% thought the personnel director should have this responsibility.

Comparison by type of school district revealed differences in responses to both the question of who has primary responsibility and who should have primary responsibility for the evaluation of supervisors. More respondents from county (84.0%) than city/other (71.5%) districts perceived superintendents as having primary responsibility for supervisor evaluation. More respondents from county (66.0%) than city/other (54.4%) districts also thought superintendents should have the primary responsibility.

TABLE VIII

PERCEPTIONS OF WHO HAS AND WHO SHOULD HAVE PRIMARY RESPONSIBILITY
FOR THE EVALUATION OF SUPERVISORS BY TYPE OF SCHOOL DISTRICT
AND TOTAL RESPONDENTS

Perceptions of Who Has Primary Responsibility for the Evaluation of Supervisors						
Category	County		City/Other		Total	
	N	%	N	%	N	%
Superintendent	436	84.0	138	71.5	574	80.6
Assistant Superintendent	40	7.7	41	21.2	81	11.4
Supervisor	3	0.6	2	1.0	5	0.7
Personnel Director	2	0.4	0	0.0	2	0.3
Principal	21	4.0	7	3.6	28	3.9
Teachers	15	2.9	5	2.6	20	2.8
Peers	2	0.4	0	0.0	2	0.3

Perceptions of Who Should Have Primary Responsibility for the Evaluation of Supervisors						
Category	County		City/Other		Total	
	N	%	N	%	N	%
Superintendent	382	66.0	112	54.4	494	62.9
Assistant Superintendent	41	7.1	45	21.8	86	11.0
Supervisor	4	0.7	5	2.4	9	1.1
Personnel Director	6	1.0	1	0.5	7	0.9
Principal	51	8.8	16	7.8	67	8.5
Teachers	95	16.4	27	13.1	122	15.5

Assistant superintendents were perceived by 21.2% of respondents from city/other districts to have primary responsibility for supervisor evaluation; however, only 7.7% of county respondents shared this perception. Similar percentages (7.1% county and 21.8% city/other) thought assistant superintendents should have primary responsibility.

Data analysis by position group (Table IX) indicated a difference for the question of who has primary responsibility for the evaluation of supervisors but not for the question of who should have primary responsibility. More superintendents (86.7%), supervisors (84.9%), and principals (87.9%) than teachers (68.6%) perceived that the superintendent had primary responsibility for supervisor evaluation in their systems. More superintendents (11.7%), supervisors (11.5%), and teachers (16.3%) than principals (5.3%) perceived that the assistant superintendent had primary responsibility. No superintendents or supervisors and only 1.5% of principals indicated that teachers had primary responsibility for the evaluation of supervisors; however, 7.1% of the teachers held this perception.

Based upon size of school district, data in Table X revealed a difference in responses to both the questions of who has primary responsibility and who should have primary responsibility for the evaluation of supervisors. One striking difference was that only 27.0% of respondents from the largest systems (more than 20,000 students) perceived that superintendents had the primary responsibility, whereas approximately 80% or more from all the other size districts had this perception. In districts with over 20,000 students,

TABLE IX

PERCEPTIONS OF WHO HAS AND WHO SHOULD HAVE PRIMARY
RESPONSIBILITY FOR EVALUATION OF SUPERVISORS
BY POSITION OF RESPONDENT

Perceptions of Who Has Primary Responsibility for Evaluation of Supervisors								
Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
Superintendent	111	86.7	118	84.9	181	87.9	164	68.6
Assistant Superintendent	15	11.7	16	11.5	11	5.3	39	16.3
Supervisor	0	0.0	1	0.7	1	0.5	3	1.3
Personnel Director	0	0.0	1	0.7	0	0.0	1	0.4
Principal	2	1.6	2	1.4	10	4.9	14	5.9
Teachers	0	0.0	0	0.0	3	1.5	17	7.1
Peers	0	0.0	1	0.7	0	0.0	1	0.4

Perceptions of Who Should Have Primary Responsibility for Evaluation of Supervisors								
Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
Superintendent	112	82.4	131	87.9	164	68.6	87	33.3
Assistant Superintendent	21	15.4	13	8.7	11	4.6	41	15.7
Supervisor	1	0.7	1	0.7	3	1.3	4	1.5
Personnel Director	0	0.0	0	0.0	5	2.1	2	0.8
Principal	1	0.7	1	0.7	25	10.5	40	15.3
Teachers	1	0.7	3	2.0	31	13.0	87	33.3

TABLE X

PERCEPTIONS OF WHO HAS AND WHO SHOULD HAVE PRIMARY RESPONSIBILITY
FOR EVALUATION OF SUPERVISORS BY SIZE OF SCHOOL DISTRICT

Perceptions of Who Has Primary Responsibility for Evaluation of Supervisors										
Category	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
Superintendent	106	80.3	179	92.3	186	89.4	82	79.6	20	27.0
Assistant Superintendent	5	3.8	5	2.6	13	6.3	13	12.6	45	60.8
Supervisor	0	0.0	3	1.5	0	0.0	1	1.0	1	1.4
Personnel Director	0	0.0	0	0.0	0	0.0	1	1.0	1	1.4
Principal	12	9.1	6	3.1	6	2.9	4	3.9	0	0.0
Teachers	8	6.1	1	0.5	2	1.0	2	1.9	7	9.5
Peers	1	0.8	0	0.0	1	0.5	0	0.0	0	0.0

Perceptions of Who Should Have Primary Responsibility for Evaluation of Supervisors										
Category	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
Superintendent	98	63.2	163	72.8	156	69.6	57	54.3	19	25.0
Assistant Superintendent	7	4.5	8	3.6	14	6.3	19	18.1	38	50.0
Supervisor	2	1.3	2	0.9	2	0.9	0	0.0	3	3.9
Personnel Director	2	1.3	4	1.8	1	0.4	0	0.0	0	0.0
Principal	16	10.3	19	8.5	15	6.7	7	6.7	10	13.2
Teachers	30	19.4	28	12.5	36	16.1	22	21.0	6	7.9

60.8% of the respondents perceived that the assistant superintendent had primary responsibility but in other systems, less than 15% had this perception.

Response patterns to the question of who should have primary responsibility were somewhat similar with only 25.0% from systems with over 20,000 students believing superintendents should have this responsibility; this belief in the other size districts ranged from 54.3% in systems with 10,001 to 20,000 students to 72.8% in systems with 2,001 to 5,000 students. Respondents from the largest school systems were more likely to think the assistant superintendent should have primary responsibility for evaluating supervisors with 50.0% expressing this view; only 18.1% from systems with 10,001 to 20,000 students and less than 10% from any of the other size districts thought the assistant superintendent should be the person with primary responsibility.

Respondents from the smallest districts (under 2,001 students) and from districts with 10,001 to 20,000 students were more likely than any others to believe teachers should have primary responsibility for supervisor evaluation with 19.4% and 21.0%, respectively, holding this view. Respondents from the largest districts (over 20,000 students) were the least likely (7.9%) to think teachers should have primary responsibility.

Frequency of Evaluation

Respondents were asked to indicate how often supervisors in their systems were evaluated and how often they thought supervisors

should be evaluated. There were seven categories from which to choose. Table XI shows that 407 or 52.5% of all respondents said supervisors in their systems were evaluated once every three years and 383 or 48.7% also said they thought supervisors should be evaluated once every three years. The next highest response rate was 139 or 17.9% indicating supervisors were evaluated once a year, and 208 or 26.4% indicating they thought supervisors should be evaluated once a year. Nine and seven-tenths percent (9.7%) said supervisors were evaluated once every two years and 15.0% indicated they thought supervisors should be evaluated once every two years. Only 6.2% of all respondents perceived that supervisors were evaluated more than twice a year, and only 3.9% thought supervisors should be evaluated more than twice a year. Only 1.5% perceived that supervisors were evaluated twice a year, and only 4.1% thought supervisors should be evaluated twice a year. Nine and four-tenths percent (9.4%) of respondents perceived that supervisors in their districts were never evaluated, while only 1.1% thought supervisors should never be evaluated.

Most respondents from county (52.8%) and city/other (51.7%) systems perceived that supervisors in their systems were evaluated once every three years. Responses to the question of how frequently supervisors should be evaluated were similar with 49.9% from county districts and 45.2% from city/other systems indicating they thought supervisors should be evaluated once every three years.

More respondents from city/other districts (23.4%) than from county systems (16.0%) perceived that supervisors in their systems

TABLE XI

PERCEPTIONS OF CURRENT FREQUENCY AND IDEAL FREQUENCY OF
SUPERVISOR EVALUATION BY TYPE OF SCHOOL
DISTRICT AND TOTAL RESPONDENTS

Perceptions of Current Frequency of Supervisor Evaluation						
Category	County		City/Other		Total	
	N	%	N	%	N	%
More than twice a year	42	7.4	6	2.9	48	6.2
Twice a year	9	1.6	3	1.5	12	1.5
Once a year	91	16.0	48	23.4	139	17.9
Once every two years	50	8.8	25	12.2	75	9.7
Once every three years	301	52.8	106	51.7	407	52.5
Never	58	10.2	15	7.3	73	9.4
Other	19	3.3	2	1.0	21	2.7

Perceptions of Ideal Frequency of Supervisor Evaluation						
Category	County		City/Other		Total	
	N	%	N	%	N	%
More than twice a year	23	4.0	8	3.8	31	3.9
Twice a year	26	4.5	6	2.9	43	5.1
Once a year	145	25.0	63	30.3	208	26.4
Once every two years	82	14.2	36	17.3	118	15.0
Once every three years	289	49.9	94	45.2	383	48.7
Never	8	1.4	1	0.5	9	1.1
Other	6	1.0	0	0.0	6	0.8

were evaluated once a year. More county (7.4%) than city/other respondents (2.9%) thought supervisors were evaluated more than twice a year.

Table XII shows there were differences based upon position of respondents to both the question of how frequently supervisors are evaluated and how frequently supervisors should be evaluated. More superintendents (61.5%) and supervisors (74.0%) than principals (38.0%) or teachers (49.2%) thought supervisors in their systems were evaluated once every three years. Once a year generated the second highest response rate from superintendents (24.6%), supervisors (17.7%), and teachers (14.7%) to the question of how frequently supervisors are evaluated. Although 17.7% of the principals perceived that supervisors were evaluated once a year, more principals (21.5%) indicated that supervisors were evaluated once every two years. Less than 10% of superintendents, supervisors, and teachers said supervisors were evaluated once every two years.

Responses to the question of how frequently supervisors should be evaluated were similar. More superintendents (31.6%) and teachers (30.4%) than supervisors (23.5%) or principals (20.9%) thought supervisors should be evaluated once a year. More principals (30.1%) than superintendents (5.1%), supervisors (8.1%), or teachers (10.3%) said supervisors should be evaluated once every two years. More superintendents (55.9%) and supervisors (65.8%) than principals (40.2%) or teachers (43.0%) thought supervisors should be evaluated once every three years.

TABLE XII

PERCEPTIONS OF CURRENT FREQUENCY AND IDEAL FREQUENCY OF
SUPERVISOR EVALUATION BY POSITION OF RESPONDENT

Perceptions of Current Frequency of Supervisor Evaluation								
Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
More than twice a year	2	1.5	1	0.7	10	4.2	35	13.6
Twice a year	2	1.5	0	0.0	4	1.7	6	2.3
Once a year	33	24.6	26	17.8	42	17.7	38	14.7
Once every two years	5	3.7	3	2.1	51	21.5	16	6.2
Once every three years	82	61.2	108	74.0	90	38.0	127	49.2
Never	7	5.2	4	2.7	38	16.0	24	9.3
Other	3	2.2	4	2.7	2	0.8	12	4.7

Perceptions of Ideal Frequency of Supervisor Evaluation								
Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
More than twice a year	3	2.2	1	0.7	10	4.2	17	6.5
Twice a year	4	2.9	1	0.7	9	3.8	18	6.8
Once a year	43	31.6	35	23.5	50	20.9	80	30.4
Once every two years	7	5.1	12	8.1	72	30.1	27	10.3
Once every three years	76	55.9	98	65.8	96	40.2	113	43.0
Never	1	0.7	0	0.0	2	0.8	6	2.3
Other	2	1.5	2	1.3	0	0.0	2	0.8

Data presented in Table XIII indicated differences based upon size of school district to both questions concerning the frequency of supervisor evaluation. More respondents in each size category perceived that supervisors were and should be evaluated once every three years than any of the other choices. However, one noticeable difference in the response rate was that 36.8% of respondents from districts with less than 2,001 students compared to 62.3% of respondents from districts with more than 20,000 students thought supervisors should be evaluated once every three years. Another noticeable difference was that 13.6% of respondents from districts enrolling between 2,001 to 5,000 students perceived that supervisors were never evaluated, but only 2.7% from districts enrolling more than 20,000 students had this perception.

Instruments or Procedures Used

Respondents were asked to check the type of instruments or procedures used in their systems to evaluate supervisors and the type of instruments or procedures they thought should be used. Nine possible choices were listed and respondents were free to check more than one choice. As shown in Table XIV, most respondents (55.8%) perceived that checklists were used in their systems. This was followed by conference (36.8%), informal discussion (28.4%), management by objectives (22.7%), forced choice rating (13.0%), descriptive essay (12.5%), and critical incident appraisal (11.1%). Less than 3% of all respondents checked either other (2.4%) or combination of the above (1.9%).

TABLE XIII

PERCEPTIONS OF CURRENT FREQUENCY AND IDEAL FREQUENCY OF SUPERVISOR
EVALUATION BY SIZE OF SCHOOL DISTRICT

Category	Perceptions of Current Frequency of Supervisor Evaluation									
	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
More than twice a year	20	13.2	7	3.2	11	5.0	0	0.0	10	13.3
Twice a year	3	2.0	1	0.5	4	1.8	3	2.9	1	1.3
Once a year	24	15.8	39	17.7	24	10.8	28	26.7	23	30.7
Once every two years	16	10.5	27	12.3	18	8.1	12	11.4	2	2.7
Once every three years	68	44.7	107	48.6	141	63.5	54	51.4	37	49.3
Never	17	11.2	30	13.6	19	8.6	5	4.8	2	2.7
Other	4	2.6	9	4.1	5	2.3	3	2.9	0	0.0

Category	Perceptions of Ideal Frequency of Supervisor Evaluation									
	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
More than twice a year	14	9.0	4	1.8	9	4.0	3	2.9	1	1.3
Twice a year	5	3.2	11	4.9	9	4.0	6	5.7	1	1.3
Once a year	43	27.7	55	24.6	51	22.7	34	32.4	24	31.2
Once every two years	31	20.0	41	18.3	29	12.9	15	14.3	2	2.6
Once every three years	57	36.8	109	48.7	123	54.7	46	43.8	48	62.3
Never	5	3.2	1	0.4	2	0.9	0	0.0	1	1.3
Other	0	0.0	3	1.3	2	0.9	1	1.0	0	0.0

TABLE XIV
PERCEPTIONS OF INSTRUMENTS OR PROCEDURES USED IN SUPERVISOR EVALUATION
BY TYPE OF DISTRICT AND TOTAL RESPONDENTS

Instruments/Procedures	Instruments or Procedures Currently Used in Supervisor Evaluation					Instruments or Procedures that Should be Used in Supervisor Evaluation				
	County		City/Other		Total	County		City/Other		Total
	N	%	N	%		N	%	N	%	
Forced choice rating	71	13.5	23	11.7	94	90	15.5	26	12.5	116
Checklist	307	58.4	96	49.0	403	378	65.2	108	51.9	486
Descriptive essay	70	13.3	20	10.2	90	106	18.3	30	14.4	136
Conference	196	37.3	70	35.7	266	263	45.3	95	45.7	358
Management by objectives	94	17.9	70	35.7	164	181	31.2	110	52.9	291
Critical incident appraisal	62	11.8	18	9.2	80	77	13.3	27	13.0	104
Informal discussion	140	26.6	65	33.2	205	138	23.8	39	18.8	177
Combination of the above	12	2.3	2	1.0	14	22	3.8	12	5.8	34
Other	15	2.9	2	1.0	17	4	0.7	4	1.9	8

An even higher percentage of respondents (61.7%) thought checklists should be used. Other favored instruments or procedures were conference (45.4%), management by objectives (36.9%), informal discussion (22.5%), descriptive essay (17.3%), forced choice rating (14.7%), and critical incident appraisal (13.2%). Less than 5% of the respondents thought a combination (4.3%) or some other type (1.0%) should be used.

Analysis by type of district (Table XIV) revealed little difference in types of instruments or procedures that respondents perceived were being used in their districts or what they thought should be used. However, more city/other respondents (35.7%) than county (17.9%) thought MBO was being used, and more city/other respondents (52.9%) than county (31.2%) also thought MBO should be used. Slightly more county respondents (58.4%) than city/other (49.0%) said checklists were used in their systems, and more respondents from county districts (65.2%) than city/other (51.9%) also thought checklists should be used.

Data analysis by position of respondent is presented in Table XV. More teachers (17.9%) than superintendents (10.2%), supervisors (11.0%), or principals (10.3%) thought forced choice rating was one type of instrument used to evaluate supervisors in their systems. Superintendents (64.8%) and teachers (57.7%) were more likely than supervisors (52.4%) and principals (50.2%) to perceive checklists as being used. Only 3.9% of superintendents and 5.5% of supervisors compared to 20.7% of principals and 14.2% of teachers thought descriptive essay was used in their systems to evaluate supervisors.

TABLE XV
PERCEPTIONS OF INSTRUMENTS OR PROCEDURES USED IN SUPERVISOR
EVALUATION BY POSITION OF RESPONDENTS

Instrument/Procedures	Instruments or Procedures Currently Used in Supervisor Evaluation						Instruments or Procedures that Should be Used in Supervisor Evaluation									
	Superintendent			Supervisor			Superintendent			Supervisor						
	N	%		N	%		N	%		N	%					
Forced choice rating	13	10.2	16	11.0	21	10.3	44	17.9	16	11.8	14	9.3	31	13.0	55	20.9
Checklist	83	64.8	76	52.4	102	50.2	142	57.7	87	64.0	84	56.0	157	65.7	158	60.1
Descriptive essay	5	3.9	8	5.5	42	20.7	35	14.2	13	9.6	20	13.3	56	23.4	47	17.9
Conference	45	35.2	36	24.8	118	58.1	67	27.2	78	57.4	73	48.7	106	44.4	101	38.4
Management by objectives	34	26.6	30	20.7	42	20.7	58	23.6	53	39.0	51	34.0	65	27.2	122	46.4
Critical incident appraisal	11	8.6	13	9.0	35	17.2	21	8.5	14	10.3	11	7.3	41	17.2	38	14.4
Informal discussion	32	25.0	36	24.8	70	34.5	67	27.2	41	30.1	41	27.3	46	19.2	49	18.6
Combination of the above	3	2.3	11	7.6	0	0.0	0	0.0	8	5.9	20	13.3	3	1.3	3	1.1
Other	1	0.8	0	0.0	2	1.0	14	5.7	1	0.7	0	0.0	2	0.8	5	1.9

Principals (58.1%) were more convinced than superintendents (35.2%), supervisors (23.8%), and teachers (27.2%) that a conference was used. More principals (17.2%) than superintendents (8.6%), supervisors (9.0%), or teachers (8.5%) also perceived that critical incident appraisal was used in their systems. No principals or teachers and only 2.3% of superintendents compared to 7.6% of supervisors indicated a combination of the above was used. No supervisors and only 0.8% of superintendents and 1.0% of principals compared to 5.7% of teachers perceived that some other instrument or procedure was used to evaluate supervisors in their systems. However, none of the respondents specified what the other procedure was.

Superintendents, supervisors, principals, and teachers viewed differently the use of forced choice rating, descriptive essay, conference, MBO, critical incident appraisal, informal discussion, and combination of the above as instruments or procedures that should be used in the evaluation of supervisors. More teachers (20.9%) than superintendents (11.8%), supervisors (9.3%), or principals (13.0%) thought forced choice rating should be used. Descriptive essay was considered desirable by 23.4% of principals while only 9.6% of superintendents concurred. A majority of superintendents (57.4%) thought a conference should be used, whereas only 38.4% of teachers agreed. Many more teachers (46.4%) than principals (27.2%), supervisors (34.0%), or superintendents (39.0%) thought MBO should be used. More principals (17.2%) considered critical incident appraisal desirable than did supervisors (7.3%), superintendents (10.3%), or teachers (14.4%). More superintendents (30.1%)

and supervisors (27.3%) than principals (19.2%) or teachers (18.6%) thought informal discussion should be used. A combination of the above was seen as desirable by more supervisors (13.3%) than superintendents (5.9%), principals (1.3%), or teachers (1.1%).

As displayed in Table XVI, analysis by size of school district revealed differences in perceptions regarding the use of forced choice rating, checklists, descriptive essay, conference, and other instruments or procedures.

Respondents from districts with less than 2,001 students (20.4%) and between 10,001 to 20,000 students (17.3%) were more inclined to perceive forced choice rating as being used. Only 8.7% of respondents from systems with 2,001 to 5,000 students agreed. Responses from systems with 5,001 to 10,000 students and over 20,000 students were 10.0% and 13.2%, respectively.

Checklists were perceived to be used in supervisor evaluation by 66.0% from districts with 5,001 to 10,000 students and 61.0% from districts with 2,001 to 5,000 students. Only 26.3% from districts with over 20,000 students agreed. Other size districts (under 2,001 students and between 10,001 to 20,000 students) responded with 54.0% and 49.0%, respectively.

Descriptive essay was perceived to be used by 21.9% of respondents from the smallest districts (under 2,001 students) and 18.4% from the largest districts (over 20,000 students). However, only 6.7% from districts with 10,001 to 20,000 students agreed. Respondents from districts with 2,001 to 5,000 students and 5,001 to 10,000

TABLE XVI

PERCEPTIONS OF INSTRUMENTS OR PROCEDURES USED IN SUPERVISOR
EVALUATION BY SIZE OF DISTRICT

Instruments/ Procedures	Instruments or Procedures Currently Used in Supervisor Evaluation										Instruments or Procedures that Should be Used in Supervisor Evaluation									
	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students		Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Forced choice rating	28	20.4	17	8.7	21	10.0	18	17.3	10	13.2	29	18.7	33	14.7	24	10.7	13	12.4	17	22.1
Checklist	74	54.0	119	61.0	138	66.0	51	49.0	20	26.3	91	58.7	171	76.0	154	68.4	46	43.8	23	29.9
Descriptive essay	30	21.9	20	10.3	19	9.1	7	6.7	14	18.4	39	25.2	36	16.0	36	16.0	12	11.4	13	16.9
Conference	52	38.0	87	44.6	71	34.0	37	35.6	19	25.0	78	50.3	114	50.7	102	45.3	49	46.7	15	19.5
Management by objectives	28	20.4	20	10.3	25	12.0	41	39.4	50	65.8	45	29.0	48	21.3	85	37.8	64	61.0	49	63.6
Critical incident appraisal	18	13.1	25	12.8	25	12.0	7	6.7	5	6.6	28	18.1	32	14.2	25	11.1	8	7.6	11	14.3
Informal discussion	33	24.1	59	30.3	69	33.0	26	25.0	18	23.7	27	23.9	54	24.0	54	24.0	18	17.1	14	18.2
Combination of the above	4	2.9	4	2.1	4	1.9	2	1.9	0	0.0	8	5.2	7	3.1	13	5.8	4	3.8	2	2.6
Other	5	3.6	0	0.0	9	4.3	3	2.9	0	0.0	3	1.9	0	0.0	1	0.4	2	1.9	2	2.6

students responded with 10.3% and 9.1%, respectively, that descriptive essay was used.

Only 25.0% of respondents from systems with over 20,000 students perceived that a conference was used, but 44.6% from systems with 2,001 to 5,000 students had this perception. The remaining districts (under 2,001 students, 5,001 to 10,000 students, and 10,001 to 20,000 students) all had similar responses (38.0%, 34.0%, and 35.6%, respectively).

A large majority of respondents (65.8%) from systems with over 20,000 students perceived that management by objectives (MBO) was used in their system to evaluate supervisors. However, only 10.3% and 12.0% from districts with 2,001 to 5,000 students and 5,001 to 10,000 students, respectively, shared this perception. Districts with under 2,001 students and between 10,001 to 20,000 students responded 20.4% and 39.4%, respectively, that MBO was used.

No respondents from districts with 2,001 to 5,000 students and over 20,000 students indicated that some other instrument or procedure (rather than those listed) was used. However, 4.3% from districts with 5,001 to 10,000 students, 3.6% from those with less than 2,001 students, and 2.9% from those with 10,001 to 20,000 students marked "other," but none specified what the "other" meant.

Analysis by size of school district also revealed that responses were different concerning the desirability of the use of checklists, descriptive essay, conference, and MBO.

Respondents from districts with 2,001 to 5,000 students and 5,001 to 10,000 students responded 76.0% and 68.4%, respectively, that checklists should be used in supervisor evaluation. Only 29.9% from districts with over 20,000 students shared this view. The other districts (under 2,001 students and 10,001 to 20,000 students) responded 58.7% and 43.8%, respectively, that checklists should be used.

Descriptive essay was considered desirable by 25.2% of respondents from districts with under 2,001 students, but only 11.4% from districts with 10,001 to 20,000 students agreed; 16.0% from districts with 2,001 to 5,000 students and 5,001 to 10,000 students and 16.9% from districts with over 20,000 students thought a descriptive essay should be used in supervisor evaluation.

A conference was considered desirable by respondents from districts with under 2,001 students (50.3%), 2,001 to 5,000 students (50.7%), 5,001 to 10,000 students (45.3%), and 10,001 to 20,000 students (46.7%). However, only 19.5% from districts with over 20,000 students concurred.

A majority of respondents from districts with 10,001 to 20,000 students (61.0%) and over 20,000 students (63.6%) thought MBO should be used in supervisor evaluation, whereas only 21.3% from districts with 2,001 to 5,000 students shared this perception. The remaining districts (under 2,001 students and 5,001 to 10,000 students) responded 29.0% and 37.8%, respectively.

Results of Supervisor Evaluation

Respondents were asked to indicate what they perceived to have been the three most important results of the evaluation of supervisors in their systems and what they thought should be the three most important results. Out of a list of eight possible results, they were asked to number three: (1) most important, (2) second in importance, and (3) third in importance. In order to rank the purposes from most to least important, weights were assigned to the responses.

Table XVII presents data for all respondents and lists in ranked order of importance the results of supervisor evaluation in the respondents' systems and what respondents thought should be the most important results of the evaluation of supervisors. "Improvement of supervisor performance" was ranked as being the most important result of supervisor evaluation in the respondents' systems. This was followed by "better communication and cooperation among administrators, teachers, and community." Third, fourth, and fifth place rankings were given to "job targets for supervisors," "improvement in instruction," and "topics for inservice training," respectively. Outside the category of "other," "merit pay" was considered to currently be the least important result and "transfers, dismissals, and promotions" as next to the least important.

It is interesting to note that with the exception of third and fourth place rankings, respondents were in agreement as to what was currently and what should be the most important results. Respondents

TABLE XVII
PERCEPTIONS OF RESULTS OF THE EVALUATION OF SUPERVISORS
BY TYPE OF DISTRICT AND TOTAL RESPONDENTS

Results	Ranking by Weight of Perceptions of Importance of Current Practices					Ranking by Weight of Perceptions of What Should be Most Important						
	County		City/Other		Total Respondents	County		City/Other		Total Respondents		
	Rank	Weight	Rank	Weight		Rank	Weight	Rank	Weight			
Improvement of supervisor performance	1	908	1	343	1	1,251	1	1,175	1	405	1	1,580
Better communication and cooperation	2	536	2	213	2	749	2	642	4	179	2	844
Job targets for supervisors	4	454	3	195	3	649	4	516	2	241	4	757
Improvement in instruction	3	463	4	138	4	601	3	608	3	191	3	799
Topics for inservice training	5	379	5	127	5	566	5	260	5	90	5	380
Transfers, dismissals, and promotions	6	146	6	87	6	233	6	105	6	61	6	160
Merit pay	7	66	7	34	7	100	7	101	7	47	7	148
Other	8	18	8	9	8	27	8	13	8	11	8	24

thought "improvement in instruction" should be the third most important result and that "job targets for supervisors" should be fourth in importance.

Table XVII also shows that the analysis of data by type of school district revealed very few differences. County respondents ranked "improvement in instruction" as currently being the third most important result and "job targets for supervisors" as fourth. Respondents from city/other districts reversed these two rankings but were in agreement with county respondents on all other rankings. Respondents from both type districts were in agreement as to what should be the most important results of the evaluation of supervisors with the exception of second and fourth place. County respondents thought "better communication and cooperation among administrators, teachers, and community" should be second in importance and "job targets for supervisors" should be fourth. Respondents from city/other districts, on the other hand, thought "job targets for supervisors" should be second in importance and "better communication and cooperation among administrators, teachers, and community" should be fourth.

The data in Table XVIII shows that analysis by position groups revealed that superintendents and supervisors were in complete agreement as to what the most important results were currently. All four groups were in agreement as to first, sixth, seventh, and eighth place rankings. Superintendents, supervisors, and teachers said "better communication and cooperation among administrators, teachers, and community" had been the second most important result. Principals,

on the other hand, ranked it as fifth and "job targets for supervisors" as second. "Job targets for supervisors" was ranked third by teachers and fourth by superintendents and supervisors.

Superintendents, supervisors, principals, and teachers were all in agreement that "improvement of supervisor performance" should be the most important result of supervisor evaluation. Principals and teachers thought "better communication and cooperation among administrators, teachers, and community" should be the second most important result of supervisor evaluation. However, supervisors ranked it third and superintendents ranked it fourth. Superintendents thought "improvement in instruction" should be second, but principals and teachers ranked it third and supervisors ranked it fourth. Supervisors thought "job targets for supervisors" should be the second most important result of supervisor evaluation.

As shown in Table XIX, size of school district did not appear to have much effect on respondents' perceptions concerning the results of supervisor evaluation.

Respondents from all size districts thought "improvement of supervisor performance" was and should be the most important result. "Transfers, dismissals, and promotions," "merit pay," and "other" received the lowest rankings in all size districts to both the questions of what was currently the most important results and what should be the most important results.

Respondents from systems with under 2,001 students, 5,001 to 10,000 students, and 10,001 to 20,000 students perceived "better communication and cooperation . . ." to be the second most important

TABLE XIX
PERCEPTIONS OF RESULTS OF THE EVALUATION OF SUPERVISORS
BY SIZE OF SCHOOL DISTRICT

	Ranking by Weight of Perceptions of Importance of Current Practices										Ranking by Weight of Perceptions of What Should be Most Important									
	Under 2,001 Students		2,001-5,000		5,001-10,000		10,001-20,000		Over 20,000		Under 2,001 Students		2,001-5,000		5,001-10,000		10,001-20,000		Over 20,000	
	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight	Rank	Weight
Results																				
Improvement of supervisor performance	1	265	1	336	1	353	1	162	1	134	1	312	1	414	1	488	1	224	1	140
Better communication and cooperation	2	135	3	165	2	247	2	137	4	65	3	163	3	254	2	261	3	98	3	67
Job targets for supervisors	4	109	4	161	4	148	3	122	2	109	5	115	4	201	4	189	2	147	2	102
Improvement in instruction	3	127	2	218	3	157	4	63	5	36	2	170	2	269	3	229	4	72	4	59
Topics for in-service training	5	102	5	145	5	133	5	52	3	74	5	78	5	113	5	99	5	46	5	44
Transfers, dismissals, and promotions	6	34	6	59	6	96	6	21	6	19	6	52	6	47	6	43	7	12	7	12
Merit pay	7	11	7	22	7	42	8	12	7	11	7	35	7	46	7	32	6	14	6	21
Other	8	8	8	4	8	0	7	13	8	2	8	5	8	0	8	3	8	5	8	11

result of supervisor evaluation in their system. The largest systems (over 20,000 students) ranked it fourth, and respondents from systems with 2,001 to 5,000 students ranked it third.

Respondents from the largest systems (10,001 to 20,000 students and over 20,000 students) thought "job targets for supervisors" should be the second most important result; on the other hand, respondents from the smallest systems (under 2,001 students, 2,001 to 5,000 students, and 5,001 to 10,000 students) thought it should be fourth in importance.

Effectiveness of the Evaluation Process for Supervisors

Table XX shows that in response to the question concerning the overall effectiveness of the evaluation of supervisors in their systems, most respondents (49.9%) rated it as satisfactory; whereas only 12.3% rated it as poor, and 37.8% of respondents rated their systems' evaluation of supervisors as good.

Analysis by type of school district showed no real differences in responses.

Some differences were noted when data were analyzed by position of respondent. More supervisors (50.7%) rated their systems' evaluation of supervisors as good, whereas more superintendents (49.2%), principals (54.9%), and teachers (49.8%) rated it as satisfactory. More teachers (19.5%) rated it as poor than did superintendents (6.9%), supervisors (5.5%), or principals (11.7%).

Analysis of data by size of school district also revealed several differences. More respondents from districts of over

TABLE XX
PERCEIVED EFFECTIVENESS OF SUPERVISOR EVALUATION

Perceived Effectiveness of Supervisor Evaluation by Type of School District and Total Respondents						
Category	County		City/Other		Total	
	N	%	N	%	N	%
Good	198	36.5	81	41.3	279	37.8
Satisfactory	278	51.2	91	46.4	369	49.9
Poor	67	12.3	24	12.2	91	12.3

Perceived Effectiveness of Supervisor Evaluation by Position of Respondent								
Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
Good	57	43.8	74	50.7	69	33.5	79	30.7
Satisfactory	64	49.2	64	43.8	113	54.9	128	49.8
Poor	9	6.9	8	5.5	24	11.7	50	19.5

Perceived Effectiveness of Supervisor Evaluation by Size of School District										
Category	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
Good	61	44.2	64	31.7	69	31.8	44	41.9	41	53.9
Satisfactory	68	49.3	111	55.0	115	53.0	44	41.9	31	40.8
Poor	9	6.5	27	13.4	33	15.2	17	16.2	4	5.3

20,000 students had rated their systems' evaluation of supervisors as good (53.9%), whereas only 31.7% and 31.8% of respondents from districts with 2,001 to 5,000 students and 5,001 to 10,000 students, respectively, rated it as good. On the other hand, a majority of respondents in districts with 2,001 to 5,000 students and 5,001 to 10,000 students (55.0% and 53.0%, respectively) rated it as satisfactory compared to 41.9% and 40.8% from districts with 10,001 to 20,000 students and over 20,000 students, respectively, giving it a satisfactory rating. In districts with less than 2,001 students, 49.3% rated the evaluation of supervisors as satisfactory. A poor rating was perceived by 16.2%, 15.2%, and 13.4% of respondents from districts with 10,001 to 20,000 students, 5,001 to 10,000 students, and 2,001 to 5,000 students, respectively. Only 5.3% of respondents from systems with over 20,000 students and 6.5% from those with less than 2,001 students gave a poor rating.

Job Descriptions

Data in Table XXI show that in response to the question of do supervisors in your system have a job description, most respondents (45.0%) said yes. However, slightly over one-third (34.9%) said no, and 20.2% of respondents said they didn't know.

Respondents from city/other districts (56.4%) were more likely than those from county districts (40.9%) to believe their systems had a job description for supervisors. County respondents (38.1%) were more likely than city/other respondents (25.7%) to believe their systems did not have a job description for supervisors.

TABLE XXI
PERCEPTIONS OF THE EXISTENCE OF SUPERVISOR
JOB DESCRIPTIONS

Perceptions of Existence of Supervisor Job Descriptions by Type of School District and Total Respondents						
Category	County		City/Other		Total	
	N	%	N	%	N	%
Yes	234	40.9	114	56.4	348	45.0
No	218	38.1	52	25.7	270	34.9
Don't know	120	21.0	36	17.8	156	20.2

Perceptions of Existence of Supervisor Job Descriptions by Position of Respondent								
Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
Yes	91	66.9	97	66.0	71	31.0	89	34.0
No	41	30.1	47	32.0	118	51.5	64	24.4
Don't know	4	2.9	3	2.0	40	17.5	109	41.6

Perceptions of Existence of Supervisor Job Descriptions by Size of School District										
Category	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
Yes	54	36.5	87	39.5	95	42.6	58	55.2	54	70.1
No	65	43.9	91	41.4	80	35.9	23	21.9	11	14.3
Don't know	29	19.6	42	19.1	48	21.5	24	22.9	12	15.6

Approximately two-thirds of superintendents (66.9%) and supervisors (66.0%) said their systems had a job description for supervisors, but only about one-third of principals (31.0%) and teachers (34.0%) gave the same response. A majority of principals (51.5%) said their systems did not have a job description for supervisors; only 24.4% of teachers and 30.1% of superintendents and 32.0% of supervisors answered no to this question. Many more teachers (41.6%) than principals (17.5%), superintendents (2.9%), or supervisors (2.0%) answered don't know.

A much larger majority of respondents (70.1%) from districts with over 20,000 students answered yes than did those from districts with 10,001 to 20,000 students (55.2%), 5,001 to 10,000 students (42.6%), 2,001 to 5,000 students (39.5%), or less than 2,001 students (36.5%). The larger the system, the more respondents who answered yes. The opposite held true for "no" responses with 43.9% from systems with under 2,001 students and only 14.3% for systems with over 20,000 students.

Efficiency

Data in Table XXII show that when asked to respond to the question of whether the evaluation process had helped to improve the efficiency of supervisors, 47.3% of all respondents felt it had. Only 21.7% said it had not, but about one-third (31.0%) said they didn't know.

Type of school district and size of district did not appear to affect responses to the question of whether the evaluation process had helped to improve supervisor efficiency.

TABLE XXII
PERCEPTIONS OF THE RELATIONSHIP OF SUPERVISOR
EVALUATION TO SUPERVISOR EFFICIENCY

Perceptions of the Relationship of Supervisor Evaluation to Supervisor Efficiency by Type of School District and Total Respondents						
Category	County		City/Other		Total	
	N	%	N	%	N	%
Yes	265	46.0	103	50.7	359	47.3
No	123	22.1	42	20.7	165	21.7
Don't know	177	31.8	58	28.6	235	31.0

Perceptions of the Relationship of Supervisor Evaluation to Supervisor Efficiency by Position of Respondent								
Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
Yes	94	70.7	94	65.3	82	37.3	89	34.0
No	21	15.8	19	13.2	89	40.5	36	13.7
Don't know	18	13.5	31	21.5	49	22.3	137	52.3

Perceptions of the Relationship of Supervisor Evaluation to Supervisor Efficiency by Size of School District										
Category	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
Yes	74	50.0	90	43.3	97	44.1	54	51.4	44	57.1
No	36	24.3	55	26.4	47	21.4	15	14.3	12	15.6
Don't know	38	25.7	63	30.3	76	34.5	36	34.3	21	27.3

However, data analysis by position of respondent did indicate a difference. Superintendents (70.7%) and supervisors (65.3%) were much more likely than principals (37.3%) and teachers (34.0%) to believe the evaluation process had helped to improve the efficiency of supervisors. Only 15.8% of superintendents, 13.2% of supervisors, and 13.7% of teachers said it had not improved efficiency; whereas 40.5% of principals said it had not. Over half the teachers (52.3%) answered "don't know" to the question compared to only 13.5% of superintendents and 21.5% and 22.3% of supervisors and principals, respectively.

Involvement in Development of Evaluation Process and Procedures

Respondents were asked to indicate their degree of involvement in the development of the evaluation process and procedures for supervisors in their districts. They were asked to choose one of four choices, ranging from no involvement to extreme involvement.

Table XXIII shows that the largest group of respondents (38.0%) indicated they had had no involvement in the development of the evaluation process and procedures, and the smallest group (10.1%) said they had had extensive involvement. Minimal involvement was indicated by 29.0% and 22.1% indicated average involvement.

More respondents from county (40.3%) than city/other (31.5%) districts indicated they had had no involvement in the development of the evaluation process. City/other respondents (16.3%) were more likely than county respondents (7.8%) to have had extensive involvement.

TABLE XXIII

PERCEPTIONS OF DEGREE OF PERSONAL INVOLVEMENT IN DEVELOPMENT
OF PROCESS AND PROCEDURE FOR THE EVALUATION OF SUPERVISORS

Perceptions of Personal Involvement by Type of School District and Total Respondents						
Category	County		City/Other		Total	
	N	%	N	%	N	%
No involvement	226	40.3	64	31.5	290	38.0
Minimal involvement	164	29.2	64	31.5	228	29.0
Average involvement	127	22.6	42	20.7	169	22.1
Extensive involvement	44	7.8	33	16.3	77	10.1

Perceptions of Personal Involvement by Position of Respondent								
Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
No involvement	17	12.9	40	27.2	85	38.1	148	56.5
Minimal involvement	52	39.4	41	27.9	81	36.3	54	20.6
Average involvement	42	31.8	43	29.3	43	19.3	41	15.6
Extensive involvement	21	15.9	23	15.6	14	6.3	19	7.3

Perceptions of Personal Involvement by Size of School District										
Category	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
No involvement	64	43.2	83	39.2	89	40.3	31	29.5	23	29.9
Minimal involvement	44	29.7	82	38.7	61	27.6	19	18.1	21	27.3
Average involvement	25	16.9	38	17.9	46	20.8	43	41.0	17	22.1
Extensive involvement	15	10.1	9	4.2	25	11.3	12	11.4	16	20.8

Several differences were readily apparent when data were analyzed by position of respondent. The majority of the teachers (56.5%) compared to only 12.9% of superintendents indicated they had had no involvement in the development of the evaluation process and procedures for supervisors; principals (38.1%) were more likely than supervisors (27.2%) to indicate no involvement. Teachers (20.6%) were less likely than superintendents (39.4%), supervisors (27.9%), or principals (36.3%) to have had minimal involvement in the development of the evaluation process. Fewer principals (19.3%) and teachers (15.6%) than superintendents (31.8%) or supervisors (29.3%) indicated average involvement. Superintendents (15.9%) and supervisors (15.6%) were more likely than principals (6.3%) or teachers (7.3%) to have had extensive involvement in the development of the evaluation process.

Size of school district also made a difference in response to the question of involvement in the development of the evaluation process and procedures. The most striking difference was that 41.0% of respondents from systems with 10,001 to 20,000 students indicated average involvement, whereas only 16.9% and 17.9% of respondents from districts with under 2,001 students and 2,001 to 5,000 students, respectively, did so. Extensive involvement was indicated by 20.8% of respondents from districts with over 20,000 students compared to only 4.2% from districts with 2,001 to 5,000 students.

Weaknesses in the Process for the Evaluation of Supervisors

Respondents were asked to identify weaknesses found in the process for the evaluation of supervisors in their systems by simply

checking applicable ones from a list of 10. Total results as displayed in Table XXIV revealed that the weakness most often identified was "criteria too subjective" with 31.3% of respondents indicating this was a weakness in their system. This was followed closely by "not enough time spent gathering and/or sharing evaluation data" (29.5%), "criteria not appropriate" (28.7%), and "little follow through" (28.6%). Other frequently identified weaknesses were "not enough contact between supervisor and evaluator" (24.2%), "lack of supervisor involvement in developing evaluation process" (23.1%), and "evaluator's biases are dominant" (20.9%). Lesser marked choices included "lack of systematic evaluation process" (18.1%), "poor instrument" (13.6%), and "other" (5.2%).

For the most part, county and city/other respondents gave similar answers. However, more county respondents (34.6%) than city/other (22.2%) identified subjective criteria as a weakness of supervisor evaluation in their system. More respondents from county (22.8%) than city/other districts (15.5%) also thought "evaluator's biases are dominant" was a weakness in their systems. "Not enough contact between supervisor and evaluator" was seen as a weakness by 26.2% of county respondents but by only 18.6% of those from city/other districts. Only 1.0% city/other respondents compared to 6.8% county respondents identified "other."

As shown in Table XXV, only 9.3% of superintendents identified inappropriate criteria as a weakness in the process for the evaluation of supervisors, but 38.5% of the principals saw this as a weakness.

TABLE XXIV
PERCEPTIONS OF WEAKNESSES OF THE PROCESS FOR THE EVALUATION OF SUPERVISORS
RANKED BY TYPE OF DISTRICT AND TOTAL RESPONDENTS

Weaknesses	County		City/Other		Total Respondents	
	Rank	N	Rank	N	Rank	N
Criteria too subjective	1	185	4	43	1	228
Not enough time spent gathering and/or sharing evaluation data	4	149	1	66	2	215
Criteria not appropriate	2	154	2	55	3	209
Little follow-through	2	154	3	54	4	208
Not enough contact between supervisor and evaluator	5	140	6	36	5	176
Lack of supervisor involvement in developing evaluation process	6	131	5	37	6	168
Evaluator's biases are dominant	7	122	8	30	7	152
Lack of systematic evaluation process	8	99	7	33	8	132
Poor instrument	9	74	9	25	9	99
Other	10	36	10	2	10	38
						5.2

TABLE XXV

PERCEPTIONS OF WEAKNESSES OF THE PROCESS FOR THE EVALUATION OF SUPERVISORS
RANKED BY POSITION OF RESPONDENT

Weaknesses	Superintendent			Supervisor			Principal			Teacher		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Criteria too subjective	4	34	26.4	2	42	29.2	1	91	44.4	5	61	24.4
Not enough time spent gathering and/or sharing evaluation data	2	41	31.8	1	44	30.6	3	67	32.7	3	63	25.2
Criteria not appropriate	9	12	9.3	4	39	27.1	2	79	38.5	1	79	31.6
Little follow-through	3	38	29.5	5	32	22.4	5	65	31.7	2	73	29.2
Not enough contact between supervisor and evaluator	1	45	34.9	7	25	17.4	7	38	23.4	6	58	23.2
Lack of supervisor involvement in developing evaluation process	5	33	25.6	3	40	27.8	3	67	32.7	10	28	11.2
Evaluator's biases are dominant	7	25	19.4	6	27	18.8	6	62	30.2	8	38	15.2
Lack of systematic evaluation process	6	29	22.5	8	20	13.9	9	21	10.2	4	62	24.8
Poor instrument	8	19	14.7	9	15	10.4	8	25	12.2	7	40	16.1
Other	10	0	0.0	10	2	1.4	10	3	1.5	9	33	13.3

Another striking difference was that 44.4% of principals felt "criteria too subjective" was a weakness, but teachers (24.4%), superintendents (26.4%), and supervisors (29.2%) were not as convinced. Many more principals (32.7%) than teachers (11.2%) also identified "lack of supervisor involvement in developing evaluation process" as a weakness; 25.6% of superintendents and 27.8% of supervisors identified this as a weakness.

"Evaluator's biases are dominant" was perceived to be a weakness by 30.2% of principals; only 15.2% of teachers, 18.8% of supervisors, and 19.4% of superintendents concurred. More superintendents (34.9%) than supervisors (17.4%), principals (23.4%), or teachers (23.2%) felt "not enough contact between supervisor and evaluator" was a weakness. "Lack of systematic evaluation process" was identified as a weakness by 24.8% of teachers and 22.5% of superintendents, but only 10.2% of principals and 13.9% of supervisors agreed. No superintendents and only 1.4% of supervisors and 1.5% of principals checked "other" as a weakness; however, 13.3% of teachers checked this.

Data presented in Table XXVI shows that "criteria not appropriate" was thought to be a weakness by 40.9% of respondents from districts with under 2,001 students compared to only 15.4% from districts with 10,001 to 20,000 students and 16.3% from those with over 20,000 students. Respondents (29.2%) from the smallest districts with less than 2,001 students were more convinced than any of the others--2,001 to 5,000 students (16.8%), 5,001 to 10,000 students (22.4%), 10,001 to 20,000 students (16.3%), and over 20,000

TABLE XXVI
PERCEPTIONS OF WEAKNESSES OF THE PROCESS FOR THE EVALUATION OF SUPERVISORS
RANKED BY SIZE OF SCHOOL DISTRICT

Weaknesses	Under 2,001 Students			2,001-5,000 Students			5,001-10,000 Students			10,001-20,000 Students			Over 20,000 Students		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Criteria too subjective	2	52	38.0	1	70	35.7	1	54	25.2	3	28	26.9	4	23	30.3
Not enough time spent gathering and/or sharing evaluation data	5	38	27.7	3	60	30.6	1	54	25.2	1	36	34.6	2	27	35.5
Criteria not appropriate	1	56	40.9	2	67	34.2	4	50	23.4	7	16	15.4	9	20	16.3
Little follow-through	3	44	32.1	6	48	24.5	3	52	24.3	2	32	30.8	1	32	42.1
Not enough contact between supervisor and evaluator	7	36	26.3	4	52	26.5	8	40	18.7	4	24	23.1	3	24	31.6
Lack of supervisor involvement in developing evaluation process	6	37	27.0	5	50	25.5	4	50	23.4	8	15	14.4	5	16	21.1
Evaluator's biases are dominant	4	40	29.2	8	33	16.8	7	48	22.4	6	17	16.3	7	14	18.4
Lack of systematic evaluation	8	19	13.9	7	35	17.9	4	50	23.4	9	14	13.5	7	14	18.4
Poor instrument	9	12	8.8	9	25	12.8	9	27	12.6	5	19	18.3	5	16	21.1
Other	10	6	4.4	10	7	3.6	10	14	6.6	10	7	6.7	10	4	5.3

students (18.4%)--that "evaluator's biases are dominant" was a weakness. "Little follow-through" was identified as a weakness by 42.1% of respondents from districts with over 20,000 students compared to only 24.5% and 24.3% from districts with 2,001 to 5,000 students and 5,001 to 10,000 students, respectively.

Strengths of the Process for the Evaluation of Supervisors

Respondents were asked to indicate strengths of the process for the evaluation of supervisors in their systems by checking the applicable ones from a list of 10. Data in Table XXVII shows that "improves professional growth" was considered to be a strength of the evaluation process by more respondents (42.2%) than any other. "Gives direction and goal setting to job" was a close second with 41.7% of respondents indicating this was a strength in their systems. These were followed by "identifies strengths and weaknesses" (37.9%), "improves communication" (33.5%), "effects a positive attitude" (26.8%), and "self-evaluation" (26.3%). "Results in more cooperation" and "improves performance" were perceived to be strengths of the supervisor evaluation process by 24.4% of respondents. "Involvement" was thought to be a strength by 22.5% of respondents, and only 5.4% indicated "other."

As shown in Table XXVII, more city/other respondents (46.4%) than county (34.8%) perceived "identifies strengths and weaknesses" to be a strength of the evaluation process in their systems. "Improves communication" was indicated as a strength by 34.4% of county respondents but only 31.1% of respondents from city/other districts.

More county respondents (25.3%) than city/other (21.9%) thought "results in more cooperation" and "improves performance" were strengths of the evaluation process. More city/other respondents (35.2%) than county (23.1%) perceived "self-evaluation" to be one of the strengths of supervisor evaluation in their systems.

Data analysis by position of respondent as displayed in Table XXVIII revealed many differences in perceptions regarding strengths of the supervisor evaluation process: effects a positive attitude, identifies strengths and weaknesses, improves communication, results in more cooperation, improves performance, involvement, self-evaluation, and other.

More principals (33.5%) and superintendents (31.8%) than teachers (20.6%) or supervisors (23.4%) considered "effects a positive attitude" one of the strengths of the evaluation process. "Identifies strengths and weaknesses" was perceived to be a strength by 48.1% of superintendents and 49.7% of supervisors, but only 33.0% of principals and 29.8% of teachers concurred. More supervisors (44.8%) than teachers (23.4%) thought the evaluation process improved communication. "Results in more cooperation" was considered a strength by 37.2% of superintendents, whereas only 14.5% of teachers agreed; 33.8% of supervisors and 21.7% of principals thought this was a strength. Only 13.7% of teachers thought the supervisor evaluation process improved performance compared to 35.7% of superintendents and 35.9% of supervisors; 22.2% of principals concurred. More superintendents (29.5%) than supervisors (20.7%), principals (16.7%), or teachers (24.6%) indicated "involvement" as a strength. "Self-evaluation"

TABLE XXVIII

PERCEPTIONS OF STRENGTHS OF THE PROCESS FOR THE EVALUATION OF SUPERVISORS
RANKED BY POSITION OF RESPONDENT

Strengths	Superintendent			Supervisor			Principal			Teacher		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Improves professional growth	3	50	38.8	3	62	42.8	1	95	46.8	2	99	39.9
Gives direction and goal setting to job	2	57	44.2	3	62	42.8	2	82	40.4	1	101	40.7
Identifies strengths and weaknesses	1	62	48.1	1	72	49.7	5	67	33.0	4	74	29.8
Improves communication	4	48	37.2	2	65	44.8	3	72	35.5	6	58	23.4
Effects a positive attitude	7	41	31.8	8	34	23.4	4	68	33.5	7	51	20.6
Self-evaluation	7	41	31.8	7	39	26.9	9	27	13.3	3	84	33.9
Results in more cooperation	4	48	37.2	6	49	33.8	7	44	21.7	8	36	14.5
Improves performance	6	46	35.7	5	52	35.9	6	45	22.2	9	34	13.7
Involvement	9	38	29.5	9	30	20.7	8	34	16.7	5	61	24.6
Other	10	3	2.3	10	2	1.4	10	1	0.5	10	33	13.3

was perceived to be a strength by 33.9% of teachers, 31.8% of superintendents, and 26.9% of supervisors, but only 13.3% of principals agreed. Less than 3% of superintendents (2.3%), supervisors (1.4%), and principals (0.5%), but a surprising 13.3% of teachers, indicated "other" as a strength.

Several differences were also found when data were analyzed by size of school district (Table XXIX): improves professional growth, effects a positive attitude, improves performance, gives direction and goal setting to job, involvement, and self-evaluation.

More respondents from districts with under 2,001 students (52.5%) 2,001 to 5,000 students (47.4%), and over 20,000 students (46.1%) perceived "improves professional growth" to be a strength of the evaluation process, whereas only 34.6% and 31.1% from districts with 5,001 to 10,000 students and 10,001 to 20,000 students, respectively, agreed.

"Effects a positive attitude" was thought to be a strength by 36.0% of respondents from districts with less than 2,001 students and 34.2% from districts with more than 20,000 students; but only 17.5% from districts with 10,001 to 20,000 students concurred.

Only 17.1% of respondents from districts with over 20,000 students saw "improve performance" as being a strength. However, 28.2% from districts with 10,001 to 20,000 students indicated this as a strength.

A majority of respondents (69.7%) from districts with over 20,000 students thought the evaluation process gave direction and goal setting to the job; whereas only 33.8% and 33.9% from districts

TABLE XXIX
PERCEPTIONS OF STRENGTHS OF THE PROCESS FOR THE EVALUATION OF
SUPERVISORS RANKED BY SIZE OF DISTRICT

Strengths	Under 2,001 Students			2,001-5,000 Students			5,001-10,000 Students			10,001-20,000 Students			Over 20,000 Students		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Improves professional growth	1	73	52.5	1	91	47.4	3	74	34.6	5	32	31.1	2	35	46.1
Gives direction and goal setting to job	5	47	33.8	4	65	33.9	1	88	41.1	1	49	47.6	1	53	69.7
Identifies strengths and weaknesses	2	51	36.7	3	68	35.4	2	76	35.5	2	45	43.7	2	35	46.1
Improves communication	4	48	34.5	2	70	36.5	4	68	31.8	4	36	35.0	7	20	26.3
Effects a positive attitude	3	50	36.0	5	54	28.1	9	45	21.0	8	18	17.5	5	26	34.2
Self-evaluation	9	27	19.4	9	30	15.6	5	65	30.4	2	45	43.7	6	24	31.6
Results in more cooperation	6	39	28.1	7	43	22.4	6	56	26.2	7	24	23.3	8	14	18.4
Improves performance	8	34	24.5	6	51	26.6	7	50	23.4	6	29	28.2	9	13	17.1
Involvement	6	39	28.1	8	37	19.3	8	47	22.0	9	12	11.7	4	28	36.8
Other	10	6	4.3	10	9	4.7	10	13	6.1	10	7	6.8	10	4	5.3

with under 2,001 students and 2,001 to 5,000 students, respectively, agreed. Other districts responded with 41.1% and 47.6%. It is interesting to note that as district size increased, so did the percentage of respondents indicating "gives direction and goal setting to job" as a strength.

"Involvement" was considered a strength by 36.8% of respondents from districts with over 20,000 students but by only 11.7% of those from districts with 10,001 to 20,000 students.

More respondents (43.7%) from districts with 10,001 to 20,000 students than from districts with 2,001 to 5,000 students (15.6%) or less than 2,001 students (19.4%) thought "self-evaluation" was a strength of the evaluation process for supervisors in their district.

Methods of Evaluation

Part III of the questionnaire was designed to determine methods presently being used in supervisor evaluation and to determine respondents' attitudes toward their importance. Respondents were asked to choose from a list of 17 methods the ones being used in their school systems. They were also asked to indicate their attitude concerning the importance of each of the 17 methods.

Data presented in Table XXX of all respondents show the highest response was overwhelmingly given to self-evaluation (84.3%). Uses multiple information sources (42.1%) and based on job description (41.7%) received the second and third highest responses. Other methods receiving better than a 30% response rate were as follows: conference

TABLE XXX

PERCEPTIONS OF METHODS USED IN SUPERVISOR EVALUATION
BY TYPE OF SCHOOL DISTRICT AND TOTAL RESPONDENTS

Category	County		City/Other		Total	
	N	%	N	%	N	%
Self-evaluation	434	83.9	166	85.1	600	84.3
Based on job description	203	39.3	94	48.2	297	41.7
Related to salary	140	27.1	40	20.5	180	25.3
Includes review and appeal process	162	31.3	81	41.5	253	34.1
Based on performance contract	140	27.1	64	32.8	204	28.7
Uses multiple information sources	211	40.8	89	45.6	300	42.1
Both process and results examined	121	23.4	40	20.5	161	22.6
Feedback from subordinates	191	36.9	69	35.4	260	36.5
Pre-evaluation conference	163	31.5	71	36.4	234	32.9
Conference during evaluation process	187	36.2	86	44.1	273	38.3
Post-evaluation conference	150	29.0	69	35.4	219	30.8
Both informal and formal evaluation	120	23.2	55	28.2	175	24.6
Some items on evaluation form are weighted	81	15.7	30	15.4	111	15.6
Uses rater rather than evaluator	70	13.5	21	10.8	91	12.8
Implements team appraisal	63	12.2	23	11.8	86	12.1
Provides for individual differences	81	15.7	31	15.9	112	15.7
Includes monitoring and feedback	84	16.2	30	15.4	114	16.0

during evaluation process (38.3%), feedback from subordinates (36.5%), includes review and appeal process (34.1%), pre-evaluation conference (32.9%), and post-evaluation conference (30.8%). The following methods received responses in the twentieth percentile range: based on performance contract (28.7%), related to salary (25.3%), both informal and formal evaluation (24.6%), and both process and results examined (22.6%). The five methods receiving the lowest responses were as follows: includes monitoring and feedback (16.0%), provides for individual differences (15.7%), some items on the evaluation form are weighted (15.6%), uses rater rather than the evaluator (12.8%), and implements team appraisal (12.1%).

Table XXX shows that more respondents from city/other (48.2%) than county (39.3%) systems thought supervisor evaluation was based on job description. More city/other (41.5%) than county (31.3%) respondents also perceived that supervisor evaluation included a review and appeal process.

Analysis of responses by the four positional groups (Table XXXI) of respondents to methods of evaluation demonstrated differences in their perceptions in four areas: related to salary, use of multiple information sources, use of both formal and informal methods, and weighting of some items.

Approximately one-third of the principals responding (33.8%) perceived evaluation to be related to salary, while only 15.3% of supervisors themselves saw this relationship. Teachers (26.5%) and superintendents (20.9%) were reasonably close to each other in their perceptions, but fell between the response patterns of the

TABLE XXXI
PERCEPTIONS OF METHODS USED IN SUPERVISOR EVALUATION
BY POSITION OF RESPONDENT

Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
Self-evaluation	102	79.1	130	90.3	166	82.6	202	84.9
Based on job description	52	40.3	57	39.6	86	42.8	102	42.9
Related to salary	27	20.9	22	15.3	68	33.8	63	26.5
Includes review and appeal process	47	36.4	44	30.6	78	38.8	74	31.1
Based on performance contract	36	27.9	41	28.5	66	32.8	61	25.6
Uses multiple information sources	58	45.0	78	54.2	74	36.8	90	37.8
Both process and results examined	32	24.8	32	22.2	55	27.4	42	17.6
Feedback from subordinates	48	37.2	60	41.7	67	33.3	85	35.7
Pre-evaluation conference	44	34.1	57	39.6	65	32.3	68	28.6
Conference during evaluation process	63	48.8	54	37.5	71	35.3	85	35.7
Post-evaluation conference	48	37.2	46	31.9	62	30.8	63	26.5
Both informal and formal evaluation	36	27.9	32	22.2	61	30.3	46	19.3
Some items on the evaluation form are weighted	21	16.3	14	9.7	49	24.4	27	11.3
Uses rater rather than evaluator	15	11.6	15	10.4	35	17.4	26	10.9
Implements team appraisal	15	11.6	17	11.8	30	14.9	24	10.1
Provides for individual differences	23	17.8	24	16.7	31	15.4	34	14.3
Includes monitoring and feedback	25	19.4	25	17.4	31	15.4	33	13.9

other two groups. A majority of supervisors (54.2%) perceived that the evaluation used multiple information sources, whereas only 36.8% of principals and 37.8% of teachers concurred; superintendents responded with 45.0%. More superintendents (27.9%) and principals (30.3%) perceived that both informal and formal evaluation were part of the evaluation process than did teachers (19.3%) and supervisors (22.2%). More principals (24.4%) than supervisors (9.7%) or teachers (11.3%) said some items on the evaluation form were weighted; 16.4% of superintendents concurred.

Table XXXII shows that data analyzed by size of school district revealed differences in nine areas: self-evaluation, based on job description, related to salary, includes review and appeal process, based on performance contract, uses multiple information sources, pre-evaluation conference, conference during evaluation process, post-evaluation conference.

Self-evaluation was thought to be used in the evaluation process by 89.0% of respondents from districts with 10,001 to 20,000 students and 88.2% from districts with over 20,000 students. Only 82.0% and 82.2% from districts with under 2,001 students and 5,001 to 10,000 students, respectively, agreed. Districts with 2,001 to 5,000 students gave an intermediate response of 84.7%.

One of the most striking differences was that 71.1% of respondents from districts with over 20,000 students compared to only 29.6% from districts with 5,001 to 10,000 students thought supervisor evaluation in their system was based on job description.

TABLE XXXII
PERCEPTIONS OF METHODS USED IN SUPERVISOR EVALUATION
BY SIZE OF SCHOOL DISTRICT

Category	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
Self-evaluation	109	82.0	160	84.7	175	82.82	89	89.0	67	88.2
Based on job description	54	40.6	72	38.1	63	29.6	54	54.0	54	71.1
Related to salary	41	30.8	56	29.6	38	17.8	22	22.0	23	30.3
Includes review and appeal process	42	31.6	60	31.7	62	29.1	46	46.0	33	43.4
Based on performance contract	48	36.1	46	24.3	48	22.5	30	30.0	32	42.1
Uses multiple information source	47	35.3	77	40.7	83	39.0	58	58.0	35	46.1
Both process and results examined	36	27.1	48	25.4	38	17.8	22	22.0	17	22.4
Feedback from subordinates	48	36.1	74	39.2	79	37.1	39	39.0	20	26.3
Pre-evaluation conference	47	35.3	51	27.0	51	23.9	47	47.0	38	50.0
Conference during evaluation process	45	33.8	65	34.4	72	33.8	56	56.0	35	46.1
Post-evaluation conference	47	35.3	52	27.5	43	20.2	46	46.0	31	40.8
Both informal and formal evaluation	35	26.3	52	27.5	46	21.6	30	30.0	12	15.8
Some items on the evaluation form are weighted	28	21.1	31	16.4	27	12.7	18	18.0	7	9.2
Uses rater rather than evaluator	22	16.5	28	14.8	22	10.3	12	12.0	7	9.2
Implements team appraisal	21	15.8	26	13.8	19	8.9	12	12.0	8	10.5
Provides for individual differences	21	15.8	34	18.0	31	14.6	15	15.0	11	14.5
Includes monitoring and feedback	22	16.5	37	19.6	23	11.3	16	16.0	15	19.7

The responses of other size districts (40.6%, 38.1%, and 54.0%) fell between these two extremes.

More respondents from districts with under 2,001 students (30.8%), 2,001 to 5,000 students (29.6%), and over 20,000 students (30.3%) thought evaluation was related to salary than did those from districts with 5,001 to 10,000 students (17.8%) or 10,001 to 20,000 students (22.0%).

The evaluation of supervisors was thought to include a review and appeal process by 46.0% of the respondents from districts with 10,001 to 20,000 students, whereas only 29.1% from districts with 5,001 to 10,000 students agreed. Other size districts gave intermediate responses of 31.6%, 31.7%, and 43.4%.

Only 22.5% of respondents from districts with 5,001 to 10,000 students and 24.3% from districts with 2,001 to 5,000 students perceived that supervisor evaluation was based on performance. However, 42.1% from districts with over 20,000 students shared this perception; 30.0% from districts with 10,001 to 20,000 students and 36.1% from districts with less than 2,001 students concurred.

A majority of respondents (58.0%) from districts with 10,001 to 20,000 students indicated that the evaluation of supervisors in their systems used multiple information sources, whereas only 35.3% from districts with under 2,001 students agreed. The response patterns of other size districts (40.7%, 39.0%, and 46.1%) were reasonably close together and fell between these two extremes.

More respondents from districts with over 20,000 students (50.0%) and 10,001 to 20,000 students (47.0%) thought a pre-evaluation

conference was used than did those from districts with 5,001 to 10,000 students (23.9%) and 2,001 to 5,000 students (27.0%). Slightly more than one-third (35.3%) of respondents from the smallest districts (under 2,001 students) shared this perception.

Fifty-six percent (56.0%) of respondents from districts with 10,001 to 20,000 students said a conference was held during the evaluation process, whereas only 33.8% from districts with under 2,001 students and with 5,001 to 10,000 students and 34.4% from districts with 2,001 to 5,000 students agreed. Districts with over 20,000 students gave an intermediate response of 46.1%.

A post-evaluation conference was considered to be part of the supervisor evaluation process by 46% of respondents from districts with 10,001 to 20,000 students but by only 20.2% from districts with 5,001 to 10,000 students. Responses of 35.3%, 27.5%, and 20.8% were given by districts with under 2,001 students, 2,001 to 5,000 students, and over 20,000 students, respectively.

Respondents were asked to indicate their perception of the importance of each of the 17 items in Part III of the questionnaire by marking (1) very important, (2) important, (3) relatively unimportant, or (4) unimportant.

Table XXXIII shows that more than half of all respondents considered 11 of the items as important and/or very important; self-evaluation, based on job description, uses multiple information sources, both process and results examined, feedback from subordinates, pre-evaluation conference, conference during evaluation process, post-evaluation conference, both informal and formal evaluation,

TABLE XXXIII

PERCEPTIONS OF DEGREE OF IMPORTANCE OF METHODS USED IN SUPERVISOR
EVALUATION BY TYPE OF SCHOOL DISTRICT AND TOTAL RESPONDENTS

Category	County		City/Other		Total	
	N	%	N	%	N	%
Self-evaluation						
Very important	422	73.8	146	70.5	568	72.9
Important	107	18.7	36	17.4	143	18.4
Relatively unimportant	24	4.2	9	4.3	33	4.2
Unimportant	19	3.3	16	7.7	35	4.5
Based on job description						
Very important	168	29.7	88	42.7	256	33.2
Important	287	50.8	74	35.9	361	46.8
Relatively unimportant	74	13.1	31	15.0	105	13.6
Unimportant	36	6.4	13	6.3	49	6.4
Related to salary						
Very important	106	18.8	41	20.2	147	19.2
Important	156	27.7	41	20.2	197	25.7
Relatively unimportant	173	30.7	61	30.0	234	30.5
Unimportant	129	22.9	60	29.6	189	24.6
Includes review and appeal process						
Very important	109	19.3	50	24.2	159	20.6
Important	205	36.3	64	30.9	269	34.9
Relatively unimportant	179	31.7	61	29.5	240	31.1
Unimportant	71	12.6	32	15.5	103	13.4
Based on performance contract						
Very important	86	15.3	30	14.6	116	15.1
Important	184	32.7	65	31.6	249	32.4
Relatively unimportant	234	41.6	89	43.2	323	42.1
Unimportant	58	10.3	22	10.7	80	10.4
Uses multiple information sources						
Very important	130	23.0	55	26.7	185	24.0
Important	219	38.8	77	37.4	296	38.4
Relatively unimportant	164	29.1	57	27.7	221	28.7
Unimportant	51	9.0	17	8.3	68	8.8
Both process and results examined						
Very important	126	22.3	42	20.7	168	21.8
Important	183	32.3	65	32.0	248	32.2
Relatively unimportant	192	33.9	80	39.4	272	35.4
Unimportant	65	11.5	16	7.9	81	10.5
Feedback from subordinates						
Very important	152	27.0	61	29.8	213	27.7
Important	154	27.3	58	28.3	212	27.6
Relatively unimportant	161	28.5	69	33.7	230	29.9
Unimportant	97	17.2	17	8.3	114	14.8
Pre-evaluation conference						
Very important	140	24.7	64	31.4	204	26.5
Important	161	28.4	68	33.3	229	29.7
Relatively unimportant	174	30.7	54	26.5	228	29.6
Unimportant	92	16.2	18	8.8	110	14.3

TABLE XXXIII (continued)

Category	County		City/Other		Total	
	N	%	N	%	N	%
Conference during evaluation process						
Very important	160	28.2	67	33.0	227	29.5
Important	156	27.5	62	30.5	218	28.3
Relatively unimportant	149	26.3	43	21.2	192	24.9
Unimportant	102	18.0	31	15.3	133	17.3
Post-evaluation conference						
Very important	166	29.2	64	31.1	230	29.7
Important	172	30.3	65	31.6	237	30.6
Relatively unimportant	135	23.8	44	21.4	179	23.1
Unimportant	95	16.7	33	16.0	128	16.5
Both informal and formal evaluation						
Very important	145	25.6	53	25.7	198	25.6
Important	158	27.9	60	29.1	218	28.2
Relatively unimportant	154	27.2	49	23.8	203	26.3
Unimportant	110	19.4	44	21.4	154	19.9
Some items on the evaluation form are weighted						
Very important	81	14.4	28	13.6	109	14.2
Important	110	19.5	26	12.6	136	17.7
Relatively unimportant	182	32.3	57	27.7	239	31.0
Unimportant	191	33.9	95	46.1	286	37.1
Uses rater rather than evaluator						
Very important	79	14.1	23	11.3	102	13.3
Important	106	18.9	35	17.2	141	18.4
Relatively unimportant	175	31.1	46	22.5	221	28.9
Unimportant	202	35.9	100	49.0	302	39.4
Implements team appraisal						
Very important	91	16.2	34	16.6	125	16.3
Important	136	24.2	37	18.0	173	22.6
Relatively unimportant	177	31.6	74	36.1	251	32.8
Unimportant	157	28.0	60	29.3	217	28.3
Provides for individual differences						
Very important	144	25.7	60	29.3	204	26.6
Important	172	30.7	58	28.3	230	30.0
Relatively unimportant	130	23.2	39	19.0	169	22.1
Unimportant	115	20.5	48	23.4	163	21.3
Includes monitoring and feedback						
Very important	179	31.6	69	33.3	248	32.0
Important	129	22.8	46	22.2	175	22.6
Relatively unimportant	120	21.2	47	22.7	167	21.6
Unimportant	139	24.5	45	21.7	184	23.8

provides for individual differences, and includes monitoring and feedback. Only six of the items were considered as relatively unimportant and/or unimportant by more than 50% of the total respondent group: related to salary, includes review and appeal process, based on performance contract, some items on the evaluation form are weighted, uses rater rather than evaluator, and implements team appraisal.

Respondents from county and city/other districts differed in their perceptions regarding the importance of supervisor evaluation being based on job descriptions. More city/other (42.7%) than county (29.7%) respondents felt it was very important. On the other hand, more county (50.8%) than city/other (35.9%) respondents ranked it as very important.

More respondents from county districts (17.2%) than from city/other (8.3%) considered feedback from subordinates as being unimportant. However, more city/other (33.7%) than county (28.5%) respondents perceived it as relatively unimportant.

A pre-evaluation conference was perceived to be very important by more city/other (31.4%) than county (24.7%) respondents, but more county (16.2%) than city/other (8.8%) respondents perceived it as unimportant.

More respondents from city/other (46.1%) than from county districts (33.9%) thought it was unimportant that some items on the evaluation form be weighted. More city/other (49.0%) than county respondents (35.9%) also thought the use of a rater rather than the evaluator was unimportant.

Data presented in Table XXXIV reveals that self-evaluation was thought to be very important by more superintendents (79.4%), supervisors (77.9%), and principals (74.3%) than teachers (65.4%). More teachers (27.2%) than principals (11.4%) considered it important, while superintendents and supervisors gave intermediate responses of 16.2% and 16.1%, respectively. All four position groups held similar perceptions regarding the relative unimportance of self-evaluation, but more principals (10.5%) than superintendents (0.7%), supervisors (2.7%), or teachers (1.9%) considered it unimportant.

More supervisors (47.3%) than principals (24.5%) thought it was very important that evaluation be based on job description; approximately one-third of the superintendents (34.8%) and teachers (32.3%) shared this perception. More principals (54.9%) than supervisors (35.6%) thought this was important.

More supervisors (21.7%), principals (19.4%), and teachers (21.8%) thought it was very important that evaluation be related to salary than did superintendents (11.1%). On the other hand, more principals (36.6%) and teachers (30.0%) ranked it as important than did supervisors (8.4%) or superintendents (17.0%). It was considered unimportant by more supervisors (39.9%) and superintendents (34.1%) than principals (15.1%) or teachers (19.8%).

Supervisors (34.3%) themselves were much more convinced than were superintendents (17.0%), principals (18.1%), or teachers (17.2%) that it was very important that the evaluation include a review and appeal process.

TABLE XXXIV

PERCEPTIONS OF DEGREE OF IMPORTANCE OF METHODS USED IN SUPERVISOR EVALUATION BY POSITION OF RESPONDENT

Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
Self-evaluation								
Very important	108	79.4	116	77.9	176	74.3	168	65.4
Important	22	16.2		16.1	27	11.4	70	27.2
Relatively unimportant	5	3.7	5	3.4	9	3.8	14	5.4
Unimportant	1	0.7	4	2.7	25	10.5	5	1.9
Based on job description								
Very important	47	34.8	69	47.3	57	24.5	83	32.3
Important	57	42.2	52	35.6	128	54.9	124	48.2
Relatively unimportant	24	17.8	21	14.4	22	9.4	38	14.8
Unimportant	7	5.2	4	2.7	26	11.2	12	4.7
Related to salary								
Very important	15	11.1	31	21.7	45	19.4	56	21.8
Important	23	17.0	12	8.4	85	36.6	77	30.0
Relatively unimportant	51	37.8	43	30.1	67	28.9	73	28.4
Unimportant	46	34.1	57	39.9	35	15.1	51	19.8
Includes review and appeal process								
Very important	23	17.0	49	34.3	43	18.1	44	17.2
Important	44	32.6	45	31.5	87	36.7	93	36.3
Relatively unimportant	50	37.0	35	24.5	77	32.5	78	30.5
Unimportant	18	13.3	14	9.8	30	12.7	41	16.0
Based on performance contract								
Very important	18	13.2	25	17.5	35	15.0	38	14.8
Important	46	33.8	45	31.5	73	31.3	85	33.2
Relatively unimportant	52	38.2	54	37.8	105	45.1	112	43.8
Unimportant	20	14.7	19	13.3	20	8.6	21	8.2
Uses multiple information sources								
Very important	34	25.0	48	33.1	34	14.6	69	27.0
Important	52	38.2	57	39.3	90	38.6	97	37.9
Relatively unimportant	39	28.7	32	22.1	81	34.8	69	27.0
Unimportant	11	8.1	8	5.5	28	12.0	21	8.2
Both process and results examined								
Very important	31	23.0	39	27.5	35	14.8	63	24.6
Important	43	31.9	53	37.3	71	30.1	81	31.6
Relatively unimportant	49	36.3	40	28.2	93	39.4	90	35.2
Unimportant	12	8.9	10	7.0	37	15.7	22	8.6
Feedback from subordinates								
Very important	26	19.3	52	35.9	31	13.2	104	40.8
Important	38	28.1	35	24.1	69	29.5	70	27.5
Relatively unimportant	56	41.5	44	30.3	81	34.6	49	19.2
Unimportant	15	11.1	14	9.7	53	22.6	32	12.5
Pre-evaluation conference								
Very important	36	26.5	65	45.1	33	14.0	70	27.3
Important	44	32.4	36	25.0	61	26.0	88	34.4
Relatively unimportant	49	36.0	27	18.8	87	37.0	65	25.4
Unimportant	7	5.1	16	11.1	54	23.0	33	12.9

TABLE XXXIV (continued)

Category	Superintendent		Supervisor		Principal		Teacher	
	N	%	N	%	N	%	N	%
Conference during evaluation process								
Very important	42	30.9	63	43.2	41	17.7	81	31.6
Important	31	22.8	40	27.4	64	27.6	83	32.4
Relatively unimportant	45	33.1	22	15.1	70	30.2	55	21.5
Unimportant	18	13.2	21	14.4	57	24.6	37	14.5
Post-evaluation conference								
Very important	40	29.4	63	43.8	46	19.4	81	31.5
Important	57	34.6	37	25.7	64	27.0	89	34.6
Relatively unimportant	35	25.7	28	19.4	75	31.6	41	16.0
Unimportant	14	10.3	16	11.1	52	21.9	46	17.9
Both informal and formal evaluation								
Very important	39	28.7	45	31.0	45	19.1	69	26.8
Important	40	29.4	44	30.3	62	26.4	72	28.0
Relatively unimportant	35	25.7	26	17.9	66	28.1	76	29.6
Unimportant	22	16.2	30	20.7	62	26.4	40	15.6
Some items on the evaluation form are weighted								
Very important	18	13.2	25	17.5	30	12.7	36	14.1
Important	22	16.2	19	13.3	44	18.6	51	20.0
Relatively unimportant	48	35.3	42	29.4	83	35.2	66	25.9
Unimportant	48	35.3	57	39.9	79	33.5	102	40.0
Uses rater rather than evaluator								
Very important	10	7.4	24	16.9	31	13.3	37	14.5
Important	24	17.6	17	12.0	61	26.2	39	15.3
Relatively unimportant	47	34.6	39	27.5	63	27.0	72	28.2
Unimportant	55	40.4	62	43.7	78	33.5	107	42.0
Implements team appraisal								
Very important	24	17.9	22	15.6	39	16.5	40	15.7
Important	31	23.1	24	17.0	49	20.8	69	27.1
Relatively unimportant	44	32.8	44	31.2	86	36.4	77	30.2
Unimportant	35	26.1	51	36.2	62	26.3	69	27.1
Provides for individual differences								
Very important	40	29.9	47	33.1	51	21.9	66	25.7
Important	46	34.3	41	28.9	67	28.8	76	29.6
Relatively unimportant	29	21.6	29	20.4	49	21.0	62	24.1
Unimportant	19	14.2	25	17.6	66	28.3	53	20.6
Includes monitoring and feedback								
Very important	50	36.8	48	33.1	71	19.4	79	30.7
Important	34	25.0	41	28.3	44	18.6	56	21.8
Relatively unimportant	27	19.9	30	20.7	49	20.8	61	23.7
Unimportant	25	18.4	26	17.9	72	30.5	61	23.7

Fewer principals (14.6%) felt the use of multiple information sources was very important than did supervisors (33.1%), teachers (27.0%), and superintendents (25.0%).

More supervisors (27.5%), teachers (24.6%), and superintendents (23.0%) considered it very important that both process and results be examined than did principals (14.8%).

Many more supervisors (45.1%) than principals (14.0%) ranked pre-evaluation conference as very important; the responses of superintendents (26.5%) and teachers (27.3%) were similar to each other but fell between those of principals and supervisors. More principals (37.0%) and superintendents (36.0%) ranked pre-evaluation conference as relatively unimportant than did supervisors (18.8%) and teachers (25.4%). A pre-evaluation conference was considered unimportant by more principals (23.0%) than superintendents (5.1%), supervisors (11.1%), or teachers (12.9%).

Many more supervisors (43.2%) than principals (17.7%) also ranked a conference during the evaluation process as very important; slightly less than one-third of superintendents (30.9%) and teachers (31.6%) ranked it as very important. More superintendents (33.1%) and principals (30.2%) considered a conference during the evaluation process relatively unimportant than did supervisors (15.1%) or teachers (21.5%). More principals (24.6%) ranked it unimportant than did superintendents (13.2%), supervisors (14.4%), or teachers (14.5%).

A post-evaluation conference was thought to be very important by considerably more supervisors (43.8%) than principals (19.4%); the

responses of superintendents (29.4%) and teachers (31.5%) were similar to each other but fell between the extremes of the principals and supervisors. Post-evaluation conference was ranked relatively unimportant by more principals (31.6%) than by superintendents (25.7%), supervisors (19.4%), or teachers (16.0%). It was considered unimportant by more principals (21.9%) and teachers (17.9%) than superintendents (10.3%) or supervisors (11.1%).

Both informal and formal evaluation was ranked as very important by more supervisors (31.0%) than principals (19.1%). Superintendents and teachers gave intermediate responses of 28.7% and 26.8%, respectively.

The use of a rater rather than the evaluator was ranked unimportant by more superintendents (40.4%), supervisors (43.7%), and teachers (42.0%) than by principals (33.5%). Conversely, it was ranked important by more principals (26.2%) than superintendents (17.6%), supervisors (12.0%), or teachers (15.3%).

Table XXXV displays data analyzed by size of school district. A majority of respondents (51.0%) from districts with 10,001 to 20,000 students ranked based on job description as very important while only 25.2% from districts with 2,001 to 5,000 students did so. It was considered important by more respondents from districts with less than 2,001 students (51.3%), 2,001 to 5,000 students (49.1%), 5,001 to 10,000 students (47.7%), and over 20,000 students (46.1%) than by those from districts with 10,001 to 20,000 students (33.3%).

Includes review and appeal process was perceived as very important by more respondents from the larger districts (31.1% from

TABLE XXXV

PERCEPTIONS OF DEGREE OF IMPORTANCE OF METHODS USED IN SUPERVISOR
EVALUATION BY SIZE OF SCHOOL DISTRICT

Category	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
Self-evaluation										
Very important	114	74.5	163	73.4	164	73.5	73	70.2	54	71.1
Important	21	13.7	37	16.7	45	20.2	23	22.1	16	21.1
Relatively unimportant	7	4.6	11	5.0	7	3.1	4	3.8	4	5.3
Unimportant	11	7.2	11	5.0	7	3.1	4	3.8	2	2.6
Based on job description										
Very important	45	29.6	55	25.2	73	32.9	52	51.0	31	40.8
Important	78	51.3	107	49.1	106	47.7	34	33.3	35	46.1
Relatively unimportant	20	13.2	38	17.4	31	14.0	10	9.8	6	7.9
Unimportant	9	5.9	18	8.3	12	5.4	6	5.9	4	5.3
Related to salary										
Very important	27	17.9	41	19.0	45	20.2	21	20.6	13	17.6
Important	39	25.8	58	26.9	54	24.2	22	21.6	23	31.1
Relatively unimportant	51	33.8	56	25.9	66	29.6	40	39.2	21	28.4
Unimportant	34	22.5	61	28.2	58	26.0	19	18.6	17	23.0
Includes review and appeal process										
Very important	27	18.0	40	18.2	39	17.6	32	31.1	21	28.0
Important	55	36.7	76	34.5	83	37.4	35	34.0	20	26.7
Relatively unimportant	40	26.7	79	35.9	73	32.9	26	25.2	21	28.0
Unimportant	28	18.7	25	11.4	27	12.2	10	9.7	13	17.3
Based on performance contract										
Very important	22	14.8	34	15.5	28	12.6	20	19.8	12	16.0
Important	47	31.5	71	32.3	79	35.6	27	26.7	24	32.0
Relatively unimportant	54	37.6	95	43.2	97	43.7	45	44.6	30	40.0
Unimportant	24	16.1	20	9.1	18	8.1	9	8.9	9	12.0
Uses multiple information sources										
Very important	38	25.3	44	20.1	53	24.0	32	31.1	18	23.7
Important	60	40.0	79	36.1	90	40.7	42	40.8	25	32.9
Relatively unimportant	38	25.3	75	34.2	62	28.1	21	20.4	24	31.6
Unimportant	14	9.3	21	9.6	16	7.2	8	7.8	9	11.8
Both process and results examined										
Very important	38	25.3	49	22.5	37	16.7	28	27.2	16	21.3
Important	41	27.3	76	34.9	80	36.0	33	32.0	17	22.7
Relatively unimportant	53	35.3	67	30.7	85	38.3	33	32.0	34	45.3
Unimportant	18	12.0	26	11.9	20	9.0	9	8.7	8	10.7
Feedback from subordinates										
Very important	32	21.3	58	26.4	68	30.5	37	37.0	18	24.0
Important	50	33.3	60	27.3	55	24.7	19	19.0	28	37.3
Relatively unimportant	47	31.3	66	30.0	65	29.1	29	29.0	22	29.3
Unimportant	21	14.0	36	16.4	35	15.7	15	15.0	7	9.3
Pre-evaluation conference										
Very important	36	24.3	56	25.3	49	22.0	37	36.3	26	34.2
Important	48	32.4	52	23.5	79	35.4	27	26.5	23	30.3
Relatively unimportant	48	32.4	73	33.0	63	28.3	27	26.5	16	21.1
Unimportant	16	10.8	40	18.1	32	14.3	11	10.8	11	14.5

TABLE XXXV (continued)

Category	Under 2,001 Students		2,001-5,000 Students		5,001-10,000 Students		10,001-20,000 Students		Over 20,000 Students	
	N	%	N	%	N	%	N	%	N	%
Conference during evaluation process										
Very important	52	34.7	54	24.9	58	26.0	46	44.7	17	22.4
Important	41	27.3	52	24.0	73	32.7	26	25.2	26	34.2
Relatively unimportant	32	21.3	72	33.2	53	23.8	16	15.5	18	23.7
Unimportant	25	16.7	39	18.0	39	17.5	15	14.6	15	19.7
Post-evaluation conference										
Very important	50	32.9	57	26.0	62	27.8	41	39.8	20	26.3
Important	43	28.3	60	27.4	81	36.3	29	28.2	23	30.3
Relatively unimportant	34	22.4	57	26.0	55	24.7	21	20.4	12	15.8
Unimportant	25	16.4	45	20.5	25	11.2	12	11.7	21	27.6
Both informal and formal evaluation										
Very important	47	31.1	62	28.2	53	23.9	24	23.1	12	16.0
Important	45	29.8	70	31.8	54	24.3	31	29.8	17	22.7
Relatively unimportant	27	17.9	50	22.7	66	29.7	29	27.9	31	41.3
Unimportant	32	21.2	38	17.3	49	22.1	21	19.2	15	20.0
Some items on the evaluation form are weighted										
Very important	31	20.7	40	18.3	22	9.9	9	8.8	7	9.3
Important	31	20.7	43	19.6	33	14.8	18	17.6	10	13.3
Relatively unimportant	36	24.0	75	34.2	71	31.8	34	33.3	23	30.7
Unimportant	52	34.7	61	27.9	97	43.5	41	40.2	35	46.7
Uses rater rather than evaluator										
Very important	26	17.7	36	16.4	17	7.7	12	11.8	11	14.7
Important	33	22.4	50	22.7	31	14.0	15	14.7	12	16.0
Relatively unimportant	39	26.5	64	29.1	65	29.4	29	28.4	23	30.7
Unimportant	49	33.3	70	31.8	108	48.9	46	45.1	29	38.7
Implements team appraisal										
Very important	34	22.8	45	20.5	20	9.0	12	11.8	13	17.6
Important	38	25.5	59	26.9	42	19.0	17	16.7	17	23.0
Relatively unimportant	41	27.5	64	29.2	84	38.0	37	36.3	25	33.8
Unimportant	36	24.2	51	23.3	75	33.9	36	35.3	19	25.7
Provides for individual differences										
Very important	47	31.1	59	27.2	55	25.0	22	21.6	21	28.0
Important	46	30.5	73	33.6	64	29.1	28	27.5	19	25.3
Relatively unimportant	24	15.9	38	17.5	55	25.0	29	28.4	22	29.3
Unimportant	34	22.5	47	21.7	46	20.9	23	22.5	13	17.3
Includes monitoring and feedback										
Very important	49	32.0	30	36.4	64	28.8	28	27.5	27	35.5
Important	40	26.1	51	23.3	45	20.3	20	19.6	18	23.7
Relatively unimportant	24	15.7	38	17.3	61	27.5	28	27.5	16	21.1
Unimportant	40	26.1	51	23.2	52	23.4	26	25.5	15	19.7

districts with 10,001 to 20,000 students and 28.0% from districts with over 20,000 students) than from the smaller districts (18.0% from districts with less than 2,001 students, 18.2% from those with 2,001 to 5,000 students, and 17.6% from those with 5,001 to 10,000 students).

Over one-third of respondents from the larger districts of 10,001 to 20,000 students (36.3%) and over 20,000 students (34.2%) ranked pre-evaluation conference as very important. However, only about one-fourth or fewer from the smaller districts of fewer than 2,001 students (24.3%), 2,001 to 5,000 students (25.3%), and 5,001 to 10,000 students (22.0%) said a pre-evaluation conference was very important. On the other hand, it was thought to be relatively unimportant by 32.4% of respondents from districts with under 2,001 students and 33.0% from districts with 2,001 to 5,000 students but by only 21.1% from districts with over 20,000 students.

A conference during the evaluation process was thought to be very important by only 22.4% of respondents from districts with over 20,000 students, whereas 44.7% from districts with 10,001 to 20,000 students thought it was very important. About one-third of the respondents from districts with less than 2,001 students (34.7%) and about one-fourth from districts with 2,001 to 5,000 students (24.9%) and 5,001 to 10,000 students (26.0%) thought a conference during the evaluation process was very important.

A post-evaluation conference was ranked as very important by 39.8% of respondents from districts with 10,001 to 20,000 students; however, only 26.0% from districts with 2,001 to 5,000 students and

26.3% from those with over 20,000 students agreed. It was considered unimportant by 27.6% of respondents from districts with over 20,000 students but by only 11.2% and 11.7% from districts with 5,001 to 10,000 students and 10,001 to 20,000 students, respectively.

More superintendents (23.0%), supervisors (27.5%), and teachers (24.6%) ranked both process and results examined as very important than did principals (14.8%).

Nearly one-third (31.1%) of respondents from districts with fewer than 2,001 students thought both formal and informal evaluation were important, but only 16.0% from districts with over 20,000 students agreed; intermediate responses of 28.2%, 23.9%, and 23.1% were given by respondents from the other size districts of 2,001 to 5,000 students, 5,001 to 10,000 students, and 10,001 to 20,000 students, respectively. Conversely, 41.3% of respondents from districts with over 20,000 students thought both formal and informal evaluation were relatively unimportant, whereas only 17.9% from districts with under 2,001 students agreed.

"Some items on the evaluation form are weighted" was ranked as very important by more respondents from the smaller districts of under 2,001 students (20.7%), and 2,001 to 5,000 students (18.3%) than by those from the larger districts of 5,001 to 10,000 students (9.9%), 10,001 to 20,000 students (8.8%), and over 20,000 students (9.3%). It was ranked as unimportant by more respondents from the larger districts of 5,001 to 10,000 students (43.5%), 10,001 to 20,000 students (40.2%), and over 20,000 students (46.7%) than by those

from the smaller districts of 2,001 to 5,000 students (27.9%) and under 2,001 students (34.7%).

Only 7.7% of respondents from districts with 5,001 to 10,000 students considered the use of a rater rather than the evaluator to be very important, whereas 17.7% from districts with less than 2,001 students and 16.4% from districts with 2,001 to 5,000 students did so; intermediate responses of 11.8% and 14.7% were given by districts with 10,001 to 20,000 students and over 20,000 students, respectively. The use of a rater rather than the evaluator was thought to be unimportant by nearly one-half of respondents from districts with 5,001 to 10,000 students (48.9%) and 10,001 to 20,000 students (45.1%), but only about one-third of respondents from districts with under 2,001 students (33.3%) and 2,001 to 5,000 students (31.8%) concurred.

"Implements team appraisal" was ranked as very important by 22.8% of respondents from districts with under 2,001 students and 20.5% from districts with 2,001 to 5,000 students, but by only 9.0% and 11.8% from districts with 5,001 to 10,000 students and 10,001 to 20,000 students, respectively; an intermediate response of 17.6% was given by districts with over 20,000 students. Approximately one-third of respondents from districts with 5,001 to 10,000 students (33.9%) and 10,001 to 20,000 students (35.3%) ranked implements team appraisal as unimportant, whereas only about one-fourth from the other districts of under 2,001 students (24.2%), 2,001 to 5,000 students (23.3%), and over 20,000 students (25.7%) did so.

Summary

This chapter has presented an analysis of the data collected by the administration of the questionnaire for the evaluation of supervisors. Major findings are re-identified below.

Type of Evaluation

Analysis of responses to the questions concerning type of evaluation revealed that most respondents (54.3%) perceived that checklists and rating scales were used. This was followed by management by objectives (22.5%), neither of these types (11.7%), and no evaluation of supervisors (11.3%). Analysis by type of district, position of respondent, and size of district revealed differences in responses.

Purposes of Supervisor Evaluation

The most important purpose of supervisor evaluation as identified by the total group of respondents, both as current practice in their systems and as what should be most important, was "promote personal growth and competence." "To improve instruction" was perceived as being the second most important while "provide information related to strengths and weaknesses of the individual employee" was identified as the one that should be second in importance. "To meet state requirements" was perceived as currently being the third most important purpose, but respondents thought "facilitate communication and cooperation among administrators, teachers, and community" should ideally be third. Analysis of data by type of school district revealed very few differences. However, analysis by position of respondent

and size of district did reveal several differences in perceptions concerning the purposes of supervisor evaluation.

Who Is Involved in Supervisor Evaluation

The total group of respondents perceived that the superintendent, self-evaluation, principals, teachers, and supervisor were the people most involved in the evaluation of supervisors. These were also the people whom most respondents thought should be involved. Data analysis by type of district, position of respondent, and size of district revealed several differences in perceptions to both the questions of who is currently involved and who should be involved.

Primary Responsibility for Evaluation of Supervisors

A large majority of all respondents (80.6%) perceived that the superintendent had primary responsibility for the evaluation of supervisors, and a majority (62.9%) also thought the superintendent should have primary responsibility. Analysis of data by type of school district indicated a difference in responses for both the questions of who has primary responsibility and who should have primary responsibility. Analysis by position of respondent revealed a difference in responses for only the question of who currently has primary responsibility.

Frequency of Supervisor Evaluation

A majority of all respondents (52.5%) perceived that supervisors in their systems were evaluated once every three years, and most respondents (48.7%) also indicated they believed supervisors

should be evaluated once every three years. Analysis of data by type of school district revealed a difference in responses to the question of how frequently supervisors are evaluated. There were differences for both the questions of how frequently supervisors are evaluated and how frequently they should be evaluated when data were analyzed by position of respondent and by size of school district.

Instruments or Procedures Used

When respondents were asked to indicate the instruments and procedures used in their systems and those they thought should be used, most respondents (55.8%) said checklists were used and even more (61.7%) thought checklists should be used. Less than one-fourth of all respondents (22.7%) said management by objectives (MBO) was used, but more than one-third (36.9%) thought MBO should be used. Analysis by type of district, position of respondent, and size of district indicated several differences in responses to both the questions concerning perceptions of instruments or procedures currently used to evaluate supervisors and what instruments or procedures respondents thought should be used.

Results of Supervisor Evaluation

The total group of respondents identified "improvement of supervisor performance" as being the most important result of supervisor evaluation and "better communication and cooperation among teachers, administrators, and community" as the second most important result. Respondents also thought these should be the

two most important results. "Job targets for supervisors" was identified as currently being the third most important result, but respondents thought "improvement in instruction" should be third. Type of district and size of district did not appear to have much effect on responses concerning results of supervisor evaluation; however, there were more differences when data were analyzed by position of respondent.

Effectiveness of the Evaluation Process for Supervisors

When asked to rate the effectiveness of their systems' evaluation of supervisors, most respondents (49.9%) rated it as satisfactory; only 12.4% rated it as poor and 37.8% rated it good. There were differences in responses when data were analyzed by position of respondent and by size of school district.

Job Descriptions

In response to the question concerning job descriptions for supervisors, 45.0% of respondents said their systems had job descriptions. Slightly over one-third (34.9%) said no, and 20.2% said they did not know. There were differences in responses based on type of district, position of respondent, and size of district.

Efficiency

Slightly less than one-half of all respondents (47.3%) felt the evaluation process had helped to improve the efficiency of supervisors; only 21.7% said it had not, but about one-third (31.0%) said they did not know. Type of district and size of district did

not appear to affect responses to the question of whether the evaluation process had helped improve supervisor efficiency. However, there was a difference in responses based upon position of respondent.

Involvement in Development of Evaluation Process and Procedures

The largest group of respondents (38.0%) indicated that they had had no involvement in the development of the supervisor evaluation process. Only 10.1% said they had had extensive involvement. Minimal involvement was indicated by 29.0%, and 22.1% indicated average involvement. Analysis by type of district, position of respondent, and size of district indicated several differences in responses.

Weaknesses in the Process for the Evaluation of Supervisors

The most often identified weaknesses of the supervisor evaluation process were criteria too subjective, not enough time spent gathering and/or sharing evaluation data, criteria not appropriate, and little follow-through. There were several differences in responses when data were analyzed by type of district, position of respondent, and size of district.

Strengths of the Process for the Evaluation of Supervisors

The most often identified strengths of the evaluation process for supervisors were improves professional growth, gives direction and goal-setting to job, identifies strengths and weaknesses, and improves communication. Data analysis by type of district, position of respondent, and size of district indicated several differences in responses.

Methods of Supervisor Evaluation

Some of the most commonly used methods in supervisor evaluation as perceived by the total group of respondents were self-evaluation, multiple information sources, and based on job description. When data were analyzed by type of district, differences were found in responses to only two methods; however, analysis by position of respondents and size of district revealed differences in responses to several methods.

More than half of all respondents considered 11 of the methods as important and/or very important: self-evaluation, based on job description, multiple information sources, both process and results examined, feedback from subordinates, pre-evaluation conference, conference during evaluation process, post-evaluation conference, both informal and formal evaluation, provides for individual differences, and includes monitoring and feedback. Data analysis by type of district, position of respondents, and size of district indicated differences in responses to several of the methods.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study sought to fill a void in knowledge concerning the evaluation of supervisors in Tennessee by determining what current supervisory evaluation practices are and comparing these to perceived ideal practices. The study had two major purposes. It sought to assess the current status of the evaluation of supervisory personnel, K-12, in the state of Tennessee as perceived by teachers, building level principals, central office administrators (i.e., superintendents and assistant superintendents for curriculum and instruction) and supervisors themselves and to compare the perceptions of these four groups. Second, the study attempted to determine what respondents believe are desirable supervisory personnel evaluation practices, K-12, in the state of Tennessee and to compare the perceptions of the four groups of respondents.

As a means of analyzing the data generated in the 788 questionnaires returned by respondents, several research questions were posed. Findings reported in Chapter IV must be reviewed in relationship to the following questions.

1. How are current supervisory personnel evaluation practices perceived by educators (central office administrators, teachers, building principals, and supervisors themselves)?

Most educators perceived that checklists and rating scales were the types of evaluation most often used in their systems. More than half of all respondents indicated checklists as being the instrument used in supervisor evaluation in their systems.

Educators identified "promote personal growth and competence" as being the most important purpose of supervisor evaluation in their systems. "To improve instruction" and "to meet state requirements" were perceived to be second and third in importance, respectively.

The three most important results of supervisor evaluation were perceived to be (1) improvement of supervisor performance, (2) better communication and cooperation among teachers, administrators, and community, and (3) job targets for supervisors.

Respondents perceived that the superintendent's staff, self-evaluation, principals, and teachers were the persons most involved in supervisor evaluation. More than 90% of all respondents perceived that either the superintendent or assistant superintendent had primary responsibility for the evaluation of supervisors in their districts.

More than half the respondents indicated supervisors in their systems were evaluated once every three years.

A very large majority of respondents rated their systems' evaluation of supervisors as either good (37.8%) or satisfactory (49.9%). However, slightly less than one-half of all respondents thought the evaluation process had helped to improve the efficiency of supervisors. One-third of all respondents felt that they had insufficient knowledge to answer this question.

Slightly less than one-half of all respondents said their systems had job descriptions for supervisors and 20.2% said they did not know.

A large majority of respondents indicated they had had minimal or no involvement in the development of the supervisor evaluation process.

The weaknesses identified by most respondents were criteria too subjective, not enough time spent gathering and/or sharing evaluation data, criteria not appropriate, and little follow-through. The strengths most often identified were improves professional growth, gives direction and goal-setting to job, identified strengths and weaknesses, and improves communication.

Some of the most commonly used methods in supervisor evaluation were self-evaluation, multiple information sources, and job descriptions. More than half of all respondents considered 11 of the methods as important and/or very important: self-evaluation, based on job description, uses multiple information sources, both process and results examined, feedback from subordinates, pre-evaluation conference, conference during evaluation process, post-evaluation conference, both informal and formal evaluation, provides for individual differences, and includes monitoring and feedback.

This first broad research question was further broken down into three sub-questions to assist in further data analysis.

1a. Do perceptions among these groups differ?

Data analysis based upon position of respondents indicated few differences in the following areas: type of evaluation, instruments or procedures used, methods used in evaluation, and purposes and results of evaluation.

Several differences in perceptions were evident in regard to persons involved, frequency of evaluation, effectiveness of evaluation, improvement of supervisor efficiency, job descriptions, and weaknesses and strengths of evaluation.

More teachers perceived that teachers and principals were involved in supervisor evaluation than did superintendents, supervisors, or principals. However, more superintendents and supervisors perceived that self-evaluation was involved. Fewer teachers than other respondents thought the superintendent had primary responsibility for supervisor evaluation. No superintendents or supervisors and only 1.5% of principals thought teachers had primary responsibility for the evaluation of supervisors, but 7.1% of teachers had this perception.

In regard to frequency of evaluation, considerably more superintendents and supervisors than others perceived that supervisors were evaluated once every three years.

More superintendents and supervisors considered the effectiveness of their systems' evaluation of supervisors to be good than did principals and teachers. On the other hand, more teachers perceived it to be poor than did any other group. A large majority of superintendents and supervisors perceived that the evaluation process had helped to improve the efficiency of supervisors, but only slightly more than one-third of principals and teachers agreed; over half the teachers said they did not know. Teachers also appeared to have had less involvement in the development of the evaluation process than any other group; more than half the teachers indicated they had had no involvement in its development.

Approximately two-thirds of superintendents and supervisors said their systems had job descriptions for supervisors, but only about one-third of principals and teachers agreed. Considerably more teachers answered "don't know" to the question of job descriptions.

Considerable differences among respondent groups occurred in identifying two weaknesses: criteria too subjective and criteria not appropriate. Fewer superintendents and more principals perceived these to be weaknesses.

Considerable differences among respondent groups occurred in the following strengths: identifies strengths and weaknesses, improves communication, self-evaluation, results in more cooperation, and improves performance. Fewer principals perceived self-evaluation to be a strength of the evaluation process in their systems, and fewer teachers perceived the others to be strengths.

1b. Do perceptions of educators in county systems differ from those of educators in city or other systems?

Perceptions of county and city/other respondents were very similar in the areas of purposes, results, effectiveness of supervisor evaluation, job descriptions, improvement of supervisor efficiency, degree of involvement in the development of the evaluation process, weaknesses, strengths, and methods used in supervisor evaluation.

There were considerable differences in perceptions of respondents in regard to type of evaluation and instruments used and persons involved. More county respondents indicated checklists were used while more city respondents thought MBO was used. More city than county respondents perceived that the assistant superintendent was

involved in supervisor evaluation, and more city respondents thought the assistant superintendent had primary responsibility for supervisor evaluation.

1c. Do perceptions of educators differ based upon the size of the school districts which they represent?

Perceptions of respondents from all size districts were similar in regard to purposes, results, frequency of evaluation, improvement of supervisor efficiency, and degree of involvement in the development of the evaluation process.

Analysis of data by size of school district indicated considerable differences in perceptions in regard to type of evaluation and instruments used, persons involved, effectiveness of evaluation, job descriptions, weaknesses and strengths, and methods used in evaluation.

Many more educators from the larger systems perceived MBO to be used whereas more respondents from smaller systems perceived checklists to be used.

Differences in perceptions regarding persons involved were indicated with regard to the assistant superintendent and personnel director. More respondents from the larger districts perceived that the assistant superintendent and personnel director were involved in supervisor evaluation. Fewer respondents from the larger districts perceived that the superintendent had primary responsibility for supervisor evaluation and more thought that the assistant superintendent had this responsibility.

More respondents from the largest districts and smallest districts perceived the effectiveness of their systems' evaluation

of supervisors to be good than did respondents from districts with between 2,001 and 10,000 students.

More respondents from larger districts said their systems had a job description for supervisors--the larger the district, the more respondents who answered "yes," and the smaller the district, the more respondents who answered "no."

There was a considerable difference in perceptions in regard to weaknesses in the area of criteria not appropriate. More respondents from the smallest districts perceived this as a weakness.

There were differences in perceptions in regard to strengths in the areas of improves professional growth, gives direction and goal setting to job, self-evaluation, and involvement. More respondents from the smaller districts perceived "improves professional growth" to be a strength of supervisor evaluation in their systems, while more from the larger districts perceived "gives direction and goal setting to job" and "self-evaluation" to be strengths. "Involvement" was perceived as a strength by more respondents from the very large and very small districts.

Differences in perceptions in regard to methods used in evaluation included the following: based on job description, uses multiple information sources, pre-evaluation conference, conference during evaluation process, and post-evaluation conference. All of these were perceived to be used by more respondents from larger districts.

The second major research question pertained to respondents' perceptions of ideal processes and procedures.

2. What do educators (central office administrators, teachers, building principals, and supervisors) perceive to be desirable practices in supervisory personnel evaluation practices in Tennessee?

The total group of respondents thought the following should be the three most important purposes of supervisor evaluation in their systems: (1) promote personal growth and competence, (2) provide information related to the strengths and weaknesses of the individual employee, and (3) facilitate communication and cooperation among administrators, teachers, and community.

Most educators believed "improvement of supervisor performance" should be the most important result of evaluation. They thought "better communication and cooperation" should be second in importance and "improvement in instruction" third in importance.

More than 50% of all respondents believed the superintendent, principals, self-evaluation, and teachers should be involved in supervisor evaluation. A majority of respondents thought the superintendent should have primary responsibility for supervisor evaluation; about 15% thought teachers should have this responsibility and 11% thought the assistant superintendent should.

Slightly less than half of all respondents believed supervisors should be evaluated once every three years. More than one-fourth thought they should be evaluated once a year.

A majority of respondents thought checklists should be used in supervisor evaluation. Other favored instruments or procedures were conference and management by objectives.

In regard to the question of relative importance of methods used in supervisor evaluation, more than half of all respondents considered 11 of the items as important and/or very important: self-evaluation, based on job description, uses multiple information sources, both process and results examined, feedback from subordinates, pre-evaluation conference, conference during evaluation process, post-evaluation conference, both informal and formal evaluation, provides for individual differences, and includes monitoring and feedback. Six of the items were considered as relatively unimportant and/or unimportant by more than 50% of the total respondent group: related to salary, includes review and appeal process, based on performance contract, some items on the evaluation form are weighted, uses rater rather than the evaluator, and implements team appraisal.

Again, the broad question was broken into three sub-questions encouraging further data analysis.

2a. Do perceptions among these groups differ?

Data analysis by position of respondents indicated many similarities in perceptions in regard to desirable instruments and procedures and importance of results.

Differences in perceptions were apparent in regard to importance of purposes, persons who should be involved and who should have primary responsibility for supervisor evaluation, ideal frequency, and importance of methods.

Superintendents, supervisors, and teachers thought "promote personal growth and competence" should be the most important purpose of evaluation; however, principals ranked it fifth in importance. Principals, on the other hand, thought "facilitate communication and cooperation among administrators, teachers, and community" should be the most important purpose; superintendents and supervisors ranked it fifth and teachers ranked it third in importance. Supervisors thought "motivate supervisors toward better performance" should be second in importance and superintendents thought it should be third; however, teachers ranked it fifth and principals ranked it sixth.

Fewer principals than any other group thought principals or teachers should be involved in supervisor evaluation; fewer principals and teachers believed self-evaluation should be involved in the evaluation of supervisors. Considerably more teachers than any other group thought teachers should be involved. More than 80% of superintendents and supervisors thought the superintendent should have primary responsibility for supervisor evaluation; however, only about two-thirds of principals and one-third of teachers agreed. Approximately one-third of teachers believed teachers should have the primary responsibility, but less than 13% of superintendents, supervisors, and principals agreed.

A majority of superintendents and supervisors thought supervisors should be evaluated once every three years, but less than half the principals and teachers agreed. Approximately 10% or fewer superintendents, supervisors, and teachers thought supervisors should be evaluated once every two years; however, nearly

one-third of principals indicated this as an ideal frequency of evaluation.

There were considerable differences in perceptions regarding the degree of importance of the following methods used in supervisor evaluation: related to salary, pre-evaluation conference, conference during evaluation process, and post-evaluation conference. More principals perceived "related to salary" to be important and/or very important than did superintendents, supervisors, or teachers. Fewer principals perceived "pre-evaluation conference," "conference during evaluation process," and "post-evaluation conference" to be important and/or very important.

2b. Do perceptions of educators in county systems differ from those of educators in city or other systems?

Respondents from city and county school systems held very similar perceptions in regard to the importance of purposes and results of evaluation, ideal frequency, and degree of importance of methods of evaluation.

Perceptions among county and city respondents differed in the areas of who should be involved in supervisor evaluation, who should have primary responsibility for it, and desirable instruments and procedures.

More city/other than county respondents believed the assistant superintendent should be involved in supervisor evaluation, and more also thought he should have primary responsibility for it.

More county respondents thought checklists should be used, whereas more city respondents thought MBO should be used.

2c. Do perceptions of educators differ based upon the size of the school districts which they represent?

Data analyzed by size of school districts revealed that educators' perceptions differed in regard to desirable practices in supervisor evaluation in every area except results.

Educators from smaller districts perceived "improve instruction" as a more important purpose and "motivate supervisors toward better performance" as less important than did those from larger systems. "Provide information related to the strengths and weaknesses of the individual employee" was also considered much more important by respondents from larger systems.

Fewer respondents from the largest districts thought the superintendent and principal should be involved and more thought the assistant superintendent and self-evaluation should be. Only one-fourth of respondents from districts with more than 20,000 students thought the superintendent should have primary responsibility for supervisor evaluation, whereas a majority of respondents from all other size districts thought he should have this responsibility. One-half of respondents from districts with more than 20,000 students thought the assistant superintendent should have primary responsibility, but less than 20% of respondents from any of the smaller districts agreed.

More than 60% of respondents from districts with over 20,000 students thought supervisors should be evaluated once every three years, but only about one-third of those from districts with less than 2,000 students agreed.

Differences in perceptions regarding desirable instruments or procedures involved checklists and management by objectives. Fewer respondents from larger districts thought the use of checklists was desirable and more thought MBO should be used.

Perceptions of the degree of importance of methods used in evaluation differed in areas of "some items on evaluation form are weighted" and "uses rater rather than evaluator." Fewer respondents from larger districts considered these to be important and/or very important.

Conclusions

The following conclusions result from the findings.

1. The literature review revealed a growing trend toward evaluation of administrative and supervisory personnel in recent years. This trend was supported by the findings of this study in that only 11.3% of the respondents indicated that their system had no evaluation of supervisors.

2. Most other findings concerning the evaluation of supervisors in Tennessee were also supported by the literature review. The study of the literature showed wide use of both checklists and management by objectives (MBO) in the evaluation of supervisors with the present trend being toward the use of MBO; both types were widely used in Tennessee with checklists being the most commonly used. Purposes and outcomes of evaluation in Tennessee were also congruent with those identified in the literature; these included promoting personal competency and improving performance and better communication and

cooperation. Major strengths of supervisor evaluation in Tennessee as identified by findings were improve professional growth, give direction and goal setting to job, identify strengths and weaknesses, and improve communication; these were also frequently mentioned in the literature. Criteria-related problems and time constraints were the major problems and weaknesses identified in the literature and checked by respondents in Tennessee.

3. Many current practices in supervisor evaluation in Tennessee were very similar to what respondents perceived as ideal practices. Most respondents (55.8%) perceived that checklists and rating scales were the type of evaluation used in their systems, and most (61.7%) also thought checklists should be used. "Improvement of supervisor performance" and "better communication and cooperation among administrators, teachers, and community" were identified as the most important results of supervisor evaluation in Tennessee, and respondents also thought these should be the most important results. Most respondents (52.5%) indicated that supervisors in their systems were evaluated every three years, and most (48.7%) also believed supervisors should be evaluated once every three years. Most respondents (80.6%) perceived superintendents had the primary responsibility for supervisor evaluation in their systems, and most (62.9%) also thought superintendents should have the primary responsibility.

4. However, comparisons of perceptions regarding current and desirable supervisory evaluation practices in the state of Tennessee indicated discrepancies in several areas. Particularly purposes, persons involved, and instruments used were areas of disagreement.

Respondents believed "provide information related to strengths and weaknesses" and "facilitate communication and cooperation among administrators, teachers, and community" should be much more important purposes than they are currently perceived to be. On the other hand, "meet state requirements" was thought to be a much less important purpose than it is currently. These findings were consistent with the review of literature which indicated that purposes related to personal and professional growth and development and better communication should be most important.

Comparison between current and desirable practices indicated that many respondents believed principals and teachers should have primary responsibility for supervisory evaluation. Although a majority of respondents believed the superintendent should have primary responsibility for supervisory evaluation, it was a considerably smaller percentage than those who said the superintendent was currently the one primarily responsible. Trends in the literature were also supportive of teacher and principal involvement in supervisor evaluation. Many authors advocated involvement of all who were affected by the work of the supervisory as well as emphasizing the importance of involving subordinates (teachers).

Perceptions of current and ideal evaluation processes also differed. Less than one-fourth of all respondents perceived that MBO was currently being used, but more than one-third thought it should be used in supervisor evaluation. The desirability of MBO was strongly indicated by many authors throughout the literature review.

5. Most educators were satisfied with their systems' evaluation of supervisors. A large majority rated the effectiveness of their systems' evaluation as either good (37.8%) or satisfactory (49.9%).

6. In most instances, the position of respondents affected their perceptions regarding the evaluation of supervisors in Tennessee. Teachers often had different perceptions of supervisor evaluation than did administrators. Surprisingly, more teachers than any other group perceived that teachers themselves were involved in supervisory evaluation, and more teachers also perceived that principals were involved. Fewer teachers than superintendents, supervisors, or principals thought superintendents were involved, and fewer teachers also thought superintendents should be involved. Teachers were less likely to believe the superintendent had primary responsibility or should have primary responsibility for supervisor evaluation.

7. Teachers in Tennessee appear to lack knowledge of some aspects of supervisor evaluation. Many more teachers than others answered "don't know" to the question of job descriptions for supervisors and to the question concerning the relationship of supervisor evaluation to supervisor efficiency. Many more teachers than other respondents felt they had no involvement in the development of the process and procedures for supervisors in their systems.

8. Central office administrators (superintendents and supervisors) were more satisfied with their systems' evaluation of supervisors than were building level personnel. Fewer principals and teachers ranked their systems' evaluation of supervisors as good and more ranked it poor. A large majority of superintendents and supervisors

thought evaluation had helped to improve supervisory efficiency, but only slightly more than one-third of principals and teachers agreed.

9. Size of school district had a very direct relationship to types of evaluation and methods and instruments used to evaluate supervisors in Tennessee. The larger districts were much more likely to use the management by objectives (MBO) approach to evaluating supervisors, while the smaller districts relied more on the more traditional checklists and rating scales. Respondents from larger districts were also more likely to believe MBO should be used, while more respondents from smaller districts thought checklists should be used. Supervisor evaluation in larger districts was more likely to include a review and appeal process, be based on multiple information sources, be based on job description, and include pre-evaluation conference, conference during the evaluation process, and post-evaluation conferences. The literature review also indicated that a management by objectives and job targets approach to evaluation were more widely used in large systems.

10. Size of school district also had a very direct impact on who was involved in supervisor evaluation. More respondents from larger districts indicated the involvement of the assistant superintendent and personnel director. More also thought the assistant superintendent had and should have primary responsibility for supervisor evaluation.

11. Type of school district appeared to affect respondents' perceptions of supervisor evaluation only in the areas of type of evaluation and instruments used and persons involved. MBO was more frequently used in city systems than county systems. More city respondents also indicated the involvement of the assistant superintendent and more thought the assistant superintendent should have primary responsibility for supervisor evaluation.

Implications

It was apparent from the data that large systems tended to use more sophisticated processes and instruments (such as MBO) for evaluating supervisors than did small systems. Is this because personnel responsible for evaluation in small systems do not have opportunity to have contact with and become knowledgeable of newer, more sophisticated processes and procedures? Do they attend as many professional meetings, read as much professional literature, talk with as many colleagues from other systems, or encounter as many professional consultants as do their peers in large systems? Or is this finding related to the fact that small systems are limited in the number of personnel they can employ? Central office personnel in small systems have to fulfill a variety of roles and job functions. Personnel in small systems may have less time to devote to evaluation than do their counterparts in large systems.

Most educators in Tennessee were satisfied with their systems' evaluation of supervisors and felt various aspects of the process approached the ideal. Is this because Tennessee school systems really

have good supervisory evaluation procedures or were respondents' perceptions of the "ideal" influenced by the actual practices in their systems? This study did not address this question.

In many cases the perceptions of teachers differed greatly from those of administrators (i.e., superintendents, supervisors, and principals). Is this because teachers are not told much about practices involving central office staff in many systems? Or is it merely a reflection of teachers and administrators seeing events and situations from different viewpoints?

Assistant superintendents were more involved in and more likely to have primary responsibility for supervisor evaluation in the largest systems and in city systems. This is probably a result of staffing patterns in these systems. Assistant superintendents are more likely to be found on the staffs of these districts since they tend to have a more differentiated staffing pattern.

Similar studies on teacher evaluation were conducted by Patricia Miller,¹⁶¹ Russel Ramsay,¹⁶² and Samuel Houston.¹⁶³ Patterns

¹⁶¹ Patricia Miller, "A Survey of the Designs and Implementation of Teacher Evaluation Systems in Tennessee Public Schools" (Unpublished Doctoral dissertation, University of Tennessee, 1980).

¹⁶² Russel Ramsay, "Teachers' Perceptions of the Design and Implementation of Teacher Evaluation Systems in Tennessee Public Schools" (Unpublished Doctoral dissertation, University of Tennessee, 1980).

¹⁶³ Samuel Houston, "An Analysis of Perceptions of Tennessee Public School Teachers, Building Level Administrators, and Central Office Administrators Toward Teacher Evaluation" (Unpublished Doctoral dissertation, University of Tennessee, 1981).

of findings in these studies were similar to those found in this study on supervisor evaluation with teachers and administrators having different perceptions in most areas. However, this pattern did not hold in regard to perceptions relative to purposes of evaluation. Both teachers and administrators considered purposes of supervisor evaluation to be in the areas of professional improvement. Administrators had similar perceptions regarding the purposes of teacher evaluation; however, teachers viewed the purposes of their evaluation to be more administrative in nature. Do supervisor and teacher evaluations actually have different purposes? Did teachers view purposes of supervisory evaluation differently because they were not so personally involved? Or, are purposes of supervisor evaluation more clearly portrayed to teachers?

A similar study on principal evaluation was conducted by Lawson.¹⁶⁴ For the most part, patterns of findings in this study were very similar to those found in Lawson's study. The most striking difference was in the area of teacher participation in the evaluation. The principal evaluation study showed that only 22% of teachers said they participated in principal evaluation, whereas this study revealed 41.4% of teachers were involved in supervisor evaluation. Several factors could account for this difference. There may have been a greater effort on the part of school systems to involve teachers in supervisor evaluation. Teachers may also perceive a greater role differential between principals and supervisors. If they see

¹⁶⁴ Lawson.

principals in a more administrative, authoritative role and supervisors in a more helping, supportive role, they may feel that they have more input into supervisor performance than principal performance, even if they are not formally involved in evaluation procedures.

Recommendations

The gap between the perceptions of teachers and those of other respondents suggests that communication between central office staff and teachers should be studied and probably improved in many systems. Honest efforts should be made to inform teachers of practices involving central office administrators and the rationale behind those practices.

Since the literature suggested and most respondents perceived teacher involvement in supervisor evaluation to be desirable, ways should be found to increase the involvement of teachers in the evaluation of supervisory personnel.

Since size of school district had such a direct effect on type of evaluation procedures used, research should be undertaken to determine why this is so.

Since respondents perceived that evaluation practices in their systems in many ways approached the "desirable" or "ideal," additional studies could be undertaken to determine if perceptions of the "ideal" were influenced by actual practices or if many systems in Tennessee really do have "ideal" supervisory evaluation procedures.

This study focused on processes currently in use in Tennessee or deemed ideal for the evaluation of supervisory personnel. It did not attempt to identify supervisor competencies which are or should

be evaluated. In light of current state and national concerns for performance evaluation and the concern in Tennessee for identifying and rewarding superior personnel in several educational classifications, a study should be undertaken to identify real, perceived, and ideal competencies for educational supervisors. Without knowing what is to be evaluated, one cannot recommend any specific process or system for conducting evaluation.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR THE EVALUATION OF SUPERVISORS

This questionnaire is designed to gather information concerning your perceptions and attitudes toward the evaluation of supervisors.

I. RESPONDENT DATA

A. Indicate your present title or position.

- 1 ☐ Superintendent
- 2 ☐ Assistant superintendent
- 3 ☐ Instructional supervisor (e.g., subject area, general, Title I, etc.)
- 4 ☐ Non-instructional supervisor (e.g., food service, business, personnel, transportation, maintenance, etc.)
- 5 ☐ Principal
- 6 ☐ Teacher
- 7 ☐ Other (specify) _____

B. Check the category which best describes your school system.

- 1 ☐ County 2 ☐ City 3 ☐ Other

C. Size of the school district

- | | |
|---|--|
| 1 ☐ Under 2,001 students | 4 ☐ 10,001 to 20,000 students |
| 2 ☐ 2,001 to 5,000 students | 5 ☐ 20,001 to 30,000 students |
| 3 ☐ 5,001 to 10,000 students | 6 ☐ 30,000+ students |

II. SCHOOL SYSTEM INFORMATION

A. Which type of evaluation best describes the one used in your school system to evaluate supervisors?

- 1 ☐ Type I--Procedures that stress rating on pre-established performance standards, use of rating scales, and check-lists
- 2 ☐ Type II--Procedures that emphasize job targets or management by objectives tailored to the needs of the evaluatee
- 3 ☐ Neither of the above
- 4 ☐ At present, no evaluation of supervisors is conducted

B. On the left of each item below, indicate what you perceive to be your school system's three most important purposes in evaluating supervisors.

On the right of each item below, indicate what you think should be the three most important purposes in the evaluation of supervisors.

(Number only three: 1-primary importance; 2-second in importance; 3-third in importance)

WHAT ISWHAT SHOULD BE

- | | |
|---|----------------------------|
| 1 ☐ Promote personal growth and competence | 1 ☐ |
| 2 ☐ Make personnel decisions such as to hire, fire, transfer, or promote | 2 ☐ |
| 3 ☐ Improve instruction | 3 ☐ |
| 4 ☐ Motivate supervisors toward better performance | 4 ☐ |
| 5 ☐ Grant merit pay | 5 ☐ |
| 6 ☐ Provide information related to the strengths and weaknesses of the individual employee | 6 ☐ |
| 7 ☐ Facilitate communication and cooperation among administrators, teachers, and community | 7 ☐ |
| 8 ☐ Meet state requirements | 8 ☐ |

C. Check all who currently are involved in the evaluation of supervisors in your system.

- | | |
|---|--|
| 1 ☐ Superintendent | 7 ☐ Teachers |
| 2 ☐ Assistant superintendent | 8 ☐ Peers |
| 3 ☐ Supervisor | 9 ☐ Self-evaluation |
| 4 ☐ Personnel director | 10 ☐ Community |
| 5 ☐ Principal | 11 ☐ School board members |
| 6 ☐ Assistant principal | 12 ☐ Other (specify) |

D. From the preceding list, select the number of the one person who has primary responsibility for evaluation of supervisors in your system: _____.

E. Check all who you think should be involved in the evaluation of supervisors.

- | | |
|---|--|
| 1 ☐ Superintendent | 7 ☐ Teachers |
| 2 ☐ Assistant superintendent | 8 ☐ Peers |
| 3 ☐ Supervisor | 9 ☐ Self-evaluation |
| 4 ☐ Personnel director | 10 ☐ Community |
| 5 ☐ Principal | 11 ☐ School board members |
| 6 ☐ Assistant principal | 12 ☐ Other (specify) |

F. From the preceding list, select the number of the one person who you think should have primary responsibility for the evaluation of supervisors in your school system:_____.

G. How frequently are supervisors in your school system evaluated?

- | | |
|--------------------------------|--------------------------------|
| 1 _____ More than twice a year | 5 _____ Once every three years |
| 2 _____ Twice a year | 6 _____ Never |
| 3 _____ Once a year | 7 _____ Other (specify) _____ |
| 4 _____ Once every two years | |

H. How frequently do you think supervisors in your system should be evaluated?

- | | |
|--------------------------------|--------------------------------|
| 1 _____ More than twice a year | 5 _____ Once every three years |
| 2 _____ Twice a year | 6 _____ Never |
| 3 _____ Once a year | 7 _____ Other (specify) _____ |
| 4 _____ Once every two years | |

I. Check type(s) of evaluation instruments or procedures used in the process for the evaluation of supervisors.

- 1 _____ Forced choice rating (ranking scale)
- 2 _____ Checklist
- 3 _____ Descriptive essay (paragraph written by evaluator)
- 4 _____ Conference
- 5 _____ Management by objectives (evaluated on basis of goals or job targets)
- 6 _____ Critical incident appraisal (evaluation based on supervisor's handling of important events)
- 7 _____ Informal discussion
- 8 _____ Combination of the above
- 9 _____ Other (specify) _____

J. Check type(s) of evaluation instruments or procedures you think should be used in the process for the evaluation of supervisors.

- 1 _____ Forced choice rating
- 2 _____ Checklist
- 3 _____ Descriptive essay
- 4 _____ Conference
- 5 _____ Management by objectives
- 6 _____ Critical incident appraisal
- 7 _____ Informal discussion
- 8 _____ Combination of the above
- 9 _____ Other (specify) _____

- K. What have been the three most important results of the evaluation of supervisors in your system? (Rank your choices: 1-most important; 2-second in importance; 3-third in importance)
- 1 Improvement of supervisor performance
 - 2 Job targets for supervisors
 - 3 Topics for inservice training
 - 4 Improvement in instruction
 - 5 Transfers, dismissals, and promotions
 - 6 Merit pay
 - 7 Better communication and cooperation among administrators, teachers, and community
 - 8 Other (specify) _____
- L. What do you think should be the three most important results of the evaluation of supervisors? (Rank your choices: 1-most important; 2-second in importance; 3-third in importance)
- 1 Improvement in supervisor performance
 - 2 Job targets for supervisors
 - 3 Topics for inservice training
 - 4 Improvement in instruction
 - 5 Transfers, dismissals, and promotions
 - 6 Merit pay
 - 7 Better communication and cooperation among administrators, teachers, and community
 - 8 Other (specify) _____
- M. How would you rate the overall effectiveness of your system's evaluation of supervisors?
- 1 Good 2 Satisfactory 3 Poor
- N. Do supervisors in your system have a job description?
- 1 Yes 2 No 3 Don't know
- O. Has the evaluation process helped to improve the efficiency of supervisors?
- 1 Yes 2 No 3 Don't know
- P. Check your degree of involvement in the development of the evaluation process and procedures for supervisors.
- | | |
|--|--|
| 1 <input type="text"/> No involvement | 3 <input type="text"/> Average involvement |
| 2 <input type="text"/> Minimal involvement | 4 <input type="text"/> Extensive involvement |

Q. Check the weaknesses that are found in the process for the evaluation of supervisors in your system.

- 1 ☐ Criteria not appropriate
- 2 ☐ Not enough time spent in gathering and/or sharing evaluation data
- 3 ☐ Criteria too subjective
- 4 ☐ Lack of supervisor involvement in developing evaluation process
- 5 ☐ Evaluator's biases are dominant
- 6 ☐ Not enough contact between supervisor and evaluator
- 7 ☐ Little follow through
- 8 ☐ Poor instrument
- 9 ☐ Lack of a systematic evaluation process
- 10 ☐ Other (specify) _____

R. Check the strengths of the process for the evaluation of supervisors in your system.

- 1 ☐ Improves professional growth
- 2 ☐ Effects a positive attitude
- 3 ☐ Identifies strengths and weaknesses
- 4 ☐ Improves communication
- 5 ☐ Results in more cooperation
- 6 ☐ Improves performance
- 7 ☐ Gives direction and goal setting to job
- 8 ☐ Involvement
- 9 ☐ Self-evaluation
- 10 ☐ Other (specify) _____

III. METHODS OF EVALUATION

On the left check those items which are a part of the evaluation of supervisors in your system.

On the right, indicate your attitude concerning the importance of including each of these items in the evaluation of supervisors by circling the number which most nearly indicates the importance to you: 1-very important; 2-important; 3-relatively unimportant; 4-unimportant. Please respond to all items.

- | | | | | |
|--|---|---|---|---|
| 1 ☐ Self-evaluation | 1 | 2 | 3 | 4 |
| 2 ☐ Based on job description. | 1 | 2 | 3 | 4 |
| 3 ☐ Related to salary | 1 | 2 | 3 | 4 |
| 4 ☐ Includes review and appeal process. | 1 | 2 | 3 | 4 |
| 5 ☐ Based on performance contract | 1 | 2 | 3 | 4 |
| 6 ☐ Uses multiple information sources | 1 | 2 | 3 | 4 |
| 7 ☐ Both process and results examined | 1 | 2 | 3 | 4 |

8	Feedback from subordinates	1	2	3	4
9	Pre-evaluation conference	1	2	3	4
10	Conference during the evaluation process	1	2	3	4
11	Post-evaluation conference	1	2	3	4
12	Both informal and formal evaluation	1	2	3	4
13	Some items on the evaluation forms are weighted	1	2	3	4
14	Uses a rater rather than the evaluator	1	2	3	4
15	Implements team appraisal	1	2	3	4
16	Provides for individual differences	1	2	3	4
17	Includes monitoring and feedback	1	2	3	4

APPENDIX B

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
CURRICULUM AND INSTRUCTION

April 1, 1980

Dear Superintendent:

We are conducting a survey to determine the current status and practices regarding the evaluation of supervisors in Tennessee. Enclosed are some copies of the questionnaire being used to collect data for this study.

This is not, in any way, an evaluation of the practices in your system. Results will be kept confidential and will be used only to compile data on a statewide basis. Your voluntary participation and return of the questionnaire will indicate your informed consent to participate in the study.

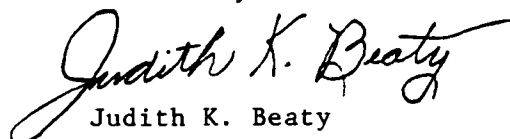
Please take a few moments to complete one copy of the enclosed questionnaire, and distribute the others to members of your supervisory staff and/or assistant superintendent for curriculum and instruction. Please collect the completed forms and return them to us by April 30 in the enclosed, stamped, self-addressed envelope.

Thank you very much.

Sincerely yours,



Russell L. French
Professor
University of Tennessee



Judith K. Beaty
Supervisor of Instruction
Monroe County

APPENDIX C

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
CURRICULUM AND INSTRUCTION

April 1, 1980

Dear Principal:

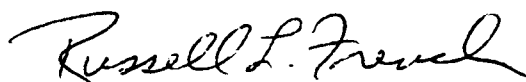
We are conducting a survey to determine the current status and practices regarding the evaluation of supervisors in the state of Tennessee. Enclosed are some copies of the questionnaire being used to collect data for this study.

This is not, in any way, an evaluation of the practices in your school or system. Results will be kept strictly confidential and will be used only to compile data on a statewide basis. Your voluntary participation and return of the questionnaire will indicate your informed consent to participate in the study.

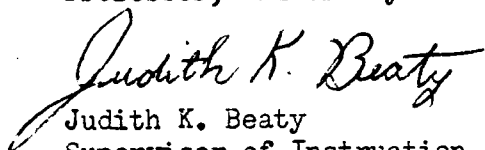
Please take a few moments to complete one copy of the enclosed questionnaire, and distribute the others to teachers that you randomly select. Please collect the completed forms and return them to us by April 30 in the enclosed, stamped, self-addressed envelope.

Thank you very much.

Sincerely yours,



Russell L. French
Professor, University of Tennessee



Judith K. Beaty
Supervisor of Instruction
Monroe County

APPENDIX D

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
COLLEGE OF EDUCATION

DEPARTMENT OF
CURRICULUM AND INSTRUCTION

April 1, 1980

Dear Respondent:

Attached is a copy of the questionnaire we are using to collect information and data regarding the evaluation of supervisors in the state of Tennessee.

Your school system has agreed to participate in this study, and you have been selected to take part in it. You, your school, or your system will not be identified in any way. It is not necessary to sign your name on the questionnaire. Results will be kept strictly confidential and will be used only to compile data on a statewide basis. Your voluntary participation and return of the questionnaire will indicate your informed consent to participate in the study.

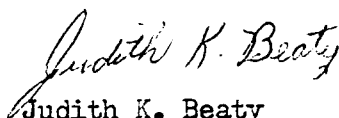
Please take a few minutes to complete the questionnaire and return it to your principal (or superintendent in the case of central office staff) who will then return the completed forms to us. The directions on the questionnaire are self-explanatory.

Your cooperation and participation in this study are greatly appreciated. Thank you very much.

Sincerely yours,



Russell L. French
Professor, University of Tennessee



Judith K. Beaty
Supervisor of Instruction
Monroe County

VITA

Judith Keeble Beaty was born in Blount County, Tennessee, in 1948. She received her elementary and secondary education in the public schools of Monroe County, Tennessee, and graduated from Vonore High School in 1966.

She entered Carson-Newman College in Jefferson City, Tennessee, in the fall of 1966 and received her Bachelor of Arts degree with majors in Spanish and religion in 1970.

She taught in the Monroe and Roane County school systems for four years. During that time, she also pursued graduate studies at The University of Tennessee, Knoxville, and received the Master of Science degree in Educational Curriculum and Instruction in 1973.

She became Supervisor of Instruction for the Monroe County School System in 1974 and still serves in that position.

She was admitted to candidacy at The University of Tennessee, Knoxville, for the Doctor of Education degree in 1981 and received that degree with a major in Educational Curriculum and Instruction in 1983.