

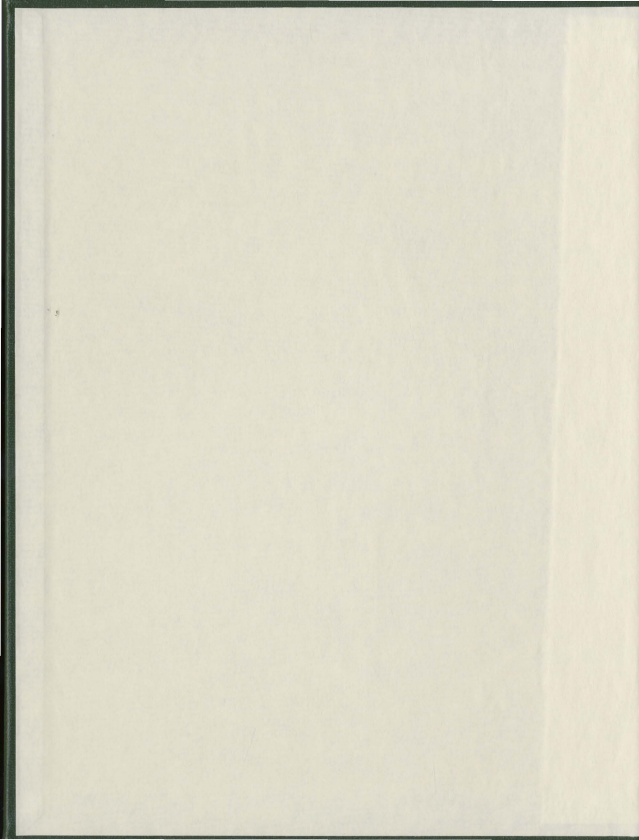
"A STUDY OF EVALUATION SYSTEMS FOR SCHOOL
PRINCIPLES IN THE PROVINCE OF NEWFOUNDLAND
AND LABRADOR"

CENTRE FOR NEWFOUNDLAND STUDIES

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ROLAND ALBERT DAWE



0012



ABSTRACT

A STUDY OF EVALUATION SYSTEMS FOR SCHOOL PRINCIPALS IN THE PROVINCE OF NEWFOUNDLAND AND LABRADOR

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1. How many school boards in the Province have developed formal systems for the evaluation of principals?

2. What are the major characteristics of these systems, in accordance with the following elements:



by

ROLAND A. DAWE

Procedures including standards, instruments, and processes used.

3. What differences exist among school boards with respect to their systems for the formal evaluation of principals?

4. What are the perceptions of superintendents, assistant superintendents, principals, and vice-principals on a sample of

A Thesis submitted to the Department of Educational Administration in
Partial Fulfillment of the Requirements for the Degree of
Master of Education

5. What use is made of evaluation results in these selected districts?

6. What procedures were used by personnel in these districts in developing

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

1983

St. John's

Newfoundland

area of principal evaluation in Newfoundland and Labrador

ABSTRACT

The purpose of this study was to examine principal evaluation systems available in Newfoundland and Labrador and make proposals for future development in this area. More specifically, this study attempted to answer the following questions:

1. How many school boards in the Province have developed formal systems for the evaluation of principals?
2. What are the major characteristics of these systems, in accordance with the following elements:
 - Purposes
 - Criteria
 - Procedures; including evaluators, instruments, and processes used.
3. What differences exist among school boards with respect to their systems for the formal evaluation of principals?
4. What are the perceptions of superintendents, assistant superintendents, principals, and vice-principals in a sample of school districts regarding current programs and how they can be approved?
5. What use is made of evaluation results in these selected districts?
6. What procedures were used by personnel in these districts in developing their evaluation systems?
7. What suggestions should be made for future developments in the area of principal evaluation in Newfoundland and Labrador?

The Lawton Systems Model for Evaluation provided the theoretical framework used to examine the questions pertaining to the principal evaluation systems available in Newfoundland and Labrador.

Data for the study were obtained from three sources: school board documentation outlining purposes, criteria, and procedures used in the evaluation of principals; interviews conducted with superintendents, assistant superintendents, and principals; and from questionnaires. The sample for the questionnaire component of the study included all superintendents, assistant superintendents, principals and vice-principals in eight randomly-chosen school boards. These eight boards were selected from a total of 19 boards reporting possession of principal evaluation systems. The collection of questionnaire data occurred during the Spring of 1983, with an overall return rate of 87.5 percent. Documentary analysis was used to describe those evaluation systems already in existence, with frequencies and comparison of means being used to analyze the questionnaire data.

The results of the study led to the following major conclusions:

1. Current practices in principal evaluation throughout the Province are generally the same.
2. The prime purpose for evaluation is the improvement of performance or instruction.
3. While current practices are generally the same, it is difficult to produce a list of criteria that would be common to all school districts. The criteria included in a principal evaluation system are determined somewhat by local conditions and requirements.

4. With reference to procedures for evaluation there was strongest support for the involvement of principals themselves as evaluators. All respondent groups preferred general school evaluation as a process and the conference technique as an instrument for evaluation.
5. The committee approach was recommended as the procedure that should be used to develop an evaluation system.

ACKNOWLEDGMENTS

The researcher extends sincere appreciation to the members of his thesis committee for their assistance in this study: Dr. H.J. Warren (Chairman), Dr. G.A. Bickman, Dr. E.J. Orsido. Their support, guidance, and encouragement were invaluable throughout the entire investigation.

Special acknowledgement is expressed to district superintendents, assistant superintendents, principals, and vice-principals for providing the data on which this study is based.

To Karin Thomey, for his assistance with the data analysis, and to Christine Sealey, for typing the manuscript, many thanks.

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CHAPTER I

INTRODUCTION

Evaluation is not new to the field of education. The severe restrictions placed upon the conduct of educational personnel in the past, and the resulting consequences if the rules were broken, were indeed the strictest form of evaluation. The fact that such restrictions are no longer in existence has failed to remove evaluation from the educational system; evaluation has simply taken a new direction. While there is still much emphasis on evaluation to facilitate administrative decision-making, more systems are now being developed and implemented which aim at the improvement of instruction in schools. In describing effective teacher evaluation systems, McGreal (1982) says "Evaluation procedures should focus on improving instruction, should be realistic and practical, and should enhance the superior-teacher relationship" (p. 303) There is little reason why this philosophy cannot be applied to the evaluation of principals.

The increasing demands of today's general public for "accountability" in education are fast expanding beyond the demands for regular classroom teacher evaluation to the demand for evaluation of all personnel. Zakrajsek (1979) put the situation in perspective in stating that, "When the public extended accountability beyond the classroom, the principal became directly involved. Since the principal is accepted as leader and specialist within the school, then it

only seems logical that his performance should certainly be evaluated" (p. 100).

Very little discussion has taken place regarding the evaluation of principals in Newfoundland and Labrador. Hickman (1983, p. 75) reports that only 12 of the 35 boards within the Province have policies for the evaluation of principals. Because of recent demands for additional research concerning this important issue, the time seems appropriate for the current study.

STATEMENT OF THE PROBLEM

The purpose of this study was to examine principal evaluation systems available in Newfoundland and Labrador, and to make proposals for future developments in this area. More specifically, the study attempted to answer the following questions:

1. How many school boards in the Province have developed formal systems for the evaluation of principals?
2. What are the major characteristics of these systems, in accordance with the following elements:
 - Purposes
 - Criteria
 - Procedures; including evaluators, instruments, and processes used.
3. What differences exist among school boards with respect to their systems for the formal evaluation of principals?
4. What are the perceptions of superintendents, assistant superintendents, principals, and vice-principals in a sample of school

- districts regarding current programs and how they can be improved?
5. What use is made of evaluation results in these selected districts?
 6. What procedures were used by personnel in these districts in developing their evaluation systems?
 7. What suggestions should be made for future developments in the area of principal evaluation in Newfoundland and Labrador?

THEORETICAL FRAMEWORK

In attempting to develop a theoretical framework for this study, the researcher examined related theses and a number of research projects conducted in other provinces. The findings indicate that in the evaluation of professional personnel, writers in general tend to follow Mitzel's three-way classification system: (1) presage, (2) process, and (3) product. Mitzel (1960) defined "presage" as the characteristics related to personality, appearance, training, and intelligence: "process" as those aspects of behavior considered to indicate competence; and "product" as evidence of growth or change in attitudes and behavior that can be attributed to the impact of the person under evaluation. Sterling (1977) used this approach in his study entitled "The Perceptions of Alberta Superintendents and Principals of Principal Evaluation". Duhamel and associates (1981) also used this method to study the evaluation of principals in the province of Ontario.

In the province of Newfoundland and Labrador, the Mitzel classification system has been utilized by James Hickman (1975) and

by George Hickman (1983), both of whom studied the area of teacher evaluation.

The Ontario Institute for Studies in Education has recently begun work on a project entitled "The Development and Use of Performance Appraisal of Certificated Education Staff in Ontario School Boards". The group of investigators, under the direction of Stephen Lawton, utilized a "Systems Model for Performance Appraisal". (Lawton, 1982) For purposes of the present study, an adapted version of the systems model was used.

It is assumed, under this systems model (Figure 1), that organizational goals and objectives are already set by an outside agency (Department of Education). The goals and objectives are interpreted by school boards which add objectives of their own (Box 1 in Figure 1). The boards develop an organizational structure which consists of a district office staff and various schools (Box 2). Within the structure, administrative assignments for schools are determined (Box 3). Each person hired to fill the various positions is asked to sign a contract (Box 4). Because the persons hired are individuals, each has his/her own objectives (Box 5). The merging of the demands from the organization (school board) and personal motivations and abilities results in an individual's job performance (Box 6).

To ensure that the job performance is appropriate, a school board initiates an evaluation system stating the purposes for evaluation (Box 7), the criteria for evaluation (Box 8), and the procedures to be used to collect the information (Box 9). One would expect to

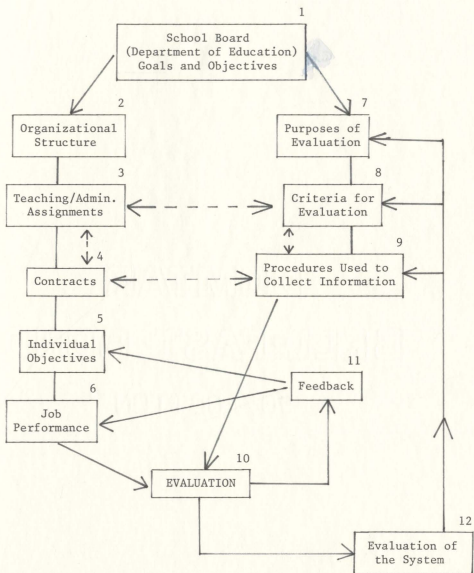


Figure 1: Systems Model for Evaluation (Lawton, 1982)

see a close relationship between teaching/administrative assignments, contracts, criteria for evaluation, and procedures for the collection of the information. (This is indicated by the broken lines in Figure 1.)

Following the collection of information, an evaluation (Box 10) is conducted and the results are communicated to the individual (Box 11). The expected result is a change or reinforcement of individual objectives (Box 5) and job performance (Box 6). In some cases the results of the evaluation may affect contracts (Box 4), teaching/administrative assignments (Box 3), organizational structure (Box 2), and objectives (Box 1).

Finally, the system of evaluation itself is evaluated (Box 12), and this may affect the purposes (Box 7), criteria (Box 8), and procedures for the collection of information (Box 9). Use of this model will assist in securing the information necessary to study the problem which has already been outlined in the previous section of this chapter.

SIGNIFICANCE OF THE STUDY

This study will help to identify those purposes, criteria, and procedures currently used by school boards for the formal evaluation of principals, and those that are acceptable to superintendents and principals. It will also help satisfy the demand for greater accountability, because future evaluation systems may well include all school personnel, and not just classroom teachers. Finally, the

study will add to the limited amount of information available in Canada related to the formal evaluation of principals, particularly in the context of a General Systems Model.

LIMITATIONS AND DELIMITATIONS

The empirical framework of this study was limited. Thus, it is of the greatest importance that the conclusions be reviewed cautiously. They are, strictly speaking, valid only within the specific conditions of this research; for example, the theoretical rationale, the particular sample, measuring instruments and procedures used in obtaining data.

This study is delimited to the responses of superintendents, assistant superintendents, principals, and vice-principals of eight school boards in the province of Newfoundland and Labrador. It is also delimited to the purposes, criteria, and procedures for evaluation identified in the literature and gathered from documents collected from various boards. Finally, the study is to be directed at the evaluation of school principals and therefore cannot be generalized to other personnel within the school system.

DEFINITION OF TERMS

Province

The word, "Province", will be used to refer to the Province of Newfoundland and Labrador.

Principal

The principal, either full or part-time, appointed by the board, is the person in the school who is assigned to supervise the staff and other personnel. He/she performs the duties as outlined in the Schools Act or as determined by his/her board.

Superintendent

The superintendent is the individual employed by the school board to act as its Chief Executive Officer.

Formal Principal Evaluation System

A system adopted by a school board which outlines purposes, criteria, and procedures used to evaluate principals.

ORGANIZATION OF THE THESIS

Chapter I has provided a discussion of the research problem, outlined a theoretical framework, and identified the significance of the study, delimitations, limitations, and definition of major terms.

Chapter II provides a review of literature and research related to the study. Chapter III examines methodology, including the instruments, sample, data collection, and analysis of the data.

Chapter IV contains a discussion and description of school board documents on principal evaluation as it exists in the Province. Chapter V is concerned with an analysis of the questionnaire and interview data and a discussion of the results. Finally, Chapter VI provides a summary, draws conclusions, and makes a number of proposals for evaluating principals in the Province.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

INTRODUCTION

This chapter begins with a brief comment on the "systems theory" concept, followed by a general discussion of personnel evaluation and the reasons for it. The remainder of the chapter is organized under the following headings: (1) Nature of the principalship, (2) Purposes of principal evaluation, (3) Criteria for the evaluation of principals, (4) Evaluation procedures — including evaluators, instruments, and processes, and (5) Procedures used to develop evaluation systems. These final four headings are significant components of the previously described Lawton Model for Evaluation.

SYSTEMS THEORY

From the literature on organizational behavior, several theories have emerged which attempt to describe the behavior of individuals and groups within an organization. According to Rogers (1976), the "General Systems Theory" has been "the single most influential theory in contemporary scientific thought, especially in the social sciences" (p. 48). Defined as the "science of wholeness" this theory deals with "the relationship between parts, the interaction of wholes with the environment, the creation and elaboration of structures, adaptive evaluation, goal seeking, and the control or self-regulation" (p. 49).

Systems theorists have found it useful to distinguish between open and closed systems. "An open system is open to its environment, a closed is not" (Iannaccone, 1967, p. 12). The distinction between open and closed systems is further delineated by Griffiths as follows:

- (1) Open systems exchange energy and information with their environments; i.e. they have inputs and outputs.
- (2) Open systems tend to maintain themselves in steady states. A steady state is characterized by a constant ratio being maintained among the components of the system. A burning candle is often used to illustrate one aspect of a steady state. Upon being lighted the flame is small, but it grows rapidly to its normal size. It maintains this size as long as the candle and its environment exist.
- (3) Open systems are self-regulating. In the preceding illustration, a sudden draft will cause the flame to flicker, but with the cessation of the draft, the flame regains its normal characteristics.
- (4) Open systems display equifinality; i.e. identical results can be obtained from different initial conditions.
- (5) Open systems maintain their steady states, in part, through the dynamic interplay of subsystems operating as functional processes. This means that the various parts of the system function without persistent conflicts that can neither be resolved nor regulated.
- (6) Open systems can maintain their steady states through feedback processes.
- (7) Open systems display progressive segregation. This occurs when an open system divides into a hierarchical order of subordinate systems which gain a certain independence of each other.

(Iannaccone, 1967, p. 13)

These characteristics of an open system support the "systems theorists" concept of an organization as being a system of complex interactions with the environment which, while at the same time,

maintains links to its various subsystems. The central focus of the systems theory concept is that "the whole is more than the sum of its parts" (Rogers, 1976, p. 49). The systems approach has particular merit in that there is a manageable number of basic concepts which may be varied according to the demands and type of analysis that is being conducted.

As stated earlier, the "systems theory" is particularly useful in the area of the social sciences, of which education is a part. The evaluation model employed herein (see Figure 1, p. 4) practically parallels Rogers' definition, and its usage facilitated the researcher's effort to study the stated problem in its totality as well as its individual parts.

PERSONNEL EVALUATION

The major purpose of personnel evaluation is the improvement of instruction within a school district. As Duhamel (1978) suggests, the purpose of principal evaluation is to "...provide the individual with an appraisal of his areas of strength and those requiring improvements, and should provide him with some suggested strategies to bring about overall improvement while effectively utilizing his strengths..." (p. 1).

Evaluation also helps to meet the public demand for accountability. Hunt (1977) states that, "Accountability in education, and a primary means to achieve it (evaluation of personnel), has been thrust upon educators..." (p. 11)

The terms "accountability" and "evaluation" are sometimes

used interchangeably and are taken as having the same meaning. In reality, the terms are quite different. Accountability is more concerned with responsibility for taking action of a particular sort. On the other hand, evaluation involves diagnosing and making judgements regarding a particular set of events, behaviors, and/or results of performance in light of predetermined and well understood criteria and objectives (Bolton, 1980, p. 8). Accountability allows one to determine whether a person has carried out actions in a responsible manner, whereas evaluation allows one to correct errors and plan changes which are designed to result in overall improvement of performance.

Phi Delta Kappa's Research Advisory Committee established a National Study Committee on Evaluation during the late 1960's. The following is their definition of evaluation: "Educational evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives" (Phi Delta Kappa, 1971, p. 40). Straugham and Wrigley (1980) quote this definition of evaluation: "Evaluation is the process of conceiving, obtaining, and communicating information for the guidance of educational decision-making with regard to a specified programme" (p. 60). The fact that these definitions refer to all types of evaluation conducted within the school are interpreted by this researcher to mean that they can be applied to principal evaluation as well.

More recently, the terms "formative" and "summative" have been used to focus on the various purposes of evaluation. According to Gaslin (1974) formative evaluation is "designed to simply provide data

to decision-makers to aid in improving programs or performance" (p. 72). Summative evaluation, on the other hand, usually occurs at the end of a project, process, or year, and "...refers to using data to judge the success or failure of a program or performance" (p. 72). Formative evaluation is generally considered to be more important because it is designed to result in the improvement of overall performance.

The Newfoundland Teachers Association has always been interested in the area of evaluation. Although principal evaluation is not referred to specifically in the collective agreement, it can be assumed that the article on evaluation can be applied to the evaluation of principals because they are members of the bargaining unit. Article 14 — Evaluation (Collective Agreement, 1979) reads as follows:

- 14:01 - The prime purpose of evaluation shall be the increased effectiveness of personnel in improving instruction.
- 14:02 - All evaluation shall be conducted openly and with the knowledge of the teacher(s).
- 14:03 - The results of such evaluation shall be made known to the teacher(s) concerned and where results of evaluations are produced in written form, a copy will be given to the teacher(s) concerned. (p. 11)

Whether or not formative evaluation is the prime purpose of principal evaluation in this Province will be determined later in this study.

NATURE OF THE PRINCIPALSHIP

The following quotation, as relevant today as it was in 1966, provides an interesting description of the role of the principal:

Principals are found everywhere — behind desks, at P.T.A. meetings, in halls, on stairways, on buses, in and out of classes... School boards question them; supervisors watch them; teachers plague them; students alternately respect, fear and resent them; parents wonder at them and expect them to teach Johnny how to be a millionaire and still keep out of jail in sixty easy lessons.

(Ovard, 1966, p. 3)

Principals, then, are expected to be aware of all that is happening in the school; to be in several places at any given point in time; to act as both friend and disciplinarian; to be expert in administration and curriculum; and in many instances to teach a portion of each day. Is there little wonder that many principals are unsure of the role they are supposed to fulfill?

The principal has long been recognized as the educational leader in the school. Kelsey (1978) says "the quality of leadership provided by a school principal is crucial to the success of the school he administers" (p. 1). Wellisch and Associates (1978) determined that in order for a school to be successful, it must have "administrative leadership in instruction, coordination of instructional programs throughout the school, and policy regarding academic standards" (p. 211) — characteristics that result from effective leadership at the school level.

The importance of leadership is supported by Bossert et al (1983)

who says, "... recent work on 'successful schools' underscores the importance of instructional leadership, especially the role of the principal in coordinating and controlling the instructional program. Such work has led to a reappearance of the old maxim, 'effective principal, effective school.'" (p. 34).

According to MacKenzie, the main functions of the principal may be classified as administrative and educational. While such a delineation is indeed difficult, MacKenzie (1969) claims that "... a case may be made for saying that there are administrative and educational aspects to every function he (the principal) performs" (p.29). Administrative tasks include: (a) collecting, tabulating, and reporting information; (b) maintaining inventories; (c) establishing and enforcing rules; (d) ensuring that necessary repairs and maintenance needs are reported; and (e) inspecting the building to see that it is kept clean. The educational functions are: (a) recommending the educational program to be offered in the school; (b) development of the school master timetable; (c) supervision of staff; (d) meeting individual pupil needs; (e) promoting and evaluating students; (f) reporting to parents; (g) providing for extra-curricular programs; and (h) public relations.

To expect a principal to perform all the above functions with equal ability is unrealistic. Because of differences in training, the person's background, and personal likes and dislikes, certain functions will receive more attention than others. However, the principal can be expected to ensure that all these roles are performed adequately, perhaps through the delegation of authority to ensure the proper

functioning of a school.

In a study concerning the role of the principal, Peterson (1977) reviewed the major types of activities undertaken by principals and concluded that there were five types:

- (1) working with students, (2) working with professional staff; (3) interacting with parents about the school and their children, (4) planning and coordinating curricular or instructional programs, and (5) general administrative tasks. (p. 2)

These listings of functions and types of activities by MacKenzie and Peterson support the contention that the principalship is a broad and complex role requiring many competencies and skills. The position may differ from school to school and from day to day. Therefore, it is very difficult to define, or establish a framework for the position. Geering (1980) quotes Pharis in describing the role of an elementary principal:

The role of the elementary principal is, at best, a "mixed" bag and, at worst, practically schizophrenic. There are principals who find themselves in schools that approach educational utopia, while others work in environments that are hazardous to both mental and physical well being. These are extremes found in principalship today. Little seems to be common to the job but the title. (p. 4)

Despite these uncertainties, it is recognized that the principal is in the highest position of authority in the school, and is formally charged with running the school on behalf of the board. Herein lies a second dilemma. Is the principal a manager or an educator? Richardson (1977) says "he cannot be both over a long period of

time, and be expected to do a competent job on both sides" (p. 3). If he is to survive, according to Richardson, "he will be forced to develop political skills and a style of educational leadership suited to the changing times" (p. 7).

Although times are changing, the skill requirements of the principalship have remained basically the same. In considering the skills of an effective principal, four groups have been identified: technical-managerial, human-managerial, technical-educational, and speculative-creative. Snelgrove (1977) elaborated on each of the four skill areas, originally proposed by Katz.

Technical-managerial skills are those required to operate an efficient school office, and do not involve the human aspects of management. Included in these skills are maintenance of proper accounts and records, timetable arrangements, answering of correspondence, and allocation of instructional materials. Human-managerial skills are those which will influence and stimulate others. The principal must understand human behavior and possess the ability to draw as much as possible from his staff. Technical-educational skills relate to what one would consider as measures of competence in the field of education. Having established goals, a principal possessing such skills knows how to apply educational technologies to achieve them. Speculative-creative skills are generally connected with a person of vision. A principal should devote some of his time and energy to contemplation of future needs, especially as it relates to his own school.

This summary of general skill requirements for the effective

principal was presented as background information, and to help set the stage for the discussion which follows on the evaluation of principals.

PURPOSES OF PRINCIPAL EVALUATION

As noted earlier, there are many purposes of personnel evaluation. One on which there is widespread consensus, however, is the improvement of instruction. Beall (1972) suggested that evaluation tends to improve the performance of the person who is evaluated. He contends that this growth should lead to improvement in the total education program of the school. The Peel Board of Education (1977) states that the "major purpose of evaluation is to improve the quality of instruction and learning in schools of the Board" (p. i).

The purposes for the evaluation of administrators are also numerous. According to Barrachlough (1979), administrator evaluation, first, tells the administration how well he is doing his job, and, second, lets others know how well the administrator is doing his job. Nygaard (1974) refers to the formative/summative classification by stating that:

The many purposes of administrative evaluation can be divided into two general categories: those serving primarily as a means and those serving primarily as an end. When evaluation functions as an end, it results in a specific culminating judgement regarding administrative performance. When evaluation serves as a means, it functions as an on-going communication, feedback, adjustment, and assistance process. (p. 3)

Nygaard then proceeds to list some 21 purposes for administrative evaluation:

- To help or prod supervisors to observe their subordinates more closely and to do a better coaching job;
- To motivate employees by providing feedback on how they are doing;
- To establish a research and reference base for personnel decisions;
- To determine the degree of information and skill possessed by the administrator in his role as educational leader;
- To determine the degree to which his decisions are sound, timely, and effectively carried out;
- To determine to what extent his decisions are shared by those significantly affected by those decisions;
- To determine the extent to which super-ordinates, co-ordinates, and subordinates are kept informed at all times of all decisions on a need-to-know basis for effective operation at each level;
- To point up continuing education needs;
- To facilitate mutual understanding between superior and subordinate;
- To determine whether the organization should transfer, demote, or dismiss personnel;
- To establish compensation that is partially based on performance;
- To enable managers to see the requirements of their jobs more clearly;
- To provide an official appraisal record of the principal's performance;
- To sensitize the director and other central office personnel to the problems and needs of the building principal;
- To offer suggestions and assistance to the principal for the improvement of the educational program in the school;
- To contribute to good morale by demonstrating just and equitable personnel practices;
- To facilitate communication and cooperation among school-based administrators and other members of the profession, students, and the community;
- To appraise the effectiveness or adequacy of human and material supports for principals and assistant principals;
- To establish objectives for school-based administrator improvement or for emphasis on indicated areas;

- To establish a procedure by which long-range goals of the school districts can be translated into goals for effective performance for individual employees; and
- To motivate self-improvement. (p. 4)

In summarizing his study, Renihan (1980) lists seven purposes for administrator evaluation, all of which appear in the above listing by Nygaard. He states that, "the most frequently encountered purpose of evaluation was the desire to improve the performance of the administrator, and to improve the educational system" (p. 24).

Since the purposes for evaluation are numerous and may be determined by local conditions, it is difficult to produce a list which fits all situations and regions. However, the following suggestions by Bolton (1980) should serve as the starting point when considering the purposes an evaluation system will serve:

- changing goals or objectives
- modifying procedures
- determining new ways of implementing procedure
- improving performance of individuals
- supplying information for modification of assignments
- protecting individuals on the school system
- rewarding superior performance
- providing a basis for career planning and individual growth and development
- validating the selection process
- facilitating self-evaluation (p. 49)

It is clear, then, that the primary purpose of evaluation in education, for principals as well as teachers, is the improvement of performance.

CRITERIA FOR PRINCIPAL EVALUATION

The selection of criteria is an important part of the development of any evaluation system. Such a selection may cause real problems. According to Sterling (1977), selection "constitutes a problem in evaluation because of the complexities associated with determining common tasks and skills in administrators" (p. 25). Despite the problems associated with the task, it is vitally important that criteria be established and communicated to those who are being evaluated.

Mitzel (1960) suggested that criteria selected should be relevant to the tasks of the principal, reliable, free from bias, and practical in their application. As discussed earlier (see page 3) he identified three types of criteria for evaluation: presage, process, and product. Sterling, using these three types of criteria, conducted a study in the Province of Alberta. From a total of 12 items under the presage label, three were identified as being most important: "skill for organizing, expertise in school management, and acceptability of personality" (Konrad, 1978, p. 44). Of 11 items included under process, three were given high priority; namely, "interpreting the school program to the community, organizing human and material resources, and developing efficient methods for handling school routine". The section on product criteria listed 13 items and reported agreement on two. Agreement was strongest on the following two criteria: "staff inspired to achieve goals, and school operated successfully". A total of 36 items were identified by Sterling and grouped

under each of the three headings.

To identify all possible criteria that might be included in the evaluation of principals would constitute a study in itself. Therefore, this researcher identified headings or groupings and, as was done above, highlighted those specific criteria which have been identified as being of some importance. The headings corresponded in certain instances, to the various roles or functions performed by principals.

Deal (1977, p. 273) identified the following four major task areas of principals:

- (1) curriculum development - the introduction and development of new courses and techniques;
- (2) supervision of personnel - the selection, supervision, and evaluation of employees;
- (3) school management - the keeping of financial records, maintenance and improvement of plant and facilities, and other administrative duties; and
- (4) community relations - meeting with parents, working with the P.T.A., and meeting with community groups.

The Baltimore City Public Schools (1979, p. 2) have also developed various categories of performance criteria. Their administrative personnel are judged on the following:

- (1) Educational Leadership
- (2) Management Ability
- (3) Organizational Climate
- (4) Personal/Professional Development

A total of 25 items is included with use being made of a performance rating scale for each item.

Seal (1977, p. 157) devised what he termed "performance standards for principals" which were sub-divided into the following six categories:

- (1) Personnel Management
- (2) Instructional Leadership
- (3) Community Relations
- (4) Pupil Personnel Services
- (5) Business Affairs - Management
- (6) Professional Growth and Development

A similar categorization of tasks is presented by Geering (1980, p. 20) who lists the following tasks of the principal: "instructional program; staff personnel; student personnel; financial and physical resources; and school-community relationships".

Saif (1976) said "a principal's role is to perform in such a way as to provide leadership, supervision, and coordination of the total educational program within the school." (p. 77). He outlined a principal's responsibilities to include these four areas (p. 78):

- (1) Management
 - (a) School Records
 - (b) Fiscal Operations
 - (c) Public Relations
 - (d) School-Physical Plant
 - (e) Knowledge of State, Federal and District Laws and/or Board of Education Policies Affecting Operation of School
 - (f) Administrative Leadership and Practices
 - (g) Educational Supportative Equipment and Supplies.
- (2) Personnel and Instruction
 - (a) Routine School Procedures
 - (b) Supervision and Evaluation
- (3) Competencies and Professional Development
- (4) Human Relationships

Saif's job description listed 69 tasks that all principals should perform. Principals who go beyond these tasks are judged as being dedicated both to their work and to their students.

Carvell (1972, p. 32) developed a system for principal evaluation that referred to the criteria as performance definitions.

These were grouped into four categories:

- (1) Management of the instructional program
- (2) Human Relations
- (3) Management of Resources
- (4) General management performance

Lynn (1979, p. 4), District Superintendent of Schools for Fort Nelson/Stikine, developed an evaluation model consisting of eight major parts. A detailed outline of responsibilities and expectations for administrators included an examination of the following areas;

- (1) Personal and professional responsibilities
- (2) Planning
- (3) Knowledge of relations with, and services to students
- (4) Instructional leadership
- (5) Human-resources and organizational management
- (6) Management of school support services
- (7) Management of school-community relations
- (8) Evaluation

In writing on the role of the principal in the 1980's, Drake (1982, p. 21) lists a total of 25 statements which refer to the role of the principal. These statements were broken down into eight essential task areas:

- (1) Philosophy, Goal Setting, and Policy Implementation
- (2) Program Development
- (3) Program Management
- (4) Developing Climate
- (5) Personnel Management
- (6) Financial Management
- (7) Community Relations
- (8) Program Evaluation

An examination of the preceding research determined that there were many items of a similar nature. The item most often repeated was that a principal should be skilled in the management of programs, facilities, materials, and persons. Also high on the priority list was the need for a principal to be able to relate to persons from both within (staff) and outside (public) the school.

It should also be noted that, although many items are similar in nature, their usage will depend upon local conditions, including the requirements of the evaluation program, the personnel being evaluated, and the personnel conducting the evaluation. Therefore, it is difficult to produce a list of criteria that is usable in all situations.

The best that can be achieved is to offer many alternative criteria, from which a school district may choose criteria appropriate to their own conditions.

EVALUATION PROCEDURES

This discussion of procedures used in evaluation involves a review of literature concerning the following: (1) evaluators; (2) instruments used; and (3) evaluation processes.

Evaluators

The literature suggests that evaluation is seldom the responsibility of any one individual. The personnel involved as evaluators often vary with the purpose(s) of the program and the type of system being used. Renihan (1980) concluded that:

If the major emphasis is to be summative, then the superintendent or a supervisory team may be used to a larger extent. Other techniques, and these are formative in nature, emphasize the use of the principal's staff, other principals, self evaluation by the principal or an assessment team composed of such personnel as: (1) the principal being assessed (2) the superintendent and (3) a neutral person acceptable to both principal and superintendent. (p. 24)

Stirling listed nine different evaluators who could possibly be involved in principal evaluation. These are:

- (1) Superintendent
- (2) Superintendent's designate
- (3) The principal alone
- (4) The teaching staff of the school
- (5) The students of the school
- (6) An assessment team consisting of an administrator and an experienced teacher from another school within the system

- (7) An assessment team consisting of the superintendent, principal, and a third person acceptable to both
- (8) An assessment team of professional educators and lay members of the school community
- (9) An assessment team of professional educators outside the school system (for example, regional office staff) (Konrad, 1978, p. 49)

The results of his study indicated, however, that in Alberta only three of the above nine were perceived to be involved: superintendents, superintendents' designate, and the teaching staffs of the schools. These three groups were also the preferred evaluators for 75 percent of the respondents. It might be noted that students and assessment teams (numbers 6 and 8 above) were not preferred as evaluators.

The suggestion that evaluators be trained in evaluative techniques is presented by various authors. Barraclough (1974) states that "... the assessment task should be handled by persons who have been trained in the techniques used by the district and whose other duties would not interfere with the job of evaluation" (p. 7). Natriello (1977) suggests that "a team of administrators be trained to appraise their colleagues using specific objectives" (p. 14).

When the primary purpose of evaluation is professional development, then self-evaluation must become part of the process. Barraclough claims that "the evaluatee perhaps best knows his strengths and weaknesses" (p. 7). He further suggests that self-evaluation is the starting point for a more comprehensive evaluation that may be

conducted if certain weaknesses are recognized.

As stated earlier, there is no one best individual who, according to the literature, should be responsible for evaluation. Each district may have different evaluators as a result of variations in their systems, and more importantly, because of differences in the purpose(s) of evaluation.

Instruments

Researchers generally agree that no entirely satisfactory instrument has yet been discovered or devised for the evaluation of administrators. They conclude that evaluation instruments are often faulty, and are seldom adequate in measuring an administrator's performance. According to Gephart (1975):

Questionnaires, checklists, interviews, observation scales, videotaping, time sampling, critical incidents, and other direct and indirect techniques for sampling, analyzing, and summarizing behavior have all been attempted with varying degrees of success. Ironically, however, such instruments and procedures typically assess only the frequency with which certain administrative behaviors have been attempted, rather than the potency or quality of the behaviors which have been accepted and implemented. (p. 22).

Barraclough (1975) supports this contention by saying "... that most instruments tend to fragment the administrator into personality parts. Even when added together, these parts do not give a complete picture of the administrator, let alone his performance" (p. 10).

Despite the recognized inadequacies of instruments, they are

still used in the evaluation of principals. The following listings by Nygaard and Lewis are representative of the variety being used.

Nygaard (1974, p. 5) lists possible instruments as follows:

- (1) rating scales
- (2) essay appraisals
- (3) field review (combination of 1 and 2)
- (4) forced-choice rating
- (5) critical incident appraisal

In addition to essay appraisals which she termed as narrative, Lewis (1982, p. 9) included use of:

- (1) conferences
- (2) video tapes
- (3) audio tapes
- (4) observations
- (5) schedules
- (6) checklists

While no instrument is perfect or acceptable to all evaluators or evaluatees, it has been suggested, however, that certain characteristics or components can tend to make an instrument useful, practical, and acceptable to the majority of persons involved in the system.

Gaslen (1974, p. 77) recommends the following as being characteristics of an effective instrument:

- (1) the instrument should contain adequate coverage of commonly accepted desirable administrative practices such as leadership, use of authority, and problem-solving.
- (2) The instrument must not reflect biases of the evaluator, members of the administrative team or teachers.
- (3) The items should reflect the needs of the organization.
- (4) Items must be clearly stated to remove any ambiguity in interpretation.

- (5) The items should yield results which are easily interpretable in reporting the study.
- (6) The instrument must be valid and reliable.
- (7) The instrument must not militate against the principle of confidentiality of responses by individuals.

Processes

A review of related literature would not be complete without consideration of evaluation processes. Many approaches are utilized to assess the quality of administrative performance and may include management-by-objectives, job targets, informal ratings, rating forms, performance contracts, and general school evaluation. A brief outline of each process is given below.

Management-by-objectives. Using this approach, a subordinate and superordinate jointly identify common goals. Redfern (1978) described the process as follows:

"In essence, this approach stresses (a) clear definition of the job — duties and responsibilities to be performed; (b) determination of the status of current performance with reference to those duties and responsibilities; (c) formation of specific objectives and action plans; (d) implementation of the action plans; (e) assessment of the results; and (f) analysis of results, with planning for the future. (p. 10).

It is claimed that use of this approach will lead to professional growth of the individual, and is useful in planning future activities.

Job Targets. This approach, similar to management by objectives, may be thought of as cyclical. According to Sterling (1977), in this method "job performance objectives are established,

and then performance data are monitored. In due course, assessments are made and assessment conferences held. The cycle resumes with follow-up and the re-establishment of job performance objectives" (p. 31).

Informal Rating. This approach takes a number of forms.

McCleary (1979) says the most valid form stems from

An annual school plan in which priorities, types of activities, allocation of resources, and expected results are specified. Periodic meetings, three or four times a year, indicate administrative steps taken and results being obtained and expected. Near the conclusion of the school year a conference and a written description of the principal's work and reactions to it are prepared and shared with the principal (p. 47).

Rating Forms. These forms, utilized by supervisors provide an indication of how the principal's performance is viewed by teachers and by central office. The forms usually consist of items relating to the various functions for the principal. A principal is given the opportunity for input prior to the evaluator's final rating. The interpretation of the results obtained by the forms, and the use of such information is the critical factor involved in this approach.

Performance Contracts. McCleary (1979) states that performance contracts are "often tied to an annual school plan It is basically a personal growth plan that is usually tied to an institutional evaluation and to a plan for school improvement" (p. 48).

General School Evaluation. This approach involves a judgment as to whether or not a school is meeting the total educational needs of students. All aspects of the school, including the

administration, are evaluated with respect to their contribution to overall school effectiveness.

Summary

Although there exists considerable disagreement with respect to possible evaluators, instruments, and processes, most writers agree that a district should establish a clearly defined set of procedures in advance of the actual evaluation of personnel. While specific procedures may differ from one district to the next, there is agreement on at least four steps that should be followed in the evaluation of personnel: "the pre-evaluation conference, evaluation, the post-evaluation conference, and follow-up action" (Barracough, 1974, p.11). It is also suggested that a written report be presented to the evaluatee upon completion of the evaluation with an explanation of the procedures for appeal should the need arise. If all parties are well-informed, the evaluation process should proceed smoothly without undue stress on either those conducting the evaluation or those who are being evaluated.

PROCEDURES USED TO DEVELOP A SYSTEM

The procedures used to develop an evaluation system have been deemed as important as the finalized document or evaluation package itself. In developing an effective system, answers have to be provided to four basic questions (Sweeney, 1981, p. 298):

- (1) What are the criteria for administrative evaluation?

- (2) How high shall the standards for performance be?
- (3) How shall the district monitor, measure and report the administrator's performance?
- (4) How does the district plan to help the administrator improve after evaluation?

Sapone (1980, p. 44) states that in addition to these basic questions, answers must also be provided to the following aspects of appraisal and evaluation systems:

1. Can an effective appraisal and evaluation system be developed and implemented with the strong endorsement of all involved in the total process?
2. Can meaningful criteria be established and used as the agreed-upon basis for performance measurement?
3. Can the appraisal and evaluation system demonstrate to the community greater accountability in terms of goal achievement?
4. Will the appraisal and evaluation system lead to increased and effective administrator and teacher performance?
5. Does improved performance (if any) make any difference on student growth and school achievement?
6. Will a negotiated leadership style emerge that can be identified as appropriate for the local appraisal and evaluation system?
7. Can a meaningful and effective appraisal and evaluation system be replicated and disseminated to other school systems with a minimum of effort and cost?

Whether the purposes of evaluation are formative or summative has no bearing on the necessity of the establishment of guidelines. Renihan (1980, p. 25) supports the contention that guidelines are necessary for the development of a program, and proposes the following eight characteristics:

- (1) The purpose of assessment should be clearly stated in writing and well known to all parties.
- (2) The program should be co-operatively planned, carried out, and evaluated by the involved parties.
- (3) The program should be more diagnostic than judgemental.
- (4) The program should provide for clear, personalized, constructive feedback.
- (5) Principals should know and understand the criteria on which they are being assessed.
- (6) The assessment program should reflect research that is related to principal assessment.
- (7) The self-assessment should be an important objective of the program.
- (8) The program should enhance the self-image and self-respect of the principal.

The South Carolina State Department of Education (1982, p.3) has developed a guide for the establishment of procedures. This researcher felt that their method was practical and adaptable to our situation. Therefore, it will be reviewed in some detail. The system lists seven steps which may be used in the development of a system:

Step 1 - Develop and Adopt Board Policy

Each school district should adopt a policy statement that addresses a commitment to ongoing evaluation of administrative personnel. The policy should reflect the district's philosophy and purpose of evaluation.

Step 2 - Develop Procedures for Implementing Board Policy

The board may elect to delegate the responsibility of developing procedures for evaluating administrative personnel to the superintendent and his staff.

Step 3 - Develop Job Description Which Include
Both General and Specific Job Requirements

Individuals seem to perform best when they know what is expected of them, when expectations are clearly defined, and when evaluation centers on how well these expectations are being achieved.

Step 4 - Select the Type of Evaluation System to be
Used and Design or Select the Appropriate
Instrument

There may be no single evaluation system that can meet the needs of some school districts. A variety of methods and measurement criteria are available. Evaluation procedures can vary from simple checklists to more complex designs addressing performance appraisals, management-by-objectives, or combinations of several appraisal methods.

Step 5 - Design and Conduct Activities to Familiarize
Administrators and Evaluators with the
Evaluation System

Evaluators and administrators should understand the purposes, procedures, mechanics, and results desired of an evaluation system. Training may be needed to familiarize them with the district system.

Step 6 - Implement the Evaluation System

Ideally, the Administrative Evaluation System should be implemented so that the evaluators have ample opportunity to assess all areas of responsibility assigned to the administrator.

Step 7 - Evaluate the Evaluation System

The evaluation system should be evaluated annually to ensure that it is accomplishing its three major purposes: to evaluate the individual, to improve administrative skills, and ultimately to improve district programs.

By following these seven steps, the opportunity exists for all those involved to have input into the system, and at the same time, become completely familiar with the evaluation system. A final suggestion would be to have the completed evaluation package

accepted and approved through in-service sessions for all principals before it is formally accepted by the Board as part of its district policy.

CHAPTER SUMMARY

This chapter has presented a review of some of the literature related to "systems theory", evaluation generally, and the nature of the principalship. Included also was a discussion of the purposes, criteria, and procedures used in evaluation — including evaluators, instruments, and processes. These components of a principal evaluation system are suggested by the Lawton Systems Model for Evaluation. The chapter concluded with an outline of the requirements for an effective evaluation system and the procedures or steps to be followed in the development of such a system, as gleaned from the literature.

CHAPTER III

METHODOLOGY

INTRODUCTION

This chapter describes the methodology employed to determine the present status of principal evaluation in the Province, and the perceptions of selected groups concerning the system of evaluation that should be used in the future. The chapter also reviews the instruments utilized, questionnaire validation, sample selection, data collection, and data analysis.

Generally, the study was conducted in three phases. These were:

Phase 1: Collection of data concerning principal evaluation systems presently used by school boards in the Province.

Phase 2: Development and administration of a questionnaire to the selected sample. The questionnaire was first subjected to a pilot study.

Phase 3: A series of interviews with superintendents, assistant superintendents and principals.

INSTRUMENTS

Three types of instruments were used for the collection of data: (1) personal letters in Phase I, (2) questionnaires in Phase 2, and (3) structured interviews in Phase 3.

Phase 1

A personal letter was forwarded to all superintendents in the Province during Phase 1 of the study requesting copies of school board policies and instruments currently used in the evaluation of principals. The letter also sought permission to conduct the survey. A copy of the letter, and its follow-up request, are included in Appendix A.

Phase 2

A questionnaire entitled "Survey of Principal Evaluation Systems in Newfoundland and Labrador" was utilized for the collection of data during Phase 2 of the study. A copy is included in Appendix B. The questionnaire, consisting of eight pages, was administered to superintendents, assistant superintendents, principals, and vice-principals in the eight boards randomly selected to participate in this phase of the study. A guarantee was given that all responses would be held in the strictest confidence, with no attempt being made to identify individuals, schools, or school boards. The questionnaire consisted of six sections: namely general information, purposes of principal evaluation, criteria used in principal evaluation, procedures (including evaluators, instruments, and processes) used to evaluate principals, procedures used to develop evaluation systems, and suggestions or recommendations. The following information was sought in the section entitled "General Information":

1. Sex
2. Denomination of school board
3. Present position
4. Years of experience

5. Teaching certificate
6. Individuals involved in the development of the evaluation system
7. For principals (only):
 - (a) Enrollment
 - (b) Grades in the school
 - (c) Percentage of time spent teaching
 - (d) Whether or not he/she had been evaluated

The review of literature, related research, and school board documentation produced the following ten possible purposes for principal evaluation used in section two:

1. To stimulate improvement in the personal administrative performance of the principal.
2. To assist in determining the effectiveness of the education program of the district and where in-service programs are needed.
3. To assist the superintendent in making decisions regarding tenure and promotion.
4. To assist the superintendent in making decisions regarding disciplinary action or eventual removal from service.
5. To stimulate self-evaluation and improvement.
6. To comply with central office and/or provincial policy with regard to evaluation.
7. To validate the selection process used by the school board to select principals.
8. To assist in changing the goals or objectives of the school.

9. To enable principals to recognize the requirements of their jobs more clearly.
10. To sensitize the superintendent and other central office personnel to the problems and needs of the principal.

Using a four-point rating scale, respondents were asked to circle the rating for each item that best represented their opinion about the relative importance of each purpose for principal evaluation as it should be practiced in their district.

A review of literature also produced fifty possible criteria. These were divided into seven categories as follows and used in section three of the questionnaire:

Category 1 - School Management

1. Organizes and stations personnel to facilitate proper supervision.
2. Develops a realistic budget and budget-control system.
3. Makes provision for regular inspection of school and school grounds.
4. Develops efficient methods of handling routine matters.
5. Maintains accurate financial and pupil records.
6. Delegates responsibilities to others.
7. Has a clear philosophy and understanding of timetabling and planning.
8. Ensures that building improvements and maintenance are carried out.
9. Organizes and directs the promotion and placement of students.

10. Organizes and administers an efficient school office.
11. Conducts staff meetings necessary for the proper functioning of the school.
12. Plans and supervises emergency procedures, e.g. fire drills.
13. Supervises auxiliary staff, e.g. school secretary, caretaker and cafeteria workers.

Category 2 - Staff Relations

1. Encourages open two-way communication.
2. Conducts a program of staff evaluation.
3. Involves staff in policy formation.
4. Assigns duties equitably.
5. Supports and encourages staff in their work.
6. Develops a program of orientation for new staff members.

Category 3 - Curriculum and Instruction

1. Makes provision for in-service education of teachers.
2. Encourages teachers to use a variety of teaching techniques.
3. Works with staff to improve the curriculum.
4. Initiates programs to accommodate students with special needs.
5. Ensures that all students are taught the basic skills.
6. Ensures that there is continuity in each subject area between grades.
7. Is familiar with the instructional goals of the teaching staff.

8. Has a knowledge of the overall school curriculum.
9. Procures resources required for instruction.

Category 4 - Student Relations

1. Is aware of the progress of students.
2. Is readily accessible to students.
3. Recognizes during school assemblies and other public functions, student achievement in curricular and co-curricular activities.
4. Encourages participation in an effective and meaningful co-curricular program.
5. Treats students as persons when dealing with discipline problems.

Category 5 - School/Community Relations

1. Encourages two-way communication with the public.
2. Develops clear procedures for reporting student progress to parents.
3. Encourages positive parent-teacher relationships through the PTA and parent visitation to the schools.
4. Encourages the utilization of community resources in the classroom.
5. Encourages community use of school facilities.
6. Cooperates with public agencies such as the RCMP and Public Health Authorities.

Category 6 - District Operations

1. Maintains contact with other personnel.
2. Keeps district office personnel informed of all school matters.
3. Is aware of all Board policies.
4. Becomes involved in committee work at the district level.

Category 7 - Personal/Professional Characteristics

1. Is skilled in organizing.
2. Demonstrates ability in decision-making.
3. Sets an appropriate example in both appearance and actions.
4. Demonstrates the ability to motivate others.
5. Initiates change where appropriate.
6. Has a clearly understood philosophy of education.
7. Has a program for his/her own personal and professional growth.

As with the previous section, each respondent was asked to use a four point scale to indicate his or her opinion about the relative importance that should be given each of the above criteria.

A review of literature produced a list of various evaluators, instruments, and processes for section four of the questionnaire.

Possible evaluators included:

1. Superintendent.
2. Assistant Superintendent.
3. The Principal himself. (Self-evaluation)

4. Another principal.
5. The Vice-Principal.
6. Department Heads.
7. The Staff of the School.
8. Subject-Area Coordinators.
9. Students.
10. Parents.
11. A team consisting of another principal and an experienced teacher from another school.
12. A team consisting of the superintendent, (and/or the assistant superintendent) the principal and one other person.
13. Members of the Board.
14. Evaluators representing the Department of Education.
15. Church representatives.

The following processes were also identified:

1. A formalized system which specifically lists the purposes, criteria and procedures.
2. An informal method.
3. General school evaluation including evaluation of the curriculum instruction, special services, student progress, etc.
4. Management by objectives. Goals are set by the superintendent and principal and the principal is assessed in terms of his achieving the stated goals.

In addition, the following list of evaluation instruments was gathered:

1. A standard checklist comprising a number of items, each assessed using a numbered scale.
2. A descriptive essay, noting a principal's strengths and weaknesses.
3. A rating scale with statements relevant to the various roles of the principal.
4. Solicited teacher reports directed to the superintendent.
5. Solicited parent reports directed to the superintendent.
6. A conference technique whereby the principal and superintendent (or assistant superintendent) discuss the principal's performance.
7. A conference followed by a written report in which the superintendent suggests areas needing improvement.

Respondents were asked to give their opinion as to whether or not each of the evaluators, processes, and instruments should be involved in the evaluation of principals.

In section five of the questionnaire respondents were requested to identify which of the following procedures should be used to develop an evaluation system:

1. Procedures determined entirely by district office staff.
2. District office staff and principals develop the system using a committee approach.
3. Principals (only) develop the system.
4. Teachers (only) develop the system.

In the final section of the questionnaire all respondents were asked to list any further suggestions or recommendations for a more desirable system of principal evaluation.

Phase 3

The structured interview was used during Phase 3 to determine:

- (1) the procedures used to initially develop the system in selected districts; and
- (2) perceptions of how the system is actually working.

Appendix C contains copies of the two instruments used during the interviews. Some of the questions pertaining to development of the systems were:

1. What factors contributed to the decision to introduce a system?
2. When and how was the system developed?
3. What personnel were involved?
4. Was the system piloted or in-service conducted.
5. What were principals' reactions to the system?

Principals evaluated within the last two years were interviewed to determine how the systems were actually working. Questions included the following:

1. When, by whom, and by what method were you evaluated?
2. Were you informed of the purposes, criteria, evaluators, instruments, and processes?

3. Did your evaluator hold a pre-evaluation and post-evaluation conference?
4. Did you benefit from the evaluation?
5. Do you think principals should be evaluated?

QUESTIONNAIRE VALIDATION

The questionnaire was developed during the Spring of 1983 and revised several times under the direction of the researcher's advisor and members of his thesis committee. An initial testing of the proposed questions was carried out with 19 graduate students in the Department of Educational Administration. A pilot study was then conducted with five principals, two vice-principals, four assistant superintendents, and one superintendent. These procedures resulted in several revisions, particularly in Section Three (Criteria). The final version, approved by the researcher's thesis committee, was prepared for printing and distributed during the first week of May, 1983.

SAMPLE SELECTION FOR QUESTIONNAIRES AND INTERVIEWS

As noted above, the sources of data for the study varied with the phase of the study being conducted. During Phase 1, the collection of information describing the principal evaluation systems utilized by boards, all 35 District Superintendents in the Province were contacted. A breakdown of the participating boards by denomination is presented in Table 1.

Table 1
School Boards Included in Phase 1

Denomination	Number of School Boards/Districts	Number Surveyed
Integrated	21	21
Roman Catholic	12	12
Pentecostal Assemblies	1	1
Seventh Day Adventist	1	1
Totals	35	35

It was decided in Phase 2 of the study to survey the superintendents, assistant superintendents, principals and vice-principals in eight randomly selected school boards, stratified by size. Concentrating the sample in eight districts would make visits and interviews possible.

To ensure that the sample included school boards of various sizes, those boards reporting principal evaluation systems were classified as follows:

- Category A: 10,000 students and over
- Category B: From 5,000 - 9,000 students
- Category C: Less than 5,000 students

As shown in Table 2, one board came from Category A, two from Category B, and five from Category C. The participating board from category A was automatic as only one of the two boards in the Province with 10,000 or more students had reported it had developed a system. From category B, two boards were randomly selected, yielding a total of 78 principals to receive the questionnaire. Boards were

Table 2

Selection of School Boards for Phase 2

Size of Board	Number Surveyed in Phase 1	Responses Received	Reported Principal Evaluation System	Selected for Participation in Phase 2
10,000 and over	2	2	1	1
5,000 - 9,000	7	7	5	2
Less than 5,000	26	24	13	5
Totals	35	33	19	8

randomly drawn from category C until the number of proposed recipients approximated the number in category B. The proportions of principals to be surveyed in each category approximated the proportion of principals in all boards of that size to the total principal population of the Province.

The most recent listing of superintendents, assistant superintendents, and principals was obtained from the Department of Education, and used in mailing the questionnaires to individuals within the eight selected boards. To determine whether or not a school had a vice-principal, who would also receive the questionnaire, the researcher used the following two criteria:

- (1) A school population of $175 + 1$ or;
- (2) A school teaching the high school grades.

The above procedure resulted in the questionnaire being sent to 360 individuals. A break-down of the total sample involved in the study is presented in Table 3.

Table 3
Total Sample During Phase 2

Participants	Number in each Group	Number Surveyed
Superintendents	8	8
Assistant Superintendents	20	20
Principals	205	205
Vice Principals	127	127
Totals	360	360

During Phase 3, when structured interviews were conducted, the participants were either superintendents, or assistant superintendents, or principals. An initial contact was made with each superintendent. If an assistant superintendent had been more directly involved in the development of the evaluation system, then the assistant, and not the superintendent, was interviewed. During the interview with the superintendent (or assistant), principals involved in the development of the evaluation systems were identified and from these, one for each board was randomly chosen to be interviewed. A third interview in each board was conducted with a principal, randomly chosen from a list of those principals who had been evaluated in the past two years. Table 4 gives a summary of those who participated in the structured interviews.

Table 4

Persons Selected for Structured Interviews - Phase 3

Board	Superintendents	Assistant Superintendents	No. of Principals Involved in Development	No. Interviewed	No. of Principals evaluated	No. Interviewed
1	No	Yes	2	1	5	1
2	No	Yes	5	1	4	1
3	Yes	Yes	3	1	self-evaluation	-
4	Yes	No	-	-	self-evaluation	-
5	No	Yes	4	1	self-evaluation	-
6	Yes	No	-	-	4	1
7	No	Yes	4	1	6	1
8	No	Yes	-	-	9	1
Totals	3	6	18	5	28	5

DATA COLLECTION PROCEDURES

As already described, the data for this study were collected in three stages, each corresponding to a phase of the study.

Phase 1 - Collection of Board Systems

To ascertain which boards in the Province had developed a principal evaluation system, and to obtain a copy of the instruments utilized by the boards, the personal letter was sent to each of the 35 District Superintendents during March. Table 5 presents the results of requests for school boards documentation.

Table 5
Results of Requests for School Board Documentation

Type of Board	Total Number of Boards	Total Response No.	%	Number having a System
Integrated	21	21	100	17
Roman Catholic	12	10	83	1
Pentecostal Assemblies	1	1	100	1
Seventh Day Adventist	1	1	100	-
Totals	35	33	94	19

Phase 2 - Administration of Questionnaires

The initial mailing of questionnaires to superintendents, assistant superintendents, principals, and vice-principals in the sample boards took place during the first week of May. A reminder was sent during the third week of May. A second follow-up, including a copy of the questionnaire, was mailed during the first week of June.

To facilitate returns, a self-addressed, stamped envelope was enclosed with the questionnaire. Copies of the covering letters are included in Appendix A.

A total of 360 questionnaires were distributed across the Province. A categorization of the recipients, as well as a summary of the responses from each group, is presented in Table 6.

Table 6
Questionnaire Recipients and Summary of Responses

Questionnaire Recipients	Number in Sample	Number Returned	Percentage of Returns
Superintendents	8	6	75
Assistant Superintendents	20	20	100
Principals	205	187	91
Vice-Principals	127	102	80
Totals	360	315	Overall percentage of Returns = 87.5

Phase 3 - Structured Interviews

Copies of the questions used in the structured interviews are contained in Appendix C. The researcher had originally intended to interview the superintendent or the assistant, a principal involved in the development of the system, and a principal who had been evaluated in the past 2 years. However, circumstances such as non-involvement of principals in the development process and the fact that principal evaluation had not been conducted in certain districts, meant that the original intent was not fully realized. A summary of those persons who

were interviewed in each board has already been presented in Table 4 (p. 52)

DATA ANALYSIS

Various types of analyses were used in this study. Documentary analysis, used in Phase 1, consisted of a comparison of the characteristics of Principal Evaluation Systems that could be identified and counted. Chapter IV of this study presents the findings of this analysis.

The questionnaires returned were first scanned for completeness and comments. Following development of codebooks, the data were analyzed using the SPSS program (Statistical Package for Social Sciences). The analysis consisted of the calculation of means, frequencies, percentages, and rankings, all of which are presented using statistical tables in Chapter V.

Data from structured interviews were coded and divided into areas of distinct responses. The primary purpose of the interviews was to ascertain how the systems were developed and how they are being received and implemented. Data gathered by this method served as the basis for many of the recommendations that are contained in the final chapter of this study.

CHAPTER SUMMARY

This chapter included descriptions of instrumentation, sample, data collection, and data analysis. The section of the chapter on instruments detailed the questionnaire and interview format, and the steps used to revise the questionnaire. Then, the method of sample selection was outlined, along with the procedures used to ensure a high rate of return. Finally, it was indicated that the SPSS program would be used to facilitate data analysis.

CHAPTER IV

SCHOOL BOARD DOCUMENTATION ON PRINCIPAL EVALUATION

INTRODUCTION

This chapter reports on the data collected in Phase 1 of the study. It presents the results of an analysis of the systems of principal evaluation utilized by school boards throughout the Province.

With the cooperation of District Superintendents information was obtained from 19 of the 35 boards describing their principal evaluation system. Fourteen superintendents informed the researcher that their boards did not have such a system. No response was received from two superintendents. (See Table 5).

FINDINGS

Table 7 presents a breakdown of the information contained in the documents utilized by the 19 boards. The analysis determined which boards listed purposes of evaluation, criteria, and the actual procedures used in evaluation. The criteria section was sub-divided into seven categories: (1) school management, (2) staff relations, (3) curriculum and instruction, (4) student relations, (5) school/community relations, (6) district operations, and (6) personal/professional characteristics. Three items comprised the section on procedures: (1) evaluators, (2) instruments, and (3) processes. The

TABLE 7

Information Contained in School Board Documents

School Boards		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Totals
Purposes			X	X	X	X	X	X	X		X	X	X	X	X	X	X		X		16
Criteria	School Management	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	18
	Staff Relations	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	18
	Curric./Instr.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	18
	Student Relations	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	18
	School/Comm. Rel.	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	18
	District Operat.	X		X	X	X	X		X		X	X	X	X	X	X				X	14
	Pers./Prof. Char.	X		X	X	X	X	X	X		X		X	X	X	X	X			X	14
Procedures	Evaluators		X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	16
	Processes	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	18
	Instruments	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X	17
All Requirements				X	X	X	X		X	X			X	X	X					X	10

blank spaces in the table mean that the documentation for that particular board made no specific mention of that item. One can assume that these items are either not utilized or are contained in information not made available to the researcher.

To maintain confidentiality, individual boards were not identified. Each of the 19 boards with a system were randomly numbered from 1 - 19 as shown in Table 7. School boards randomly numbered 1 - 19 include 17 Integrated Boards, one Roman Catholic Board, and one Pentecostal Assemblies Board.

General Findings

The following are the general findings which resulted from an examination of the documentation received from the 19 school boards:

1. Only 10 of the 19 boards, or 53 percent, had developed documents outlining the purposes, criteria, and procedures of a principal evaluation system.
2. Many of the systems examined were very similar. In fact, four pairings could be identified as being almost identical.

Findings Relating to Purposes for Evaluation

Sixteen of the 19 boards made reference to purpose(s) for evaluation. Of the 16, four boards made a clear distinction between formative and summative evaluation, with one board providing a separate instrument for each type of evaluation. The following definitions were gleaned from the documentation received from the boards:

Formative - Evaluation whose sole purpose is the improvement of the administrator's performance in his work.

Summative - Evaluation for the purpose of providing a basis for recommendations related to tenure, transfer, termination, or promotion.

Of interest is the fact that two boards seem to have confused the above definitions. In these cases, it appears that formative evaluation is being conducted, yet it is referred to as summative. Also, the three boards, without a statement of purpose, are conducting formative evaluation, as evidenced by the various criteria included in their systems.

The most frequently-stated purpose for evaluation was the improvement of performance or instruction. The following excerpts from school board documents are representative of purposes stated by boards across the Province:

The primary purpose of evaluation is to establish a basis for change of individual behavior such that both personal satisfaction and organizational effectiveness is improved.

The prime purpose of evaluation shall be the increased effectiveness of personnel in improving instruction.

The primary purpose for the evaluation of administrators is the improvement of their performance.

To foster development of self-concept and self-confidence as a professional administrator.

The primary concern of educators must be for the educational progress of the students.

Not a single document on evaluation listed its prime purpose as being to assist in making administrative decisions. Although noted by a number of boards, this aspect is not a priority item. Rather, boards are interested in the improvement of performance, which will lead to an improvement in the quality of education received by the children of this Province.

Findings Relating to Criteria for Evaluation

The findings relating to criteria may be summarized as follows:

1. All boards except one, or 94 percent, included a reference to the first five categories as listed in Table 7.
2. Thirteen boards included a reference to all seven categories.
3. A reference to criteria referring to district operations and personal/professional characteristics was contained in 14 of the 19 documents received.
4. Only one of the 19 boards did not categorize their criteria. Instead, this particular board outlined a long list of responsibilities of principals without attempting to group into categories.

Overall, the criteria being utilized by the boards are similar throughout the Province, as indicated through an examination of the documentation. The number of items included in the various documents varied from a low of 25 items, divided into these categories, to a high of 125 items, divided into seven categories.

Findings Relating to Procedures for Evaluation

Following is a summary of the findings relating to procedures:

1. Sixteen of the 19 boards, or 84 percent, actually list their evaluators. For the remaining three boards, it may be assumed that either the evaluators are known by the principals, or that such information is contained in documents not made available to the researcher.
- From the documentation provided by 16 boards, the following personnel were listed as possible evaluators: superintendents, assistant superintendents, coordinators, principals, and vice-principals

2. The process to be used is stated by 18 of the 19 boards, or 94 percent. Again, information made available to the researcher by the single outstanding board simply listed criteria, grouped into categories, without instructions concerning the method for using the criteria. The majority of boards (12 of 19) utilized a formal system for evaluation. One board conducted a general school evaluation; another evaluated using performance objectives; while the remaining five boards evaluated informally.
3. The instruments to be utilized are either included or referred to by 17 of the 19 boards, or 89 percent. These include five boards who utilize checklists; five boards using rating scales; six boards who require a written description of the extent to which each criteria is being fulfilled; and one board who judges personnel at the end of a school year following the setting of performance objectives in September. The two outstanding boards include long lists of criteria but do not indicate how these criteria are to be interpreted or measured by an evaluator.

In summary, the majority of boards clearly present the procedures in their documentation. A few boards, however, have not presented this information in a fashion which can be clearly understood.

SUMMARY

An examination of the information packages received from the 19 school boards revealed that basically they contained the same information. In fact, four pairings were practically identical in wording and format. The purposes, criteria, and procedures vary little from board to board. It should be noted that this investigation was confined to what the documents said was happening in evaluation, i.e. intention. This may be at variance with what is actually happening in practice. However, based upon the documentation, the researcher concluded that current practices in principal evaluation throughout the Province are generally the same.

CHAPTER V

ANALYSIS OF QUESTIONNAIRE AND STRUCTURED INTERVIEW DATA

INTRODUCTION

This chapter presents an analysis of the data obtained through the utilization of questionnaires and structured interviews. The initial section of the chapter reports on the data gathered from usable returns described in Table 8. Six questionnaires were declared unusable because they were only partially completed.

Table 8
Number of Responses by Type of Respondent
and Number of Usable Returns

Questionnaire Recipients	Number in Sample	Number Returned	Usable Returns
Superintendents	8	6	6
Assistant Superintendents	20	20	20
Principals	205	187	184
Vice-Principals	127	102	99
Totals	360	315	309

The raw data from the 309 usable questionnaires were first key-punched onto cards, and then transferred to the VAX computer system to more easily facilitate the "data-cleaning" process. Having determined that the data were free of error, a SPSS Frequencies sub-program was

run using standard frequencies to obtain the information required and to facilitate overviews of data analysis.

Section two of this chapter contains an analysis of the data gathered from structured interviews. For purposes of this analysis, the data were coded and divided into areas of distinct responses.

ANALYSIS OF QUESTIONNAIRE DATA

The results of the data analysis are presented here in the order in which the questions appeared on the questionnaire. First presented is an analysis of the General Information section. This is followed by an analysis of the views of respondents concerning the purposes, criteria, and procedures (including evaluators, processes, and instruments) of an effective evaluation system for principals. The fifth sub-section describes the procedures recommended for the development of an evaluation system.

General Information

This section of the questionnaire solicited background information concerning respondents, including their sex, denominational affiliation, years of experience, and teaching certificate. Respondents were also asked to indicate the personnel involved in the development of their evaluation system for principals. Principals themselves were asked for the enrolment of their schools, the grades included, the percentage of their time they spend teaching and whether they had been evaluated over the past five years.

The respondent rate to the questionnaires was highest from assistant superintendents in the eight boards included in the study. All 20, or 100 percent, responded. The second highest return came from principals with 91 percent, and the third from vice-principals with 80 percent. Only six of the eight superintendents (75 percent) returned the questionnaire. It should be noted that personal contact was made with the two superintendents who did not reply, yet their questionnaires were never returned.

From Table 9, it can be seen that 88 percent of the respondents were male and 12 percent female. All superintendent and assistant superintendent respondents were male, as were 160, or 87 percent, of the principals. Of the 99 responses from vice-principals, 86, or 86.9 percent, were from male respondents.

A breakdown of questionnaire responses by "Type of Board" is presented in Table 10. It will be noted that Integrated Boards accounted for over 90 percent of the responses. Only one Roman Catholic Board in the Province reported that it had an evaluation system for principals and that board, therefore, was the only Roman Catholic Board included in the sample.

Table 9

Number and Percent of Responses from Superintendents, Assistant Superintendents, Principals, and Vice-Principals by Sex

Type of Respondent	Male		Female		Total	
	No.	%	No.	%	No.	%
Superintendents	6	100	0	0	6	100
Assistant Superintendents	20	100	0	0	20	100
Principals	160	87	24	13	184	100
Vice-Principals	86	86.9	13	13.1	99	100
Total	272	88.0	37	12.0	309	100

Table 10

Number and Percent of Responses by
Type of Respondent and Type of Board

Type of Board	Number and Percent of Responses							
	*Superintendents		Principals		Vice-Principals		Total Responses	
	No.	%	No.	%	No.	%	No.	%
Integrated	24	92.3	166	90.2	95	96.0	285	92.2
Roman Catholic	2	7.7	18	9.8	4	4.0	24	7.8
Totals	26	100.0	184	100.0	99	100.0	309	100.0

*Note that in this, and all future tables, the responses of superintendents and assistant superintendents are combined. This was done because the group of only six superintendents was not large enough to produce results that would be meaningful. It is the researcher's opinion that the combination of two such similar groups would not affect the validity of the analysis because of the tendency for superintendents and assistant superintendents to work closely together. The combined group will be henceforth labelled "superintendents".

The questionnaire also sought information concerning the years of experience of respondents in their present position as well as their teaching certificate.

Table 11 summarizes the responses with respect to experience. The relatively high percentage of superintendents with less than five years experience (46.2 percent) reflects the fact that additional assistant superintendents have been appointed during the past four years. For principals and vice-principals, 58.8 and 71.8 percent, respectively, have been in their present positions for over 10 years.

Table 11

Years of Experience in Present Positions by Type of Respondent

Years of Experience	Superintendents		Principals		Vice-Principals		Totals	
	No.	%	No.	%	No.	%	No.	%
Less than 5	12	46.2	36	19.5	14	14.1	62	20.1
5 - 9	4	15.4	38	20.7	14	14.1	56	18.1
10 - 14	3	11.4	39	21.2	26	26.3	68	22.0
15 and over	7	26.9	71	38.6	45	45.5	123	39.8
Totals	26	100.0	184	100.0	99	100.0	309	100.0

One would expect that personnel in administrative positions would generally hold higher teaching certificates. The results as shown in Table 12 confirm this assumption. All superintendents have Certificate VI or VII, with 84.6 percent holding a Certificate VII. Over 85 percent of all respondents hold a Certificate V or higher,

Table 12

Level of Teaching Certificate Held by Type of Respondent

Level of Teaching Certificate	Superintendents		Principals		Vice Principals		Totals	
	No.	%	No.	%	No.	%	No.	%
Less than IV	--	--	10	5.4	3	3.0	13	4.2
IV	--	--	20	10.9	12	12.1	32	10.4
V	--	--	44	23.9	22	22.2	66	21.4
VI	4	15.4	56	30.4	47	47.5	107	34.6
VII	22	84.6	54	29.3	15	15.2	91	29.4
Totals	26	100.0	184	100.0	99	100.0	309	100.0

which indicates that the respondents are very well qualified.

The involvement of various personnel in the development of the evaluation systems for principals is shown in Tables 13, 14 and 15. The highest degree of involvement reported by the three groups was that of the assistant superintendent. This result was expected because additional assistant superintendent positions were created primarily for the purpose of administration of evaluation systems. The least involved personnel were the department heads, who were rated last by each of the three responding groups.

Principals only were asked to indicate the size of their school, the grades included, the percentage of time spent teaching, and whether or not they had been evaluated in the last five years. With respect to size of school, approximately half of those involved in the

Table 13

Personnel Involved in the Development of Principal Evaluation Systems
as Reported by Superintendents

Category of Responses	Superintendents		Assistant Supts.		Principals		Vice-Principals		Department Heads		Subject Coords.		Teachers	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	23	92	24	100	24	96	11	61.1	7	46.7	13	72.2	12	66.7
No	2	8			1	4	4	22.2	4	46.7	4	22.2	6	33.3
Unsure							3	16.7	1	6.6	1	5.6		
Totals	25	100	24	100	25	100	18	100.0	15	100.0	18	100.0	18	100.0

Table 14

Personnel Involved in the Development of Principal Evaluation Systems
as Reported by Principals

Category of Responses	Supts.		Assist. Supts.		Prins.		Vice-Prins.		Dept. Heads		Subject Coords.		Teachers	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	100	66.7	121	75.2	71	50.0	22	19.0	14	12.3	34	27.4	29	25.4
No	48	32.0	4	2.4	30	21.1	40	34.5	32	28.1	17	13.7	31	27.2
Unsure	2	1.3	36	22.4	41	28.9	54	46.5	68	59.6	73	58.9	54	47.4
Totals	150	100	161	100	142	100	116	100	114	100	124	100	114	100

Table 15

Personnel Involved in the Development of Principal Evaluation Systems
as Reported by Vice-Principals

Category of Responses	Supts.		Assist. Supts.		Prins.		Vice-Prins.		Dept. Heads		Subject Coords		Teachers	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	50	63.3	58	69.4	33	41.3	11	16.7	4	6.3	12	18.5	10	15.4
No	0	0	1	1.2	10	12.5	30	45.5	19	30.2	8	12.2	23	35.4
Unsure	29	36.7	27	31.4	37	46.2	25	37.8	40	63.5	45	69.2	32	49.2
Totals	79	100	86	100	80	100	66	100	63	100	65	100	65	100

study had enrollments of fewer than 200 students. Approximately 27 percent were from schools with fewer than 100 students and only 18 percent reported having 400 or more students. Table 16 presents the complete details as reported by principals.

Table 17 outlines the various grade combinations as reported by principals. Seventy-nine of 184 schools, or 42.9 percent, were schools having grades K-6. High schools accounted for 19 percent, with all other possible grade combinations being 10 percent or less.

The percentage of time that principals spent teaching is reported in Table 18. Thirty-eight percent of the principals surveyed were teaching 75 percent or more of the time. This might reflect the fact that over 50 percent of the schools have 200 students or less. Principals teaching less than 25 percent accounted for only 28.8 percent of the total number of respondents.

Sixty-eight of the 183 principals (or 37 percent) reported that they had been evaluated in the past five years. Included in this number were 40-45 principals in two boards who were mandated to carry out self-evaluation. Table 19 presents information by number and percent on these principals who had or had not been evaluated.

Table 16

Size of School by Number and Percent
as Reported by Principals

Size of School	No.	%
Fewer than 100	50	27.4
100 - 199	45	24.6
200 - 299	37	20.2
300 - 399	18	9.8
400 or more	33	18.0
Totals	183	100

Table 17
 Grades in Each School by Number and Percent
 as Reported by Principals

Grades in Schools	No.	%
K - 6	79	42.9
High School	35	19.0
K - 8	19	10.3
K - 12	13	7.1
Primary (K-3)	11	6.0
Junior High	10	5.4
K - 9	10	5.4
Elementary (4-6)	7	3.9
Totals	184	100.0

Table 18

Percentage of Time Spent Teaching by Number
and Percent as Reported by Principals

Percentage of Time Spent Teaching	No.	%
Less than 25	53	29
25 - 49	37	20
50 - 74	24	13
75 or more	70	38
Totals	184	100

Table 19

Principals Evaluated in the Past Five Years

Evaluated in Last Five Years	No.	%
Yes	68	37.2
No	115	62.8
Total	183	100.0

Purposes for Principal Evaluation

The three respondent groups replied to a questionnaire item which outlined 10 purposes for principal evaluation (see page 36). Respondents were asked to rate each purpose based on the four-point rating scale: Very Important, Important, Of Little Importance, and Of No Importance. The mean scores for the purposes of principal evaluation as reported by superintendents, principals and vice-principals are presented in Table 20. A rank ordering of the means of the 10 purposes, also contained in Table 20, shows how each respondent group ranked the 10 items.

The results may be summarized as follows:

1. There existed a high degree of consistency among all three groups with respect to the importance of purposes 1, 5, and 9. These purposes: "to stimulate improvement in the personal administrative performance of the principal", "to stimulate self-evaluation and improvement" and "to enable principals to recognize the requirements of their jobs more clearly" were ranked highest by all three groups.
2. The purposes receiving the lowest rankings were also consistent across the three groups. Items 6, 7, 4 and 3 were ranked from 10 to 7 respectively by each group. The lowest ranked item, number 6, was "to comply with central office and/or provincial policy with regard to evaluation".
3. Superintendents ranked purpose 8, "to assist in changing the goals or objectives of the school" higher than principals and vice-principals. This could indicate the role that central office personnel perceive the principal should be fulfilling.

Table 20

Mean Scores of Purposes of Principal Evaluation as Reported by Superintendents, Principals, and Vice-Principals and Rank Ordering of Scores by Each Respondent Group.

Purposes	Superintendents		Principals		Vice Principals		Combined Responses	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	1.54	2	1.42	2	1.36	1	1.38	2
2	1.96	5	1.86	5	1.878	4.5	1.88	5
3	2.20	7	2.18	7	2.00	7	2.13	7
4	2.65	8	2.38	8	2.15	8	2.34	8
5	1.19	1	1.38	1	1.38	2	1.37	1
6	2.84	10	2.55	10	2.34	10	2.51	10
7	2.80	9	2.48	9	2.27	9	2.45	9
8	1.88	4	2.09	6	1.90	6	2.02	6
9	1.69	3	1.77	3	1.80	3	1.78	3
10	2.08	6	1.82	4	1.878	4.5	1.86	4

KEY TO ABBREVIATED PURPOSES

1. Stimulate improvement
2. Determine effectiveness
3. Assist regarding tenure and promotion
4. Assist regarding disciplinary action
5. Stimulate self-evaluation
6. Comply with policies
7. Validate selection process
8. Assist in changing goals
9. Recognize job requirements
10. Identify needs and problems

4. Purpose 5, "to stimulate self-evaluation and improvement" was ranked first by superintendents and principals and second by vice-principals. This seems to indicate the usefulness of the self-evaluation instrument and its extensive use throughout the Province.
5. When all responses were combined, the items ranked highest and lowest were similar to the rankings by each respondent group. Only slight variation was noted in the ranking of items 4, 5, and 6.
6. Generally, the rankings indicate that all respondents are concerned with the improvement of program. Also, these findings confirm previous research by Hickman (1983), Duhamel (1977), and Mitzell (1960).

Criteria Used in Principal Evaluation

The three respondent groups were asked to reply to 50 questions regarding criteria for principal evaluation. These questions were divided into seven sections (see page 37): school management - 13 questions; staff relations - 6 questions; curriculum and instruction - 9 questions; student relations - 5 questions; school/community relations - 6 questions; district operations - 4 questions; and personal/professional characteristics - 7 questions. Respondents were asked to rate each item based on a four point scale: Very Important, Important, Of Little Importance, and Of No Importance. The mean scores of the criteria and the rank ordering of the scores as reported by superintendents, principals, vice-principals, and for all groups combined are presented in Table 21 to 27.

Table 21 presents the 13 school management criteria, the results of which may be summarized as follows:

Table 21

Mean Scores of School Management Criteria for Principal Evaluation as Reported by Superintendents, Principals, and Vice-Principals and Rank Ordering of Scores by each Respondent Group.

Criteria	Superintendents		Principals		Vice-Principals		Combined Responses	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	1.72	6	1.70	5	1.76	6	1.72	6
2	2.04	11	1.99	10	1.96	11	1.987	11
3	1.92	9	2.00	11	1.95	10	1.98	10
4	1.73	7	1.91	9	1.86	9	1.88	9
5	1.73	7	1.69	4	1.72	5	1.71	5
6	1.42	3	1.71	6	1.68	4	1.68	4
7	1.42	3	1.65	3	1.50	2	1.58	2
8	2.31	13	2.04	12	1.97	12	2.04	12
9	1.39	1	1.62	2	1.59	3	1.60	3
10	1.96	10	1.86	8	1.81	8	1.85	8
11	1.42	3	1.57	1	1.44	1	1.52	1
12	1.69	5	1.72	7	1.80	7	1.74	7
13	2.12	12	2.16	13	2.23	13	2.18	13

KEY TO ABBREVIATED CRITERIA

1. Organizes and stations personnel
2. Develops budgets
3. Regular inspections
4. Handling of routine matters
5. Accurate records
6. Delegates responsibilities
7. Understands timetabling and planning

8. Building improvements
9. Promotion and placement
10. School office
11. Staff meetings
12. Emergency procedures
13. Supervises auxiliary staff

1. There existed a high degree of consistency among the three respondent groups with respect to the items ranked 1 to 3: "conducts staff meetings necessary for the proper functioning of the school", "organizes and directs the promotion and placement of students", and "has a clear philosophy and understanding of timetabling and planning".
2. The three groups were also consistent in the items ranked 11 to 13: "develops a realistic budget and budget-control system", "ensures that building improvements and maintenance are carried out", and "supervises auxiliary staff, e.g. school secretary, caretaker, and cafeteria workers".
3. Superintendents placed more emphasis on items 4, 6, and 12 than did principals and vice-principals. These items were: "develops efficient methods of handling routine matters", "delegates responsibilities to others" and "plans and supervises emergency procedures, e.g. fire drills".
4. Superintendents placed less emphasis on item 10, "organizes and administers an efficient school office", than did the other two groups.
5. For the total of 13 items the three groups were not too dissimilar in any of their rankings. This may be taken to mean that the three groups hold a similar philosophy with regard to the management of schools.

Presented in Table 22 are the six criteria dealing with staff relations. Following is a summary of the results:

1. Ranked 1, 2, and 5 by each respondent group are the same items: "encourages open two-way communication", "supports and encourages staff in their work", and "develops a program of orientation for new

Table 22

Mean Scores of Staff Relations Criteria for Principal Evaluation as Reported by
Superintendents, Principals and Vice-Principals and Rank Ordering
of Scores by each Respondent Group

Criteria	Superintendents		Principals		Vice- Principals		Combined Responses	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	1.04	1	1.33	1	1.23	1	1.27	1
2	1.39	3	1.79	6	1.70	6	1.73	6
3	1.46	4	1.53	3	1.48	4	1.51	3
4	1.81	6	1.56	4	1.46	3	1.55	4
5	1.19	2	1.36	2	1.33	2	1.34	2
6	1.58	5	1.77	5	1.67	5	1.72	5

KEY TO ABBREVIATED CRITERIA

1. Two-way communication
2. Staff evaluation
3. Staff involved in policy formation
4. Assigns duties equitably
5. Supports and encourages staff
6. Program of orientation

staff members".

2. Superintendents, principals, and vice-principals differed widely in their ranking of item 2, "conducts a program of staff evaluation". Principals and vice-principals both ranked this item as number 6, while superintendents ranked it number 3. This may reflect the unwillingness on the part of principals and vice-principals to become involved in any type of evaluation, whereas central office personnel see school administrators as an integral part of the program of evaluation.

Table 23 outlines the responses for the nine criteria dealing with curriculum and instruction. Following is a summary of the results:

1. A degree of consistency among the three groups existed only with respect to the items ranked 8 and 9. These items are: "procures resources required for instruction", and "makes provision for in-service education of teachers".
2. Principals ranked item 5, "ensures that all students are taught the basic skills", as being number 1, while vice-principals saw it as number 4, and superintendents ranked it 6.5.
3. Items 6 and 7: "ensure that there is continuity in each subject area between guides", and "is familiar with the instructional goals of the teaching staff" were also somewhat consistently ranked by the three groups.
4. Superintendents ranked as number 1 item 3, "works with staff to improve the curriculum". Vice-principals and principals ranked this item 2 and 3 respectively.

Table 23

Mean Scores of Curriculum and Instruction Criteria for Principal Evaluation as Reported
by Superintendents, Principals and Vice-Principals and Rank Ordering of Scores
by each Respondent Group

Criteria	Superintendents		Principals		Vice- Principals		Combined Responses	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	1.65	8.0	1.90	9	1.89	9.0	1.87	9
2	1.31	2.5	1.66	5	1.72	7.5	1.65	6
3	1.23	1.0	1.50	3	1.485	2.0	1.47	2
4	1.35	4.0	1.464	2	1.495	3.0	1.46	1
5	1.54	6.5	1.462	1	1.50	4.0	1.48	3
6	1.54	6.5	1.670	6	1.69	6.0	1.67	7
7	1.42	5.0	1.672	7	1.66	5.0	1.65	5
8	1.31	2.5	1.54	4	1.43	1.0	1.48	4
9	1.88	9.0	1.82	8	1.72	7.5	1.80	8

KEY TO ABBREVIATED CRITERIA

1. In-service education
2. Variety of teaching techniques
3. Improvement in curriculum
4. Programs for students with special needs
5. Basic skills
6. Continuity in each subject
7. Instructional goals
8. Overall school curriculum
9. Resources for instruction

5. Item 2, "encourages teachers to use a variety of teaching techniques", was ranked much higher by superintendents than by principals and vice-principals.
6. Item 8, "has a knowledge of the overall school curriculum", received a wide range of rankings. Vice-principals saw it as number 1, while it was ranked 2.5 and 4 by superintendents and principals respectively.

Student relations criteria are presented in Table 24 and can be summarized as follows:

1. The three groups were consistent in their responses and ranked all the items fairly consistently.
2. Item 5, "treats students as persons when dealing with discipline problems", was seen by all three respondent groups as being number 1.
3. Superintendents ranked item 4, "encourages participation in an effective and meaningful co-curricular program", higher than principals or vice-principals.

Table 25 presents the school/community relations criteria. The following is a summary of these results:

1. Items 1, 2, and 3: "encourages two-way communication with the public", "develops clear procedures for reporting student progress to parents", and "encourages positive parent-teacher relationships through the PTA and parent visitation to the schools" were similarly ranked by the three groups except for vice principals ranking as number 1, item 2.
2. Consistently ranked least by all groups was item 5, "encourage community use of school facilities".

Table 24

Mean Scores of Student Relations Criteria for Principal Evaluation as Reported by
Superintendents, Principals, and Vice-Principals and Rank Ordering
by each Respondent Group

Criteria	Superintendents		Principals		Vice- Principals		Combined Responses	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	1.62	4.5	1.57	3	1.56	2.5	1.58	3
2	1.46	2.0	1.44	2	1.56	2.5	1.48	2
3	1.62	4.5	1.72	4	1.70	4.0	1.70	4
4	1.54	3.0	1.74	5	1.75	5.0	1.73	5
5	1.23	1.0	1.41	1	1.35	1.0	1.38	1

KEY TO ABBREVIATED CRITERIA

1. Student progress
2. Accessable to students
3. Recognizes achievement
4. Encourages participation
5. Students are treated as persons

Table 25

Mean Scores of School/Community Relations Criteria for Principal Evaluation as Reported by Superintendents, Principals, and Vice-Principals and Rank Ordering of Scores by each Respondent Group

Criteria	Superintendents		Principals		Vice Principals		Combined Responses	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	1.42	1	1.462	1	1.48	2	1.46	2
2	1.46	2	1.464	2	1.41	1	1.45	1
3	1.54	3	1.60	3	1.49	3	1.56	3
4	1.77	4	1.86	5	1.83	5	1.84	5
5	2.19	6	2.24	6	2.22	6	2.23	6
6	1.85	5	1.79	4	1.77	4	1.79	4

KEY TO ABBREVIATED CRITERIA

1. Two-way communication
2. Reporting to parents
3. Parent-teacher relationships
4. Utilization of community resources
5. Community use of school
6. Cooperates with public agencies

3. Item 4, "encourages the utilization of community resources in the classroom", was given a slightly higher ranking by superintendents than by the other two groups.

Table 26 outlines the criteria dealing with district operations. A summary of the results is as follows:

1. All three groups ranked as number 1, item 3, "is aware of all Board policies".
2. The remaining items were ranked consistently by the three groups with only slight variations being recorded.

The seven criteria concerning personal/professional characteristics are presented in Table 27. The results may be summarized as follows:

1. Only ranks 1, 3 and 7 were consistent across all three groups.

Item 2, "demonstrates ability in decision-making", was ranked as number 1, with item 7, "has a program for his/her own personal and professional growth", being ranked last. Item 4, "demonstrates the ability to motivate others", was ranked number 3 by principals and vice-principals and 2.5 or 3 by superintendents.

2. Superintendents ranked item 6, "has a clearly understood philosophy of education", much higher than did principals or vice-principals.
3. Item 3, "sets an appropriate example in both appearance and actions", was ranked number 5 by superintendents, while principals ranked it number 2, and vice-principals ranked it number 4.
4. Vice principals ranked item 1, "is skilled in organizing", as number 2, while it was ranked 4 and 4.5 by superintendents and principals respectively.

Table 26

Mean Scores of District Operations Criteria for Principal Evaluation as Reported by Superintendents, Principals, and Vice-Principals and Rank Ordering of Scores by each Respondent Group

Criteria	Superintendents		Principals		Vice-Principals		Combined Responses	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	1.92	3.5	1.891	3	1.75	2	1.85	2
2	1.85	2.0	1.890	2	1.92	3	1.90	3
3	1.39	1.0	1.57	1	1.51	1	1.54	1
4	1.92	3.5	2.10	4	2.02	4	2.06	4

KEY TO ABBREVIATED CRITERIA

1. Contact with Principals
2. District office informed
3. Aware of Board policies
4. Committee work

Table 27

Mean Scores of Personal/Professional Characteristics Criteria for Principal Evaluation as Reported by Superintendents, Principals, and Vice-Principals and Rank Ordering of Scores by each Respondent Group

Criteria	Superintendents		Principals		Vice-Principals		Combined Responses	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	1.46	4.0	1.57	4.5	1.36	2	1.50	4
2	1.15	1.0	1.38	1.0	1.25	1	1.32	1
3	1.53	5.0	1.51	2.0	1.40	4	1.48	3
4	1.27	2.5	1.56	3.0	1.38	3	1.47	2
5	1.54	6.0	1.59	4.5	1.56	6	1.57	6
6	1.27	2.5	1.57	6.0	1.51	5	1.52	5
7	1.69	7.0	1.76	7.0	1.68	7	1.73	7

KEY TO ABBREVIATED CRITERIA

1. Organizing
2. Decision-making
3. Appropriate example
4. Motivation
5. Change
6. Philosophy of education
7. Personal/professional growth

In summary, it should be noted that when the three respondent groups were combined into a single group, there were only slight variations in rankings (see Tables 21-27). The items ranked highest and lowest were consistent with the rankings by each respondent group. When variations occurred, they appeared in the middle range of the ranking lists. Thus, the results as reported for each respondent group would, in general, apply to the combined responses.

Procedures Used to Evaluate Principals

Procedures used to evaluate principals were examined under the following headings: evaluators, processes, and instruments. The three respondent groups were asked to indicate by "yes" or "no" which evaluators, processes, or instruments should be used in the evaluation of principals. The SPSS frequencies sub-program determined the percentage of respondent groups that accepted each item.

The following fifteen possible evaluators were identified earlier in a review of literature:

1. Superintendent
2. Assistant Superintendent
3. The Principal himself. (Self-evaluation)
4. Another principal
5. The Vice-Principal
6. Department Heads
7. The Staff of the School
8. Subject-Area Coordinators
9. Students
10. Parents
11. A team consisting of another principal and an experienced teacher from another school

12. A team consisting of the superintendent, (and/or the assistant superintendent) the principal and one other person
13. Members of the Board
14. Evaluators representing the Department of Education
15. Church representatives.

Table 28 states the percentages, in rounded form, for each of the three respondent groups, and for all respondents combined.

The main findings are summarized as follows:

1. The five evaluators, ranked 1 to 5, by all three groups were: (1) the principal himself, (2) assistant superintendent, (3) superintendent, (4) a team consisting of the superintendent, (and/or the assistant superintendent) the principal, and one other person, and (5), the staff of the school.
2. Personnel who received least support were Item 11, a team consisting of another principal and an experienced teacher from another school, 13 - members of the Board; 14 - evaluators representing the Department of Education; and 15 - church representatives. It should be noted that, although low in terms of priority, 20 percent of principals would agree with having evaluators from the Department of Education.
3. The percentages that all other possible evaluators received from the three respondent groups ranged from approximately 25 to 65 percent, except in the following instances:
 - (a) sixteen percent of the vice-principals surveyed agreed with the involvement of parents.

Table 28

Evaluators who Should be Involved in Principal Evaluation as Reported by Superintendents, Principals, and Vice-Principals (Expressed in Percentages) and Rank Ordering of Scores by each Respondent Group

Evaluators	Superintendents		Principals		Vice-Principals		Combined Responses	
	%	Rank	%	Rank	%	Rank	%	Rank
1	85	3.0	85	3.0	77	3.5	82	3
2	100	1.5	94	2.0	93	2.0	94	2
3	100	1.5	96	1.0	94	1.0	96	1
4	35	10.5	43	9.0	34	9.0	40	9
5	56	7.0	66	6.0	77	3.5	69	6
6	63	6.0	51	7.0	62	6.0	55	7
7	70	5.0	70	5.0	75	5.0	72	4
8	54	8.0	48	8.0	53	8.0	52	8
9	35	10.0	34	10.0	26	10.0	31	10
10	36	9.0	24	11.5	16	11.5	23	11
11	14	12.0	24	11.5	16	11.5	21	12
12	80	4.0	74	4.0	61	7.0	70	5
13	13	13.0	13	14.0	8	14.0	11	14
14	4	14.5	20	13.0	13	13.0	16	13
15	4	14.5	8	15.0	0	15.0	5	15

KEY TO ABBREVIATED EVALUATORS

1. Superintendent
2. Assistant Superintendent
3. Principal
4. Another Principal
5. Vice-Principal
6. Department Heads
7. Staff
8. Coordinators

9. Students
10. Parents
11. Team - Another principal plus teacher
12. Team - Superintendent, Principal, plus one other
13. Board Members
14. Department of Education Representatives
15. Church Representatives

- (b) Seventy-seven percent of vice-principals felt that they should be involved, while 56 percent of superintendents and 66 percent of principals agreed with the involvement of vice-principals.
4. The proposed involvement of coordinators recorded 54 percent by superintendents, 48 percent by principals, and 53 percent by vice-principals. This means that there are few differences in opinion as to whether or not coordinators should be involved in evaluation.

Following a review of literature, four processes were identified for possible use:

1. A formalized system which specifically lists the purposes, criteria and procedures.
2. An informal method.
3. General school evaluation including evaluation of the curriculum, instruction, special services, student process, etc.
4. Management by objectives. Goals are set by the superintendent and principal and the principal is assessed in terms of his achieving the stated goals.

Table 29 summarizes the findings concerning the processes of evaluation as follows:

1. Superintendents would prefer to use a formal system although a general school evaluation was acceptable to 86 percent of them.
2. Principals and vice-principals were consistent in their responses in that both groups would prefer to use a general school evaluation.

Table 29

Process Which Should be Used in Principal Evaluation as Reported by Superintendents,
Principals, and Vice-Principals (Expressed in Percentages) and
Rank Ordering of Scores by each Respondent Group

Processes	Superintendent		Principals		Vice- Principals		Combined Responses	
	%	Rank	%	Rank	%	Rank	%	Rank
1	92	1	65	2.5	67	2	68	2
2	48	4	65	2.5	62	3	63	3
3	86	2	82	1.0	76	1	80	1
4	50	3	53	4.0	54	4	53	4

KEY TO APPREVIATED PROCESSES

1. Formal System
2. Informal System
3. General school evaluation
4. Management by objectives

3. Management-by-objectives was the least acceptable process.
4. Overall, a process that would satisfy all respondents would be that of general school evaluation.

The following seven instruments or sources of information were drawn from the review of literature:

1. A standard checklist comprising a number of items, each assessed using a numbered scale.
2. A descriptive essay, noting a principal's strengths and weaknesses.
3. A rating scale with statements relevant to the various roles of the principal.
4. Solicited teacher reports directed to the superintendent.
5. Solicited parent reports directed to the superintendent.
6. A conference technique whereby the principal and superintendent (or assistant superintendent) discuss the principal's performance.
7. A conference followed by a written report in which the superintendent suggests areas needing improvement.

A summary of the findings referring to instruments (Table 30) is presented as follows:

1. All three respondent groups preferred use of the conference technique whereby the principal and superintendent (or assistant superintendent) discuss the principal's performance.
2. The second choice of the three groups was a conference followed by a written report in which the superintendent suggests areas needing improvement.

Table 30

Instruments which Should be Used in Principal Evaluation as Reported by Superintendents,
 Principals, Vice-Principals (Expressed in Percentages) and Rank
 Ordering of Scores by each Respondent Group

Instruments	Superintendents		Principals		Vice- Principals		Combined Responses	
	%	Rank	%	Rank	%	Rank	%	Rank
1	46	5	46	5	49	5	47	5
2	83	3	67	3	52	4	63	3
3	71	4	55	4	65	3	59	4
4	21	6	24	6	25	6	24	6
5	13	7	10	7	7	7	9	7
6	96	1	93	1	94	1	94	1
7	91	2	88	2	85	2	88	2

KEY TO ABBREVIATED INSTRUMENTS

1. Standard checklist
2. Descriptive essay
3. Rating scale
4. Teacher reports
5. Parent reports
6. Conference technique
7. Conference followed by written report

3. Neither group was interested in solicited teacher reports or solicited parent reports.
4. As possible tools for evaluation, the descriptive essay, rating scale, and standard checklist were rated 1, 2 and 3 by all three respondent groups.

The combined responses are also included in Tables 28, 29, and 30. As in the previous section concerning criteria, the rankings produced by a combination of all three groups was very similar to those recorded by each respondent group.

Procedures Used to Develop Evaluation Systems

The three respondent groups were asked to identify which of the following procedures should be used to develop an evaluation system:

1. Procedures determined entirely by district office staff.
2. District office staff and principals develop using committee approach.
3. Principals (only) develop the system.
4. Teachers.

As in the section on procedures used to evaluate principals, respondents were asked to reply "yes" or "no". A SPSS frequencies sub-program determined the percentages of each respondent group relating to each of the four items. The results, depicted in Table 31, are summarized as follows:

1. A very high percentage of each group; superintendents - 81 percent, principals 98 percent, and vice-principals - 94 percent, reported

Table 31

Procedures which May be Used to Develop an Evaluation System as Reported by Superintendents, Principals, and Vice-Principals (Expressed in Percentages) and Rank Ordering of Scores by each Respondent Group

Procedures	Superintendents		Principals		Vice-Principals		Combined Responses	
	%	Rank	%	Rank	%	Rank	%	Rank
1	9	4	2	4	4	3	4	3.5
2	81	1	98	1	94	1	95	1.0
3	13	3	4	3	3	4	4	3.5
4	22	2	26	2	42	2	31	2.0

KEY TO ABBREVIATED PROCEDURES

1. Determined by district office
2. District office and principals in committee
3. Principals only
4. Teachers

that the system should be developed using the committee approach.

2. Although the percentages are small in comparison, each group felt that teachers should be involved in the process.
3. The combined responses confirmed the acceptance of the committee approach, by each respondent group, as the method which should be employed in the development of an evaluation system.

ANALYSIS OF STRUCTURED INTERVIEW DATA

The major purposes of the structured interview were to determine the procedures used to initially develop the system, and the perceptions of selected individuals concerning how the system was actually working. Interviews were conducted with superintendents, assistant superintendents, and principals in the eight selected school districts. An initial contact was made with the superintendent of each of the eight boards represented in the study. If an assistant superintendent had been more directly involved in the development of the evaluation system, then the assistant, and not the superintendent, was interviewed. These personnel formed group I for purposes of analysis. Group II is comprised of principals who were also involved in the development of the system. Group III is comprised of principals, one chosen randomly for each board, who had been evaluated in the past two

years. The complete breakdown of the personnel interviewed is presented in Table 4 (see page 53).

The instruments utilized during the interviews are presented in Appendix C. Groups I and II were asked the same questions while group III participants were asked to respond to a different set of questions. The analysis of the results is presented separately by group in the order in which the questions appeared on the interview form.

Group I - Superintendents

Superintendents or assistant superintendents were asked why principal evaluation systems had been developed in their districts. In response, four of the nine interviewed felt that principal evaluation was a natural extension of their teacher evaluation program, and it was in keeping with the good administrative practice of evaluating all personnel. Two assistant superintendents saw evaluation as the means to make principals aware of their role and any problems associated with their fulfillment of that role. That evaluation of all probationary personnel, including principals, was a requirement of the collective agreement, was cited by a superintendent who was also quick to mention that evaluation should be used to encourage principals to conduct "self-evaluation" in a meaningful way.

It was ascertained during the interviews that two of the systems were developed in 1975, one in 1976, two in 1980, and three in 1981. With five of the eight systems in use for only two years, it

was expected that they would undergo many changes or revisions. Yet only three boards reported having a method for reviewing their evaluation system.

Of the eight boards, six developed their systems through a committee of principals and central office personnel, while two were developed by assistant superintendents and coordinators.

Involved in the development of the various systems were superintendents, assistant superintendents, coordinators, principals (high, elementary and primary) and teachers. It is interesting to note that vice-principals were not represented on any of the committees.

For boards utilizing the committee approach, the involvement of all personnel was consistent for all boards. Committee members were involved from the beginning to the end of the project. Boards, not utilizing the committee approach, involved school personnel at stages to check what was termed "draft copies" of their proposed evaluation systems.

Four boards reported that their system was not piloted, while four did report a pilot project lasting from a low of one to a high of five years.

Six boards introduced their newly developed evaluation systems at a regular monthly meeting of all principals. One board simply mailed the necessary information to principals, while another board both presented during a meeting and mailed a copy to all principals. With respect to in-service training programs for principals, three interviewees reported that no type of inservice was conducted. For the remaining five boards, in-service ranged from a one hour

explanation of the system to periodic meetings covering various aspects of the system.

Seven interviewees reported that their systems were well received. The remaining board reported not receiving any negative comments, thus, it assumed that the system was acceptable. However, despite the overall acceptance of the various systems a number of changes are being considered, and these can be summarized as follows:

- (i) the involvement of students in the process
- (ii) use of descriptive reporting rather than a check-list method
- (iii) shorten the length of time required to conduct an evaluation
- (iv) separation of criteria relating to instruction from these relating to the operation of the school plant.

Superintendents/assistant superintendents were asked if the time required to conduct an evaluation of all principals in their board was a problem. For the three boards conducting self-evaluation, this question did not apply. Of the remaining five boards, only two required evaluation every two to three years. For these, time was not a problem. The remaining three boards conducted only periodic evaluation or evaluation as the need arises, so, again time was not a factor.

Of interest is the fact that only six of the eight boards had formally accepted their evaluation systems as part of their district policy.

The open-ended comments received during the interviews were similar to those already presented in an earlier section of this chapter

dealing with the analysis of questionnaire data.

Group II - Principals on Development Committee

The purpose for conducting an interview with a second individual on the committee that developed the system was not to check on the validity of the information provided by the first. Rather it was felt that differences of opinion might exist between the two levels of administration concerning certain aspects of the operation of the system. Of particular interest was the question of whether or not there existed differences in the perceptions of how the system was actually working. From the information provided by the five principals in this group, there appeared two striking differences of opinion:

1. Whereas district office personnel felt the system was utilized extensively, one principal of the five interviewed felt that the system was not being used at all. He claimed that the system was simply an item in a policy manual that served no useful function.
2. Whereas district office personnel saw no major problems existing in their system, one principal of the five interviewed felt that the system had so many problems that it should be cancelled altogether. he wanted to start again and develop a completely new system.

Group III - Principals Evaluated Last Two Years

A principal in each of the five boards which did not emphasize self-evaluation was interviewed, utilizing the following

questions:

1. When were you evaluated?
2. By Whom? (From Central Office)
3. By what method were you evaluated? (Questionnaires, teachers, V.P., informal-formal)
4. Did your evaluator(s) examine such things as your accounting procedures?
5. Prior to being evaluated were you informed of any of the following:
 - (a) Purpose(s) of the evaluation?
 - (b) Criteria to be used.
 - (c) Who would be your evaluator(s)?
 - (d) Instruments to be used.
 - (e) The process that would be used.
6. Again, prior to the actual evaluation, were you asked to supply any information to your evaluator(s)?
7. Was there a pre-evaluation conference?
8. What general topic areas were discussed during this conference?
9. Was there a post-evaluation conference?
10. What general topic areas were discussed during this conference?
11. Did you benefit from the evaluation? If so, how?
12. Following the evaluation, did you receive a written report?
13. Did the evaluator go over the report with you?
14. If the follow-up was suggested, has it taken place?
15. Was there an inservice program conducted to acquaint all principals with the system, prior to, or since its implementation?
16. Do you think principals should be evaluated?
17. How did you feel about being evaluated?
18. Do you have any suggestions or recommendations regarding the system of principal evaluation in your district?

Table 32 presents principals' responses to all questions except numbers 6, 8, 10, 11, 16, and 17 which required responses not readily transferable to a table. Also the suggestions or recommendations sought by question 18 have already been presented in the previous section which analyzes the questionnaire data.

1. Only one evaluator examined such things as accounting procedures, filing systems, etc., which may be indicators of the way a school is being administered.
2. Personnel being evaluated were usually informed of the purposes of the evaluation and the criteria, evaluators, instruments, and processes.
3. With reference to question six, only one of five principals was asked to supply information to his evaluators prior to the actual evaluation being conducted.
4. For question eight, the topics discussed during the pre-evaluation conference, respondents reported that they were informed of the reason(s) for the evaluation and the procedures that were to be followed?
5. Post-evaluation topics, question 10, included discussion of the final report composed by the evaluator. It is interesting to note that during this meeting evaluators usually made reference to the good points as well as the areas that needed improvement.
6. The benefits derived from the evaluation were determined by question 11. The following is a sampling of the responses:
 - (i) it assisted in re-evaluating objectives
 - (ii) it was a learning process which outlined ways to improve
 - (iii) it helped identify the areas that needed improvement.

TABLE 32

Responses Obtained During Interviews with Principals Evaluated During Last Two Years

Questions	Principals Interviewed				
	1	2	3	4	5
1	1983	1981-82	1980-81	1981-82	1981-82
2	Supt. and Asst. Supt.	Asst. Supt.	Supt., Asst. Supt., Staff	Asst. Supt.	Asst. Supt.
3	formal	informal	formal	very informal	informal
4	No	Yes	No	No	No
5 (a)	Yes	Yes	Yes	No	Yes
(b)	Yes	No	Yes	No	N/A
(c)	Yes	Yes	Yes	Yes	Yes
(d)	Yes	No	Yes	No	Yes
(e)	Yes	No	Yes	Yes	Yes
7	No	No	No	No	Yes
9	Yes	Yes	Yes	No	Yes
12	Yes	Yes	Yes	No	Yes
13	Yes	Yes	Yes	N/A	Yes
14	No	Yes	Yes	N/A	No
15	Yes	Yes	Yes	No	Yes (token)

7. All responses to question 16 centered around the need for improvement. Either the individual will improve or the system will gain some type of benefit from the exercise.
8. Question 17 asked how principals felt about being evaluated. None of the respondents reported being threatened by the evaluation. They perceived the process as a means to improve both themselves and their school.

In summary, it may be stated that the interview process was a worthwhile exercise. Although the number of interviews conducted was relatively low, it did provide the researcher with a better understanding of the systems that were being used, how they were developed, and most importantly how they were operating and being received by principals. Such information, which cannot be gathered by the survey method, is valuable to an overall understanding of the process of evaluation.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Purpose and Methodology

The purpose of this study was to examine principal evaluation systems in Newfoundland and Labrador and make proposals for future developments in this area. More specifically, this study attempted to answer the following questions:

1. How many school boards in the Province have developed formal systems for the evaluation of principals?
2. What are the major characteristics of these systems, in accordance with the following elements:
 - Purposes
 - Criteria
 - Procedures; including evaluators, instruments, and processes used.
3. What differences exist among the principal evaluation systems used by the various boards?
4. What are the perceptions of superintendents, assistant superintendents, principals, and vice-principals in a sample of school districts regarding current programs and how they can be improved?
5. What use is made of evaluation results in these selected districts?
6. What procedures were used by personnel in these districts in developing their evaluation systems?
7. What suggestions should be made for future developments in the area of principal evaluation in Newfoundland and Labrador?

Data for the study were obtained from three sources: school board documentation used for the evaluation of principals; questionnaires completed by superintendents, assistant superintendents, principals and vice-principals; and structured interviews conducted with superintendents, and principals.

An examination of the 19 documents provided by school boards answered questions one, two, three, and five. Chapter IV focused on these documents and highlighted the similarities and differences among the boards with respect to the system they presently use to evaluate principals. The data obtained from 309 questionnaires completed by superintendents, assistant superintendents, principals, and vice-principals were analyzed and the results presented in Chapter V. These results answered question four, and when combined with the information from the structured interviews, also answered question six. To assist in answering question seven, suggestions and recommendations were requested both in the questionnaire and during the interviews. A latter section of this chapter will contain some of these suggestions.

Major Findings

The major findings of this study, gathered from documentary analysis, questionnaires, and structured interviews, may be summarized as follows:

1. Current practices in principal evaluation, as described in school board documents, are generally the same throughout the Province. The purposes, criteria, and procedures vary little from board to board.
2. In the documents collected, the prime purpose of evaluation was

stated as the improvement of performance or instruction. This supports the research conducted by Renihan (1980) and Sterling (1977).

3. The main purposes for evaluation were consistently ranked by the three groups responding to the questionnaire. These purposes may again be summarized as "the improvement of program". Thus, the views of respondent groups regarding purposes were consistent with the purposes stated in board documentation, with the literature, and with recent research.
4. With respect to criteria for evaluation, the three respondent groups were generally consistent in their rankings of the various items included in each section. The following criteria were considered most important:

School Management

- (i) that staff meetings be conducted as necessary for the proper functioning of the school
- (ii) that the placement and promotion of students be organized
- (iii) that the principal have a clear philosophy and understanding of timetabling and planning

Staff Relations

- (i) that the principal encourage open two-way communication
- (ii) that the principal support and encourage the staff in their work
- (iii) that an orientation program for new staff members be developed

Curriculum and Instruction

- (i) that the principal work with the staff to improve curriculum and instruction

Student Relations

- (i) that students be treated as persons when dealing with discipline problems
- (ii) that the principal be accessible to students

School/Community Relations

- (i) that the principal encourage two-way communication with the public
- (ii) that the principal develop clear procedures for reporting student progress to students
- (iii) that the principal encourage positive parent-teacher relationships through the PTA and parent visitations to the school

District Operations

- (i) that the principal be aware of all Board policies

Personal/Professional Characteristics

- (i) that the principal have the ability to make decisions
- (ii) that the principal have the ability to motivate his/her staff

5. With reference to procedures for evaluation, all three respondent groups had similar views concerning the personnel who should be involved as evaluators. There was strongest support for the involvement of principals themselves. The second highest level of support was given to assistant superintendents, the third to superintendents, the fourth to a team consisting of the superintendent (or assistant superintendent), the principal, and one other person, and the fifth to the staff of the school. These findings are consistent with the results of studies by Renihan (1980) and Sterling (1977) who found that the principal, superintendent, superintendent's designate, and the school staff were the personnel who should be involved in evaluation.
6. All respondent groups strongly supported general school evaluation as a process for principal evaluation. Since over 90 percent of each respondent group preferred use of the conference technique as an instrument for evaluation, it may be concluded that this process and technique is acceptable to all parties.

7. The committee approach was recommended as the procedure that should be used to develop an evaluation system. Again, this result was expected since literature, in general, suggests that the involvement of personnel from the beginning of any project is more likely to ensure its success than non-involvement.
8. When interviewed, district office personnel and principals sometimes differed in their view of the extent to which principal evaluation was actually being conducted in school systems today. There were suggestions that (i) evaluators were ~~not~~ spending enough time in each school to ascertain how the school was truly operating and the role of the principal in that operation, and (ii) many of the systems were in need of revision, yet revisions were seldom carried out.
9. There was general consensus that principals benefitted significantly from the process of evaluation.

GENERAL CONCLUSIONS

An overall conclusion, based upon the three sources of information, is that it may not be possible to recommend or produce an evaluation system that could be used by all boards in the province. Each board's evaluation system must be somewhat unique onto itself. Within each school district, the principal evaluation system should be sufficiently flexible to reflect such factors as size of the school, grades taught, time available to the principal for administrative duties, etc.

While it may not be possible to suggest a single evaluation system that may be used by all school boards, it is possible to recommend procedures that could be used in all districts in the

development or improvement of an evaluation system. Boards without such a system and those whose systems are not well developed could follow these steps:

- (i) Establish a developmental committee chaired by the assistant superintendent (or superintendent in smaller boards).
- (ii) Include on the committee a coordinator, principals representing various types of schools in the district, a vice-principal, and a teacher.
- (iii) Have the committee provide to all principals "draft copies" of the evaluation system at various stages in the development to facilitate feedback.
- (iv) Have the system piloted for a minimum of one year prior to having it accepted as district policy.
- (v) Provide for assessment and revision every two or three years.

A further conclusion that may be suggested is that principal evaluation should not be conducted in isolation, but rather as part of an overall general school evaluation. If weaknesses are identified, a more intensive evaluation of the principal could be conducted following the general review of the whole school program.

A final conclusion relates to the need for extensive communication and in-service programs for all those involved in principal evaluation. The Superintendents' Association, for example, could conduct or enlist another agency to conduct in-service programs for superintendents, assistant superintendents, and other personnel responsible for the evaluation of principals.

RECOMMENDATIONS FOR FURTHER RESEARCH

There are three recommendations that should be made for future research. These are:

1. Future studies in this area should include teachers in the sample.
2. A study, similar to the present one, with teachers included, should be conducted within a single school district. Such a study would permit a researcher to offer specific recommendations based upon the conditions existing within that particular district.
3. Studies focusing more specifically on the application of the General Systems Model to principal evaluation should be undertaken.

In summary, this study has presented a review of the current practices of principal evaluation throughout the Province, as well as the perceptions of superintendents, assistant superintendents, principals, and vice-principals as to what should be included in a principal evaluation system. It is hoped that the findings will be of some use in helping to improve the process of principal evaluation and ultimately the quality of instruction in the schools of Newfoundland and Labrador.

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Appendices

APPENDIX A

COPIES OF PERSONAL LETTERS TO:

Superintendents

Assistant-Superintendents

Principals

Vice-Principals

FIRST LETTER TO DISTRICT SUPERINTENDENTS

Dear

During the present school year, I am on leave of absence from my regular position as Physical Education Co-ordinator, Avalon North Integrated School Board, in order to continue my studies at Memorial University. Part of my program will involve research into the area of Principal Evaluation. I plan to start the study by reviewing current practices in use throughout Newfoundland and Labrador. Hopefully, at the end of the study, it will be possible to offer suggestions which some Boards may wish to consider in the context of their own programs.

At this time, I would like to make two requests: (1) I would very much appreciate a copy of your District's formal evaluation policy for principals. Should time permit, your personal comments about how the policy is actually working would be most valuable. I would also like included a copy of the instruments you use in the evaluation of principals; and (2) I would like to request your permission to send a questionnaire to a selected number of principals in your District. The questionnaire, which will be sent to you first for your perusal, will be concerned with current practices, criteria and procedures used, and opinions as to how present systems might be improved.

I wish to state that no attempt will be made to identify schools, principals, or school boards. Only total results will be reported at the end of the study.

Thank you in advance for your co-operation and I look forward to a reply at your earliest convenience.

Yours truly,

Roland Dawe

Enclosure

P.S. Please complete and return the enclosed form.

NAME OF BOARD _____

Please check an item below, add any comments you may have,
and return to:

Roland Dawe
P.O. Box 699
Bay Roberts
Newfoundland
AOA 1G0

1. Materials describing your system for the Evaluation of
Principals are attached. ☐
2. Our District is in the process of developing policy and
materials on Principal Evaluation. ☐
3. Our District does not have a formal policy for the Eval-
uation of Principals. ☐

COMMENTS: _____

FIRST FOLLOW-UP LETTER TO SUPERINTENDENTS

Dear

Earlier this month I wrote all superintendents in the province requesting a copy of their policies on principal evaluation. Such information will form the focal point of my study in this area.

To date, the response has been excellent. However, I have not as yet received a reply from you, and am assuming that either my letter did not reach you or you have not had time to reply. I can readily appreciate you are very busy at this time of year with the affairs of your District. However, I would be very grateful if you were to take a few minutes to respond to my request by completing the attached enclosure and by adding any comments you may have on principal evaluation or how your policies are actually working.

I look forward to hearing from you at your earliest opportunity.

Yours truly,

Roland Dawe

Enclosure

SECOND FOLLOW-UP TO SUPERINTENDENTS

P.O. Box 699
Bay Roberts
Newfoundland
AOA 1G0
April 29, 1983

TO: District Superintendent
FROM: Roland A. Dawe
RE: Principal Evaluation Survey Follow-up

Firstly, let me thank you for your prompt response to my request for your district's Principal Evaluation Policies. The survey determined that 18 of the 35 boards in the province have an evaluation system. Also, the majority of boards without a system are in the process of developing a package.

The 18 boards with systems were divided into three categories according to total student population: large, medium, and small. The following eight boards have been randomly selected to participate in the study:

Green Bay Integrated
Notre Dame Integrated
Terra Nova Integrated
Avalon North Integrated
Avalon Consolidated
Burin Peninsula Integrated
Port-aux-Basques Integrated
Gander-Bonavista-Connaigre Roman Catholic

Please note that following completion of the study, a summary of the results will be provided to all 35 superintendents.

Again, my sincere thanks for your assistance to date, and I look forward to working with the above named boards in the next stage of my study.

FIRST LETTER TO SUPERINTENDENTS

(Accompanying Questionnaire)

P.O. Box 699
Bay Roberts
Newfoundland
AOA 1G0

Dear

Please accept my appreciation for forwarding a copy of your School Board's policy on Principal Evaluation. This was the first step in gathering information for a study I am conducting on the subject. Your Board is one of eight randomly chosen to participate in the study.

Having received the necessary documentation, I am ready for the next stage of the study. This involves administering questionnaires to the Superintendents, Assistant Superintendents, Principals and Vice-Principals in the participating Boards.

It should be pointed out that the study will make no attempt to identify individuals or school boards. Only aggregate results will be reported, and upon completion of the study, a summary will be provided to each Superintendent including those not participating in the study.

I would appreciate it very much if you could please take a few minutes to complete the enclosed questionnaire and return it in the stamped, self-addressed envelope.

Thank you again for your cooperation and assistance.

Yours truly,

Roland Dawe

FIRST LETTER TO ASSISTANT-SUPERINTENDENTS

P.O. Box 699
Bay Roberts
Newfoundland
AOA 1G0

Dear

During this present school year, I am on leave from my regular position in order to continue my studies at Memorial. I am writing this letter to ask for a few minutes of your time.

The research I am conducting is in the area of Principal Evaluation. During this past few weeks I have received from your central office a copy of your District's Principal Evaluation System. I have also received permission to administer questionnaires in your District.

I would appreciate it very much if you would please take a few minutes to complete the enclosed questionnaire and return it to me in the enclosed, self-addressed, stamped envelope at your earliest convenience. Following completion of the study, a summary of the results will be sent to your central office.

Thank you in anticipation of your cooperation and assistance.

Yours truly,

Roland A. Dawe

FIRST LETTER TO PRINCIPALS AND VICE-PRINCIPALS

P.O. Box 699
Bay Roberts
Newfoundland
A0A 1G0

Dear Colleague:

During this present school year, I am on leave from my regular position in order to continue my studies at Memorial. I am writing this letter to ask for a few minutes of your time, realizing that we have just returned to school to tackle a vast amount of work before the end of the school year.

The major portion of my program involves research in the area of Principal Evaluation. During this past few weeks I have received from your central office a copy of your District's Principal Evaluation System. I have also received permission to administer questionnaires in your District. An analysis of the responses of Principals and Vice-Principals will form the focus of my study.

I would appreciate it very much if you would please take a few minutes to complete the enclosed questionnaire and return it to me in the enclosed, self-addressed, stamped envelope at your earliest convenience.

Thank you in anticipation of your cooperation and assistance.

Yours truly,

Roland Dawe

FIRST FOLLOW-UP LETTER TO:
SUPERINTENDENTS, ASSISTANT SUPERINTENDENTS
PRINCIPALS AND VICE-PRINCIPALS

P.O. Box 699
Bay Roberts
Newfoundland
AOA 1G0
24 May, 1983

Dear

No doubt you are very busy these days with the end of the school year less than four weeks away. Also, the pressures brought on by the closing of school for three weeks has increased the work that must be completed. Yet, as the old saying goes, if you want something done, ask a busy man.

You may recall that about two weeks ago I sent you a questionnaire on Principal Evaluation. To date, I have not received a reply from you.

I would appreciate it very much if you could find a few minutes during the next day or two to complete the questionnaire and return it to me.

I look forward to your reply.

Thank you.

Yours truly,

Roland Dawe

SECOND FOLLOW-UP LETTER TO:
SUPERINTENDENTS, ASSISTANT SUPERINTENDENTS
PRINCIPALS AND VICE PRINCIPALS

P.O. Box 699
Bay Roberts
Newfoundland
A0A 1G0
June 6, 1983

Dear

In full realization that the end of the school year is less than two weeks away, I am again writing to request a few minutes of your time.

Some time ago I sent you a questionnaire concerned with a study I am conducting on Principal Evaluation. To date, there has been no reply. Perhaps the questionnaire was mislaid, or did not reach you in the first place.

In any event, another copy of the questionnaire is enclosed. I would appreciate it very much if you would please complete it in the next day or two, and return it to me. Your cooperation and assistance is needed in order for me to complete my study.

Thank you again, in anticipation of a prompt reply.

Yours truly,

Roland Dawe

P.S. Should the questionnaire already be in the mail, please accept my sincere thanks.

APPENDIX B
QUESTIONNAIRE

SURVEY OF PRINCIPAL EVALUATION SYSTEMS
IN NEWFOUNDLAND AND LABRADOR

QUESTIONNAIRE

SECTION ONE: GENERAL INFORMATION

Please circle the number of the appropriate response.

1. Sex?
 - a. Male
 - b. Female
2. Denomination of your School Board?
 - a. Integrated
 - b. Roman Catholic
3. Present position?
 - a. Superintendent
 - b. Assistant Superintendent
 - c. Principal
 - d. Vice-Principal
4. Complete years of experience, including this school year, in present position?
 - a. Less than 5 years
 - b. 5 - 9 years
 - c. 10 - 14 years
 - d. 15 years and over
5. Teaching Certificate:
 - a. Less than Grade IV
 - b. Grade IV
 - c. Grade V
 - d. Grade VI
 - e. Grade VII

6. Which of the following were involved in the development of your district's principal evaluation system?

Yes . No . Unsure

- a. Superintendent
- b. Assistant Superintendent
- c. Principals
- d. Vice-Principals
- e. Department Heads
- f. Subject Area Coordinators
- g. Teachers
- h. Others: (please specify) _____

7. Principals (only) respond to the following:

A. Enrollment of your school?

- a. Fewer than 100
- b. 100 - 199
- c. 200 - 299
- d. 300 - 399
- e. 400 or more

B. Grades in your school?

- a. Primary (K-3)
- b. Elementary (4-6)
- c. Junior High (7-9)
- d. High School (Central and Regional)
- e. Other grade combination, e.g., K-8 _____

C. Percentage of time teaching?

- a. Less than 25%
- b. 25% - 49%
- c. 50% - 74%
- d. 75% or more

D. Have you been evaluated as a principal in the past 5 years?

- a. Yes
- b. No

SECTION TWO: PURPOSES FOR PRINCIPAL EVALUATION

This section lists 10 purposes for the evaluation of principals. On the four-point scale, circle the rating for each item that best represents your opinion about the relative importance of each purpose for principal evaluation as it should be practiced in your district.

Scale:		Very Important	Important	Of Little Importance	Of No Importance
1 - Very Important	2 - Important				
3 - Of Little Importance	4 - Of No Importance				
1. To stimulate improvement in the personal administrative performance of the principal.	1	2	3	4	
2. To assist in determining the effectiveness of the education program of the district and where in-service programs are needed.	1	2	3	4	
3. To assist the superintendent in making decisions regarding tenure and promotion.	1	2	3	4	
4. To assist the superintendent in making decisions regarding disciplinary action or eventual removal from service.	1	2	3	4	
5. To stimulate self-evaluation and improvement.	1	2	3	4	
6. To comply with central office and/or provincial policy with regard to evaluation.	1	2	3	4	
7. To validate the selection process used by the school board to select principals.	1	2	3	4	
8. To assist in changing the goals or objectives of the school.	1	2	3	4	
9. To enable principals to recognize the requirements of their jobs more clearly.	1	2	3	4	
10. To sensitize the superintendent and other central office personnel to the problems and needs of the principal.	1	2	3	4	
11. Other purpose (please specify): _____					

SECTION THREE: CRITERIA USED IN PRINCIPAL EVALUATION

This section lists criteria, grouped under seven headings, that may be used in the evaluation of principals. On the four-point scale, circle the rating for each item that best represents your opinion about the relative importance of each criterion for principal evaluation as it should be practiced in your district.

Scale:

- 1 - Very Important
- 2 - Important
- 3 - Of Little Importance
- 4 - Of No Importance

SCHOOL MANAGEMENT

	Very Important	Important	Of Little Importance	Of No Importance
1. Organizes and stations personnel to facilitate proper supervision.	1	2	3	4
2. Develops a realistic budget and budget-control system.	1	2	3	4
3. Makes provision for regular inspection of school and school grounds.	1	2	3	4
4. Develops efficient methods for handling routine matters.	1	2	3	4
5. Maintains accurate financial and pupil records.	1	2	3	4
6. Delegates responsibilities to others.	1	2	3	4
7. Has a clear philosophy and understanding of timetabling and planning.	1	2	3	4
8. Ensures that building improvements and maintenance are carried out.	1	2	3	4
9. Organizes and directs the promotion and placement of students.	1	2	3	4
10. Organizes and administers an efficient school office.	1	2	3	4
11. Conducts staff meetings necessary for the proper functioning of the school.	1	2	3	4
12. Plans and supervises emergency procedures, e.g. fire drills.	1	2	3	4
13. Supervises auxiliary staff, e.g. school secretary, caretaker, and cafeteria workers.	1	2	3	4

CURRICULUM AND INSTRUCTION

1. Makes provision for in-service education of teachers.	1	2	3	4
2. Encourages teachers to use a variety of teaching techniques.	1	2	3	4
3. Works with staff to improve the curriculum.	1	2	3	4
4. Initiates programs to accommodate students with special needs.	1	2	3	4
5. Ensures that all students are taught the basic skills.	1	2	3	4
6. Ensures that there is continuity in each subject area between grades.	1	2	3	4
7. Is familiar with the instructional goals of the teaching staff.	1	2	3	4
8. Has a knowledge of the overall school curriculum.	1	2	3	4
9. Procures resources required for instruction.	1	2	3	4

STUDENT RELATIONS

1. Is aware of the progress of students.	1	2	3	4
2. Is readily accessible to students.	1	2	3	4
3. Recognizes during school assemblies and other public functions, student achievement in curricular and co-curricular activities.	1	2	3	4
4. Encourages participation in an effective and meaningful co-curricular program.	1	2	3	4
5. Treats students as persons when dealing with discipline problems.	1	2	3	4

SCHOOL/COMMUNITY RELATIONS

1. Encourages two-way communication with the public.	1	2	3	4
2. Develops clear procedures for reporting student progress to parents.	1	2	3	4
3. Encourages positive parent-teacher relationships through the PTA and parent visitation to the school.	1	2	3	4
4. Encourages the utilization of community resources in the classroom.	1	2	3	4
5. Encourages community use of school facilities.	1	2	3	4
6. Cooperates with public agencies such as the RCMP and Public Health Associates.	1	2	3	4

DISTRICT OPERATIONS

1. Maintains contact with other principals.	1	2	3	4
2. Keeps district office personnel informed of all school matters.	1	2	3	4
3. Is aware of all Board policies.	1	2	3	4
4. Becomes involved in committees work at the district level.	1	2	3	4

PERSONAL/PROFESSIONAL CHARACTERISTICS

1. Is skilled in organizing.	1	2	3	4
2. Demonstrates ability in decision-making.	1	2	3	4
3. Sets an appropriate example in both appearance and actions.	1	2	3	4
4. Demonstrates the ability to motivate others.	1	2	3	4
5. Initiates change where appropriate.	1	2	3	4
6. Has a clearly understood philosophy of education.	1	2	3	4
7. Has a program for his/her own personal and professional growth.	1	2	3	4

SECTION FOUR: PROCEDURES (including evaluators, instruments, and processes) USED TO EVALUATE PRINCIPALS.

EVALUATORS

This section lists evaluators who may be involved in the evaluation of principals. Please give your opinion as to whether or not each should be involved.

	Should be Involved	
	Yes	No
1. Superintendent.	<input type="checkbox"/>	<input type="checkbox"/>
2. Assistant-Superintendent.	<input type="checkbox"/>	<input type="checkbox"/>
3. The Principal himself. (Self-evaluation)	<input type="checkbox"/>	<input type="checkbox"/>
4. Another Principal.	<input type="checkbox"/>	<input type="checkbox"/>
5. The Vice-Principal.	<input type="checkbox"/>	<input type="checkbox"/>
6. Department Heads.	<input type="checkbox"/>	<input type="checkbox"/>
7. The Staff of the School.	<input type="checkbox"/>	<input type="checkbox"/>
8. Subject-Area Coordinators.	<input type="checkbox"/>	<input type="checkbox"/>
9. Students.	<input type="checkbox"/>	<input type="checkbox"/>
10. Parents.	<input type="checkbox"/>	<input type="checkbox"/>
11. A team consisting of another principal and an experienced teacher from another school.	<input type="checkbox"/>	<input type="checkbox"/>
12. A team consisting of the superintendent, (and/or the Assistant Superintendent) the principal and one other person.	<input type="checkbox"/>	<input type="checkbox"/>
13. Members of the Board.	<input type="checkbox"/>	<input type="checkbox"/>
14. Evaluators representing the Department of Education.	<input type="checkbox"/>	<input type="checkbox"/>
15. Church representatives.	<input type="checkbox"/>	<input type="checkbox"/>
16. Other: _____		

PROCESSES

This section lists processes used in the evaluation of principals. Please give your opinion as to whether or not each should be used.

- | | Should Be
Used | |
|--|--------------------------|--------------------------|
| | Yes | No |
| 1. A formalized system which specifically lists the purposes, criteria and procedures. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. An informal method. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. General school evaluation including evaluation of the curriculum instruction, special services, student progress, etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Management by objectives. Goals are set by the Superintendent and Principal and the Principal is assessed in terms of his achieving the stated goals. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Other: _____
_____ | | |

INSTRUMENTS

This section lists various instruments used in the evaluation of principals. Please give your opinion as to whether or not each should be used.

- | | Should Be
Used | |
|---|--------------------------|--------------------------|
| | Yes | No |
| 1. A standard checklist comprising a number of items, each assessed using a numbered scale. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A descriptive essay, noting a principal's strengths and weaknesses. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A rating scale with statements relevant to the various roles of the principal. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Solicited teacher reports directed to the superintendent. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Solicited parent reports directed to the superintendent. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. A conference technique whereby the principal and superintendent (or assistant superintendent) discuss the principal's performance. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. A conference followed by a written report in which the superintendent suggests areas needing improvement. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Other: _____
_____ | | |

SECTION FIVE: PROCEDURES USED TO DEVELOP EVALUATION SYSTEM

This section lists procedures which may be used to develop an evaluation system. Please give your opinion as to whether or not each should be used.

	Should Be Used	
	Yes	No
1. Procedures determined entirely by district office staff.	<input type="checkbox"/>	<input type="checkbox"/>
2. District office staff and principals develop using committee approach.	<input type="checkbox"/>	<input type="checkbox"/>
3. Principals (only) develop the system.	<input type="checkbox"/>	<input type="checkbox"/>
4. Teachers.	<input type="checkbox"/>	<input type="checkbox"/>
5. Other: _____		

SECTION SIX: SUGGESTIONS OR RECOMMENDATIONS

Please list any further suggestions or recommendations for a more desirable system of principal evaluation.

APPENDIX C

QUESTIONS FOR STRUCTURED INTERVIEWS

STRUCTURED INTERVIEWSUPERINTENDENT/ASSISTANT SUPERINTENDENT/PRINCIPAL

1. What factors contributed to your decision to introduce a system for the evaluation of principals?
2. When was the system developed?
3. (a) How was the system developed?

(b) Who was involved in the development?

(c) At what stage were they involved?
4. Was the system piloted?
5. (a) How was the system of evaluation communicated to principals?

(b) Was there an inservice program developed to acquaint principals with the system?
6. Is the system reviewed periodically? How?
7. Was the system formally accepted by the Board as part of its district policy?

8. How have principals reacted to the system? (Well received, accepted with reservation, no comment, rejected, strongly opposed)
9. Are there any changes you like to make in your system? What are they?
10. Time is often considered a major problem. Is your system realistic in terms of the time it takes to implement? (Does it work?)
11. Any additional comments regarding your system?

STRUCTURED INTERVIEWPRINCIPAL (EVALUATED WITHIN LAST 2 YEARS)

1. When were you evaluated?
2. By Whom? (From Central Office)
3. By what method were you evaluated? (Questionnaires, teachers, V.P., informal-formal)
4. Did your evaluator(s) examine such things as your accounting procedures?
5. Prior to being evaluated were you informed of any of the following:
 - (a) Purpose(s) of the evaluation?
 - (b) Criteria to be used:
 - (c) Who would be your evaluator(s)?
 - (d) Instruments to be used.
 - (e) The process that would be used.
6. Again, prior to the actual evaluation, were you asked to supply any information to your evaluator(s)?
7. Was there a pre-evaluation conference?
8. What general topic areas were discussed during this conference?

9. Was there a post-evaluation conference?
10. What general topic areas were discussed during this conference?
11. Did you benefit from the evaluation? If so, how?
12. Following the evaluation, did you receive a written report?
13. Did the evaluator go over the report with you?
14. If the follow-up was suggested, has it taken place?
15. Was there an inservice program conducted to acquaint all principals with the system, prior to, or since its implementation?
16. Do you think principals should be evaluated?
17. How did you feel about being evaluated?
18. Do you have any suggestions or recommendations regarding the system of principal evaluation in your district?



