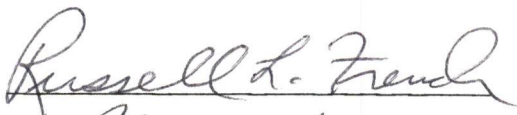


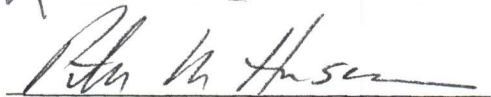
To the Graduate Council:

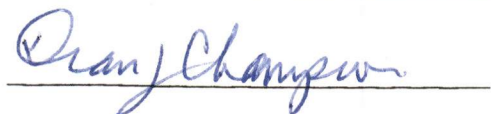
I am submitting herewith a dissertation written by Betty Lawson entitled "A Study of the Evaluation of Principals in Tennessee School Systems." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Gerald C. Ubben, Major Professor

We have read this dissertation
and recommend its acceptance:







Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

A STUDY OF THE EVALUATION OF PRINCIPALS IN
TENNESSEE SCHOOL SYSTEMS

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

Betty Lawson

August 1980

3045065

ACKNOWLEDGMENTS

The writer wishes to express her sincere appreciation to Dr. Gerald C. Ubben, chairman of her doctoral committee, for his continued assistance throughout the writer's doctoral program; to Dr. Peter Husen, Dr. Dean Champion, and Dr. Russell French for their helpful advice and constructive criticism of the text.

Special thanks goes to Melba Wilkins for her professional typing, dedicated assistance, and support. Appreciation is also expressed to Pamela Goodman for her typing, encouragement, and concern.

A special debt of gratitude is expressed to the writer's nephew, Dwight Snodgrass, superintendent of Schools, who was always thoughtful, considerate, and supportive of the writer's task.

Finally, the writer's husband is due a special note of thanks for the sacrifices, patience, and assistance throughout the program.

ABSTRACT

The purpose of this study was to obtain information that could be used in the development of more effective evaluation systems for principals. Data collected in this study were secured by the administration of two questionnaires: one with administrators and one with teachers. The administrator's questionnaire was designed to obtain the perceptions and attitudes of administrators toward present practices, desirable practices, and the degree of implementation of principal evaluation. The teacher questionnaire was designed to gather information concerning teachers' perceptions and attitudes toward the present practices, desired practices, and the degree of implementation of their evaluation of their principal. The administrator questionnaire was sent to all superintendents and a random sample of instructional supervisors, non-instructional supervisors, and principals. The teacher questionnaire was sent to a random sample of teachers.

Data were presented by percent of the frequency of responses, and the responses in parts II and III of the administrator's questionnaire were crosstabulated with administrative role and size of school district and tested for significance at the .05 level with the Chi Square formula.

The major findings of the study were as follows:

1. The two most important purposes of principal evaluation as perceived by administrators were "to improve instruction" and "to promote personal growth and competence."

2. Administrators rated the overall effectiveness of their district's administrative evaluation system as poor (25.2 percent), satisfactory (56.7 percent), and good (18.2 percent).

3. The methods most commonly used in principal evaluation as perceived by administrators were: self-evaluation, conference during the evaluation process, and informal evaluation as well as formal. However, the most important methods as perceived by administrators were: self-evaluation, post-evaluation conference, and conference during the evaluation process.

4. Only a small number of teachers (22.3 percent) responded that they participated in the evaluation of their principal. However, a very large majority thought they should.

The most important conclusions of this study were as follows:

1. According to the responses in this study, the 1974 mandate by the Tennessee State Board of Education requiring all professional personnel to be evaluated has not been adequately implemented with principals in Tennessee School Systems.

2. The inadequate use of available techniques, the lack of ample time devoted to the evaluation process, and lack of follow through activities have probably contributed to less meaningful principal evaluation systems.

3. District size appears to be a factor in the degree of implementation of principal evaluation, with the larger districts implementing more evaluation processes than smaller districts.

4. Only a small percentage of teachers participate in the existing evaluation process of their principal; however, they feel strongly that they should be involved, both in the development of the instrument and in the actual evaluation of the principal.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	2
Purpose of the Study	3
Importance of the Study	4
Basic Assumptions	6
Definition of Terms	7
Procedures	9
Organization of the Study	11
II. REVIEW OF THE LITERATURE	12
Evaluation Trends	12
Rationale and Purposes	25
Evaluation Procedures	35
Client-Centered Evaluation	61
Problems in Evaluation	73
Outcomes of Evaluation	83
Summary	90
III. METHODS AND PROCEDURES	96
Introduction	96
Instrumentation	96
IV. FINDINGS, ANALYSIS, AND INTERPRETATION OF THE DATA	105
Introduction	105
Presentation of Data Relating to Part II of the Administrator Questionnaire	109

CHAPTER

PAGE

IV. (Continued)

Presentation of Data Relating to Part III of the

Administrator Questionnaire 193

Summary 203

V. ANALYSIS AND INTERPRETATION OF THE TEACHER

QUESTIONNAIRE 212

Introduction 212

Participation in Evaluation 213

Instruments Used in Evaluation 216

Evaluation Information and Opinions 220

Summary 228

VI. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS 232

Introduction 232

Summary 232

Findings 237

Conclusions 254

Recommendations 257

BIBLIOGRAPHY 260

APPENDIXES 271

APPENDIX A: ADMINISTRATOR QUESTIONNAIRE FOR THE EVALUATION

OF PRINCIPALS 272

APPENDIX B: TEACHER QUESTIONNAIRE CONCERNING THE EVALUATION

OF THE PRINCIPAL 277

APPENDIX C: JURY OF EXPERTS 280

CHAPTER

PAGE

APPENDIXES (Continued)

APPENDIX D: ORIGINAL QUESTIONNAIRES	282
APPENDIX E: LETTER TO THE JURY OF EXPERTS	293
APPENDIX F: COVER LETTERS	295
VITA	303

LIST OF TABLES

TABLE	PAGE
I. Number and Percent of Administrators Responding to Questionnaire from the Selected Sample	107
II. Number and Percent of Administrators Responding to Questionnaire Categorized by Type of School System	108
III. Number and Percent of Administrators Responding to Questionnaire Categorized by Size of School District	110
IV. Percent Responses of Administrators Regarding the Type of Principal Evaluation Used Categorized by Administrative Role and Size of School District	113
V. Purposes of Principal Evaluation as Perceived by Administrators in Tennessee During the School Year 1979-1980	115
VI. Purposes of Principal Evaluation as Perceived by Superintendents, Instructional Supervisors, Non- Instructional Supervisors, and Principals in Tennessee During the School Year 1979-1980	119
VII. Purposes of Principal Evaluation as Perceived by Administrators from Different Sizes of School Districts in Tennessee During the 1979-1980 School Year	124
VIII. Percent Responses Concerning Persons Involved in the Evaluation of Principals Categorized by Administrative Role and Size of School District	133

TABLE

PAGE

IX.	Percent Responses Concerning the Person Who Has Primary Responsibility for Evaluation of Principals Categorized by Administrative Role and Size of School District	139
X.	Percent Responses Concerning Persons Who Should Be Involved in the Evaluation of Principals Categorized by Administrative Role and Size of School District	141
XI.	Percent Responses Concerning the Person Who Should Have Primary Responsibility for Evaluation of Principals Categorized by Administrative Role and Size of School District	148
XII.	Percent Responses Concerning the Frequency of Principal Evaluation Categorized by Administrative Role and Size of School District	151
XIII.	Percent Responses Concerning the Desired Frequency of Principal Evaluation Categorized by Administrative Role and Size of School District	153
XIV.	Percent Responses Concerning the Type of Instruments or Procedures Used in Principal Evaluation Categorized by Administrative Role and Size of School District	156
XV.	Percent Responses Concerning Desired Type of Instrument or Procedures to Use in Principal Evaluation Categorized by Administrative Role and Size of School District	160

TABLE	PAGE
XVI. Results of Principal Evaluation in Descending Order of Importance as Perceived by Administrators in Tennessee During the School Year 1979-1980	163
XVII. Results of Principal Evaluation in Descending Order of Importance as Perceived by Superintendents, Instructional Supervisors, Non-Instructional Supervisors, and Principals in Tennessee During the School Year 1979-1980	166
XVIII. Results of Principal Evaluation in Descending Order of Importance as Perceived by Administrators from Different Sizes of School Districts in Tennessee During the School Year 1979-1980	171
XIX. Percent Responses Concerning Effectiveness of Principal Evaluation Categorized by Administrative Role and Size of School District	178
XX. Percent Responses Indicating the Use of Job Descriptions in Principal Evaluation Categorized by Administrative Role and Size of School District	181
XXI. Percent Responses Concerning Evaluation's Contribution to Principal's Efficiency Categorized by Administrative Role and Size of School District	183
XXII. Percent Responses Concerning Involvement in Development of Principal's Evaluation Process Categorized by Administrative Role and Size of School District	185

TABLE	PAGE
XXIII. Percent Responses Concerning the Weaknesses of Principal Evaluation Categorized by Administrative Role and Size of the School District	187
XXIV. Percent Responses Concerning the Strengths of Principal Evaluation Categorized by Administrative Role and Size of School District	190
XXV. Percent Responses Concerning Methods Used in Principal Evaluation Categorized by Administrative Role and Size of School District	194
XXVI. Means of Percent Responses Concerning the Importance of Methods of Principal Evaluation Categorized by Administrative Role and Size of School District	199
XXVII. Percent Responses Concerning Teachers' Participation in the Evaluation of the Principal	214
XXVIII. Percent Responses Concerning the Actual and Desired Frequency of Teachers' Evaluation of the Principal	215
XXIX. Percent Responses Concerning the Actual and Desired Type of Instrument for Teachers' Evaluation of the Principal	217
XXX. Percent Responses Concerning Involvement in Development of Instrument Used in Teachers' Evaluation of the Principal	219
XXXI. Percent Responses Rating the Kind of Instrument Used in Teachers' Evaluation of the Principal	221

TABLE

PAGE

XXXII.	Percent Responses of Information and Opinions	
	Concerning Teachers' Evaluation of the Principal	222
XXXIII.	Percent Responses Concerning the Type of Participation	
	of Teachers in the Evaluation of the Principal	224
XXXIV.	Percent Responses Concerning Results of Teacher's	
	Participation in the Evaluation of the Principal	225
XXXV.	Percent Responses Concerning Who Should Conduct the	
	Teachers' Evaluation of the Principal	226
XXXVI.	Percent Responses Concerning the Weaknesses of the	
	Teachers' Evaluation of the Principal	227
XXXVII.	Percent Responses Concerning the Strengths of the	
	Teachers' Evaluation of the Principal	229

CHAPTER I

INTRODUCTION

Recent surveys and studies indicate that an increasing number of school systems have developed and are implementing systematic evaluation procedures for principals and other administrative personnel.¹ This trend has basically resulted from the public clamour for accountability. As a result of the demand for quality education and better schools, many groups have exerted pressure on those who are in charge of the public schools to become accountable for their product. These groups include not only parents, students, and teachers, but also numerous pressure groups such as special interest groups, minority and ethnic groups, politically oriented groups, student groups, and employee groups with negotiation laws supporting them.

As pressures increased, it became necessary to provide principals with a sound evaluation of their performance in order to help them upgrade their skills and competencies and to help them achieve the goals of the organization. Other factors that have increased the pressure to evaluate principals include the rising cost of school operations, student unrest, knowledge expansion, cultural lag, increased involvement of the Federal government, a widening demand for equality of educational opportunity, and new instructional technologies.

¹Debra D. Nygaard, Reporter, Evaluating Administrative Performance (Arlington, Virginia: Educational Research Service, Inc., 1974), p. iii.

Administrator evaluation is considered a complex task due to certain uniquenesses in objectives, procedures, and outcomes of administrative evaluation systems that are not common to all members of the organization. Administrator evaluation presents some problems that are not common to teacher evaluations. One of these problems is that there are a variety of roles in the school district that are typically classified as administrative. Other difficulties in the evaluation of administrators include situational constraints, confusion about the meaning of leadership, and differential perceptions of the administrator's role.

The fact that these unique problems exist makes it not only more difficult but also more necessary that a valid, reliable, and systematic evaluation process be developed and implemented in order that the principal may be provided insights into specific areas of strengths, of needed improvements, of role expectations, and clues to greater effectiveness.

Although principal evaluation processes have gone through many changes, there are still many revisions and modifications that need to be made. Hopefully, the information provided by this study will be helpful to those school systems who are contemplating revising, restructuring, or even initiating a principal's evaluation plan.

I. STATEMENT OF THE PROBLEM

There is a manifest need for the development and implementation of more effective principal evaluation systems in Tennessee Public Schools. Although the state of Tennessee mandates that implementation

of evaluative procedures include all professional personnel, the evaluation of teachers has received more systematic and sustained attention than has that of principals. The evaluation of the principal's performance has been limited and inadequate.

II. PURPOSE OF THE STUDY

The purpose of this study was to obtain information that could be used in the development of more effective evaluation systems for principals.

The questions to be examined are:

1. What are the findings of current literature on principal evaluation?
2. What does the literature recommend as desirable practices to use in principal evaluation?
3. What discrepancies exist, if any, between what the literature recommends as desirable practices and what Tennessee administrators perceive to be desirable practices?
4. What discrepancies exist, if any, between what administrators recommend as desirable practices and what practices are perceived by administrators as being used?
5. What are the differences, if any, among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals toward present practices used in principal evaluation?

6. What are the differences among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals toward desired evaluation practices?

7. What are the differences among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals regarding the degree of implementation of principal evaluation?

8. What are the differences among the perceptions of administrators in different sizes of school districts toward present practices used in principal evaluation?

9. What are the differences among the perceptions of administrators in different sizes of school districts toward desired evaluation practices?

10. What are the differences among the perceptions of administrators in different sizes of school districts regarding the degree of implementation of principal evaluation?

11. What are the perceptions of teachers toward the present practices used in the evaluation of their principal?

12. What are the perceptions of teachers toward desired practices to use in the evaluation of their principal?

13. What are the perceptions of teachers regarding the degree of implementation of teacher evaluation of principals?

III. IMPORTANCE OF THE STUDY

Much of the success of the educational enterprise depends upon competent, successful, goal-directed principals. Our educational

institutions must have principals who are adept in group dynamics, management techniques, and human relations. Principals should have specialized training that will enable them to be curriculum planners and designers, instructional leaders, coordinators, and supervisors of staff. Competent principals must possess certain skills, traits, competencies, and abilities to fulfill their difficult and complex task. This is especially true in our changing society. The role of the principal is constantly changing. The principal is no longer regarded as mainly the maintainer of the organization; but he/she is the manager, facilitator, and implementor of change. The complexity of operating our school systems is a factor in the change of the principal's role. Innovations in curriculum approaches, new classroom technologies, and new organization and staffing patterns are adding to the complexity of the role. These increased responsibilities are continually evolving to meet the needs of our educational systems.

With the increasing importance of a principal's position comes the vital necessity of having a viable and meaningful evaluation plan.

A meaningful evaluation plan serves many worthwhile purposes. The two major purposes given for principal evaluation in the literature² were: to provide information in which decisions can be made regarding such issues as promotion, retention, transfers, dismissals, and salary improvement; and to help people improve their performance and grow

²Lewis A. Wills, Evaluation of Administrators: Issues and Practices (Eugene, Oregon: Oregon School Study Council, XIX, No. 10, June, 1976), ED 125 083, p. 7.

professionally. Other results accomplished by principal evaluation include the following: improves instruction, affects a positive attitude, identifies strengths and weaknesses, stimulates self-evaluation, facilitates communication and cooperation, improves professional growth, provides relevant topics for inservice programs, provides job targets for administrators, encourages more involvement, motivates employees, clarifies job expectancies, and encourages individual and organizational planning. All of these benefits of principal evaluation contribute to better principals for our schools and better schools for our children. Hopefully, this study will stimulate a desire on the part of school systems to re-examine their evaluation process with the thought in mind of making revisions that will improve the performance of the principal and help the school system to accomplish its goals.

IV. BASIC ASSUMPTIONS

1. A stratified random sample of Tennessee educational administrators and teachers will be representative of the perceptions of all the administrators and teachers in the state of Tennessee.
2. Administrators and teachers possess certain perceptions and attitudes concerning principal evaluation.
3. Administrators and teachers will share these perceptions and attitudes honestly and candidly.
4. Administrators and teachers as professional educators have expertise that can be used in making suggestions and recommendations that will improve the evaluation process.

5. The perceptions and attitudes revealed in this study will provide a base for further research on principal evaluation.

V. DEFINITION OF TERMS

Accountability. The belief that administrators, as well as teachers, should be responsible for the performance of the tasks and duties that have been assigned to their positions.

Administrator evaluation. A process of identifying, collecting, organizing, and analyzing information concerning the performance of the administrator in order to make evaluative decisions.

Evaluation by "clients." The evaluatee is evaluated by those who are the recipients of service provided by the evaluatee.

Evaluation instrument. A device utilized for the purpose of making evaluative judgments of administrative performance which can be used in formative evaluation and may include critical incident appraisal, management by objectives and/or conference or which can be used in summative evaluation and include primarily a checklist.

Evaluative criteria. The standards against which a person, a group, a procedure, or an instrument may be checked.³

Job description. A written description of the duties, responsibilities, relationships, and qualifications needed for a certain position.

³Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, 1959), p. 220.

Job targets. Goals or objectives identified jointly by the evaluatee and the evaluator which are to be given major emphasis during the year.

Management by objectives. A process whereby objectives are mutually identified by the supervisor and the administrator, individual responsibilities are assigned, criteria to be used in measuring accomplishment is defined, and results are evaluated.

Merit pay. Any procedure for compensating employees for outstanding service.

Peer evaluation. A process in which principals evaluate the performance of their colleagues.

Principal. The chief executive officer and professional leader of an attendance unit in a school system.

Rating scale. A common tool used to evaluate teachers or administrators which lists competencies and provides a system (e.g., checking words or letters) by which an evaluator can mark his or her estimate of the performance of a specific behavior.

School board. A local committee who are state officers that have been delegated the authority to govern school systems by establishing and executing board policies.

Student ratings. An evaluation of a principal's performance by students which usually employs an opinionnaire that asks students to rate their principal on various attributes.

Superintendent. The educational leader, chief executive officer, and is the one who is responsible for management of the school system.

Supervisor. A person formally designated by the organization to interact with members of the teaching behavior system in order to improve the quality of learning of students.⁴

Teacher. A person employed to instruct others and to guide and direct learning experiences and activities of pupils in a designated attendance unit of a school system.

VI. PROCEDURES

The population for this study included all public school administrators and teachers in the state of Tennessee. Questionnaires were sent to all superintendents and a random sample of instructional supervisors, non-instructional supervisors, principals, and teachers.

The initial step in preparing for this study was to review the related literature concerning principal evaluation systems. The major topics reviewed were: types of evaluation and instruments utilized, purposes, methods, results, weaknesses and strengths, and the degree of involvement by those concerned with the process.

After the review of the literature two questionnaires were constructed to obtain data: one was an administrator questionnaire designed to gather information concerning the administrator's perceptions and attitudes toward principal evaluation, and the second was a teacher questionnaire designed to gather information concerning

⁴Kimball Wiles and John T. Lovell, Supervision for Better Schools (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975), p. 19.

teachers' perceptions and attitudes toward their evaluation of the principal. The basic information solicited from the administrator questionnaire was to find the perceptions and attitudes of administrators toward present practices, desirable practices, and the degree of implementation of principal evaluation.

The survey instrument for this study consisted of forced-choice questions. The administrator questionnaire has three main parts: part I of the questionnaire solicited demographic data, part II solicited school system information concerning types of evaluation and instruments utilized, purposes, involvement, frequency, results, weaknesses, and strengths, and part III deals with methods of evaluation (see Appendix A).

The questions in the teacher questionnaire were designed to gather information concerning the teacher's participation in the principal evaluation, instruments used in the process, and opinions regarding the implementation of the process (see Appendix B).

A jury of experts reviewed and evaluated the questionnaires. The instruments were also field tested by two classes of graduate students from the Department of Educational Administration and Supervision at The University of Tennessee, Knoxville.

The data received from the administration of each questionnaire were keypunched on computer cards. A prepared Statistical Package for the Social Sciences (SPSS) program was used to subject these data to statistical analysis. Frequency distributions and crosstabulations of the data were done by the prepared SPSS program. Because of the descriptive nature of the study and of the non-interval data, the

Chi Square test was utilized to measure the significance of differences between variables. The .05 level of confidence was used to test the significance of difference.

Data gathered were reviewed, analyzed, and summarized in order to report the descriptive findings of the study.

VII. ORGANIZATION OF THE STUDY

Chapter I includes the introduction, statement of the problem, purpose of the study, importance of the study, basic assumptions, definition of terms, procedures, and organization of the study.

Chapter II presents a review of related literature on the following topics concerning principal evaluation: evaluation trends, rationale and purposes, evaluation procedures, client-centered evaluation, problems in evaluation, and outcomes of evaluation.

Chapter III discusses the methods and procedures used in the collection and treatment of the data. Chapter IV presents the findings and an analysis and interpretation of the data of the administrator questionnaire. Chapter V presents an analysis and interpretation of the data of the teacher questionnaire. Chapter VI includes the summary, findings, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF THE LITERATURE

I. EVALUATION TRENDS

A review of the literature was made to determine present practices that relate to the evaluation of principals and to obtain a historical perspective of past and emerging practices. The review of the literature also focused upon the perceptions and attitudes toward these practices and findings relative to desirable practices.

An examination of the empirical research and related literature revealed that formal evaluation of principals is a relatively recent development in the accountability movement, but the desirability of developing a viable means of evaluating the effectiveness of principals' professional behavior has long been proposed. A major concern of school board members, superintendents, principals, teachers, and the public has been to develop a systematic process or instrument that would permit and facilitate the evaluation of administrators in their area of responsibility. For a long period of time, teachers were the central target of the accountability movement. Presently, principals are finding themselves being evaluated along with teachers.

In the review of the literature, an article by Koch and Patterson¹ provided basic information relative to the history of

¹Norman E. Koch and Wade N. Patterson, "Evaluating the Principal," Educational Horizons, XLVII, No. 4 (Summer, 1969), p. 150.

administrative evaluation. According to these authors, a great number of studies and essays were published on the evaluation of principals between 1922 and 1938. Between 1938 and 1956 very little was published. The period since 1956 has seen a revival of interest concerning the improvement of school administration via formal, evaluation procedures.

The early studies between the years of 1922-1938 presented two major findings: (1) evaluation as a justification for its occurrence was discussed at length, and (2) studies reported the identification of traits, characteristics, and behaviors of "supposedly" successful principals.

The conclusions of this period concerning the importance of administrative evaluation can be summarized by Earl M. Towner's statement:

Because of its value in setting standards and promoting self-analysis and self-improvement in principals, and because of its indirect effect upon instruction, the formation of an adequate rating blank for principals is a matter which should receive the careful consideration of all school systems.²

Koch and Patterson listed the following basic fallacies underlying these types of studies:

1. There was a complete lack of operational definition surrounding any of the traits.
2. Although normative studies illustrated the respect for certain traits, there were no studies which did, in fact, investigate whether or not leaders in the field exhibited these traits.
3. The rank ordering of traits could not be acclaimed as a valid statistical approach.

²Ibid., p. 151.

4. The evaluation instruments were designed to elicit opinions rather than to observe specific applications of behavior.

5. The method was never replicated for any set of subjects.³

According to Koch and Patterson there was little research published relative to the evaluation of school principals between 1938 and 1956.

One notable exception was by W. C. Garland, who concluded that the successful school administrator:

(1) Employs a creative approach to matters of educational concern.

(2) Promotes and secures the professional growth of people connected with and related to the educational enterprise.

(3) Manifests high ability in the assessment of values, purposes, and needs; and in their translation into realistic educational goals.

(4) Exhibits skill in appraising the manner in which existing situational factors will affect the attainment of goals.

(5) Establishes and maintains an appropriate climate which enables effective contributions by those involved.

(6) Initiates and maintains procedures and structures which enable broader participation in the administrative process.

(7) Secures an effective utilization of all available resources.

(8) Envisions the totality of administration and integrates its component elements to secure established objectives.

(9) Provides for systematic review of all phases of the educational venture and effects desirable reconstruction.⁴

These statements tend to be more operationally oriented than those prior to this period. The list not only identified traits, but identified the climate or setting in which they might be applied.

Koch and Patterson found that there was a revised interest in the topic of the evaluation of school principals since 1956. This interest was shown by several state principals' associations becoming more concerned with the problem of the evaluation of principals, an

³Ibid.

⁴Ibid., p. 152.

example being the California Elementary School Administrators' Association. This association has published several sample forms used by California school districts to evaluate administrative personnel.

Another study discussed by Koch and Patterson was conducted by the Educational Research Service (ERS) in 1962. Attempts to collect data on the practice of evaluating school principals provided such sparse returns that no meaningful report could be formulated. They also discussed another ERS study conducted in 1964, which, after two years of effort, resulted in the identification of only 50 school districts who had a program of administrative evaluation.

Koch and Patterson, from their study of the literature, summarized their findings on the evaluation of principals in the following generalizations:

(1) Evaluation of a principal's performance is an assumed essential in the evaluation of classroom teachers.

(2) Personality traits are extremely difficult to measure objectively, while behavioral descriptions associated with successful administrators are available.

(3) Self-analysis and self-improvement are essential in the evaluation of principals.

(4) No consistent form has been accepted for evaluation instruments or procedures.

(5) The effects of any principal's influence on his staff must be a part of any administrative evaluation.⁵

Current practice in regard to the evaluation of principals in 1955-56 can be found in an article written by Robert W. Strickler. This article tells about a questionnaire study which was sent to 81 school districts of a population of 100,000 to 499,999, to 17 of a

⁵Ibid., p. 154.

population over 500,000, a total number of 98 districts. "The questionnaire was returned by 52 of the 81 districts (64.2 percent), by 14 of the 17 districts (82.4 percent), a total return of 66 of 98 districts or 67.3 percent."⁶

An analysis of the data indicated the following: there were no significant differences in evaluation procedure between the school systems of the two sizes. For schools of over 100,000 in population, current practice was that practically all systems, over 96 percent, did evaluate the principal and that the majority made the evaluation at regular intervals throughout his tenure of office. A cooperative approach to the evaluation was generally practiced. The evaluation was infrequently done according to a rating scale or device and more often represented a purely subjective judgment on the part of the individuals making the evaluation. The evaluation was based, with few exceptions, upon the principal's executive ability, professional leadership, community leadership, professional growth, and personal qualities. The purpose of the evaluation was generally to determine the principal's retention in the position or his promotion within the system, and salary advancement was very seldom based upon the evaluation.

One conclusion of this study was that the principal's evaluation failed to accomplish the desirable purpose of directing the principal's personal and professional development. Another conclusion was that there was a need for two specific studies: one of the attitude of the

⁶Robert W. Strickler, "The Evaluation of the Public School Principal," NASSP Bulletin, XLI, No. 226 (February, 1957), pp. 55-58.

public school principal toward his evaluation, and a second to establish criteria for the evaluation of the principalship and their application to an experimental group of public school principals.

In an effort to distinguish between effective and ineffective educational leaders, The Tennessee Rating Guide was developed during the early 1950's. This rating guide, which is a categorized listing of behavioral characteristics which can be used to differentiate types of leadership in educational administration and supervision, was developed by the Department of Educational Administration and Supervision at The University of Tennessee, Knoxville, in cooperation with the Southern States Cooperative Program in Educational Administration and its successor, the Associated Programs in Educational Administration. McNabb⁷ referred to studies by Coker and Gentry who found that the Tennessee Rating Guide did differentiate between "effective" and "ineffective" school principals. A study by McNabb⁸ found that "good" and "superior" administrators were not significantly different, but the differentiation between either of these groups and the "ineffective" group was found to be statistically significant. This guide can be helpful in determining those principals who need assistance or replacement.

⁷William Ruble McNabb, "A Study of Behavioral Characteristics Exhibited by Good School Administrators" (unpublished Master's thesis, The University of Tennessee, Knoxville, August, 1958), pp. 7-8.

⁸Ibid., p. 53.

A monograph by Castetter and Heisler⁹ described the techniques used in traditional appraisal plans and enumerated the many weaknesses of these plans. They pointed out that in the first several decades of the twentieth century there was criticism of the casual, haphazard, unsystematic, highly personalized, and esoteric plans for judging the worth of individuals to organizations and that this criticism has brought about a wide variety of efforts to reform performance appraisal plans.

Castetter and Heisler indicated that the strong opposition and criticism of the traditional approaches had led to a new approach called management by objectives (MBO). They listed the three stages in the evolution of this process:

Stage	Time Period	Focus of Management by Objectives System
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 ¹⁰

According to Dunn,¹¹ management by objectives was first proposed as a distinct theoretical approach in the late 1950's and began to be

⁹William 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, pp. 6-7.

¹⁰Ibid., p. 8.

¹¹Pierre Dunn, Management by Objectives, School Leadership Digest Second Series, Number 3, ERIC/CEM Research Analysis Series, Number 18

adopted seriously by industry in the early 1960's. He indicated that the apparent success of the MBO process in industry was instrumental in causing management specialists in education to try this approach in schools. He also stated that MBO was first applied as an important alternative to traditional approaches in the late 1960's and early 1970's.

ERS Circular No. 7¹² reported the results of a survey conducted in 1968 with school systems enrolling over 25,000 pupils, plus 31 randomly selected smaller systems. From the 157 systems that returned complete replies, 62 reported that they had formalized evaluation programs for administrators.

Another ERS study in 1971¹³ mailed questionnaires to only those systems enrolling 25,000 or more pupils. The survey revealed that 84 systems had formal evaluation procedures for assessing the performance of administrative/supervisory personnel. These 84 systems represented 54.5 percent of the 154 responding systems; whereas 62 systems, identified in 1968, were only 39.5 percent of the total response in that survey. Major findings of the 1971 ERS survey were as follows:

(Arlington, Virginia, and Eugene, Oregon: National Association of Elementary School Principals, and ERIC Clearinghouse on Educational Management, University of Oregon, 1975), ED 114 904, p. 8.

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

¹³Evaluating Administrative/Supervisory Performance, ERS Circular No. 6, 1971 (Washington, D. C.: Educational Research Service, 1971), ED 058 155, pp. 2-8.

1. Fifty or about 60 percent of administrative or supervisory personnel are required to serve a probationary period, and 30 of the 50 have it set at three years.

2. Of the 77 systems, 42 evaluate all personnel below the level of superintendent in their probationary and/or permanent status. Thirteen systems do not evaluate administrators after they become permanent employees or are put on continuing contracts.

3. Annual evaluations are the most common practice.

4. Outstanding purposes listed for evaluation were as follows:

- | | |
|--|----|
| (a) Identify areas needing improvement. | 77 |
| (b) Assess present performance in accordance with
prescribed standards. | 70 |
| (c) Establish evidence for dismissal. | 60 |
| (d) Help evaluatee establish relevant
performance goals. | 60 |
| (e) Have records to determine qualifications
for promotion. | 55 |

5. Most prominent procedures used in the evaluation process were as follows:

- | | |
|---|----|
| (a) Use form which calls for rating on a prescribed
scale against performance standards. | 54 |
| (b) Use form which calls for rating against
individual job targets. | 19 |
| (c) Use narrative form (providing space for
evaluator's comments only). | 18 |

(d) Self evaluation is required. 21

(e) No form is used. 8

George B. Redfern summarized other trends apparent from the results of this survey:

(1) An increasing number of school systems are developing and carrying out systematic evaluation procedures for principals and other administrators.

(2) The larger the school system, the more likely it will have a formal evaluation system for administrators.

(3) Approximately 75 percent of the responding school systems evaluate administrators by means of predetermined performance standards, ratings being made numerically or by descriptive phrases, or by written comments with indications of needed improvements.

(4) The remaining 25 percent have adopted the performance objectives method of evaluation or management by objectives approach.

(5) Assistance is furnished to people who have received an unsatisfactory rating.

(6) At least five states have mandated evaluation by statute.

(7) Larger systems tend to use the predetermined performance standards to evaluate administrators; whereas smaller systems tend to use the performance objectives approach.¹⁴

The 1971 ERS study¹⁵ identified 12 basic types of evaluation

¹⁴George B. Redfern, "Principals: Who's Evaluating Them, Why and How?" NASSP Bulletin, LVI, No. 364 (May, 1972), pp. 85-86.

¹⁵Debra D. Nygaard, Reporter, Evaluating Administrative Performance (Arlington, Virginia: Educational Research Service, Inc., 1974), p. 18.

procedures from the 84 systems reporting. The first eight types of procedures are more unilateral in nature in that the administrator's immediate superior rates the evaluatee against prescribed performance standards. The most popular type of procedure of this group, which is type 4, with 38 systems reporting its use, is stated as follows:

Unilateral evaluation by evaluator; post-evaluation conference between evaluator and evaluatee to discuss rating received; evaluatee may also either be shown or given a copy of completed form.¹⁶

Sixty-five (77.4 percent) of the 84 systems having evaluation programs utilized a prescribed performance standards approach. The last four types of procedures are more bilateral in nature in that both the evaluator and the evaluatee determine jointly the performance goals for the evaluatee. The most popular type of procedure in this group, which is type 10, with ten systems reporting its use, is stated as follows:

The evaluator and evaluatee, in conference, establish mutually agreed upon performance goals for evaluatee, within his major areas of responsibility; evaluator rates evaluatee on his accomplishment of performance goals and performance in areas of responsibility; post-evaluation conference is held to discuss the evaluation.¹⁷

Only 19 (22.6 percent) of the 84 systems reporting, utilized a performance goals (or objectives) approach. Of the 19 districts, 14 were in the smallest of the three enrollment strata, which indicates a trend for the performance goal or objective approach to be utilized in smaller systems.

¹⁶Ibid., p. 20.

¹⁷Ibid.

Another trend that was very evident from the results of this survey is that a greater number of school systems were using performance objectives even among the largest school districts. The 19 (22.6 percent) of the 84 systems utilizing the performance goals approach was an increase over the seven (13.7 percent) of the 51 systems reporting administrative evaluation procedures in 1968.

Another ERS survey conducted in 1973 on the use of performance objectives evaluations of administrators in systems utilizing MBO also supported the trend to greater use of performance objectives as the basis for administrative evaluation. This survey was conducted with all school systems enrolling 12,000 or more pupils and to a group of 201 smaller suburban school systems. From the 472 systems responding, 138 (29.2 percent) reported the use of evaluation by objectives in an MBO system. An examination of sample forms of administrative evaluations and a current review of the literature also indicated a growing trend for the use of performance objectives in the evaluation of principals.

The results from another ERS survey conducted in 1974, which requested information regarding administrative evaluation policy from 50 states and the District of Columbia, indicated that nine states--California, Connecticut, Florida, Hawaii, Kansas, Nevada, Oregon, Virginia, and Washington--mandate the evaluation of local school building administrators. Three other states--New Hampshire, South Dakota, and New Mexico--were in the process of developing evaluation programs for their administrators. These state mandates indicated a

growing interest and concern for the evaluation of administrative personnel.

Poliakoff¹⁸ mentioned several recent trends in evaluating school personnel. From her observations, she concluded that the trends in evaluating school personnel today focus on the participation of the evaluatee and on his needs and rights as a professional and human being. She called attention to the need for the latest high precision instruments--or for no instruments at all. At the time this article was written, the trends did not emphasize evaluation of superiors, that is the evaluation of teachers by students, principals by teachers, and central office staff by principals; but Gaslin, Sanacore and other writers have recently listed evaluation by subordinates as a growing trend. Two other prominent trends discussed by Nygaard are management by objectives and the faculty team or team accountability.

Since MBO is now conceived as a total systems approach, with no dimension existing in isolation, administrative evaluation, using this approach, is involved in aspects of planning, supervising, budgeting, evaluating, and other management processes.

According to research, the administrative evaluation process has improved tremendously in the last decade; but from all indications, there is still room for improvement in the process. A meaningful evaluation system can be very useful in improving organizational effectiveness and efficiency in education.

¹⁸Lorraine Poliakoff, "Recent Trends in Evaluating School Personnel," National Elementary Principal, LII, No. 5 (February, 1973), p. 43.

This section of the review of the literature has addressed the trends of the administrative evaluation process. Many studies and surveys revealed not only an increasing interest and concern for administrative evaluation, but there has been a substantial increase in the number of systems utilizing formal administrative evaluation procedures. The next section of the literature will address the purposes of evaluation.

II. RATIONALE AND PURPOSES

Recently, there has been an increasing demand for accountability in education by the general public. A realization of the importance of quality leadership has caused the public to extend accountability beyond the classroom and include the principal. Since the principal is the leader and the single most important determiner of educational climate in any school, it is imperative that an effective evaluation system be developed and implemented to assess his/her performance.

Many reasons are given by various authors as to why administrative personnel should be evaluated. Thomas and Haynes addressed the need for the evaluation of all school personnel by stating that, "We can either develop a defensible system of personnel evaluation or sit back and watch the demise of our profession."¹⁹

Campbell declared that, "Every profession needs to assess itself--to determine the roles of its members, and to develop

¹⁹C. Lamar Thompson and Ford Haynes, "Personnel Evaluation: A Second Direction Is Needed," The Clearing House, LII, No. 7 (March, 1979), p. 306.

procedures whereby the effectiveness of their performance can be ascertained."²⁰ Another reason given by Campbell for the need of administrative appraisal is that many people are disenchanted with those administrators who seem to be unresponsive to changes that appear to be urgent and easy to make.

Rosenberg presented a plea for principal evaluation by saying:

It can certainly be argued logically that if teacher evaluation is important because the teacher is responsible for the learning process in the classroom, then it clearly follows that principal evaluation is specially important because the principal is responsible for the learning process in the whole school.²¹

Nicholson²² discussed the great demand for the evaluation of the principal in this area of accountability. He advised that principals should take an offensive position by developing their own evaluative criteria.

McCarty addressed the need for more effective evaluation procedures by stating, "A systematic evaluation procedure may not bring total effective administration to our schools; but without it, the educational leadership so desperately needed will hardly be assured."²³

²⁰Ronald 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, p. 1.

²¹Max Rosenberg, "The Values of School Principal Evaluation," Education, XCI, No. 3 (February/March, 1971), p. 212.

²²Everett W. Nicholson, "The Performance of Principals in the Accountability Syndrome," NASSP Bulletin, LVI, No. 364 (May, 1972), p. 97.

²³Donald J. McCartney, "Evaluating Your Superintendent," School Management, XV, No. 7 (July, 1971), p. 44.

Thus, the literature clearly indicated a growing interest and concern for the extended use of more effective evaluation systems for principals.

In order to have more effective evaluation systems, it is necessary to have a clear understanding of the purposes for the evaluation process. The why is very important in the formulation of the process. If our purposes are not clearly defined and delineated, we will be wondering aimlessly without any clear destination. Nygaard emphasized the need for a clear understanding of the purposes of evaluation by stating, ". . . the intended purposes of evaluation are of central importance in determining the design of an effective evaluation process and its subsumed procedures."²⁴ The school district's purpose for evaluation should be given careful consideration in order to develop a plan that will fit its specific needs. Variability in community norms, differences in the perceptions of the administrator's role, differences in the responsibilities of the role, and the time element are all variables that may help to determine the purposes of an evaluation plan.

Pharis observed that principal evaluation varies considerably from school system to school system.

In one school system principal evaluation can mean the method of determining rewards; in another, the device for meting out punishment; in a third, it can mean either; and in a fourth, it may be a meaningless exercise, full of sound and fury but signifying nothing.²⁵

²⁴Nygaard, op. cit., p. 3.

²⁵William L. Pharis, "The Evaluation of School Principals," The National Elementary Principal, LII, No. 5 (February, 1973), p. 36.

Thus, there must be a clear understanding of the purposes of the evaluation process by all who are involved if it is to be a productive process instead of a time-consuming exercise.

The numerous purposes of administrative evaluation can be classified into two major purposes: (1) to improve performance by providing feedback on the strengths and weaknesses of the administrator, and (2) to provide information in which decisions can be made regarding such issues as awarding of tenure, promotion, transfers, or dismissals. This purpose, which focuses on the end-product evaluation of the individual's performance, is designated as summative evaluation. The first purpose, which focuses on improvement of administrative performance by the individual being evaluated, is called formative. Both types of assessment are very important for the improvement of the educational system.

A review of the literature indicated that school personnel who feel evaluation is for instructional purposes, i.e., to improve performance, are more supportive of evaluation than those who feel evaluation is utilized for administrative purposes such as tenure, promotion, assignment, salary, transfers, or dismissals.

Carvell expressed this sentiment when he stated, "Evaluation has too often been considered a weapon of retribution to transgressors rather than an instrument of improvement."²⁶

²⁶James Carvell, "Case Study No. 6: Evaluating Administrative Performance," Thrust for Educational Leadership, II, No. 2 (November, 1972), p. 32.

Poliakoff²⁷ discussed how an ERS survey, conducted in 1971, asked respondents to indicate the purposes for which evaluations had actually been applied in their system--not the purposes for which evaluations ideally should be used. She reported that over half of the schools responded that they used evaluation to establish evidence for dismissal and to accumulate records to determine an administrator's qualifications for promotion.

Many authors have expressed various views concerning the primary purpose for administrative evaluations.

Hunt and Buser²⁸ took the position that the primary emphasis of principal evaluation is to assist him in his professional development. They further explained that this may be accomplished by the evaluator identifying job targets or behaviors to be achieved and by suggesting specific means for their achievement.

Pharis²⁹ thought that too much emphasis in evaluations has been placed on commendable past performance. He stressed that attention should also be directed toward desirable future activities that will provide more satisfaction and motivation.

Zakrajsek's³⁰ observations of the purposes of evaluation has led her to believe that evaluation, to a large extent, has moved away

²⁷Lorraine K. Poliakoff, Evaluating School Personnel Today (Washington, D. C.: National Institute of Education, January, 1973), ED 073 045, pp. 3-4.

²⁸John Hunt and Robert L. Buser, "Evaluating the Principal-Partnership or Paternalism?" NASSP Bulletin, LXI, No. 413 (December, 1977), p. 12.

²⁹Pharis, op. cit., p. 37.

³⁰Barbra Zakrajsek, "Evaluation Systems: A Critical Look," NASSP Bulletin, LXIII, No. 423 (January, 1979), p. 101.

from negative connotations and is now considered to be a positive experience. She observed that in the past evaluations were used as a basis for hiring, firing, or retaining principals; whereas the trend now appears to be toward using evaluation as a method of improving principal activity and providing feedback as to the results of planned activity.

Featherstone and Romàno³¹ emphasized the importance of evaluation in contributing to improved personnel decisions. They also stressed the necessity of evaluation for determining accountability.

Coats³² believed that accountability and evaluation go hand in hand and because of this belief, he advocated that evaluations must "reward excellence and discourage mediocrity." Thus, he concluded that salaries should be adjusted according to the performance of the administrator.

Many people are advocating that the evaluation process should give more recognition and rewards to those who have made meaningful improvements in performance. Perhaps, this is why an ERS survey in 1978 found that 15.3 percent of the responding school systems (434) had a merit pay or incentive plan for administrators in 1977-1978, while 202 (7.1 percent) of the respondents indicated they were considering

³¹Richard L. Featherstone and Louis Romàno, "Evaluation of Administrative Performance," The Clearing House, L, No. 9 (May, 1977), p. 413.

³²William D. Coats, "How to Evaluate Your Administrative Staff" (paper presented at the National School Boards' Association Annual Convention, Houston, April, 1974), ED 093 043, p. 2.

instituting a merit pay or incentive plan.³³

The improvement of administrative performance was repeatedly cited in the literature as the primary purpose of administrative evaluation.

Depree³⁴ recommended that an evaluation plan should integrate supervision and evaluation and that its primary purpose should be to improve administrative performance. He advocated a performance-evaluation program and suggested strategies to help overcome the barriers to the implementation of such a program.

According to Redfern,³⁵ the goal of an evaluation process for principals should be the improvement of leadership performance. He advocated that the evaluation process must measure the "productivity of the principalship" in order for it to be meaningful. He also recommended that this productivity be measured by performance objectives not by "predetermined performance standards."

A postscript that was included in ERS Circular No. 7 expressed concern that improvement of performance should be the goal of an evaluation process when it stated, "Whatever form evaluation of

³³Merit Pay for School Administrators, ERS Report, Educational Research Service, Inc., 1979, p. 38.

³⁴Kenneth 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.

³⁵Redfern, "Principals," op. cit., pp. 86-87.

administrators (or teachers or students) takes, improvement of performance must be the objective."³⁶

The Highland Superintendency Team Assessment Program placed strong emphasis on improvement of administrator performance. Evidence of this can be found in one of their assumptions which stated,

The primary aim of administrator assessment is to improve administrator effectiveness through individual commitment to attainment of specific measurable objectives directly related to indicators of administrative performance.³⁷

Greene³⁸ advocated a redesigning of administrative evaluation systems in order that they may be used effectively to improve educational leadership. He thought this may be accomplished by being more committed to improvement targets and by emphasizing the search for strengths rather than weaknesses.

Gaynor³⁹ believed the purpose of evaluation should be to help the principal understand better the complexities of the school environment and to see his/her behavior in relation to that environment.

³⁶ERS Circular No. 7, op. cit., p. 5.

³⁷Educational Leadership by Objectives, Highland Indiana Superintendency Team Assessment Plan (Highland Public Schools, Indiana, Educational Services Center, September, 1972), ED 112 475, p. 11.

³⁸Robert E. Greene, Administrative Appraisal: A Step to Improved Leadership (Washington, D. C.: National Association of Secondary School Principals, 1972), pp. v, xi.

³⁹Alan K. Gaynor, "The Role of the School Administrator: Perspectives for a Conference on Administrator Evaluation," The Evaluation of Administrative Performance: Parameters, Problems & Practices, eds. William J. Gephart, Robert B. Ingle, and W. James Potter (A CEDR Monograph, Phi Delta Kappa, NSPER: 75), p. 46.

He also stressed that the main emphasis should be upon helping the principal to determine what changes need to be made in task priority and leadership style, and to help him/her gain the knowledge and skills that will be necessary to make these changes.

The preceding references have identified several authors' opinions of the primary purpose of administrative evaluation.

Other purposes identified by various authors were as follows:

1. To improve instruction;
2. To provide information related to the strengths and weaknesses of the individual employee;
3. To grant merit pay;
4. To motivate employees to more closely attain their potential;
5. To differentiate administrative assignments;⁴⁰
6. To provide topics for in-service;⁴¹
7. To enable the individual to formulate appropriate performance objectives;⁴²
8. To facilitate communication and cooperation among administrators, teachers, students, and community;
9. To determine the degree of information and skill possessed by the administrator in his role as an educational leader;

⁴⁰Jerry J. Herman, "Guidelines for Evaluating and Compensating Administrators," NASSP Bulletin, LXI, No. 413 (December, 1977), pp. 2-3.

⁴¹Jerry J. Herman, Developing an Effective School Staff Evaluation Program (West Nyack, New York: Parker Publishing Company, Inc., 1973), p. 26.

⁴²Redfern, "Principals," op. cit., p. 86.

10. To facilitate mutual understanding between superior and subordinate;
11. To provide an official appraisal record of the principal's performance;
12. To contribute to good morale by demonstrating just and equitable personnel practices;
13. To stimulate self-development;
14. To encourage individual and organizational planning;
15. To sensitize the district administration to the needs of the school building administrator;
16. To integrate organizational and administrative objectives;
17. To clarify job expectations;
18. To encourage the development of the administrator and school organization;⁴³
19. To provide feedback which will aid the administrator in altering inappropriate behavior;
20. To set up a system in which long-term district goals can be translated into more immediate building-level objectives;⁴⁴
21. To identify and document more precisely instances of inadequacy;

⁴³Nygaard, op. cit., pp. 3-4, 13.

⁴⁴Lewis 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.

22. To hold evaluatees more accountable for their performance;⁴⁵
23. To assist school principals to develop a sensitivity to their competencies;⁴⁶
24. To comply with state/law regulations;⁴⁷ and
25. To identify job targets or professional competencies to be achieved in the future.⁴⁸

III. EVALUATION PROCEDURES

Type I or Rating Instruments

Extensive efforts have been and are being made to find the most effective method for evaluating administrative personnel. Efforts are being made to remove the imperfections and flaws of evaluation procedures, and new evaluation models are being developed. The variety of opinions of different authors and educators as to what constitutes a meaningful evaluation process makes it difficult to decide the best procedures to use.

An ERS survey, conducted in 1971, identified 12 basic types of evaluation procedures. These were grouped into two general types:

⁴⁵"Tentative Report: Evaluation of Personnel: Report of State Committees on: Evaluation of Teachers and Other School Employees; Evaluation of Central Office Personnel and Principals" (Virginia State Department of Education, 1972), p. 68.

⁴⁶Koch and Pattersen, op. cit., p. 149.

⁴⁷ERS Circular No. 6, op. cit., p. 4.

⁴⁸Hunt and Buser, op. cit., p. 12.

--those which assess the evaluatee against performance standards (indicators of character, skill, and performance which have been chosen as standards against which all personnel, or at least all in a similar position, will be assessed); and procedures which are based on individual job targets or performance goals, against which each evaluatee will be rated as to degree of accomplishment of each goal (management by objective approach).⁴⁹

ERS Circular No. 7⁵⁰ describes Type I or procedures that stress rating on pre-established performance standards in the following manner: administrators and supervisors are rated in accordance with pre-established performance standards which are organized in the form of a rating sheet. The evaluator may confer with the evaluatee before the evaluation period begins, during the school year, and at the close of the evaluation period. He may provide the evaluatee with a copy of the ratings. The evaluator evaluates his performance by rating him on a value scale that may have varying degrees of excellence.

Early attempts to evaluate principals focused upon the identification of various traits, characteristics, and behaviors of "supposedly" successful principals.

Checklists rating devices were among the first instruments to be used in the evaluation process. Several authors have described these rating instruments and have presented their views as to their value.

Greene⁵¹ described typical rating instruments as follows:

⁴⁹ERS Circular No. 6, op. cit., p. 7.

⁵⁰ERS Circular No. 7, op. cit., p. 53.

⁵¹Greene, op. cit., p. 1.

1. They devote considerable space to manner of dress, oral expression, and other factors that are more indicative of personality than of administrative ability.

2. Most of them are organized so that the appraisal factors can be evaluated according to a checklist.

3. An instrument that uses rating as its prime ingredient is always characterized by some type of sliding scale.

4. Some checklists use letters, some numbers, and others use words ranging from "unsatisfactory" to "superior."

According to Greene⁵² the typical rating instruments have the following weaknesses:

1. They rely on the evaluation of personality.

2. They represent an attempt to fix the performance of the administrator at a vague, unclear point on a scale.

3. They can be weak in their insensitivity to human needs.

4. They may have these two flaws--the "halo" effect which is a tendency to rate a person high because of past record, compatibility, or the evaluator's blind spot; and the "horn" effect which is a tendency to rate a person lower because of perfectionism, guilt by association, or by a dramatic incident.

Pharis stated that checklists had very little value because:

- (1) They are one sided and subjective;

- (2) They do not provide for participation;

- (3) They provide no help in improving;

⁵²Ibid., pp. 5-6.

(4) They assess the person rather than the act; and

(5) They have no value as documentation.⁵³

Lahti⁵⁴ stated that the checklist appraisal technique has three common variations: a forced choice technique, field review technique, or graphic rating scale. He explained how that in each of these cases the manager uses a form to check off a level of performance for particular traits or value characteristics felt to be critical to the job. He criticized these instruments by saying that the process may sometimes become too mechanical because the manager completes the checklist without reviewing performance.

Thomas, Genova, Madoff, and Chin⁵⁵ thought that rating scales of administrative processes such as leadership and decision making are by their nature, static and do not tend to promote development and improvement. However, they believed they do provide an approximate sense of the level of satisfaction of faculty, administrators, or students with the total administration.

Some authors addressed the benefits to be derived from checklists. Zakrajsek expressed her view concerning the checklist by stating, "The efficiency of this type of evaluation is undeniable.

⁵³Pharis, op. cit., p. 38.

⁵⁴Robert E. Lahti, "Improving Performance Appraisal," Community and Junior College Journal, XLV, No. 6 (March, 1975), p. 9.

⁵⁵George 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.

In a small amount of time the principal can receive feedback and weighted judgment on his principalship."⁵⁶

Wills also perceived the checklist to be a valuable evaluation instrument. He stated that, "an anonymous checklist or rating scale is a fairly simple tool which provides valuable feedback."⁵⁷

Type II or Management by Objectives

The Type II procedure or management by objectives is one of the most comprehensive approaches to administrative evaluations. This approach focuses on outputs or results rather than inputs or the means to achieve them.

According to Castetter and Heisler,⁵⁸ the great amount of opposition to the traditional appraisal systems in the mid-1950's was one of the factors that led to the development of the modern approach to appraisal or management by objectives. Industries adopted the MBO process in the early 1960's, and it began to be applied to educational management near the end of that decade.

ERS Circular No. 7⁵⁹ lists the following procedures used in Type II or the management by objectives process:

1. The evaluator and the evaluatee establish mutually agreed upon performance goals for the evaluatee, within his major area of responsibility.

⁵⁶Zakrajsek, op. cit., p. 101.

⁵⁷Wills, op. cit., p. 23.

⁵⁸Castetter and Heisler, op. cit., p. 7.

⁵⁹ERS Circular No. 7, op. cit., p. 53.

2. The evaluator rates the evaluatee on his accomplishment of performance goals.
3. Self evaluation is encouraged.
4. A post evaluation conference is conducted to discuss the evaluation process.

Many writers and educators began to strongly endorse the advantages of the management by objective approach over the pre-established checklist criteria used in personnel evaluation.

Goldman⁶⁰ in 1970 was one of the first educators to attempt to develop a viable means of assessing the effectiveness of principals' professional behavior. He assumed that an effective evaluation process would be one in which the administrators, in conjunction with their administrative superiors, would establish attainable annual goals and that effectiveness could be measured by the extent to which these goals were accomplished. He also suggested that the principal submit a detailed report delineating the degree to which he had achieved the general goals and specific criteria. The extent to which goals are achieved would provide documentation.

Bernstein and Sawyer emphasized the value of using the job target approach in the evaluation of principals. They differentiated between tasks and job targets by giving the following definitions:

A "task," as we use the term, is some concrete duty that the principal must perform as part of his ordinary, day-to-day

⁶⁰Harvey Goldman, "Evaluation of Administrative Behavior at the Building Level," NASSP Bulletin, LIV, No. 347 (September, 1970), pp. 70-79.

routine. . . . A "job-target," on the other hand, is an objective that relates to the long range issues of school improvement.⁶¹

They contended that the principal should be evaluated by how well both are performed, but they advocated that job targets should be the core concerns of the modern principal.

Bernstein and Sawyer listed five steps involved in the process of administering a job-target:

Step one: Identifying the full range of possible targets.

Step two: Settling on achievable targets.

Step three: Establishing the performance criteria.

Step four: Getting the job done.

Step five: The final evaluation.⁶²

Levinson,⁶³ in 1970, called attention to the problems associated with using the management by objectives approach. He did not reject the process; but he argued the technique should be improved by examining the underlying assumptions about motivation, taking group action such as group goal-setting and group appraisal, including regular appraisal of managers by subordinates, and considering the individuals' personal goals first.

⁶¹Julius C. Bernstein and Willard Sawyer, "Evaluating the Principal," The Principalship: Job Specifications and Salary Considerations for the 70's, ed. George E. Melton (Washington, D. C.: National Association of Secondary School Principals, 1970), ED 040 492, p. 11.

⁶²Ibid., pp. 13-16.

⁶³Harry Levinson, "Management by Whose Objectives," Harvard Business Review, XLVIII, No. 4 (July, August, 1970), pp. 125-134.

The growing popularity of developing and implementing performance goals procedures became more evident. An ERS survey in 1971 reported that a growing number of systems were using some form or another of a performance goals procedure ". . . 25 percent (21 systems) in this survey, as compared with 13 percent (8 systems) in the 1968 study and only one system in 1964."⁶⁴

A great number of articles on management by objectives were published in 1972. Most of these articles were highly supportive of the process and pointed out the benefits that could occur as a result of its use.

Redfern⁶⁵ advocated that evaluation is more meaningful and systematic if it is based upon performance objectives rather than pre-determined performance standards. He emphasized that the productivity of the principalship must be measured and that evaluation by objectives is the best process to use to measure this productivity.

Redfern⁶⁶ listed eight steps that should be included in the process of evaluation by objectives: (1) job understanding--the principal must know what is expected of him, (2) determination of the standards of excellence, (3) formulation of the performance objectives, (4) development of a program of action, (5) self assessment, (6) assessment by the evaluator, (7) evaluation conference, and (8) follow-up action.

⁶⁴ERS Circular No. 6, op. cit., p. 9.

⁶⁵Redfern, "Principals," op. cit., p. 87.

⁶⁶Ibid., pp. 88-92.

Greene⁶⁷ also advocated an evaluation process based on performance objectives. He suggested that three developmental steps be taken in the designing of the evaluation process. These steps were: (1) the development of a philosophy behind the approach, (2) identification of the standards of performance, and (3) the development of an appropriate instrument.

In order for the evaluation system to function effectively, Greene⁶⁸ also recommended that the following elements be included: (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) in-service training and review of the system.

Brick and Sanchis⁶⁹ recommended an evaluation by objectives approach to evaluation with emphasis on "outcome" rather than "process." According to these authors, evaluation of a principal's performance needs to be based on two important factors: responsibility and accountability. By responsibility they mean a principal's role and job description, and to achieve accountability they believed that each element in the job description must be translated into a

⁶⁷Greene, op. cit., pp. 12-18.

⁶⁸Ibid., pp. 21-28.

⁶⁹Michael Brick and Robert Sanchis, "Evaluating the Principal," Thrust for Educational Leadership, II, No. 1 (October, 1972), pp. 32-34.

measurable level of expected achievement (an objective).

Brick and Sanchis listed the following steps in their district's evaluation process:

1. Identification of the current school needs.
2. Mutual development of goals by the principal and his evaluator.
3. Translation of goals in measurable objectives.
4. Selection of activities through which each objective will be achieved.
5. Assessment of principal's total job and how he accomplishes it.
6. Periodic evaluation of outcomes.
7. Recycling of achievement activities if necessary.⁷⁰

In 1968 the Pennsbury (Pennsylvania) school district instigated a program of management by objectives in order to measure an administrator's performance and to encourage self appraisal.

Ingraham and Keefe⁷¹ described the implementation of this process. Before August 1, each administrator submits to his supervisor his plans and objectives for the school year. These objectives must be measurable in terms of facts and figures. The administrator and supervisor meet together to mutually agree on the goals. The authors identify four types of goals that may be set by the administrator which are as follows: individual, organization, joint performance, and district goals. Monthly progress reports must be submitted in order to indicate the progress the administrator is making in carrying out these goals.

⁷⁰Ibid., p. 33.

⁷¹William W. Ingraham and John E. Keefe, "Values of Management by Objectives," School Management, XVI, No. 6 (June, 1972), pp. 28-29.

Thorne Hacker⁷² warned educators that some modifications may need to be made in the MBO process since it has been used in business to determine pay and position advances based solely on goal attainment. He also maintained that MBO encouraged administrators to set easily achieved objectives and to neglect the more challenging and not so easily measurable aspects of performance. To help remedy this deficiency, Hacker recommended that performance measurement be based on a variety of criteria. He suggested that consideration should be given to the administrator's ability to formulate significant goals, the difficulties between attaining one goal over another, and on how effective resources were used regardless of whether the goal was attained.

Lamb⁷³ and Hoffner⁷⁴ also advocated that the management by objective approach be used in the evaluation process. They recommended this process because it focuses on job results instead of personality traits.

Nicholson⁷⁵ advocated that the principal should be highly involved in the development of his own performance objectives. He

⁷²"A Word of Warning," School Management, XVI, No. 6 (June, 1972), p. 29.

⁷³Joseph 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.

⁷⁴James R. Hoffner, "Case Study No. 8A: Evaluation of Superintendents," Thrust for Educational Leadership, II, No. 2 (November, 1972), pp. 40-41.

⁷⁵Nicholson, op. cit., pp. 97-98.

recommended that the principal should become adept not only in the development but also in the implementation and evaluation of performance objectives. Three suggestions, given by Nicholson, to achieve proficiency in this area were: (1) to establish a strong frame of reference for the development of performance objectives, (2) to become familiar with the hierarchy of administrative task areas which need priorities in implementation of performance objectives, and (3) to become skilled with the techniques of analyzing administrative performance.

Pharis⁷⁶ advocated the job target approach which he described as "a personalized adaptation of the management by objectives approach." He thought that principals will want to be evaluated by this process because:

They will want a system that (1) measures reality, (2) considers only the variables that can be controlled, (3) spells out clearly and ahead of time what the principals are to be measured against, (4) is not subject to different conclusions by different evaluators, and (5) permits principals to have some voice in determining goals.⁷⁷

Poliakoff⁷⁸ called attention to the increasing prevalence of the job target approach. She believed the growing popularity of this method has resulted from its focus on the participation of the evaluatee.

She discussed how, in this approach, the evaluator and the evaluatee collaborate on all aspects of the evaluation process.

⁷⁶Pharis, op. cit., p. 38.

⁷⁷Ibid.

⁷⁸Poliakoff, "Recent Trends," op. cit., p. 39.

They first agree on the design and operations of the evaluation process; and then they work together to set goals for the evaluatee, develop a plan of action by which the goals can be reached, and review progress. Poliakoff stated that, "This approach not only helps to assuage any defensiveness an evaluatee may feel but also, at the very least, guarantees him due process."⁷⁹

Barraclough⁸⁰ concluded from his analysis of research that the job target approach is far superior to the performance standards method. He listed two advantages of this process: the evaluation is tailored to the administrator and to the specific jobs he performs, and it provides the district with reliable evidence of the administrator's performance.

According to Finch the management by objective approach is based upon the following six assumptions:

1. The focus of the evaluation process should be on showing continuous growth and improvement.
2. Priorities must be set so that the most important responsibilities are always emphasized.
3. Lack of defined priorities results in a dissipation of resources.

⁷⁹Ibid.

⁸⁰Terry 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.

4. The supervisor should be actively involved in helping the subordinate attain objectives and continually grow in competence.

5. The administrator and supervisor may have different perceptions of the responsibilities of the administrator unless they are specified.

6. Dialogue between the administrator and supervisor concerning agreed upon priorities are productive both to the efficiency of the organization and to the psychology/emotional well being of the individual.⁸¹

Nygaard⁸² outlined the following steps in the MBO process:

(1) A job description is written which describes the results to be achieved.

(2) Specific performance objectives are established based upon the job description and district goals. (Certain constraints such as base-line measurement of the current situation, resources available, obstacles to be overcome, time necessary to achieve the objectives, the administrator's power to influence results, and the means of appraisal should be given consideration in forming the objectives.)

(3) Alternate strategies are programmed for achieving each objective. (Sometimes the objectives and conditions are specified in a management contract.)

⁸¹Arnold Finch, Management by Objectives in Fresno Unified School District (Fresno, California: Fresno Unified School District, February, 1974), ED 096 767, p. 4.

⁸²Nygaard, op. cit., p. 16.

(4) Implementation of the objectives is the next step. The administrator is provided counseling and direction by the supervisor during this phase of the process.

(5) Progress is monitored by the collection of relevant data and controlled through corrective action.

Castetter proposed a model process for appraising the performance of objectives which is endorsed by Nygaard. The major steps included, "(1) pre-appraisal planning conference, (2) performance appraisal, (3) progress review conference, (4) individual development program, (5) post-development program review conference."⁸³

According to Dannemiller and Linta,⁸⁴ the crucial element of the management by objective process is for the supervisor and employee to agree on clear goals, objectives, and standards. They believe the most dangerous pitfalls to success are hasty implementation and the refusal of the members of the organization to cooperate with the spirit of MBO.

Dunn⁸⁵ also concluded that the MBO process must be implemented with care, patience, and commitment from all involved in the process. He pointed out that all variations of the MBO process share four major characteristics: (1) emphasis is placed on results rather than the

⁸³William B. Castetter, The Personnel Function in Educational Administration (New York: Macmillan Publishing Co., Inc., 1976), pp. 254-268.

⁸⁴Kathleen D. Dannemiller and Edward Linta, Management by Objectives (MBO) in Student Services (1975), ED 112 343, pp. 8-10.

⁸⁵Dunn, op. cit., p. 29.

process, (2) responsibility for achieving these results is shared jointly by the superior and subordinate, (3) specificity is emphasized, and (4) evaluation is based on performance.

Hunaday and Varney⁸⁶ emphasized that salary increases should be tied to the individual's achievement of objectives in the MBO process. They cited research that verifies their position that the reward process (in the form of salary increases) is necessary to the successful functioning of MBO. They recommended that only job related factors be considered in salary setting not "age and length of service."

Morrissey⁸⁷ indicated that MBO has not been successful in some organizations because they have not implemented true participative management which he considers to be the "greatest value" of MBO. He believed that improvement in communication is one of the greatest advantages of an effective MBO system.

Segner⁸⁸ discussed why he objects to the application of MBO to education. He contended that it is wrong to apply to education a management model intended for corporate business. He maintained that "the purpose of business is to make money" and that this goal and the means to achieve it are easily quantifiable and may be accurately

⁸⁶The Best of the Best of ERIC (Oregon University, Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1977), ED 136 325, pp. 84-85.

⁸⁷Ibid., p. 86.

⁸⁸Ibid., pp. 87-88.

measured by objective methods. Segner believed it was dangerous to try to quantify and objectify education in such a way. His basic objection was that MBO neglects the qualitative aspects of education.

Read⁸⁹ explained how management by objectives can help an administrator answer accountability demands. He maintained that educators are attracted to the approach because the mechanism for accountability is built into the process. Each individual is responsible to achieve specific objectives; therefore, each individual can be held accountable for these objectives.

McGrew and Hafeman⁹⁰ discussed how Madison, Wisconsin, developed and implemented the contract approach to MBO. They described the management contract as follows: it is a written agreement between the supervisor and supervisee which spells out in black and white the intent of what is to be done, procedures to be used, outcomes to be expected, and which resources are committed. A description is given of the monitoring and evaluation phase by telling who will do the monitoring, how it will be done, and what constitutes good, average, or poor progress.

According to McGrew and Hafeman, the advantages of this approach are: it makes the superior and subordinate aware of exactly what to expect from each other, and the evaluation is based on

⁸⁹Edwin A. Read, "Accountability and Management by Objectives," NASSP Bulletin, LVIII, No. 380 (March, 1974), pp. 2-3.

⁹⁰Jean 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.

objective information rather than on feelings and rumors.

Steers⁹¹ believed that a majority of studies on the goal-setting process have failed to consider the impact of variations in individual differences. He conducted a study to determine if individual differences may make different aspects of the goal-setting process responsible for differences in performance. This study was conducted at a large West Coast public utility that had instituted an MBO program that emphasized setting clear, well-defined goals. The subjects used were 133 women first-level supervisors. The study indicated that those with a high need for achievement did perform better when they were working on "clear and highly specific goals" and when they were receiving "ample feedback" regarding their progress. The individuals with a low need for achievement responded positively to participation in setting their own goals. Steers maintained that there is a need for managers to re-examine their goal-setting programs like MBO and to personalize program implementation techniques.

Knezevich⁹² referred to the management by objective process as MBO/R. He explained that the "R" for results was added later in order to place emphasis on results and to minimize the possibility of stopping after objectives were identified. He emphasized that MBO/R would not only have an impact on staff appraisal and position description but also on staff development and staff motivation.

⁹¹The Best of the Best of ERIC, op. cit., p. 88.

⁹²Steve 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, pp. 1-22.

According to Knezevich, the primary purpose of MBO/R is to determine how much each administrator contributes to the achievement of the results of the total system; and the basic assumption in MBO/R is that people will accomplish more if they have a better notion of what they are supposed to accomplish.

Redfern discussed the total evaluation process and provided guidelines that may be helpful to those designing an evaluation program. The process which he calls "evaluation by objectives" has five steps: "diagnosing current performance, setting objectives and action plans, achieving objectives and action plans, assessing results, and analyzing results and planning the next cycle."⁹³

Many authors have varied opinions of the value of the management by objective approach. Several of them have listed the advantages and disadvantages of the process.

Gray outlined in a case study the evaluation efforts being employed to examine administrative performance in Hyde Park, New York. He listed the advantages and disadvantages of the job target approach. The advantages were as follows:

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.

⁹³George B. Redfern, Evaluating Teachers and Administrators: Putting the Pieces Together (Westerville, Ohio: School Management Institute, 1978), ED 154 527, p. 1.

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.⁹⁴

The disadvantages were as follows:

(1) The job objective does not guarantee adequate performance.

(2) Busy or "make work" objectives can undermine the appraisal program. . . .

(3) Nothing destroys the performance appraisal program faster than an unskilled appraiser. An administrator must have confidence in the person that is serving as an appraiser.⁹⁵

Baker perceived the management by objectives approach to be useful in performance appraisal, individual and organization goal-setting and planning, and it may be used to help determine salaries. He listed some of the advantages which may accrue from an MBO system:

(1) Greater job commitment by the individual as a result of self-defined goals;

(2) provision of a basis of two-way communication in the organization, especially upwards;

(3) more objective performance appraisals and reviews;

(4) improved organizational climate for professional employees;

(5) greater mutual problem-solving; and

(6) decentralized decision-making.⁹⁶

⁹⁴Frank 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.

⁹⁵Ibid., p. 110.

⁹⁶Michael 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.

Baker also listed some disadvantages which may accrue from an MBO system:

- (1) Increased paperwork,
- (2) increased time spent on performance appraisals and reviews, and
- (3) more opportunity for conflict in the organization.⁹⁷

Zakrajsek also indicated the advantages and disadvantages of the goal-oriented models. She listed the following advantages:

- (1) They are flexible in that principals have control over the establishment of goals which fit each particular situation.
- (2) They provide a direction toward which a principal may organize and move.
- (3) They provide a basis upon which to base an evaluation.⁹⁸

The disadvantages were:

- (1) Goal writing is a lengthy and sometimes difficult process.
- (2) Careless goal writing may result in unreasonable demands and expectations being placed on the principal.⁹⁹

Gray examined the strengths and weaknesses of the management by objective approach. He listed the following potential strengths:

- (1) It fosters staff development, since an administrator's performance is evaluated according to how well his subordinates perform;
- (2) it requires the development of individual job descriptions and job objectives for each administrator;
- (3) it increases contact between appraiser and appraisee;
- (4) it encourages team management, since the success of an administrator depends on the performance of the entire team; and

⁹⁷Ibid.

⁹⁸Zakrajsek, op. cit., p. 110.

⁹⁹Ibid.

(5) it helps define job priorities so that each administrator allocates his time to matters of importance.¹⁰⁰

Gray also listed five potential problems that may arise:

(1) The number and quality of job objectives may gradually decline due to collective bargaining constraints. ✓

(2) Administrators are often responsible for too many teachers for effective appraisal.

(3) Unexpected crises can disrupt an administrator's work toward achieving planned objectives.

(4) Salary advances are usually determined by collective bargaining rather than by individual performance appraisal.

(5) Performance appraisal may weaken administrative initiative by overemphasizing the collegial approach to setting job objectives.¹⁰¹

Other Procedures

There are several different approaches that can be used to assess the quality of administrative performance. Each of these methods have features that are commendable, but each has its limitations. Each district must decide which method or combination of methods is best suited to its situation.

In addition to Type I or rating instruments and Type II or the management by objective approach, Nygaard listed five techniques to use in evaluating administrative performance. These techniques were:

(1) Graphic rating scale--this technique evaluates how frequently a quality or behavior is observed or how accurately a statement describes the administrator.

¹⁰⁰Frank 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.

¹⁰¹Ibid.

(2) Essay appraisal--the evaluator writes a narrative description of the strengths, weaknesses, or potential of the evaluatee. There can be a great variation in assessment due to the differences in the evaluator's values.

(3) Field review--essay and graphic ratings can be combined through a systematic review process which will probably result in more reliable and comparable evaluations.

(4) Forced-choice rating--the evaluator chooses from two or more statements the one that best describes the administrator.

(5) Critical incident appraisal--it requires the evaluator to record administrative behavior at critical periods or when either significant positive or negative incidents occur. These incidents must be observed, recorded, and reported frequently to provide feedback to the administrator.¹⁰²

Some writers mention the conference method as an approach to use in evaluating administrators. In this method, the evaluator discusses the evaluatee's performance and suggests ways in which improvements can be made.

Pharis¹⁰³ mentioned one approach used by some systems called "secondary results evaluation." Those who advocate this type of evaluation believe that an administrator's performance can be measured by the achievements of those under his supervision. Achievement test scores of students, number of requests from teachers for transfer,

¹⁰²Nygaard, op. cit., p. 11.

¹⁰³Pharis, op. cit., p. 38.

or almost any countable commodity may be used in evaluating a principal. Behavioral objectives could also be used with this approach. Pharis questioned this approach because it may expect too much from the principal.

"The file" is another technique mentioned by Pharis¹⁰⁴ that can be used to evaluate a principal. A folder is kept for each person that is to be evaluated. This folder may contain summaries of observations, statements of assistance requested or given, clippings, letters of commendations and complaints, or anything else that is considered worthy of keeping. A specific time is chosen to review and judge the contents of the file. According to Pharis, the conclusions reached from the review of the files may be serious.

Natriello and others¹⁰⁵ discussed how Castetter and Heisler recommended that collegial evaluation be used in the evaluation of principals and that a team of administrators be trained to evaluate their colleagues, using specific objectives.

Natriello and others¹⁰⁶ also recommended this approach because principals have no evaluator working with them on a day-to-day basis.

¹⁰⁴Ibid.

¹⁰⁵Gary Natriello and others. A Summary of the Recent Literature on the Evaluation of Principals, Teachers, and Students: An Occasional Paper No. 18 (Stanford University, California: Stanford Center for Research and Development in Teaching, April, 1977), ED 141 407, p. 19.

¹⁰⁶Ibid.

Self evaluation is advocated by several educators. It is strongly advocated by Rosenberg,¹⁰⁷ Greene,¹⁰⁸ Redfern,¹⁰⁹ and others. Rosenberg included self evaluation as the first step in his evaluation model. He emphasized the need for this type of evaluation by stating:

Each individual principal has a special need from time to time to examine his own work. . . . Only by arriving at a clear and reliable analysis of the level of his administrative effectiveness, is it possible for a principal to improve the quality of his performance in ways that will affect significantly the educational opportunities for all who attend that school.¹¹⁰

Greene also included self appraisal in his evaluation model. He stressed the need for this process by stating, "Only when an individual personally sees the need for change does he generate commitment in himself."¹¹¹

Several authors have written about the informal evaluation process. They described this process as follows: it is a judgmental appraisal of the evaluatee. This type of evaluation is present even if it is not formalized or planned. Since there is no set form to be used in this process, the evaluator obtains his information regarding an evaluatee's performance by observations, conversations, observing student achievements, informal conferences with the evaluatee, unscheduled visits, and on other casual occasions. Sometimes the

¹⁰⁷Rosenberg, op. cit., pp. 213-214.

¹⁰⁸Greene, op. cit., pp. 24-25.

¹⁰⁹Redfern, "Principals," op. cit., pp. 90-91.

¹¹⁰Rosenberg, op. cit., pp. 213-214.

¹¹¹Greene, op. cit., p. 25.

informal evaluation has more weight or meaning to the evaluator than does the formal.

Nygaard discussed another type of evaluation procedure that is used for the evaluation of the principal which is the faculty team. This approach uses the MBO philosophy and procedures, but the staff is the effective body for objective setting rather than each individual.

Nygaard described the procedures used in this process as follows:

The team conducts a school level needs assessment, establishes school objectives contributing to district goals, establishes school strategies, and controls progress toward the goals.¹¹²

The principal is the facilitator of group communication and action. Each of the staff members is evaluated individually as well as collectively. The principal is also evaluated according to his contribution. Some studies have indicated that greater productivity and employee morale result from participative management and group evaluation.

This section of the review of the literature has addressed many different approaches used to assess the performance of the principal. Client-centered evaluation is another approach that is growing in popularity. The next section of the literature will address this important approach used in the evaluation of the principal.

¹¹²Nygaard, op. cit., p. 17.

IV. CLIENT-CENTERED EVALUATION

A review of the literature revealed that there is an increasing interest and concern for the involvement of clients in the evaluation process. Traditionally, the custom has predominately been for administrators to be evaluated solely by their superiors. Therefore, the suggestion to use another dimension such as evaluation by clients has not always been met with wholehearted enthusiasm.

A search of the literature revealed that there was very little literature published on teacher evaluation of the principal during the 1960's. In 1961, Weldy, who was a secondary principal at Crown Point, Indiana, published an article which gave an account of how he constructed an instrument by which teachers could rate the quality of their principal's behavior and give their perceptions with respect to some aspects of the administrative role.

Based on his experience in the use of this instrument, Weldy concluded the following:

- (1) Teachers will strive to make an honest and fair appraisal.
- (2) Many teachers will welcome an opportunity to help their principal improve his performance.
- (3) The teachers' perceptions concerning the principal's effectiveness will vary considerably due to the different philosophies of educational practices held by teachers and the varying degrees of knowledge of the principal's work.
- (4) Teachers are provided an opportunity to air complaints and grievances which would otherwise never be expressed.

(5) The principal may sometimes become discouraged and frustrated.

(6) The principal can focus his efforts to improve on those areas marked low on the rating instrument.¹¹³

Some interesting studies have been conducted on the ratings of principals by teachers. Gentry and Kenney conducted a study to examine the possible differences in the way teachers evaluated their principal's performance and the way the principal evaluated his own performance. The principals and teachers from 60 randomly selected elementary schools in the state of Georgia were chosen to participate in this study. The principals and teachers were to rate the performance of the principal on 46 administrative practices which were classified under the following administrative functions: (1) planning, (2) coordinating, (3) actuating, and (4) evaluating. The results of the study were that:

. . . the null hypothesis of no difference between the evaluations of principals' performance made by teachers and by principals was rejected on 22 of the 46 administrative practices. . . . The principals rated their performance more satisfactory than did the teachers on 18 of the 22 administrative practices on which the ratings of the two groups differed significantly.¹¹⁴

Another interesting study of teacher evaluation of the principal was conducted by Daw and Gage.¹¹⁵ In this study teachers were asked to

¹¹³Gilbert R. Weldy, "Teachers Evaluate Their Principal," NASSP Bulletin, XLV (October, 1961), pp. 145-150.

¹¹⁴Harold W. Gentry and James B. Kenney, "The Performance of Elementary School Principals as Evaluated by Principals and Teachers," The Journal of Educational Research, LX, No. 2 (October, 1966), p. 64.

¹¹⁵Robert W. Daw and N. L. Gage, "Effect of Feedback from

rate their actual and ideal principals on 12 behaviors. The experimental group of 151 elementary school principals was given feedback concerning their teachers' ratings. This group was later found to differ significantly, in the direction of teachers' preferences, from the 143 principals in a control group. The results of this study indicated that feedback of this kind changes the principals' behavior.

The aforementioned and other similar studies may have tended to create a greater interest in the involvement of teachers in the evaluation of their principal.

In 1970 the Educational Research Service requested information from 67 school systems which had indicated in an earlier survey (of 500 school systems) that they conducted client-centered evaluation programs. This survey sought to determine if the teachers had formally evaluated their principal and what approaches they had used.

Twenty-nine systems responded to the questionnaire, and 19 systems reported that teachers in one or more of their schools had been permitted to evaluate their principals, and three systems submitted forms used by principals to evaluate central office personnel and services (in one of these districts, teachers also evaluate their central office subject-matter coordinators and directors).

The survey found the following practices being used in the teacher evaluation of the principal:

(1) Generally, the evaluations were submitted to the person being evaluated for his personal perusal and information.

(2) Annual evaluations were most common in both mandatory and voluntary programs.

(3) For the most part, evaluations were submitted anonymously on printed evaluation forms which provided a checklist on personal and job performance characteristics and usually provided space for narrative comments by the respondent.

(4) In most cases, the form and procedure were suggested by the central office.¹¹⁶

Stemnock, in this circular, described, according to her view, the status of the client-centered approach to evaluation:

On the basis of only 29 responses, it is impossible to make any valid generalizations about the start-of-the-art or the trends in client-centered evaluations. It is safe to say, however, that the art is still in its infancy. Whether it will ever mature will depend primarily on the attitudes of the parties involved and the type of procedure instituted.¹¹⁷

A review of the literature indicated that the attitude of the teachers is that they can and should be permitted to evaluate their principal. According to Ellman, this attitude has resulted from two factors: "the narrowing gap of expertise between teachers and administrators (Boyan, 1969) and the erosion of traditional administrative prerogatives resulting from the growth of teacher militancy."¹¹⁸

¹¹⁶Suzanne K. Stemnock, The Evaluatee Evaluates the Evaluator, ERS Circular No. 5, 1970 (Washington, D. C.: Educational Research Service, 1970), ED 044 378, pp. 2-3.

¹¹⁷Ibid., p. 3.

¹¹⁸Meil Ellman, "Administrative Style and Performance as Teachers See Them" (paper presented at the annual meeting of the Formal Association of Secondary School Principals at New Orleans, Louisiana, January 14-19, 1977), ED 136 365, p. 2.

A National Education Association (NEA) teacher opinion poll,¹¹⁹ conducted in 1971, found that a vast majority, nearly three out of four of the teachers answering, favored their involvement in the evaluation of their principal. Teachers in different size school systems held similar views, and the teachers' opinions from different geographic regions were also generally similar.

An ERS survey¹²⁰ in 1973 sought to determine the status and practices of client-centered evaluation. The survey found that student evaluation of teachers was reported by more school systems than any other type of client-centered evaluation. However, more forms were received for the evaluation of principals by teachers than for the evaluation of teachers by students.

Stemnock called attention to the scarcity of the literature on teacher evaluation of the principal by stating that she had only been able to find four articles on the subject.

Many educators strongly advocate the importance of teacher evaluation of the principal. They recommended this practice because they believe it is the subordinate who is in a position to constantly observe the performance of the principal.

¹¹⁹"Teacher Opinion Poll," Today's Education, LX, No. 4 (April, 1971), p. 2.

¹²⁰Suzanne K. Stemnock, Evaluating the Evaluator, ERS Circular No. 4, 1973 (Washington, D. C.: Educational Research Service, 1973), ED 081 114, p. 2.

Greene¹²¹ recommended that a "feedback" questionnaire with the staff can enhance the self-appraisal of the principal. He stated that an increasing number of school systems are making this type of evaluation a regular part of their total process and are even suggesting a particular time of year when it should be completed. He maintained that the principal can use the results to help in the selection of his personal and professional goals and objectives.

Jesse listed the ways staff interviews can help the principal:

- (1) It will provide the administrator with valuable information,
- (2) It will assist the administrator in self-evaluating his own performance, and
- (3) It will enable the administrator to improve his performance.¹²²

Wentworth, who was a principal in Burlington, Vermont, related how that the informal "advisory" part of his evaluation comes from his teachers. He discussed how this process has been helpful to him and described it as follows:

- (1) The staff completes a checklist of about 32 items in the area of professional growth and responsibilities, in-school relationships, and parent community relations.

¹²¹Greene, op. cit., pp. 24-25.

¹²²A. K. Jesse, "Calgary Board of Education: Administrative Evaluation" (paper presented at the Canadian School Trustees' Association, Congress on Education, 1st Toronto, Ontario, June 17-21, 1978), ED 159 758, p. 28.

(2) The teachers submit these checklists to an elected committee which compiles a composite report of all responses, but the individual reports are signed by the teacher and become the property of the principal.

(3) The committee summarizes the report and then discusses it with the principal.

(4) The principal insists that the final committee report be posted in the teachers' rooms for their information.

Wentworth recommended this kind of an evaluation because of the help, advice, and support a principal can receive from his teachers.¹²³

Many models and instruments have been developed to be utilized in the teacher evaluation of the principal.

Harris's evaluation model proposed that the immediate superior(s), subordinate(s), and peer(s) serve as evaluators of an administrator's performance. He explained why he advocated this model by stating:

There is a need for a smooth flow of feedback from the superior, subordinate, and peer levels in order to show a full panorama of the information concerning the evaluatee's administrative functions and contributions to the organization as a whole.¹²⁴

¹²³"What's Going on Around Here? Nine Principals Speak Out," The National Elementary Principal, LVI, No. 4 (March/April, 1977), pp. 16-17.

¹²⁴George W. Harris, Jr., "The Superintendent's Model for Administrator Evaluations at the Line and Staff Levels," Tennessee Education, III, No. 4 (Winter, 1973), pp. 24-25.

He also pointed out that evaluations that use only the immediate superior has, in the past, encouraged authoritarianism and that in an authoritative organization there is usually confusion, fear, low morale, low productivity and failure of the organization to meet its goals.

Gaslin¹²⁵ proposed a model for teachers to use in the evaluation of an administrative team. The model was designed for the formative purpose of providing data to the administrative team in order to improve their performance.

Gaslin listed four advantages that can be derived by soliciting the teachers to evaluate the administrative team:

1. It provides the administrative team with readings on staff feelings and how these feelings may change in later evaluations.
2. Submitting to staff evaluation establishes credibility with the teachers, public, and superiors.
3. It should result in improved performance, and
4. It can provide those who are evaluated with information on staff expectations.

This model recommended that the following practices and procedures be used:

- (1) It should be conducted by an impartial third party
- (2) The principal and administrative team should be the consumers of the results of the evaluation.

¹²⁵William L. Gaslin, "Evaluation of Administrative Performance by a School's Teaching Staff," NASSP Bulletin, LVIII, No. 386 (December, 1974), pp. 72-81.

(3) The initial step should be for the administrative team to request that the evaluation be made.

(4) A needs-assessment should be conducted.

(5) An instrument must be constructed that meets the approval of both the administrative team and teachers.

(6) In reporting the results of the evaluation, all individual responses must be confidential; and the results must be presented to the administrative team first. Gaslin suggested that this model can

Gaslin suggested that this model can be helpful if the administrative team is willing to study the results and make the desired changes.

Ellman also advocated that administrators ought to be evaluated as a team and that teachers should be involved in this evaluation. She believed that the following cautions should be observed:

(1) No client-centered evaluation should become contractually obligatory.

(2) An administrator ought not to be evaluated solely as an administrator but as an administrative team, and

(3) Evaluation information should be provided to administrators to improve their performance, not to provide evaluative judgments that become part of an administrator's personnel file.¹²⁶

After giving these three cautions, Ellman proposed a nine-step process that, she maintains, is specific enough to serve as a model or general enough to be adopted to any local situation and set of needs. These steps were:

¹²⁶Ellman, op. cit., pp. 3-4.

- (1) Agreement that the team wants feedback concerning their administrative style and performance,
- (2) decision as to what you want to know and need to know to improve performance,
- (3) choice of a means of gathering feedback,
- (4) field testing the instrument,
- (5) explanation of the feedback process to the entire faculty,
- (6) administration of the instrument,
- (7) tabulation and interpretation of the data,
- (8) cooperative use of the data to improve performance, and
- (9) evaluation of the total process.¹²⁷

Rosenberg,¹²⁸ Sanacore,¹²⁹ and Dunn and Dunn¹³⁰ each have written articles that contained evaluation instruments that teachers could use in evaluating their principal.

The authors of these articles suggested that these instruments will help the principal to identify not only his weaknesses but also his strengths and will promote a better relationship between the teacher and the principal.

¹²⁷Ibid., pp. 5-8.

¹²⁸Max Rosenberg, "How Does Your Principal Rate?" Teacher, XCI, No. 9 (May/June, 1974), pp. 25-27.

¹²⁹Joseph Sanacore, "How Teachers Can Evaluate Their Principal," NASSP Bulletin, LX, No. 402 (October, 1976), pp. 98-101.

¹³⁰Rita Dunn and Kenneth J. Dunn, "Evaluation: How to Measure Your Principal's Performance," Learning, VII, No. 8 (April, 1979), pp. 36-37.

Butera¹³¹ recognized the value of the feedback teachers can give to the principal concerning his performance. He maintained that if the principal asks the teacher to voluntarily evaluate his performance that it will not be threatening to him and that the teachers will have an opportunity to make their observations and concerns known.

Butera developed the Administrator Evaluation Form which listed 30 items that were mostly suggested by a panel of teachers. Teachers can react to each item on a negative-positive, seven point scale. The principal can sum up the numbered response for each item, divide the total by the number of teachers who responded to that item, and plot the average response of the total staff on a graph. He will then have a graphic representation of the teachers' perceptions concerning his performance. He also suggested that the principal may want to discuss the results with his staff.

Zakrajsek¹³² presented and analyzed fifteen models for evaluating the principal. Four of these models could be classified as client-centered models. The Gilbert Weldy model listed has already been discussed. The Goose Creek model has a ranking scale instrument and uses teachers for the evaluator. The Cloquet model uses both a rating and narrative instrument and uses teachers as the evaluator. A Cheyenne model has a ranking scale instrument and indicates that

¹³¹Thomas S. Butera, "Principal Know Thyself!" NASSP Bulletin, LX, No. 401 (September, 1976), pp. 84-86.

¹³²Zakrajsek, op. cit., pp. 100-111

the evaluator could be classified as "client-centered." Zakrajsek recommended these checklist/rating models highly by stating that they provide the principal valuable feedback and weighted judgment on his principalship.

Trump¹³³ also strongly recommended rating scales and questionnaires as valuable means of generating accurate feedback. He maintained that the feedback received from verbal exchanges and the "open door policy" is not as accurate as questionnaires and rating scales because people may not reveal their true feelings verbally for fear of reprisal, or they may feel that others are not interested in what they have to say.

Trump recommended that the principal or a faculty committee construct their own forced-choice or open-ended questionnaire to administer yearly, but he also recommended some good copyrighted material available such as the Organizational Climate Description Questionnaire and the Learning Climate Inventory. He suggested that these be administered only every three to five years.

Trump closed his article with a statement that probably expresses the sentiment of most educators:

Granted, securing accurate feedback does take some time and care, but the dividends returned are well worth the effort as really successful principals have known for some time.¹³⁴

¹³³John Trump, "Successful Principals Receive Accurate Feedback," American Secondary Education, VIII, No. 4 (December, 1978), pp. 38-42.

¹³⁴*Ibid.*, p. 42.

Even when there is a great amount of time and effort put into the evaluation process, there are often some problems associated with it. The next section of this report will address some of those potential problems.

V. PROBLEMS IN EVALUATION

Several authors have discussed the problems and difficulties of the evaluation process. Criticism has been given to every phase of the process. Barraclough, realizing that problems were apparent, stated, "Obviously, no evaluation system is free of problems, nor is there likely to be one."¹³⁵

Culbertson¹³⁶ also perceived that problems would exist when he pointed out that an infallible evaluation process could not be assured because of the incomplete development of the sciences of education and management. However, it is necessary that educators have an understanding of some of the more common problems in order that they may plan their evaluation process in such a way as to negate or minimize these problems.

One of the problems discussed in the literature is poorly defined performance criteria. Devaughn called attention to this problem and stated that, ". . . advocates of accountability and courts

¹³⁵Barraclough, op. cit., p. 8.

¹³⁶Jack 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.

of law are demanding an evaluation system for all personnel and the use of objective criteria in judgment."¹³⁷

Many times what is expected of an administrator is not clearly stated before the evaluation. Hawkins called attention to this problem by stating, "There was no prior agreement on what was to be evaluated or what evidence would be acceptable or how that evidence would be obtained. There were just some givens."¹³⁸ He also stated that we had attempted to evaluate traits that were not only subject to a great deal of subjectivity and interpretation, but they were of low priority and not very important to use as criteria.

Deal, Dornbusch, and Crawford described a study conducted with principals in California to determine processes used in evaluating administrative performance. Responses from the 34 principals indicated that:

. . . half of the principals were unaware of the criteria used in evaluating them; half did not know what information was used in their evaluation; gossip and hearsay were important sources of information; evaluations were infrequent and informal.¹³⁹

The study also found that methods of gathering data were often mixed with the criteria, and principals were more dissatisfied

¹³⁷Everette J. Devaughn, Policies, Procedures, and Instruments in Evaluation of Teacher and Administrator Performance (Atlanta, Georgia: Davis Associates, Inc., September, 1971), ED 061 607, p. 4.

¹³⁸Wilber D. Hawkins, "Case Study No. 8B--Performance Evaluation: Starting with the Superintendent," Thrust for Educational Leadership, II, No. 2 (November, 1972), p. 42.

¹³⁹Terrence E. Deal, Sanford M. Dornbusch, and Robert A. Crawford, "Villains as Victims: Evaluating Principals," Phi Delta Kappan, LIX, No. 4 (December, 1977), p. 273.

with their evaluations than teachers were with theirs.

Howsam and Franco identified a problem in the selection of criteria for evaluation. They stated that, ". . . evaluation tends to be concerned with means rather than ends, with proximate rather than ultimate criteria."¹⁴⁰

Castetter and Heisler listed some of the problems relative to the criteria used which were as follows:

(1) Appraisals are often focused on the personality of the administrator instead of results, and some evaluators are not qualified to appraise personality. The results are not used to assist individual development, so evaluations do not serve as a counseling device.

(2) Personnel do not understand criteria against which their performance is appraised.

(3) Most plans do not establish organizational expectations for individuals occupying specific positions.

(4) Performance is not evaluated in terms of its contribution to enterprise goals.¹⁴¹

Most authors imply that selecting of criteria that is both observable and valid presents one of the greatest problems of all.

¹⁴⁰Robert B. Howsam and John M. Franco, "New Emphasis in Evaluation of Administrators," The National Elementary Principal, XLIV, No. 5 (April, 1965), p. 37.

¹⁴¹Castetter and Heisler, op. cit., pp. 6-7.

Campbell¹⁴² called attention to the confusion concerning what an administrator does or should do and suggested that a set of functions should be clearly defined. He also advocated that a set of criteria for these functions be defined in behavioral terms and that these criteria should be used at the time the potential administrator enters graduate school and again when he applies for an administrative position.

Problems with evaluation instruments have also been discussed by several authors. Greene¹⁴³ identified two major weaknesses of typical rating instruments. One is that they rely on the evaluation of personality factors, assuming that these variables which do not involve production absolutes, can be reduced to a single figure on a rating form. The second problem is that these instruments are insensitive to human needs.

Bernstein and Sawyer¹⁴⁴ contended that evaluation instruments such as graphs and checklists are seldom adequate to evaluate an administrator's performance. They maintained that these instruments usually use criteria that is too general and impersonal and sometimes confuse means with ends.

According to Castetter and Heisler,¹⁴⁵ some evaluation instruments fragment the administrator into personality parts which,

¹⁴²Campbell, op. cit., pp. 3-6.

¹⁴³Greene, op. cit., pp. 5-6.

¹⁴⁴Bernstein and Sawyer, op. cit., p. 11.

¹⁴⁵Castetter and Heisler, op. cit., p. 6.

when added together, do not reflect the total person or his performance.

Pharis¹⁴⁶ believed that most typical checklist rating devices are inadequate. He contended that they assess the person rather than his performance and tell us more about the evaluator than the evaluatee. He also pointed out that using multiple evaluators for checklists has only served to compound the confusion by introducing multiple subjectivity.

In a paper that was written as a report to the California legislature, the following statement was made concerning evaluation instruments and technology, ". . . it is true that available evaluative instruments and technology do not permit a systematic measurement of principal performance. In this light, evaluation, like selection, cannot be mechanical."¹⁴⁷

According to the literature, there are problems that often occur during the process of evaluation. Some procedure problems identified by Castetter and Heisler were the following:

(1) Traditional evaluation procedures hamper effective communication between the evaluator and the administrator. The heavy reliance by the evaluator on feelings instead of facts causes the administrator to react defensively.

¹⁴⁶Pharis, op. cit., pp. 37-38.

¹⁴⁷The School Principal--A Report Pursuant to Resolution, Ch. 102 of 1977 (ACE35), Report 77-26 (California State Legislature, Sacramento, Office of the Legislature Analyst, October, 1977), ED 145 540, p. 46.

(2) The evaluation methodology does not provide an environment that would cause an administrator to want to change his behavior. ✓

(3) Raters display biases in the evaluation process.

(4) Ratings and raters are subject to organizational influences.¹⁴⁸

Castetter and Heisler maintained that the low level of systematization has caused some evaluation systems to be ineffective. They stated that, "failure to link appraisal procedures to organizational purposes, to unit objectives, and to position goals has created considerable personnel dissatisfaction with results of performance appraisal."¹⁴⁹ ✓

Patz¹⁵⁰ called attention to how management theorists have criticized traditional performance appraisals and have advocated more modern systems of management development such as management by objectives, assessment centers, and career counseling. He listed the following obstacles to effective performance appraisals: difficulties in collecting adequate information in the first place, keeping it up-to-date, mistrust of the uses to which results of performance appraisal are put, and dislike of the face-to-face aspect of appraisal interviews.

¹⁴⁸Castetter and Heisler, op. cit., pp. 6-7.

¹⁴⁹Ibid., p. 9.

¹⁵⁰Alan L. Patz, "Performance Appraisal: Useful But Still Resisted," Harvard Business Review, LIII, No. 3 (May-June, 1975), pp. 74-80.

Patz concluded from a survey of 19 companies that executives were unwilling to abandon performance appraisals even though problems still existed.

Seal described a project which had as its main objective the improvement of the Orange California Unified School District's system for evaluating school principals through the development, implementation, and evaluation of a model program.

Some of the problems of their evaluation process were as follows:

(1) There was a lack of conformity in some systems as some site principals decided independently what satisfied district requirements.

(2) Most objectives were based on assumed needs rather than on a needs assessment of the school and the principal.

(3) There were few guidelines; therefore, it was difficult for the evaluator to know what to evaluate and for the evaluatee to comprehend the evaluator's expectations.

(4) A checklist asks the evaluator to guess whether or not the site administrator was working effectively in the school setting.

(5) The evaluator lacked information for accurate evaluation of the principal's skills.

(6) The evaluation process did not identify for the principal those areas needing improvement.¹⁵¹

¹⁵¹Edgar Z. Seal, "Development, Implementation, and Evaluation of a Model Program for Evaluating School Principals, Maxi II Practicum Report" (Ed.D. dissertation, Nova University, March, 1977), ED 156 679, p. 15.

Lack of involvement of those who are concerned with the evaluation process is referred to in the literature as one of the most common problems. Devaughn listed lack of evaluatee involvement to be one of the major faults in evaluation programs. He expressed his view on this problem as follows:

Most appraisal procedures and instruments have been inadequate and highly subjective and have been administered under an assumption that the superior somehow possessed the required competence to make the correct judgment, usually without involvement of the evaluatee in the process through self-appraisal, when the evaluatee perhaps best knows his strengths and weaknesses and could adequately state his professional need for help if invited to do so in an open, relatively threat-free climate.¹⁵²

He also saw the need for involving others when he stated, "There is little choice now but to develop, with full staff participation and acceptance, a defensible evaluation process."¹⁵³

The prevalence of this problem of lack of involvement by those concerned with the evaluation process is partly verified by the results described in an article that appeared in The American School Board Journal.¹⁵⁴ It stated that a National Association of Secondary School Principals (NASSP) survey found that 52 percent of the principals responding said they had no voice in designing the systems that evaluated their performance.

¹⁵²Devaughn, op. cit., p. 4.

¹⁵³Ibid., p. 5.

¹⁵⁴"How School Systems are Evaluating Their Principals," The American School Board Journal, CLXIII, No. 7 (July, 1976), p. 25.

Depree strongly advocated the involvement of the evaluatee in the evaluation process. He expressed his view as follows:

Perhaps the most important step in developing the evaluation program is involving the people who will be evaluated. This is an absolute necessity. To design an evaluation program at the top of an organization and impose it on those who have to implement it is to invite failure. Those to be affected by the program must participate in its design, installation, administration, and review.¹⁵⁵

Hunt and Buser¹⁵⁶ strongly recommended that the principal help devise his own evaluation procedures and instrumentation. They argued that failure to do so may result in two alternatives. The evaluation process may be implemented in an authoritarian manner, or it may result in an adversarial relationship. They recommend shared decision making in the evaluative process in order for it to be purposeful and meaningful.

Several authors have advocated more involvement in the evaluation process. They have argued that more participation will cause more commitment to the procedures, will help personnel know what they are expected to do, and will help them know the criteria by which they will be evaluated.

Some authors addressed more general problems which were organized into a list. Depree identified six barriers to the acceptance and adoption of a performance evaluation program:

(1) Administrators often feel that evaluation is something that is done to them and not for them.

¹⁵⁵Depree, op. cit., p. 7.

¹⁵⁶Hunt and Buser, op. cit., p. 15.

(2) Many current evaluation systems use a checklist of pre-determined qualities which administrators feel are oriented to past practices.

(3) There is often a lack of clear definitions of job functions.

(4) There is a tendency to equate evaluation with observation, and administrators dislike such observations.

(5) Administrators lack skills, knowledge, and understanding relative to performance evaluation.

(6) It is difficult for many educators to accept the view that performance evaluation, which they associate with business, is appropriate in school.¹⁵⁷

Lipham observed some pitfalls in the administrative evaluation system:

(1) There is a tendency to confuse descriptions of actual behavior with those of idealized behavior.

(2) There is a tendency to mix descriptions of behavior with evaluations of that behavior.

(3) A tendency exists to view one variable as an indicator of all others.

(4) There is the tendency to accept the evaluations of only one reference group as "gospel" while at the same time ignoring the

¹⁵⁷Depree, op. cit.

formal and informal evaluations made by other significant reference groups.¹⁵⁸

Redfern¹⁵⁹ recommended changing from traditional procedures of evaluation to evaluation by objectives. However, he warned that there are problems in attaining a different approach. He maintained that when two or more people are involved, there are bound to be problems. He identified the following problems: diverse or conflicting expectations, time drain, negative attitudes, lack of relevancy, hostile climate, and unrealistic mandates.

Redfern advised that time and effort should be given to cope with these problems, but he cautioned that left unresolved the evaluation process can not be as successful.

Even though there are problems in the evaluation of personnel, there are numerous strengths and effective outcomes. The next section of this chapter will address these outcomes.

VI. OUTCOMES OF EVALUATION

Many authors have discussed the outcomes or results of evaluations. They have identified many important values that grow out of such evaluations. Rosenberg provided one of the most comprehensive lists of these values which are as follows:

¹⁵⁸James 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.

¹⁵⁹Redfern, "Evaluating Teachers," op. cit., pp. 105-110.

(1) A good administrator evaluation program will result in a comprehensive, valid, and reliable appraisal of the effectiveness of each and every school principal in a school district.

(2) Evaluations will provide each principal invaluable insights into specific areas of strength, of needed improvement, and clues to greater effectiveness.

(3) Evaluations will serve as measures of administrator growth and development.

(4) The evaluation procedures will help clarify for each individual principal the role expectations held for him by himself, students, staff, community, and central administration.

(5) Every school principal is in need, from time to time, of a sound and systematic review of his performance; this need for dependable feedback would be provided.

(6) A valid and reliable evaluation process would be more desirable than the current appraisals which are woefully inadequate and unfair.

(7) The development and use of widely recognized performance standards will result in improved inservice training and re-training programs for principals.

(8) A sound evaluation program would stimulate the principal to achieve greater effectiveness and competence.

(9) The evaluation process should provide a greater understanding and appreciation of the principal's role in the learning-teaching process.

(10) Evaluations could serve in a career development program to identify those individuals whose strengths and abilities indicate future advancement to other specialized roles in the school system.¹⁶⁰

The Battelle Memorial Institute, in 1968, developed a research proposal which related how the evaluation process could be helpful to both the evaluator and the administrator:

It not only enables the top administrator to get a better understanding of how effectively an administrative subordinate is performing, but also it facilitates the subordinate's work by providing him with information concerning his supervisor's expectations, the important responsibilities of his job, and the alternatives open to him in performing his job.¹⁶¹

The Battelle Memorial Institute¹⁶² recommended a performance evaluation process. This process, they maintained, provides the information necessary to make decisions concerning the promotion, transfer, and training of administrative personnel. It also indicates how effectively an administrator is performing his job and whether or not he should continue with that job, and it provides information required for contract renewal.

Gary also advocated a performance evaluation process which he defined as, "A positive, systematic, individualized due process evaluation program that can be applied to all members of the school

¹⁶⁰Rosenberg, op. cit., p. 213.

¹⁶¹Increasing the Effectiveness of Education Management: A Research Proposal (Columbus: Battelle Memorial Institute, 1968), ED 032 642, p. 25.

¹⁶²Ibid.

organization."¹⁶³ He maintained that the benefits of this type of evaluation are improved instruction for students, changes in practitioner behavior, and enhanced commitment and communication.

Gray discussed how an evaluation was made of their performance appraisal system by using a questionnaire developed by the appraisal committee.

More specifically the data indicated that:

--Seventy-eight of seventy-nine appraisees felt that appraisal enhanced communication and caused teachers to talk with administrators about instructional problems that they normally didn't talk about. . . .

--A significant number of teachers felt that the quality of help offered to them by their principal greatly improved after they had become involved in the appraisal process. In other words, the principal's role as instructional leader was enhanced.

--Prior to appraisal, about half of the appraisees felt their principal did not work with them on professional growth activities before appraisal--after appraisal, this figure dropped to 20 percent.

--Over half of the appraisees felt they had undertaken and completed professional growth activities that they had not found time to plan for in the past.

--Over 98 percent of the teachers and all the administrators felt that the work they did resulted in either program, pupil, or practitioner improvement.

.. .. .
--Only one of the seventy-nine appraisees viewed the process as subjective rather than objective.

.. .. .
--Many of the job objectives are now being carried on independently by the appraisee. This was one of the initial goals of the program and has gone a long way to proving the worth of appraisal.¹⁶⁴

¹⁶³Frank 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.

¹⁶⁴Ibid., pp. 4-5.

Other studies have revealed the importance of the evaluation process. One study, reported by Towns,¹⁶⁵ found that 70 percent of the secondary school principals in Michigan reported that evaluations had helped to improve their administrative efficiency.

A comprehensive study on the effects of evaluation, conducted by Meyer, Kay, and French at the General Electric Company, found that:

The high participation group was associated with better mutual understanding between manager and subordinate, greater acceptance of goals, better attitude toward appraisal, and a feeling of self-realization on the job.¹⁶⁶

Nygaard listed several benefits that can be derived from evaluations. Some of the uses she identified were:

To stimulate self development; encourage individual and organizational planning; sensitize the district administration to needs of the school building administrator; facilitate communication between administrators and their staffs; integrate organizational and administrative objectives; clarify job expectancies; and, in general, encourage the development of the administrator and school organization.¹⁶⁷

Nygaard¹⁶⁸ also stated that research reinforced the concept that appraisal should encourage improvement or professional growth, provide recognition for good performance, and provide an outlet for feelings and frustrations.

¹⁶⁵Robert M. Towns, "A Survey of the Procedures for Evaluating the Performance of Secondary Public School Principals in Michigan" (unpublished Doctoral dissertation, Michigan State University, 1974), p. 137.

¹⁶⁶Nygaard, op. cit., p. 13.

¹⁶⁷Ibid.

¹⁶⁸Ibid.

Featherstone and Romàno¹⁶⁹ believed that one of the most significant contributions of the evaluation process will be in the realm of emotional well-being. They maintained that the evaluatee is often emotionally shocked because he does not understand the basis for approval or disapproval of his performance. They believed that if a rational and intelligent evaluation process is developed, it will remove much of this trauma.

Deal, Dornbusch, and Crawford¹⁷⁰ perceived evaluations to be used primarily to improve performance and as a basis for distributing organizational rewards and penalties. They indicated that principals are rewarded by promotion or a higher salary or sanctioned by being transferred, dismissed, or reassigned as classroom teachers.

Goldman¹⁷¹ saw the evaluation process as providing accountability. He contended that evaluations should provide the school system with a basis for defending the higher costs of education at the local level, particularly in terms of quality and effectiveness of the principal's performance.

According to Lahti, a positive and creative performance appraisal system should involve goals, judgment on managerial performance, and coaching and development. He emphasized that an

¹⁶⁹Featherstone and Romàno, *op. cit.*, p. 413.

¹⁷⁰Deal, Dornbusch, and Crawford, *op. cit.*, p. 274.

¹⁷¹Goldman, *op. cit.*, p. 79.

effective management performance appraisal system will provide an institution with:

- (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 a reference base for personnel decisions.¹⁷²

Bolton also expressed positive views toward the evaluation process. These included the following:

- (1) An evaluation process helps to accomplish organizational goals.
- (2) Evaluation determines the contribution the individual makes to the organization.
- (3) Evaluation has the potential for identifying certain weaknesses and, therefore, identifying ways of improving the organization.
- (4) Evaluation has the potential for improving communication and reducing conflict.
- (5) Evaluation provides the capability for recognizing high performance.¹⁷³

¹⁷²Lahti, op. cit., pp. 8-9.

¹⁷³Dale 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.

Many authors have given numerous outcomes of the evaluation process. Many have identified some of the same or similar results. Much of the literature has identified the improvement of performance as one of the most important outcomes of an effective evaluation process.

According to Lopez, "The basic values underlying the entire evaluation effort must be individual excellence and organization self-renewal."¹⁷⁴

Many educators are convinced of the value of an effective evaluation process. Rosenberg saw it as an imperative in education. His views are reflected in this statement:

Only with intelligent evaluation can education become clearly defined, achievement oriented, and provided with a rational basis for policies and decisions and actions which lead to greater and greater improvements.¹⁷⁵

VII. SUMMARY

The first topic discussed in the review of the literature concerned evaluation trends. The literature revealed that the interest in principal evaluation has been sporadic. Between 1922 and 1938, a great number of studies and essays were published on evaluation. Between 1938 and 1956, very little was published. Since 1956, there has been a resurgence of interest in principal

¹⁷⁴Felix M. Lopez, Evaluating Employee Performance (Chicago, Illinois: Public Personnel Association, 1968), p. 286.

¹⁷⁵Rosenberg, op. cit., p. 212.

evaluation. Early studies identified specific traits, characteristics, and behaviors of supposedly effective principals.

The Tennessee Rating Guide, which was developed during the early 1950's, listed behavioral characteristics which differentiates between "effective" and "ineffective" school principals.

Castetter and Heisler indicated that the opposition and criticism of traditional appraisal plans were instrumental in causing a new approach to performance appraisal to be developed called management by objectives. This approach was adopted seriously by industry in the early 1960's, and it began to be applied to educational management near the end of that decade.

A series of studies on principal evaluation was conducted by the Educational Research Service in 1964, 1968, and 1971. Another ERS survey was conducted in 1973 on the use of performance objectives evaluations of administrators in systems utilizing Management by Objectives. In 1974, another ERS study sought to determine the number of states that mandated the evaluation of local school building administrators. The following trends were detected from those surveys: (1) an increasing number of school systems were now formally evaluating their principals; (2) a greater number of school systems were using the management by objectives approach to evaluation; (3) there was an increase in state-mandated evaluations.

Two other evaluation trends were evaluation by subordinates and the faculty team or team accountability. Improvements have been made in the evaluation process, especially in the area of involving

the evaluatee in the process and by recognizing his individual and professional needs.

The literature emphasized the importance of having purposes that were clearly defined and understood by all those who are involved in the evaluation process. Two basic purposes stated in the literature for administrative evaluation were: (1) to help people improve their performance and grow professionally, and (2) to provide a rational basis for personnel decisions regarding such issues as promotion, tenure, transfers, dismissals, and salary improvements. The central theme of improvement of performance has been repeatedly emphasized throughout the literature as the most important purpose for administrative evaluation. Many different procedures and models have been used to evaluate administrative personnel. An ERS survey in 1971 identified 12 basic types of evaluation procedures. These were grouped into two general types:

Type I--procedures that stress rating on pre-established performance standards, use of rating scales and checklists.

Type II--procedures that emphasize job targets or management by objectives tailored to the needs of the evaluatee.

Checklists, which are used with Type I procedures, have been criticized by some authors who contend that they are too subjective and assess the person rather than his performance. Other authors perceive these instruments to be useful in providing valuable feedback.

Type II or management by objectives focuses on results to be achieved rather than the means to achieve them. Several authors have outlined the steps to be followed in this approach. The most common

procedures identified were as follows: (1) the evaluator and the evaluatee establish mutually agreed upon performance goals for the evaluatee, (2) a plan of action is established by which the goals can be reached, (3) the action plan is implemented in order to achieve the objectives, and (4) results are assessed.

Many advantages are given for the management by objective approach. Some of the most common advantages identified were: (1) greater job commitment by the evaluatee as a result of being involved in the setting of objectives, (2) provision of a basis of two-way communication in the organization, especially upwards; (3) provides the district with reliable evidence of the administrator's performance, (4) requires the development of individual job descriptions and job objectives for each administrator, (5) helps define job priorities so that each administrator allocates his time to matters of importance, and (6) enables an administrator to appraise his own performance.

The most common disadvantages listed were: (1) there is a tendency to set objectives that are easier to accomplish or to appraise rather than those most important to the educational process, and (2) goal writing is a lengthy and sometimes difficult process.

Other procedures used in the evaluation process were: graphic rating scales, essay appraisals, field review, forced-choice rating, critical incident appraisal, "secondary results evaluation," "the file," collegial evaluation, self-evaluation, informal evaluation, and the faculty team. Many times a combination of the above procedures was used.

A review of the literature revealed that the involvement of clients in the evaluation of the principal was a growing trend. Some interesting studies have been conducted on teacher ratings of principals.

In 1970, the Educational Research Service conducted a survey to investigate client-oriented procedures. However, from the 29 school systems responding, 19 of the systems reported that teachers in one or more of their schools had evaluated their principal. It was concluded from this survey that emphasis had not been placed on the involvement of teachers in the evaluation of their principal.

Many models and instruments have been developed for teachers to use in evaluating their principal. Many authors have listed the advantages that can accrue from such an evaluation.

Some of the most commonly mentioned advantages were: (1) it will provide valuable feedback to the principal, (2) it will assist the principal in self-evaluating his own performance, and (3) it will enable the principal to improve his performance.

Many educators are convinced of the importance of teacher evaluation of the principal because they believe it is the teacher who is in a position to constantly observe the performance of the principal.

Several authors have discussed the problems associated with the evaluation process. Some of the most common problems identified were: (1) poorly defined performance criteria, (2) inadequate evaluation instruments, (3) lack of a systematic evaluation process, (4) rater biases were involved, (5) not enough time, (6) too subjective, (7) lack of involvement, and (8) negative attitudes.

Much of the literature has discussed the effective outcomes that can be derived from a meaningful evaluation process. Several studies have been conducted to determine the effects and benefits of the evaluation process. Positive outcomes have usually resulted from the process. Some of the most common outcomes were: (1) improves administrator performance, (2) identifies strengths and weaknesses, (3) promotes professional growth, (4) effects a positive attitude, (5) provides topics for inservice training, (6) improves instruction, (7) facilitates communication and results in more cooperation, (8) provides a basis for personnel decisions such as transfers, dismissals, and promotions, (9) facilitates self-evaluation, (10) provides a basis for merit pay, (11) creates an opportunity for involvement, and (12) provides job targets for administrators.

The literature has identified the improvement of performance as one of the most important outcomes of an effective evaluation process.

CHAPTER III

METHODS AND PROCEDURES

I. INTRODUCTION

This study was designed to collect information that could be used in the development of more effective evaluation systems for principals. This information was to be obtained in two ways. First, a review of the literature was made to determine current findings relative to principal evaluation and to determine what the literature recommended as desirable practices to use in the evaluation process. Specifically, the purpose of the review was to acquire greater insight into the area of principal evaluation with the intent of summarizing the basic concepts and findings in order to make recommendations that could be used in implementing and improving the principal evaluation process. The second means of collecting data included the administration of two questionnaires: one with administrators and one with teachers. The objective of this task was to determine administrators' and teachers' perceptions and attitudes toward the principal evaluation process.

II. INSTRUMENTATION

Developing the Questionnaire

The initial step in the development of the questionnaires was to review the related literature. The areas emphasized were evaluation

trends, purposes, types of evaluation and instruments, weaknesses, strengths, methods, and results. The primary objective of the questions asked in this survey was to determine the perceived evaluation practices being used and to determine how these current practices related to those desired by superintendents, instructional supervisors, non-instructional supervisors, principals, and teachers.

Three-part questionnaires were used to secure data. A separate questionnaire was developed for administrators and teachers (See Appendixes A and B). The administrator questionnaire was designed to gather information concerning superintendents', instructional supervisors', non-instructional supervisors', and principals' perceptions and attitudes toward principal evaluation. It is composed of the three following parts: part I of the questionnaire solicited information concerning the respondent's present position, type of school system, and size of school district. School districts were divided into six different sizes. The rationale for this division was to enable the researcher to obtain a better indication of whether the size of the school district would make any significant difference in administrators' responses. Part II of the questionnaire was designed to solicit school system information concerning types of evaluation and instruments utilized, purposes, involvement, frequency, results, weaknesses, and strengths; and part III solicited information concerning the methods used in the evaluation process.

The teacher questionnaire was designed to gather information concerning teachers' perceptions and attitudes toward their involvement in the evaluation of their principal. It is composed of three

parts: part I was designed to gather information concerning the teachers' participation in the evaluation of their principal. Part II solicited information concerning the instruments teachers used in evaluating their principal; and part III solicited teachers' opinions regarding the implementation of the process.

Prior to the field testing of these two questionnaires, a jury of eighteen experts (see Appendix C) selected from the State Department of Education and the public schools was requested to review the questionnaires (see Appendix D).

The questionnaires were mailed to each member of the jury accompanied with a letter (see Appendix E) which requested them to review the instruments and to indicate any recommendations for improvements, that is whether to add, delete, or rephrase any items. Of the 18 experts selected, 13 responded. Four were from the State Department of Education; 2 were superintendents; 3 were supervisors; and 4 were principals. Only a few minor changes were suggested. After careful consideration was given to these suggested changes, modifications were made in the questionnaires. The revised questionnaires were then ready for field testing.

Two classes of graduate students from the Department of Educational Administration and Supervision at The University of Tennessee, Knoxville were selected to field test the questionnaires.

One class composed mostly of administrators was asked to field test the administrator questionnaire; while another class composed mostly of teachers was asked to field test the teacher questionnaire.

The classes were requested to make comments and suggestions indicating if questionnaire items needed to be clarified, added, deleted, or rephrased; or if additional instructions should be given; or if other improvements were needed. After all questionnaires had been completed and collected, evaluation was made of all comments, suggestions, and questions. Questionnaire items left unanswered were examined for vagueness or misinterpretations. Only a few minor changes were suggested. On the basis of these suggestions, the questionnaires were revised.

Following the field testing and final revision of the questionnaires, they were judged to be valid, conforming to Good's criteria of validity for a questionnaire which was stated as follows:

1. The questions adhered to the subject.
2. The questions were clear and unambiguous.
3. The questions focused on perceptions that were stable and typical of the target participants.
4. The questions possessed the extractive power so as to assure a large enough proportion of respondents to have validity.
5. The suggested responses had a reasonable range of variation.¹

Selection of the Participants

From a 1978-79 Directory of Public Schools² for the state of Tennessee, the following populations were determined: 148 superintendents, 1,834 elementary and secondary principals, 1,038 instructional

¹Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts Publishing Company, 1963), p. 282.

²The State Department of Education, State of Tennessee, 1978-79 Directory of Public Schools (Nashville, Tennessee: Rich Printing Company).

and non-instructional supervisors, and 48,479 teachers.

According to a table for determining sample size from a given population as published by Hauskin,³ the sample size for a population of 1,834 principals was 318; and the sample size for the population of 1,038 supervisors was 281. According to this same procedure, the sample size for a population of 48,479 teachers was 380. The total number of 148 superintendents was selected for participation in the study.

After the receiving of names and addresses of superintendents, principals, and supervisors from the Computer Center of The University of Tennessee, Knoxville, numbers were assigned from 1 to 1,834 on the principal's list and from 1 to 1,038 on the supervisor's list.

From a table of random numbers provided by Champion,⁴ the first 318 original numbers between 1 and 1,834 were used to determine the principals selected to participate in the study. The same procedure was used to select the 281 supervisors.

The Tennessee Education Association provided the names and addresses for the sample of 380 teachers.

Collection of Data

A questionnaire was mailed to each superintendent, principal, supervisor, and teacher participating in the study. Each questionnaire

³Chester A. Hauskin, "Estimating Sample Size," Journal of Research Services, III, No. 1 (December, 1963), p. 3.

⁴Dean H. Champion, Basic Statistics for Social Research (Scranton: Chandler Publishing Co., 1970), pp. 260-262, citing The Rand Corporation, A Million Random Digits (Glencoe: The Free Press, 1955).

was accompanied by a cover letter (see Appendix F) which explained the purpose and importance of the study and insured the respondents of confidentiality and anonymity. The cover letter also requested that each participant return the questionnaire within two weeks. Each questionnaire was pre-addressed and stamped to facilitate its return. Each questionnaire was coded by a different number in order to identify nonrespondents for follow-up.

Each participant was assigned a five number code. The beginning or ending numbers identified the position of the participant. The second two numbers identified for superintendents and supervisors the type of school district, that is whether county, city, or other. The cover letter informed the participants that questionnaires were coded only to identify non-respondents in the event follow-up letters were necessary.

The following procedures were used to insure an adequate percentage of responses.

1. Two weeks after the initial questionnaires were mailed, cards (see Appendix F) were sent to non-respondents to remind them to complete and return the questionnaires.

2. Two weeks following the mailing of the cards, a new cover letter (see Appendix F) was written and mailed with an additional pre-addressed, pre-stamped questionnaire to those who had not responded.

3. Finally, a new cover letter (see Appendix F) and an additional pre-addressed, pre-stamped questionnaire was mailed to those who still had not responded. Attention was again called to the urgency and need for their input into this important study.

Treatment of Data

The data obtained from the administration of each questionnaire were keypunched on computer cards. A prepared SPSS Program, Version H, was used to subject this data to statistical analysis. Frequency distributions and crosstabulations of the data were performed by the prepared SPSS program. Because of the descriptive nature of the study and of the nominal level of data, consisting of frequencies with discrete categories, the Chi Square test was chosen as the most appropriate statistical test. The .05 level of confidence was used to test the significance of difference. The Chi Square test is one of the most commonly used, flexible techniques for determining the significance of difference. "The Chi Square statistic, χ^2 , tells us whether our observations differ from what is expected by chance, when chance is defined according to a particular set of rules."⁵

The formula used to test the significant difference among superintendents', instructional supervisors', non-instructional supervisors', and principals' perceptions of principal evaluation was:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

. . . where O = the frequency of observations in any particular category; and

E = the frequency of observations expected under the probability model in any particular category.⁶

⁵Dean J. Champion, Basic Statistics for Social Research (Scranton, Pennsylvania: Chandler Publishing Company, 1970), pp. 130-131.

⁶Ibid., p. 153.

The expected frequency is subtracted from the observed frequency, and the remainder is squared and divided by the expected frequency. The sum of all resulting quotients yields the Chi-Square value. The value of χ^2 which was obtained by the above formula was distributed approximately as Chi Square with degrees of freedom $(d.f) = (r-1)(k-1)$, ". . . where r = the number of rows and k = the number of columns in the contingency table."⁷

The expected frequencies for the observed values were found by multiplying the row and column totals for each cell in the table and dividing this product by the total N of the table.⁸

The collected data from part I of the administrator questionnaire, which was demographic data, was organized into frequency and percentage tables. Other variables in part II and part III of the administrator questionnaire were crosstabulated with demographic data and tested for significance at the .05 level with the Chi Square formula.

Specifically, the variable of administrator type, that is whether superintendent, instructional supervisor, non-instructional supervisor, or principal was crosstabulated with each questionnaire item in parts II and III of the administrator questionnaire in order to determine if there was a significant difference in the responses of each type of administrator at the .05 level of confidence.

⁷Ibid.

⁸Ibid.

Also, the responses of administrators to the questionnaire items in parts II and III of the administrator questionnaire were crosstabulated with the size of the school district. After the variables were crosstabulated, the Chi Square test was applied. The purpose of this procedure was to determine if the size of the school district made a significant difference in administrators' responses.

The data from the teacher questionnaire were organized into percentage tables. The primary purpose was to show the perceptions and attitudes of teachers toward their involvement in the evaluation of their principal.

The findings of the study were summarized from the analyzed data. Conclusions were drawn from the findings of the data concerning administrators' and teachers' perceptions and attitudes toward the principal evaluation process. On the basis of the findings of the study, recommendations were made as to procedures or practices that may be implemented to improve the principal evaluation process.

•

CHAPTER IV

FINDINGS, ANALYSIS AND INTERPRETATION OF THE DATA

I. INTRODUCTION

Data presented in this chapter were secured by the administration of two questionnaires: one with administrators and one with teachers. Copies of these questionnaires are found in Appendixes A and B. When administrators are referred to in this chapter, the following administrative positions will be included: superintendents, instructional supervisors, non-instructional supervisors, and principals.

The data from the returned questionnaire were analyzed and presented statistically by both tables and written description. The following procedures were used in analyzing and presenting the data: the data from part I of the administrator questionnaire, which was respondent data, were organized into frequency and percentage tables. Administrators' responses to part II and III of the questionnaire were cross-tabulated with the respondent data of administrative role and size of school district and tested for significance at the .05 level with the Chi Square formula.

The data from the teacher questionnaire were presented by tables that showed the percentage of responses to the questionnaire items.

The number and percent of responses to the administrator questionnaire are presented in Table I. Questionnaires were mailed to the total population of 148 superintendents in the State of Tennessee. One hundred thirteen or 76.35 percent of the superintendents responded. The sample size for supervisors both instructional and non-instructional was 281. One hundred forty-four instructional supervisors and 91 non-instructional supervisors responded, which made a total of 235 supervisors responding for a return percentage of 83.62. The sample size for principals was 318, and the number of respondents was 247 for a return percentage of 77.67. Of the 747 questionnaires sent to administrators, 595 usable questionnaires were returned by the respondents for a return percentage of 79.65. Of the total response, 19.0 percent were superintendents, 24.2 percent were instructional supervisors, 15.3 percent were non-instructional supervisors, and 41.5 percent were principals.

A teacher questionnaire was mailed to a sample size of 380 teachers. Two hundred ninety-nine responded for a return percentage of 78.68. Overall, 1,127 questionnaires were sent to administrators and teachers. Eight hundred ninety-four responded for a return percentage of 79.32.

Respondent Data

The data in Table II shows the number and percent of administrators responding to the questionnaire categorized by the type of school system. Three hundred sixty-two or 60.8 percent of the administrators returning completed questionnaires were employed in county school systems. One hundred ninety-six or 32.9 percent of administrators

TABLE I
NUMBER AND PERCENT OF ADMINISTRATORS RESPONDING TO
QUESTIONNAIRE FROM THE SELECTED SAMPLE

Category	Sample	Frequency	Percentage	Percent of Total Response
Superintendents	148	113	76.35	19.0
Instructional Supervisor		144		24.2
Non-Instructional Supervisor	281	91	83.62	15.3
Principals	318	247	77.67	41.5
Totals	747	595	79.65	100.0

TABLE II
NUMBER AND PERCENT OF ADMINISTRATORS RESPONDING TO QUESTIONNAIRE
CATEGORIZED BY TYPE OF SCHOOL SYSTEM

Type of School System	Frequency	Percentage
County	362	60.8
City	196	32.9
Other	35	5.9
Missing Cases	2	.3
Totals	595	100.0

responding were employed in city systems. Thirty-five or 5.9 percent were employed in the category of "other." Two of the respondents failed to indicate the type of school system in which they were employed and therefore, were counted as missing cases.

The data in Table III shows how administrators are distributed according to the size of the school district in which they are employed. Ninety-seven or 16.3 percent of administrators returning completed questionnaires were employed in school systems with less than 2,001 students. One hundred and fifty-three or 25.7 percent of administrators were employed by school systems with 2,001 to 5,000 students. Responding administrators from school systems with 5,001 to 10,000 students numbered 124 or 20.8 percent. Administrators from school systems with 10,001 to 20,000 students numbered 52 or 8.7 percent. Sixty or 10.1 percent of the responding administrators were employed in school systems with a student population of 20,001 to 30,000 students. Administrators employed in school systems with 30,000 or more students numbered 100 or 16.8 percent. Nine or 1.5 percent of the respondents failed to indicate the size of the school district in which they were employed.

II. PRESENTATION OF DATA RELATING TO PART II OF THE ADMINISTRATOR QUESTIONNAIRE

The purposes of part II and part III of the administrator questionnaire were as follows: (1) to determine what discrepancies exist, if any, between what administrators recommend as desirable practices and what practices are perceived by administrators as being used, (2) to determine the differences, if any, among the perceptions

TABLE III

NUMBER AND PERCENT OF ADMINISTRATORS RESPONDING TO QUESTIONNAIRE
CATEGORIZED BY SIZE OF SCHOOL DISTRICT

Size of the School District	Frequency	Percentage
Under 2,000 Students	97	16.3
2,001 to 5,000 Students	153	25.7
5,001 to 10,000 Students	124	20.8
10,001 to 20,000 Students	52	8.7
20,001 to 30,000 Students	60	10.1
30,000+ Students	100	16.8
Missing Cases	9	1.5
Totals	595	100.0

of superintendents, instructional supervisors, non-instructional supervisors, and principals toward present practices, desirable practices, and the degree of implementation of principal evaluation, and (3) to determine the differences, if any, among the perceptions of administrators from different sizes of school districts toward present practices, desirable practices, and the degree of implementation of principal evaluation.

The questions asked in this part of the questionnaire focused upon the following topics: types of principal evaluation used, purposes, involvement and responsibility, frequency of evaluation, types of instruments and procedures used, results of evaluation, evaluation effectiveness, job description used, evaluation's contribution to principal's efficiency, degree of involvement, weaknesses, and strengths of the evaluation process.

Types of Principal Evaluation Used

In part II of the questionnaires, administrators were requested to check the type of principal evaluation used in their district. The data in Table IV indicated that the largest group of administrators (50.3 percent) responded that Type I, the use of rating scales and checklists, was the type of principal evaluation used. The next larger group of administrators (27.4 percent) replied that Type II, management by objective, was used. However, 14 percent of the administrators responded "none," while 8.3 percent responded "neither" type used.

In response to the request in the questionnaire to explain the type of evaluation used where "neither" was the response given, a majority of the comments reflected that evaluation was conducted informally by observation of performance. Other comments indicated that a combination of Type I and Type II procedures was used. Others indicated that the evaluation was based on job descriptions, and a small percentage did not make an explanation for their response. The Chi Square value of 10.39 revealed that there was no significant difference among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals regarding the type of principal evaluation used in their district.

The percent responses of administrators from different sizes of school districts concerning the type of principal evaluation used are also displayed in Table IV. The Chi Square value of 98.32 revealed that there was a significant difference in these responses. One major difference in administrators' perceptions can be found regarding the use of Type I procedures. An impressive majority of administrators (66.7 percent and 58.8 percent) from school district sizes of 10,001 to 20,000 students and 5,001 to 10,000 students respectively responded that Type I procedures were used, while only 25.0 percent of administrators from the school district size of 30,000 or more students concurred.

Only 17.3 percent of administrators from the school district size of 2,001 to 5,000 students perceived that Type II or management by objectives was used but administrators from the school district size of 30,000 or more students were more convinced (59.4 percent) that Type II procedures were used.

TABLE IV

PERCENT RESPONSES OF ADMINISTRATORS REGARDING THE TYPE OF PRINCIPAL EVALUATION USED
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Type I Checklists	Type II Job Targets or M.B.O.	None	Neither
Totals	595	50.3	27.4	14.0	8.3
Administrative Role					
Superintendent	113	58.9	20.5	11.6	8.9
Instructional Supervisor	144	49.6	24.1	15.3	10.9
Non-Instructional Supervisor	91	51.1	26.1	15.9	6.8
Principal	247	46.3	32.9	13.8	7.1
χ^2			10.39*		
Size of School District					
Under 2,001 Students	97	53.2	20.2	20.2	6.4
2,001 to 5,000 Students	153	51.3	17.3	20.0	11.3
5,001 to 10,000 Students	124	58.8	20.2	13.4	7.6
10,001 to 20,000 Students	152	66.7	21.6	7.8	3.9
20,001 to 30,000 Students	60	51.7	32.8	10.4	15.5
30,000 + Students	100	25.0	59.4*		5.2
χ^2			88.32*		

* Indicates a significant difference at the .05 level or below.

Another significant difference in responses was found where administrators from school district sizes of less than 2,001 students and 2,001 to 5,000 students agreed (20.2 percent and 20.0 percent respectively) that "none" or no type of evaluation was used in their district, while on the other extreme, administrators from the school district size of 20,001 to 30,000 students gave no response (0.0 percent).

Purpose of Evaluation

In part II of the administrator questionnaire, respondents were asked to indicate what they perceived to be their school system's most important purposes of a principal evaluation and to indicate what they thought should be their school system's most important purposes of a principal evaluation. They were asked to number only three--(1) primary importance, (2) second in importance, and (3) third in importance. In order to rank the importance of each purpose, weights of three points were given to number one responses (primary importance), two points to number two responses (second in importance) and one point to number three responses (third in importance). The total weighting of each purpose was found by multiplying the responses given to the first ranking by three, the second ranking by two, the third ranking by one, and by summing their products.

The data in Table V revealed that the total responses of all administrators concerning what they perceived to be their school system's most important purposes of a principal evaluation were used to determine the following rankings and weightings which are listed in the order of importance:

TABLE V
PURPOSES OF PRINCIPAL EVALUATION AS PERCEIVED BY ADMINISTRATORS
IN TENNESSEE DURING THE SCHOOL YEAR 1979-1980

Rank	Purposes Perceived in My School System	Weightings	Rank	Purposes Personally Thought Most Important	Weightings
1	To improve instruction	775	1	To improve instruction	1064
2	To promote personal growth and competence	689	2	To promote personal growth and competence	903
3	To motivate administrators toward better performance	521	3	To motivate administrators toward better performance	532
4	To provide information related to the strengths and weaknesses of the individual employee	501	4	To facilitate communication and cooperation among administrators, teachers, students, and community	494
5	To facilitate communication and cooperation among administrators, teachers, students, and community	399	5	To provide information related to the strengths and weaknesses of the individual employee	353
6	To meet State Department requirements	358	6	To make personnel decisions such as to hire, fire, transfer, or promote	131
7	To make personnel decisions such as to hire, fire, transfer, or promote	274	7	To meet State Department requirements	74
8	To grant merit pay	10	8	To grant merit pay	29

Purposes Perceived in My School System	Weightings
1. To improve instruction.	775
2. To promote personal growth and competence.	689
3. To motivate administrators toward better performance.	521
4. To provide information related to the strengths and weaknesses of the individual employee.	501
5. To facilitate communication and cooperation among administrators, teachers, students and community.	399
6. To meet State Department requirements.	358
7. To make personnel decisions such as to hire, fire, transfer, or promote.	274
8. To grant merit pay.	10

There was apparent agreement by most administrators that the purpose "to improve instruction," was the most important existing purpose while their second place ranking was the purpose, "to promote personal growth and competence." The purpose "to motivate administrators toward better performance" was ranked third as an existing purpose. The purpose "to grant merit pay" was thought to be least important and the purpose, "to make personnel decisions such as to hire, fire, transfer, or promote" was perceived as next to the least in importance.

The total responses of all administrators, concerning what they thought should be the most important purposes of a principal's evaluation were used to determine the following rankings:

Purposes Personally Thought Most Important	Weightings
1. To improve instruction.	1,064
2. To promote personal growth and competence.	903
3. To motivate administrators toward better performance.	532
4. To facilitate communication and cooperation among administrators, teachers, students, and community.	494
5. To provide information related to the strengths and weaknesses of the individual employee.	353
6. To make personnel decisions such as to hire, fire, transfer, or promote.	131
7. To meet State Department requirements.	74
8. To grant merit pay.	29

Administrators were in apparent agreement that the most important purpose of principal evaluation should be to improve instruction and that second in importance should be to promote personal growth and competence. Administrators thought that the third most important purpose should be to motivate administrators toward better performance. They thought the least important purpose should be to grant merit pay, and that the purpose "to meet State Department requirements" should be next to the least in importance. Another apparent observation was that administrators ranked what they thought should be the first, second, third and least important purposes the same as what they perceived to be the existing purposes of a principal evaluation in their school system.

According to the data in Table VI, analysis by administrative role revealed that all administrative groups gave first and second place rankings to the following existing purposes in their school system: (1) to improve instruction and (2) to promote personal growth and competence. The purpose "to motivate administrators toward better performance" was ranked third in importance as an existing purpose by all administrative groups except non-instructional supervisors, who ranked third in importance the purpose "to provide information related to the strengths and weaknesses of the individual employee." All administrative groups ranked the purpose "to provide information related to the strengths and weaknesses of the individual employee" as fourth in importance as an existing purpose, except non-instructional supervisors, who ranked the purpose "to motivate administrators toward better performance" fourth in importance. The purpose "to grant merit pay" was ranked least in importance as an existing purpose by all administrative groups. The purpose "to meet State Department requirements" was ranked next to the least in importance as an existing purpose by both superintendents and instructional supervisors, while non-instructional supervisors and principals ranked the purpose "to make personnel decisions such as to hire, fire, transfer, or promote" as next to the least in importance.

Analysis by administrative role concerning purposes of a principal evaluation personally thought most important revealed that all administrative groups ranked first in importance the purpose

TABLE VI
PURPOSES OF PRINCIPAL EVALUATION AS PERCEIVED BY SUPERINTENDENTS, INSTRUCTIONAL SUPERVISORS,
NON-INSTRUCTIONAL SUPERVISORS, AND PRINCIPALS IN TENNESSEE DURING THE SCHOOL YEAR 1979-1980

Rank	Purposes Perceived in My School System	Weightings	Rank	Purposes Personally Thought Most Important	Weightings
<u>Superintendents</u>					
1	To improve instruction	170	1	To improve instruction	209
2	To promote personal growth and competence	150	2	To promote personal growth and competence	164
3	To motivate administrators toward better performance	98	3	To motivate administrators toward better performance	101
4	To provide information related to the strengths and weaknesses of the individual employee	90	4	To facilitate communication and cooperation among administrators, teachers, students, and community	79
5	To facilitate communication and cooperation among administrators, teachers, students, and community	76	5	To provide information related to the strengths and weaknesses of the individual employee	74
6	To make personnel decisions such as to hire, fire, transfer, or promote	38	6	To make personnel decisions such as to hire, fire, transfer, or promote	26
7	To meet State Department requirements	35	7	To meet State Department requirements	6
8	To grant merit pay	1	8	To grant merit pay	2

TABLE VI (Continued)

Rank	Purposes Perceived in My School System	Weightings	Rank	Purposes Personally Thought Most Important	Weightings
<u>Instructional Supervisor</u>					
1	To improve instruction	184	1	To improve instruction	291
2	To promote personal growth and competence	181	2	To promote personal growth and competence	225
3	To motivate administrators toward better performance	126	3	To motivate administrators toward better performance	124
4	To provide information related to the strengths and weaknesses of the individual employee	118	4	To facilitate communication and cooperation among administrators, teachers, students, and community	100
5	To make personnel decisions such as to hire, fire, transfer, or promote	84	5	To provide information related to the strengths and weaknesses of the individual employee	74
6	To facilitate communication and cooperation among administrators, teachers, students, and community	82	6	To make personnel decisions such as to hire, fire, transfer, or promote	36
7	To meet State Department requirements	80	7	To meet State Department requirements	14
8	To grant merit pay	5	8	To grant merit pay	10

TABLE VI (Continued)

Rank	Purposes Perceived in My School System	Weightings	Rank	Purposes Personally Thought Most Important	Weightings
<u>Non-Instructional Supervisor</u>					
1	To improve instruction	112	1	To improve instruction	146
2	To promote personal growth and competence	99	2	To promote personal growth and competence	133
3	To provide information related to the strengths and weaknesses of the individual employee	81	3	To motivate administrators toward better performance	83
4	To motivate administrators toward better performance	71	4	To facilitate communication and cooperation among administrators, teachers, students, and community	72
5	To meet State Department Requirements	56	5	To provide information related to the strengths and weaknesses of the individual employee	54
6	To facilitate communication and cooperation among administrators, teachers, students, and community	52	6	To make personnel decisions such as to hire, fire, transfer, or promote	25
7	To make personnel decisions such as to hire, fire, transfer, or promote	42	7	To meet State Department requirements	16
8	To grant merit pay		8	To grant merit pay	3

TABLE VI (Continued)

Rank	Purposes Perceived in My School System	Weightings	Rank	Purposes Personally Thought Most Important	Weightings
<u>Principal</u>					
1	To improve instruction	309	1	To improve instruction	418
2	To promote personal growth and competence	259	2	To promote personal growth and competence	381
3	To motivate administrators toward better performance	226	3	To facilitate communication and cooperation among administrators, teachers, students, and community	243
4	To provide information related to the strengths and weaknesses of the individual employee	212	4	To motivate administrators toward better performance	219
5	To facilitate communication and cooperation among administrators, teachers, students and community	189	5	To provide information related to the strengths and weaknesses of the individual employee	151
6	To meet State Department requirements	187	6	To make personnel decisions such as to hire, fire, transfer, or promote	44
7	To make personnel decisions such as to hire, fire, transfer, or promote	110	7	To meet State Department requirements	38
8	To grant merit pay	4	8	To grant merit pay	14

"to improve instruction," while their second place ranking was to promote personal growth and competence. All administrative groups except principals thought the purpose "to motivate administrators toward better performance" should be third in importance, while principals thought the purpose "to facilitate communication and cooperation among administrators, teachers, students, and community" should be ranked third in importance. The purpose "to facilitate communication and cooperation among administrators, teachers, students, and community," was ranked fourth by all administrative groups except principals, who ranked fourth in importance the purpose "to motivate administrators toward better performance." All administrative groups gave fifth, sixth, seventh, and eighth place rankings to the following: fifth, to provide information related to the strengths and weaknesses of the individual employee; sixth, to make personnel decisions such as to hire, fire, transfer, or promote; seventh, to meet State Department requirements; and eighth, to grant merit pay.

According to the data in Table VII, analysis by size of school districts concerning the most important existing purposes of a principal's evaluation revealed that all administrative groups gave first place ranking to the purpose, "to improve instruction," except administrators from school district sizes of less than 2,001 students and 20,001 to 30,000 students, who both ranked the purpose

TABLE VII
PURPOSES OF PRINCIPAL EVALUATION AS PERCEIVED BY ADMINISTRATORS FROM DIFFERENT SIZES
OF SCHOOL DISTRICTS IN TENNESSEE DURING THE 1979-1980 SCHOOL YEAR

Rank	Purposes Perceived in My School System	Weightings	Rank	Purposes Personally Thought Most Important	Weightings
<u>Under 2,001 Students</u>					
1	To promote personal growth and competence	121	1	To improve instruction	163
2	To improve instruction	113	2	To promote personal growth and competence	137
3	To facilitate communication and cooperation among administrators, teachers, students, and community	98	3	To facilitate communication and cooperation among administrators, teachers, students, and community	109
4	To provide information related to the strengths and weaknesses of the individual employee	79	4	To motivate administrators toward better performance	74
5	To motivate administrators toward better performance	54	5	To provide information related to the strengths and weaknesses of the individual employee	50
6	To meet State Department requirements	51	6	To meet State Department requirements	20
7	To make personnel decisions such as to hire, fire, transfer, or promote	33	7	To make personnel decisions such as to hire, fire, transfer, or promote	20
8	To grant merit pay	1	8	To grant merit pay	2

TABLE VII (Continued)

Rank	Purposes Perceived in My School System	Weightings	Rank	Purposes Personally Thought Most Important	Weightings
<u>5,001 to 10,000 Students</u>					
1	To improve instruction	171	1	To improve instruction	228
2	To promote personal growth and competence	132	2	To promote personal growth and competence	174
3	To provide information related to the strengths and weaknesses of the individual employee	113	3	To facilitate communication and cooperation among administrators, teachers, students, and community	119
4	To motivate administrators toward better performance	97	4	To motivate administrators toward better performance	108
5	To meet State Department requirements	94	5	To provide information related to the strengths and weaknesses of the individual employee	67
6	To facilitate communication and cooperation among administrators, teachers, students, and community	91	6	To make personnel decisions such as to hire, fire, transfer, or promote	32
7	To make personnel decisions such as to hire, fire, transfer, or promote	58	7	To meet State Department requirements	13
8	To grant merit pay		8	To grant merit pay	3

TABLE VII (Continued)

Rank	Purposes Perceived in My School System	Weightings	Rank	Purposes Personally Thought Most Important	Weightings
<u>10,001 to 20,000 Students</u>					
1	To improve instruction	60	1	To improve instruction	99
2	To motivate administrators toward better performance	59	2	To promote personal growth and competence	88
3	To promote personal growth and competence	56	3	To motivate administrators toward better performance	47
4	To provide information related to the strengths and weaknesses of the individual employee	44	4	To facilitate communication and cooperation among administrators, teachers, students, and community	40
5	To meet State Department requirements	43	5	To provide information related to the strengths and weaknesses of the individual employee	30
6	To facilitate communication and cooperation among administrators, teachers, students, and community	36	6	To make personnel decisions such as to hire, fire, transfer, or promote	9
7	To make personnel decisions such as to hire, fire, transfer, or promote	29	7	To meet State Department requirements	4
8	To grant merit pay	0	8	To grant merit pay	1

TABLE VII (Continued)

Rank	Purposes Perceived in My School System	Weightings	Rank	Purposes Personally Thought Most Important	Weightings
<u>20,001 to 30,000 Students</u>					
1	To promote personal growth and competence	70	1	To promote personal growth and competence	97
2	To improve instruction	69	2	To improve instruction	89
3	To motivate administrators toward better performance	68	3	To motivate administrators toward better performance	66
4	To provide information related to the strengths and weaknesses of the individual employee	48	4	To provide information related to the strengths and weaknesses of the individual employee	38
5	To meet State Department requirements	35	5	To facilitate communication and cooperation among administrators, teachers, students, and community	35
6	To make personnel decisions such as to hire, fire, transfer, or promote	30	6	To make personnel decisions such as to hire, fire, transfer, or promote	19
7	To facilitate communication and cooperation among administrators, teachers, students, and community	22	7	To meet State Department requirements	7
8	To grant merit pay		8	To grant merit pay	5

TABLE VII (Continued)

Rank	Purposes Perceived in My School System	Weightings	Rank	Purposes Personally Thought Most Important	Weightings
<u>30,000 + Students</u>					
1	To improve instruction	148	1	To improve instruction	197
2	To promote personal growth and competence	138	2	To promote personal growth and competence	173
3	To motivate administrators toward better performance	111	3	To motivate administrators toward better performance	101
4	To provide information related to the strengths and weaknesses of the individual employee	76	4	To provide information related to the strengths and weaknesses of the individual employee	76
5	To make personnel decisions such as to hire, fire, transfer, or promote	60	5	To make personnel decisions such as to hire, fire, transfer, or promote	60
6	To facilitate communication and cooperation among administrators, teachers, students, and community	41	6	To facilitate communication and cooperation among administrators, teachers, students, and community	41
7	To meet State Department requirements	27	7	To meet State Department requirements	27
8	To grant merit pay	5	8	To grant merit pay	5

"to promote personal growth and competence" first in importance. Administrators from school district sizes of 2,001 to 5,000 students, 5,001 to 10,000 students, and 30,000 or more students gave second place rankings to the purpose "to promote personal growth and competence." Administrators from school district sizes of less than 2,001 students, and 20,001 to 30,000 students ranked the purpose "to improve instruction," second in importance, while administrators from the school district size of 10,001 to 20,000 students ranked the purpose, "to motivate administrators toward better performance" second in importance. The third place ranking in the existing purposes by administrators from the larger school district sizes of 20,001 to 30,000 students, and 30,000 or more students was the purpose "to motivate administrators toward better performance" while administrators from smaller district sizes of 2,001 to 5,000 students and 5,001 to 10,000 students ranked the purpose "to provide information related to the strengths and weaknesses of the individual employee" third in importance. Administrators from school districts with less than 2,001 students ranked the purpose "to facilitate communication and cooperation among administrators, teachers, students, and community" as third in importance, while administrators from the school district sizes of 10,001 to 20,000 students ranked the purpose "to promote personal growth and competence" third in importance. All administrators agreed that the purpose "to grant merit pay" was the least important. All administrative groups ranked the purpose "to hire, fire, transfer, or promote" next to the least in importance except administrators from school district sizes

of 20,001 to 30,000 students and 30,000 or more students. Administrators from the school district size of 20,001 to 30,000 students ranked the purpose "to facilitate communication and cooperation among administrators, teachers, students, and community" as next to the least in importance, while administrators from the district size of 30,000 or more students ranked the purpose "to meet State Department requirements" as next to the least in importance.

A comparison of the rankings of administrators from different sizes of school districts concerning the purposes they think should be the most important of a principal evaluation revealed that all administrative groups gave first place ranking to the purpose "to improve instruction" except the school district size of 20,001 to 30,000 students, who ranked the purpose "to promote personal growth and competence" first in importance. Administrators gave second place ranking to the purpose "to promote personal growth and competence" except administrators from the school district size of 20,001 to 30,000 students, who ranked the purpose "to improve instruction" second in importance. Administrators from school districts of less than 2,001 students, 2,001 to 5,000 students, 5,001 to 10,000 students gave third place ranking to the purpose "to facilitate communication and cooperation among administrators, teachers, students, and community"; while administrators from the three largest districts gave third place ranking to the purpose "to motivate administrators toward better performance." Administrators from each size of school district gave

the lowest ranking to the purpose "to grant merit pay" while administrators from each size of school district ranked the purpose "to meet State Department requirements" as next to the least in importance except administrators from the school district size of less than 2,001 students, who ranked the purpose "to make personnel decisions such as to hire, fire, transfer, or promote" as next to the least in importance.

Involvement and Responsibility

When queried as to the persons involved in the evaluation of principals, the data in Table VIII indicated that the largest group of administrators (76.5 percent) responded that the superintendent was involved in principal evaluation. The next larger groups of administrators (45.5 percent and 33.9 percent) replied that the supervisor and assistant superintendent respectively were involved. Smaller groups of administrators (1.8 percent, 3.7 percent, 4.2 percent, 4.4 percent and 4.7 percent) responded that peers, students, parents, assistant principals, and others respectively were involved in principal evaluation. Only 13.6 percent and 10.1 percent of all administrators perceived that school board members and personnel directors respectively were involved. The percent responses indicating involvement of principals, self evaluation, and teachers were 26.4 percent, 22.5 percent, and 20.3 percent respectively.

According to the data in Table VIII, there was a significant difference among the perceptions of administrators concerning persons involved in the evaluation of principals according to administrative

TABLE VIII
PERCENT RESPONSES CONCERNING PERSONS INVOLVED IN THE EVALUATION OF PRINCIPALS
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Superintendent	Assistant Superintendent	Supervisor	Personnel Director	Principal	Assistant Principal	Teachers	Peers	Self-Evaluation	Students	Parents	School Board Members	Other
Total:	595	76.5	33.9	45.5	10.1	26.4	4.4	20.3	1.8	22.5	3.7	4.2	13.6	4.7
Administrative Role														
Superintendent	113	88.5	21.2	48.7	9	31.9	6.2	25.7	0.9	26.5	7.1	6.2	20.4	
Instructional Supervisor	144	75.0	34.7	39.6	9.0	25.7	5.6	20.8	2.1	25.0	2.8	2.1	11.8	7.6
Non-Instructional Supervisor	91	72.5	39.6	39.6	14.3	18.7	5.5	14.3	3.3	17.6	1.1	2.2	9.9	8.8
Principal	247	73.3	37.2	49.8	13.4	27.1	2.4	19.8	1.6	21.1	3.6	5.3	13.0	3.6
χ^2		11.43*	10.65*	5.62	15.41*	4.62	3.88	4.09	1.74	3.13	5.69	4.31	5.92	12.35*
Size of School District														
Under 2,001 Students	97	79.4	9.3	45.4	3.1	23.7	2.1	28.9	4.1	19.6	6.2	6.2	27.8	2.1
2,001 to 5,000 Students	153	90.2	12.4	50.3	1.3	30.1	5.2	20.9	1.3	20.9	3.3	4.6	17.6	2.0
5,001 to 10,000 Students	124	86.3	24.2	50.8	3.2	22.6	6.5	27.4	1.6	25.0	4.0	4.0	18.5	3.2
10,001 to 25,000 Students	52	73.1	33.5	36.5	9.6	26.9	5.8	19.2	1.6	26.9	3.8	8.3	3.8	
25,001 to 33,000 Students	60	58.3	78.3	31.7	33.3	33.3	6.7	18.3	1.7	30.0	6.7	8.3	1.7	6.7
33,000 + Students	100	52.0	73.0	44.0	25.0	23.0	1.0	4.0	2.0	19.0	1.0	1.0	15.0	15.0
χ^2		67.31*	184.83*	9.25	85.09*	4.44	6.41	24.91*	3.99	4.31	7.02	8.57	48.50*	30.92*

* Indicates a significant difference at the .05 level or below.

role and size of school district. The Chi Square statistical test employed on the responses to the variables permitted significant differences at the .05 level to be noted.

There was a significant difference ($\chi^2 = 11.43$) in the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals concerning the involvement of superintendents in principal evaluation. An overwhelming majority of superintendents (88.5 percent) perceived that the superintendent was involved in principal evaluation, while only 72.5 percent of non-instructional supervisors concurred. The percent of responses of instructional supervisors (75.0 percent) and principals (73.3 percent) indicated near agreement.

The Chi Square value of 10.65 revealed that there was a significant difference among the four administrative groups concerning the involvement of assistant superintendents in principal evaluation. While 39.6 percent of non-instructional supervisors responded that assistant superintendents were involved in principal evaluation, only 21.2 percent of superintendents agreed. The percent responses of principals (37.2 percent) and instructional supervisors (34.7 percent) indicated similar views.

The Chi Square value of 15.41 revealed that the superintendents, instructional supervisors, non-instructional supervisors, and principals viewed differently the involvement of personnel directors in the evaluation of principals. Only 0.9 percent of superintendents perceived that personnel directors were involved in principal evaluation, while

non-instructional supervisors and principals were more convinced (14.3 percent and 13.4 percent respectively) of their involvement.

There was a significant difference ($\chi^2 = 12.35$) in the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals concerning the involvement of others in principal evaluation. Non-instructional supervisors and instructional supervisors were in close agreement (8.8 percent and 7.6 percent respectively) that others were involved in the evaluation of principals, whereas only 3.6 percent of principals and 0.0 percent of superintendents had this perception.

The Chi Square value of 67.31 revealed that there was a significant difference among the perceptions of administrators from different sizes of school districts concerning the involvement of the superintendent in principal evaluation. An impressive majority of administrators from school district sizes of 2,001 to 5,000 students, 5,001 to 10,000 students, and less than 2,001 students agreed (90.2 percent, 86.3 percent, and 79.4 percent respectively) that superintendents were involved in the evaluation of principals. However, only 52.0 percent of administrators from the school district size of 30,000 or more students concurred. The percent responses from school district sizes of 20,001 to 30,000 students and 10,001 to 20,000 students were 58.3 percent and 73.1 percent respectively.

The Chi Square value of 184.83 indicated that administrators from different sizes of school districts viewed differently the involvement of assistant superintendent in principal evaluation. A sizeable majority of administrators from school districts with 20,001 to 30,000

students and 30,000 or more students responded (78.3 percent and 73.0 percent respectively) that assistant superintendents were involved in principal evaluation, while only 9.3 percent and 12.4 percent of administrators from school district sizes of less than 2,001 students and 2,001 to 5,000 students respectively gave this response.

There was a significant difference ($\chi^2 = 85.09$) among the perceptions of administrators from different sizes of school districts concerning the involvement of personnel directors in principal evaluation. The two largest groups of administrators (33.3 percent and 25.0 percent respectively) from school district sizes of 20,001 to 30,000 students and 30,000 or more students respectively perceived that personnel directors were involved in principal evaluation, while only 1.3 percent, 3.1 percent, 3.2 percent, and 9.6 percent of administrators from school district sizes of 2,001 to 5,000 students, less than 2,000 students, 5,001 to 10,000 students, and 10,000 to 20,000 students respectively agreed.

The responses of administrators from different sizes of school districts differed significantly ($\chi^2 = 24.91$) concerning the involvement of teachers in principal evaluation. Administrators from school district sizes of less than 2,001 students and 5,001 to 10,000 students were in close agreement (28.9 percent and 27.4 percent respectively) that teachers were involved in principal evaluation. Administrators from school district sizes of 2,001 to 5,000 students, 10,001 to 20,000 students, and 20,001 to 30,000 students agreed to a lesser extent (20.9 percent, 19.2 percent and 18.3 percent respectively). Only 4.0 percent

of administrators from school districts with 30,000 or more students responded that teachers were involved in principal evaluation.

In response to the question concerning the involvement of school board members in the evaluation of principals, there was a significant difference ($\chi^2 = 48.50$) among the perceptions of the four administrative groups. The largest group of administrators (27.8 percent) from the school district size of less than 2,001 students responded that school board members were involved in principal evaluation, while administrators from school district sizes of 30,000 or more students, 20,001 to 30,000 students, and 10,001 to 20,000 students agreed to a much lesser extent (0.0 percent, 1.7 percent, and 3.8 percent respectively). The percent responses of administrators from school districts with 5,001 to 10,000 students and 2,001 to 5,000 students indicated close agreement (18.5 percent and 17.6 percent respectively).

The involvement of others in the evaluation of the principal was viewed differently by the four administrative groups. The statistical value ($\chi^2 = 30.94$) was significant at the .05 level. Fifty percent of administrators from the school district size of 30,000 or more students responded that others were involved in the evaluation of principals, while administrators from school districts with 10,001 to 20,000 students, 2,001 to 5,000 students, less than 2,001 students and 5,001 to 10,000 students agreed to a much lesser extent (0.0 percent, 2.0 percent, 2.1 percent, and 3.2 percent respectively). The remaining category of administrators (6.7 percent) from the school district size of 20,000 to 30,000 students indicated that others were involved in the evaluation of principals.

Administrators were requested to select the person who has primary responsibility for evaluation of principals in their school system. There were 13 choices. The total responses of administrators to these choices included the following results as indicated by the data in Table IX: superintendents, 63.9 percent; assistant superintendents, 12.9 percent; supervisor, 12.5 percent; personnel director, 1.4 percent; principal, 0.2 percent; teachers, 2.7 percent; school board members, 2.0 percent; and others 4.3 percent.

The Chi Square value of 34.68 indicated there was a significant difference among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals concerning the person who has primary responsibility for the evaluation of principals. One major difference in administrators' perceptions was that an overwhelming majority of superintendents (81.3 percent) responded that superintendents have primary responsibility for the evaluation of principals. Instructional supervisors, non-instructional supervisors and principals responded (57.1 percent, 59.7 percent, and 60.8 percent respectively) to a much lesser extent.

Administrators responded quite differently regarding the assistant superintendent having primary responsibility for principal evaluation. Only 3.3 percent of superintendents responded that the assistant superintendent has primary responsibility, while 19.6 percent of instructional supervisors had this perception.

There was a significant difference ($\chi^2 = 237.54$) among the perceptions of administrators from different sizes of school districts

TABLE IX
PERCENT RESPONSES CONCERNING THE PERSON WHO HAS PRIMARY RESPONSIBILITY FOR EVALUATION OF PRINCIPALS
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Superintendent	Assistant Superintendent	Supervisor	Personnel Director	Principal	Teachers	School Board Members	Other
Totals	595	63.9	12.9	12.5	1.4	.2	2.7	2.0	4.3
Administrative Role									
Superintendent	113	81.3	3.3	9.9	1.1		2.2	1.1	1.1
Instructional Supervisor	144	57.1	19.6	9.8	1.8	.9	1.8	2.7	6.3
Non-Instructional Supervisor	91	53.7	14.5	14.5			1.6		9.7
Principal	247	60.8	13.1	14.8	1.7		4.0	2.8	2.8
χ^2					34.68*				
Size of School District									
Under 2,001 Students	97	77.9	1.5	7.4			1.5	7.4	4.4
2,001 to 5,000 Students	153	86.3	1.7	7.7			2.6	1.7	1.7
5,001 to 10,000 Students	124	73.1	6.5	11.8			3.2	4.3	1.1
10,001 to 20,000 Students	52	64.3	7.1	19.0			9.5		
20,001 to 30,000 Students	60	36.4	34.1	13.6	11.4	1.4			4.5
30,000 + Students	100	18.6	41.4	22.9					15.7
χ^2					237.54*				

*Indicates a significant difference at the .05 level or below.

concerning the person who has primary responsibility for principal evaluation.

One major difference in administrators' perceptions was that an impressive majority of administrators from the school district sizes of 2,001 to 5,000 students and less than 2,001 students responded (86.3 percent, and 77.9 percent respectively) that the superintendent has primary responsibility. Only 18.6 percent of administrators from the school district size of 30,000 or more students responded in like manner.

Another noticeable difference was that only 1.5 percent and 1.7 percent of administrators from school district sizes of less than 2,001 students and 2,001 to 5,000 students respectively responded that the assistant superintendent has primary responsibility for principal evaluation. Administrators from school districts with 30,000 or more students were more convinced (41.4 percent).

Administrators were asked to check all who they thought should be involved in the evaluation of principals. There were 13 choices that could be used in answering this question. The total responses of administrators to these choices included the following results as indicated by the data in Table X: superintendent, 82.4 percent; supervisor, 56.1 percent; teachers, 54.6 percent; self-evaluation, 40.8 percent; assistant superintendent, 39.5 percent; principal, 35.1 percent; students, 25.4 percent; parents, 19.2 percent; school board members, 17.3 percent; personnel director, 14.1 percent; assistant principal, 13.6 percent; peers, 11.4 percent; and others, 4.0 percent.

TABLE X
PERCENT RESPONSES CONCERNING PERSONS WHO SHOULD BE INVOLVED IN THE EVALUATION OF PRINCIPALS
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Superintendent	Assistant Superintendent	Supervisor	Personnel Director	Principal	Assistant Principal	Teachers	Peers	Self-Evaluation	Students	Parents	School Board Members	Other
Totals	595	82.4	39.5	56.1	14.1	35.1	13.6	54.6	11.4	40.8	25.4	19.2	17.3	4.0
Administrative Role														
Superintendent	113	90.3	29.2	61.1	8.8	39.8	11.5	54.9	8.8	42.5	27.4	21.2	23.9	1.8
Instructional Supervisor	144	84.0	43.1	65.3	18.1	39.6	22.9	63.9	16.0	41.7	26.8	28.5	19.4	4.9
Non-Instructional Supervisor	91	80.2	49.5	49.5	19.8	27.5	13.2	49.5	13.2	37.4	28.5	20.9	16.5	7.7
Principal	247	78.5	38.5	51.0	12.1	33.2	9.3	51.0	9.3	40.9	16.6	12.1	13.4	3.2
χ^2		7.89*	9.65*	10.28*	7.62	5.09	14.92*	7.27	5.05	.62	20.72*	16.39*	6.61	5.30
Size of School District														
Under 2,001 Students	97	88.7	12.4	60.8	6.2	37.1	10.3	53.8	10.3	42.3	25.8	20.6	29.9	1.0
2,001 to 5,000 Students	153	91.5	26.8	64.1	9.2	36.6	11.1	60.8	8.3	36.6	22.9	17.0	20.3	2.0
5,001 to 10,000 Students	124	91.1	37.9	62.9	12.1	36.3	16.2	59.7	18.5	46.8	33.1	25.8	27.4	3.2
10,001 to 20,000 Students	52	84.6	46.2	53.8	15.1	28.3	13.5	48.1	9.6	44.2	13.5	13.5	7.7	1.9
20,001 to 30,000 Students	60	71.7	68.3	45.0	35.0	38.3	25.0	55.0	10.0	41.7	36.7	23.3	1.7	5.0
30,000 + Students	100	56.0	66.0	41.0	19.0	29.0	10.0	37.0	10.0	36.0	19.0	13.0	3.0	12.0
χ^2		70.40*	91.62*	19.50*	32.09*	3.19	10.57	18.09*	8.11	4.26	14.44*	8.36	48.23*	20.59*

* Indicates a significant difference at the .05 level or below.

The Chi Square value of 7.89 indicated a significant difference among the perceptions of the four administrative groups in their response that superintendents should be involved in principal evaluation. An overwhelming majority of superintendents (90.3 percent) and instructional supervisors (84.0 percent) responded that the superintendent should be involved, while only 80.2 percent of non-instructional supervisors and 78.5 percent of principals concurred.

There was a significant difference ($\chi^2 = 9.65$) among the perceptions of the four administrative groups in their response that assistant superintendents should be involved in principal evaluation. Only 29.2 percent of superintendents responded that the assistant superintendent should be involved while 49.5 percent of non-instructional supervisors gave this response. The responses of instructional supervisors and principals were in close agreement (43.1 percent and 38.5 percent respectively).

The Chi Square value of 10.28 indicated a significant difference among the perceptions of the four administrative groups in their response that the supervisor should be involved in principal evaluation. A large majority of instructional supervisors (65.3 percent) and superintendents (61.1 percent) responded that supervisors should be involved, while non-instructional supervisors and principals responded to a lesser extent (49.5 percent and 51.0 percent respectively).

There was a significant difference ($\chi^2 = 14.92$) among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals in their response that assistant principals should be involved in principal evaluation.

While 22.9 percent of instructional supervisors responded that assistant principals should be involved in principal evaluation, only 9.3 percent of principals concurred. The percent responses of superintendents and non-instructional supervisors (11.5 percent and 13.2 percent respectively) indicated near agreement.

The Chi Square value of 20.72 revealed that there was a significant difference among the perceptions of the four administrative groups in their response that students should be involved in principal evaluation. Although 36.8 percent of instructional supervisors responded that students should be involved in principal evaluation, only 16.6 percent of principals had this same perception. The percent responses of non-instructional supervisors and superintendents (28.6 percent and 27.4 percent respectively) indicated close agreement.

There was a significant difference ($\chi^2 = 16.39$) among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals in their response that parents should be involved in principal evaluation. While 28.5 percent of instructional supervisors responded that parents should be involved, only 12.1 percent of principals concurred. The percent responses of non-instructional supervisors and superintendents (20.9 percent and 21.2 percent respectively) indicated similar views.

The data in Table X revealed that there was a significant difference ($\chi^2 = 70.40$) among the perceptions of administrators from different sizes of school districts in their response that superintendents should be involved in principal evaluation. Administrators from school district sizes of 2,001 to 5,000 students and 5,001 to 10,000

students responded (91.5 percent and 01.1 percent respectively) that superintendents should be involved, while administrators from school district sizes of 30,000 or more students and 20,001 to 30,000 students were not as convinced (56.0 percent and 71.7 percent respectively). The percent responses of administrators from school district sizes of less than 2,001 students and 10,001 to 20,000 students indicated near agreement (88.7 percent and 84.6 percent respectively).

The Chi Square value of 91.62 revealed that there was a significant difference among the perceptions of administrators from different sizes of school districts in their responses that assistant superintendents should be involved in principal evaluation. Administrators from school districts with 20,001 to 30,000 students and 30,000 or more students responded (68.3 percent and 66.0 percent respectively) that assistant superintendents should be involved. Only 12.4 percent of administrators from school districts with less than 2,001 students concurred. Administrators from the remaining categories of school district sizes of 10,001 to 20,000 students, 5,001 to 10,000 students, and 2,001 to 5,000 students gave intermediate responses.

There was also a significant difference ($\chi^2 = 19.50$) among the perceptions of administrators from different sizes of school districts in their response that the supervisor should be involved in principal evaluation. A large majority of administrators (64.1 percent, 62.9 percent, and 60.8 percent) from school district sizes of 2,001 to 5,000 students, 5,001 to 10,000 students and less than 2,001 students respectively responded that the supervisor should be involved

in principal evaluation. Only 41.0 percent of administrators from the school district size of 30,000 or more students responded in like manner. Administrators from school district sizes of 20,001 to 30,000 students and 10,001 to 20,000 students responded (45.0 percent and 53.8 percent respectively) that the supervisor should be involved.

The Chi Square value of 32.09 indicated there was a significant difference among the perceptions of administrators from different sizes of school districts in their response that personnel directors should be involved in principal evaluation. Thirty-five percent of administrators from the school district size of 20,001 to 30,000 students responded that personnel directors should be involved. Only 6.2 percent and 9.2 percent of administrators from school district sizes of less than 2,001 students and 2,001 to 5,000 students respectively agreed. The percent responses of administrators from school district sizes of 5,001 to 10,000 students, 10,001 to 20,000 students, and 30,000 or more students were 12.1 percent, 15.4 percent, and 19.0 percent respectively.

There was a significant difference ($\chi^2 = 18.09$) among the perceptions of administrators from different sizes of school districts in their response that teachers should be involved in principal evaluation. A large majority of administrators from school district sizes of 2,001 to 5,000 students, under 2,001 students, and 5,001 to 10,000 students responded (60.8 percent, 59.8 percent, and 59.7 percent respectively) that teachers should be involved. Only 37.0 percent of administrators from the school district size of 30,000 or more students concurred. Fifty-five percent of administrators from the school

district size of 20,001 to 30,000 students and 48.1 percent from the district size of 10,001 to 20,000 students perceived that teachers should be involved.

The Chi Square value of 14.44 indicated a significant difference among the perceptions of administrators from different sizes of school districts in their response that students should be involved in principal evaluation. Administrators from school district sizes of 20,001 to 30,000 students and 5,001 to 10,000 students were in close agreement (36.7 percent and 33.1 percent respectively) that students should be involved. Administrators from the district size of 10,001 to 20,000 students responded (13.5 percent) to a much lesser extent. Administrators from school district sizes of 30,000 or more students, 2,001 to 5,000 students, and less than 2,001 students gave intermediate responses of 19.0 percent, 22.9 percent, and 25.8 percent respectively.

There was a significant difference ($\chi^2 = 48.23$) among the perceptions of administrators from different sizes of school districts in their response that school board members should be involved in principal evaluation. Administrators from school district sizes of less than 2,001 students and 5,001 to 10,000 students were in close agreement (29.9 percent and 27.4 percent respectively) that school board members should be involved. However, larger school districts with 20,001 to 30,000 students, more than 30,000 students, and 10,001 to 20,000 students gave low responses (1.7 percent, 3.0 percent, and 7.7 percent respectively). The percentage response of administrators from the school district size of 2,001 to 5,000 students was 20.3 percent.

The Chi Square value of 20.99 indicated a significant difference among the perceptions of administrators from different sizes of school districts in their response that others should be involved in principal evaluation. Twelve percent of administrators from the school district size of 30,000 or more students responded that others should be involved. The percentage responses of administrators from school district sizes of 20,001 to 30,000 students, 5,001 to 10,000 students, 2,001 to 5,000 students, 10,001 to 20,000 students, and less than 2,001 students were small and similar (5.0 percent, 3.2 percent, 2.0 percent, 1.9 percent, and 1.0 percent respectively).

Administrators were asked to select the one person who should have the primary responsibility for the evaluation of principals. There were 13 categories from which to choose. The total responses of administrators to these choices included the following results as indicated by the data in Table XI: superintendent, 60.0 percent; supervisor, 13.3 percent; assistant superintendent, 13.1 percent; teachers, 6.9 percent; others 3.7 percent; school board members, 1.2 percent; personnel director, 1.0 percent; peers, 0.4 percent; principal, 0.2 percent; and students, 0.2 percent.

The Chi Square value of 50.35 revealed that there was a significant difference among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals concerning the person who should have primary responsibility for the evaluation of principals. One major difference in administrators' perceptions was that an impressive majority of superintendents (77.9 percent)

TABLE XI
PERCENT RESPONSES CONCERNING THE PERSON WHO SHOULD HAVE PRIMARY RESPONSIBILITY FOR EVALUATION OF PRINCIPALS
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Superintendent	Assistant Superintendent	Supervisor	Personnel Director	Principal	Teachers	Peers	Students	School Board Members	Other
Totals	595	60.0	13.1	13.3	1.0	.2	6.9	.4	.2	1.2	3.7
Administrative Role											
Superintendent	113	77.9	5.8	10.6	2.9		1.0			1.9	4.7
Instructional Supervisor	144	57.8	18.8	10.2		.8	7.8				5.4
Non-Instructional Supervisor	91	56.4	16.7	14.1	1.3		5.1				3.8
Principal	247	53.8	12.0	16.3	.5		10.1	1.0	.5	1.9	
χ^2					50.35*						
Size of School District											
Under 2,001 Students	97	72.2	3.8	12.7			3.8			6.3	1.3
2,001 to 5,000 Students	153	75.9	.8	10.5	1.5		10.5	.8			
5,001 to 10,000 Students	124	66.7	5.4	12.6	1.8		8.1	.9	.9		2.7
10,001 to 20,000 Students	52	58.7	10.9	21.7			8.7				
20,001 to 30,000 Students	60	44.2	30.8	13.5	1.9		3.8				5.8
30,000 + Students	100	27.0	40.4	14.6		1.1	3.4				13.5
χ^2					192.93*						

* Indicates a significant difference at the .05 level or below.

responded that the superintendent should have primary responsibility. Only 53.8 percent of the principals concurred. Non-instructional supervisors and instructional supervisors were in near agreement (56.4 percent and 57.8 percent respectively).

Administrators differed in their views regarding the assistant superintendent having primary responsibility. Instructional supervisors and non-instructional supervisors responded (18.8 percent and 16.7 percent respectively) that the assistant superintendent should have primary responsibility. Only 5.8 percent of superintendents concurred. Twelve percent of principals had this perception.

There was a significant difference ($\chi^2 = 192.93$) among the perceptions of administrators from different sizes of school districts concerning the person who should have primary responsibility for the evaluation of principals. A striking difference in administrators' perceptions was that a large majority of administrators from the smaller school districts of 2,001 to 5,000 students, less than 2,001 students, and 5,001 to 10,000 students responded (75.9 percent, 72.2 percent, and 66.7 percent respectively) that the superintendent should have primary responsibility for the evaluation of principals. Only 27.0 percent of administrators from the school district size of 30,000 or more students gave this response.

Another noticeable difference in administrators' perceptions was that 40.4 percent of administrators from the school district size of 30,000 or more students responded that the assistant superintendent should have primary responsibility, but administrators from school district sizes of 2,001 to 5,000 students, less than 2,001 students,

and 5,001 to 10,000 students responded to a much lesser extent (0.8 percent, 3.8 percent, and 5.4 percent respectively).

Frequency of Evaluation

Administrators were asked to respond to how frequently principals in their school system were evaluated. There were seven categories from which to choose. The total responses of administrators to these choices included the following results as indicated by the data in Table XII: more than twice a year, 2.0 percent; twice a year, 6.4 percent; once a year, 55.0 percent; once every two years, 1.8 percent; once every three years, 22.0 percent; never, 5.3 percent; and others, 7.6 percent. The Chi Square value of 17.36 revealed that there was no significant difference among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals regarding the frequency of principal evaluation.

There was a significant difference ($\chi^2 = 76.10$) among the perceptions of administrators from different sizes of school districts concerning the frequency of principal evaluation. One apparent difference in administrators' perceptions was that 14.0 percent of administrators from the school district size of 10,001 to 20,000 students responded that principals were evaluated twice a year. Only 1.0 percent of administrators from school districts with 30,000 or more students responded in this manner.

A striking difference in administrators' perceptions was that 81.3 percent of administrators from school districts with 30,000 or more

TABLE XII
PERCENT RESPONSES CONCERNING THE FREQUENCY OF PRINCIPAL EVALUATION
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	More Than Twice a Year	Twice a Year	Once a Year	Once Every Two Years	Once Every Three Years	Never	Other
Totals	595	2.0	6.4	55.0	1.8	22.0	5.3	7.6
Administrative Role								
Superintendent	113	4.7	8.4	51.4	3.7	23.4	2.8	5.6
Instructional Supervisor	144	1.5	5.3	51.1	.8	25.6	6.8	9.0
Non-Instructional Supervisor	91	1.2	3.6	64.3	1.2	17.9	6.0	6.0
Principal	247	1.3	7.1	55.4	1.7	20.8	5.4	8.3
χ^2				17.36*				
Size of School District								
Under 2,001 Students	97	3.4	5.6	51.7	2.2	21.3	7.9	7.9
2,001 to 5,000 Students	153	1.4	7.7	52.4	2.8	22.4	6.3	7.0
5,001 to 10,000 Students	124	5.0	4.2	45.4	1.7	27.7	5.0	10.9
10,001 to 20,000 Students	52		14.0	52.0	2.0	20.0		12.0
20,001 to 30,000 Students	60		10.3	44.8	1.7	39.7		3.4
30,000 + Students	100		1.0	81.3		5.2	7.3	5.2
χ^2				76.10*				

* Indicates a significant difference at the .05 level or below.

students responded that principals were evaluated once a year, while administrators from school district sizes of 20,001 to 30,000 students and 5,001 to 10,000 students responded (44.8 percent and 45.4 percent respectively) to a much lesser extent.

Another noticeable difference in administrators' views concerning the frequency of evaluation was that 39.7 percent of administrators from school districts with 20,001 to 30,000 students responded that principals were evaluated once every three years, while only 5.2 percent of administrators from school districts with 30,000 or more students gave this response.

Administrators were asked to respond to how frequently they thought principals should be evaluated. There were seven categories from which to choose. The total responses of administrators to these choices included the following results as indicated by the data in Table XIII: more than twice a year, 4.8 percent; twice a year, 17.8 percent; once a year, 56.6 percent; once every two years, 6.4 percent; once every three years, 17.3 percent; never, 0.3 percent; and other, 1.7 percent. The Chi Square value of 35.61 indicated that there was a significant difference among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals concerning how frequently principals should be evaluated.

An apparent difference in administrators' perceptions was that 26.2 percent of superintendents responded that principals were evaluated twice a year. Only 11.2 percent of non-instructional supervisors

TABLE XIII
PERCENT RESPONSES CONCERNING THE DESIRED FREQUENCY OF PRINCIPAL EVALUATION
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	More Than Twice a Year	Twice a Year	Once a Year	Once Every Two Years	Once Every Three Years	Never	Other
Totals	595	4.8	17.8	56.6	6.4	12.3	0.3	1.7
Administrative Role								
Superintendent	113	9.3	26.2	52.3	3.7	5.6		2.8
Instructional Supervisor	144	5.8	22.3	51.1	6.5	12.2		2.2
Non-Instructional Supervisor	91	3.4	11.2	69.7	6.7	9.0		
Principal	247	2.9	14.0	56.8	7.4	16.5	.8	1.6
χ^2				35.61*				
Size of School District								
Under 2,001 Students	97	6.5	19.4	53.8	7.5	10.8	1.1	1.1
2,001 to 5,000 Students	153	5.4	21.1	57.8	6.8	6.1		2.7
5,001 to 10,000 Students	124	7.5	17.5	52.5	5.8	11.7	.8	4.2
10,001 to 20,000 Students	52	5.9	23.5	51.0	3.9	15.7		
20,001 to 30,000 Students	60	1.7	16.9	42.4	11.9	27.1		
30,000 + Students	100		9.1	73.7	4.0	13.1		
χ^2				55.15*				

* Indicates a significant difference at the .05 level or above.

concurred. Fourteen percent of principals and 22.3 percent of instructional supervisors had this perception.

A second noticeable difference in administrators' perceptions was that an impressive majority of non-instructional supervisors (69.7 percent) responded that principals were evaluated once a year. Only 51.1 percent of instructional supervisors gave this response. The responses of principals (56.8 percent) and superintendents (52.3 percent) indicated near agreement.

Another noticeable difference in administrators' perceptions was that 16.5 percent of principals responded that principals were evaluated once every three years. Only 5.6 percent of superintendents concurred. Nine percent of non-instructional supervisors and 12.2 percent of instructional supervisors were in general agreement on this question.

There was a significant difference ($\chi^2 = 55.15$) among the perceptions of administrators from different sizes of school districts concerning how frequently they thought principals should be evaluated. One apparent difference was that 23.5 percent of administrators from the school district size of 10,001 to 20,000 students and 21.1 percent of administrators from the district size of 2,001 to 5,000 students responded that principals should be evaluated twice a year. Only 9.1 percent of administrators from the school district size of 30,000 or more students concurred.

A second noticeable difference in administrators' perceptions was that only 42.4 percent of administrators from the school district size of 20,001 to 30,000 students responded that principals should be

evaluated once a year, while an impressive majority of administrators (73.7 percent) from the school district size of 30,000 or more students had this perception.

Another sizeable difference in administrators' perceptions was that 27.1 percent of administrators from the school district size of 20,001 to 30,000 students responded that principals should be evaluated once every three years. Only 6.1 percent of administrators from the school district size of 2,001 to 5,000 students responded likewise.

Types of Instruments and Procedures Used

Administrators were asked to check the type or types of evaluation instruments or procedures used in the evaluation of principals in their school system. There were ten categories from which to choose. The total responses of administrators to these choices included the following results as indicated by the data in Table XIV: forced choice rating, 11.9 percent; checklist, 44.7 percent; descriptive essay, 10.1 percent; conference, 53.3 percent; management by objectives, 14.3 percent; critical incident appraisal, 6.2 percent; field review, 12.9 percent; informal discussion or orally, 35.1 percent; combination, 16.6 percent; and other, 4.5 percent.

The Chi Square value of 20.13 indicated that there was a significant difference among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals concerning the use of the checklist in principal evaluation. A large majority of superintendents (62.8 percent) responded that the checklist

TABLE XIV
PERCENT RESPONSES CONCERNING THE TYPE OF INSTRUMENTS OR PROCEDURES USED IN PRINCIPAL EVALUATION
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Forced Choice Rating	Checklist	Descriptive Essay	Conference	Management By Objectives	Critical Incident Appraisal	Field Review	Informal Discussion or Orally	Combination	Other
Totals	595	11.9	44.7	10.1	53.3	14.3	6.2	12.9	35.1	16.6	4.5
Administrative Role											
Superintendent	113	11.5	62.8	15.0	64.6	12.4	12.4	21.2	51.3	11.5	1.8
Instructional Supervisor	144	12.5	40.3	6.3	50.7	10.4	2.8	8.3	29.9	21.5	6.9
Non-Instructional Supervisor	91	8.8	46.2	8.8	48.4	16.5	8.8	17.6	25.3	19.8	3.3
Principal	247	13.0	38.5	10.5	51.4	16.6	4.5	10.1	34.4	15.0	4.9
χ^2		1.16	20.13*	5.62	7.43	3.53	12.65*	13.10*	18.69*	5.76	4.30
Size of School District											
Under 2,001 Students	97	11.3	42.3	9.3	44.3	8.2	11.3	12.4	35.1	13.4	2.1
2,001 to 5,000 Students	153	11.1	47.1	7.2	51.6	7.8	7.2	11.1	37.9	13.7	3.3
5,001 to 10,000 Students	124	13.7	54.8	8.9	47.6	4.0	4.0	10.5	34.7	12.9	2.4
10,001 to 20,000 Students	52	19.2	55.8	9.6	50.0	15.4	5.8	17.3	32.7	21.2	3.8
20,001 to 30,000 Students	60	15.0	43.3	8.3	71.7	21.7	5.0	21.7	36.7	26.7	6.7
30,000 + Students	100	7.0	24.0	18.0	63.0	39.0	4.0	12.0	32.0	21.0	9.0
χ^2		5.89	25.70*	8.82	17.07*	70.40*	6.53	6.14	1.15	9.36	8.91

* Indicates a significant difference at the .05 level or below.

was used. Only 38.5 percent of principals concurred. The responses of instructional supervisors and non-instructional supervisors were 40.3 percent and 46.2 percent respectively.

There was a significant difference ($\chi^2 = 12.65$) among the perceptions of the four administrative groups concerning the use of critical incident appraisal in principal's evaluation. Only 2.8 percent of instructional supervisors responded that critical incident appraisal was used, while 12.4 percent of superintendents had this perception. The responses of non-instructional supervisors and principals were 8.8 percent and 4.5 percent respectively.

The four administrative groups viewed differently ($\chi^2 = 13.10$) the use of field review in principal evaluation. Only 8.3 percent of instructional supervisors responded that field review was used, while 21.2 percent of superintendents had this perception. The responses of non-instructional supervisors and principals were 17.6 percent and 10.1 percent respectively.

The four administrative groups viewed the use of informal discussion in principal evaluation significantly different at the .05 level ($\chi^2 = 18.69$). A majority of superintendents (51.3 percent) responded that informal discussion was used. Only 25.3 percent of non-instructional supervisors concurred. Instructional supervisors and principals gave intermediate responses of 29.9 percent and 34.4 percent respectively.

A Chi Square value of 25.70 indicated a significant difference among the perceptions of administrators from different sizes of school

districts concerning the use of the checklist in principal evaluation. A majority of administrators from the school district sizes of 10,001 to 20,000 students and 5,001 to 10,000 students responded (55.8 percent and 54.8 percent respectively) that the checklist was used in principal evaluation. Only 24.0 percent of administrators from the school district size of 30,000 or more students concurred.

There was a significant difference ($\chi^2 = 17.07$) among the perceptions of administrators from different sizes of school districts concerning the use of the conference in principal evaluation. An impressive majority of administrators (71.7 percent) from the school district size of 20,001 to 30,000 students responded the conference was used. Only 44.3 percent of administrators from the school district size of less than 2,001 students had this perception.

The Chi Square value of 70.40 revealed that there was a significant difference among the perceptions of administrators from different sizes of school districts concerning the use of management by objectives in principal evaluation. Thirty-nine percent of administrators from the school district size of 30,000 or more students responded that management by objectives was used. Only 4.0 percent of administrators from school districts with 5,001 to 10,000 students responded in like manner. The responses of the remaining school district sizes were similar to the total responses.

The four administrative groups were requested to give their perceptions of the type or types of evaluation instruments or procedures that should be used in the principal evaluation process. The same

ten possible choices were listed for a comparison between what instruments or procedures are used and what types of instruments or procedures should be used. According to the data in Table XV, the responses of the total sample concerning the type or types of instruments or procedures that should be used were as follows: forced-choice rating, 6.7 percent; checklist, 35.0 percent; description essay, 17.0 percent; conference, 61.7 percent; management by objectives, 33.6 percent; critical incident appraisal, 10.4 percent; field review, 27.6 percent; informal discussion or orally, 39.2 percent; combination, 32.3 percent; and other, 1.8 percent. A sizeable majority (61.7 percent) of the respondent groups perceived the conference to be the most desirable procedure to use in the evaluation of principals followed by informal discussion (39.2 percent), checklist (35.0 percent), and management by objectives (33.6 percent).

As indicated by the data in Table XV, superintendents, instructional supervisors, non-instructional supervisors, and principals viewed differently the use of checklists ($\chi^2 = 21.92$), critical incident appraisal ($\chi^2 = 10.99$), and informal discussion ($\chi^2 = 10.64$) as instruments or procedures that should be used in the evaluation of principals.

A majority of superintendents (51.3 percent) responded that the checklist was a desirable instrument to use, while only 26.3 percent of principals concurred. The responses of instructional supervisors and non-instructional supervisors (34.7 percent and 38.5 percent respectively) were similar to those given in the total response.

Critical incident appraisal was considered a desirable instrument by 18.6 percent of superintendents, while only 7.3 percent of

TABLE XV
PERCENT RESPONSES CONCERNING DESIRED TYPE OF INSTRUMENT OR PROCEDURES TO USE IN PRINCIPAL EVALUATION
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Forced Choice Rating	Checklist	Descriptive Essay	Conference	Management Objectives	Critical Incident Appraisal	Field Review	Informal Discussion or Orally	Combination	Other
Totals	595	6.7	35.0	17.0	61.7	33.6	10.4	27.6	39.2	32.3	1.8
Administrative Role											
Superintendent	113	8.8	51.3	19.5	72.6	36.3	18.6	29.2	43.4	23.9	
Instructional Supervisor	144	9.0	34.7	17.4	59.7	31.9	9.0	26.4	34.0	37.5	.7
Non-Instructional Supervisor	91	7.7	38.5	14.3	57.1	35.2	11.0	28.6	27.5	36.3	4.4
Principal	247	4.0	26.3	16.6	59.5	32.8	7.3	27.1	44.5	31.6	2.4
χ^2		4.98	21.92*	1.00	7.18	.71	10.99*	.32	10.64*	6.14	6.89
Size of School District											
Under 2,001 Students	97	6.2	33.0	16.5	55.7	23.7	12.4	18.6	35.1	32.0	
2,001 to 5,000 Students	153	4.6	36.6	15.7	60.8	24.2	10.5	22.9	38.6	32.0	.7
5,001 to 10,000 Students	124	8.9	40.3	15.3	57.3	29.0	10.5	34.7	46.8	30.6	.8
10,001 to 20,000 Students	52	15.4	44.2	17.3	67.3	34.6	9.6	34.6	40.4	32.7	3.8
20,001 to 30,000 Students	60	5.0	35.0	11.7	73.3	46.7	13.3	33.3	36.7	38.3	1.7
30,000 + Students	100	5.0	22.0	24.0	65.0	54.0	7.0	24.0	35.0	33.0	4.0
χ^2		8.92	11.28*	5.15	7.17	34.83*	2.23	14.21*	4.33	1.16	8.59

* Indicates a significant difference at the .05 level or below.

principals had this perception. Instructional supervisors and non-instructional supervisors were in near agreement (9.0 percent and 11.0 percent respectively).

Principals and superintendents responded (44.5 percent and 43.4 percent respectively) that informal discussion was a desirable procedure to use in the evaluation of principals, while instructional supervisors and non-instructional supervisors were not as convinced (34.0 percent and 27.5 percent respectively).

The responses of the four administrative groups to the desirability of other instruments or procedures were very similar to the totals.

Analysis by size of school district indicated that administrators' responses were significantly different concerning the desirability of the use of checklist ($\chi^2 = 11.28$), management by objectives ($\chi^2 = 34.83$) and field review ($\chi^2 = 14.21$).

Administrators from school districts with 5,001 to 10,000 students and 10,001 to 20,000 students responded (40.3 percent and 44.2 percent respectively) that checklists should be used in principal evaluation, while only 22.0 percent of school districts with 30,000 or more students concurred. The remaining school district sizes of less than 2,001 students, 2,001 to 5,000 students, and 20,001 to 30,000 students responded (33.0 percent, 36.6 percent, and 35.0 percent respectively) similar to and like the total responses.

The three largest school districts with 30,000 or more students, 20,001 to 30,000 students, and 10,001 to 20,000 students responded

(54.0 percent, 46.7 percent, and 34.6 percent respectively) that management by objectives should be used, while the three smallest school districts of 5,001 to 10,000 students, 2,001 to 5,000 students, and under 2,001 students responded to a lesser extent (29.0 percent, 24.2 percent, and 23.7 percent respectively). Another interesting observation was that the larger the district the higher the response that management by objectives should be used in principal evaluation.

In response to the preferred use of field review in principal evaluation, the two smaller school district sizes (under 2,001 students and 2,001 to 5,000 students) and the largest district size (30,000 or more students) gave similar and smaller responses (18.6 percent, 22.9 percent and 24.0 percent respectively). The remaining school districts (5,001 to 10,000 students, 10,001 to 20,000 students, and 20,001 to 30,000 students) gave higher and similar responses (34.7 percent, 34.6 percent, and 38.3 percent respectively).

Results of Evaluation

Administrators were asked to indicate the three most important results of principal evaluations in their school system. Another question ask them to indicate what they thought should be the three most important results of principal evaluation. There were eight categories from which to choose. The results were ranked in a descending order of importance by the percentage response given.

The total responses in Table XVI to the question "What have been the three most important results of principal evaluation in

TABLE XVI
RESULTS OF PRINCIPAL EVALUATION IN DESCENDING ORDER OF IMPORTANCE AS PERCEIVED
BY ADMINISTRATORS IN TENNESSEE DURING THE SCHOOL YEAR 1979-1980

Rank	Results Perceived in by School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
1	Improvement of administrator performance	64.2	1	Improvement of administrator performance	90.4
2	Improvement in instruction	48.4	2	Improvement in instruction	84.4
3	Better communication and cooperation among administrators, teachers, students, and community	43.7	3	Better communication and cooperation among administrators, teachers, students, and community	64.7
4	Job targets for administrators	24.4	4	Job targets for administrators	22.0
5	Transfers, dismissals, and promotions	19.5	5	Topics for inservice training	8.9
6	Topics for inservice training	16.8	6	Transfers, dismissals, and promotions	8.4
7	Other	7.4	7	Merit pay	2.5
8	Merit pay	.3	8	Other	.7

your school system?" were used to determine the following rankings which are listed from the highest to the lowest percentage response:

1. Improvement of administrator performance.
2. Improvement in instruction.
3. Better communication and cooperation among administrators, teachers, students, and community.
4. Job targets for administrators.
5. Transfers, dismissals, and promotions.
6. Topics for inservice training.
7. Other.
8. Merit pay.

Total responses to the results personally thought to be most important rendered the following rankings:

1. Improvement of administrator performance.
2. Improvement in instruction.
3. Better communication and cooperation among administrators, teachers, students, and community.
4. Job targets for administrators.
5. Topics for inservice training.
6. Transfers, dismissals, and promotions.
7. Merit pay.
8. Other.

According to the total percentage responses in Table XVI, administrators ranked what they personally thought should be the first, second, third, and fourth most important results of principal evaluations identical to those they perceived to be the first, second, third,

and fourth most important results in their school system. However, a much greater percentage of response was given to the first three results which were personally thought most important. The first four rankings in the order of their importance were as follows: (1) improvement of administrator performance, (2) improvement in instruction, (3) better communication and cooperation among administrators, teachers, students, and community, and (4) job targets for administrators. In ranking the results perceived in their school system, administrators gave the fifth and sixth place rankings to transfers, dismissals and promotions and topics for inservice training respectively. However, these same results were given an inverse ranking under the results personally thought most important.

The result "merit pay" was perceived to be the least important result in their school system, while "other" was identified as next to the least in importance. These were given an inverse ranking in the results personally thought most important. However, the extremely low percentage responses indicated that administrators attached little or no importance to them.

An analysis of the rankings in Table XVII given by superintendents, instructional supervisors, non-instructional supervisors, and principals to the most important results of principal evaluations in their school system revealed that all administrative groups gave identical first, second, third, seventh, and eighth place rankings to the following: first, improvement of administrator performance; second, improvement in instruction; third, better communication and cooperation among

TABLE XVII
RESULTS OF PRINCIPAL EVALUATION IN DESCENDING ORDER OF IMPORTANCE AS PERCEIVED
BY SUPERINTENDENTS, INSTRUCTIONAL SUPERVISORS, NON-INSTRUCTIONAL SUPERVISORS,
AND PRINCIPALS IN TENNESSEE DURING THE SCHOOL YEAR 1979-1980

Rank	Results Perceived in My School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
<u>Superintendents</u>					
1	Improvement of administrator performance	80.5	1	Improvement of administrator performance	91.2
2	Improvement in Instruction	62.8	2	Improvement in instruction	89.4
3	Better communication and cooperation among administrators, teachers, students, and community	54.9	3	Better communication and cooperation among administrators, teachers, students, and community	68.1
4	Job targets for administrators	23.0	4	Job targets for administrators	24.8
5	Topics for inservice training	15.0	5	Topics for inservice training	10.6
6	Transfers, dismissals, and promotions	12.4	5	Transfers, dismissals, and promotions	10.6
7	Other	3.5	7	Other	
8	Merit pay		7	Merit pay	

TABLE XVII (Continued)

Rank	Results Perceived in My School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
<u>Instructional Supervisors</u>					
1	Improvement of administrator performance	56.3	1	Improvement of administrator performance	88.2
2	Improvement in instruction	39.6	2	Improvement in instruction	84.0
3	Better communication and cooperation among administrators, teachers, students, and community	35.4	3	Better communication and cooperation among administrators, teachers, students, and community	59.7
4	Transfers, dismissals, and promotions	27.8	4	Job targets for administrators	18.1
5	Job targets for administrators	24.3	5	Topics for inservice training	11.8
6	Topics for inservice training	15.3	6	Transfers, dismissals, and promotions	8.3
7	Other	10.4	7	Merit pay	4.2
8	Merit pay		8	Other	1.4

TABLE XVII (Continued)

Rank	Results Perceived in My School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
<u>Non-Instructional Supervisors</u>					
1	Improvement of administrator performance	58.2	1	Improvement of administrator performance	86.8
2	Improvement in instruction	47.3	2	Improvement in instruction	76.9
3	Better communication and cooperation among administrators, teachers, students, and community	45.1	3	Better communication and cooperation among administrators, teachers, students, and community	65.9
4	Job targets for administrators	24.2	4	Job targets for administrators	24.2
5	Transfers, dismissals, and promotions	18.7	5	Transfers, dismissals, and promotions	14.3
6	Topics for inservice training	17.6	6	Topics for inservice training	5.5
7	Other	6.6	7	Merit pay	2.2
8	Merit pay	2.2	8	Other	

TABLE XVII (Continued)

Rank	Results Perceived in My School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
<u>Principal</u>					
1	Improvement of administrator performance	63.6	1	Improvement of administrator performance	92.7
2	Improvement in instruction	47.4	2	Improvement in instruction	85.0
3	Better communication and cooperation among administrators, teachers, students, and community	42.9	3	Better communication and cooperation among administrators, teachers, students, and community	65.6
4	Job targets for administrators	25.1	4	Job targets for administrators	22.3
5	Topics for inservice training	18.2	5	Topics for inservice training	7.7
5	Transfers, dismissals, and promotions	18.2	6	Transfers, dismissals, and promotions	5.3
7	Other	7.7	7	Merit pay	2.8
8	Merit pay		8	Other	.8

administrators, teachers, students, and community; seventh, other; and eighth, merit pay.

All administrative groups gave fourth place ranking to the result "job targets for administrators" except instructional supervisors who ranked fourth in their school system the result "transfers, dismissals, and promotions."

An analysis of the rankings given by the four administrative groups to the results personally thought most important revealed that the superintendents, instructional supervisors, and principals gave identical rankings to the first six results with the exception of the superintendents who gave identical percentage responses to the fifth and sixth place rankings. Except for an inverse ranking of results five and six, non-instructional supervisors gave rankings identical to the other administrative groups to results one, two, three, and four which were as follows: (1) improvement of administrator performance, (2) improvement in instruction, (3) better communication and cooperation among administrators, teachers, students, and community, and (4) job targets for administrators. Instructional supervisors, non-instructional supervisors, and principals ranked least in importance in their school system the result "other" and next to the least in importance "merit pay." However, superintendents gave an inverse ranking to these results.

An analysis of the data in Table XVIII revealed that all administrators from the different sizes of school districts agreed that improvement of administrator performance was the most important result of principal evaluation in their school system. They also agreed that merit pay was the least important result and that other was next to the

TABLE XVIII
RESULTS OF PRINCIPAL EVALUATION IN DESCENDING ORDER OF IMPORTANCE AS PERCEIVED
BY ADMINISTRATORS FROM DIFFERENT SIZES OF SCHOOL DISTRICTS IN TENNESSEE
DURING THE SCHOOL YEAR 1979-1980

Rank	Results Perceived in My School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
Under 2,001 Students					
1	Improvement of administrator performance	58.8	1	Improvement of administrator performance	88.7
2	Improvement in instruction	45.4	2	Improvement in instruction	82.5
3	Better communication and cooperation among administrators, teachers, students, and community	42.3	3	Better communication and cooperation among administrators, teachers, students, and community	73.2
4	Job targets for administrators	17.5	4	Job targets for administrators	15.5
5	Topics for inservice training	16.5	5	Topics for inservice training	5.2
6	Transfers, dismissals, and promotions	11.3	6	Transfers, dismissals, and promotions	3.1
7	Other	10.3	7	Other	1.0
8	Merit pay		8	Merit pay	

TABLE XVIII (Continued)

Rank	Results Perceived in My School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
<u>2,001 to 5,000 Students</u>					
1	Improvement of administrator performance	66.7	1	Improvement of administrator performance	92.8
2	Improvement in instruction	53.6	2	Improvement in instruction	86.3
3	Better communication and cooperation among administrators, teachers, students, and community	51.6	3	Better communication and cooperation among administrators, teachers, students, and community	73.9
4	Job targets for administrators	19.0	4	Job targets for administrators	15.7
5	Topics for inservice training	13.1	5	Topics for inservice training	6.5
6	Transfers, dismissals, and promotions	11.1	5	Transfers, dismissals, and promotions	6.5
7	Other	5.9	7	Merit pay	2.6
8	Merit pay	.7	8	Other	.7

TABLE XVIII (Continued)

Rank	Results Perceived in My School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
5,001 to 10,000 Students					
1	Improvement of administrator performance	61.3	1	Improvement of administrator performance	86.3
2	Better communication and cooperation among administrators, teachers, students, and community	51.6	2	Improvement in instruction	82.3
3	Improvement in instruction	50.8	3	Better communication and cooperation among administrators, teachers, students, and community	67.7
4	Transfers, dismissals, and promotions	16.9	4	Job targets for administrators	17.7
5	Topics for inservice training	14.5	5	Transfers, dismissals, and promotions	17.3
6	Job targets for administrators	12.1	6	Topics for inservice training	6.5
7	Other	9.7	7	Merit pay	1.6
8	Merit pay		7	Other	1.6

TABLE XVIII (Continued)

Rank	Results Perceived in My School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
<u>10,001 to 20,000 Students</u>					
1	Improvement of administrator performance	67.3	1	Improvement of administrator performance	88.5
2	Improvement in instruction	38.5	2	Improvement in instruction	76.9
3	Better communication and cooperation among administrators, teachers, students, and community	34.6	3	Better communication and cooperation among administrators, teachers, students, and community	57.7
4	Job targets for administrators	26.9	4	Job targets for administrators	30.8
4	Transfers, dismissals and promotions	26.9	5	Transfers, dismissals, and promotions	17.3
6	Topics for inservice training	23.1	6	Topics for inservice training	15.4
7	Other	9.6	7	Merit pay	3.8
8	Merit pay	1.9	8	Other	

TABLE XVIII (Continued)

Rank	Results Perceived in My School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
<u>20,001 to 30,000 Students</u>					
1	Improvement of administrator performance	73.3	1	Improvement of administrator performance	88.3
2	Improvement in instruction	50.0	2	Improvement in instruction	86.7
2	Better communication and cooperation among administrators, teachers, students, and community	50.0	3	Better communication and cooperation among administrators, teachers, students, and community	60.0
4	Job targets for administrators	35.0	4	Job targets for administrators	31.7
5	Topics for inservice training	26.7	5	Topics for inservice training	18.3
5	Transfers, dismissals and promotions	26.7	6	Transfers, dismissals, and promotions	6.7
7	Other	10.0	7	Merit pay	3.3
8	Merit pay		8	Other	

TABLE XVIII (Continued)

Rank	Results Perceived in My School System	Percentage	Rank	Results Personally Thought Most Important	Percentage
<u>30,000 + Students</u>					
1	Improvement of administrator performance	61.0	1	Improvement of administrator performance	95.0
2	Job targets for administrators	48.0	2	Improvement in instruction	88.0
3	Improvement in instruction	45.0	3	Better communication and cooperation among administrators, teachers, students, and community	46.0
4	Transfers, dismissals, and promotions	35.0	4	Job targets for administrators	34.0
5	Better communication and cooperation among administrators, teachers, students, and community	24.0	5	Topics for inservice training	11.0
6	Topics for inservice training	18.0	5	Transfers, dismissals, and promotions	11.0
7	Other	2.0	7	Merit pay	4.0
8	Merit pay		8	Other	

least in importance. Administrators from all district sizes indicated that improvement in instruction was second in importance in their system except districts with 5,001 to 10,000 students and districts with 30,000 or more students. Districts with 5,001 to 10,000 students ranked second in importance "better communication and cooperation among administrators, teachers, students, and community," while districts with 30,000 or more students ranked "job targets for administrators" second in importance. "Better communication and cooperation among administrators, teachers, students, and community" was ranked third in importance by all school district sizes except those with 5,001 to 10,000 students and 30,000 or more students who ranked "improvement in instruction" as third in importance in their school system.

An analysis of those results personally thought most important by administrators from different sizes of school districts revealed that the following four results in rank order should be the most important: (1) improvement of administrator performance, (2) improvement in instruction, (3) better communication and cooperation among administrators, teachers, students, and community, and (4) job targets for administrators. All district sizes personally thought the result "other" should be least in importance and that merit pay should be next to the least in importance except the district with less than 2,001 students who gave an inverse ranking to these results.

Evaluation Effectiveness

According to the data in Table XIX the total responses to the question, "How would you rate the overall effectiveness

TABLE XIX

PERCENT RESPONSES CONCERNING EFFECTIVENESS OF PRINCIPAL EVALUATION
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Poor	Satisfactory	Good
Totals	595	25.2	56.7	18.2
Administrative Role				
Superintendent	113	17.9	69.8	12.3
Instructional Supervisor	144	32.3	56.4	11.3
Non-Instructional Supervisor	91	20.3	55.7	24.1
Principal	247	26.1	51.3	22.7
χ^2			19.91*	
Size of School District				
Under 2,001 Students	97	29.9	54.0	16.1
2,001 to 5,000 Students	153	25.0	61.8	13.2
5,001 to 10,000 Students	124	26.3	61.9	11.9
10,001 to 20,000 Students	52	34.0	40.0	26.0
20,001 to 30,000 Students	60	15.3	62.7	22.0
30,000 + Students	100	19.1	50.6	30.3
χ^2			24.85*	

* Indicates a significant difference at the .05 level or below.

of your district's administrative evaluation system?" included the following: poor, 25.2 percent; satisfactory, 56.7 percent; and good, 18.2 percent. A majority of administrators perceived the evaluation system to be satisfactory.

Analysis by administrative role revealed there was a significant difference ($\chi^2 = 19.91$) in the responses concerning the effectiveness of the principal evaluation system. Only 17.9 percent of superintendents felt the evaluation process was poor, while 32.3 percent of instructional supervisors indicated it was poor. A larger number of superintendents (69.8 percent) responded that the process was satisfactory than did instructional supervisors (56.4 percent), non-instructional supervisors (55.7 percent), and principals (51.3). Non-instructional supervisors (24.1 percent) and principals (22.7 percent) rated the process good while superintendents and instructional supervisors gave lower responses (12.3 percent and 11.3 percent respectively).

Administrators from different sizes of school districts viewed the effectiveness of principal evaluation differently ($\chi^2 = 24.85$). Thirty-four percent of administrators from school districts with 10,001 to 20,000 students responded the process was poor but only 15.3 percent of administrators from the district size of 20,001 to 30,000 indicated it was poor. The responses of the remaining districts were similar to the total response. A majority of administrators from all sizes of districts except the one with 10,001 to 20,000 students perceived the evaluation process as satisfactory. Only 40.0 percent of administrators from this district size concurred. Larger school districts gave higher

percentage responses (30.3 percent, 22.0 percent, and 26.0 percent) indicating the evaluation process was good than did the smaller districts (11.9 percent, 13.2 percent, and 16.1 percent).

Job Description Used

Total responses as indicated in Table XX, to the question, "Do principals in your system have a job description?" included the following: yes, 76.2 percent; no, 17.6 percent; do not know, 6.2 percent.

There was a significant difference ($\chi^2 = 15.43$) among the perceptions of the four administrative groups concerning the existence of job descriptions in their school systems. Superintendents and instructional supervisors gave higher percentages (22.4 percent and 22.1 percent respectively) of negative responses than did non-instructional supervisors and principals (5.8 percent and 17.2 percent respectively).

When analyzed by school district size, a significant difference ($\chi^2 = 47.47$) was also found in administrators' perceptions concerning the existence of job descriptions. The positive percent responses of the three largest school systems were 94.0 percent, 84.7 percent and 91.8 percent, while the positive percent responses of the two smaller districts (2,001 to 5,000 students and less than 2,001 students) were only 62.3 percent and 67.0 percent respectively. The remaining school district size of 5,001 to 10,000 students gave a 75.8 percent positive response. Only 6.0 percent of administrators from the

TABLE XX

PERCENT RESPONSES INDICATING THE USE OF JOB DESCRIPTIONS IN
 PRINCIPAL EVALUATION CATEGORIZED BY ADMINISTRATIVE
 ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Yes	No	Don't Know
Totals	595	76.2	17.6	6.2
Administrative Role				
Superintendent	113	75.7	22.4	1.9
Instructional Supervisor	144	71.3	22.1	6.6
Non-Instructional Supervisor	91	86.0	5.8	8.1
Principal	247	75.7	17.2	7.1
χ^2		15.43*		
Size of School District				
Under 2,001 Students	97	67.0	26.1	6.8
2,001 to 5,000 Students	153	62.3	29.5	8.2
5,001 to 10,000 Students	124	75.8	15.8	8.3
10,001 to 20,000 Students	52	94.0	6.0	
20,001 to 30,000 Students	60	84.7	10.2	5.1
30,000 + Students	100	91.8	4.1	4.1
χ^2		47.47*		

* Indicates a significant difference at the .05 level or below.

district size, 10,001 to 20,000 students responded negatively, while 29.5 percent of administrators from the district size of 2,001 to 5,000 students gave negative responses.

Evaluation's Contribution to Principal's Efficiency

The data in Table XXI revealed the total responses of all administrators to the question, "Has the evaluation process helped to improve the efficiency of principals?" included the following: yes, 51.3 percent; no, 15.8 percent; do not know, 32.9 percent. There was a significant difference ($\chi^2 = 18.64$) in responses of the four administrative groups to this question. Superintendents responded positively with a higher percentage (67.9 percent) than did instructional supervisors (49.3 percent), non-instructional supervisors (46.9 percent), and principals (46.4 percent). While 39.5 percent of non-instructional supervisors responded "do not know," only 21.7 percent of superintendents responded in this manner. Principals' and instructional supervisors' responses were similar to the total response (37.4 percent and 29.9 percent respectively).

When analyzed by size of school district there was no significant difference ($\chi^2 = 413$) in administrators' perceptions. The respondent categories were not significantly different from each other or the total responses.

Degree of Involvement in the Development of the Principal's Evaluation Process

Administrators were asked to indicate their degree of involvement in the development of the evaluation process and procedures

TABLE XXI

PERCENT RESPONSES CONCERNING EVALUATION'S CONTRIBUTION TO
PRINCIPAL'S EFFICIENCY CATEGORIZED BY ADMINISTRATIVE
ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Yes	No	Don't Know
Totals	595	51.3	15.8	32.9
Administrative Role				
Superintendent	113	67.9	10.4	21.7
Instructional Supervisor	144	49.3	20.9	29.9
Non-Instructional Supervisor	91	46.9	13.6	39.5
Principal	247	46.4	16.2	37.4
χ^2		18.64*		
Size of School District				
Under 2,001 Students	97	54.7	17.4	27.9
2,001 to 5,000 Students	153	50.0	17.1	32.9
5,001 to 10,000 Students	124	52.2	13.9	33.9
10,001 to 20,000 Students	52	42.0	16.0	42.0
20,001 to 30,000 Students	60	52.5	15.3	32.2
30,000 + Students	100	54.9	14.3	30.8
χ^2		4.13*		

* Indicates a significant difference at the .05 level or below.

for principals. The total responses, revealed in Table XXII, indicating the degree of involvement, were as follows: no involvement, 39.3 percent; minimal involvement, 19.5 percent; average involvement, 31.2 percent; and extensive involvement, 10.1 percent. Administrators apparently felt a need for greater involvement in the development of the evaluation process and procedures.

Analysis by administrative role revealed there was a significant difference ($\chi^2 = 106.11$) among the four administrative groups concerning the degree of involvement. While 57.8 percent of non-instructional supervisors responded there was no involvement, only 10.3 percent of superintendents concurred. The percent responses of instructional supervisors (46.4 percent) and principals (41.8 percent) were similar to the total responses. Instructional supervisors responded with a higher percentage (26.8 percent) that there was minimal involvement than did superintendents (12.1 percent). Instructional supervisors and non-instructional supervisors were in close agreement (19.6 percent and 18.1 percent respectively) that there was average involvement but superintendents and principals responded (49.5 percent and 34.2 percent respectively) to a greater extent. Twenty-eight percent of superintendents perceived there was extensive involvement. Only 4.2 percent of principals had this perception. The responses of instructional supervisors (7.2 percent) and non-instructional supervisors (8.4 percent) were similar to each other and to the total response.

Analysis of data by school district size indicated there was a significant difference ($\chi^2 = 29.47$) among administrators' responses to the degree of involvement. Fifty-six percent of administrators from

TABLE XXII

PERCENT RESPONSES CONCERNING INVOLVEMENT IN DEVELOPMENT OF PRINCIPAL'S EVALUATION PROCESS
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	No Involvement	Minimal Involvement	Average Involvement	Extensive Involvement
Totals	595	39.3	19.5	31.2	10.1
Administrative Role					
Superintendent	113	10.3	12.1	49.5	28.0
Instructional Supervisor	144	46.4	26.8	19.6	7.2
Non-Instructional Supervisor	91	57.8	15.7	18.1	8.4
Principal	247	41.8	19.8	34.2	4.2
χ^2			106.11*		
Size of School District					
Under 2,001 Students	97	33.3	12.2	38.9	15.6
2,001 to 5,000 Students	153	36.1	18.4	33.3	12.2
5,001 to 10,000 Students	124	34.5	19.0	37.1	9.5
10,001 to 20,000 Students	52	56.0	22.0	18.0	4.0
20,001 to 30,000 Students	60	37.3	22.0	27.1	13.6
30,000 + Students	100	48.9	24.5	22.3	4.3
χ^2			29.47*		

* Indicates a significant difference at the .05 level or below.

the district size of 10,001 to 20,000 students responded there was no involvement, while only 33.3 percent of administrators from districts with less than 2,001 students concurred. The three largest districts responded there was more minimal involvement than the three smallest districts. Eighteen percent of administrators from the school district size of 10,001 to 20,000 students responded there was average involvement, while 38.9 percent of districts with less than 2,001 students indicated average involvement. The three smallest districts gave higher percentage responses indicating average involvement than did the three largest ones. While only 4.3 percent of administrators from school districts with 30,000 or more students responded there was extensive involvement, 15.6 percent of administrators from the district size of less than 2,001 students gave this response.

Weaknesses of the Evaluation Process

Administrators were asked to check the weaknesses of the principal evaluation process in their school system. There were ten possible categories from which to choose. The responses of the total sample to these choices, as indicated by Table XXIII, were as follows: criteria not appropriate, 9.9 percent; not enough time, 28.2 percent; too subjective, 16.1 percent; lack of involvement, 18.2 percent; biases are involved, 15.5 percent; need more contact with the evaluator, 31.9 percent; little follow through, 36.0 percent; poor instrument, 15.6 percent; lack of a systematic evaluation process, 24.0 percent; and other, 6.7 percent. According to the data, the most common weaknesses were: little follow through, need more

TABLE XXIII
PERCENT RESPONSES CONCERNING THE WEAKNESSES OF PRINCIPAL EVALUATION
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF THE SCHOOL DISTRICT

Category	N	Criteria Not Appropriate	Not Enough Time	Too Subjective	Lack of Involvement	Biases Are Involved	Need More Contact With the Evaluator	Little Follow Through	Poor Instrument	Lack of a Systematic Evaluation Process	Other
Totals	595	9.9	28.2	16.1	18.2	15.5	31.9	36.0	15.6	24.0	6.7
Administrative Role											
Superintendent	113	10.6	48.7	18.6	9.7	12.4	32.7	29.2	12.4	19.5	5.3
Instructional Supervisor	144	10.4	27.1	16.0	20.1	16.7	24.3	40.3	16.0	29.2	9.7
Non-Instructional Supervisor	91	5.5	25.3	16.5	13.2	19.8	30.8	31.9	12.1	18.7	8.8
Principal	247	10.9	20.6	15.0	22.7	14.6	36.4	38.1	18.2	25.1	4.9
χ^2		2.37	30.79*	.75	10.67*	2.42	6.25	4.53	3.03	4.94	4.41
Size of School District											
Under 2,001 Students	97	10.3	23.7	12.4	18.6	17.5	17.5	29.9	12.4	23.7	9.3
2,001 to 5,000 Students	153	9.8	22.2	15.0	15.0	11.1	30.1	39.2	14.4	26.1	4.6
5,001 to 10,000 Students	124	9.7	39.5	13.7	16.9	12.1	31.5	38.7	13.7	29.0	4.0
10,001 to 20,000 Students	52	11.5	25.0	23.1	19.2	21.2	30.8	44.2	26.9	25.0	9.6
20,001 to 30,000 Students	60	8.3	36.7	18.3	13.3	18.3	40.0	33.3	20.0	15.0	13.3
30,000 + Students	100	9.0	24.0	19.0	25.0	19.0	43.0	28.0	11.0	18.0	6.0
χ^2		.42	14.77*	4.38	5.30	6.26	17.05*	7.12	8.95	6.80	8.39

* Indicates a significant difference at the .05 level or below.

contact with the evaluator, not enough time, and lack of a systematic evaluation process.

As indicated by the data in Table XXIII, superintendents, instructional supervisors, non-instructional supervisors, and principals responded to the weaknesses in the principal evaluation process in a similar manner. Significant differences existed only in the categories of not enough time ($\chi^2 = 30.79$) and lack of involvement ($\chi^2 = 10.67$). The largest group of administrators responding that there was not enough time was superintendents (48.7 percent). Only 20.6 percent of principals replied that there was not enough time. The responses of instructional supervisors (27.1 percent) and non-instructional supervisors (25.3 percent) were similar to the total response. While 22.7 percent of principals indicated that lack of involvement was a weakness, only 9.7 percent of superintendents concurred. Instructional supervisors and non-instructional supervisors gave intermediate responses (20.1 percent and 13.2 percent respectively).

Analysis by school district size also produced similar results to the totals. Significant differences were only found in the responses to the weaknesses of not enough time ($\chi^2 = 14.77$), and need more contact with the evaluator ($\chi^2 = 17.05$).

Only 22.2 percent of administrators from the school district size of 2,001 to 5,000 students and 23.7 percent from districts with less than 2,001 students responded that a weakness was not enough time, while 39.5 percent of administrators from a medium sized district (5,001 to 10,000 students) and 36.7 percent from a larger district (20,001 to 30,000 students) indicated that a weakness was not enough time.

Forty-three percent of administrators from school districts with 30,000 or more students and 40.0 percent from districts of 20,001 to 30,000 students responded that a weakness was need more contact with the evaluator. Only 17.5 percent of administrators from districts with less than 2,001 students concurred. The remaining districts of 2,001 to 5,000 students, 5,001 to 10,000 students, and 10,001 to 20,000 students submitted responses (30.1 percent, 31.5 percent, and 30.8 percent respectively) similar to the total response.

Strengths of the Evaluation Process

Administrators were asked to indicate the strengths of the principal evaluation process in their school system. There were ten possible categories from which to choose. The total responses to these choices, as indicated by the data in Table XXIV, were as follows: improves professional growth, 32.4 percent; effects a positive attitude, 19.0 percent; improves communication, 39.2 percent; identifies strengths and weaknesses, 44.9 percent; results in more cooperation, 20.2 percent; improved performance, 33.4 percent; goal-setting and direction given to job, 26.4 percent; involvement, 15.0 percent; self-evaluation, 32.9 percent; and other, 6.2 percent.

Administrators perceived the most important strength of the evaluation process to be identifies strengths and weaknesses followed by improves communication, improves performance, and improves professional growth.

According to the data in Table XXIV, the four administrative groups responded differently to the following strengths of the principal evaluation process: improves professional growth

TABLE XXIV
PERCENT RESPONSES CONCERNING THE STRENGTHS OF PRINCIPAL EVALUATION
CATEGORIZED BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Improves Professional Growth	Effects a Positive Attitude	Improves Communication	Identifies Strengths and Weaknesses	Results in More Cooperation	Improved Performance	Goal Setting and Direction Given to Job	Involvement	Self-	
										Evaluation	Other
Totals	595	32.4	19.0	39.2	44.9	20.2	33.4	26.4	15.0	32.9	6.2
Administrative Role											
Superintendent	113	44.2	31.9	54.0	49.6	24.8	46.9	25.7	22.1	35.4	3.5
Instructional Supervisor	144	22.9	9.0	28.5	39.6	16.0	26.4	27.1	13.2	29.9	10.4
Non-Instructional Supervisor	91	34.1	15.4	34.1	46.2	23.1	34.1	25.3	17.6	25.3	5.5
Principal	247	32.0	20.2	40.5	45.3	19.4	31.2	26.7	11.7	36.4	5.3
χ^2		13.28*	22.47*	18.49*	2.71	3.62	13.00*	.13	7.41	4.71	6.21
Size of School District											
Under 2,001 Students	97	35.1	18.6	38.1	35.1	23.7	25.8	15.5	13.4	19.6	8.2
2,001 to 5,000 Students	153	33.3	23.5	43.1	45.1	22.9	37.3	19.6	15.0	39.2	8.5
5,001 to 10,000 Students	124	33.1	14.5	38.7	43.5	19.4	32.3	15.3	15.3	29.0	4.8
10,001 to 20,000 Students	52	28.8	19.2	36.5	50.0	19.2	30.8	25.0	9.6	28.8	7.7
20,001 to 30,000 Students	60	31.7	20.0	43.3	63.3	18.3	35.0	40.0	21.7	46.7	1.7
30,000 + Students	100	31.0	19.0	32.0	41.0	17.0	37.0	56.0	16.0	34.0	4.0
χ^2		.78	3.64	5.46	13.30*	2.22	3.78	67.60*	3.50	17.01*	5.67

* Indicates a significant difference at the .05 level or below.

($\chi^2 = 13.28$), effects a positive attitude ($\chi^2 = 22.47$), improves communication ($\chi^2 = 18.49$), and improves performance ($\chi^2 = 13.00$). The largest group of administrators responding that the evaluation process improves professional growth was superintendents (44.2 percent). Only 22.9 percent of instructional supervisors agreed. The responses of non-instructional supervisors (34.1 percent) and principals (32.0 percent) were similar to the total response.

Only 9 percent of instructional supervisors responded that the principal evaluation process effects a positive attitude, but superintendents responded to a greater extent (31.9 percent). Intermediate responses were given by principals (20.2 percent) and non-instructional supervisors (15.4 percent).

Fifty-four percent of superintendents responded that the evaluation process improves communication. Only 28.5 percent of instructional supervisors concurred. The percentage responses of principals and non-instructional supervisors were 40.5 percent and 34.1 percent respectively.

While 46.9 percent of superintendents responded that one of the strengths of the principal evaluation process was that it improves performance, only 26.4 percent of instructional supervisors agreed. The responses of principals (31.2 percent) and non-instructional supervisors (34.1 percent) were not very different from each other or the total response.

When analyzed by size of school district, it was found that most of the responses resembled the totals. However, significant differences

were found in the responses to the following strengths: identifies strengths and weaknesses ($\chi^2 = 13.30$), goal-setting and direction given to the job ($\chi^2 = 67.60$), and self-evaluation ($\chi^2 = 17.01$).

A majority of administrators (63.3 percent) from school districts with 20,001 to 30,000 students responded that one of the strengths of the principal evaluation process was "identifies strengths and weaknesses." Only 35.1 percent of administrators from the school district size of less than 2,001 students concurred. Administrators from the remaining school district sizes (10,001 to 20,000 students, 2,001 to 5,000 students, 5,001 to 10,000 students, and 30,000 + students) submitted responses (50.0 percent, 45.1 percent, 43.5 percent, and 41.0 percent respectively) that were similar to the total response.

Fifty-six percent of administrators from the school district size of 30,000 or more students responded that goal setting and direction given to the job was one of the strengths of their principal evaluation process, while only 15.3 percent of administrators from the district size of 5,001 to 10,000 students and 15.5 percent from the district size of less than 2,001 students concurred. Administrators from districts with 2,001 to 5,000 students, 10,001 to 20,000 students, and 20,001 to 30,000 students gave intermediate responses of 19.6 percent, 25.0 percent, and 40.0 percent respectively. The three largest districts submitted higher responses than the three smallest districts.

Only 19.6 percent of administrators from school districts with less than 2,001 students responded that self-evaluation was a strength of their principal evaluation, while 46.7 percent from districts with 20,001

to 30,000 students had this perception. Administrators from the remaining school districts of 2,001 to 5,000 students, 5,001 to 10,000 students, 10,001 to 20,000 students, and 30,000 or more students submitted intermediate responses (39.2 percent, 29.0 percent, 28.8 percent, and 34.0 percent respectively).

Responses to the other categories of strengths varied slightly, but none were significant.

III. PRESENTATION OF DATA RELATING TO PART III OF THE ADMINISTRATOR QUESTIONNAIRE

The purpose of part III of the administrator questionnaire was to determine the methods presently used in principal evaluation and to determine administrators' attitudes toward their importance. Seventeen methods were listed that could be used in principal evaluation. Administrators were asked to choose from these 17 methods the ones used in their school system. They were also requested to indicate their attitude concerning the importance of including each of these methods in a principal evaluation process even if the method was not used in their school system.

The total responses of administrators in Table XXV, ranked from the highest (55.1 percent) to the lowest (3.0 percent) response, concerning the methods used in their principal evaluation system were as follows: self-evaluation, 55.1 percent; conference during the evaluation process, 46.7 percent; informal evaluation as well as formal, 37.6 percent; based on job description, 35.3 percent; post evaluation conference, 28.9 percent; provides for individual differences.

TABLE XIV
PERCENT RESPONSES CONCERNING METHODS USED IN PRINCIPAL EVALUATION CATEGORIZED
BY ADMINISTRATIVE ROLE AND SIZE OF SCHOOL DISTRICT

Category	N	Self- Evaluation	Based on Description	Based on Salary	Includes Review and Appraisal Process	Based on Performance Contract	Uses Multiple Information Sources	Both Process Results Examined	Feedback From Subordinates	Pre- Evaluation Conference	Conference Evaluation Process	Post- Evaluation Conference	Informal Evaluation At Conferences	Items on Evaluation Weighted	Uses Other Evaluation Methods	Implement Appraisal Differences	Provides for Individual Differences	Includes Monitoring and Feedback
Totals	595	55.1	35.3	3.0	25.9	9.1	22.4	12.9	23.5	18.8	46.7	28.9	37.6	4.7	5.9	12.1	26.6	15.5
Administrative Role																		
Superintendent	117	64.6	39.8	4.4	25.7	9.7	26.5	18.6	31.0	14.8	56.6	41.6	49.6	4.4	4.4	12.4	31.9	19.5
Assistant Superintendent	141	52.5	36.8	2.0	25.7	8.3	18.6	11.8	23.6	19.2	48.5	35.6	37.6	4.9	4.7	11.1	24.3	18.8
Instructional Supervisor	91	52.3	36.4	2.2	31.9	13.2	20.6	16.5	20.9	23.1	48.5	35.3	37.6	5.2	4.7	11.1	24.3	18.8
Principal	247	51.4	31.6	2.8	23.9	7.7	20.2	9.7	21.1	14.2	43.3	23.5	31.6	5.7	4.9	12.6	25.1	22.1
χ^2		5.68	2.82	1.02	2.21	2.59	4.88	6.65	4.67	7.23	6.66	13.16	11.00	1.81	5.09	.18	2.31	14.73
Size of School District																		
Under 2,000 Students	97	51.5	27.8	2.1	20.6	8.2	19.8	7.2	24.9	17.5	39.2	24.7	30.9	2.1	3.1	8.2	22.7	10.3
2,001 to 5,000 Students	153	61.4	29.4	2.7	25.0	8.7	23.5	10.5	21.6	17.6	39.9	34.0	33.6	4.1	4.6	6.5	25.5	17.0
5,001 to 10,000 Students	124	52.4	31.5	1.6	25.0	8.1	23.5	10.5	21.6	17.6	39.9	34.0	33.6	4.1	4.6	6.5	25.5	17.0
10,001 to 25,000 Students	52	51.9	35.5	1.9	19.2	11.5	21.2	6.2	25.8	15.3	41.9	27.4	42.7	4.8	5.6	8.1	27.4	14.9
25,001 to 50,000 Students	60	65.0	43.3	3.3	36.7	8.3	35.0	21.7	25.0	32.3	59.6	30.8	34.6	7.7	7.7	19.2	23.1	19.2
50,000 + Students	100	49.0	53.0	2.0	34.0	15.0	23.0	20.0	15.0	19.0	59.0	35.0	46.7	6.7	10.0	26.7	36.7	19.3
χ^2		7.43	20.81	3.90	10.42	6.82	8.24	12.46	7.14	11.42	18.13	4.69	6.11	3.03	8.00	18.0	28.0	3.38

* Indicates a significant difference at the .05 level or below.

26.6 percent; includes review and appeal process, 25.9 percent; feedback from subordinates, 23.5 percent; uses multiple information sources, 22.4 percent; pre-evaluation conference, 18.8 percent; includes monitoring and feedback, 15.5 percent; both process and results examined, 12.9 percent; implements team appraisal, 12.1 percent; based on performance contract, 9.1 percent; uses rater other than evaluation, 5.9 percent; some items on the evaluation form are weighted, 4.7 percent; and related to salary, 3.0 percent. Self-evaluation was perceived to be the most commonly used method of principal : evaluation followed by conference during the evaluation process, informal evaluation as well as formal, and based on job description.

As indicated by the data in Table XXV, the four administrative groups responded in a similar manner to the methods used in principal evaluation. Significant differences occurred only in the responses to the following methods: post evaluation conference ($\chi^2 = 13.16$), informal evaluation as well as formal ($\chi^2 = 11.00$), and includes monitoring and feedback ($\chi^2 = 14.73$). Superintendents (41.6 percent) felt there were more post-evaluation conferences conducted than did principals (23.5 percent). Instructional supervisors (30.6 percent) and non-instructional supervisors (25.3 percent) responded similarly to the total response.

While 49.6 percent of superintendents responded that informal evaluation as well as formal was used in their school system, only 31.6 percent of principals concurred. The responses of instructional supervisors (39.6 percent) and non-instructional supervisors (36.3 percent) were similar to each other and to the total response.

Nineteen and five tenths percent of superintendents responded that the method "includes monitoring and feedback" was used in their principal evaluation system. Only 8.9 percent of principals had this perception. The percent responses of instructional supervisors and non-instructional supervisors were 18.8 percent and 23.1 percent respectively.

Analysis by size of school district revealed that most of the responses resembled the totals. However, significant differences were found in the responses to the methods "based on job description" ($\chi^2 = 20.81$), "both process and results examined" ($\chi^2 = 12.46$), "pre-evaluation conference" ($\chi^2 = 11.42$), "conference during evaluation process" ($\chi^2 = 18.13$), and "implements team appraisal" ($\chi^2 = 22.93$).

Fifty-three percent of administrators from school districts with 30,000 or more students responded that the method "based on job description" was used in principal evaluation, while only 27.8 percent of administrators from the school district size of less than 2,001 students concurred. Administrators from the remaining school district sizes submitted intermediate responses (29.4 percent, 31.5 percent, 36.5 percent, and 43.3 percent). An obvious pattern was that the larger the district the higher the response that their evaluation was based on job description.

Administrators from the two largest districts (20,001 to 30,000 students and 30,000 or more students) submitted the highest responses (21.7 percent and 20.0 percent respectively) indicating that both process and results were examined in their evaluation system. Only 7.2 percent

of administrators from school districts with less than 2,001 students concurred. The percent responses of the remaining school district sizes were 10.5 percent, 12.9 percent, and 9.6 percent.

Similarly, the two largest districts (20,001 to 30,000 students and 30,000 or more students) submitted the highest responses (35.0 percent and 19.0 percent respectively) indicating that pre-evaluation conferences were conducted in their school system. Only 15.3 percent of administrators from the school district size of 5,001 to 10,000 students had this perception. The responses (17.3 percent, 17.6 percent, and 17.5 percent) of the remaining school district sizes were similar to the total response.

The three largest districts gave considerably higher responses (59.0 percent, 56.7 percent and 59.6 percent) indicating that conferences were conducted during the evaluation process than the three smallest districts (41.9 percent, 39.9 percent, and 39.2 percent). The responses become progressively larger from the smallest district to the largest district with one minor exception.

The three largest districts submitted higher responses (16.0 percent, 26.7 percent and 19.2 percent) indicating principal evaluation systems used the method "implements team appraisal" than did the three smallest districts (8.1 percent, 6.5 percent, and 9.3 percent).

Administrators were asked to indicate their attitude toward the importance of including each of the 17 methods included in Table XXVI in a principal evaluation system. They were asked to check whether they considered each method "very important," "important," "unimportant,"

or "very unimportant." The percent responses were converted to a mean for each method. The range of possible mean scores was one to four. The means of the total responses of administrators, ranked from the highest to the lowest, concerning the importance of each of the 17 identified methods in a principal evaluation system were as follows: self-evaluation, 1.36; post-evaluation conference, 1.52; conference during the evaluation process, 1.54; based on job description, 1.67; informal evaluation as well as formal, 1.72; includes monitoring and feedback, 1.72; both process and results examined, 1.75; uses multiple information sources, 1.77; provides for individual differences, 1.77; pre-evaluation conference, 1.79; includes review and appeal process, 1.82; feedback from subordinates, 1.86; implements team appraisal, 2.22; based on performance contract, 2.29; some items on evaluation form are weighted, 2.50; related to salary, 2.65; and uses rater other than the evaluator, 2.79.

According to the mean scores in Table XXVI self-evaluation was considered very important, while the mean scores of the methods "post-evaluation conference" (1.52) and "conference during the evaluation process" (1.54) indicated that they were considered in the highest category of the important range. The following methods were considered to be in the medium category of the important range: based on job description, informal evaluation as well as formal, includes monitoring and feedback, both process and results examined, uses multiple information sources, provides for individual differences, pre-evaluation conference and includes review and appeal process. The three methods considered in the lowest category of the important range were as follows:

feedback from subordinates, implements team appraisal, and based on performance contract. The method considered in the neutral category was "some items on the evaluation form are weighted." Two methods were rated as unimportant: related to salary and uses rater other than the evaluator. No methods were considered very unimportant.

An analysis by administrative role revealed that very similar responses were given by administrators concerning the importance of the inclusion of each of the 17 methods named in Table XXVI in a principal evaluation system. A significant difference occurred only in the response to the method of "implements team appraisal" ($\chi^2 = 20.48$).

Instructional supervisors (25.3 percent) and non-instructional supervisors (20.4 percent) responded that the method "implements team appraisal" was very important, while only 11.0 percent of principals and 13.8 percent of superintendents concurred. Principals (32.5 percent) responded that the method "implements team appraisal" was unimportant, while only 14.3 percent of instructional supervisors agreed. Superintendents (26.2 percent) and non-instructional supervisors (24.1 percent) submitted responses similar to the total response.

An analysis of administrators' responses concerning the importance of methods to use in principal evaluation revealed that there were more significant differences by size of school district than by administrative role. However, there was much similarity in the responses to most categories. Significant differences were found only in the responses to the following methods: based on job description ($\chi^2 = 45.15$), based on performance contract ($\chi^2 = 25.00$), uses multiple information

sources ($\chi^2 = 42.73$), both process and results examined ($\chi^2 = 41.96$), and includes monitoring and feedback ($\chi^2 = 25.38$).

Sixty percent of administrators from school districts with 20,001 to 30,000 students responded that the method "based on job description" was very important, while only 24.6 percent of administrators from districts with less than 2,001 students concurred. A noticeable pattern was that the three largest districts gave higher responses (51.8 percent, 60.0 percent, and 50.0 percent) than the three smallest districts (35.9 percent, 30.3 percent, and 24.6 percent). A reverse trend was found in the important category. While 66.2 percent of administrators from districts with less than 2,001 students responded that "based on job description" was an important method, only 38.0 percent of administrators from districts with 20,001 to 30,000 students concurred.

Fifty-nine percent of administrators from the district size of 30,000 or more students responded that "includes review and appeal process" was a very important method. Only 22.7 percent of administrators from districts with 5,001 to 10,000 students concurred. Sixty-three percent of administrators from districts with 2,001 to 5,000 students responded that "includes review and appeal process" was an important method. Only 38.5 percent of administrators from districts with 30,000 or more students had this perception.

Only 7.5 percent of administrators from districts with less than 2,001 students considered the method "based on performance contract" as very important, while school districts with 2,001 to 5,000 students

responded to a greater extent (22.4 percent). A majority of administrators (56.4 percent) from districts with 20,001 to 30,000 students responded that the method "based on performance contract" was important. Only 31.8 percent from districts with 2,001 to 5,000 students agreed. The three largest districts submitted higher responses (55.6 percent, 56.4 percent, and 52.8 percent) than the three smallest districts (43.9 percent, 31.8 percent, and 41.5 percent).

The two largest school districts (20,001 to 30,000 students and 30,000 or more students) submitted the highest responses (53.3 percent and 42.5 percent respectively) indicating that the use of multiple information sources was a very important method to use in principal evaluation. Only 25.7 percent of administrators from school districts with 10,001 to 20,000 students agreed. The percent responses of the three smallest district sizes were 34.5 percent, 25.8 percent, and 34.4 percent. An impressive majority of administrators (68.6 percent) from school districts with 10,001 to 20,000 students responded that the method "uses multiple information sources" was important. Only 41.0 percent of districts with less than 2,001 students concurred. The responses of the remaining district sizes were 53.4 percent, 42.2 percent, 59.8 percent, and 61.3 percent.

A majority of administrators (52.8 percent) from districts with 30,000 or more students responded that the method "both process and results examined" was very important. Only 25.0 percent of administrators from districts with less than 2,001 students had this perception. Intermediate responses (46.5 percent, 27.8 percent, 31.0 percent, and 26.1 percent) were given by the remaining district sizes. Sixty-seven

percent of the school districts with 2,001 to 5,000 students responded that the method "both process and results examined" was important, but only 43.1 percent from the largest district size (30,000 or more students) concurred.

A majority of administrators (52.8 percent) from districts with 30,000 or more students responded that the method "includes monitoring and feedback" was very important. Only 29.9 percent of districts with 5,001 to 10,000 students responded in like manner. The three largest districts submitted higher responses (52.8 percent, 40.0 percent, and 42.9 percent) than the three smallest districts (29.9 percent, 30.4 percent, and 36.4 percent). A large majority of administrators (64.1 percent) from school districts with 2,001 to 5,000 students responded that the method "includes monitoring and feedback" was important. Only 41.7 percent of the school districts with 30,000 or more students had this perception. Intermediate responses (53.3 percent, 51.4 percent, 62.1 percent, and 45.5 percent) were submitted by the remaining school district sizes. Only minor differences were found in the responses to the other categories of methods.

IV. SUMMARY

An analysis of the data collected by the administrator questionnaire for the evaluation of principals has been presented in this chapter. The major findings of this study were as follows:

1. Total responses of administrators to the question, "Which type of principal evaluation best describes the one used in your school

system?," were as follows: Type I or checklists, 50.3 percent; Type II or management by objectives, 27.4 percent; none, 14.0 percent; and neither, 8.3 percent.

Analysis by administrative role revealed there was no significant differences among the responses of superintendents, instructional supervisors, non-instructional supervisors, and principals concerning the type of principal evaluation used in their school system. However, analysis by size of school district revealed a significant difference in responses.

2. The most important purpose of principal evaluation identified by the total group of administrators, both as perceived in their school system and personally thought most important, was "to improve instruction"; while second place ranking was "to promote personal growth and competence," and third place ranking was "to motivate administrators toward better performance." "To grant merit pay" received the lowest ranking, both as perceived in their school system and personally thought most important.

Superintendents, instructional supervisors, non-instructional supervisors, and principals agreed that the two most important purposes, both as existing in their school system and as most desired, were "to improve instruction" and "to promote personal growth and competence."

Analysis by school district size revealed that administrators from districts with 2,001 to 5,000 students, 5,001 to 10,000 students, and 30,000 or more students perceived that "to improve instruction" was the most important purpose in their school system; and "to promote

personal growth and competence" was second in importance, while districts with less than 2,001 students and 20,001 to 30,000 students gave an inverse ranking to these purposes. School districts with 10,001 to 20,000 students ranked "to improve instruction" first in importance in their system but ranked second the purpose "to motivate administrators toward better performance." Administrators from all sizes of school districts personally thought "to improve instruction" should be the most important purpose and "to promote personal growth and competence" should be second in importance, except the district size of 20,001 to 30,000 students who gave an inverse ranking to these purposes.

3. The total group of administrators perceived the superintendent, supervisor, assistant superintendent, principal, self-evaluation, and teachers as being most involved in principal evaluation.

Analysis by administrative role revealed there were significant differences in the responses to the following categories of involvement: superintendent, assistant superintendent, personnel director, and others.

4. A majority of the total group of administrators (63.9 percent) agreed that the superintendent has primary responsibility for the evaluation of the principal. The assistant superintendent received the second highest number of responses (12.9 percent), followed by supervisors (12.5 percent).

When analyzed by administrative role and size of school district, there was a significant difference in responses.

5. The total group of administrators responded that the following persons should be most involved in principal evaluation: superintendent,

supervisor, teachers, self-evaluation, assistant superintendent, and principal.

When analyzed by administrative role, there were significant differences in the responses to the following categories of involvement: superintendent, assistant superintendent, supervisor, assistant principal, students, and parents.

Analysis by size of school district revealed that there were significant differences in the responses to the following categories: superintendent, assistant superintendent, supervisor, personnel director, teachers, students, school board members, and others.

6. A majority of the total group of administrator (60.0 percent) responded that the superintendent should have primary responsibility for principal evaluation. The supervisor received the second highest number of responses (13.3 percent) followed by assistant superintendents (13.1 percent).

Division of respondents by administrative role and size of school district indicated a significant difference in responses.

7. A majority of administrators (55.0 percent) responded that principals were evaluated once a year, while "once every three years" received the second highest number of responses (22.0 percent).

Analysis by administrative role revealed there was no significant difference in responses. However, there was a significant difference when analyzed by size of school district.

8. A majority of the total group of administrators (56.6 percent) indicated that principals should be evaluated once a year,

while "once every three years" received the second highest number of responses (12.3 percent). Analysis by administrative role and size of school district revealed that there was a significant difference in responses.

9. The total group of administrators responded that the following types of instruments or procedures were used in principal evaluation: conference, checklist, informal discussion, combination, and management by objectives. The conference received the highest number of responses (53.3 percent) followed by the checklist (44.7 percent).

When analyzed by administrative role, there were significant differences in the responses to the following categories: checklist, critical incident appraisal, field review, and informal discussion.

Analysis by size of school district revealed there were significant differences in the responses to the following categories: checklist, conferences, and management by objectives.

10. The total group of administrators indicated a preference for the following instruments or procedures to use in the principal evaluation process: conference, informal discussion, checklist, management by objectives, combination, and field review. Significant differences in the responses of the four administrative groups concerning the types of instruments or procedures that should be used in principal evaluation occurred in the following categories: checklists, critical incident appraisal, and informal discussion.

Significant differences in the responses of administrators in different sizes of school districts concerning the types of instruments

or procedures that should be used in principal evaluation occurred in the following categories: checklists, management by objectives, and field review.

11. The total group of administrators were in agreement that the following four results in rank order were the most important, both as perceived in their school system and as personally thought most important: (1) improvement of administrator performance; (2) improvement in instruction; (3) better communication and cooperation among administrators, teachers, students, and community; (4) job targets for administrators.

Analysis by administrative role indicated there were significant differences in the responses to the following results: (1) improvement of administrator performance, (2) improvement in instruction, (3) transfers, dismissals, and promotions, (4) merit pay, and (5) better communication and cooperation among administrators, teachers, students, and community.

Division by school size revealed that there were significant differences in the responses to the following results: (1) job targets for administrators, (2) transfers, dismissals, and promotions, and (3) better communication and cooperation among administrators, teachers, students, and community.

12. Total responses of administrators to the question, "How would you rate the overall effectiveness of your district's administrative evaluation system?" were as follows: poor, 25.2 percent; satisfactory, 56.7 percent; and good, 18.2 percent.

Analysis by administrative role and size of school district revealed a significant difference in responses.

13. Total responses of administrators to the question, "Do principals in your system have a job description?," included the following: yes, 76.2 percent; no, 17.6 percent, and do not know, 6.2 percent.

When analyzed by administrative role and size of school district, a significant difference was found in the responses.

14. The responses of the total group of administrators to the question, "Has the evaluation process helped to improve the efficiency of principals?," were as follows: yes, 51.3 percent; no, 15.8 percent; and do not know, 32.9 percent.

Division by administrative role revealed a significant difference in responses, while division by size of school district revealed that there was no significant differences in administrators' responses.

15. The total responses of administrators indicating their degree of involvement in the development of the evaluation process and procedures for principals were as follows: no involvement, 39.3 percent; minimal involvement, 19.5 percent; average involvement, 31.2 percent; and extensive involvement, 10.1 percent.

Analysis by administrative role and size of school district indicated a significant difference in responses.

16. The most common weaknesses of the principal evaluation process identified by the total group of administrators were: little follow through, need more contact with the evaluator, not enough time, and lack of a systematic process.

Analysis of responses by administrative role indicated significant differences existed only in the categories of "not enough time" and "lack of involvement."

When analyzed by size of school district, significant differences were only found in the responses to the weaknesses of "not enough time" and "need more contact with the evaluator."

17. The most important strengths of the principal evaluation process identified by the total group of administrators were: identifies strengths and weaknesses, improves communication, improves performance, self-evaluation, improves professional growth, and goal-setting and direction given to job.

When analyzed by administrative role, significant differences were found in the responses to the following strengths: improves professional growth, effects a positive attitude, improves communication, and improves performance.

Analysis by size of school district indicated significant differences in the responses to the following strengths: identifies strengths and weaknesses, goal-setting and direction given to job, and self-evaluation.

18. Some of the most commonly used methods in principal evaluation as perceived by the total group of administrators were: self-evaluation, conference during the evaluation process, informal evaluation as well as formal, based on job description, post-evaluation conferences, provides for individual differences, and includes review and appeal process.

When analyzed by administrative role, significant differences occurred only in the responses to the following methods: post-evaluation conference, informal evaluation as well as formal, and includes monitoring and feedback.

Analysis by size of school district indicated that significant differences were found in the responses to the following methods: based on job description, both process and results examined, pre-evaluation conference, conference during the evaluation process, and implements team appraisal.

19. Responses of the total group of administrators indicated that the following methods were considered most important: self-evaluation, post-evaluation conferences, conference during the evaluation process, based on job description, informal evaluation as well as formal, includes monitoring and feedback, both process and results examined, uses multiple information sources, provides for individual differences, pre-evaluation conference, and includes review and appeal process.

Analysis by administrative role revealed that a significant difference occurred only in the responses to the method "implements team appraisal."

Analysis by size of school district indicated that significant differences occurred in the responses to the following methods: based on job description, includes review and appeal process, based on performance contract, uses multiple information sources, both process and results examined, and includes monitoring and feedback.

CHAPTER V

ANALYSIS AND INTERPRETATION OF THE
TEACHER QUESTIONNAIRE

I. INTRODUCTION

Data analyzed in this chapter were gathered from a teacher questionnaire (see Appendix B). Questions were designed to elicit information concerning teachers' perceptions and attitudes toward their involvement in the evaluation of their principal. Specifically information was desired concerning the present practices, desirable practices, and the degree of implementation of the process used in the teachers' evaluation of their principal. The purposes of the three parts of the questionnaire were as follows: part I was designed to gather information concerning teachers' participation in the evaluation of their principal. Part II solicited information concerning the instruments teachers used in evaluating their principal, and part III solicited teachers' opinions regarding the implementation of the process.

The Statistical Package for the Social Sciences, Version H, provided absolute frequencies, relative frequencies, adjusted frequencies, and cumulative frequencies with their totals for the total sample of 299 teachers. Data were presented in tabular form and organized approximating the sectional design of the questionnaire. Data were presented in percentages.

II. PARTICIPATION IN EVALUATION

The focus of this section of the questionnaire was to elicit information concerning the extent of teachers' participation in the evaluation of their principal. In order to assess this participation, teachers were asked a series of questions, not only to determine the extent of their participation, but their perceptions toward this participation. The responses of teachers to the question, "Does your school system have an evaluation system for principals?" are provided by the data in Table XXVII: yes, 44.1 percent; no, 34.3 percent; do not know 21.5 percent.

In response to the second question shown in Table XXVII, "Do you participate in the evaluation of your principal?" teachers responded positively by 22.3 percent and negatively by 77.7 percent.

The responses of teachers to question three shown in Table XXVII, "Do you think you should participate in the evaluation of your principal?" included the following: yes, 92.5 percent; and no, 7.5 percent.

Table XXVIII supplies the data for the analysis of responses concerning the actual and desired frequency of teachers' evaluation of their principal. The responses of teachers to the question, "How often are principals evaluated by teachers in your school system?" were as follows: more than twice a year, 0.4 percent; twice a year, 1.8 percent; once a year, 14.9 percent; once every two years, 2.2 percent; once every three years, 9.1 percent; not at all, 61.6 percent; and other, 10.1 percent.

TABLE XXVII
PERCENT RESPONSES CONCERNING TEACHERS' PARTICIPATION
IN THE EVALUATION OF THE PRINCIPAL

Questionnaire Item	Percentage of Responses		
	Yes	No	Don't Know
1. Does your school system have an evaluation system for principals?	44.1	34.3	21.5
2. Do you participate in the evaluation of your principal?	22.3	77.7	
3. Do you think you should participate in the evaluation of your principal?	92.5	7.5	

TABLE XXVIII

PERCENT RESPONSES CONCERNING THE ACTUAL AND DESIRED FREQUENCY
OF TEACHERS' EVALUATION OF THE PRINCIPAL

Frequency of Evaluation	Percentage Response	
	Actual	Desired
1. More than twice a year	0.4	2.0
2. Twice a year	1.8	9.5
3. Once a year	14.9	59.8
4. Once every two years	2.2	11.8
5. Once every three years	9.1	9.5
6. Not at all	61.6	4.7
7. Other	10.1	2.7

According to the data in Table XXVIII, the responses of teachers to the question, "How often do you think principals should be evaluated by teachers in your school system?" were as follows: more than twice a year, 2.0 percent; twice a year, 9.5 percent; once a year, 59.8 percent; once every two years, 11.8 percent; once every three years, 9.5 percent; not at all, 4.7 percent; and other, 2.7 percent.

A comparison of the actual and desired responses in Table XXVIII revealed that 14.9 percent of the teachers responded that teachers evaluated their principal once a year, while 59.8 percent indicated that they thought teachers should evaluate their principal once a year. A majority of teachers (61.6 percent) responded that teachers did not evaluate their principal, while only 4.7 percent indicated that teachers should not evaluate their principal.

III. INSTRUMENTS USED IN EVALUATION

This section of the questionnaire asked a series of questions concerning the types of instruments used and teachers' perceptions concerning the instruments that should be used. Teachers were also asked to respond to questions concerning their participation in the development of the instrument used in evaluating their principal and to rate the instrument used in their school system.

The responses of teachers to the question, "What type(s) of instruments do you use to evaluate your principal?" are provided in Table XXIX: checklist, 17.1 percent; forced choice rating, 10.7 percent; descriptive essay, 4.0 percent; questionnaire, 3.3 percent;

TABLE XXIX
 PERCENT RESPONSES CONCERNING THE ACTUAL AND DESIRED TYPE OF
 INSTRUMENT FOR TEACHERS' EVALUATION OF THE PRINCIPAL

Type of Instrument	Percentage Response	
	Actual	Desired
1. Checklist	17.1	53.8
2. Forced choice rating	10.7	11.0
3. Descriptive essay	4.0	18.1
4. Questionnaire	3.3	34.4
5. Personal interview	3.0	11.4
6. None	58.9	5.7
7. Other	2.7	4.3

personal interview, 3.0 percent; none, 58.9 percent; and other, 2.7 percent.

As indicated by the data in Table XXIX, the responses of teachers to the question, "What type(s) of instruments do you think you should use to evaluate your principal?" were as follows: checklist, 53.8 percent; forced choice rating, 11.0 percent; descriptive essay, 18.1 percent; questionnaire, 34.4 percent; personal interview, 11.4 percent; none, 5.7 percent; and other, 4.3 percent.

A comparison of the actual and desired responses in Table XXIX revealed that 58.9 percent of the teachers responded that no type of instrument was used by teachers to evaluate their principal, while only 5.7 percent responded that there should be no instrument used. A majority of the teachers (53.8 percent) responded that the checklist was a desirable instrument for teachers to use in evaluating their principal, while 17.1 percent indicated it was actually being used in their school system. While only 3.3 percent of the teachers responded that the questionnaire was used by them to evaluate their principal, 34.4 percent indicated that it would be a desirable instrument to use.

The responses of teachers to the question, "Did classroom teachers participate in the development of the instrument used in evaluating your principal?" are provided by the data in Table XXX: yes, 9.6 percent; and no, 90.4 percent.

In response to the second question shown in Table XXX, "Do you think you should participate in the development of the instrument

TABLE XXX

PERCENT RESPONSES CONCERNING INVOLVEMENT IN DEVELOPMENT OF
INSTRUMENT USED IN TEACHERS' EVALUATION OF THE PRINCIPAL

Questionnaire Item	Percentage Responses	
	Yes	No
1. Did classroom teachers participate in the development of the instrument used in evaluating your principal?	9.6	90.4
2. Do you think you should participate in the development of the instrument to use in evaluating your principal?	89.3	10.7
3. Do you feel that community members should be involved in the development of the instrument to use in evaluating your principal?	37.5	62.5

to use in evaluating your principal?" teachers responded positively by 89.3 percent and negatively by 10.7 percent.

The responses of teachers to question three shown in Table XXX, "Do you feel that community members should be involved in the development of the instrument to use in evaluating your principal?" were as follows: yes, 37.5 percent; and no, 62.5 percent.

As indicated by the data in Table XXXI, teachers' responses to the question, "How would you rate the kind of instrument used in evaluating your principal?" included the following: poor, 9.6 percent; satisfactory, 19.9 percent; good, 7.3 percent; and no instrument used, 63.2 percent.

IV. EVALUATION INFORMATION AND OPINIONS

In order to collect information and determine teachers' opinions concerning the procedures and results of the process used in teachers' evaluation of the principal, a series of questions were designed for this purpose. The responses of teachers to question one, "Do you have any fear that reprisals or other problems may occur as a result of evaluating your principal?" are provided by the data in Table XXXII: yes, 24.2 percent; and no, 75.8 percent.

In response to the second question shown in Table XXXII, "Are you assured of confidentiality in the participation of the evaluation of your principal?" teachers responded positively by 42.4 percent and negatively by 55.9 percent.

The responses of teachers to question three shown in Table XXXII, "Do you feel that the feedback from your evaluation will

TABLE XXXI
PERCENT RESPONSES RATING THE KIND OF INSTRUMENT USED IN
TEACHERS' EVALUATION OF THE PRINCIPAL

Rating of Instrument	Percentage Response
1. Poor	9.6
2. Satisfactory	19.9
3. Good	7.3
4. No instrument used	63.2

TABLE XXXII
PERCENT RESPONSES OF INFORMATION AND OPINIONS CONCERNING
TEACHERS' EVALUATION OF THE PRINCIPAL

Questionnaire Item	Percentage Response		
	Yes	No	None Given
1. Do you have any fear that reprisals or other problems may occur as a result of evaluating your principal?	24.2	75.8	
2. Are you assured of confidentiality in the participation of the evaluation of your principal?	42.4	55.9	
3. Do you feel that the feedback from your evaluation will improve the performance of the principal?	37.8	9.8	52.4
4. Does the principal ever discuss the principal evaluation results with his/her staff individually or with the group?	15.1	84.9	

improve the performance of the principal?" were as follows: yes, 37.8 percent; no, 9.8 percent; and none given, 52.4 percent.

In response to the fourth question in Table XXXII, "Does the principal ever discuss the principal's evaluation results with his/her staff individually or with the group?" teachers responded positively 15.1 percent and negatively 84.9 percent.

According to the data in Table XXXIII, the responses of teachers concerning their type of participation in the evaluation of the principal were as follows: voluntary, 11.2 percent; required, 14.0 percent; unsolicited, 5.2 percent; and none, 69.6 percent.

As indicated by the data in Table XXXIV, teachers' responses concerning the results of their participation in the evaluation of the principal were as follows: improves your relationship with him/her, 9.4 percent; inhibits your relationship with him/her, 2.0 percent; does not affect your relationship with him/her, 20.1 percent; and do not participate, 68.5 percent.

The data in Table XXXV revealed that the responses of teachers to the question, "Who should conduct the teachers' evaluation of the principal?" were as follows: personnel director, 8.6 percent; outside evaluator, 19.3 percent; an administrator or supervisor from a neighboring school, 2.6 percent; supervisor of instruction, 29.7 percent; superintendent, 24.5 percent; and other 15.2 percent.

According to the data in Table XXXVI, the responses of teachers concerning the weaknesses of the process used in their evaluation of principals were as follows: criteria not appropriate, 4.3 percent; not enough time, 4.3 percent; too subjective, 5.4 percent;

TABLE XXXIII
PERCENT RESPONSES CONCERNING THE TYPE OF PARTICIPATION OF
TEACHERS IN THE EVALUATION OF THE PRINCIPAL

Type of Participation	Percentage Response
1. Voluntary	11.2
2. Required	14.0
3. Unsolicited	5.2
4. None	69.6

TABLE XXXIV

PERCENT RESPONSES CONCERNING RESULTS OF TEACHERS' PARTICIPATION
IN THE EVALUATION OF THE PRINCIPAL

Questionnaire Items Indicating Results of Participation	Percentage Response
1. Improves your relationship with him/her	9.4
2. Inhibits your relationship with him/her	2.0
3. Does not affect your relationship with him/her	20.1
4. Do not participate	68.5

TABLE XXXV
PERCENT RESPONSES CONCERNING WHO SHOULD CONDUCT THE
TEACHERS' EVALUATION OF THE PRINCIPAL

Person Who Should Conduct the Teachers' Evaluation of the Principal	Percentage Response
1. Personnel director	8.6
2. Outside evaluator	19.3
3. An administrator or supervisor from a neighboring school	2.6
4. Supervisor of instruction	29.7
5. Superintendent	24.5
6. Other	15.2

TABLE XXXVI
PERCENT RESPONSES CONCERNING THE WEAKNESSES OF THE
TEACHERS' EVALUATION OF THE PRINCIPAL

Weaknesses	Percentage Response
1. Criteria not appropriate	4.3
2. Not enough time	4.3
3. Too subjective	5.4
4. Lack of involvement	9.4
5. Poor instrument	3.0
6. No process used	56.9
7. Other	5.4

lack of involvement, 9.4 percent; poor instrument, 3.0 percent; no process used, 56.9 percent; and other, 5.4 percent.

As revealed by the data in Table XXXVII, the responses of teachers concerning the strengths of the process used in their evaluation of principals were as follows: improves professional growth, 6.0 percent; effects a positive attitude, 3.7 percent; improves communication, 9.7 percent; identifies strengths and weaknesses, 17.4 percent; improved performance, 4.7 percent; goal-setting and direction given to job, 7.4 percent; involvement, 5.0 percent; self-evaluation, 4.7 percent; no process used, 57.5 percent; and other, 3.0 percent.

V. SUMMARY

An analysis of the data collected by the teacher questionnaire concerning their evaluation of the principal has been presented in this chapter. The major findings obtained from the data were as follows:

1. The largest number of responses of teachers (44.1 percent) indicated that their school system had an evaluation system for principals. Only 22.3 percent indicated that they participated in the evaluation of their principal, while 92.5 percent responded that they thought they should.

While only 14.9 percent of the teachers responded that they evaluated their principal once a year, a majority of 59.8 percent indicated they thought they should. A majority of teachers (61.6 percent) indicated that principals were not evaluated by teachers.

TABLE XXXVII

PERCENT RESPONSES CONCERNING THE STRENGTHS OF THE
TEACHERS' EVALUATION OF THE PRINCIPAL

Strengths	Percentage Response
1. Improves professional growth	6.0
2. Effects a positive attitude	3.7
3. Improves communication	9.7
4. Identifies strengths and weaknesses	17.4
5. Improved performance	4.7
6. Goal setting and direction given to job	7.4
7. Involvement	5.0
8. Self-evaluation	4.7
9. No process used	57.5
10. Other	3.0

The checklist received the highest number of responses (17.1 percent) indicating its use in the teachers' evaluation of the principal, while 53.8 percent indicated it should be used. The questionnaire received the second highest number of responses (34.4 percent) indicating it would be a desirable instrument to use. A majority of teachers (58.9 percent) indicated that no instrument was used.

Only 9.6 percent of the teachers responded that they participated in the development of the instrument used in evaluating their principal. However, 89.3 percent indicated they thought they should. A majority of teachers (62.5 percent) felt that the community should not be involved in the development of the instrument. Teachers' responses rating the kind of instrument used in evaluating their principal were as follows: poor, 9.6 percent; satisfactory, 19.9 percent; good, 7.3 percent; and no instrument used, 63.2 percent.

A large majority of teachers (75.8 percent) responded they had no fear that reprisals or other problems would occur as a result of evaluating their principal, and 42.4 percent felt they were assured of confidentiality in their participation. Only 37.8 percent of the teachers felt that the feedback from their evaluation would improve the performance of the principal and 15.1 percent of the teachers indicated that the principal discussed his/her evaluation results with them.

The responses concerning the type of participation of teachers in the evaluation of the principal were as follows: voluntary, 11.2

percent; required, 14.0 percent; unsolicited, 5.2 percent; and none, 69.6 percent.

When queried as to the results of their participation in the evaluation of the principal, only 2 percent responded that their participation inhibited their relationship with the principal; while 9.4 percent felt that it improved their relationship, and 20.1 percent indicated that it did not affect their relationship. A majority of teachers (68.5 percent) responded that they did not participate in the evaluation of their principal.

The supervisor of instruction received the highest number of responses (29.7 percent) indicating that they should conduct the teachers' evaluation of the principal, followed by the superintendent (24.5 percent), and an outside evaluator (19.3 percent).

The weaknesses of the process used in the teachers' evaluation of principals most commonly identified by teachers were as follows: lack of involvement, too subjective, criteria not appropriate, and not enough time. However, 56.9 percent indicated that no process was used.

The strengths of the process used in the teachers' evaluation of principals, most commonly identified by teachers, were as follows: identifies strengths and weaknesses, improves communication, goal-setting and direction given to job, and improves professional growth.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. INTRODUCTION

The purpose of this chapter is to present a summary of the study. Major conclusions were inferred from the findings of the study. The final section consists of recommendations as a result of the study.

II. SUMMARY

The Problem

There is a manifest need for the development and implementation of more effective principal evaluation systems in Tennessee Public Schools. Although the state of Tennessee mandates that implementation of evaluative procedures include all professional personnel, the evaluation of teachers has received more systematic and sustained attention than has that of principals. The evaluation of the principal's performance has been limited and inadequate.

The Purpose of the Study

The purpose of this study was to obtain information that could be used in the development of more effective evaluation systems for principals.

The questions examined were:

1. What are the findings of current literature on principal evaluation?

2. What does the literature recommend as desirable practices to use in principal evaluation?
3. What discrepancies exist, if any, between what the literature recommends as desirable practices and what administrators perceive to be desirable practices?
4. What discrepancies exist, if any, between what administrators recommend as desirable practices and what practices are perceived by administrators as being used?
5. What are the differences, if any, among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals toward present practices used in principal evaluation?
6. What are the differences among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals toward desired evaluation practices?
7. What are the differences among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals regarding the degree of implementation of principal evaluation?
8. What are the differences among the perceptions of administrators in different sizes of school districts toward present practices used in principal evaluation?
9. What are the differences among the perceptions of administrators in different sizes of school districts toward desired evaluation practices?

10. What are the differences among the perceptions of administrators in different sizes of school districts regarding the degree of implementation of principal evaluation?

11. What are the perceptions of teachers toward the present practices used in the evaluation of their principal?

12. What are the perceptions of teachers toward desired practices to use in the evaluation of their principal?

13. What are the perceptions of teachers regarding the degree of implementation of teacher evaluation of principals?

Procedures

The initial step in preparing for this study was to review the related literature pertaining to principal evaluation systems. Books, periodicals, dissertations, and an extensive list of microform reproductions were used in this study. The purpose of this review was to determine current findings relative to principal evaluation and to determine what the literature recommended as desirable practices to use in the evaluation of the principal. Two questionnaires were designed: one for administrators and one for teachers. The administrator questionnaire was designed to gather information concerning superintendents', instructional supervisors', non-instructional supervisors', and principals' perceptions and attitudes toward principal evaluation. The teacher questionnaire was designed to gather information concerning teachers' perceptions and attitudes toward their involvement in the evaluation of their principal. Specifically, data were also desired concerning administrators' and

teachers' perceptions and attitudes toward present practices, desired practices, and the degree of implementation of the principal evaluation process.

Prior to field testing these two questionnaires, a jury of 18 experts selected from the State Department of Education and the public schools was requested to review them. The jury was requested to indicate any recommendations for improvement, that is whether to add, delete, or rephrase any items. After careful consideration was given to the few suggested changes, modifications were made. The questionnaires were then field tested by two classes of graduate students from the Department of Educational Administration and Supervision at The University of Tennessee, Knoxville.

The administrator questionnaire was sent to a random sample of instructional supervisors, non-instructional supervisors, and principals. The total number of 148 superintendents was asked to respond to the questionnaire. The teacher questionnaire was sent to a random sample of 380 teachers. The questionnaires were coded only to identify non-respondents in the event follow-up letters were necessary.

Determination of Sample Size

The first step used in determining the sample size was to identify the total population. From a 1978-1979 Directory of Public Schools, the following populations were determined: 148 superintendents, 1,834 elementary and secondary principals, 1,038 instructional and non-instructional supervisors, and 48,479 teachers.

According to a table for determining sample size from a given population published by Hauskin,¹ the sample size for a population of 1,834 principals was 318; and the sample size for the population of 1,038 supervisors was 281. The sample size for a population of 48,479 teachers was 380. The total number of 148 superintendents was selected for participation in the study.

Treatment of the Data

The data obtained from the administration of each questionnaire were keypunched on cards by The University of Tennessee Computer Center. The Statistical Package for the Social Sciences, Version H, was used to subject this data to statistical analysis. Questionnaires were grouped according to administrative role and size of school district. Frequency distributions and crosstabulations of the data were performed by the prepared SPSS program. Comparisons were made of the responses by administrative role and size of school district. Because of the descriptive nature of the study and of the nominal level of data, consisting of frequencies with discrete categories, the Chi Square test was chosen as the most appropriate statistical test. The .05 level of confidence was used to test the significance of difference.

The collected data from part I of the administrator questionnaire, which was respondent data, was organized into frequency and percentage tables. The variables of administrative role and size of school district were crosstabulated with each of the questionnaire

¹Chester A. Hauskin, "Estimating Sample Size," Journal of Research Services, III, No. 1 (December, 1963), p. 3.

items in parts II and III of the administrator questionnaire and tested for significance at the .05 level with the Chi Square formula.

The data from the teacher questionnaire were organized into percentage tables. The primary purpose was to show the perceptions and attitudes of teachers toward their involvement in the evaluation of their principal.

III. FINDINGS

Findings related to the 13 questions which were selected as the ones that would most ideally and comprehensively contribute to the major purpose of the study were presented in numerical order. Under each question the findings were discussed and summarized.

Question 1

What are the findings of current literature on principal evaluation?

1. A series of studies on principal evaluation were conducted by the Educational Research Service in 1964, 1968, 1971, 1973, and 1974. The following trends were detected from those surveys: (1) an increasing number of school systems were now formally evaluating their principal, (2) a greater number of school systems were using the management by objectives approach to evaluation, and (3) there was an increase in state-mandated evaluations.

2. Two recent trends have been evaluation by subordinates or "client-centered" evaluation and the faculty team or team accountability.

3. The two basic purposes identified in the literature for administrative evaluation were (1) to help personnel improve their performance and grow professionally; and (2) to provide a rational basis for personnel decisions regarding such issues as promotion, tenure, transfers, dismissals, and salary improvements.

Question 2

What does the literature recommend as desirable practices to use in principal evaluation?

1. Management by objectives is recommended highly throughout the literature as an evaluation procedure for principals, while the literature was divided on the use of the checklist.

2. The literature was supportive of the two major purposes of evaluation referred to in Question 1.

3. The literature recommended that all persons be involved in the evaluation process who are affected by it.

4. Some of the methods stressed in the literature as being very desirable were as follows: self-evaluation, instructional conferences, combination of methods, pre-evaluation conferences, conferences during the evaluation process, and post-evaluation conferences.

5. The following five general types of techniques used for the evaluation of administrative characteristics/behaviors were supported by the literature: (1) graphic rating scales, (2) essay appraisals, (3) field review, (4) forced-choice rating, and (5) critical incident appraisal.

6. The two recent trends, "client-centered evaluation" and "the faculty team," were recommended as desirable by the literature.

7. Other procedures discussed in the literature that could be used with different types of methods but were still considered desirable were the following: (1) both process and results examined, (2) uses multiple information sources, (3) includes review and appeal process, (4) feedback from subordinates, (5) provides for individual differences, and (6) includes monitoring and feedback.

8. Evaluations based on job descriptions and informal evaluation as well as formal were recommended by the literature as desirable.

Question 3

What discrepancies exist, if any, between what the literature recommends as desirable and what administrators in Tennessee perceive to be desirable practices?

1. A discrepancy existed regarding purposes in that the literature recommended that one of the major purposes of principal evaluation should be to establish the basis for making personnel decisions such as the awarding of tenure, promotions, transfers, or dismissals; while administrators personally thought that this purpose should be lower in importance.

2. The literature recommended full staff participation. However, a discrepancy existed in that administrators perceived that the involvement of personnel directors, assistant principals, and peers were less desirable than did the literature.

3. The attitudes of administrators toward the use of informal discussions were desirable; while the literature did not propose, nor highly recommend, this procedure.

4. A discrepancy existed in that the attitudes of administrators toward the checklist were desirable, while the literature was divided concerning the use of this method.

5. A discrepancy existed in that administrators felt that management by objectives was not as desirable as the literature recommended.

6. Administrators felt that field review, descriptive essay, critical incident appraisal, and forced-choice rating were low in importance, while the literature recommended them as desirable.

7. A discrepancy existed concerning the methods "feedback from subordinates" and "implements team appraisal." The literature was very supportive of these two methods, but administrators considered them to be low in importance.

8. Attitudes of administrators toward the method "related to salary" were undesirable, while the literature concerning this method was divided.

Question 4

What discrepancies exist, if any, between what administrators recommend as desirable practices and what practices are perceived by administrators as being used?

1. Discrepancies existed between actual and desired involvement in the principal evaluation process in that administrators

desired more involvement from supervisors, principals, peers, self-evaluation, students, and parents than they perceived as existing. The larger discrepancies existed in the categories of teachers, self-evaluation, and students.

2. According to the actual and desired responses concerning types of instruments or procedures used in the principal evaluation process, discrepancies occurred in the responses to management by objectives, combination of instruments, and field review. Approximately twice as many thought they should be used as thought they were presently being used. The responses of administrators who thought the checklist should be used was smaller than the responses of those who thought it was being used.

Question 5

What are the differences, if any, among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals toward present practices used in principal evaluation?

1. Analysis by administrative role revealed there were significant differences in the responses to the following categories of involvement in the evaluation of the principal: superintendent, assistant superintendent, personnel director, and others. The superintendent responded that superintendents were more involved and that assistant superintendents, personnel directors, and others were less involved than did the other administrative groups.

2. There was a significant difference in the responses concerning the person who has primary responsibility for the evaluation of the principal. Superintendents gave a higher response indicating superintendents had primary responsibility and a lower response indicating the assistant superintendent had primary responsibility than did the other administrative groups.

3. Significant differences occurred in the responses concerning the following types of instruments or procedures used in the principal evaluation process: checklists, critical incident appraisal, field review, and informal discussion. The superintendent gave a higher response indicating these instruments were being used than did the other administrative groups.

4. Significant differences existed in the responses concerning the use of the following methods: post-evaluation conferences, informal evaluation as well as formal, and includes monitoring and feedback. The responses of the superintendent indicated a greater use of post-evaluation conferences and informal evaluation as well as formal than did the other administrative groups. The principal submitted a lower response indicating the use of the method "includes monitoring and feedback" than did the other administrative groups.

Question 6

What are the differences among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals toward desired evaluation practices?

1. Significant differences in the responses of the four administrative groups concerning who should be involved in principal evaluation occurred in the following categories: superintendent, assistant superintendent, supervisor, assistant principal, students, and parents. The superintendent wanted more involvement from the superintendent and less from the assistant superintendent than did the other administrative groups. Principals wanted less involvement from assistant principals, students, and parents than did the other administrative groups; while non-instructional supervisors wanted less involvement from the supervisors.

2. There was a significant difference in the responses concerning who should have primary responsibility for the evaluation of principals. The superintendent submitted a higher response indicating the superintendent should have primary responsibility and a lower response indicating the assistant superintendent should have primary responsibility than did the other administrative groups.

3. The responses of the four administrative groups differed significantly concerning how frequently principals should be evaluated. Non-instructional supervisors gave a higher response indicating evaluation should occur once a year and a lower response indicating it should occur twice a year than did the other administrative groups.

4. Significant differences occurred in the responses concerning the following types of instruments or procedures that should be used in principal evaluation: checklists, critical incident appraisal, and informal discussion. Superintendents' responses indicated a greater preference for the use of checklists and critical

incident appraisal than did the responses of the other administrative groups, while the responses of both principals and superintendents indicated a greater preference for the use of informal discussion.

5. The four administrative groups responded significantly different concerning the importance of the method "implements team appraisal." Instructional supervisors' responses indicated that they perceived this method to be more important than did the other administrative groups.

Question 7

What are the differences among the perceptions of superintendents, instructional supervisors, non-instructional supervisors, and principals regarding the degree of implementation of principal evaluation?

1. Significant differences in the responses of the four administrative groups concerning the results of principal evaluation occurred in the following categories: improvement of administrator performance; improvement in instruction; better communication and cooperation among administrators, teachers, students, and community; transfers, dismissals, and promotions; and merit pay. The superintendent gave the highest response to the following results: improvement of administrator performance; improvement in instruction; and better communication and cooperation among administrators, teachers, students, and community. Instructional supervisors gave the highest response to the result "transfers, dismissals, and promotions."

2. The four administrative groups responded significantly different when asked to rate the overall effectiveness of their district's administrative evaluation as poor, satisfactory, or good. Although the responses in the poor category were in a fairly low range, nearly twice as many instructional supervisors gave a poor rating as did superintendents. While superintendents gave the highest response indicating the process was satisfactory, non-instructional supervisors gave the highest response indicating it was good.

3. Analysis by administrative role revealed a significant difference in the responses concerning the existence of job descriptions. Non-instructional supervisors gave a higher number of positive responses than did the other administrative groups.

4. The four administrative groups responded significantly different to the question, "Has the evaluation process helped to improve the efficiency of the principal?" The superintendent gave the highest positive response to this question, while the other administrative groups gave lower, but similar, responses.

5. There was a significant difference in the responses concerning involvement in the development of the evaluation process and procedures for principals. The superintendent submitted the highest responses in the categories of average involvement and extensive involvement.

6. Significant differences occurred in the responses to the weaknesses of "not enough time" and "lack of involvement." The superintendent gave the highest response indicating "not enough time" was

a weakness and the lowest response indicating "lack of involvement" was a weakness.

7. Significant differences were found in the responses to the following strengths: improves professional growth, effects a positive attitude, improves communication, and improves performance. In each category, the superintendent gave the highest response; and the instructional supervisor gave the lowest response.

Question 8

What are the differences among the perceptions of administrators in different sizes of school districts toward present practices used in principal evaluation?

1. Analysis by size of school district indicated there were significant differences in administrators' responses to the following categories of involvement in the principal's evaluation process: superintendent, assistant superintendent, personnel director, teachers, school board members, and others. Smaller school districts perceived there was more involvement from superintendents, teachers, and school board members than did the larger districts; while the larger districts had more involvement by assistant superintendents, personnel directors, and others than did smaller systems.

2. When analyzed by size of school district, a significant difference occurred in the responses concerning who has primary responsibility for the evaluation of the principal. The three smallest districts gave the highest responses indicating that the superintendent had primary responsibility. The three largest districts submitted

higher responses than did the three smallest districts indicating that the assistant superintendent and supervisor had primary responsibility.

3. A significant difference occurred in the responses concerning the frequency of principal evaluation. The largest district (30,000 or more students) submitted a much higher response indicating that evaluation occurred once a year than did the other districts.

4. Significant differences were found in the responses concerning the following types of instruments or procedures used in principal evaluation: checklist, conference, and management by objectives. Larger districts indicated a greater use of conferences and management by objectives, while smaller districts indicated more use of the checklist.

5. Significant differences occurred in the responses to the following methods used in principal evaluation: based on job description, both process and results examined, pre-evaluation conference, conference during the evaluation process, and implements team appraisal. Larger districts indicated more use of these methods than smaller districts.

Question 9

What are the differences among the perceptions of administrators in different sizes of school districts toward desired evaluation practices?

1. Significant differences in the responses of administrators in different sizes of school districts concerning who should be involved in principal evaluation occurred in the following categories:

superintendent, assistant superintendent, supervisor, personnel director, teachers, students, school board members, and others. Larger school districts wanted more involvement from assistant superintendents, personnel directors, and others; while smaller districts wanted more involvement from superintendents, supervisors, teachers, students, and school board members.

2. When analyzed by size of school district, there was a significant difference in the responses concerning who should have primary responsibility for the evaluation of principals. Smaller districts submitted higher responses indicating the superintendent should have primary responsibility. Larger districts gave higher responses than did the smaller districts indicating that the assistant superintendent and supervisor should have primary responsibility.

3. Division by school size revealed a significant difference in administrators' responses concerning how frequently principals should be evaluated. The largest district submitted a much higher response than did the other districts indicating evaluation should occur once a year.

4. Significant differences in the responses of administrators in different sizes of school districts concerning the types of instruments or procedures that should be used in principal evaluation occurred in the following categories: checklists, management by objectives, and field review. Smaller districts indicated a preference for the use of the checklist, while larger districts indicated a greater preference for the use of management by objectives and field review.

5. In response to the question asking administrators to indicate their attitude toward the importance of identified methods, significant differences occurred in the responses to the following methods: based on job descriptions, includes review and appeal process, based on performance contract, uses multiple information sources, both process and results examined, and includes monitoring and feedback. Larger districts submitted the highest responses indicating that these methods were desirable.

Question 10

What are the differences among the perceptions of administrators in different sizes of school districts regarding the degree of implementation of principal evaluation?

1. Administrators from different sizes of school districts responded significantly different to the following results of principal evaluation in their school system: job targets for administrators; transfers, dismissals, and promotions; and better communication and cooperation among administrators, teachers, students, and community. The three largest districts gave the highest responses indicating "job targets for administrators" and "transfers, dismissals, and promotions" were results in their school systems; while districts with 2,001 to 5,000 students, 5,001 to 10,000 students, and 20,001 to 30,000 students gave the highest responses indicating "better communication and cooperation among administrators, teachers, students, and community" was a result in their school system.

2. Division by school size revealed a significant difference in the responses concerning the overall effectiveness of their district's administrative evaluation system. Smaller districts gave the highest responses indicating their evaluation process was poor, but all districts gave a majority response indicating the process was satisfactory except the district with 10,001 to 20,000 students.

3. When analyzed by size of school district, a significant difference was found in the responses concerning the existence of job descriptions. The three largest districts submitted a larger number of positive responses than did the three smallest districts.

4. Analysis by size of school district revealed a significant difference in administrators' responses concerning their involvement in the development of the evaluation process and procedures for principals. The responses of the smaller districts indicated more involvement than did the larger districts.

5. Analysis by size of school district indicated that responses were significantly different concerning the weaknesses of "not enough time" and "need more contact with the evaluator." The medium-sized district (5,001 to 10,000 students) gave the highest response indicating "not enough time" was a weakness. An obvious trend was that with an increase in the size of the school district, there was an increase in the responses indicating that "need more contact with the evaluator" was a weakness.

6. Division by school size revealed significant differences in the responses to the following strengths of the principal evaluation

process: identifies strengths and weaknesses, goal-setting and direction given to job, and self-evaluation. The smallest district submitted the lowest responses indicating that "identifies strengths and weaknesses" and "self-evaluation" were strengths in their school system, while districts with 20,001 to 30,000 students submitted the highest responses. The three largest districts gave the highest responses indicating "goal-setting and direction given to job" was a strength.

Question 11

What are the perceptions of teachers toward the present practices used in the evaluation of their principal?

1. Only a small number of teachers (22.3 percent) responded that they participated in the evaluation of their principal.
2. A large percent of those participating in the evaluation of their principal (66.8 percent) indicated that they evaluated their principal once a year.
3. The checklist was the most popular instrument used by teachers to evaluate their principal, followed by forced-choice rating. However, a majority of the teachers indicated that no instrument was used.
4. An overwhelming majority of teachers (90.4 percent) responded that they did not participate in the development of the instrument used in evaluating their principal.

Question 12

What are the perceptions of teachers toward desired practices to use in the evaluation of their principal?

1. A very large majority of teachers (92.5 percent) responded that they thought they should participate in the evaluation of their principal.

2. A majority of teachers (59.8 percent) indicated they thought principals should be evaluated by them at least once a year.

3. A majority of teachers (53.8 percent) preferred the use of the checklist to evaluate their principal, followed by the questionnaire.

4. A large positive response (89.3 percent) indicated that teachers felt they should participate in the development of the instrument to evaluate their principal.

5. A majority of the teachers (62.5 percent) felt that the community members should not be involved in the development of the instrument to use in evaluating their principal.

6. The largest number of teachers (29.7 percent) felt that the supervisor of instruction should conduct the teachers' evaluation of the principal, while the next largest number of teachers (24.5 percent) felt the superintendent should conduct the evaluation.

Question 13

What are the perceptions of teachers regarding the degree of implementation of teacher evaluation of principals?

1. Less than a majority of teachers (44.1 percent) responded that their school system had an evaluation system for principals.

2. Approximately one-fourth of the teachers (27.2 percent) indicated that the instrument used in evaluating their principal was either satisfactory or good.

3. A majority of the teachers (75.8 percent) indicated they did not have fear that reprisals or other problems would occur as a result of evaluating their principal.

4. A majority of the teachers (55.9 percent) responded that they were not assured of confidentiality in the participation of the evaluation of their principal.

5. Of those teachers who participated in the evaluation of the principal, the responses indicating whether their participation was voluntary or required were approximately equal.

6. A majority of those participating in the evaluation of their principal (52.4 percent) felt that the feedback from their evaluation of the principal would improve his/her performance.

7. A very large majority of teachers (84.9 percent) responded that the principal did not discuss the evaluation results with his/her staff individually or with the group.

8. Approximately one-fifth of the teachers (20.1 percent) felt that their participation in the evaluation of the principal did not affect their relationship with him/her.

9. Teachers identified the following weaknesses of the process used in their evaluation of the principal: lack of involvement, too

subjective, criteria not appropriate, not enough time, and poor instrument.

10. Teachers identified the following strengths of the process used in their evaluation of the principal: identifies strengths and weaknesses, improves communication, goal-setting and direction given to job, and improves professional growth.

IV. CONCLUSIONS

Findings in this study present valuable information from which relevant conclusions may be drawn. Based on this information and a review of the literature, the following conclusions are presented:

1. According to the responses in this study, the 1974 mandate by the Tennessee State Board of Education requiring all professional personnel to be evaluated has not been adequately implemented with principals in Tennessee School Systems. In response to the question, "Which type of principal evaluation best describes the one used in your school system?" 22.3 percent of administrators responded "none" or "neither" type used. In response to the question, "How frequently are principals in your school system evaluated?" 12.9 percent responded "never" or "other."

2. A disagreement between teachers and administrators as to the extent of the implementation of principal evaluation was strong enough to suggest either a communication barrier or the possibility of prejudiced responses. According to the teacher questionnaire, only 44.1 percent indicated that their school systems had an evaluation system for principals. However, 77.7 percent of the administrators

responded that their school system was using some type of principal evaluation.

3. According to the literature, evaluation has become more prominent during recent years as a valuable and necessary process. For example, Nygaard² discussed how an increase in state-mandated administrator evaluations and the public clamour for accountability in education had resulted in an increasing number of school systems developing and revising procedures and instruments to assess the administrative effectiveness of their staffs.

4. According to the literature, much of the success of the educational enterprise depends upon competent, successful, goal-directed principals. Many authors concur that an evaluation plan is needed for principal improvement. Rosenberg³ emphasized that a meaningful evaluation plan for principals would result in better administrators for our schools and better schools for our students.

5. The inadequate use of available techniques, the lack of ample time devoted to the evaluation process, and lack of follow through activities have probably contributed to less meaningful principal evaluation systems. The weaknesses that received the highest responses were as follows: little follow through, 36.0 percent; need more contact with the evaluator, 31.9 percent; not enough time,

²Debra D. Nygaard, Reporter, Evaluating Administrative Performance (Arlington, Virginia: Educational Research Service, Inc., 1974), p. iii.

³Max Rosenberg, "The Values of School Principal Evaluation," Education, XCI, No. 3 (February/March, 1971), p. 214.

28.2 percent; and lack of a systematic evaluation process, 24.0 percent. The low percentage responses given to the use of the following methods for principal evaluation indicate that available techniques were not being adequately used: both process and results examined, 12.9 percent; implements team appraisal, 12.1 percent; includes monitoring and feedback, 15.5 percent; pre-evaluation conference, 18.8 percent; uses multiple information sources, 22.4 percent; feedback from subordinates, 23.5 percent; and provides for individual differences, 26.6 percent.

6. The fact that superintendents generally rated evaluation procedures more highly than did other administrative groups was probably reflective of a natural inclination to be protective and a desire not to underrate their own administrative responsibilities toward the principal evaluation process. The superintendent gave a higher response indicating that the checklist, critical incident appraisal, field review, and informal discussion were used than did the other administrative groups. The responses of the superintendent also indicated a greater use of post-evaluation conferences and informal evaluation as well as formal than did the other administrative groups.

7. District size appears to be a factor in the degree of implementation of principal evaluation, with the larger districts implementing more evaluation processes than smaller districts. Larger districts indicated a greater use of conferences and management by objectives than did the smaller districts. Larger districts also indicated a greater use of the following methods in principal

evaluation: based on job description, both process and results examined, pre-evaluation conference, conference during the evaluation process, and implements team appraisal.

8. Only a small percentage of teachers participate in the existing evaluation process of their principal; however, they feel strongly that they should be involved, both in the development of the instrument and in the actual evaluation of the principal. Only 22.3 percent of the teachers responded that they participated in the evaluation of their principal; while 92.5 percent felt they should.

V. RECOMMENDATIONS

The following recommendations were based on the results of the study:

1. Based upon the responses indicating a deficiency in the number of school systems implementing principal evaluation and the inadequate use of available techniques, the following recommendation is made. The State Department of Education should monitor the implementation of personnel evaluation systems and evaluate or revise their personnel evaluation guidelines as often as is necessary to see if they are functional, pertinent to what is happening in the schools and to the needs of the times.

2. The local board of education should call for the initiation of or a review of the existing evaluation process and give legal authority to the evaluation plan once it is developed. The board of education can empower the superintendent to organize a task force to conduct a study of the evaluation plan. Several authors have called

attention to the need for periodically evaluating the evaluation plan in order to meet the changing needs, to adapt to current trends and constraints, and to constantly make needed improvements.

3. The superintendent should lead in the preparation and submission to the board of education the evaluation policy. The policy should clarify for the position-holders the organization's views on why performance appraisal is necessary, to whom it applies, and the general nature in which it will be carried out.

4. The superintendent should, with the help of the principal and others, write job descriptions for principals. According to the data, 23.8 percent indicated "no" or "don't know" to the question "Do principals in your system have a job description?."

5. Periodic seminars or workshops are needed to orient administrators regarding methods of conducting supervisory conferences in the evaluation process and to develop skills in the use of management by objectives approach, follow-up activities, and summative or product evaluation. According to administrators' responses, 36 percent responded that a weakness was "little follow through." Only 18.8 percent responded that pre-evaluation conferences were used. Only 28.9 percent indicated that post-evaluation conferences were used.

6. The principal should take the initiative and be actively involved in the development, implementation, and evaluation of the appraisal of his performance. He/she should involve teachers, students, and parents in the evaluation of his performance. According to the data, administrators desired more involvement of principals, teachers, students and parents than was presently existing.

7. Based upon the models of principal evaluation presented by many authors and upon the results of the study, the writer proposes that the following steps be taken in the evaluation process:

- (a) Identification of current school needs
- (b) Diagnosis of current performance both by the evaluatee and evaluator
- (c) Mutual development of objectives by the principal and his evaluator, based upon both individual and school-wide goals
- (d) Written job descriptions based on tasks to be performed
- (e) Selection of activities through which each objective can be achieved
- (f) Implementation of activities
- (g) Periodic assessment of outcomes or results
- (h) Performance of follow-up activities
- (i) A recycling of achievement activities if necessary
- (j) Planning for the next cycle.

BIBLIOGRAPHY

BIBLIOGRAPHY

- "A Word of Warning," School Management, XVI, No. 6 (June, 1972), p. 29.
- "Administrator Appraisal." Lincoln, Nebraska: Lincoln Public Schools, n.d., p. 15.
- Andrews, Richard L. "The Washington Principal Evaluation Inventory: Preliminary Manual." Seattle, Washington: Bureau of School Service and Research, University of Washington, 1970, pp. 1-16 (ED 050 458).
- Baker, Michael E. Management by Objectives for a School District's Administrative Staff (Carnegie-Mellon University, Pittsburgh, Pennsylvania: Educational Management Development Center, May, 1975), pp. 1-63 (ED 111 967).
- Barraclough, Terry. Evaluation of School Administrators. NAESP School Leadership Digest Series, No. 5, ERIC/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), pp. 1-31 (ED 094 448).
- Barrilleaux, Louis E. "Accountability Through Performance Objectives," Bulletin of the National Association of Secondary School Principals, LVI, No. 364 (May, 1972), pp. 103-110.
- Beecher, Russell S. "Staff Evaluation: The Essential Administrative Task," Phi Delta Kappan, LX, No. 7 (March, 1979), pp. 515-517.
- Bell, Terrel H. "MBO An Administrative Vehicle to the Ends and Means of Accountability," North Central Association Quarterly, XLVIII, No. 4 (Spring, 1974), pp. 355-359.
- Bernstein, Julius C., and Willard Sawyer. "Evaluating the Principal," The Principalship: Job Specifications and Salary Considerations for the 70's, ed. George E. Melton (Washington, D. C.: National Association of Secondary School Principals, 1970), pp. 1-70 (ED 040 492).
- Best of the Best of ERIC (The). Oregon University, Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1977, pp. 1-114 (ED 136 325).
- Bolton, Dale L. "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. 69-91.

- Bonaccorsi, Ralph. "The Recruitment, Selection, and Evaluation of the Principal," Momentum, IX, No. 1 (February, 1978), pp. 18-22.
- Brick, Michael, and Robert Sanchis. "Evaluating the Principal," Thrust for Educational Leadership, II, No. 1 (October, 1972), pp. 32-34.
- Briley, T. S. "Hard Times and Basic Backward Evaluation," Educational Technology, XV, No. 12 (December, 1975), pp. 21-23.
- Broadbelt, Samuel. "The Impact of Educational Accountability Upon Teachers and Supervisors," The High School Journal, LVI, No. 2 (November, 1972), pp. 55-65.
- Butera, Thomas S. "Principal Know Thyself!" NASSP Bulletin, LX, No. 401 (September, 1976), pp. 84-86.
- Campbell, Ronald F. "The Evaluation of Administrative Performance" (paper presented at the American Association of School Administrators Annual Convention, Atlantic City, New Jersey, February 20, 1971), pp. 1-12 (ED 040 492).
- Carvell, James. "Case Study No. 6: Evaluating Administrative Performance," Thrust for Educational Leadership, II, No. 2 (November, 1972), pp. 31-35.
- Castetter, William B. The Personnel Function in Educational Administration. New York: Macmillan Publishing Co., Inc., 1976.
- Castetter, William B., and Richard S. Heisler. Appraising and Improving the Performance of School Administrative Personnel (Philadelphia, Pennsylvania: Center for Field Studies, Graduate School of Education, University of Pennsylvania, 1971), pp. 1-81 (ED 060 540).
- Champion, Dean H. Basic Statistics for Social Research (Scranton: Chandler Publishing Co., 1970), pp. 260-262, citing The Rand Corporation, A Million Random Digits (Glencoe: The Free Press, 1955).
- Chung, Ki-Suck. "Teacher-Centered Management Style of Public School Principals and Job Satisfaction of Teachers" (paper presented at American Educational Research Association Annual Meeting, Minneapolis, Minnesota, March, 1970), pp. 1-24 (ED 042 259).
- Coats, William D. "How to Evaluate Your Administrative Staff" (paper presented at the National School Boards' Association Annual Convention, Houston, April, 1974), pp. 1-19 (ED 093 043).
- Culbertson, Jack H. "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), pp. 1-11 (ED 051 543).

- Dannemiller, Kathleen D., and Edward Linta. Management by Objectives (MBO) in Student Services (1975), pp. 1-182 (ED 112 343).
- Daw, Robert W., and N. L. Gage. "Effect of Feedback from Teachers to Principals," Journal of Educational Psychology, LVIII, No. 3 (June, 1967), pp. 181-188.
- Deal, Terrence E., Sanford M. Dornbusch, and Robert A. Crawford. "Villains as Victims: Evaluating Principals," Phi Delta Kappan, LIX, No. 4 (December, 1977), pp. 273-274.
- Demeke, Howard J. Guidelines for Evaluation: The School Principalship--Seven Areas of Competence. (Tempe, Arizona: Arizona State University, 1971), pp. 1-79 (ED 057 479).
- Depree, Kenneth R. Administrative Evaluation: Problems, Process, and Strategies (Atlantic City, New Jersey: ERIC Document Reproduction Service, 1974), pp. 1-8 (ED 087 122).
- Devaughn, J. Everette. A Manual for Developing Reasonable, Objective, Nondiscriminatory Standards for Evaluating Administrator Performance. (State College, Mississippi: Mississippi State University, Educational Services Center, September, 1971), pp. 1-21 (ED 060 500).
- Devaughn, J. Everette. Policies, Procedures, and Instruments in Evaluation of Teacher and Administrator Performance (Atlanta, Georgia: Davis Associates, Inc., September, 1971), pp. 1-23 (ED 061 607).
- Dunn, Pierre. Management by Objectives, School Leadership Digest Second Series, No. 3, ERIC/CEM Research Analysis Series, No. 18, 1975, pp. 1-32 (ED 114 904).
- Dunn, Rita, and Kenneth J. Dunn. "Evaluation: How to Measure Your Principal's Performance," Learning, VII, No. 8 (April, 1979), pp. 36-37.
- Educational Leadership by Objectives. Highland, Indiana Superintendency Team Assessment Plan (Highland Public Schools, Indiana, Educational Services Center, September, 1972), pp. 1-53 (ED 112 475).
- Ellett, Chad D. Understanding and Using the Georgia Principal Assessment System (GPAS). Salt Lake City: Utah University, Department of Educational Administration, February, 1978, pp. 1-14 (ED 149 453).
- Ellman, Meil. "Administrative Style and Performance as Teachers See Them" (paper presented at the annual meeting of the Formal Association of Secondary School Principals at New Orleans, Louisiana, January 14-19, 1977), pp. 1-9 (ED 136 365).
- Evaluating Superintendents and School Boards, ERS Report. Arlington, Virginia: Educational Research Service, Inc., 1976.

Evaluating Administrative/Supervisory Performance. ERS Circular No. 6 (Washington, D. C.: Educational Research Service, 1971), pp. 1-62 (ED 058 155).

Evaluating Administrative/Supervisory Performance. ERS Circular No. 7 (Washington, D. C.: Educational Research Service, 1968), pp. 1-56 (ED 032 635).

Exposito, James P. "A Procedure for Evaluating Supervisors," College Student Journal, VII, No. 4 (November, December, 1974), pp. 58-60.

Featherstone, Richard L., and Louis Romàno. "Evaluation of Administrative Performance," The Clearing House, L, No. 9 (May, 1977), pp. 412-415.

Feitler, Fred C. "A Study of Principal Leader Behavior and Contrasting Organizational Environments" (paper presented at American Educational Research Association Annual Meeting, Chicago, Illinois, April, 1972), pp. 1-15 (ED 065 900).

Finch, Arnold. Management by Objectives in Fresno Unified School District (Fresno, California: Fresno Unified School District, February, 1974), pp. 1-18 (ED 096 767).

Gale, Lorrie, and Lloyd E. McCleary. "Competencies of the Secondary School Principal: A Needs Assessment Study." Salt Lake City, Utah: The University of Utah, 1972, pp. 1-8 (ED 077 137).

Gaslin, William L. "Evaluation of Administrative Performance by a School's Teaching Staff," NASSP Bulletin, LVIII, No. 386 (December, 1974), pp. 72-81.

Gaynor, Alan K. "The Role of the School Administrator: Perspectives for a Conference on Administrator Evaluation," 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. 31-50.

Gentry, Harold W. and James B. Kenney. "The Performance of Elementary School Principals as Evaluated by Principals and Teachers," The Journal of Educational Research, LX, No. 2 (October, 1966), pp. 62-67.

Goldman, Harvey. "Evaluation of Administrative Behavior at the Building Level," NASSP Bulletin, LIV, No. 347 (September, 1970), pp. 70-79.

Good, Carter V. Dictionary of Education. New York: McGraw-Hill Book Company, 1959.

Good, Carter V. Introduction to Educational Research. New York: Appleton-Century-Crofts Publishing Company, 1963.

- Gray, Frank. "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. 95-111.
- Gray, Frank. "How Successful is Performance Evaluation?" (paper presented at the Annual Convention of the American Association of School Administrators, February 21-24, 1975), pp. 1-7 (ED 104 028).
- Gray, Frank. "Performance Appraisal of Management Personnel" (paper presented at the annual meeting of the American Association of School Administrators, Atlanta, Georgia, February 17-20, 1978), pp. 1-12 (ED 151 940).
- Greene, Robert E. Administrative Appraisal: A Step to Improved Leadership. Washington, D. C.: National Association of Secondary School Principals, 1972.
- Harris, George W., Jr. "The Superintendent's Model for Administrator Evaluations at the Line and Staff Levels," Tennessee Education, III, No. 4 (Winter, 1973), pp. 22-31.
- Hauskin, Chester A. "Estimating Sample Size," Journal of Research Services, III, No. 1 (December, 1963), p. 3.
- Hawkins, Wilber D. "Case Study No. 8B--Performance Evaluation: Starting with the Superintendent," Thrust for Educational Leadership, II, No. 2 (November, 1972), pp. 42-44.
- Herman, Jerry J. Developing an Effective School Staff Evaluation Program. West Nyack, New York: Parker Publishing Company, Inc., 1973.
- Herman, Jerry J. "Guidelines for Evaluating and Compensating Administrators," NASSP Bulletin, LXI, No. 413 (December, 1977), pp. 1-9.
- Hoffner, James R. "Case Study No. 8A: Evaluation of Superintendents," Thrust for Educational Leadership, II, No. 2 (November, 1972), pp. 40-41.
- "How School Systems Are Evaluating Their Principals," The American School Board Journal, CLXIII, No. 7 (July, 1976), pp. 24-25.
- "How to Make Your Staff Accountable for What It Does--Not What It Is," The American School Board Journal, CLXI, No. 3 (March, 1974), pp. 32-36.
- Howsam, Robert B. "Current Issues in Evaluation," The National Elementary Principal, LII, No. 5 (February, 1973), pp. 12-17.

- Howsam, Robert B. and John M. Franco. "New Emphasis in Evaluation of Administrators," The National Elementary Principal, XLIV, No. 5 (April, 1965), pp. 36-40.
- Hunt, John, and Robert L. Busser. "Evaluating the Principal--Partnership or Paternalism?" NASSP Bulletin, LXI, No. 413 (December, 1977), pp. 10-15.
- Increasing the Effectiveness of Education Management: A Research Proposal. Columbus: Battelle Memorial Institute, 1968, pp. 1-61 (ED 032 642).
- Ingari, Sandro. "Turnabout: A Department Evaluates Its Supervisor," NASSP Bulletin, LXI, No. 413 (December, 1977), pp. 70-73.
- Ingraham, William W., and John E. Keefe. "Values of Management by Objectives," School Management, XVI, No. 6 (June, 1972), pp. 28-29.
- Jesse, A. K. "Calgary Board of Education: Administrative Evaluation" (paper presented at the Canadian School Trustees' Association, Congress on Education, 1st Toronto, Ontario, June 17-21, 1978), p. 28 (ED 159 758).
- Koch, Norman E., and Wade N. Patterson. "Evaluating the Principal," Educational Horizons, XLVII, No. 4 (Summer, 1969), pp. 149-156.
- Knezevich, Stephen J. Management by Objectives and Results--A Guidebook for Today's School Executive. Arlington, Virginia: American Association of School Administrators, 1973.
- Knezevich, Stephen J. "MBO: Its Meaning and Application to Educational Administration," Education 93 (September, October, 1972), pp. 12-21.
- Lahti, Robert E. "Improving Performance Appraisal," Community and Junior College Journal, XLV, No. 6 (March, 1975), pp. 8-10.
- Lamb, Joseph P. "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, pp. 1-26 (ED 071 194).
- Lessinger, Leon M. "The Principal and Accountability," The Education Digest, XXXVII, No. 6 (February, 1972), pp. 8-10.
- Levinson, Harry. "Management by Whose Objectives," Harvard Business Review, XLVIII, No. 4 (July, August, 1970), pp. 125-134.
- Lipham, James M. "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. 13-30.

- Lopez, Felix M. Evaluating Employee Performance (Chicago, Illinois: Public Personnel Association, 1968).
- Matthews, Marvin R. "Educational Accountability To Whom--For What?" Thrust for Educational Leadership, II, No. 1 (October, 1972), pp. 5-10.
- McCarty, Donald J. "Evaluating Your Superintendent," School Management, XV, No. 7 (July, 1971), pp. 38-39, 44.
- McGrew, Jean B. and Donald A. Hafeman. Applying MBO to School Systems: A Case Study (Washington, D. C.: Educational Service Bureau, 1974), pp. 1-80 (ED 100 040).
- McKay, Bruce, and Robert G. McCord. "Consider This Neat Little Way to Size Up Your Would Be Principals," The American School Board Journal, CLXV, No. 4 (April, 1978), p. 37.
- McMaster, John B. "Designing An Appraisal System That Is Fair and Accurate," Personnel Journal, LVIII, No. 1 (January, 1979), pp. 38-40.
- McNabb, William Ruble. "A Study of Behavioral Characteristics Exhibited by Good School Administrators" (unpublished Master's thesis, The University of Tennessee, Knoxville, August, 1958).
- Merit Pay for School Administrators, ERS Report, Educational Research Service, Inc., 1979.
- Michigan Association of School Administrators (MASA) Study of Administrator Evaluation prepared by a subcommittee of the Membership Services Committee, 1974-1975.
- Miskel, Cecil G. "Principals' Perceived Effectiveness, Innovation Effort, and the School Situation," Educational Administration Quarterly, XIII, No. 1 (Winter, 1977), pp. 31-46.
- Natriello, Gary, and others. A Summary of the Recent Literature on the Evaluation of Principals, Teachers, and Students, An Occasional Paper No. 18 (Stanford University, California: Stanford Center for Research and Development in Teaching, April, 1977), pp. 1-69 (ED 141 407).
- Nicholson, Everett W. "The Performance of Principals in the Accountability Syndrome," NASSP Bulletin, LVI, No. 364 (May, 1972), pp. 94-102.
- Nygaard, Debra D., Reporter. Evaluating Administrative Performance. Arlington, Virginia: Educational Research Service, Inc., 1974.
- Patz, Alan L. "Performance Appraisal: Useful But Still Resisted," Harvard Business Review, LIII, No. 3 (May-June, 1975), pp. 74-80.

- Payne, David A., Chad D. Ellett, Mark L. Perkins, and Alice E. Klein. "The Development and Validation of an Observation Instrument to Assess Competencies of School Principals," Educational and Psychological Measurement, XXXVI, No. 4 (Winter, 1976), pp. 945-952.
- Payne, David A., Chad D. Ellett, Mark L. Perkins, and Sylvia Shellenberger. "The Validity of Student Assessments of Principals' Competencies," The Journal of Educational Research, CLVI, No. 3, pp. 156-159.
- Peebles, James M. "Formal Procedures for Evaluating Principals." Paper presented at National Association of Secondary School Principals' Annual Convention, Dallas, Texas: February, 1973, pp. 1-8 (ED 075 938).
- "Performance Evaluation Programs for Teachers' Salary Act Personnel." Washington, D. C.: Public Schools of the District of Columbia, June, 1978, pp. 1-50.
- Pharis, William L. "The Evaluation of School Principals," The National Elementary Principal, LII, No. 5 (February, 1973), pp. 36-38.
- Poliakoff, Lorraine K. Evaluating School Personnel Today (Washington, D. C.: National Institute of Education, January, 1973), pp. 1-16 (ED 073 045).
- Poliakoff, Lorraine K. "Recent Trends in Evaluating School Personnel," National Elementary Principal, LII, No. 5 (February, 1973), pp. 39-44.
- "Procedures for Appraising the Performance of Principals." Tulsa, Oklahoma: Tulsa Public Schools, January, 1974, pp. 1-7.
- Read, Edwin A. "Accountability and Management by Objectives," NASSP Bulletin, LVIII, No. 380 (March, 1974), pp. 1-10.
- Redfern, George B. Evaluating Teachers and Administrators: Putting the Pieces Together (Westerville, Ohio: School Management Institute, 1978), pp. 1-116 (ED 154 527).
- Redfern, George B. "Principals: Who's Evaluating Them, Why, and How?" NASSP Bulletin, LVI, No. 364 (May, 1972), pp. 85-93.
- Rentsch, George J. "Assessing Administrative Performance," NASSP Bulletin, LX, No. 401 (September, 1976), pp. 77-83.
- Rooney, Patrick O. "Evaluation System for School Administrators," Ventura, California: Ventura Unified School District, March, 1973, pp. 1-9.
- Rosenberg, Max. "How Does Your Principal Rate?," Teacher, XCI, No. 9 (May/June, 1974), pp. 25-27.

- Rosenberg, Max. "How to Evaluate Your Principals Without Scaring (or Turning) Them Off," The American School Board Journal, CLX, No. 6 (June, 1973), pp. 35-26.
- Rosenberg, Max. "The Values of School Principal Evaluation," Education, XCI, No. 3 (February/March, 1971), pp. 212-214.
- Saif, Philip S. A Handbook for the Evaluation of Classroom Teachers and School Principals. Bloomfield, Connecticut: Capitol Region Education Council, September, 1976, pp. 1-180 (ED 133-371).
- Sanacore, Joseph. "How Teachers Can Evaluate Their Principal," NASSP Bulletin, LX, No. 402 (October, 1976), pp. 98-101.
- School Principal--A Report Pursuant to Resolution Ch. 102 of 1977 (ACR 35), Report 77-26. California State Legislature, Sacramento, Office of the Legislative Analyst, October, 1977, pp. 1-61 (ED 145 540).
- Seal, Edgar Z. "Development, Implementation, and Evaluation of a Model Program for Evaluating School Principals, Maxi II Practicum Report" (Ed.D. dissertation, Nova University, March, 1977), pp. 1-245 (ED 156 679).
- State Department of Education (The). State of Tennessee. 1978-79 Directory of Public Schools (Nashville, Tennessee: Rich Printing Company).
- Stemnock, Suzanne K. The Evaluatee Evaluates the Evaluator, ERS Circular No. 5, 1970 (Washington, D. C.: Educational Research Service, 1970), pp. 2-3 (ED 044 378).
- Stemnock, Suzanne K. Evaluating the Evaluator, ERS Circular No. 4, 1973 (Washington, D. C.: Educational Research Service, 1973), pp. 1-50 (ED 081 114).
- Strickler, Robert W. "The Evaluation of the Public School Principal," NASSP Bulletin, XLI, No. 226 (February, 1957), pp. 55-58.
- "Teacher Opinion Poll," Today's Education, LX, No. 4 (April, 1971), pp. 1-2.
- Teitelbaum, Deena, and James Lee. Development of Selection Criteria for Elementary School Principals of Inner-City Schools: Final Report. New York, New York: New York City Board of Education, Board of Examiners, March, 1972, pp. 1-104 (ED 062 732).
- "Tentative Report: Evaluation of Personnel: Report of State Committees on: Evaluation of Teachers and Other School Employees; Evaluation of Central Office Personnel and Principals," Virginia State Department of Education, 1972.

- Thomas, George B., and others. "Mutual Benefit Evaluation of Administrators," The Journal of the College and University Personnel Association, XXVIII, No. 3 (Summer, 1977), pp. 13-24.
- Thompson, Paul H., and Gene W. Dalton. "Performance Appraisal: Managers Beware," Harvard Business Review, XLVIII, No. 1 (January, February, 1970), pp. 149-157.
- Thompson, C. Lamar, and Ford Haynes. "Personnel Evaluation: A Second Direction Is Needed," The Clearing House, LII, No. 7 (March, 1979), p. 306.
- Towns, Robert M. "A Survey of the Procedures for Evaluating the Performance of Secondary Public School Principals in Michigan" (unpublished Doctoral dissertation, Michigan State University, 1974).
- Trump, John. "Successful Principals Receive Accurate Feedback," American Secondary Education, VIII, No. 4 (December, 1978), pp. 38-42.
- Utz, Robert F. "Principal Leadership Styles and Effectiveness as Perceived by Teachers." Paper presented at American Education Research Association and Annual Meeting. Chicago, Illinois: April, 1972, pp. 1-11 (ED 064 240).
- Weldy, Gilbert R. "Teachers Evaluate Their Principal," NASSP Bulletin, XLV (October, 1961), pp. 145-150.
- "What's Going on Around Here? Nine Principals Speak out," The National Elementary Principal, LVI, No. 4 (March/April, 1977), pp. 9-19.
- Wiles, Kimball, and John L. Lovell. Supervision for Better Schools (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975).
- Wills, Lewis A. Evaluation of Administrators: Issues and Practices (Eugene, Oregon: Oregon School Study Council, XIX, No. 10, June, 1976), pp. 1-57 (ED 125 083).
- Wingo, William. "Principal Moves Toward Democratic Management," Thrust for Educational Leadership, VII, No. 5 (May, 1978), pp. 27-29.
- Zakrajsek, Barbra. "Evaluation Systems: A Critical Look." NASSP Bulletin, LXIII, No. 423 (January, 1979), pp. 100-111.

APPENDIXES

APPENDIX A

ADMINISTRATOR QUESTIONNAIRE FOR THE
EVALUATION OF PRINCIPALS

ADMINISTRATOR QUESTIONNAIRE FOR THE EVALUATION OF PRINCIPALS

This questionnaire is designed to gather information concerning your perceptions and attitudes toward principal evaluation.

I. RESPONDENT DATA

A. Indicate your present title or position.

- (7) 1 _____ Superintendent.
2 _____ Instructional Supervisor (e.g. subject area, general, grade level, Title I, etc.).
3 _____ Non-Instructional Supervisor (e.g. food service, business, personnel, transportation, maintenance, etc.).
4 _____ Principal.
5 _____ Other. (Specify) _____

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

- (8) 1 _____ County. 2 _____ City. 3 _____ Other.

C. Size of the school district.

- (9) 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 principal evaluation best describes the one used in your school system?

- (10) 1 _____ Type I--Procedures that stress rating on pre-established performance standards, use of rating scales and checklists.
2 _____ Type II--Procedures that emphasize job targets or management by objectives tailored to the needs of the evaluatee.
3 _____ None.
4 _____ Neither.

If neither, please explain below the type of evaluation you use.

B. a. On the left of each item below indicate what you perceive to be your school system's three most important purposes of a principal evaluation.

b. On the right of each item below indicate what you think should be the three most important purposes of a principal evaluation.

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

- | School | | Myself | |
|-------------|--|---------|-------------|
| (11) | 1 _____ To promote personal growth and competence. | 1 _____ | (19) |
| (12) Number | 2 _____ To make personnel decisions such as to hire, fire, transfer, or promote. | 2 _____ | Number (20) |
| (13) only | 3 _____ Improve instruction. | 3 _____ | (21) |
| (14) | 4 _____ To motivate administrators toward better performance | 4 _____ | only (22) |
| (15) | 5 _____ Grant merit pay. | 5 _____ | (23) |
| (16) three | 6 _____ Provide information related to the strengths and weaknesses of the individual employee. | 6 _____ | three (24) |
| (17) | 7 _____ To facilitate communication and cooperation among administrators, teachers, students, and community. | 7 _____ | (25) |
| (18) | 8 _____ To meet State Department requirements. | 8 _____ | (26) |

C. Check all who currently are involved in the evaluation of principals.

- | | | | | | |
|------|----------------------------------|------|-----------------------------|------|-----------------------|
| (27) | 1 _____ Superintendent | (32) | 6 _____ Assistant Principal | (36) | 10 _____ Students |
| (28) | 2 _____ Assistant Superintendent | (33) | 7 _____ Teachers | (37) | 11 _____ Parents |
| (29) | 3 _____ Supervisor | (34) | 8 _____ Peers | (38) | 12 _____ School Board |
| (30) | 4 _____ Personnel Director | (35) | 9 _____ Self-Evaluation | | Members |
| (31) | 5 _____ Principal | | | (39) | 13 Other (Indicate.) |
-

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

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

- | | | | | | |
|------|----------------------------------|------|-----------------------------|------|-----------------------|
| (42) | 1 _____ Superintendent | (47) | 6 _____ Assistant Principal | (51) | 10 _____ Students |
| (43) | 2 _____ Assistant Superintendent | (48) | 7 _____ Teachers | (52) | 11 _____ Parents |
| (44) | 3 _____ Supervisor | (49) | 8 _____ Peers | (53) | 12 _____ School Board |
| (45) | 4 _____ Personnel Director | (50) | 9 _____ Self-Evaluation | | Members |
| (46) | 5 _____ Principal | | | (54) | 13 Other (Indicate.) |
-

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

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

- | | | |
|------|---------------------------------|---------------------------------|
| (57) | 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 principals in your system should be evaluated?

- | | | |
|------|---------------------------------|---------------------------------|
| (58) | 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 principal evaluation process.

- | | | | |
|------|--------------------------------------|------|--|
| (59) | 1 _____ Forced choice rating. | (65) | 7 _____ Field review. |
| (60) | 2 _____ The checklist. | (66) | 8 _____ Informal discussion or orally. |
| (61) | 3 _____ The descriptive essay. | (67) | 9 _____ Combination of the above. |
| (62) | 4 _____ The conference. | (68) | 10 _____ Other. (Please list.) _____ |
| (63) | 5 _____ Management by objectives. | | |
| (64) | 6 _____ Critical incident appraisal. | | |
-

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

- | | | | |
|------|--------------------------------------|------|--|
| (69) | 1 _____ Forced choice rating. | (75) | 7 _____ Field review. |
| (70) | 2 _____ The checklist. | (76) | 8 _____ Informal discussion or orally. |
| (71) | 3 _____ The descriptive essay. | (77) | 9 _____ Combination of the above. |
| (72) | 4 _____ The conference. | (78) | 10 _____ Other. (Please list.) _____ |
| (73) | 5 _____ Management by objectives. | | |
| (74) | 6 _____ Critical incident appraisal. | | |
-

Cd 2 Code _____

(2) (2-6)

K. What have been the three most important results of principal evaluations in your school system?

- (7) 1 _____ Improvement of administrator performance.
 (8) 2 _____ Job targets for administrators.
 (9) 3 _____ Topics for inservice training.
 (10) 4 _____ Improvement in instruction.
 (11) 5 _____ Transfers, dismissals, and promotions.
 (12) 6 _____ Merit pay.
 (13) 7 _____ Better communication and cooperation among administrators, teachers, students, and community.
 (14) 8 _____ Other. (Specify)

L. What do you think should be the three most important results of principal evaluations?

- (15) 1 _____ Improvement of administrator performance.
 (16) 2 _____ Job targets for administrators.
 (17) 3 _____ Topics for inservice training.
 (18) 4 _____ Improvement in instruction.
 (19) 5 _____ Transfers, dismissals, and promotions.
 (20) 6 _____ Merit pay.
 (21) 7 _____ Better communication and cooperation among administrators, teachers, students, and community.
 (22) 8 _____ Other. (Specify.)

M. How would you rate the overall effectiveness of your district's administrative evaluation system?

- (23) 1 _____ Poor. 2 _____ Satisfactory. 3 _____ Good.

N. Do principals in your system have a job description?

- (24) 1 _____ Yes 2 _____ No 3 _____ Don't Know

O. Has the evaluation process helped to improve the efficiency of principals?

- (25) 1 _____ Yes 2 _____ No 3 _____ Don't Know

P. Check your degree of involvement in the development of the evaluation process and procedures for principals.

- (26) 1 _____ No involvement. 3 _____ Average involvement.
 2 _____ Minimal involvement. 4 _____ Extensive involvement.

Q. Check the weaknesses that are found in the principal evaluation process in your school system.

- (27) 1 _____ Criteria not appropriate. (33) 7 _____ Little follow through.
 (28) 2 _____ Not enough time. (34) 8 _____ Poor instrument.
 (29) 3 _____ Too subjective. (35) 9 _____ Lack of a systematic evaluation
 (30) 4 _____ Lack of involvement. process.
 (31) 5 _____ Biases are involved. (36) 10 _____ Other. (Specify.)
 (32) 6 _____ Need More contact with the evaluator.

R. Check the strengths of the principal evaluation process in your school system.

- (37) 1 _____ Improves professional growth. (43) 7 _____ Goal setting and direction given to
 (38) 2 _____ Effects a positive attitude. job.
 (39) 3 _____ Improves communication. (44) 8 _____ Involvement.
 (40) 4 _____ Identifies strengths and weaknesses. (45) 9 _____ Self-Evaluation
 (41) 5 _____ Results in more cooperation. (46) 10 _____ Other. (Specify.)
 (42) 6 _____ Improved performance.

III. METHODS OF EVALUATION

- A. On the left check those items which are a part of the principal evaluation system in your school system.
- B. On the right indicate your attitude concerning the importance of including each of these items in a principal evaluation system by circling a number of each item--even if it is not a part of your present system.

		Very Important	Important	Unimportant	Very Unimportant	
(47)	1 _____ Self-evaluation.	1	2	3	4	(64)
(48)	2 _____ Based on job description.	1	2	3	4	(65)
(49)	3 _____ Related to salary.	1	2	3	4	(66)
(50)	4 _____ Includes review and appeal process.	1	2	3	4	(67)
(51)	5 _____ Based on performance contract.	1	2	3	4	(68)
(52)	6 _____ Uses multiple information sources.	1	2	3	4	(69)
(53)	7 _____ Both process and results examined.	1	2	3	4	(70)
(54)	8 _____ Feedback from subordinates.	1	2	3	4	(71)
(55)	9 _____ Pre-evaluation conference.	1	2	3	4	(72)
(56)	10 _____ Conference during the evaluation process.	1	2	3	4	(73)
(57)	11 _____ Post-evaluation conference.	1	2	3	4	(74)
(58)	12 _____ Informal evaluation, as well as formal.	1	2	3	4	(75)
(59)	13 _____ Some items on the evaluation form are weighted.	1	2	3	4	(76)
(60)	14 _____ Uses a rater other than the evaluator.	1	2	3	4	(77)
(61)	15 _____ Implements team appraisal.	1	2	3	4	(78)
(62)	16 _____ Provides for individual differences.	1	2	3	4	(79)
(63)	17 _____ Includes monitoring and feedback.	1	2	3	4	(80)

THANK YOU FOR YOUR PARTICIPATION.

----- F O L D -----

Ms. Betty Lawson
219 Henson Hall
The University of Tennessee
Knoxville, TN 37916

APPENDIX B

TEACHER QUESTIONNAIRE CONCERNING THE EVALUATION OF THE PRINCIPAL

TEACHER QUESTIONNAIRE CONCERNING THE EVALUATION OF PRINCIPALS

This questionnaire is designed to gather information concerning your perceptions and attitudes toward your principal's evaluation.

I. PARTICIPATION IN EVALUATION

A. Does your school system have an evaluation system for principals?

- (7) 1 ____ Yes 2 ____ No 3 ____ Don't Know

B. Do you participate in the evaluation of your principal?

- (8) 1 ____ Yes 2 ____ No

C. Do you think you should participate in the evaluation of your principal?

- (9) 1 ____ Yes 2 ____ No

D. How often are principals evaluated by teachers in your school system?

- (10) 1 ____ More than twice a year. 5 ____ Once every three years.
2 ____ Twice a year. 6 ____ Not at all.
3 ____ Once a year. 7 ____ Other. (Specify.) _____
4 ____ Once every two years.

E. How often do you think principals should be evaluated by teachers in your school system?

- (11) 1 ____ More than twice a year 5 ____ Once every three years.
2 ____ Twice a year. 6 ____ Not at all.
3 ____ Once a year. 7 ____ Other. (Specify.) _____
4 ____ Once every two years.

II. INSTRUMENTS USED IN EVALUATION

A. What type(s) of instruments do you use to evaluate your principal?

- (12) 1 ____ Checklist. (16) 5 ____ Personal interview.
(13) 2 ____ Forced choice rating. (17) 6 ____ None.
(14) 3 ____ The descriptive essay. (18) 7 ____ Other. (Please list or explain.) _____
(15) 4 ____ Questionnaire. _____

B. What type(s) of instruments do you think you should use to evaluate your principal?

- (19) 1 ____ Checklist. (23) 5 ____ Personal interview.
(20) 2 ____ Forced choice rating. (24) 6 ____ None.
(21) 3 ____ The descriptive essay. (25) 7 ____ Other. (Please list or explain.) _____
(22) 4 ____ Questionnaire. _____

C. Did classroom teachers participate in the development of the instrument used in evaluating your principal?

- (26) 1 ____ Yes 2 ____ No

D. Do you think you should participate in the development of the instrument to use in evaluating your principal?

- (27) 1 ____ Yes 2 ____ No

E. Do you feel that community members should be involved in the development of the instrument to use in evaluating your principal?

- (28) 1 ____ Yes 2 ____ No

F. How would you rate the kind of instrument used in evaluating your principal?

- (29) 1 ____ Poor. 2 ____ Satisfactory. 3 ____ Good. 4 ____ No instrument used.

III. EVALUATION INFORMATION AND OPINIONS

- A. Do you have any fear that reprisals or other problems may occur as a result of evaluating your principal?
- (30) 1 ☐ Yes 2 ☐ No
- B. Are you assured of confidentiality in the participation of the evaluation of your principal?
- (31) 1 ☐ Yes 2 ☐ No
- C. Is the participation in the evaluation of your principal:
- (32) 1 ☐ Voluntary. 2 ☐ Required. 3 ☐ Unsolicited. 4 ☐ None.
- D. Do you feel that the feedback from your evaluation will improve the performance of the principal?
- (33) 1 ☐ Yes 2 ☐ No 3 ☐ None Given
- E. Does the principal ever discuss the principal evaluation results with his/her staff individually or with the group?
- (34) 1 ☐ Yes 2 ☐ No
- F. Do you feel that your participation in the evaluation of your principal:
- (35) 1 ☐ Improves your relationship with him/her. 3 ☐ Doesn't affect your relationship with him/her.
2 ☐ Inhibits your relationship with him/her. 4 ☐ Do not participate.
- G. Who should conduct the teachers' evaluation of the principal?
- (36) 1 ☐ Personnel Director.
2 ☐ Outside evaluator.
3 ☐ An administrator or supervisor from a neighboring school.
4 ☐ Supervisor of Instruction.
5 ☐ Superintendent.
6 ☐ Other. (Specify.) _____
- H. Check the weakness or weaknesses of the process used in the teachers' evaluation of principals in your school system.
- | | |
|---|---|
| (37) 1 ☐ Criteria not appropriate. | (41) 5 ☐ Poor instrument. |
| (38) 2 ☐ Not enough time. | (42) 6 ☐ No process used. |
| (39) 3 ☐ Too subjective. | (43) 7 ☐ Other. (Specify.) _____ |
| (40) 4 ☐ Lack of involvement | |
- I. Check the strength(s) of the process used in the teachers' evaluation of principals in your school system.
- | | |
|--|--|
| (44) 1 ☐ Improves professional growth. | (50) 7 ☐ Involvement. |
| (45) 2 ☐ Effects a positive attitude. | (51) 8 ☐ Self-Evaluation. |
| (46) 3 ☐ Improves communication. | (52) 9 ☐ No process used. |
| (47) 4 ☐ Identifies strengths and weaknesses. | (53) 10 ☐ Other. (Specify.) _____ |
| (48) 5 ☐ Improved performance. | |
| (49) 6 ☐ Goal setting and direction given to job. | |

THANK YOU FOR YOUR PARTICIPATION.

----- F O L D -----

Ms. Betty Lawson
 219 Henson Hall
 The University of Tennessee
 Knoxville, TN 37916

APPENDIX C

JURY OF EXPERTS

APPENDIX D

JURY OF EXPERTS

Jack Roberts
Director of Middle Grades 4-8
State Department of Education
Knoxville, Tennessee

Jessie Warren
Assistant Commissioner
State Department of Education
Nashville, Tennessee

Donald Wood
Chief of Management Services
State Department of Education
Nashville, Tennessee

John Hooker
Director of State Testing and
Evaluation
State Department of Education
Nashville, Tennessee

Joe Minor
Chief of Curriculum Services
State Department of Education
Nashville, Tennessee

Robert L. McElrath
Superintendent of Schools
Greeneville, Tennessee

James Kayler
Superintendent of Schools
Manchester, Tennessee

Ralph E. Evans
Superintendent of Schools
Kingsport, Tennessee

Janice Faulk
Supervisor of Instruction
Union City, Tennessee

Shirley Poole
Supervisor of Instruction, Giles County
Pulaski, Tennessee

Elizabeth Lane
Supervisor of Instruction, Shelby
County

Ruth Fugate
Supervisor of Instruction
Tazewell, Tennessee

Dr. Joe Chandler
Supervisor of Certified Personnel
Knoxville, Tennessee

Winston D. Pickett, Principal
Sequatchie County Middle School
Dunlap, Tennessee

Marvin Lane, Principal
Lookout Mountain Elementary
Lookout Mountain, Tennessee

Ben Wilson, Principal
Ingleside Elementary School
Athens, Tennessee

James M. Simpson, Principal
West High School
Knoxville, Tennessee

Dan Follett
Executive Director
Tennessee School Board Association
Nashville, Tennessee

APPENDIX D

ORIGINAL QUESTIONNAIRES

ADMINISTRATOR'S QUESTIONNAIRE FOR THE EVALUATION OF
PRINCIPALS AND SUPERVISORS

This questionnaire is designed to gather information concerning your perceptions and attitudes toward administrator evaluation.

1. Indicate your present title or position.

- ☐ (1) Superintendent
- ☐ (2) Instructional Supervisor (e.g. subject area, general, grade level, Title I, etc.)
- ☐ (3) Non-instructional supervisor (e.g. food service, business, personnel, transportation, maintenance, etc.)
- ☐ (4) Principal
- ☐ (5) Other (Specify.) _____

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

- ☐ (1) County
- ☐ (2) City
- ☐ (3) Other

3. Size of the school district.

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

4. Which type of administrator evaluation best describes the one used in your school system?

- ☐ (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 or none.

If neither, please explain below the type of evaluation you use.

5. A. On the left of each item below indicate what you perceive to be your school system's three most important purposes of administrator evaluation.
- B. On the right of each item below indicate what you think should be the three most important purposes of administrator evaluation.

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

School	Myself
_____ (1) To promote personal growth and competence.	_____ (1)
_____ (2) To make personnel decisions such as to hire, fire, transfer, or promote.	_____ (2)
_____ (3) Improve instruction.	_____ (3)
_____ (4) To motivate administrators toward better performance.	_____ (4)
_____ (5) Grant merit pay.	_____ (5)
_____ (6) Let the individual know what is expected of him.	_____ (6)
_____ (7) Provide information related to the strengths and weaknesses of the individual employee.	_____ (7)
_____ (8) To determine the skill possessed by the administrator in his/her role as an educational leader.	_____ (8)
_____ (9) To facilitate communication and cooperation among administrators, teachers, students, and community.	_____ (9)
_____ (10) To meet State Department requirements.	_____ (10)

6. Check all who currently are involved in the evaluation of principals.

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

_____ (1) Superintendent	_____ (1)
_____ (2) Assistant Superintendent	_____ (2)
_____ (3) Supervisor	_____ (3)
_____ (4) Personnel Director	_____ (4)
_____ (5) Principal	_____ (5)
_____ (6) Assistant Principal	_____ (6)
_____ (7) Teachers	_____ (7)
_____ (8) Peers	_____ (8)
_____ (9) Self-Evaluation	_____ (9)
_____ (10) Students	_____ (10)
_____ (11) Parents	_____ (11)
_____ (12) School Board members	_____ (12)
_____ (13) Other (Indicate.) _____	_____ (13) _____

7. Check all who are involved in the evaluation of supervisors.

☐ (1) Superintendent
☐ (2) Assistant Superintendent
☐ (3) Supervisor
☐ (4) Personnel Director
☐ (5) Principal
☐ (6) Assistant Principal
☐ (7) Teachers
☐ (8) Peers
☐ (9) Self-Evaluation
☐ (10) Students
☐ (11) Parents
☐ (12) School Board members
☐ (13) Other (Indicate.) _____

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

☐ (1)
☐ (2)
☐ (3)
☐ (4)
☐ (5)
☐ (6)
☐ (7)
☐ (8)
☐ (9)
☐ (10)
☐ (11)
☐ (12)
☐ (13) _____

8. Check the one who has primary responsibility for the evaluation of principals.

☐ (1) Superintendent
☐ (2) Assistant Superintendent
☐ (3) Supervisor
☐ (4) Personnel Director
☐ (5) Principal
☐ (6) Assistant Principal
☐ (7) Teachers
☐ (8) Peers
☐ (9) Self-Evaluation
☐ (10) Students
☐ (11) Parents
☐ (12) School Board members
☐ (13) Other (Indicate.) _____

Check the one who you think should have primary responsibility for the evaluation of principals.

☐ (1)
☐ (2)
☐ (3)
☐ (4)
☐ (5)
☐ (6)
☐ (7)
☐ (8)
☐ (9)
☐ (10)
☐ (11)
☐ (12)
☐ (13) _____

9. Check the one who currently has primary responsibility for the evaluation of supervisors.

☐ (1) Superintendent
☐ (2) Assistant Superintendent
☐ (3) Supervisor
☐ (4) Personnel Director
☐ (5) Principal
☐ (6) Assistant Principal
☐ (7) Teachers
☐ (8) Peers
☐ (9) Self-Evaluation
☐ (10) Students
☐ (11) Parents
☐ (12) School Board members
☐ (13) Other (Indicate.) _____

Check the one who you think should have primary responsibility for the evaluation of supervisors.

☐ (1)
☐ (2)
☐ (3)
☐ (4)
☐ (5)
☐ (6)
☐ (7)
☐ (8)
☐ (9)
☐ (10)
☐ (11)
☐ (12)
☐ (13) _____

10. How frequently are administrators in your system evaluated?

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

How frequently do you think administrators in your system should be evaluated?

- _____ (1)
- _____ (2)
- _____ (3)
- _____ (4)
- _____ (5)
- _____ (6)

11. Check type(s) of evaluation instruments used in the administrator evaluation process.

- _____ (1) Forced choice rating.
- _____ (2) The checklist.
- _____ (3) The descriptive essay.
- _____ (4) The conference.
- _____ (5) Management by objectives.
- _____ (6) Critical incident appraisal.
- _____ (7) Field review.
- _____ (8) Informal discussion or orally.
- _____ (9) Combination of the above.
- _____ (10) Other. (Please list.)

Check type(s) of evaluation instruments you think should be used in the administrator evaluation process.

- _____ (1)
- _____ (2)
- _____ (3)
- _____ (4)
- _____ (5)
- _____ (6)
- _____ (7)
- _____ (8)
- _____ (9)
- _____ (10)

12. What have been the three most important results of administrator evaluation in your school system?

- _____ (1) Improvements of administrator performance.
- _____ (2) Job targets for administrators.
- _____ (3) Topics for inservice training.
- _____ (4) Improvements in instruction.
- _____ (5) Transfers, dismissals, and promotions.
- _____ (6) Merit pay.
- _____ (7) Better communication and cooperation among administrators, teachers, students, and community.

What do you think should be the three most important results of administrator evaluation?

- _____ (1)
- _____ (2)
- _____ (3)
- _____ (4)
- _____ (5)
- _____ (6)
- _____ (7)

13. How would you rate the overall effectiveness of your district's administrative evaluation system?

- _____ (1) Poor
- _____ (2) Satisfactory
- _____ (3) Good

14. Check yes or no to these questions:

- (1) Do administrators in your system have a job description?
Yes _____ No _____
- (2) Has the evaluation process helped to improve efficiency?
Yes _____ No _____
- (3) Do you evaluate your immediate superior? Yes _____ No _____
- (4) Do you think you should be permitted to evaluate your
immediate superior? Yes _____ No _____

15. Check your degree of involvement in the development of the evaluation process and procedures.

- _____ (1) No involvement.
- _____ (2) Minimal involvement.
- _____ (3) Average involvement.
- _____ (4) Extensive involvement.

16. Check the weaknesses that are found in the administrator evaluation process in your school system.

- _____ (1) Criteria not appropriate.
- _____ (2) Not enough time.
- _____ (3) Too subjective.
- _____ (4) Lack of involvement.
- _____ (5) Biases are involved.
- _____ (6) Need more contacts with the evaluator.
- _____ (7) Little follow through.
- _____ (8) Poor instrument.
- _____ (9) Lack of a systematic evaluation process.

17. Check the strengths of the administrator evaluation process in your school system.

- _____ (1) Improves professional growth.
- _____ (2) Effects a positive attitude.
- _____ (3) Improves communication.
- _____ (4) Identifies strengths and weaknesses.
- _____ (5) Results in more cooperation.
- _____ (6) Improved performance.
- _____ (7) Goal setting and direction given to job.
- _____ (8) Involvement.
- _____ (9) Self-evaluation.

18. Methods of Evaluation

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

On the right indicate your attitude concerning the importance of including each of these items in an administrator evaluation system by circling a number for each item--even if it is not a part of your present system.

	Very Important	Important	Unimportant	Very Unimportant
___ (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) Informal evaluation, as well as formal.	1	2	3	4
___ (13) Some items on the evaluation form are weighted.	1	2	3	4
___ (14) Uses a rater other 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

TEACHER QUESTIONNAIRE CONCERNING THE EVALUATION OF
PRINCIPALS AND SUPERVISORS

1. Does your school system have an evaluation system for principals?
Yes _____ No _____
2. Does your school system have an evaluation system for supervisors?
Yes _____ No _____
3. Do you participate in the evaluation of your principal?
Yes _____ No _____
4. Do you think you should participate in the evaluation of your principal? Yes _____ No _____
5. Do you participate in the evaluation of your supervisor?
Yes _____ No _____
6. Do you think you should participate in the evaluation of your supervisor? Yes _____ No _____
7. How often do you participate in the evaluation of your principal?

_____ (1) Once every three years. _____ (2) Once every two years. _____ (3) Annually. _____ (4) Semi-annually. _____ (5) More than twice a year. _____ (6) Not at all.	How often do you think you should participate in the evaluation of your principal? _____ (1) _____ (2) _____ (3) _____ (4) _____ (5) _____ (6)
--	---
8. How often do you participate in the evaluation of your supervisor?

_____ (1) Once every three years. _____ (2) Once every two years. _____ (3) Annually. _____ (4) Semi-annually. _____ (5) More than twice a year. _____ (6) Not at all.	How often do you think you should participate in the evaluation of your supervisor? _____ (1) _____ (2) _____ (3) _____ (4) _____ (5) _____ (6)
--	--

9. What type(s) of instruments do you use to evaluate your principal?

- ☐ (1) Checklist.
☐ (2) Forced-choice rating.
☐ (3) The descriptive essay.
☐ (4) Questionnaire.
☐ (5) Personal interview.
☐ (6) None.
☐ (7) Other. (Please list.)
- _____
- _____
- _____

What type(s) of instruments do you think you should use to evaluate your principal?

- ☐ (1)
☐ (2)
☐ (3)
☐ (4)
☐ (5)
☐ (6)
☐ (7)
- _____
- _____
- _____

10. What type(s) of instruments do you use to evaluate your supervisor?

- ☐ (1) Checklist.
☐ (2) Forced-choice rating.
☐ (3) The descriptive essay.
☐ (4) Questionnaire.
☐ (5) Personal interview.
☐ (6) None.
☐ (7) Other. (Please list.)
- _____
- _____
- _____

What type(s) of instruments do you think you should use to evaluate your supervisor?

- ☐ (1)
☐ (2)
☐ (3)
☐ (4)
☐ (5)
☐ (6)
☐ (7)
- _____
- _____
- _____

11. Do you participate in the development of the instrument to use in evaluating your principal? Yes _____ No _____

12. Do you think you should participate in the development of the instrument to use in evaluating your principal? Yes _____ No _____

13. Do you participate in the development of the instrument to use in evaluating your supervisor? Yes _____ No _____

14. Do you think you should participate in the development of the instrument to use in evaluating your supervisor? Yes _____ No _____

15. Do you feel that community members should be involved in the development of the instrument to use in evaluating your principal? Yes _____ No _____

16. Do you feel that community members should be involved in the development of the instrument to use in evaluating your supervisor? Yes _____ No _____

17. How would you rate the kind of instrument used in evaluating your principal? _____
- How would you rate the kind of instrument used in evaluating your supervisor? _____
- _____ (1) Poor. _____ (1)
 _____ (2) Satisfactory. _____ (2)
 _____ (3) Good. _____ (3)
 _____ (4) No instrument used. _____ (4)
18. Do you have any fear that reprisals may occur as a result of evaluating your principal? Yes _____ No _____
19. Do you have any fear that reprisals may occur as a result of evaluating your supervisor? Yes _____ No _____
20. Are you assured of confidentiality in the participation of the evaluation of your principal? Yes _____ No _____
21. Are you assured of confidentiality in the participation of the evaluation of your supervisor? Yes _____ No _____
22. Is the participation in the evaluation of your principal: _____
- Is the participation in the evaluation of your supervisor: _____
- _____ (1) Voluntary. _____ (1) Voluntary.
 _____ (2) Required. _____ (2) Required.
 _____ (3) Unsolicited. _____ (3) Unsolicited.
 _____ (4) None. _____ (4) None.
23. Do you feel that the feedback from your evaluation will improve the performance of the principal? Yes _____ No _____
24. Do you feel that the feedback from your evaluation will improve the performance of your supervisor? Yes _____ No _____
25. Does the principal ever discuss the evaluation results with his/her staff individually or with the group? Yes _____ No _____
26. Do you feel that your participation in the evaluation of your principal: _____
- Do you feel that your participation in the evaluation of your supervisor: _____
- _____ (1) Improves your relationship with him/her. _____ (1)
 _____ (2) Inhibits your relationship with him/her. _____ (2)
 _____ (3) Doesn't affect your relationship with him/her. _____ (3)

27. Who should conduct the teachers' evaluation of the principal?

- ____ (1) Personnel director.
- ____ (2) Outside evaluator.
- ____ (3) An administrator or supervisor from a neighboring school.
- ____ (4) Other. (Specify.)

Who should conduct the teachers' evaluation of the supervisor?

- ____ (1)
- ____ (2)
- ____ (3)
- ____ (4)

28. Check the weakness or weaknesses of the process used in the teachers' evaluation of administrators in your school system.

- ____ (1) Criteria not appropriate.
- ____ (2) Not enough time.
- ____ (3) Too subjective.
- ____ (4) Lack of involvement.
- ____ (5) Poor instrument.
- ____ (6) No process used.
- ____ (7) Other. (Specify.)

29. Check the strength(s) of the process used in the teachers' evaluation of administrators in your school system.

- ____ (1) Improves professional growth.
- ____ (2) Effects a positive attitude.
- ____ (3) Improves communication.
- ____ (4) Identifies strengths and weaknesses.
- ____ (5) Improved performance.
- ____ (6) Goal setting and direction given to job.
- ____ (7) Involvement.
- ____ (8) Self-evaluation.
- ____ (9) No process used.
- ____ (10) Other. (Specify.)

APPENDIX E

LETTER TO THE JURY OF EXPERTS

219 Henson Hall
University of Tennessee
Knoxville, TN 37916
October 22, 1979

Dear

I would like to request your assistance in the final development of two instruments designed to assess the status of administrator evaluation in Tennessee. I would like you to review the enclosed instruments and indicate any recommendations for improvement in their use of clarity, e.g., whether to add, delete, or rephrase any item.

If you would critique these instruments and return them to the above address, I would appreciate it very much. Promptness will also be appreciated.

Sincerely,

Betty Lawson

Betty Lawson
Supervisor of Instruction

Hancock County School System

BL/mlw

APPENDIX F

COVER LETTERS

December 30, 1979

Dear Administrator:

A comprehensive study is being conducted to identify the present practices and attitudes relative to the evaluation of public school principals in Tennessee and to provide recommendations for developing more effective evaluation systems.

I would be most grateful to you if you would take a few minutes of your time to complete the enclosed questionnaire, fold and staple it, and place it in the mail. In order for this study to be meaningful and valid, it is very important for you to participate. Your voluntary participation and return of the questionnaire will indicate your informed consent to participate in the study. Your responses will remain confidential. No individual responses will be identified but will be reported only on a group basis. Questionnaires are coded only to identify non-respondents in the event follow-up letters are necessary.

A summary of the results of this study will be made available to you upon your request.

Please return the questionnaire by January 14, 1980. Your participation and assistance will be greatly appreciated.

Sincerely,

Betty Lawson

Betty Lawson

BL/mlw

December 30, 1979

Dear Teacher:

A comprehensive study is being conducted to identify the present practices and attitudes relative to the evaluation of public school principals in Tennessee and to provide recommendations for developing more effective evaluation systems.

I would be most grateful to you if you would take a few minutes of your time to complete the enclosed questionnaire, fold and staple it, and place it in the mail. In order for this study to be meaningful and valid, it is very important for you to participate. Your voluntary participation and return of the questionnaire will indicate your informed consent to participate in the study. Your responses will remain confidential. No individual responses will be identified but will be reported only on a group basis. Questionnaires are coded only to identify non-respondents in the event follow-up letters are necessary.

A summary of the results of this study will be made available to you upon your request.

Please return the questionnaire by January 14, 1980. Your participation and assistance will be greatly appreciated.

Sincerely,

Betty Lawson

Betty Lawson

BL/mlw

January 14, 1980

Dear Teacher:

HELP! I have not received the Questionnaire I sent to you two weeks ago.

Your input is greatly needed for a successful study of the evaluation of Tennessee principals.

If you did not receive the questionnaire, contact me for another.

Thank you for your help.

Betty Lawson
219 Henson Hall
The University of Tennessee
Knoxville, TN 37916

January 14, 1980

Dear Administrator:

HELP! I have not received the Questionnaire I sent to you two weeks ago.

Your input is greatly needed for a successful study of the evaluation of Tennessee principals.

If you did not receive the questionnaire, contact me for another.

Thank you for your help.

Betty Lawson
219 Henson Hall
The University of Tennessee
Knoxville, TN 37916

January 29, 1980

Dear Administrator:

I have not as yet received the questionnaire I sent to you in early January. In case it has been misplaced, I am sending you another pre-addressed and stamped questionnaire. I would appreciate it very much if you would take a few minutes of your time to complete this instrument and drop it in the mail.

Your input is greatly needed for a successful study of the evaluation of Tennessee principals. Please answer those questions asking for your opinion even if you do not presently have an evaluation system for your principal.

I will be grateful for your help.

Sincerely,

Betty Lawson

Betty Lawson

BL/mlw

Enclosure

January 29, 1980

Dear Teacher:

I have not as yet received the questionnaire I sent to you in early January. In case it has been misplaced, I am sending you another pre-addressed and stamped questionnaire. I would appreciate it very much if you would take a few minutes of your time to complete this instrument and drop it in the mail.

Your input is greatly needed for a successful study of the evaluation of Tennessee principals. Please answer those questions asking for your opinion even if you do not presently have an evaluation system for your principal.

I will be grateful for your help.

Sincerely,

Betty Lawson

Betty Lawson

BL/mlw

Enclosure

February 13, 1980

Dear Administrator:

You are a very important person. Your opinion is greatly needed to give adequate meaning to this study on principal evaluation.

I have not as yet received the questionnaire I sent to you in early January. In case it has been misplaced, I am sending you another pre-addressed and stamped questionnaire. I would appreciate it very much if you would take a few minutes of your time to complete this instrument and drop it in the mail.

Please answer those questions asking for your opinion even if you do not presently have an evaluation system for your principal.

I will be grateful for your help.

Sincerely,

Betty Lawson

Betty Lawson

BL/mlw

Enclosure

February 13, 1980

Dear Teacher:

You are a very important person. Your opinion is greatly needed to give adequate meaning to this study on principal evaluation.

I have not as yet received the questionnaire I sent to you in early January. In case it has been misplaced, I am sending you another pre-addressed and stamped questionnaire. I would appreciate it very much if you would take a few minutes of your time to complete this instrument and drop it in the mail.

Please answer those questions asking for your opinion even if you do not presently have an evaluation system for your principal.

I will be grateful for your help.

Sincerely,

Betty Lawson

Betty Lawson

BL/mlw

Enclosure

VITA

Betty Lawson was born in Kyles Ford, Tennessee, in 1924. She attended the public schools of Hancock County and graduated from Hancock High School in 1942.

She entered Carson-Newman College in Jefferson City, Tennessee, in 1942 and received a Bachelor of Arts degree in 1945.

She received a Master of Science degree in educational administration and supervision from The University of Tennessee, Knoxville, in 1975 and received an Educational Specialist degree in educational administration and supervision from The University of Tennessee, Knoxville, in 1977.

She has been employed in public education in Hancock County Schools as a high school teacher, elementary teacher, principal, Coordinator of music and reading, and is presently supervisor of instruction in the Hancock County School System.

She is married to Kyle Lawson of Sneedville, Tennessee. They have one son, Herman, who is a teacher at Volunteer State Community College and is continuing his education at Vanderbilt University.