RECOMMENDED CRITERIA AND REPORTED PRACTICES OF

THE EVALUATION OF BUILDING PRINCIPALS IN

THE STATE OF KANSAS

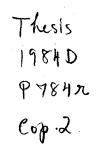By

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CHAPTER I

INTRODUCTION

It has long been an accepted concept that the evaluation of human activity is essential to the health of any society (Castetter and Heisler, 1972). The objects of appraisal can be observed in all facets of life--from professional athletes, to sales, to presidents-- who are evaluated by opinion polls. Few, if any, occupations escape the scrutiny of evaluation (Castetter and Heisler, 1972). Olds (1977), citing the success of American mass education, stated that there was an expectation of better salaries and a better way of life, and with these expectations the demand for better performance has evolved in all fields. Education, and the personnel associated with it, have not escaped such a phenomenon.

The evaluation of school personnel has been the subject of a large portion of the literature related to education. Much of the writing centers on the evaluation of teachers. Tenure laws, due process laws, and the rise of teacher union or association power have created an environment in which the evaluation of teachers has received a considerable amount of attention (Gaynor, 1975). This same degree of attention has not existed with regard to the evaluation of administrative personnel. Lipham (1975), speaking of this inconsistency, stated:

Although the evaluation of teachers and teaching has
received systematic and sustained attention of theore-
ticians and practitioners in education, the attention
given in our profession to the evaluation of administra-
tors and administrative performance can only be charac-
terized as scattered and spasmodic (p. 13).

The question thus must be asked: Why has the development of the
evaluation of administrators lagged behind that of teachers? Redfern
(1980) speculated that the main reason the evaluation of principals
has met with little enthusiasm is because principals themselves have
had, for years, to rate teachers with inadequate data and inadequate
scales. Depree (1974) offered the following reasons why administra-
tors have resisted and thus failed to develop sound evaluation prac-
tices: (1) administrators have generally felt that evaluation is
something done to them, not for them; (2) the use of checklist of
predetermined qualities are oriented toward past practices; (3) prin-
cipals have traditionally suffered from a lack of clear definitions of
their job functions; and (4) administrators, in general, lack the
skills, knowledge, and understanding relative to performance evalua-
tion.

Bolton (1975) and Castetter and Heisler (1972) summarized why
principals have resisted traditional evaluation of their performance.
Their reasons included: (1) evaluations that have focused on person-
ality rather than performance, (2) lack of objectivity and skill on
the part of the evaluator, and (3) lack of certainty related to the
criteria to be used for the evaluation.

Bolton (1975) also included those responsible for evaluating
principals as part of the resistance movement. He indicated that
evaluators have resisted because of uncertain criteria, an

unwillingness to manipulate peoples' lives, and a desire not to jeop-
ardize positive interpersonal relationships. Olds (1977) followed
similar lines when he speculated that resistance of both evaluators
and evaluatees has existed because most traditional administrative
evaluation systems are designed for the benefit of legal compliance
and maintenance of records.

The resistance to evaluation of administrators has given way to
a call for greater accountability on the part of educational systems.
DeVaughn (1974) referred to the courts as an agency demanding the
evaluation of all personnel. In a survey conducted in 1979, the
Georgia Professional Standards Commission stated:

> Public demand for 'quality' education, rising costs,
> continuing debate over educational accountability--all
> have contributed to increased time, money and personnel
> to address the question of quality educational perfornce
> (p. 7).

Howard (1976) included the statements of Representative Dan Fried-
man in his paper presented at the Annual Conference of the Colorado
Elementary Principals Association held in Colorado Springs. Friedman's
remarks were taken from his presentation at the Colorado Basic Skills
Conference held in Denver, Colorado, in February of 1976. Friedman,
speaking of accountability, stated:

> We want to know what we are getting for our money and
> we don't want any more excuses. Don't tell us that your
> your tests don't measure what you're teaching. Don't tell
> us that kids don't do well because of parental indifference,
> or too much T.V. or because of changing school populations.
> Now that we have a budget crunch we are looking to educa-
> tion as a source of dollars needed for other programs. If
> schools don't start to produce we are going to reduce their
> funding (p. 1).

Gaynor (1975) placed the focus of the accountability movement
squarely on the principal. Superintendents have been held accountable

for years. The pressure for accountability, according to Gaynor, first looked toward teachers, but now it focuses on the principalship. He summed up his argument by saying:

> The conclusion I have drawn is that the principalship is, at this stage of the accountability movement, the true target of that movement as it focuses upon the formal evaluation of school administrators (p. 33).

The increased call for accountability and evaluation of principals has placed the principal in the position of being in the middle. Referring to this dilemma, Nolte (1974) stated:

> While the Board can fire a superintendent and the superintendent can get a principal fired, a principal who rattles his sabre disturbs few people--certainly not the teachers who are job protected by tenure of the union (p. 29).

Estes (1971) and English and Zaharis (1972) also referred to the declining power of the principalship. Estes specifically found it ironic that the very groups clamoring for the principal's accountability (i.e., judges, legislators, teacher groups, parent groups) were the same groups that are diminishing the power of the principal.

The apparent conflict between the resistance of principals toward their own evaluation and the increased desire for accountability of the principal must be reflected in the evaluation of principals (Bolton, 1975). This conflict may be a partial explanation of Lipham's (1975) observation of the stunted development of the art of administrative evaluation.

Statement of the Problem

It would appear that the development of the evaluation of principals has been sporadic and not equal to the state of development of

the teacher's evaluation process. To develop evaluation processes that are consistent with recommended practices, one must have a base of knowledge with which to make decisions and formulate directions. There does not appear to be such a base of knowledge, especially in the State of Kansas. This unkonwn state-of-the-art leads to the central problem raised in this study. It is: What is the relationship between the recommended criteria and the reported practices of evaluating building principals in the State of Kansas? Specifically, the study will attempt to answer the following questions:

1. What are the methods and procedures in the State of Kansas being used to evaluate principals, and how do those methods and procedures relate to those recommended in the literature?

2. Will the frequency of the use of recommended practices differ according to the size of school district?

3. What, if any, are the differences in the data responses of evaluators and principals?

4. What individuals are involved in and/or responsible for the evaluation of principals, and do differences exist according to the size of school districts?

5. What training or expertise do those responsible for evaluating principals have to prepare them as evaluators?

Purpose of the Study

The purpose of the study was to provide a knowledge base regarding the current state-of-the-art of the evaluation of building principals in the State of Kansas.

Significance of the Study

The data gathered from this study will provide information for:

1. State legislators to develop specific and consistent guide-
lines for the evaluation of building principals.

2. Central office staff responsible for principal evaluation to
become knowledgeable of recommended criteria, reported practices, and,
if necessary, to improve their current methods of evaluation.

3. Principals to consider their involvement in the evaluation
process of their district.

4. Professional administrative organizations to develop guide-
lines regarding the evaluation of principals.

5. Further in-depth study regarding the evaluation process or
specific component parts contained therein.

Scope and Limitations of the Study

The scope of this study was the recommended criteria of evalua-
tion, as identified by the literature, and the reported practices of
evaluation as identified by the responses to the survey questions.
The following limitations were in effect for this study:

1. It was limited to the State of Kansas.

2. It was limited to the evaluation of building principals.

3. It was dependent on the respondents' willingness to be honest
and accurate in their responses.

Definitions

<u>Evaluation</u> <u>Process</u> - That process which is followed either

formally or informally to assess or improve the quality of the performance of the building principal.

Formal Evaluation - Any evaluation that falls within the scope of school board policy or written administrative procedures.

Informal Evaluation- Any evaluation that is not formal, or outside the scope of school board policy or written administrative procedures.

Superintendent - The chief executive officer of the district who shall have charge and control of the public schools of the school district, subject to the orders, rules, and regulations of the Board of Education.

Assistant Superintendent - Any person so designated who is not the superintendent of schools.

Principal - The chief building administrator responsible for the operation of a building or buildings and who does not have the title of superintendent, assistant superintendent, or any other designation.

Evaluator - That person most responsible for the evaluation process as it applies to principals.

Size of District - The number of central office personnel designated superintendent and assistant superintendents.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The general areas to be discussed in the review of the litera-
ture are: (1) general definitions of evaluation, (2) purposes of
evaluation, (3) role, qualities, and competencies of the principal,
(4) methodology of evaluation, and (5) synthesis of literature.

Definitions of Evaluation

No single definition of evaluation of principals is apparent in
the literature; rather, the definitions approached are dependent upon
what the author views as the purpose of evaluation and what type of
evaluation is being advocated. The following definitions are offered
for general knowledge:

> Evaluation has two goals. The first is aimed at evalua-
> ting results, often called 'outcomes.' How well has a
> particular school, program, teacher or pupil accomplished
> desired learning objectives? The second is aimed at
> evaluating performance. How well does a particular
> teacher or amdinistrator conform to some desired concep-
> tion of role performance? (Natirello, Goag, Deal, and
> Dornbush, 1977, p. 1).

> Evaluation has to do with making judgements regarding
> the set of events, behaviors and/or results of behavior
> in light of predetermined and well understood objec-
> tives. Therefore, evaluation is a control mechanism
> that allows one to correct errors and plan changes
> (Bolton, 1980, p. 8).

Evaluation should be regarded as a diagnostic process,
enabling individuals and their evaluators to focus on
appropriate objectives--objectives that, if accomp-
lished, will produce better and more effective services.
Evaluation is a means, not an end. It can and should
produce feedback that can be used to alter performance
techniques and strategies (Redfern, 1980, p. 8).

Evaluation of administrators and superiors must be a
component strategy for systematic management improvement
(Olds, 1977, p. 10).

Evaluation may be defined as the process of arriving at
judgements about the past or present performance and
further potential of a subordinate to an organization
against the background of his total work environment.
It is an administrative activity designed to assist
personnel and to achieve individual, as well as organ-
izational, objectives (Castetter and Heisler, 1972,
p. 1).

The key to an objective performance evaluation procedure
is the specification of job responsibilities. The sub-
ordinate understanding these is aware of what's expected
of him. The supervisor, in turn, can point his evalua-
tion toward performance in relation to the established
objectives. In this way the evaluation can be both fair
and objective (Barraclough, 1974, p. 4).

An Educational Research Service Report (1974) cited three reasons

why a singular definition of evaluation could not be advanced in the

literature. According to the report, the definition of evaluation

will vary, depending on:

1. The focus of evaluation (in other words, the evalua-
   tive criteria selected due to their assumed rela-
   tionship to administrative effectiveness).

2. The specific evaluation procedures and instruments
   utilized.

3. The general function of administrative evaluation
   within the educational organization (p. 1).

Thus, the definition applied to the term "evaluation" is situational

and is related to the purpose of the evaluation and the criteria for

that which is to be evaluated.

Purposes of Evaluation

Howsam and Franco (1965) suggested that school districts play down the formal evaluation of principals. They advocated the concept of not being forced to define the role of the principal in negative terms. Since Howsam and Franco wrote their article in 1965, the preponderance of the literature calls for the formal observation of school principals. The literature is varied in the approach to the purposes of evaluation.

The Educational Research Service (1974) report pointed out that evaluation can serve two purposes: either as an end or as a means. When serving as an end it results in specific judgment regarding performance. The process has served its function once the judgment has been made. If evaluation is used as a means, it functions as an on-going process of assistance, communication, etc., and its focus is on improvement.

Redfern (1972) formulated four basic purposes of evaluation: They are:

1. To identify areas of needed improvement.

2. To measure current performance against prescribed standards.

3. To establish evidence of dismissal.

4. To enable the person to formulate appropriate performance objectives.

In a later work, Redfern (1980) stated:

> The evaluation of personnel performance has baffled
> teachers and school administrators for many years. Much
> of the difficulty stems from uncertainty about the focal
> point of assessment. Should the focus be on the individ-
> ual as a person or on the results of his efforts? The

two are intertwined, but the point is to determine the effectiveness of the results (p. 3).

Similar to Redfern, Castetter and Heisler (1972) stated the purposes of evaluation:

1. to motivate individuals to achieve personal and system goals

2. to improve performance

3. to encourage self-development

4. to provide a guide for salary determination

5. to transfer, demote, promote or dismiss personnel (p. 9).

Bolton (1973) included similar concepts related to the purposes of evaluation, but he also indicated that a major purpose of evaluation of administrative personnel was the validation of the selection process. McCleary (1973) postulated a similar stance by advocating that the major purpose is to monitor the system and insure quality control.

Bolton (1975) and Lipham (1975) both introduced the concept of change into the purposes of evaluation. Lipham saw one of the major purposes as that of changing either organizational or personal goals and objectives. Bolton also saw change as a purpose, but related it to changing behavior and modifying procedures.

Rosenberg (1971), Lamb (1972), and Barraclough (1974) all developed similar themes related to the purposes of evaluation. All three saw the purpose of evaluation as twofold: helping the administrator know how well he is doing, and allowing others to know how well he is doing.

The concept of improvement as a purpose of evaluation is stressed throughout the literature. Willis (1976) and Abbott (1975) reviewed the literature and determined that two major purposes were most prevalent. They were: (1) to use assessment as a basis for personal and professional growth, and (2) to serve as a function of promotion, demotion, transfer, etc.

Stufflebeam and Brandt (1978), speaking of the purpose of any evaluation as it relates to improvement, stated:

> If we are serious about evaluating for improvement
> purposes and a guide to decision making, we need to
> identify the kinds of decisions to be made and then
> formulate and utilize evaluation procedures that make
> sense (p. 249).

Cassell (1973) surveyed over 500 superintendents and found that the single greatest value they perceived as a result of administrative evaluation was the improvement of administrative performance. Several studies indicated the relationship of evaluation to improved administrative performance. The expectation of competency by others has resulted in an increased level of performance on the part of the subordinate (Bolton, 1980).

Bolton (1975) identified two major problems associated with the purposes of evaluation, and he stated that school districts need to resolve these questions before they can have a sound evaluation system. In general, these questions are: How can all of the purposes for evaluation of administrators be stated without argument over the issue of priorities? and How does a district measure consistency between its stated purposes and its actual procedures?

Role, Qualities, and Competencies of

the Principal

Much of the literature related to the evaluation of administra-
tors, principals in particular, centers around <u>what</u> is being eval-
uated, rather than <u>how</u>. Gaynor (1975, p. 33) summed up this logic
when he stated: "The logic is clear and irrefutable. It is certainly
useful to know what a person is expected to do before one sets about
assessing how well he/she does it."

Lessinger (1971) viewed the principalship in terms of four criti-
cal dimensions: the principalship as a steward, as a celebrant, as an
auditor, and as an entrepreneur. Lessinger equated these dimensions
to managing, advocacy, financial responsibility, and risk taking.

A sequential analysis of the role of the principal was developed
by Campbell (1971). His sequence of functions is summarized as fol-
lows:

1. Influence the goals and purposes of the organization
   and help clarify those goals.

2. Encourage support for the development of programs
   designed to implement the goals and purposes.

3. Recruit and organize personnel into productive teams
   to implement purposes.

4. Procure and allocate the needed resources to support
   the programs in the priority order established.

5. Evaluate the effectiveness by which each function
   was achieved (p. 4).

Barilleaux (1972) offered similar postulates to Campbell (1971)
identifying the role of the principal, viewing the role as diagnostic,
prescriptive, implementive, and evaluative.

Abbott (1975) viewed the principal's role as a set of tasks administrators perform and the process they must go through in order to perform such tasks. Abbott's identified tasks and processes are listed as follows: Tasks (school community relations, pupil personnel, staff personnel, curriculum development, physical facilities, finance/business management, and organization and structure; and Procedures (decision making, programming, motivating, coordinating, and appraising).

In 1975, Metzger conducted a validation project of the Performance Evaluation of the Educational Leader (PEEL). Her dissertation found a high level of agreement with the PEEL competencies by practicing administrators. The validated PEEL instrument listed seven functions of the school principal. They are:

1. Leader and director of the educational program.

2. Coordinator of guidance and special education services.

3. Member of the school staff.

4. Link between the community and school.

5. Administrator of personnel.

6. Member of the profession of educational administrators.

7. Director of support management.

Rich (1975), Wilber (1973), and Whitaker (1978) all conducted research regarding the role of the principal. Identified areas included budgeting, instruction, and evaluation. Whitaker digresses somewhat by advocating a programs approach. In his view, school management is a program; thus, one should evaluate the activities that constitute the management role.

Bolton (1980) identified cognitive complexity, awareness, deci-
siveness, judgment, and personality as major areas of principal compe-
tencies, although Cross (1981) would discount personality, as his
research indicated that personal characteristics are unrelated to
success.

One of the latest attempts to identify and measure what skills or
role the principal should demonstrate has been developed by the Na-
tional Association of Secondary School Principals (NASSP) for use in
their sponsored assessment centers. Although the centers are rating
potential candidates, the NASSP has identified the areas considered
important. These areas are:

1. Problem Analysis

2. Judgement

3. Organizational Ability

4. Decisiveness

5. Leadership

6. Sensitivity

7. Range of Interests

8. Personal Motivation

9. Educational Values

10. Stress Tolerance

11. Oral Communication Skills

12. Written Communication Skills (p. 9).

Probably the most interesting research conducted in this area
was completed by Gaynor in 1975. He analyzed three books, beginning
with Stayer et al., _Problems in Education_, Campbell's et al. _Introduc-
tion to Educational Administration_, and Jacobson's et al., _The_

<u>Principalship</u>: <u>New</u> <u>Perspectives</u> (cited in Gaynor, 1975). What Gaynor discovered was that despite a time frame of 50 years, the tasks identified related to the principalship were similar in composition. Gaynor's synthesis of his review concluded that the principal's role can be housed in two major areas: leadership factors and maintenance factors.

Gaynor's (1975) research may demonstrate that the role, trait, quality, etc. of the principal does not need to be universal in acceptance. What is important as far as evaluation is that the role or expectations are clearly understood and accepted by those involved in the evaluation process (Bolton, 1980; Redfern, 1980).

Methodology of Evaluation

Lipman (1975) identified four methodologies of evaluation. He reviewed the four methods as:

1. The Task Approach, or functional approach. Evaluation is based on what it is the administrator is supposed to do.

2. The Process Approach, which evaluates not what the administrator does, but rather how he does it.

3. The Theoretical Approach, in which evaluation is based upon not what or how, but why it is done.

4. The Competency Approach, which combines parts of the other three methodologies (pp. 18-19).

Several authors, including Ludwig (1980), Natirello (1977), and Barroclough (1974), have postulated, after research and review, that almost all evaluation methodologies fit into basic categories: a performance standards system and an objective system.

The performance standards approach is best defined as one in which the principal is evaluated against an already determined set of

standards (Bolton, 1980). The evaluation of the administrator to these standards has traditionally occurred in the form of a "man to man" comparison, grading scale, or check list of forced choices (Castetter and Heisler, 1972).

Speicher (1971) identified two major categories in which standards are established in order to evaluate administrative personnel: (1) the characteristics or traits which establish the effectiveness in terms of personal attributes; and (2) the process-behavior approach which defines the standards in terms of specific functions.

The performance standards approach to evaluation has been identified in much of the literature as the traditional method, and as such has received considerable criticism. Lipham (1975) cautioned against the fallacy of ascription, which involves making the assumption that if the principal is friendly, personable, etc., then the administrator must be good. Pharis (1973) echoed similar sentiments about rating against predetermined standards. The tendency, according to Pharis, was to develop the "halo" or "horn" effect in which an administrator viewed favorably tends to be ranked high on all items, while the opposite is true of an administrator viewed unfavorably.

Barraclough (1974) in relation to performance standards, states:

> The major assumption underlying this method of evaluation is that administrative performance can be accurately and fairly measured by predetermined, 'objective' criteria that measure overall performance (p. 15).

Barraclough attacks making such an assumption by stating:

> Performance standards evaluations of any kind are economical of time, energy and money. They do, however, have some drawbacks.

> Since the evaluator is asked his opinion of how an administrator measures up to a set of standards, the

evaluation is highly subjective. Many instruments are poorly designed. The administrator is rarely, if ever, consulted in establishing the standards against which he will be measured. In addition, performance standards are inflexible and do not allow for change in circumstances or specific tasks (p. 17).

Castetter and Heisler (1972), in criticizing traditional methods of evaluation, focused on the disadvantages to the individual and his growth, both as a person and as an administrator. His criticisms in this regard are:

1. Results of evaluation are not used to assist individual development.

2. Evaluations are fragmented into personality parts which, when added together, do not reflect the whole person.

3. Evaluation devices do not provide administrators with an effective counseling tool.

4. Traditional methodology does not provide an environment conducive to change in indivdiual behavior.

5. Traditional methodology does not encourage satisfaction of higher level needs of individuals, such as self-expression, creativity and individualism (pp. 2-3).

Gaynor (1975, p. 45), who criticized a performance standards approach, said: "There may not exist sufficient typicality among school situations to enable evaluators to design standard instruments to usefully judge the performance of administrators."

Campbell (1971) identified a similar problem which he saw as situational constraints and value conflicts which may differ from area to area.

Castetter and Heisler (1972) identified pressures that should bring about changes in the traditional evaluation methods:

1. Organizational changes which emphasize the need to consider employee satisfaction.

2. Social changes which call for a push away from
    dehumanization.

3. Economic changes which call for effective evaluation
    with the rise of administrative salaries.

4. Personal reactions against the dysfunction of the
    traditional systems.

5. Theorist reactions emphasizing goal setting and
    humanizing behavior (p. 7).

Bolton (1980), Castetter and Heisler (1972), and others advocated a
change from the traditional approach of predetermined standards to the
performance objectives approach. Seven models are contained in the
literature, but the central focus of each is the development of goals
and objectives on the part of the person who is being evaluated.
Several authors describe initial questions that must be answered prior
to building an objective approach to evaluation.

Morrisey (1974) called for the following questions to be answered:

1. What must be done?

2. How must it be done?

3. When must it be done?

4. How much will it cost?

5. What constitutes satisfactory performance?

6. How much progress is being achieved?

7. When and how is corrective action taken? (p. 22).

Olds (1977) developed a similar set of questions:

1. What are we trying to do here?

2. What should we attempt in order to improve
    performance levels?

3. How will we know when we are making progress?

4. How will we recognize success?

5. Who can take advantage of what we've learned?
   (p. 64).

Bolton (1980) identified four variables to consider when developing an objective approach to evaluation:

1. The number of individuals and groups that have impact on the principal or are in his sphere of influence.

2. The maturity level of the people under the principal.

3. The size of the organization.

4. The expectations of those with whom the principal works (p. 24).

Castetter and Heisler's (1972) model of an objectives approached called for five basic steps:

1. Pre-appraisal planning conference in which mutual goals and objectives are developed.

2. Actual performance appraisal.

3. Program review conference.

4. Individual improvement and development program.

5. Post-development program review conference (p. 38).

Castetter and Heisler elaborated on their model's function by describing the development of objectives or job targets as the key ingredient for moving from a present state of behavior to a desired state of behavior.

Both Castetter and Heisler (1972) and Bernstein and Sawyer (1970) called for the development of objectives that are congruent with district goals and school goals. Castetter and Heisler called this congruency of the organizational goals, the unit goals, and the position goals.

Keegan (1975) advocated the development of an objectives approach to evaluation. He called for the mutual identification of:

1. The purposes or reasons for the evaluation.

2. The characteristics or job functions that relate to the position.

3. The indicators or tasks that are necessary to carryout the function.

4. Statement of the indicators in task form (p. 37).

In 1970, the NASSP advocated a process which called for the use of an objective system of evalution. Their proposal can be capsulized into five basic steps, all calling for a mutual development:

1. Identifying a full range of possible targets.

2. Settling on achievable targets.

3. Establishing performance criteria.

4. Getting the job done.

5. Accomplishing the final evaluation.

Redfern's (1980) model of an evaluation by objectives also contained six steps that consisted of:

1. The development of responsibility criteria.

2. Cooperative identification of needs.

3. Establishment of objectives and action plans.

4. Implementation of action plans.

5. Assessment of the result of the action plans.

6. Discussion of the results of the assessment (p. 14).

Cassell (1973), in surveying superintendents, found that superintendents felt that meeting specified objectives was the most effective form of evaluation. The Georgia Professional Standards Commission, in a statewide survey of principals conducted in 1979, found similar

results (Georgia Professional Standards Commission Issues for Education Series, 1979). Over one-third of the principals surveyed favored some method of evaluation that included the development of objectives. Most favored the approach because it could be tailored to their specific building, and it minimized subjective opinion on the part of evaluators.

Redfern (1980) postulated eight positive results of the use of an objectives approach to evaluation:

1. Clearer perceptions of performance expectations exist.

2. Feedback is increased and used to refine performance strategies and procedures.

3. More valid performance data are available.

4. Reinforces the subordinate-supervisor relationship.

5. Greater sensitivity for the needs and concerns of the clients is developed.

6. Stronger emphasis is placed on improvement.

7. More adequate documentation of incompetencies is available.

8. Skill of the evaluator requires a higher priority.

Redfern summarized his reasons for an objectives approach by emphasizing that it is a critical process based on evidence gained by observation data and where support and assistance are provided.

In summary, several major differences exist between the performance standards approach to evaluation and the objectives approach. Listed in Table I is a capsulization of those differences.

Synthesis of the Literature

The evaluation of school principals is a broad, and at times, ill

TABLE I

DIFFERENCES BETWEEN THE PERFORMANCE STANDARDS
APPROACH AND THE PERFORMANCE
OBJECTIVES APPROACH

Performance Standards	Performance Objectives
Emphasis on short term training programs for administrators	Emphasis on long term growth process, self-education, self-development
Emphasis on symbols of administrative accomplishment	Emphasis on results
Appraisal trait-oriented	Appraisal to determine progress toward mutually planned goals, personality not a major focus
Subordinate not encouraged to engage in self-examination	Subordinate encouraged to express feelings, progress, etc.
Superior sets tasks	Subordinate-superior agree on specific objectives
Annual or biannual appraisal	Continuous and on-going
Centralized control of process	Mutual development of process
Little organizational interest in instructing appraisers in methodology	Clarifying and promoting understanding of system as an important component
Minimum communication	Maximum communication
Cooperation secured through power derived from organizational hierarchy	Voluntary cooperation

Source: W. B. Castetter and R. S. Heisler, Appraising and Improving the Performance of School Administrative Personnel (1972).

defined, science; however, after conducting a review of literature, one finds some trends which begin to surface that could be classified as indicators of proper evaluation techniques. It is the contention of this author that the literature supports the concepts summarized below:

1. There should be sufficient understanding of all involved: of the purposes procedures, criteria, and expectation of the evaluation process.

2. Sufficient data collection and data recording should be utilized.

3. The development of "objectives," "job targets," or "action plans" should be an integral part of any process.

4. The evaluatee should receive sufficient and constructive feedback.

5. The opportunity for self-evaluation and improvement of performance should exist.

6. Follow-up plans should be developed related to the entire process.

7. Evaluators should be knowledgeable, demonstrate expertise, and have a commitment to the evaluation of administrators under their direction.

Almost without exception, researchers agree that principals should have a written job description or a clear understanding of the expectations of their position. Also, a clear understanding of the procedures, practices, and purposes of the evaluation process is of paramount importance for all involved.

Barraclough (1974), in a review of literature, stated:

Most writers agree that the district should establish a set of procedures in advance. Evaluation should begin with the orientation of all concerned as to the policy, procedures and instruments of evaluation (p. 11).

DeVaughn (1974) indicated taht any evaluation should begin with the orientation of all involved and that the principal should know how, why, and when he is to be evaluated. Lipham (1975), in discussing who should be involved, identified the range of possibilities from everyone who may know, or have a right to know, about administrative evaluation.

No form of evaluation should be established until all parties involved reach consensus in the following areas:

1. Why evaluate?

2. What is to be evaluated?

3. Who evaluates?

4. When should evaluation be conducted? (Herman, 1977, p. 2). Herman (1977) developed descriptors for each major question, thus providing a cookbook for mutually identifying the components of the evaluation process. English (1982) advocated Herman's consensus approach. He concluded that a principal should only be evaluated on well understood criteria that are accepted by all involved.

Several studies conducted support the need for an orientation that clearly outlines the necessary components of the principal's evaluation. Deal, Dornbush, and Crawford (1977), in a survey of California principals, found that half of the principals surveyed did not know the criteria on which they were evaluated or how or what

information was used. They concluded that an orientation would have eliminated these problems.

A survey of superintendents done in 1973 by Cassell found that superintendents felt their principals operated more effectively if their duties and responsibilities were clearly defined. Eisenhauer (1980), in a survey of Nebraska principals, concluded that if evaluation was to meet the test of productivity and fairness, the principal must be aware of the criteria used, and the procedures must be clearly understood. Ludwig (1980), in surveying principals in Cook County, Illinois, found that there was a high correlation between the value a principal placed on the evaluation system being used in his district and the degree to which the principal understood it and helped develop it.

Generally, the necessary orientation related to the evaluation process occurs by combining the written job descriptions and the pre-evaluation conference. Arikado and Musella (1974) stated that there should be a list of competencies and responsibilities stated in terms that apply to all principals. Campbell (1971) also supported the need for a job description. The fact that the administrative role may be perceived in different ways by different people necessitates a common perception of common definition. Olds (1977) believed that job descriptions must describe what will actually be done. Redfern (1980, p. 2) summarized the thoughts related to the job descriptions when he stated: "The prerequisite of any good evaluation program is a clear and comprehensive definition of the duties and responsibilities."

The pre-evaluation conference can also serve as a means of accomplishing the desired orientation. Castetter and Heisler (1972)

stated that two of the purposes of pre-conferences are to:

1. Enable appraiser and appraisee to inform and become informed about the appraisal process.

2. Serve as an instruction function by clarifying for the appraisee what expectations the organization has for the position which he occupies (p. 39).

Poliakoff (1973) stated that a fair evaluation will always let the principal know what the district's expectations of him are, and what criteria he will be expected to meet. According to Poliakoff, the only way that can be accomplished is through a pre-conference. Brick and Savchis (1972) also supported the contention that one of the primary purposes of pre-conferences should be to identify the needs and define what will be done.

The literature clearly supports the concept of some type of orientation that provides all parties involved with a clear understanding of the process of evaluation. Generally, this can be accomplished through the combination of a clearly defined job description and a mutual understanding derived through some type of pre-evaluation conference.

The need for adequate data collection and how it is used is perhaps most graphically pointed out in a study conducted by Mazzullo (1980) in which superintendents were asked to rate their best and worst principals on a formal and informal scale. Most superintendents viewed their best principals higher on the informal scale than on the formal. Mazzullo speculated that this occurred because the data being collected through the formal process were inadequate, or not being properly used. Lipham (1975) supported this contention by arguing that most evaluations conducted in education typically depended on an

inadequate amount of data. Several others, including Bernstein and Sawyer (1970), Castetter and Heisler (1972), Pharis (1973), and Barraclough (1974), have criticized data collection and recording as being inadequate in measuring administrative competencies.

Both Bolton (1980) and the Educational Research Service (ERS) report of 1974, outlined the various types of scales used to record data. These can be categorized as:

1. Rank ordering which uses a scale for ranking individuals according to some item or characteristic.

2. Forced distribution which requires a certain number of evaluatees to be placed in each category.

3. Absolute categories which describe behaviors by placing incidents into descriptive categories.

4. Verbal descriptors, which are used to express perceptions and often are scaled with bipolar objectives.

5. Degrees of existence, which is how often something happens.

6. Extent of agreement, which allows a person to express his/her amount of agreement or disagreement.

7. Essay appraisals, which consist of a narrative description of the person being evaluated, including strengths and weaknesses and other pertinent information.

In discussing recording scales and their development, Bolton (1980, p. 73) stated: "Care should be taken to choose the types of scales that contribute most to the purposes of evaluation." If the system used is consistent with the purposes, then the pitfall of combining various types of scales can be avoided, according to Bolton.

Redfern (1980) called for the collection of only relevant data and noted that a variety of techniques should be used to gather representative data. Data can be collected in several ways and from several sources. Bolton (1980), if dealing directly with the principal, advocates observation, questioning of the principal, and a review of written records deemed important to the evaluation process. These can include such things as the faculty or student handbook, written communication generated by the principal, or the principal's evaluation of teachers. Data can also be collected by interviewing or questioning those whom the principal serves, such as teachers, students, and parents (Olds, 1977). This method is referred to as the "client-centered approach."

Bolton (1980) offered a model for identifying what data should be collected, how it should be collected, when it will be collected, and who will collect it. Bolton's model postulates that by answering these four basic questions, the data problem will be solved. He summarized seven problems related to data collection and recording that must be overcome in order to have data that can lead to a proper use of the evaluation process:

1. Prejudice, bias or poor judgement.

2. Inconsistency of reaction to behavior.

3. Ratings and classifications requiring high inference.

4. Outside and inside influences.

5. Attempts to measure too much.

6. Continuation of prior viewpoints.

7. Consistent over-or-under evaluation of the data (pp. 68-69).

It is obvious that a multitude of formulas, scales, and methods are available to gather and record data. The literature does not cite any best procedure, but rather would seem to indicate that the implementation of the first component, orientation, may be the key to this issue. If all involved understand and accept the data procedure, then it is more likely to prove successful.

Much has already been written in this review regarding the objectives approach. The literature in regard to the development of objectives is very supportive. Several authors, including Castetter and Heisler (1972), Olds (1977), Bolton (1975, 1980), Redfern (1980), and others support and advocate this approach. This approach is accepted because it provides for a cooperative system of evaluation in which the procedures, criteria, etc., are mutually developed and clearly understood, and it provides a basis of evaluation that is situational and void of pre-existing standards (Redfern, 1980; Bolton, 1980).

The objectives approach aids the principal in being accountable only for what he can control. Barro (1979), in taking the concept to its extreme, speculated that:

> . . . school administrators can only be held account-
> able for the relative levels of pupil performance in
> their schools to the extent that the outcomes are not
> attributable to pupil, teacher or classroom character-
> istics and school variables that they cannot control
> (p. 200).

Barro continued to say:

> . . . the question is, having adjusted for differences
> in pupil and teacher inputs and having taken into ac-
> count the other characteristics of the schools, are
> there unexplained differences among schools that can be
> attributed to differences in the quality of school lead-
> ership and administration? (p. 200).

O'Donnell (1982), in a survey of principals, found that principals strongly supported an objectives approach, especially when they perceived their schools as being unique or having unique problems. To be evaluated on standards which did not consider their unique situation would be grossly unfair, according to the principals surveyed in O'Donnell's study.

One of the bases for the development of the objective evaluation can be traced to an early industrial study completed by Myer, Emanuel, and French (1971) at the General Electric Company. Two groups were established, one which was allowed to develop goals and participate in the evaluation process; the other was not afforded those opportunities. Generally, they found that the participation group was more accepting of goals, accomplished more goals, and generally had a better attitude toward the appraisal process.

Raia (1974) advocated the development of objectives because it makes the evaluation process realistic as well as important. It provides an attainable challenge and provides for consistency of district goals and procedures. Bernstein and Sawyer (1970) also made the connection between objectives and district goals. They stated that the only fair evaluation of a principal is one that is based on how well or poorly he achieves specific objectives.

Culbertson (1971), while advocating an objectives approach for all districts, felt it important for large districts because of their decentralization. It is, according to Culbertson, the only method to consider the different constituencies, staffs, and students served by principals in large districts where communities are very likely to vary.

The receipt of sufficient and constructive feedback related to
the performance of the established objectives is an integral part of
the evaluation process as supported by the literature. The feedback
is generally accomplished through the use of periodic feedback con-
ferences (Redfern, 1980). Lipham (1975) stated that no specific
number of conferences should be established, although Bolton (1980)
and Redfern (1980) recommended a minimum of two conferences for the
specific purpose of providing feedback related to the principal's
progress.

In two noneducational studies, the effects of feedback were
viewed positively. Indik (1961) found a high level of productivity
associated with feedback because it created open communication, mutual
understanding, and subordinate satisfaction with the support of his
supervisor. Skolnick (1971), in an experimental setting, found that
people react more favorably to positive feedback.

Odiorne (1969) advocated prompt feedback that is directly related
to the goals established. Ritche (1976) agreed, saying that each
feedback session should be directly related to the progress toward
established goals. Campbell (1971) also adopted a similar line by
stating that the feedback conferences should be kept simple and re-
lated directly to the data.

Castetter and Heisler (1972) identified three purposes for having
feedback conferences: (1) the exchange of information between supe-
rior and subordinate, (2) the clarifying of viewpoints, and (3) the
continuing of emphasis on self-development.

Redfern (1980) called for frequent conferences that should
include the following:

1. Discussion of long range and short range goals.

2. Recognition of good work.

3. Mutual exchange of suggestions for improvement.

4. Clarification of responsibilities.

5. Correction of any misunderstandings.

Perhaps the best summary of the issue of feedback can be found in Redfern's (1972) quote of Arch Patton, taken from the Arts of Top Management:

> . . . men who are strongly achievement-oriented need to have feedback on their performance. Behavioral science studies have repeatedly indicated that substantial performance can be expected from the individual who: (1) knows the strengths and weaknesses in his performance, (2) knows what he can do to improve it, (3) has the power to make the change himself, and (4) has the incentive to do so (p. 93).

The component of self-evaluation is considered a critical point of the evaluation process, especially when the principal has been partly responsible for the development of the specific objectives upon which he is being evaluated.

Cassell (1973) and Hartridge (1978) found similar results in their studies of superintendents and principals. Of over 500 superintendents' responses, a majority listed self-evaluation as the greatest factor contributing to principal growth and improvement. In a Missouri study, over two-thirds of the principals surveyed were opposed to formal evaluation. Of the one-third who approved, all listed the opportunity for self-evaluation as a contributing factor to their approval (Hartridge, 1978).

Redfern (1972) called self-evaluation the starting point of any system. Later, Redfern (1980) identified the evaluation process as

twofold, consisting of self-assessment and the assessment of others. Redfern observed that self-assessment was the greatest contributing factor toward self-improvement. To this end, Redfern identified three major purposes of self-evaluation:

1. It serves as a supplement to the evaluator's appraisal.

2. It provides insight into one's own performance.

3. It provides a check and balance on the entire system (p. 90).

Redfern's (1980) purposes served as a desirable link between concept of self-evaluation and the concept of development of follow-up action. Barraclough (1974) called for the follow-up to be the result of a final conference, but that such conferences should serve as extensions of previous conferences and should be a recycling stage. The concept of recycling is supported by Bolton (1980), Gaynor (1975), and others.

The question of what follow-up should occur if, in fact, performance was not deemed satisfactory was addressed by Poliakoff (1973), Ludwig, (1980), and Bolton (1980). All postulated that where disagreements existed, new specific objectives should be developed to attempt to address the points of difference. Redfern (1980) called for a five-step process or follow-up action when the question of substandard performance is raised:

1. Identify in writing specific deficiencies.

2. Evaluatee and evaluator meet to discuss deficiencies.

3. Develop and fulfill a prescribed improvement program.

4. Assess the results of the improvement plan.

5. Confer regarding the resutls (pp. 79-80).

It is obvious that the evaluator plays a key role in the success or failure of an evaluation process. Thus, it is of paramount importance that the evaluator have training and competency in performing this function, that he have sufficient time, and that he work with the principal to achieve the desired ends (Ludwig, 1980).

Greene (1972) wrote that all too often it is assumed that the evaluator is an expert in evaluation. The fact that a person may be a good manager does not necessarily make him/her a good evaluator, according to Greene. The evaluator, according to Willis (1976) is the key. He/she must be knowledgeable, provide inservice for principals, and must establish a working and trusting relationship. Barraclough (1974, p. 7) noted that: ". . . one of the major problems inherent in evaluation is that the public schools do not have enough trained evaluation personnel due to a lack of in-service training in evaluation." Barraclough (p. 7) continued by summarizing ". . . it seems reasonable to expect that an evaluator is an expert in evaluation technique and trained in the techniques used in his district."

Redfern (1980) called for the evaluation process to be a partnership rather than the evaluator being an educational umpire. Mosher and Purpel (1972) supported this concept. If evaluation is to result in improved performance, the supervisor must be supportive. Redfern (1980), in speaking of the principal-teacher relationship in evaluation, offered three conditions under which evaluation can strengthen the relationship. It would seem that these could also apply to the relationship that exists with the principal and his supervisor. Redfern stated:

> Evaluation tends to strengthen and enhance the teacher-
> evaluator relationship when: (1) improved performance
> is the chief objective of the process; (2) teacher and
> evaluator put the emphasis on performance rather than
> upon personal qualities and behavior; and (3) evaluation
> is, as much as possible, a cooperative process (p. 60).

Bolton (1980) stated that evaluators should receive training in

the following topics:

1. Developing a sound conceptual base.

2. Understanding how to plan for evaluation.

3. Knowledge of methods of collecting data.

4. How to use data.

5. Management of time.

6. Interpersonal relationshps (p. 127).

Bolton continues by stating that simply receiving training is not

enough:

> Periodic opportunities should be provided for evaluators
> to renew skills, ideas and attitudes via training ses-
> sions. These opportunities should be provided through-
> out the time a person has evaluation responsibilities
> rather than merely during the first year (p. 129).

Summary

Several leading authorities have laid out blueprints for sound

evaluation practices. Olds (1977) wrote that any evaluation must be

fair, must motivate, and must have some self-development. Pharis

(1973) stated that principals want an evaluation process that measures

reality, considers only controllable variables, and permits principals

to have some say in the process. Carvell (1972) stated that we have

been too conditioned to view evaluation as a negative process, a

series of "gotcha's!" If the process is to work, that perception must

change. The literature would tend to evaluate the evaluation process by asking these three questions:

1. Does it foster the professional growth of the principal?

2. Is it mutually developed and carried out in a cooperative and supportive manner?

3. Do those responsible for the evaluation of principals have the necessary skills to carry out the process which will result in better performance on the part of the principal?

This review of the literature has presented various definitions of evaluations. Various types of evaluation have been discussed and a synthesis of recommended practices has been presented.

CHAPTER III

METHODOLOGY

This study was attempted in order to answer five major questions:

1. What are the methods and procedures being used in the State of Kansas to evaluate principals, and how do these methods and procedures relate to those recommended in the literature?

2. Will the frequency of the use of recommended practices differ according to the size of the school district?

3. What, if any, are the differences in the data responses of evaluators and principals?

4. What individuals are involved in and/or responsible for the evaluation of principals, and do differences exist according to the size of school district?

5. What training or expertise do those responsible for evaluating principals have to prepare them as evaluators?

Design

This study was designed to be descriptive in nature and used nominal, frequency, and percentage data. The study covered the major areas identified by the questions addressed. It should be noted that rounding errors caused some totals to be slightly higher or lower than 100 percent.

Population and Sampling Procedures

To obtain data related to the State of Kansas, the size of district, and the responses of both evaluators and principals, the following procedures were implemented:

The initial population included all of the public school districts of Kansas, or a total of 305 school districts. Contained within the 305 districts was a population of 1,330 principals.

The 305 school districts were then divided into three groups, using the number of central office personnel as a determinant of the grouping. The data regarding the initial population by groups is contained in Table II. Group I was comprised of districts in which only one central office administrator was employed. Group II consisted of those districts that had a superintendent and one other central office administrator. Group III contained those districts that had a superintendent and at least two other central office administrators.

The populations for Groups I and II were delineated by eliminating from the population any district whose superintendent also served as a building principal. In Group I, this eliminated 67 districts, and in Group II, one district was eliminated. No districts were eliminated in Group III. The adjusted populations are shown in Table III.

From the adjusted population, a random sample of 20% of the districts in Group I, 100% of Group II, and 100% of Group III were selected. The final district sampling yielded 37 districts in Group I, 48 in Group II, and 23 in Group III.

TABLE II

SCHOOL DISTRICT AND PRINCIPAL POPULATION
BY GROUP

District Group	Number of Districts	Number of Principals
Group I	233	618
Group II	49	258
Group III	23	454
Total	305	1,330

TABLE III

ADJUSTED SCHOOL DISTRICT AND PRINCIPAL
POPULATION BY GROUP

District Group	Adjusted Number of Districts	Adjusted Number of Principals
Group I	166	464
Group II	48	254
Group III	23	454
Total	237	1,172

The sample of principals was determined by selecting at random, one secondary and one elementary principal from each district in Group I, one secondary and one elementary principal from each district in Group II, and two secondary and two elementary principals from each district in Group III. The final random sample shown in Table IV represented 37 school districts and 74 principals in Group I, 48 districts and 96 principals in Group II, and 23 districts and 92 principals in Group III.

Using the representative districts selected, a letter was sent to the superintendent of each of the districts requesting two specific things (Appendix A). First, each superintendent was asked for permission to mail questionnaires to personnel in their district. Second, each was asked to provide the name or names of the person or persons in the district most responsible for evaluating building principals.

Data shown in Table V represent the results of the initial letter sent to the superintendents. In Group I, 86% (N=32) of the superintendents granted permission to conduct the study. From this number, the sample of principals was 28 secondary principals and 30 elementary principals. Every superintendent (N=32) in Group I indicated that he alone evaluated building principals. In Group II, 88% (N=42) of the superintendents granted permission. This yielded a sample of 37 secondary principals and 36 elementary principals. A total of 41 individuals were identified as being responsible for the evaluation of building principals. Permission was received from 70% (N=16) of the superintendents in Group III. The sample size for principals was 32 secondary principals and 32 elementary principals. Twenty-four

TABLE IV

FINAL RANDOM SELECTION BY GROUP

District Group	Number of District	Number of Secondary Principals	Number of Elementary Principals	Total Number of Principals
Group I	37	37	37	74
Group II	48	48	48	96
Group III	23	46	46	92
Total	108	131	131	262

TABLE V

DISTRICTS GRANTING PERMISSION FOR
PARTICIPATION IN THE STUDY

District Group	Number of Districts Granting Permission	% of Districts Granting Permission	Total Number of Evaluators	Total Number of Principals
Group I	32	86	32	58
Group II	42	88	42	73
Group III	16	70	24	64
Total	90	83	97	195

individuals were identified as having the responsibility of evaluating principals.

Instrumentation

To obtain data for the study, two questionnaires were developed: one for those responsible for evaluating principals, and one for building principals. The two questionnaires were identical except for two sections. Some different information was asked for in the demographic data, and the questionnaire for evaluators had an additional section requesting data on specifics of their responsibility as it related to evaluating building principals.

The original questionnaire was developed using a matrix approach. Using the concepts identified by the literature, each author and each concept were identified. By cross referencing each author with each concept, an original list of questions was developed which related directly to the literature.

Since the questionnaires were developed for this specific study, a pilot questionnaire was field tested. Data in Table VI shows the sampling and return rate of the pilot questionnaire. Twenty-nine individuals were randomly selected to review the questionnaire. Nine were superintendents and 20 were principals.

Using a form attached to the questionnaire, respondents were asked to indicate the following:

1. The length of time it actually took them to complete the questionnaire.

2. Whether they regarded the length of time for completion too long, too short, or appropriate.

TABLE VI

SAMPLING AND RETURN RATE FOR
PILOT QUESTIONNAIRE

Number of Questionnaires Sent to Superintendents	Number Returned	% of Return	Number Sent to Principals	Number Returned	% of Return
9	7	78	20	17	85

3. Whether they viewed the questions as clear overall in their readability and intent.

4. Specific questions that they did not understand or were unclear about.

5. Whether they had any other comments they wished to make that were pertinent to the refinement and final development of the questionnaire.

After the pilot review was completed, the final questionnaires were developed. The principal's questionnaire contained three major parts (Appendix B), while the evaluator's questionnaire contained four parts (Appendix C). The parts and a review of the questions contained therein were as follows:

Part I - Demographic Data: Respondents were asked to complete information regarding their background, number of years in their current position, and other general demographic data.

Part II - Respondents were asked to respond to 31 questions using a Likert scale that represented degrees of existence. The scale ranged from a response of "almost always," to "very seldom." Specific questions in Part II refer to six of the seven major concepts identified in the literature.

Part III - Respondents were asked to respond to 28 questions. Twenty-two of the questions asked for responses using a Likert scale demonstrating degrees of importance. The range of this scale went from "very important," to "not very important." Six questions in this section required the response of "yes" or "no," or specific information to be circled by the respondents.

Part IV - This part was included <u>only</u> in the questionnaire mailed to central office personnel responsible for evaluating principals. Respondents were asked specific questions related to their training, knowledge, and expertise regarding the evaluation of building principals.

Collection of Data

Questionnaires were mailed with a cover letter explaining the study and the procedures to be followed (Appendix A). Questionnaires were sent to two groups: (1) those identified as having the responsibility for evaluating principals, and (2) building principals. The questionnaires were mailed directly to each respondent with a self-addressed, stamped envelope included. The initial mailing information is included in Table VII.

TABLE VII

QUESTIONNAIRE MAILING INFORMATION

District Group	Evaluators	Principals	Total
District I	32	58	90
District II	42	73	115
District III	24	64	88
Total	98	195	293

The questionnaire distribution and the return rates are shown in Table VIII. Ninety questionnaires were mailed to respondents in Group I. Ninety-one percent (N=29) were returned from evaluators, and 84% (N=49) from building principals. In Group II, 115 questionnaires were mailed. Ninety-three percent (N=39) were returned from evaluators, and 85% (N=62) from principals. Eighty-eight questionnaires were mailed to Group III respondents. Seventy-nine percent (N=19) of the evaluators returned responses, with 78% (N=50) of the principals responding.

For all groups, 98 questionnaires were mailed to evaluators, with a return rate of 89% (N=87). One hundred and ninety-five question-naires were mailed to principals, with 83% (N=161) returned responses. The information generated from the procedures outlined in this chapter has been developed and analyzed in Chapter IV.

TABLE VIII

QUESTIONNAIRE RETURN INFORMATION

District Group	Questionnaires Mailed to Evaluators	Number Returned	% of Returned	Questionnaires Mailed to Principals	Number Returned	% of Return
Group I	32	29	91	58	49	84
Group II	42	39	93	73	62	85
Group III	24	19	79	64	50	78
Total	98	87	87	195	161	83

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present and analyze the results
of the data collected from this study. An attempt was made to answer
five major questions. Demographic data was also collected to provide
a general background of the respondents who took part in this study.

The format of presenting and analyzing the data in this chapter
will be to analyze the data as it relates to the seven concepts rec-
ommended by the literature. Through this analysis, the five major
questions attempted to be answered by this study will be addressed.
The five major questions are:

1. What are the methods and procedures being used to evaluate
principals in the State of Kansas, and how do those procedures and
methods relate to those recommended in the literature?

2. Will the frequency of the use of recommended practices differ
according to the size of school district?

3. What, if any, are the differences in data response of evalua-
tors and principals?

4. What individuals are involved in and/or responsible for the
evaluation of principals, and do the data responses of individuals
differ according to the size of school district?

5. What training or expertise do those responsible for evaluating principals have to prepare them as evaluators?

Demographic Data

The data contained in Tables IX and X represent demographic data of the respondents who took part in this study. The data obtained was not intended to serve as a particular variable or set of variables, but rather to provide a general background related to the respondents participating in this particular project.

In general, the data in Tables IX and X revealed the following:

1. A preponderance of principals and evaluaters were male.

2. Generally, a majority of the principals entered administration with a high school or elementary teaching background.

3. A significant number of evaluators entered their central office positions with a high school administrative background.

4. For the three groups, the mean number of years served as a teacher prior to becoming a principal revealed a low mean of 9.12 years to a high mean of 10.62 years.

5. For the three groups, the mean number of years served as a principal revealed a low mean of 11.64 years to a high mean of 13.84 years.

6. The mean number of years principals have served in their current position revealed a low mean of 7.47 years to a high mean of 9.39 years.

7. The mean number of years served by evaluators in their current position revealed a low mean of 6.5 years to a high mean of 8.45 years.

TABLE IX

PRINCIPALS' DEMOGRAPHIC DATA

	Group I	Group II	Group III
Gender			
Male	49	61	45
Female	0	1	5
Number of Years as a Principal			
Range	2-25	1-35	3-32
Mean	11.64	13.41	13.84
Number of Years as a Teacher			
Range	2-28	3-34	2-28
Mean	10.62	10.47	9.12
Served as a Central Office Administrator			
Yes	15%	17%	12%
No	85%	83%	88%
Number of Years in Current Position			
Range	2-27	1-27	2-24
Mean	7.47	9.39	8.44
Number of Kansas Districts Served In			
Range	1-5	1-8	1-8
Mean	1.74	1.50	1.80
Teaching Background Level			
Elementary	13%	26%	34%
Junior High/Middle School	27%	26%	30%
K-8	0	0	0
Senior High	45%	39%	30%
College	0	2%	0
Other Combinations	15%	4%	6%

TABLE X

EVALUATORS' DEMOGRAPHIC DATA

	Group I	Group II	Group III
Gender			
Male	29	38	17
Female	0	1	2
Number of Years as a Central Office Administrator			
Range	2-30	2-36	4-28
Mean	14.18	12.14	12.79
Number of Years in Current Position			
Range	2-18	1-24	2-18
Mean	7.9	8.45	8.11
Number of Kansas Districts Served In			
Range	1-6	1-5	1-4
Mean	1.97	1.75	1.69
Number of Kansas Districts Served as a Principal			
Range	1-3	0-5	0-4
Mean	1.42	1.29	1.16
Building Administration Background Level			
Elementary	11%	19%	28%
Junior High/Middle School	7%	6%	17%
K-8	4%	0	5%
Senior High	66%	68%	50%
College	0	0	0
Other Combinations	12%	7%	0

8. The mean number of years served by evaluators in a central office capacity revealed a low mean of 9.5 years to a high mean of 14.18 years.

Concept Analysis

Seven concepts were identified in the review of the literature as recommended criteria for a successful principal evaluation system. The seven concepts in the literature are:

1. There should be sufficient understanding of all involved regarding the purpose, procedures, and criteria of the evaluation process.

2. Sufficient data collection and data recording should be utilized.

3. The development of objectives, job targets, or action plans should be an integral part of any process.

4. The evaluatee should receive sufficient and constructive feedback.

5. The opportunity for self-evaluation and improvement of performance should exist.

6. Follow-up plans should be developed related to the entire process.

7. Evaluators should be knowledgeable, demonstrate expertise, and have a commitment to the evaluation of principals under their direction.

Concept One

To determine reported practices related to the concept that

"There should be sufficient understanding of all involved regarding the purpose, procedures, and criteria of the evaluation process," respondents were asked to address a series of questions that indicated a degree of existence. Respondents were given the choice of: "almost always," "often," "sometimes," "seldom," and "very seldom." Questions were also presented in which the respondents indicated a degree of importance. The degree of importance questions asked for a response of "very important," "important," "somewhat important," and "not very important."

In response to the statement: "Procedures, operations, and functions of the evaluation system are known in advance of the implementation of the actual process," the data in Table XI reveal that, overall, 76% (N=22) of the principals responded "almost always," or "often," while 97% (N=84) of the evaluators responded the same. Twelve percent (N=19) of the principals responded "sometimes," while only 2% (N=2) of the evaluators responded in kind. Another major difference was observable when examining the "seldom" and "very seldom" responses. Twelve percent (N=18) of the principals indicated that procedures are understood "seldom" or "very seldom," while only one percent (N=1) of the evaluators observed this same level.

An analysis of the responses between principals and evaluators by group demonstrated a difference in response. Eighteen percent (N=9) of the principals in Group I responded "seldom" or "very seldom," while none of the evaluators responded in the same manner. This same difference occurred in Group II also. Eleven percent (N=7) of the principals in Group II responded "seldom" or "very seldom," while only three percent (N=1) of the evaluators indicated the same response.

Group II responses appeared more consistent. Sixty-five percent
(N=43) of the principals responded "always." Eighty-four percent
(N=16) of the evaluators indicated that procedures are almost always
understood. One hundred percent (N=19) of the responses from evalua-
tors in Group III fell in the "almost always" or "often" range.

TABLE XI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THERE SHOULD BE
SUFFICIENT UNDERSTANDING OF THE
PURPOSE, PROCEDURES, CRITERIA,
AND EXPECTATIONS OF THE
EVALUATION PROCESS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	27	56	34	55	32	65	93	58
often	6	13	12	19	11	22	29	18
seldom	5	10	2	3	2	4	9	6
very seldom	4	8	5	8	0	0	9	6
Evaluators								
almost almost	23	79	26	67	16	84	65	75
often	4	14	12	31	3	16	19	22
sometimes	2	7	0	0	0	0	2	2
seldom	0	0	1	3	0	0	1	1
very seldom	0	0	0	0	0	0	0	0

The in-group analysis between principals also revealed a differ-
ence in responses. Group III principals showed the lowest response
(4%, N=2) to "seldom" or "very seldom." Eleven percent (N=7) of the
principals in Group II responded "seldom" or "very seldom." The
highest percentage of responses indicating that procedures are "sel-
dom" understood was in Group I. Eighteen percent (N=9) of the princi-
pals in Group I responded "seldom" or "very seldom."

The in-group analysis of evaluators revealed more consistency.
In the "seldom", "very seldom" range, only three percent (N=1) of the
evaluators in Group II responded "seldom." All groups were also above
the 90% respondent range in the "almost always" or "often" range,
indicating general agreement among the evaluators.

The data in Table XII reveals information related to the state-
ment: "Written job descriptions are provided which delineate the
criteria to be evaluated." The overall response rate between princi-
pals and evaluators showed that 39% (N=62) of the principals responded
"always," with 51% (N=44) of the evaluators responding the same. When
combining the responses of "almost always" and "often," the difference
in responses still remained. This difference also existed at the
lower range of responses. The combination of "seldom" and "very
seldom" responses for principals was 25% (N=40), while for the eval-
uators this same combination yielded a 14% (N=12) response rate.

The group responses between principals and evaluators also re-
vealed some major differences. In Group I, 45% (N=22) of the prin-
cipals responded either "almost always" or "often." Seventy-nine
percent of the evaluators in the same group indicated that job descrip-
tions are "almost always" or "often" provided. The differences in the

high range responses also created a large disparity in the response

item "sometimes." While only three percent (N=1) of the evaluators in

Group I responded "sometimes," 24% (N=12) of the principals indicated

this response. Differences were also revealed in the Group II respon-

ses. Thirty-five percent (N=22) of the principals indicated that job

descriptions were "almost always" provided.

TABLE XII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
RESPONSES TO THE STATEMENT: "WRITTEN
JOB DESCRIPTIONS ARE PROVIDED WHICH
DELINEATE THE CRITERIA TO BE
EVALUATED"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
often	5	10	14	23	13	27	32	20
sometimes	12	24	10	16	4	8	26	16
seldom	6	12	7	11	4	8	17	11
very seldom	9	18	9	15	5	10	23	14
Evaluators								
almost always	14	48	19	49	11	58	44	51
often	9	31	7	18	5	26	21	24
sometimes	1	3	7	18	2	11	10	11
seldom	2	7	2	5	1	5	5	6
very seldom	3	10	4	10	0	0	7	8

A higher response rate of 49% (N=19) was indicated by the evaluators. The lower range responses of "seldom" or "very seldom" also revealed differences. While 26% (N=16) of the principals indicated that job descriptions were not provided, only 15% (N=6) of the evaluators indicated the same. The responses of "seldom" or "very seldom" also pointed out a major difference between the principals and evaluators in Group III. Eighteen percent (N=9) of the principals responded "seldom" or "very seldom." Only 5% (N=1) of the evaluators responded "seldom," while none responded "very seldom."

The analysis of group responses between principals showed some consistency between Groups I and II. Thirty-five percent (N=17 for Group I; N=22 for Group II) of the principals in Groups I and II indicated that job descriptions were "almost always" provided, while 47% (N=23) of the Group III principals indicated that this occurred "almost always." Similar differences were shown in the lower responses of "seldom" and "very seldom." Only 18% (N=9) of the principals in Group III indicated that job descriptions were "seldom" or "very seldom" provided.

An in-group analysis of the responses of evaluators indicated a general consistency. When combining the upper responses of "almost always" and "often," 79% (N=23) of the evaluators in Group I, 67% (N=26) of the evaluators in Group II, and 84% (N=16) of the evaluators in Group III responded in this category. Group III evaluators also had the fewest responses in the "seldom" or "very seldom" range, as 5% (N=1) responded "seldom," with none responding "very seldom."

The statement: "Job descriptions are periodically updated to reflect the current status of the position" and the data collected

regarding this statement is contained in Table XIII. The overall

response analysis again indicated differences between principals and

evaluators.

TABLE XIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
RESPONSES TO THE STATEMENT: "JOB DE-
SCRIPTIONS ARE PERIODICALLY UPDATED
TO REFLECT THE CURRENT STATUS
OF THE POSITION"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	3	6	10	16	10	20	23	14
often	8	17	15	24	10	20	33	21
sometimes	11	23	10	16	16	32	37	23
seldom	14	29	13	21	9	18	26	23
very seldom	12	25	14	23	5	10	31	19
Evaluators								
almost always	6	21	10	26	4	21	20	23
often	5	17	11	28	9	47	25	29
sometimes	10	34	11	28	3	16	24	48
seldom	4	14	3	8	2	11	9	10
very seldom	4	14	4	10	1	5	9	10

While only 14% (N=23) of the principals indicated that job de-

scriptions were "almost always" updated, 23% (N=20) of the evaluators

indicated that this did indeed "almost always" occur. The combination of "almost always" and "often" responses show an even greater difference. Whereas 52% (N=45) of the evaluators responded in this category, only 35% (N=56) of the principals also indicated that updates occurred "almost always" or "often," and while 42% (N=67) of the principals indicated that this "seldom" or "very seldom" occurred, fewer than 20% (N=18) of the evaluators indicated a lack of job description updates.

The analysis of principals and evaluators by group revealed that in Group I, six percent (N=3) indicated job descriptions were "almost always" updated, while 21% (N=6) of the evaluators indicated the same. The lower range responses in Group I also revealed a large difference. Fifty-four percent (N=26) of the principals responded "seldom" or "very seldom," while 28% (N=0) of the evaluators responded in kind. In Group II, differences in responses are observable in all ranges of responses, the largest being in the lower response category. Almost half (44%, N=27) of the principals in Group II indicated that job descriptions were updated "seldom" or "very seldom," while at the same time only 18% (N=7) of the evaluators indicated the same lack of updates. The analysis of Group III responses follows a similar pattern. Forty percent (N=20) of the principals indicated that updates occurred "almost always" or "often," but more evaluators (68%, N=13) indicated this same occurrence. Similar disparities were revealed in the "seldom," "very seldom," range as 28% (N=14) of the principals and 16% (N=3) of the evaluators' responses fell into this category. This similarity of difference in the Group III data was also reflected in the response category "sometimes," with 32% (N=16) of the principals and 16% (N=3) of the evaulators responding to this degree of existence.

The analysis of principals by group revealed that Group I respon-
ses indicated the lowest degree of job description update, as only 23%
(N=11) responded "almost always" or "often." Group II principals'
data also revealed the highest percentage indicated that job descrip-
tions are "seldom" or "very seldom" updated, as 54% (N=26) indicated
this phenomenon occurred "seldom" or "very seldom." Group III princi-
pal responses had the lowest percentage related to the "seldom" or
"very seldom" range, as only 28% (N=14) of the responses fell into
this category. It is also interesting to note that 32% (N=16) of the
Group III principals indicated that job descriptions are sometimes
updated.

The data, by group, between evaluators revealed similar differen-
ces. Group I evaluators' percentage of responses in the "almost
always" and "often" range was the lowest, with 38% (N=11) responding
in such a manner, while Group III evaluators' responses were the
highest for the same response range (68%, N=13). Just the opposite
was the case with the lower range responses of "seldom" or "very
seldom," as Group I responses were the highest (28%, N=8), and the
Group III responses were the lowest (16%, N=3).

In response to the statement: "An orientation is held to famil-
iarize principals with the evaluation system," the data in Table XIV
again reveals some overall differences in the responses between prin-
cipals and evaluators. Forty-three percent (N=37) of the evaluators
indicated that an orientation is almost always held, while 25% (N=39)
of the principals indicated the same. When combined responses of
"almost always" and "often" were considered, the disparity remained
high. Sixty-eight percent (N=59) of the evaluators indicated that

orientations were held "almost always" or "often," while 42% (N=66) of the principals responded in a like fashion.

TABLE XIV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
RESPONSES TO THE STATEMENT: "AN
ORIENTATION IS HELD TO FAMIL-
IARIZE PRINCIPALS WITH THE
EVALUATION PROCESS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	6	13	14	23	19	39	39	25
often	10	21	10	16	7	14	27	17
sometimes	10	21	15	24	11	22	36	23
seldom	9	19	10	16	5	10	24	15
very seldom	13	27	13	21	7	14	33	21
Educators								
almost always	10	34	16	41	11	58	37	43
often	8	28	8	21	6	32	22	25
sometimes	5	17	10	26	2	11	17	20
seldom	5	17	3	8	0	0	8	9
very seldom	1	3	2	5	0	0	3	3

The differences in the upper range responses were also reflected in the lower range of responses of "seldom" and "very seldom." While 36% (N=57) of the principals indicated that orientations were "seldom"

or "very seldom" held, only 12% (N=11) of the evaluators indicated the same.

The analysis of principals and evaluators by group revealed major differences in the responses of principals and evaluators. Only 13% (N=6) of the Group I principals indicated that an orientation was "almost always" held, while 34% (N=10) of the evaluators viewed this as a common occurrence. When "almost always" and "often" responses were combined, 62% (N=18) of the evaluators indicated that orientations were held to this degree. The upper end differences in responses were also reflected in the lower end responses of "seldom" and "very seldom." Group II differences were best demonstrated by the degree to which principals and evaluators responded to the upper range degrees. Twenty-three percent (N=14) of the principals indicated that orientations were "almost always" held, while 41% (N=16) of the evaluators indicated a like response. The combination of "almost always" and "often" responses showed that 39% (N=24) of the principal responses fell into this category, but 62% (N=24) of the evaluators' responses fell into the same category. In Group III, 90% (N=17) of the evaluators indicated that an orientation was held at least "often." Over half of the principals in Group III (53%, N=16) also responded in this manner. While 24% (N=12) of the principals indicated that orientations were "seldom" or "very seldom" held, none of the evaluators indicated this lack of orientation.

The analysis of principals by group showed that principals by group shows that principals in Group III indicated the highest degree of orientation, while Group I principals indicated the lowest degree.

An analysis of the evaluators by group reveals that in all three groups, when combining the responses of "almost always" and "often," more than 60% (N=69) of the evaluators' responses were in this category. Ninety percent (N=17) of Group III responses were in this range.

An analysis of the statement: "Expectations are delineated at a pre-conference," revealed some striking differences. The data in Table XV show that, overall, evaluators indicated that expectations were delineated at a pre-conference more often than do principals. Only 18% (N=29) of the principals indicated this happens "almost always," yet 41% (N=36) of the evaluators indicated the same. The combination of the responses "almost always" and "often" yielded an even greater difference, as 37% (N=60) of the principals' responses fell into this category, while 71% (N=62) of the evaluators indicated that pre-conferences for delineating expectations are held "almost always" or "often." No evaluators responded "very seldom," and only 14% (N=12) responded "seldom."

The analysis of responses of principals and evaluators by group also yielded major differences. Only six percent (N=3) of the principals in Group I indicated that the expectation pre-conference was held "almost always," while 34% (N=10) of the evaluators in Group I indicated that this "almost always" occurred. Forty-six percent (N=22) of the principals in Group I indicated that the pre-conference occurred "seldom" or "very seldom," while the evaluators indicated just the opposite, as only 14% (N=4) responded "seldom," and none responded "very seldom." In Group II, a major difference was shown when combining the responses of "almost always" and "often." Thirty-five percent

(N=22) of the evaluators responded similarly. Twenty-six percent
(N=16) of the principals in Group II indicated that the pre-conference
is "sometimes" held, but 19% (N=12) indicated that such a conference
is held "very seldom." The same differences again were revealed in
the Group III responses. Only 44% (N=22) of the principals responded
"almost always" or "often," while 79% (N=15) of the evaluators re-
sponded in like fashion. Again, none of the evaluators indicated that
the pre-conference occurred "very seldom."

TABLE XV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "EXPECTATIONS ARE
DELINEATED DURING A PRE-CONFERENCE"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	3	6	12	19	14	28	29	18
often	13	27	10	16	8	16	31	19
sometimes	8	17	16	26	9	18	33	21
seldom	9	19	12	19	11	22	32	20
very seldom	15	31	12	19	8	16	35	22
Evaluators								
almost always	10	34	15	38	11	58	36	41
often	9	31	13	33	4	21	26	30
sometimes	6	21	5	13	2	11	13	15
seldom	4	14	6	15	2	11	12	14
very seldom	0	0	0	0	0	0	0	0

The analysis of principals by group revealed that Group I princi-
pals indicated the lowest degree of a pre-conference, as only six
percent (N=3) responded that this occurred "almost always." More
principals (28%, N=14) in Group III indicated a pre-conference is held
than did principals in the other two groups. When combining the re-
sponses of "seldom" and "very seldom," 50% (N=24) of the principals in
Group I responded in this manner, having the highest group percentage
indicating that a pre-conference was held "seldom" or "very seldom."

The responses to the statement "The data to be collected is
identified prior to the accumulation and collection of data" are con-
tained in Table XVI. The overall analysis between principals and eval-
uators revealed that while 19% (N=30) of the principals indicated that
the data is "almost always" identified, 30% (N=26) of the evaluators
indicated the same occurrence. The same differences can be observed
in the lower range responses of "seldom" and "very seldom." Thirty-
two percent (N=50) of the principals responded in these two categor-
ies, while only 11% (N=10) of the evaluators responded similarly.

The greatest differences between principals and evaluators in
Group I is observable in the frequency with which principals and
evalutaors viewed the data not being identified. Twenty-one percent
(N=10) of the Group I prinicpals indicated that the data collected was
identified "very seldom." Only three percent (N=1) of the evaluators
indicated this same lack of identification. In the Group II respon-
ses, this same analysis held true. While 13% (N=8) and 19% (N=12) of
the principals responded "seldom" and "very seldom," only five percent
(N=2) and three percent (N=1) of the evaluators in Group II responded
the same. Group III responses indicated a larger difference in the

response of "almost always." Twenty-two percent (N=11) of the principals in Group III indicated that the data collected is "almost always" identified prior to the actual collection, yet 47% (N=9) of the evaluators indicated this same degree of occurrence. It should also be noted that none of the evaluators in Group III responded "very seldom."

TABLE XVI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE DATA TO BE
COLLECTED IS IDENTIFIED PRIOR TO
THE ACCUMULATION AND COLLECTION
OF DATA"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	5	11	14	23	11	22	30	19
often	14	30	12	19	16	32	42	26
sometimes	10	21	16	26	11	22	37	23
seldom	8	17	8	13	6	12	22	14
very seldom	10	21	12	19	6	12	28	18
Evaluators								
almost always	6	21	11	29	9	47	26	30
often	9	31	15	39	6	32	30	35
sometimes	9	31	9	24	2	11	20	23
seldom	4	14	2	5	2	11	8	9
very seldom	1	3	1	3	0	0	2	2

The comparison of the principals' responses by group revealed the biggest difference at the extreme upper and lower range of responses. In indicating that the data was identified, only 11% (N=5) of the Group I principals indicated that this happens "almost always." In Group II, 23% (N=14), and in Group III, 22% (N=11), indicated that this occurs "almost always." While the responses from Groups I and II were consistent at the range of response of "very seldom," only 12% (N=6) of the principals in Group III indicated that the data is "very seldom" identified.

The analysis of evaluators by group again showed that Group III indicated the highest degree of data identification. Forty-seven percent (N=9) of the evaluators in Group III indicated that the data is "almost always" identified. When combining the lower responses, the data revealed that 17% (N=5) of the evaluators in Group I responded "seldom" or "very seldom," while only eight percent (N=3) in Group II responded the same. Although 11% (N=2) of the evaluators in Group III responded "seldom," none responded "very seldom."

The data related to the statement: "The method of data collection is clearly outlined and understood by all involved in the process" is contained in Table XVII.

An overall analysis of the responses of principals and evaluators revealed that 19% (N=30) of the principals indicated that the methods were "almost always" specified, while 31% (N=27) of the evaluators indicated the same. The combination of "seldom" and "very seldom" responses showed that while only 15% (N=13) of the evaluators indicated that methods are "seldom" or "very seldom" known, 33% (N=52) of

the principals indicated that the methods were "seldom" or "very

seldom" known by all involved with the process.

TABLE XVII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE METHOD OF DATA
COLLECTION IS CLEARLY UNDERSTOOD BY ALL
INVOLVED IN THE PROCESS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	7	15	10	16	13	26	30	19
often	14	30	16	26	11	22	41	26
sometimes	9	20	14	23	12	24	35	22
seldom	10	22	8	13	6	12	24	15
very seldom	6	13	14	23	8	16	28	18
Evaluators								
almost always	9	31	12	31	6	32	27	31
often	10	34	13	33	8	42	31	36
sometimes	4	14	9	23	3	16	16	18
seldom	2	7	2	5	1	5	5	6

An analysis of the data between principals and evaluators re-

vealed some differences. Only 15% (N=7) of the principals in Group I

indicated that the methods were clearly understood, yet 31% (N=9) of

the evaluators in Group I indicated that this understanding did exist.

The combination of "seldom" and "very seldom" responses yielded

similar differences. Thirty-five percent (N=16) of the Group I prin-
cipals indicated that methods were "seldom" or "very seldom" under-
stood, while 21% (N=6) of the evaluators indicated the same. These
same differences are observable regarding Group II responses. While
only 16% (N=10) of the principals responded "almost always," 31%
(N=12) of the evaluators responded the same. Again, while only five
percent (N=2) of the evaluators indicated that methods were "very
seldom" understood, 23% (N=14) of the principals indicated the same.
The combination of "almost always" and "often" responses showed the
greatest difference in the Group III responses. Forty-eight percent
(N=24) of the principals responded in this range, while 74% (N=15) of
the evaluators responded similarly. Sixteen percent (N=8) of the
principals in Group III indicated that methods were "very seldom"
specified. Only five percent (N=1) of the evaluators indicated that
this occurred.

An analysis of the principals' responses by group showed that 26%
(N=13) of the principals in Group III indicated that methods are
"almost always" specified. Groups I and II were consistent, as 15%
(N=7) in Group I and 16% (N=10) in Group II indicated the same. Group
II principals had the highest percentage response to "seldom" (22%,
N=10), and also "very seldom" (23%, N=14).

The group analysis of evaluators did not yield as great a differ-
ence in responses. The lower range of responses of "seldom" and "very
seldom" showed the greatest disparity. Whereas 21% (N=6) of the
evaluators in Group I responded in this combined range, only 13% (N=5)
in Group II and 10% (N=2) in Group III indicated that methods are
specified "seldom" or "very seldom."

The data in Table XVIII relates to the statement: "Significant dates important to the evaluation process are clearly specified and understood by all involved with the process."

TABLE XVIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "SIGNIFICANT DATES
IMPORTANT TO THE EVALUATION PROCESS ARE
CLEARLY SPECIFIED AND UNDERSTOOD BY
ALL INVOLVED WITH THE PROCESS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	23	47	25	40	25	50	73	45
often	8	16	16	26	10	20	34	21
sometimes	9	18	7	11	8	16	24	15
seldom	5	10	6	10	2	4	13	8
very seldom	4	8	8	13	5	10	17	11
Evaluators								
almost always	21	54	26	67	11	58	58	60
often	5	13	9	23	8	42	22	23
sometimes	3	8	4	10	0	0	7	7
seldom	10	26	0	0	0	0	10	10
very seldom	0	0	0	0	0	0	0	0

The information reveals that overall agreement does exist, al-
though differences are still observable. Forty-five percent (N=73) of
of the principals indicated that important dates are almost always

specified and understood, while 60% (N=58) of the evaluators indicated the same. Fifteen percent (N=24) of the principals indicated that this "sometimes" occurred, while less than half (7%, N=7) of the evaluators indicated that this "sometimes" occurred. While there is some consistency in the upper range of responses, the lower range responses of "very seldom" pointed out a general disagreement. Eleven percent (N=17) of the principals indicated that dates are "very seldom" specified and understood, while none of the evaluators responded in this manner.

The analysis of principals and evaluators by group showed that when combining the responses of "almost always" and "often," the Group I percentages were similar. One inconsistency can be found in the Group I responses, as 18% (N=9) of the principals indicated that the date was specified "seldom" or "very seldom," yet none of the evaluators indicated that this happened "seldom" or "very seldom." In Group II, 40% (N=25) of the principals indicated that dates are "almost always" specified and understood, while 67% (N=26) of the evaluators indicated the same. Twenty-three percent (N=14) of the principals in Group II indicated that dates were specified and understood "seldom" or "very seldom." None of the evaluators indicated this same degree of existence. The Group III analysis was somewhat different. Whereas 70% (N=35) of the principals responded "almost always" or "often," 100% (N=19) of the evaluators indicated that dates are "almost always" or "often" specified and understood.

The group analysis of principals showed some general consistency. All three groups showed a response rate of over 60% in the "almost

always" and "often" range, with 70% (N=35) of the principals in Group III being the highest.

The consistency of the evaluators' responses was also evident, with two exceptions. Twenty-six percent (N=10) of the evaluators in Group I indicated that dates are "seldom" specified or understood, while no one in the other two groups indicated this occurrence. The other exception can be found in Group III, where 100% (N=19) of the evaluators indicated that dates are "almost always" or "often" specified and understood.

The data in Table XIX relates to the statement: "The people involved and their responsibilities in the evaluation process are clearly outlined" and shows that, overall, 48% (N=77) of the principals indicated that people and responsibilities are "almost always" clearly outlined. Sixty-seven percent (N=58) of the evaluators indicated that this information is "almost always" clearly outlined. Eleven percent (N=17) of the principals indicated that this information is "seldom" or "very seldom" outlined, while none of the evaluators responded in this manner.

The group responses of principals and evaluators showed some striking differences. Most importantly, it should be noted that none of the evaluators in any group responded "seldom" or "very seldom." In Group I, 50% (N=24) of the principals indicated that people and responsibilities are "almost always" clearly outlined, yet 83% (N=24) of the evaluators indicated the same. Fourteen percent (N=7) of the principals in Group I indicated that the information is "seldom" or "very seldom" outlined. Nine percent (N=6) of the principals in Group II also responded "seldom" or "very seldom." In Group III, 50% (N=25)

of the principals responded "almost always," while 79% (N=15) of the
evaluators responded the same. When combining the responses of "al-
most always" and "often," the disparity in Group III decreases, as 80%
(N=40) of the principals and almost 90% (N=17) of the evaluators
indicated that the people and responsibilities are "almost always" or
"often" clearly outlined.

TABLE XIX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE PEOPLE INVOLVED
AND THEIR RESPONSIBILITIES IN THE EVALUA-
TION PROCESS ARE CLEARLY OUTLINED"

	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Totals N	Totals %
Principals								
almost always	24	50	28	45	25	50	77	48
often	12	25	14	23	15	30	41	26
sometimes	5	10	14	23	6	12	25	16
seldom	4	8	2	3	2	4	8	5
very seldom	3	6	4	6	2	4	9	6
Evaluators								
almost always	24	83	19	49	15	79	58	67
often	4	14	14	36	2	11	20	23
sometimes	1	3	6	15	2	11	9	10
seldom	0	0	0	0	0	0	0	0
very seldom	0	0	0	0	0	0	0	0

The responses of principals between groups and evaluators between groups was generally consistent. Both the Group II principals and evaluators differed from the other two groups in their response rate, indicating that this information was sometimes clearly outlined. Twenty-three percent (N=14) and 15% (N=6) indicated that this clear outline "sometimes" occurred.

In an effort to determine the purposes of evaluation as indicated by principals and evaluators, respondents were given a series of statements and asked to respond to the degree of importance that each statement carried in their particular district. The first purpose statement: "Improvement of principals' performance," and the data associated with it are contained in Table XX. As the data reveals, 77% (N=67) of the evaluators viewed improvement of performance as "very important," while less (44%, N=71) of the principals considered it "very important." Ninety-eight percent (N=85) of the evaluators considered improvement of performance as "very important" or "important." A high percentage of the principals, when combining responses, also considered this to be "very important" or "important" (80%, N=129). Only two percent (N=2) of the evaluators indicated that improvement of performance was "somewhat important," but 17% (N=27) of the principals indicated this degree of importance. None of the evaluators indicated that improvement of performance is of little importance.

An analysis of the principals' and evaluators' responses by group showed that 40% (N=19) and 76% (N=22) of the Group I principals and evaluators, respectively, indicated improvement of performance as "very important." When combining the responses of "very important"

and "important," 84% (N=40) of the principals' responses fell into

this category. This same combination of responses for evaluators in

Group I yielded a 100% (N=29) response rate.

TABLE XX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "IMPROVEMENT OF
PRINCIPALS' PERFORMANCE"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	19	40	24	39	28	56	71	44
important	21	44	22	35	15	30	58	36
somewhat important	7	15	13	21	6	12	27	17
not very important	1	2	3	5	1	2	5	3
Evaluators								
very important	22	76	29	74	16	84	67	77
important	7	24	8	21	3	16	18	21
somewhat important	0	0	2	5	0	0	0	0
not very important	0	0	0	0	0	0	0	0

Group II responses showed a similar pattern. Thirty-nine percent

(N=24) of the principals saw improvement of performance as "very

important," but 74% (N=29) of the evaluators indicated the same. The

combination of the responses "very important" and "important" showed

that 74% (N=46) of the principals and 95% (N=37) of the evaluators in

Group II fell into this category. Twenty-one percent (N=13) of the principals in Group II viewed this as "somewhat important," while only five percent (N=2) of the evaluators indicated the same. In Group III, 56% (N=28) of the principals indicated that improvement of performance is "very important," yet 84% (N=16) of the evaluators indicated this degree of importance. One hundred percent (N=19) of the evaluators in Group III indicated that improvement of performance was "very important" or "important."

An analysis of the responses of principals by group revealed that there is some general consistency, especially when combining the "very important" and "important" responses. Eighty-four percent (N=40) of the principals in Group I, 76% (N=46) in Group II, and 86% (N=43) in Group III indicated that improvement of performance was "very important" or "important." This general degree of agreement also existed among evaluators, as only in Group II where five percent (N=2) indicated that this was "somewhat important," did any responses occur outside of "very important" or "important."

Table XXI contains data related to the statement of purpose: "Dismissal, transfer, demotion, or promotion." The overall comparison of responses of principals and evaluators showed that there was a general consistency of responses regarding the purpose of evaluation as being dismissal, transfer, demotion, or promotion.

An analysis of responses between principals and evaluators by group revealed that 23% (N=11) of the principals in Group I considered dismissal, transfer, demotion, or promotion as "very important," whereas 48% (N=14) of the evaluators considered this aspect "very important." Also, where 28% (N=13) of the Group I principals

considered these dimensions "somewhat important," only 10% (N=3) of the evaluators attached this same degree of importance to these dimensions. The disparity of Group II responses can best be demonstrated when combining the responses of "very important" and "important." Thirty-two percent (N=50) of the principals' responses fell into this category, while 49% (N=19) of the evaluators' responses fell into the same category. The pattern of responses is somewhat different for Group III, as the principals indicated the aspects of dismissal, transfer, demotion, and promotion as more important than their counterpart evaluators.

TABLE XXI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE PURPOSE STATEMENT: "DISMISSAL,
TRANSFER, DEMOTION, OR PROMOTION"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	11	23	9	15	15	30	35	22
important	12	26	23	38	11	22	46	29
somewhat important	13	28	20	33	16	32	49	31
not very important	11	23	9	15	8	16	28	18
Evaluators								
very important	14	48	5	13	3	17	22	24
important	7	24	14	36	8	44	29	32
somewhat important	3	10	15	38	3	17	26	29
not very important	5	27	5	13	4	22	14	15

Thirty percent (N=15) of the principals indicated that these dimensions were "very important," while only 17% (N=3) of the evaluators indicated the same degree of importance. When combining the responses of "very important" and "important," the pattern reversed itself as 42% (N=26) of the principals and 61% (N=11) of the evaluators' responses fell into this range.

An analysis of the principals' responses by group showed that Group III principals (30%, N=15) viewed the dimensions of dismissal, transfer, demotion, or promotion as the most important. It should also be noted that the highest percentage of viewing these aspects as "not very important" is in Group I, where 23% (N=11) of the principals responded "not very important."

A comparison of the evaluators' responses by group revealed that when combining the responses of "very important" and "important," 72% (N=21) of the evaluators in Group I considered dismissal, transfer, demotion, or promotion as at least "important." Thirty-eight percent (N=15) of the evaluators in Group II considered these dimensions as "somewhat important." The lowest percentage of evaluators viewing the aspects of dismissal, transfer, demotion, or promotion as "not very important" was also in Group II, where only 13% (N=5) of the evaluators responded in such a manner.

Table XXII contains the data related to the purpose statement: "Validation of the method of selecting principals." The data reveals a general consistency of responses, as both principals and evaluators did not rate this as a very important purpose of the evaluation system. Only when combining the responses of "very important" and "important" did a difference emerge. Forty-one percent (N=36) of the

evaluators indicated that this purpose was "very important" or "impor-

tant." Twenty-eight percent (N=46) of the principals responded in

this range.

TABLE XXII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE PURPOSE STATEMENT: "VALIDATION OF
THE METHOD OF SELECTING PRINCIPALS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	3	6	6	10	4	8	13	8
important	13	27	12	19	8	16	33	20
somewhat important	16	33	18	29	16	32	51	32
not very important	16	33	26	42	22	44	64	40
Evaluators								
very important	2	7	3	8	5	26	10	11
important	9	31	12	31	5	26	26	30
somewhat important	11	38	10	26	3	16	24	28
not very important	7	24	14	26	6	32	27	31

The analysis of principals and evaluators by group showed that

Group I responses were fairly consistent with a small number of both

principals and evaluators regarding validation as a "very important"

purpose. Group II responses showed some difference. Three percent

(N=6) of the evaluators in Group II regarded this purpose as "very

important," while 10% (N=4) of the principals indicated the same

degree of importance. A greater difference is observed in the number

of principals and evaluators regarding validation as "not very impor-

tant." Forty-two percent (N=26) of the principals in Group II indi-

cated validation as "not very important," while less than 36% (N=14)

of the evaluators indicated this as "not very important." Group III

responses showed greater differences, as only eight percent (N=4) of

the principals viewed validation as "very important," while 26% (N=5)

of the evaluators viewed this concept as "very important." Thirty-two

percent (N=16) of the principals in Group II viewed this concept as

"somewhat important," while only 16% (N=3) of the evaluators responded

similarly. It should also be noted that 44% (N=22) of the principals

in Group III indicated that validation of the selection process is

"not very important."

The group analysis of principals and evaluators revealed two

major differences. One difference was shown in the responses of Group

I principals, as 27% (N=13) indicated validation as "important." The

other lies in the responses of Group III evaluator responses, as 26%

(N=5) indicated that validation was a "very important" purpose.

The data related to the purpose statement: "Salary determina-

tions" is contained in Table XXIII. The data shows an overall con-

sistency of responses between evaluators and principals. The only

difference of note lies in those who do not consider salary determina-

tion as very important. Forty percent (N=64) of the principals did

not consider this as "very important," whereas 30% (N=26) of the

evaluators indicated the same degree of importance.

TABLE XXIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
RESPONSES TO THE PURPOSE STATEMENT:
"SALARY DETERMINATION"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	7	14	2	3	10	10	19	12
important	8	16	21	34	10	20	39	24
somewhat important	18	37	12	19	9	18	39	24
not very important	16	33	27	44	21	32	64	40
Evaluators								
very important	1	3	4	10	4	21	9	10
important	7	24	15	38	3	16	25	29
somewhat important	14	48	11	28	2	11	27	31
not very important	7	24	9	23	10	53	26	30

An analysis of the responses of principals and evaluators by group revealed an overall consistency of responses in Group III. In Group I, 14% (N=7) of the principals indicated that salary determination was a "very important" purpose, while only three percent (N=1) of the evaluators indicated this degree of importance. Three percent (N=2) of the Group II principals rated this purpose as "very important," while 10% (N=4) of the evaluators indicated the same. Only 19% (N=8) of the Group II principals viewed salary determination as "somewhat important," while 28% (N=11) of the evaluators responded the same. Forty-four percent (N=17) of the principals in Group II indicated

salary as being "not very important," but only 23% (N=9) of the evaluators shared this view.

The by group analysis of principals' responses showed that Group II principals had the least number (3%, N=2), indicating that salary determinants are "very important," although more principals in Group II (34%, N=21) did indicate salary as being "important" as it related to the purpose of evaluation. Group I principals had a much higher percentage (37%, N=18), indicating that salary determination, as a purpose, is "somewhat important" and also the lowest percentage (33%, N=16), indicating that this purpose was "not very important."

The analysis of evaluators by group revealed that Group I evaluators had the lowest percentage which considered salary determination as "very important" (3%, N=1), with Group III indicating the highest percentage (21%, N=4). It should be noted, however, that while Group III evaluators had the highest percentage, rating salary determination as "very important," they also had the highest percentage indicating that this concept was "not very important" (53%, N=10).

Table XXIV represents the data related to the purpose statement: "Create change in the organization." The overall comparison of responses showed some indicators of difference in the responses of principals and evaluators. Fifty-five percent (N=48) of the evaluators considered this purpose as "important" or "very important," with 37% (N=60) of the principals responding in kind. Also, where only 14% (N=12) of the evaluators indicated that this concept was "not very important," 31% (N=50) of the principals indicated that creating change in the organization was a purpose "not very important."

TABLE XXIV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE PURPOSE STATEMENT: "CREATE
CHANGE WITHIN THE ORGANIZATION"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	4	8	4	6	4	8	12	7
important	15	31	15	24	18	36	48	30
somewhat important	14	29	20	32	17	34	51	32
not very important	16	33	23	37	11	22	50	31
Evaluators								
very important	6	21	7	18	1	5	14	16
important	9	31	17	44	8	42	34	39
somewhat important	11	38	11	28	5	26	27	31
not very important	3	10	4	10	5	26	12	14

The analysis of principals' and evaluators' responses by group indicated that Group I responses showed the greatest differences at the upper and lower ranges of responses. Twenty-one percent (N=6) of the evaluators considered this concept very important, while only eight percent (N=4) of the principals agreed. Conversely, while 33% (N=16) of the principals viewed organizational change as "not very important," only 10% (N=3) of the evaluators concurred. This same pattern of response of principals not attaching as great an importance as evaluators was observed in the Group II responses. Only in Group III did this disparity not exist, with few principals and evaluators

indicating that this concept was "very important," and the remaining responses being fairly consistent.

The responses of principals by group was consistent, with Group II having the lowest percentage of respondents indicating that this concept was "not very important." It should be noted that Group III principals' responses were the only ones which did not show major differences with the responses of their respective evaluators.

The evaluators' responses again pointed out the differences in Group III. Only five percent (N=1) indicated organizational changes as being "very important," and also had more (26%, N=5) indicating that this concept was "not very important."

The corresponding data to the purpose statement of "Create change in individual behavior," is contained in Table XXV. Overall, 96% (N=82) of the evaluators indicated that this purpose was "very impor-tant," while 75% (N=118) of the principals attached the same signifi-cance. While none of the evaluators viewed this concept as "not very important," six percent (N=9) of the principals viewed change in behavior as "not very important."

The by group analysis of the responses of principals and evalua-tors revealed that in Group I, a majority of both principals and evaluators considered this concept either "very important" or "im-portant." Fifteen percent (N=7) of the principals in Group I regarded this concept as "somewhat important," while only three percent (N=1) of the evaluators shared a similar view. Greater differences existed in Group II, where 98% (N=38) of the evaluators viewed individual behavior change as "important" or "very important," and 61% (N=38) of the principals agreed; thus, large differences in Group II existed in

the response range of "somewhat important" and "not very important."

Group III responses again showed some consistency, with over 80% of

both the principals and evaluators indicating that individual behavior

change was "very important" or "important."

TABLE XXV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE PURPOSE STATEMENT: "CREATE
CHANGE IN INDIVIDUAL BEHAVIOR"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	14	30	13	21	17	34	44	28
important	25	53	25	40	24	48	74	47
somewhat important	7	15	18	29	7	14	32	20
not very important	1	2	6	10	2	4	9	6
Evaluators								
very important	10	34	17	44	8	44	35	41
important	18	62	21	54	8	44	47	55
somewhat important	1	3	1	3	2	11	4	5
not very important	0	0	0	0	0	0	0	0

The by group analysis of principals' responses showed some con-

sistency, with only Group II having less than 80% of the respondents

indicating that this concept was either "very important" or

"important," and thus, Group II also had the highest percentage (10%, N=6) indicating individual change as not being very important.

At least 85% of the evaluators in all three groups indicated that creating individual change in behavior was a "very important" or "important" purpose of evaluation. None of the evaluators in any group viewed this concept as not being very important.

Concept Two

The second concept from the synthesis of the literature stated that: "Sufficient data collection and data recording should be utilized." To determine the reported practices related to this concept, respondents were asked to respond to a series of questions which, as in Concept One, contained both degrees of existence and degrees of importance.

The first two questions related to the concept that sufficient data collection and data recording should be utilized, were also related to Concept One, and both called for the respondents to indicate a degree of existence. The first statement was: "The data to be collected is identified prior to the accumulation and collection of data," and the second was: "The method of data collections is clearly explained and understood by all involved in the evaluation process." An analysis of these two statements has been presented.

Table XXVI contains the data responses related to the statement that: "Criteria other than that formally identified are used to evaluate principals." The overall responses of principals and evaluators showed a general consistency of responses, with 42% (N=68) of the

principals and 45% (N=39) of the evaluators indicated that this occurs

"almost always" or "often."

TABLE XXVI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "CRITERIA OTHER THAN
THAT FORMALLY IDENTIFIED ARE USED TO
EVALUATE PRINCIPALS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	2	4	12	19	4	8	18	11
often	19	40	21	34	10	20	50	31
sometimes	16	34	12	19	20	40	48	30
seldom	7	15	9	15	9	18	25	16
very seldom	7	15	9	15	9	18	25	16
Evaluators								
almost always	5	17	2	5	0	0	7	8
often	6	21	14	36	12	63	32	37
sometimes	12	41	13	33	3	16	28	32
seldom	2	7	7	18	1	5	10	11
very seldom	4	14	3	8	3	16	10	11

An analysis of the responses of principals and evaluators by group revealed that while only four percent (N=2) of the principals in Group I indicated that other criteria was used "almost always," 17% (N=5) of the evaluators identified this as occurring "almost always."

This disparity was not as great when one looks at the degree to which Group I respondents see this occuring "often." Forty percent (N=19) of the Group I principals indicated that criteria other than that formally identified is often used. Only 21% (N=6) of the evaluators viewed this as happening "often." Only six percent (N=3) of the principals in Group I indicated that this "very seldom" occurred, while 14% (N=24) of their counterpart evaluators responded in kind. In Group II, similar differences existed. While 19% (N=12) of the principals indicated that other than formal criteria is "almost always" used, only five percent (N=2) of the evaluators saw this occurring. Thirty-three percent (N=13) of the evaluators in Group II indicated that other criteria were sometimes used, as compared to 19% (N=12) of the principals. Of greatest note may be the responses of Group III. While none of the evaluators in Group III indicated that other criteria were "almost always" used, 63% (N=12) indicated that it was "often" used. The majority of principals in Group III (40%, N=20) indicated that this criteria was "sometimes" used.

The by group analysis of principals show that Group II, with 19% (N=12), indicated the highest use of criteria other than that formally identified. Six percent (N=3) of Group I principals indicated that this criteria were "very seldom" used, as compared to 13% (N=8) for Group II, and 14% (N=7) for Group III. Group III principals indicated the lowest use of this type of criteria when combining "almost always" and "often" responses, as only 28% (N=14) responded in this range as compared to 53% (N=33) for Group II and 44% (N=21) for Group I.

The responses of evaluators by group is varied. When considering only the "almost always" responses, 17% (N=5) of the evaluators in

Group I, five percent (N=2) in Group II, and none of the evaluators in Group II indicated that other criteria were "almost always" used, but when combining the "almost always" and "often" responses, the complexion changes. The combination of the two responses yielded 39% (N=11) for Group I, 41% (N=16) for Group II, and 63% (N=12) for Group III, indicating that other criteria are "almost always" or "often" used. The large portion of Group III responses in the "often" range created a difference in the degree evaluators viewed other criteira sometimes being used. Forty-one percent (N=12) in Group I and 33% (N=13) in Group II, as compared to 16% (N=3) in Group III of the evaluators indicated that other criteria are "sometimes" used.

Respondents were next asked to identify the degree to which parents, students, and teachers are (formally outlined in procedures) involved in the evaluation of building principals. In the case of parents and students, a vast majority of both evaluators and principals indicated that parents and students were very seldom involved formally in the evaluation of building principals. Overall, 87% (N=139) of the principals, and 85% (N=75) of the evaluators indicated that parents are "very seldom" involved in the evaluation of building principals. Eighty-nine percent (N=140) of the principals and 85% (N=74) of the evaluators also indicated that students were "very seldom" involved in the evaluation of building principals.

The data in Table XXVII contains the data related to the statement: "Teachers are (formally outlined in procedures) involved in the evaluation of principals." Unlike the statements related to parents and students, there does seem to be some involvement by teachers in the evaluation process. The overall comparison of principals and

evaluators showed only a small percentage indicating that teachers are "almost always" or "often" involved in the evaluation process. Nine percent (N=15) of the principals and 12% (N=8) of the evaluators indicated that teachers are "almost always" or "often" involved in the evaluation process. Seventy-two percent (N=115) of the principals and 57% (N=39) of the evaluators indicated that teachers are "very seldom" involved.

TABLE XXVII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "TEACHERS ARE (FORMALLY
OUTLINED IN PROCEDURES) INVOLVED IN THE
EVALUATION OF PRINCIPALS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	0	0	1	2	6	12	7	4
often	3	6	2	3	3	6	8	5
sometimes	5	10	8	13	4	8	17	11
seldom	1	2	5	8	7	14	13	8
very seldom	39	81	46	74	30	60	115	72
Evaluators								
almost always	0	0	0	0	4	21	4	6
often	0	0	3	8	1	5	4	6
sometimes	3	20	8	21	1	5	12	18
seldom	2	20	5	13	2	11	9	13
very seldom	5	50	23	59	11	58	39	57

The by group analysis of principals and evaluators showed some differences in the responses of Groups I and II, while Group III demonstrated some general agreement. None of the principals or evaluators in Group I indicated that teachers were "almost always" involved, and only six percent (N=3) of the principals indicated that they were "often" involved in the evaluation process. A difference emerges where only 10% (N=5) of the principals indicated that teachers were "sometimes" involved, but 30% (N=3) of the evaluators in Group I indicated that teachers were "sometimes" involved. Eighty-one percent (N=39) of the principals in Group I responded "very seldom," while 70% (N=7) of the evaluators responded "seldom" or "very seldom." None of the evaluators in Group II indicated that teachers were "almost always" involved and, where 74% (N=46) of the principals indicated that teachers were "very seldom" involved, fewer (59%, N=23) of the evaluators indicated the same. Group III responses indicated a general agreement, with the only major difference being that, while 12% (N=6) of the principals indicated that teachers were "almost always" formally involved, 21% (N=4) of the evaluators indicated this degree of involvement.

The analysis of both principals and evaluators by group revealed that Group III responses differed from Group I and Group II to the degree that teachers are "almost always" or "often" involved in the evaluation process. Eighteen percent (N=9) of the principals and 26% (N=5) of the evaluators in Group III indicated that teachers were "almost always" or "often" formally involved in the evaluation of building principals.

As noted, Concept Two related to sufficient data recording and utilization. Respondents were asked to attach a degree of importance to various statements regarding the amount of data collected from different sources.

The data in Table XXVIII shows the responses related to the "Importance of the amount of data collected from formal observations." In general, principals and evaluators disagreed on the importance of formal observations. While only nine percent (N=15) of the principals viewed formal observations as "very important," 20% (N=17) of the evaluators saw this as being "very important." Thirty-seven percent (N=32) of the evaluators indicated that formal observation was "somewhat important," yet only 26% (N=42) of the principals attached this degree of importance. Conversely, while 43% (N=69) of the principals viewed formal observation as "not very important," only 15% (N=13) of the evaluators shared this view.

The analysis of the data between principals and evaluators by group reflected the overall differences in responses. Only 21% (N=10) of the principals in Group I viewed formal observation as being "very important," or "important," but over half (52%, N=15) of the evaluators regarded the amount of data collected from this source either as "very important" or "important." This same disparity was shown in the number regarding this as "not very important. While 40% (N=19) of the principals in Group I regarded this as "not very important," only 10% (N=3) of the evaluators responded similarly. In Group II, only six percent (N=4) of the principals regarded data collected from formal observation as "very important," while 15 (N=6) of the evaluators considered this as "very important." As with Group I, a greater

percentage of principals (47%, N=29) considered this "not very impor-
tant" than did their respective evaluators (15%, N=6). The Group III
responses followed a similar pattern with a greater percentage of
evaluators than principals viewing the amount of data collected from
formal interviews as "very important," and less viewing it as "not
very important."

TABLE XXVIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "IMPORTANCE OF THE
AMOUNT OF DATA COLLECTED FROM
FORMAL OBSERVATIONS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	4	8	4	6	7	14	15	9
important	6	13	16	26	14	28	36	22
somewhat important	19	40	13	21	9	18	42	26
not very important	19	40	29	47	20	40	69	43
Evaluators								
very important	4	14	6	15	7	37	17	20
important	11	38	10	26	4	21	25	29
somewhat important	11	38	17	44	4	21	32	37
not very important	3	10	6	15	4	21	13	15

The by group analysis of the responses of principals revealed that while 21% (N=10) of the principals in Group I, and 32% (N=20) in Group II viewed this as "important" or "very important," 42% (N=21) in Group III indicated this same degree of importance. Group I responses differed in the fact that 40% (N=19) viewed this concept as "somewhat important."

The responses of evaluators was highlighted by the greater percentage of evalutors in Group III (37%, N=7) indicating that the amount of data from formal observations was "very important." It was also interesting to note that Group III evaluators indicated the highest percentage, viewing this as "not very important (21%, N=4).

Table XXIX contains the data related to the "Importance of the amount of data collected from informal observations." Both evaluators and principals indicated that the amount of data collected from informal observations is "important." Eighty-one percent (N=129) of the principals and 92% (N=80) of the evaluators indicated that the amount of data collected from informal observations was "important" or "very important."

The analysis of principals and evaluators by group revealed that Group I responses of both principals and evaluators showed a general consistency. Group II responses differed mainly in the degree to which principals and evaluators considered the data from informal interviews as either "important" or "very important." Seventy-eight percent (N=48) of the principals considered this type of data collections as "important" or "very important," while 90% (N=35) of the evaluators concurred with this degree of importance. It should also be noted that none of the evaluators in Group II viewed this type of

data collection as "not very important." Group III responses showed some general consistency in the upper level responses, but 100% (N=19) of the evaluators indicated this as "important" or "very important." Thus, where 18% (N=9) of the principals rated data collection from informal observations as "somewhat important," none of the evaluators indicated that this is "somewhat important" or "not very important."

TABLE XXIX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "IMPORTANCE OF THE
AMOUNT OF DATA COLLECTED FROM
INFORMAL OBSERVATIONS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	16	33	24	39	17	34	57	36
important	25	52	24	39	23	46	72	45
somewhat important	6	13	10	16	9	18	25	16
not very important	1	2	4	6	1	2	6	4
Evaluators								
very important	9	31	9	23	8	42	26	30
important	17	59	26	67	11	58	54	62
somewhat important	2	7	4	10	0	0	6	7
not very important	1	3	0	0	0	0	1	1

The by group analysis of the principals' responses showed the biggest discrepancy in the percentage of principals who considered the amount of data collected from informal observations as "important." Fifty-two percent of the principals in Group I regarded this collection as "important." Over 70% of the principals in all three groups indicated that this type of collection was "important" or "very important."

The group data regarding evaluators revealed that over 90% of the evaluators in each group considered the amount of data collected from this source as "important" or "very important." This is highlighted by 100% of the evaluators in Group III responding in these two categories.

The data in Table XXX contains information regarding the importance of the "Amount of data collected from formal interviews." The analysis of overall responses of principals and evaluators showed that evaluators considered the amount of data collected from this source much more important than do principals. Twenty-eight percent (N=24) of the evaluators considered this source "very important," while only nine percent (N=14) of the principals concurred. Another 40% (N=35) of the evaluators considered this aspect "important," as opposed to 30% (N=47) of the principals. Conversely, where 34% (N=54) of the prinicipals considered this "not very important," only seven percent (N=6) of the evaluators shared the same view.

An analysis of principals' and evaluators' responses by group revealed that in all three groups, evaluators attached more importance to data obtained from formal interviews than did their counterpart principals. Only eight percent (N=4) of the Group I principals, and

only five percent of Group II principals regarded the data obtained
from formal interviews as "very important." Slightly more (14%, N=7)
of the principals in group III concurred with this assessment. The
evaluators attached a greater importance, as 28% (N=8) of GroupI, 23%
(N=9) of Group II, and 37% (N=7) of Group III evaluators regarded the
data obtained from formal interviews as "very important." This
difference is accentuated in the number of respondents indicating that
this form of data collection is not very important.

TABLE XXX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "AMOUNT OF DATA
COLLECTED FROM FORMAL INTERVIEWS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	4	8	3	5	7	14	14	9
important	12	25	17	28	18	37	47	30
somewhat important	15	31	17	28	11	22	43	27
not very important	17	35	24	39	13	27	54	34
Evaluators								
very important	8	28	9	23	7	37	24	28
important	13	45	15	38	7	37	35	40
somewhat important	6	21	13	33	3	16	22	25
not very important	2	7	2	5	2	11	6	7

While 35% (N=17), 39% (N=24), and 27% (N=13) of the principals in Groups I, II, and III indicated data collection from formal interviews as being "not very important," only seven percent (N=2), five percent (N=2), and 11% (N=2) of the corresponding evaluators shared this degree of importance.

The analysis of the principals' responses by group shows a general consistency of the responses of Groups I and II. Only in Group III did a majority of the principals (51%, N=25) regard the amount of data collected from formal interviews as "very important."

The data showed that in all three groups, over 60% of the evaluators viewed this form of data collection as "very important" or "important." Only seven percent (N=2) in Group I, five percent (N=2) in Group II, and 11% (N=2) in Group III of the evaluators indicated that the amount of data taken from formal interviews was "not very important."

Table XXXI and the data contained therein relates to the "Importance of the amount of data collected from informal interviews." The overall comparison of principals' and evaluators' responses revealed a general consistency with no large discrepancy pattern.

The by group analysis of principals' and evaluators' responses showed this same general consistency. For example, in Group I, only four percent (N=2) of the principals indicated taht informal interview data collection was "not very important," whereas none of the evaluators indicated this lack of importance. In Group II, the pattern of consistency continued. The main difference was that none of the evaluators in Group II regarded this type and amount of data collection as "not very important." Group III responses differed in the

fact that 60% (N=30) of the principals rated informal interviews and .the amount of data collected from them as "important" or "very important." Seventy-nine percent of the corresponding evaluators attached this same degree of importance. Because of the higher percentage of evaluators declaring this form of data collection as "very important" or "important," they thus indicated a lower percentage than do the principals in the "somewhat important" response category.

TABLE XXXI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "IMPORTANCE OF THE
AMOUNT OF DATA COLLECTED FROM
INFORMAL INTERVIEWS"

	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Totals N	Totals %
Principals								
very important	11	23	18	30	12	24	41	26
important	25	52	28	46	18	36	71	45
somewhat important	10	21	11	18	16	32	37	23
not very important	2	4	4	7	4	8	10	6
Evaluators								
very important	9	31	10	26	5	26	24	28
important	15	52	21	54	10	53	46	53
somewhat important	5	17	8	21	2	11	15	17
not very important	0	0	0	0	2	11	2	2

The analysis of responses of principals by group showed that Group III principals have a lower percentage (60%, N=30), indicating the amount of data collected from this particular method was "important" or "very important." This lower percentage resulted in Group III principals having a higher percentage which indicated that this method and the amount of data collected was "somewhat important."

The responses of evaluators showed a general consistency on all but the degree to which evaluators viewed this aspect of data collection as "not very important." Eleven percent (N=2) of the evaluators in Group III indicated this aspect as "not very important," while none of the evaluators in Groups I or II responded in this manner.

The data contained in Table XXXII represents the responses related to "The importance of the amount of data collected from personnel records." An analysis of the overall responses of principals and evaluators revealed some difference in responses. While there is consistency in the percentage of both groups who regarded the amount of data collected from personnel records as either "very important" or "important," differences did exist in the degree of importance attached outside these two categories. While 47% (N=41) of the evaluators regarded data obtained from personnel records as "somewhat important," fewer (35%, N=56) principals shared this view of the degree of importance.

An analysis of the principals' and evaluators' responses by group revealed that while the responses of GroupI principals and evaluators were generally compatible in the categories of "very important" and "important," differences did exist in the responses of lesser importance. Fifty-two percent (N=15) of the evaluators in Group I

indicated that the data collected from personnel records was "somewhat important," while 37% (N=18) of the principals concurred with this degree of importance. Conversely, while 35% (N=17) of the principals saw this as "not very important," less (24%, N=7) of the evaluators agreed. The Group II responses appeared consistent, although none of the evaluators in Group II indicated data collection from personnel records as being "very important." Also, slightly more (46%, N=18) of the evaluators regarded this data as "somewhat important," as compared to 35% (N=22) of the principals responding the same. Group III differences also existed in the percentage viewing data from personnel records as either "somewhat important" or "not very important." Forty-two percent (N=8) of the evaluators and 28% (N=14) of the principals in Group III regarded the amount of this data as "somewhat important." Also, 48% (N=24) of the principals and 37% (N=7) of the evaluators saw this data as "not very important."

The by group analysis of the responses of principals revealed ilttle disparity between Group I and Group II responses. Group III responses also showed a general consistency, but differed slightly, as 28% (N=14) regarded the amount of data collected from personnel records as "somewhat important" and 48% (N=24) regarded it as "not very important."

The by group analysis of the responses of evaluators revealed that 10% (N=3), 0% (N=0), and 5% (N=1) of the evaluators in Groups I, II, and III considered data from personnel records as "very important." Also, only 24% (N=7) of the evaluators in Group I regarded this data as "not very important," as compared to 36% (N=14) in Group I and 37% (N=7) in Group III.

TABLE XXXII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "IMPORTANCE OF THE
AMOUNT OF DATA COLLECTED FROM
PERSONNEL RECORDS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	4	8	1	2	2	4	7	4
important	10	20	15	24	10	20	35	21
somewhat important	18	37	22	35	14	28	56	34
not very important	27	35	24	39	24	48	65	40
Evaluators								
very important	3	10	0	0	1	5	4	5
important	4	14	7	18	3	16	14	16
somewhat important	15	52	18	46	8	42	41	47
not very important	7	24	14	36	7	37	28	32

Table XXXIII represents the data regarding the responses to "The
importance of the amount of data collected from parents, students, and
teachers." As the table shows, the responses differed slightly, but
most graphically, in the degree to which principals and evaluators
considered data collected from these sources as "very important."
Eight percent (N=13) of the principals, but only one percent (N=1) of
the evaluators considered these sources as "very important." Also,
44% (N=38) of the evaluators rated these sources as "somewhat impor-
tant," while less (29%, N=47) of the principals concurred.

TABLE XXXIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "IMPORTANCE OF THE
AMOUNT OF DATA COLLECTED FROM PARENTS,
STUDENTS, AND TEACHERS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	6	13	2	3	5	10	13	8
important	24	50	17	27	9	18	50	31
somewhat important	10	21	19	31	18	36	47	29
not very important	8	17	24	39	18	36	50	31
Evaluators								
very important	1	3	0	0	0	0	1	1
important	11	38	11	28	3	16	25	29
somewhat important	11	38	19	49	8	42	38	44
not very important	6	21	9	23	8	42	23	26

An analysis of principals' and evaluators' responses by group
showed some differences, especially in the higher degree of importance
responses. Sixty-three percent (N=30) of the principals in Group I
indicated that the amount of data from parents, students, and teachers
was "very important" or "important," while 41% (N=12) of the evalua-
tors attached this same degree of importance to it. This difference,
in effect, led to the next difference, as 38% (N=11) of the evalua-
tors, but only 21% (N=10) of the principals in Group I regarded these
sources as "somewhat important." Group II responses were highlighted

by the fact that 49% (N=19) of the evaluators and only 31% (N=19) of the principals regarded data from the mentioned sources as "somewhat important." Also, while 39% (N=24) of the principals in Group II regarded these sources as "not very important," only 23% (N=9) of the evaluators shared this degree of importance. The Group III analysis showed that 10% (N=5) of the principals regarded this source of data as "very important," while none of the evaluators indicated that this data was "very important."

The group analysis of principals' responses revealed a general consistency between Groups II and III, but a much greater percentage of principals in Group I attached more importance to these sources than did those in Groups II and III. Sixty-three percent (N=38) (as compared to 30% [N=19] and 28% [N=14]) of the principals in Group I indicated that the amount of data collected from parents, students, and teachers is "important" or "very important."

Table XXXIV, and the data contained therein, relates to the "Importance of the amount of data collected from subjective criteria." The overall responses of principals and evaluators revealed some major differences. Only three percent (N=3) of the evaluators indicated that the data collected from subjective criteria was "very important," but 21% (N=33) of the principals viewed this as being "very important." When the responses of "very important" and "important" are combined, the difference remained high. Sixty-one percent (N=96) of the principals indicated that this source of data is at least "important" or "very important"; only 35% (N=31) of the evaluators concurred with that assessment.

TABLE XXXIV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "IMPORTANCE OF THE
AMOUNT OF DATA COLLECTED FROM
SUBJECTIVE CRITERIA"

	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Totals N	Totals %
Principals								
very important	9	19	12	32	12	24	33	21
important	23	49	2	5	14	29	63	40
somewhat important	12	26	15	39	12	24	39	25
not very important	3	6	9	24	11	22	23	15
Evaluators								
very important	1	3	2	5	0	0	3	3
important	7	24	14	36	7	37	28	32
somewhat important	17	59	18	46	7	37	42	48
not very important	4	14	5	13	5	26	14	16

The by group analysis revealed the same striking differences.
Nineteen percent (N=9) of the principals in Group I indicated this
source of data as "very important." This compared with only three
percent (N=1) of the evaluators who attached the same degree of impor-
tance. Sixty-eight percent (N=32) of the principals in Group I viewed
this source as at least "important" or "very important." Many more of
the evaluators in Group I (59%, N=17) rated data from subjective
criteria as "somewhat important." Group II responses differed
slightly. Thirty-two percent (N=12) of the principals in Group II

indicated that this data was "very important," while only five percent (N=2) of the evaluators concurred. It should be noted, however, that 36% (N=14) of the evaluators in Group II rated this source as "impor- tant," while only five percent (N=2) of the prinicpals indicated the same degree of importance. In Group III, the major difference was again revealed, as 24% (N=12) of the principals considered this source of data "very important," but none of the evaluators shared this view.

The analysis of principals' responses by group showed that Group I had the highest percentage (68%, N=32) who viewed this source of data as "important" or "very important," and the lowest percentage (6%, N=3) who viewed it as "not very important." Although Group III had the highest percentage (34%, N=12) who indicated this source as "very im- portant," it also had much fewer (5%, N=2) who rated it as "important."

An analysis of the evaluators' responses showed a general disre- gard in terms of this source of data being "very important," although a significant percentage do view data from subjective criteria as "important" or "somewhat important" (83%, N=24 in Group I; 82%, N=32 in Group II; and 74%, N=14 in Group III).

Concept Three

The third concept contained in the synthesis of the literature in Chapter II stated: "The development of objectives, job targets, or action plans should be an integral part of any process." Respondents were asked to respond to a series of statements asking them to iden- tify a degree of existence and a degree of importance.

Table XXXV contains the data related to the statement: "The current evaluation system process includes the development of written

goals and objectives." As the data reveals, there is some compatibility of responses between principals and evaluators. Two exceptions are worthy of note: First, where 22% (N=19) of the evaluators indicated that goals and objectives were "often" developed, less (14%, N=22) of the principals indicated that this development "often" took place. Second, 18% (N=29) of the principals indicated that goals and objectives were "very seldom" developed, but only 11% (N=9) of the evaluators indicated this lack of development.

TABLE XXXV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE CURRENT EVALUATION
SYSTEM PROCESS INCLUDES THE DEVELOPMENT OF
GOALS AND OBJECTIVES"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	13	27	20	33	32	64	65	41
often	4	8	9	15	9	18	22	14
sometimes	5	10	13	21	6	12	24	15
seldom	11	23	5	8	3	6	19	12
very seldom	15	31	14	23	0	0	29	18
Evaluators								
almost always	10	37	18	46	11	58	39	46
often	4	15	10	26	5	26	29	22
sometimes	8	30	3	8	1	5	12	14
seldom	3	11	2	5	1	5	6	7
very seldom	2	7	6	15	1	5	9	11

The group analysis of the responses of principals and evaluators revealed that while 27% (N=13) of the principals indicated that this development "almost always" took place, 37% (N=10) of the evaluators shared this degree of existence. Over 50% of the evaluators in Group I indicated that goals and objectives were "almost always" or "often" developed. Fifty-four percent (N=26) of the principals in Group I indicated that this occurred "seldom" or "very seldom," while only 18% (N=5) of the evaluators shared this view. Group II differences could be highlighted in three particular areas. While 48% (N=29) of the principals indicated that goals and objectives were "almost always" or "often" developed, 72% (N=28) of the evaluators indicated that this occurred "almost always" or "often." Also, while 21% (N=13) of the principals indicated that goals and objectives were "sometimes" developed, only eight percent (N=3) of the evaluators concurred. It should also be noted that 23% (N=14) of the principals indicated that goals and objectives were "very seldom" developed, as compared to 15% (N=6) of the evaluators which shared this same view. The Group III analysis revealed a greater compatibility of responses than those of Groups I and II. Eighty-two percent (N=41) of the principals and 84% (N=16) of the evaluators agreed that goals and objectives were "almost always" or "often" developed. Also, none of the principals in Group III indicated that goals and objectives were "very seldom" developed.

The analysis of principals' responses by group revealed a distinction between Group III responses and those of Groups I and II. Whereas 84% of Group III prinicpals indicated that goals and objectives were "almost always" or "often" developed, only 35% (N=17) and 48% (N=29) in Groups I and II indicated this same degree of existence.

It should also be noted that Group I prinicpals had the highest per-
centage (31%, N=15) which indicated that this development "very sel-
dom" took place.

The same pattern which existed in the responses of principals
also applied to their respective evaluators. Group III evaluators had
the highest percentage (84%, N=16) which indicated that goals and ob-
jectives were "almost always" or "often" developed, and the lowest
percentage (10%, N=2) which indicated that they were "seldom" or "very
seldom" developed. Conversely, Group I evaluators showed the lowest
percentage (52%, N=14) which indicated that this development occurred
"almost always" or "often," and the highest percentage which indicated
that this "seldom" or "very seldom" occurred.

The data in Table XXXVI refers to the statement: "The criteria
upon which the evaluation is conducted are mutually developed between
the principal and evaluator." The data showed that more evaluators
indicated that this occurred than did principals. Sixty-three percent
(N=55) of the evaluators indicated that this "almost always" or "of-
ten" occurred, while 39% (N=62) of the principals shared this view.
Twenty-seven percent (N=43) of the principals indicated that this
mutual development "very seldom" occurred, while only 10% (N=9) of the
evaluators concurred.

The by group analysis of principals' and evaluators' responses
showed this same disagreement pattern existed. The Group I data
showed that a lesser percentage of principals (38%, N=18) saw mutual
development taking place "almost always" or "often" than did their
counterpart evaluators, as 58% (N=17) of the evaluators indicated that
mutual development occurred "almost always" or "often."

TABLE XXXVI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE CRITERIA UPON
WHICH THE EVALUATION IS CONDUCTED ARE
MUTUALLY DEVELOPED BETWEEN THE
PRINCIPAL AND EVALUATOR"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	6	13	16	26	8	16	30	19
often	12	25	8	13	12	24	32	20
sometimes	7	15	13	21	12	24	32	21
seldom	11	23	5	8	3	6	19	12
very seldom	15	31	14	23	0	0	29	18
Evaluators								
almost always	7	24	12	31	9	47	28	32
often	10	34	11	28	6	32	27	31
sometimes	3	10	9	23	1	5	13	15
seldom	3	10	6	15	1	5	10	11
very seldom	6	21	1	3	2	11	9	10

This same disparity was revealed in the lower range responses, as
48% (N=23) of the principals and 31% (N=9) of the evaluators indicated
that mutual development occurred "seldom" or "very seldom." This
pattern was repeated in Group II and was best demonstrated by the fact
that while 29% (N=18) of the principals indicated that criteria were
"very seldom" mutually developed, only three percent (N=1) of the
evaluators concurred with this assessment. Group III responses also
followed this pattern, but to a greater degree than Groups I and II.

While 40% (N=20) of the principals indicated mutual development occurred "almost always" or "often," 79% (N=15) of the evaluators indicated that mutual development took place "almost always" or "often."

The by group analysis of the responses of principals showed some agreement and consistency in the percentage of each group which indicated that mutual development "very seldom" took place, but the responses did vary in the other categories. When combining the responses of "almost always" and "often," 38% (N=18) of Group I, 39% (N=24) of Group II, and 40% (N=20) of Group III responses fell into this category. While only 15% (N=7) of the principals in Group I indicated that this "sometimes" occurred, 21% (N=13) in Group II, and 24% (N=12) in Group III indicated that mutual development "sometimes" occurred.

The analysis of evaluators showed that Group III, with 79% (N=15) which indicated "almost always" or "often," had the highest percentage which responded in this category. Group I evaluators, it should be noted, have the highest percentage which indicated that mutually developed criteria "very seldom" occurred.

Table XXXVII contains the data related to the statement: "The current evaluation system criteria are reflective of the difference in the role and expectations of the different schools and level of schools." The data revealed that, overall, evaluators viewed this reflection of differences as occurring slightly more often than did principals. While 26% (N=22) of the evaluators indicated that this criteria was "almost always" reflective of difference, slightly less (17%, N=30) of the principals shared this same view. This difference was also reflected in the response categories of "often" and

"sometimes." Twenty-five percent (N=21) and 21% (N=18) of the evaluators responded "often" and "sometimes," respectively, while 18% (N=28) and 17% (N=17) of the principals indicated the same degree of existence. Also, while 48% (N=75) of the principals indicated that these differences were "seldom" or "very seldom" reflected, only 28% (N=24) of the evaluators indicated this same lack of reflection of differences in levels of schools.

TABLE XXXVII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE CURRENT EVALUATION
SYSTEM CRITERIA ARE REFLECTIVE OF THE
DIFFERENCE IN THE ROLE AND EXPECTA-
TIONS OF DIFFERENT SCHOOLS AND
LEVEL OF SCHOOLS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	5	10	12	20	10	20	27	17
often	8	17	7	12	13	27	28	18
sometimes	7	15	9	15	11	22	27	17
seldom	13	27	12	20	6	12	31	20
very seldom	15	31	20	33	9	18	44	28
Evaluators								
almost always	5	18	9	23	8	44	22	26
often	4	14	12	31	5	28	21	25
sometimes	6	21	9	23	3	17	18	21
seldom	7	15	4	10	0	0	11	13
very seldom	6	21	5	13	2	11	13	15

The group analysis of the responses of principals and evaluators revealed a pattern of varied responses. In Group I, 10% (N=5) of the principals responded "almost always," while 18% (N=5) of the evaluators responded in kind. A slightly higher percentage (58%, N=28) of the principals responded in the "seldom," "very seldom" range than did Group I evaluators (46%, N=13). Differences in the responses of the Group II principals and evaluators occurred first in the degree to which both viewed differences often reflected. Thirty-one percent of the evaluators indicated that this "often" occurred, while only 12% (N=7) of the principals concurred with that assessment. Twenty-three percent (N=9) of the evaluators in Group II also indicated that the differences were "sometimes" reflected. It is also important to note that while 53% (N=32) of the principals indicated that differences were only "seldom" or "very seldom" reflected, only 23% (N=9) of the evaluators in Group II responded similarly. In Group III, the differences were even more dramatic. While 47% (N=23) of the principals indicated that differences were "almost always" or "often" reflected, 72% (N=13) of the evaluators indicated that differences were reflected to the same degree. Conversely, while 30% (N=15) of the prinicpals indicated that differences were "seldom" or "very seldom" reflected, only 11% (N=2) of the evaluators concurred.

The analysis of principals' responses by group can best be reflected by the combination of responses at both extremes, with Groups I and III having the highest and lowest responses. Only 27% (N=13) of the principals in Group I indicated that differences were "almost always" or "often" reflected, while 47% (N=29) in Group III indicated the same. Also, while only 30% (N=15) of the principals in Group III

indicated that differences in levels, etc., are "seldom" or "very seldom" reflected, 58% (N=28) of the principals in Group I responded in the same categories.

The by group analysis of evaluators revealed similar results. Only 32% (N=9) of the evaluators in Group I indicated that differences in schools, levels, etc., are "often" or "almost always" reflected, while 54% (N=21) and 72% (N=13) of the evaluators in Groups II and III indicated this same degree of existence. Just as with the principals, the Group I evaluators had the highest percentage which indicated that differences were "seldom" or "very seldom" reflected (46%, N=13), and Group III evaluators had the lowest percentage, as only 11% (N=2) indicated that differences were "seldom" or "very seldom" reflected.

The data associated with the statement: "The current evaluation criteria are the same for all principals in the district," is contained in Table XXXVIII. The data related to the overall responses of prinicpals and evaluators revealed some compatibility of responses, with the major difference occurring in the fact that 56% (N=48) of the evaluators indicated that this "almost always" occurred, while 41% (N=68) of the principals concurred with this frequency of occurrence.

The group analysis of evaluators and principals again showed some general consistency, except in the Group III responses. In Group I, 52% (N=24) of the principals and 69% (N=20) of the evaluators indicated that standard criteria was "almost always" used, while 20% (N=9) of the principals and 14% (N=4) of the evaluators indicated that this "often" occurred. One difference of note in the Group I analysis was that while 11% (N=5) of the principals indicated standard criteria was "seldom" used, none of the evaluators indicated the same.

TABLE XXXVIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE CURRENT EVALUA-
TION CRITERIA ARE THE SAME FOR ALL
PRINCIPALS IN THE DISTRICT"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	24	52	26	43	18	37	68	44
often	9	20	13	22	11	22	33	21
sometimes	4	9	10	17	12	24	26	17
seldom	5	11	4	7	4	8	13	8
very seldom	4	9	7	12	4	8	15	10
Evaluators								
almost always	20	69	20	53	8	44	48	56
often	4	14	8	21	4	22	16	19
sometimes	3	10	5	13	1	6	9	11
seldom	0	0	3	8	1	6	4	5
very seldom	2	7	2	5	4	22	8	9

In Group II, two differences are worthy of note. Fifty-three

percent (N=20) of the evaluators and 43% (N=26) of the principals

indicated that standard criteria wree "almost always" used. Also,

only five percent (N=2) of the evaluators in Group II indicated that

standard criteria were "seldom" used, while 12% (N=7) of the princi-

pals concurred. In Group III, two major differences existed. Twenty-

four percent (N=12) of the principals, but only six percent (N=1) of

the evaluators indicated that standard criteria were "sometimes" used.

This difference, however, reversed itself when considering the number

who indicated that standard criteria were "very seldom" used, as 22% (N=4) of the evaluators and eight percent (N=4) of the principals responded in this manner.

The group analysis of principals' responses showed that Group I, with 52% (N=24), had the highest percentage of respondents which indicated that standard criteria were "almost always" used, and Group III (37%, N=18) had the lowest percentage. Where standard criteria that is sometimes used was considered, Group I principals (9%, N=4) showed the lowest percentage which indicated that standard criteria were "sometimes" used.

The data regarding the responses of evaluators by group again showed Group I evaluators with the highest percentage (69%, N=20), which indicated that standard criteria were "almost always" used, and Group III had the lowest percentage (44%, N=68) which indicated the same. Group III also contained the highest percentage (22%, N=4) which indicated that standard criteria were "very seldom" used.

Table XXXIX represents the data associated with the statement: "Identified deficiencies relate directly to stated criteria or stated goals and objectives." While the overall comparison of principals and evaluators indicated that this occurred "almost always" is nearly identical, major differences existed in other response ranges. Only 30% (N=46) of the principals indicated that deficiencies identified "often" related to stated criteria or goals and objectives, while 58% (N=50) of the evaluators indicated that this "often" occurred. Also of note is the fact that 29% (N=46) of the principals indicated that this "very seldom" or "seldom" occurred, while only eight percent (N=7) of the evaluators responded in the same manner.

TABLE XXXIX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "IDENTIFIED DEFICIEN-
CIES RELATE DIRECTLY TO STATED CRITERIA
OR STATED GOALS AND OBJECTIVES"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	7	15	13	22	4	8	24	15
often	13	28	13	22	20	41	46	30
sometimes	13	28	13	22	13	27	39	25
seldom	9	19	11	19	10	20	30	19
very seldom	5	11	9	15	2	4	16	10
Evaluators								
almost always	5	18	6	15	4	21	15	17
often	17	61	23	59	10	53	50	58
sometimes	5	18	6	15	3	16	14	16
seldom	1	4	3	8	1	5	5	6
very seldom	0	0	1	3	1	5	2	2

The analysis of principals' and evaluators' responses by group revealed some noteworthy differences. While only 43% (N=20) of the principals in Group I indicated that deficiencies were "almost always" or "often" directly related, 83% (N=24) of the evaluators indicated that this occurred "often" or "almost always." Groups II and III, as the data revealed, had the same major differences, although only eight percent (N=4) of the principals in Group III indicated that deficien- cies were "almost always" directly related to the stated criteria.

The analysis of responses of principals by group revealed a general consistency, although two particular areas of Group III are worthy of mention. Although the percentage of Group III principals responding in the "almost always" and "often" categories was comparable to Groups I and II, it should be noted that only eight percent (N=4) of the Group III principals indicated that a direct relationship "almost always" occurred. Also, Group III had the lowest percentage (4%, N=2) which indicated that this "very seldom" occurred.

The evaluators' responses showed a general compatibility throughout the range of responses, except in the Group III response range of "very seldom." Twenty-two percent (N=4) in Group III, as compared with five percent (N=2) and seven percent (N=2) in Groups I and II, indicated that the direct relationship of deficiencies and stated criteria "very seldom" occurred.

The data in Table XL reflects the responses to the statement: "Measurement of principals' performance against predetermined standards." The data revealed that, overall, some consistency of responses did exist. Twenty-three percent (N=19) of the evaluators viewed this as "very important," while 13% (N=21) of the principals concurred. Fewer evaluators (4%, N=3) indicated that this was "not very important" than did principals, as 13% (N=20) indicated the measurement against predetermined standards was "not very important."

The group analysis of principals' and evaluators' responses showed that in Group I, distinct differences existed at the poles of the response. Six percent (N=3) of the principals responded "very important," while 14% (N=4) of the evaluators responded the same. Ten percent (N=5) of the principals in Group I indicated that measurement

against predetermined standards was "not very important." None of the evaluators in Group I indicated that this measurement was "not very important."

TABLE XL

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "MEASUREMENT OF
PRINCIPALS' PERFORMANCE AGAINST
PREDETERMINED STANDARDS"

	Group I		Group II		Group II		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	3	6	9	15	9	18	21	13
important	21	44	23	37	21	42	65	41
somewhat important	19	40	23	37	24	12	54	34
not very important	5	10	7	11	8	16	20	13
Evaluators								
very important	4	14	10	29	5	26	19	23
important	14	48	14	41	8	42	36	44
somewhat important	11	38	7	21	6	32	24	29
not very important	0	0	3	9	0	0	3	4

Group II differences were best pointed out in two areas. Fifteen percent (N=9) of the principals in Group II indicated measurement against predetermined standards was "very importnat," while 29% (N=10) of the evaluators indicated the same. Regarding measurement against

predetermined standards as "somewhat important," 37% (N=23) of the principals responded accordingly, while only 21% (N=7) of the evaluators in Group II responded the same. The major observable difference in the Group III responses was shown by the number of responses in the "not very important" range. Sixteen percent (N=8) of the principals in Group III responded in this manner, while none of the evaluators responded similarly.

When analyzing the responses of principals by group, only six percent (N=3) of the principals in Group I indicated that measurement against predetermined standards was "very important." The combination of "very important" and "important" responses yielded a general consistency, with over 50% of the responses of each group falling into this category.

The combinaton of the "very important" and "important" responses yielded the same general consistency among evaluators, with over .60% in all three groups responding in this category. Only in Group II, where nine percent (N=3) responded "not very important," were any responses recorded by evaluators to the response "not very important."

The data related to the statement: "Development of goals and objectives" is contained in Table XLI. The overall responses of principals and evaluators showed that 29% (N=47) of the principals considered the development of goals and objectives as "very important," while 43% (N=37) of the evaluators considered this development as "very important." When combining the responses of "very important" and "important," 83% (N=72) of the evaluators considered the development of goals and objectives as "important" or "very important." It should also be noted that 25% (N=40) of the principals viewed the

development of goals and objectives as "somewhat important," while only 10% (N=9) of the evaluators indicated the same.

TABLE XLI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE PURPOSE STATEMENT: "DEVELOPMENT
OF GOALS AND OBJECTIVES"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
very important	9	19	16	26	22	43	47	29
important	17	35	18	29	20	39	55	34
somewhat important	15	31	16	26	9	18	40	25
not very important	7	15	12	19	0	0	19	12
Evaluators								
very important	11	38	15	38	11	58	37	43
important	11	38	18	46	6	32	35	40
somewhat important	5	17	4	10	0	0	9	10
not very important	2	7	2	5	2	11	6	7

The analysis of the principals' and evaluators' responses by group revealed the greatest difference in Group I regarding the impor-
tance of the development of goals and objectives. Nineteen percent (N=9) of the principals in Group I indicated that the development of goals and objectives was "very important," but 38% (N=11) of the evaluators indicated the same degree of importance. Thirty-one

percent (N=15) of the principals in Group I considered this develop-
ment "somewhat important," but due to the higher responses of the
evaluators, only 17% (N=5) of the evaluators indicated that this was
"somewhat important." The difference in responses for Group II can
best be demonstrated by the lesser responses of "somewhat important"
and "not very important." Where 26% (N=16) and 19% (N=12) of the
principals in Group II responded "somewhat important" and "not very
important," respectively, only 10% (N=4) and 5% (N=2) of the evalua-
tors responded in the same respective categories. As with Group II,
Group III responses showed some consistency in the upper resposnes of
"very important" and "important." Differences did exist where 18%
(N=9) of the principals in Group III indicated that the development of
goals and objectives was "somewhat important," and none of the evalua-
tors indicated the same. Just the opposite was true, as 11% (N=2) of
the evaluators indicated that this development was "not very impor-
tant," but none of the principals saw this as "not very important."

The by group analysis of the responses of principals showed that
Group III principals had the highest percentage considering the devel-
opment of goals and objectives as "very important." Forty-three
percent (N=22) of the principals in Group III responded that this was
"very important." Thirty-nine percent (N=20) of the principals in
Group III also rated the development of goals and objectives as "im-
portant." It should also be noted that none of the principals in
Group III rated the development of goals and objectives as "not very
important."

As with principals' responses, Group III evaluators had the
highest percentage which indicated a high degree of importance.

Ninety percent (N=17) of the evaluators in Group III saw the develop-
ment of goals and objectives as "very important" or "important."

Concept Four

The fourth concept contained in the synthesis of the literature
states that: "The evaluatee should receive sufficient and construc-
tive feedback." The questions generated to this concept asked the
respondents to indicate a degree of existence, and also to indentify
the number of feedback conferences held each year.

The data in Table XLII relates to the statement: "Feedback
conferences are used to discuss data collected and determined prog-
ress." The overall responses of principals and evaluators showed
major differences at the high and low range of respones. Fifty-two
percent (N=45) of the evaluators indicated that feedback conferences
"almost always" met the above criteria, while only 35% (N=55) of the
principals indicated that feedback conferences were conducted in this
manner. Also, while 32% (N=50) of the principals indicated that
feedback conferences "seldom" or "very seldom" were conducted in this
manner, only six percent (N=6) of the evaluators indicated the same.

The by group analysis of the principals' and evaluators' respon-
ses showed that while 55% (N=16) of the evaluators in Group I indi-
cated that feedback conferences were "almost always" used in the above
stated manner, only 35% (N=16) of the principals indicated the same
degree of existence. Also, where 22% (N=10) of the principals indi-
cated that feedback conferences "seldom" or "very seldom" related to
the stated criteria, only six percent (N=2) of the evaluators agreed
with this assessment. The Group II responses were highlighted by the

fact that while 43% (N=26) of the principals indicated that this type

of feedback conference "seldom" or "very seldom" existed, only eight

percent (N=3) of the evaluators shared this same view.

TABLE XLII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "FEEDBACK CONFERENCES
ARE USED TO DISCUSS DATA COLLECTED AND
DETERMINED PROGRESS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	16	35	20	33	19	38	55	35
often	12	26	8	13	13	26	33	21
sometimes	8	17	7	11	4	8	19	12
seldom	4	9	9	15	6	12	19	12
very seldom	6	13	17	28	8	16	31	20
Evaluators								
almost always	16	55	14	36	15	79	45	52
often	6	21	14	36	2	11	22	25
sometimes	5	17	8	21	1	5	14	16
seldom	1	3	1	3	1	5	3	3
very seldom	1	3	2	5	0	0	3	3

The by group analysis of the responses of principals showed some

consistency, although Group II principals were the only group in which

less than 50% of the principals indicated that this type of conference

occurred "almost always" or "often." They were also the only group in which over 30% indicated this occurred "seldom" or "very seldom."

The analysis of evaluators by group showed Group III evaluators indicated a higher degree of frequency than did the other two groups, as 90% (N=17) responded in the "almost always" or "often" categories. When considering the combined responses mentioned above, Groups I and II showed some consistency, as 26% (N=22) of the evaluators in Group I, and 72% (N=28) in Group II indicated that this type of conference "almost always" or "often" occurred.

Table XLIII represents the data related to the statement: "Feedback conferences are conducted promptly following an observation or data collection." Some differences in the overall responses existed between evaluators and principals. While 34% (N=28) of the evaluators indicated that feedback conferences were "almost always" promptly held, fewer (22%, N=28) principals concurred. It should also be noted that 23% (N=28) of the principals indicated that prompt feedback conferences "seldom" or "very seldom" took place, while their counterpart evaluators indicated that this happens much less (7%, N=6).

An analysis of the responses of principals and evaluators by group revealed that in Group I, 17% (N=7) of the principals and 32% (N=9) of the evaluators indicated that prompt feedback conferences were "almost always" held. Also, while 26% (N=11) of the principals indicated that feedback conferences were "seldom" or "very seldom" held, only four percent (N=1) of the evaluators indicated that this "seldom" occurred, and none indicated that this prompt feedback "very seldom" occurred. The data related to Group II responses differed in two particular areas. First, 23% (N=11) of the principals and 35%

(N=13) of the evaluators indicated that prompt feedback conferences "sometimes" occurred; second, 18% (N=18) of the principals, but only three percent (N=1) of the evalutors, indicated that this "seldom" occurred.

TABLE XLIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "FEEDBACK CONFERENCES
ARE CONDUCTED PROMPTLY FOLLOWING AN
OBSERVATION OR DATA COLLECTION"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	7	17	13	29	8	21	28	22
often	14	33	11	24	11	29	36	29
sometimes	10	24	11	24	11	29	32	26
seldom	6	14	8	18	5	13	19	15
very seldom	5	12	2	4	3	8	10	8
Evaluators								
almost always	9	21	10	27	9	50	28	34
often	8	29	11	30	4	22	23	28
sometimes	10	36	13	35	3	17	26	31
seldom	1	4	1	3	2	11	4	5
very seldom	0	0	2	5	0	0	2	2

In Group III, differences were noted, especially in the responses category of "almost always," where 50% (N=9) of the evaluators

indicated that prompt feedback conferences were "almost always" held, but only 21% (N=8) of the principals concurred with this assessment. It should be pointed out that over 70% (72%, N=13) of the evaluators in Group III indicated that prompt feedback conferences were "almost always" or "often" held. Also, none of the evaluators indicated that this "very seldom" occurred.

The by group analysis of principals' responses showed that Group I principals had the lowest percentage which indicated that prompt feedback conferences "almost always" occurred. A pattern of consistency also existed in all three groups, as the principals indicated that prompt feedback conferences occurred "seldom" or "very seldom." Twenty-six percent (N=11), 22% (N=10), and 21% (N=8) of the principals in Groups I, II, and III indicated that feedback occurred "seldom" or "very seldom."

The evaluators' responses to the statement regarding prompt feedback sessions showed that many more (50%, N=9) of the evaluators in Group III indicated that prompt feedback sessions "almost always" occurred, than did those in Groups I and II. Consequently, more evaluators in Groups I and II indicated that prompt feedback sessions "sometimes" occurred than did those in Group III. The data also revealed that only Group II had any evaluators indicating that prompt feedback sessions "very seldom" occurred.

The data contained in Table XLIV related to the statement: "Feedback conferences related only to the data collected or specified goals." Regarding the overall responses of principals and evaluators, the data revealed a general pattern of agreement, with some exceptions. Fifteen percent (N=13) of the evaluators indicated that conferences

"almost always" pertained to collected data or specified goals, while eight percent (N=10) of the principals concurred with this statement. Also, while 19% (N=16) of the evaluators indicated that this occurred "seldom" or "very seldom," slightly more (23%, N=28) of the principals indicated this same degree of existence.

The group analysis of the responses of principals and evaluators revealed some inconsistencies, as did the overall analysis. In Group I, eight percent (N=3) of the principals indicated that feedback conferences "almost always" related to collected data or specified goals, while 14% (N=4) of the evaluators indicated the same degree of existence. Also, while 50% (N=20) of the principals indicated that this "sometimes" occurred, less (38%, N=11) of the evaluators concurred with this assessment. The Group II responses showed a general consistency, with the exception being that while 30% (N=13) of the principals indicated that feedback conferences "seldom" or "very seldom" related to collected data or specified goals, only 19% (N=7) of the evaluators indicated the same lack of this type of feedback conference. The Group III comparison was highlighted by the fact that only three percent (N=1) of the principals indicated that this type of feedback conference "almost always" occurred. Also of interest is the fact that 18% (N=7) of the principals indicated that this type of conference "seldom" occurred, as compared to none of the evaluators, yet, 16% (N=3) of the evaluators indicated that this "very seldom" occurred, as compared to only three percent (N=1) of the principals.

An analysis of the responses of principals by group showed that Group II principals had the lowest percentage which indicated that this type of conference "almost always" occurred, yet when the

responses of "almost always" and "often" were combined, Group III had

the highest percentage, as 50% (N=19) of the principals indicated that

this type of feedback conference "almost always" or "often" occurred.

TABLE XLIV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "FEEDBACK CONFERENCES
RELATE ONLY TO THE DATA COLLECTED OR
SPECIFIED GOALS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	3	8	6	14	1	3	10	8
often	10	25	10	23	18	47	38	31
sometimes	20	50	15	34	11	29	46	38
seldom	6	15	10	23	7	18	23	19
very seldom	1	3	3	7	1	3	5	4
Evaluators								
almost always	3	14	7	19	2	11	13	15
often	8	28	10	27	9	47	27	32
sometimes	11	38	13	35	5	26	29	34
seldom	5	17	5	14	0	0	10	12
very seldom	1	3	2	5	3	16	6	7

While 50% (N=20) of the Group I principals indicated a conference

of this nature "sometimes" occurred, 34% (N=15) and 29% (N=11) of

Groups II and III principals indicated this same degree of existence.

The data also revealed that Group II principals had the highest percentage (30%, N=13) which indicated that this type of feedback conference "seldom" or "very seldom" took place.

The by group analysis of the responses of evaluators revealed that when combining the responses of "almost always" and "often," 58% (N=11) of the evaluators in Groups III indicated that this type of feedback conference occurred to this degree. This compared with 33% (N=13) for Group I and 35% (N=16) for Group II. Also, whereas Groups I and II had similar percentages responding "seldom" (17%, N=5; 14%, N=5), Group III had no evaluators responding "seldom," yet Group III did have 16% (N=3) responding "very seldom," as compared to three percent (N=1) for Group I and five percent (N=2) for Group II.

The data related to the statement: "Feedback conferences are used to provide constructive feedback and recognition of positive results" is contained in Table XLV. The overall responses of evaluators and principals revealed some discrepancies. Seventy percent (N=84) of the principals indicated that feedback conferences were "almost always" or "often" constructive and positive, while 84% (N=71) of the evaluators indicated the same degree of constructive conferences. Only four percent (N=3) of the evaluators indicated that this type of conference "seldom" occurred. None of the evaluators indicated that positive conferences occurred "very seldom." These percentages compared with eight percent (N=10) and two percent (N=2) of the principals, who indicated that positive and constructive conferences occurred "seldom" or "very seldom."

The analysis of principals' and evaluators' responses by group revealed a general consistency in Group I, with two exceptions. While

43% (N=12) of the evaluators indicated that this type of conference "often" occurred, fewer (33%, N=13) of the principals agreed with this assessment. Also, while 28% (N=11) of the principals indicated that this type of conference "sometimes" occurred, slightly less (18%, N=5) of the evaluators concurred.

TABLE XLV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "FEEDBACK CONFERENCES
ARE USED TO PROVIDE CONSTRUCTIVE FEEDBACK
AND RECOGNITION OF POSITIVE RESULTS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	14	35	14	33	13	34	41	34
often	13	33	18	42	12	32	43	36
sometimes	11	28	5	12	9	24	25	21
seldom	2	5	6	14	2	5	10	8
very seldom	0	0	0	0	2	5	2	2
Evaluators								
almost always	9	32	15	41	13	68	37	44
often	12	43	17	46	5	26	34	40
sometimes	5	18	5	14	0	0	10	12
seldom	2	7	0	0	1	5	3	4
very seldom	0	0	0	0	0	0	0	0

It should also be noted that none of the principals or evaluators in Group I indicated that constructive and positive conferences "very seldom" occurred. Group II responses also contained two noteworthy exceptions. Forty-one percent (N=15) of the evaluators, as compared to 33% (N=14) of the principals, indicated that feedback conferences are "almost always" positive and constructive. Fourteen percent (N=6) of the principals indicated that positive conferences are "seldom" held, but none of the evaluators indicated this to be true. As with Group I, none of the principals or evaluators indicated that this type of conference "very seldom" occurred. The Group III responses showed the greatest disparity. Sixty-eight percent (N=13) of the evaluators in Group III indicated that positive and constructive conferences "almost always" occurred, while exactly half (34%, N=13) of the principals concurred with this assessment. This large difference in response thus created a disparity in the percentage of Group III principals and evaluators who indicated that positive conferences are "sometimes" held. Also, five percent (N=2) of the principals indicated that this occurred "very seldom," while none of the evaluators concurred.

The responses of principals by group were highlighted by general consistencies in Groups I and III. Group II varied to the degree that only 12% (N=5) of the principals indicated that positive and constructive conferences "sometimes" occurred. Group II also had over twice the percentage (14%, N=6) which indicated that this type of conference is "seldom" held. Only in Group III did any principals indicate that positive conferences were "very seldom" held (5%, N=2).

The responses of evaluators revealed a general compatibility, except that 94% (N=18) of the evaluators in Group III indicated that positive and constructive conferences "almost always" or "often" occurred. This compared with the percentages of Group I, 75% (N=21) and Group II, 87% (N=22) evaluators, who indicated that this type of conference "almost always" or "often" took place.

The data in Table XLVI relates to the statement: "Feedback conferences are two-way exchanges in which the principal, as the evaluatee, shares equally, in time and in substance, in the discussion of the items with the evaluator." The overall responses of principals and evaluators showed that a vast majority of both principals and evaluators indicated that the two-way exchange conferences "almost always" or "often" occurred. Ninety percent (N=75) of the evaluators and 74% (N=88) of the principals indicated these degrees of existence. Also, 20% (N=24) of the principals indicated that this type of conference "sometimes" occurred. It should also be noted that none of the evaluators indicated that this type of conference "very seldom" took place.

The analysis of principals' and evaluators' responses by group revealed that in Group I, 76% (N=30) of the principals, and 90% (N=25) of the evaluators indicated that conferences are "almost always" or "often" shared, two-way exchanges. It should also be observed that while six percent (N=2) of the principals indicated that this type of conference is "seldom" or "very seldom" held, none of the evaluators responded in a like manner. In Group II, a disparity could be observed when combining the "almost always" and "often" responses. Both evaluators and principals in Group II shared almost identical

percentages which indicated that two-way exchange conferences "almost always" occurred, but when the combination of responses was considered, 90% (N=23) of the evaluators and 67% (N=29) of the principals indicated this degree of existence occurred "almost always" or "often." Group II principals also showed a higher percentage (15%, N=7) which indicated that this "seldom" or "very seldom" occurred, than did their counterpart evaluators.

TABLE XLVI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "FEEDBACK CONFERENCES
ARE TWO-WAY EXCHANGES"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	15	38	19	42	15	39	49	41
often	15	38	10	22	14	37	39	33
sometimes	8	20	9	20	7	18	24	20
seldom	1	3	3	7	2	5	3	3
very seldom	1	3	4	9	0	0	5	4
Evaluators								
almost always	17	61	15	41	13	68	45	54
often	8	29	18	49	4	21	20	36
sometimes	3	11	3	8	0	0	8	10
seldom	0	0	1	3	0	0	1	1
very seldom	0	0	0	0	0	0	0	0

The Group II responses were highlighted by the fact that 68% (N=43) of the evaluators, as compared to 39% (N=15) of the principals, indicated that two-way exchange conferences "almost always" occurred. Both principals and evaluators agreed to the degree that this type of conference "very seldom" occurred.

When analyzing the responses of principals by group, the data revealed that over 60% of the principals in all three groups indicated that two-way exchange conferences occurred "almost always" or "often," with only the Group II responses being under 70%. Also, while some compatibility existed in the lower range responses, none of the principals in Group III indicated that this type of conference "very seldom" occurred.

As with the principals groups, Group II had the lowest percentage of evaluators who indicated that this type of conference "almost always" occurred (41%, N=15), while Group III evaluators had the highest percentage (68%, N=13). It should be noted, however, that when combining the "almost always" and "often" responses, the percentage for all three groups is almost identical. None of the evaluators in Groups I or III indicated that this type of conference occurred "seldom" or "very seldom," while only three percent (N=1) of the evaluators in Group II indicated that this "seldom" occurred.

The data in Table XLVII was obtained by asking the respondents to indicate the average number of feedback conferences held by each evaluator with each principal during the year. The overall responses, as well as the by group responses, revealed some striking differences. Five percent (N=8) of the principals indicated that no feedback conferences were held during the year. Forty-four percent (N=71) of the

principals, but only 15% (N=13) of the evaluators, indicated that one feedback conference was held per year. Similarly, while 29% (N=15) of the evaluators indicated that they averaged three feedback conferences during the year, only 10% (N=16) of the principals indicated the same number. This difference also held true for those indicating that four conferences were held during the year. Thirteen percent (N=11) of the evaluators indicated this to be true, while only one percent (N=2) of the principals indicated that an average of four conferences were held each year. Also, while 16% (N=14) of the evaluators indicated that five or more conferences were averaged, only seven percent (N=12) of the principals responded similarly.

The by group analysis revealed similar disparities. Eight percent of the principals in Group I indicated that the average number of feedback conferences was zero. Thirty-one percent (N=15) indicated that only one conference was held, while only 11% (N=3) of the evaluators indicated the same. Twenty-five percent (N=7) of the evaluators stated that the average number of conferences was three, while 14% (N=7) of the principals concurred with this number of conferences. Also, while 25% (N=7) of the evaluators indicated that five or more conferences were held, only 12% (N=6) of the principals indicated the same number of conferences. Like differences existed in Group II. Fifty-six percent (N=34) of the principals stated that the average number of conferences was one, and another 24% (N=15) responded that two was the average number of conferences. This compared with 23% (N=9) and 31% (N=12) of the evaluators in Groups I and II responding in a like fashion. Also, whereas 28% (N=11) of the evaluators indicated that three conferences were held, only eight percent (N=5) of

the principals viewed this as the average number of conferences being held.

TABLE XLVII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES INDICATING THE AVERAGE NUMBER OF
FEEDBACK CONFERENCES HELD PER YEAR

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
No. of Conferences								
0	4	8	3	5	1	2	8	5
1	15	31	34	56	22	44	71	44
3	7	14	5	8	4	8	16	10
4	1	2	0	0	1	2	2	1
5	1	2	1	1	0	0	2	1
5+	6	12	3	5	1	2	10	6
Evaluators								
No. of Conferences								
0	0	0	0	0	0	0	0	0
1	3	11	9	23	1	5	13	15
2	9	32	12	31	2	10	23	27
3	7	25	11	28	7	37	25	29
4	2	7	3	8	6	31	11	13
5	0	0	1	3	1	5	2	2
5+	7	25	3	8	2	10	12	14

It should also be noted that five percent (N=3) of the principals in Group II indicated that no conferences were held during the year. The pattern of differences was the same for Group III, but the differences themselves were even greater than in Groups I or II. Forty-four percent (N=22) of the principals, as compared to five percent (N=1) of the evaluators, indicated that only one conference was held per year. Almost similar results occurred when considering those that indicated two conferences per year were held. Forty-two percent (N=21) of the principals, but only 10% (N=2) of the evaluators indicated that two was the average number of conferences held. The Group III pattern reversed itself as the number of conferences increased. Thirty-seven percent (N=7) of the evaluators, but only eight percent (N=4) of the principals indicated that three conferences were held during the year. This was also true in the results obtained from those respondents who indicated that four conferences per year were held. Thirty-one percent (N=6) of the evaluators, compared to only two percent (N=1) of the principals, indicated that four conferences were held. Also, while 15% (N=3) of the evaluators stated that five or more conferences were held, only two percent (N=1) of the principals concurred.

As data reveals, the pattern of responses by group for the principals in all three groups showed that the greater percentage of principals indicated that one or two conferences was the average held per year. As the number of conferences increased, the percentage of principals indicating such decreased.

The data regarding evaluators revealed slightly varied responses, with Group III evaluators having a lower percentage of respondents who indicated that conferences were held only once or twice a year. Group

III had a much higher percentage (31%, N=6) of respondents who indicated that three conferences per year were held, but Group I contained the highest percentage indicating that five or more conferences were held (25%, N=7).

Concept Five

The fifth concept generated from the synthesis of the literature contained in Chapter II states that: "The opportunity for self-evaluation and improvement of performance should exist." Respondents were asked to respond to questions indicating a degree of existence. Also, respondents were asked questions which required a direct answer regarding the current status in their particular district.

The data in Table XLVIII relates to the statement: "The current evaluation system provides the opportunity for assessment by the principal of his or her performance." An analysis of the overall responses of principals and evaluators revealed that a greater percentage of evaluators than principals indicated that the opportunity for self-assessment existed. Sixtey-three percent (N=55) of the evaluators as compared to 35% (N=55) of the principals indicated that the opportunity for self-assessment "almost always" existed. Conversely, while 27% (N=44) of the principals indicated that this opportunity "seldom" or "very seldom" existed, only eight percent (N=7) of the evaluators responded in like fashion.

The by group analysis of the responses followed a similar pattern. Thirty-three percent (N=16) in Group I, 35% (N=22) in Group II, and 35% (N=17) in Group III of the principals indicated that the opportunity for self-assessment "almost always" existed.

TABLE XLVIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE CURRENT EVALUATION
SYSTEM PROVIDES THE OPPORTUNITY FOR
ASSESSMENT BY THE PRINCIPAL OF
HIS OR HER PERFORMANCE"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	16	33	22	35	17	35	55	35
often	11	23	7	11	13	27	31	19
sometimes	6	13	11	18	12	24	49	18
seldom	9	19	6	10	3	6	18	11
very seldom	6	13	16	26	4	8	26	16
Evaluators								
almost always	18	62	23	59	14	74	55	63
often	4	14	11	28	3	16	18	21
sometimes	2	7	3	8	2	11	7	8
seldom	2	7	2	5	0	0	4	5
very seldom	3	10	0	0	0	0	3	3

The evaluators' percentages were much higher, as 62%, N=18 in

Group I, 59% (N=23) in Group II, and 74% (N=14) in Group III viewed

this same opportunity as "almost always" existing. Thirty-two percent

(N=15) of the principals in Group I indicated that the opportunity for

self-assessment "seldom" or "very seldom" existed, while less (17%,

N=5) of the evaluators indicated this same lack of opportunity.

Thirty-six percent (N=22) of the principals in Group II also indicated

that this opportunity "seldom" or "very seldom" occurred, yet only

five percent (N=2) of the evaluators indicated that this opportunity "seldom" presented itself, and none reported that it "very seldom" existed. None of the evaluators in Group III indicated that the opportunity for self-assessment "seldom" or "very seldom" occurred, but 14% (N=7) of the principals stated this lack of opportunity did exist.

An analysis of the responses of principals revealed an almost identical percentage in all three groups of those who indicated that this opportunity "almost always" existed, although when combining the responses of "almost always" and "often," Group II contained the lowest percentage responding in this category. Also, while Groups I and II had similar percentages of respondents who indicated the opportunity for self-assessment "seldom" or "very seldom" existed, Group III principals had the lowest percentage, as only 14% (N=7) responded that this opportunity "seldom" or "very seldom" existed.

The responses of evaluators by group produced the fact that in all three groups, over 70% of the evaluators indicated that the opportunity for self-assessment "almost always" or "often" existed. Ten percent (N=3) of the evaluators in Group I stated that this opportunity "very seldom" existed, but none of the evaluators in Group I or II indicated this degree of lack of opportunity.

The data in Table XLVIX related to the statement: "The current evaluation system provides the opportunity for the principal to assess those who evaluated him/her in the evaluation process." The overall responses of principals and evaluators showed some definite differences. As the data revealed, 19% (N=16) of the evaluators indicated that the opportunity for evaluaton of superiors "almost always"

existed. Only nine percent (N=14) of the principals agreed that this opportunity "almost always" existed. The same disparity was apparent when considering the responses of those who indicated that this opportunity "often" existed. While 20% (N=17) of the evaluators indicated that this opportunity "often" existed, the same percentage (9%, N=15) of the principals concurred with this degree of existence. It can also be observed that while 46% (N=74) of the principals indicated that the opportunity to evaluate superiors "very seldom" occurred, less (30%, N=26) of the evaluators responded in this same manner.

TABLE XLVIX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE CURRENT EVALUATION
SYSTEM PROVIDES THE OPPORTUNITY FOR THE
PRINCIPAL TO ASSESS THOSE WHO EVALUATE
HIM OR HER IN THE EVALUATION PROCESS"

	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Totals N	Totals %
Principals								
almost always	5	10	4	6	5	10	14	9
often	3	6	8	13	4	8	15	9
sometimes	7	15	6	10	10	20	23	14
seldom	13	27	10	16	11	22	34	21
very seldom	20	42	34	55	20	40	74	46
Evaluators								
almost always	7	24	6	16	3	16	16	19
often	5	17	8	21	4	21	17	20
sometimes	3	10	6	16	6	32	15	17
seldom	4	14	7	18	1	5	12	14
very seldom	10	34	11	29	5	26	26	30

The analysis of the principals' and evaluators' responses by group revealed that in Group I, 16% (N=8) of the principals supported the contention that this opportunity "almost always" existed. In contrast, 41% (N=12) of the evaluators responded in kind. Sixty-nine percent (N=33) of the principals in Group I indicated that this opportunity "very seldom" or "seldom" existed, while 44% (N=140 of the evaluators concurred with this assessment. Group II responses showed a similar pattern. Only 19% (N=12) of the principals in Group II indicated that the opportunity to evaluate superiors "almost always" or "often" existed. In contrast, 37% (N=14) of the evaluators viewed this opportunity as existing at these degrees of existence. Seventy-one percent (N=44) of the principals in Group II expressed the view that this type of opportunity "seldom" or "very seldom" was available, while only 47% (N=18) of the evaluators indicated this same lack of opportunity. The analysis of Group III responses also revealed a similar pattern to those of Groups I and II. Only 18% (N=9) of the principals indicated that this opportunity "almost always" or "often" existed, while at the same time, 62% (N=31) indicated that this opportunity "very seldom" or "seldom" existed. The responses of evaluators showed an opposite view of the degree to which this opportunity existed. Thirty-seven percent (N=7) of the evaluators indicated that the opportunity to assess superiors' performance "almost always" or "often" existed, while only 31% (N=6) viewed this opportunity as "seldom" or "very seldom" existing.

As expected, the responses of evaluators showed a greater indication that the opportunity for this type of assessment occurred with greater frequency than indicated by the principals. Group I, with 24%

(N=7), had the highest percentage indicating that this opportunity "almost always" existed. When the responses of "almost always" and "often" were combined, the percentages were almost identical, as 41% (N=12) in Group I, 37% (N=14) in Group II, and 37% (N=7) in Group III of the evaluators viewed this opportunity as "almost always" or "often" existing. Thirty-two percent (N=6) of the evaluators in Group III responded to the category "sometimes," and also Group III had the lowest percentage (31%, N=6) who expressed the view that this opportunity "seldom" or "very seldom" existed. It was also interesting to note that, while Group I evaluators had the highest percentage responding in the "almost always" and "often" range, they also had the highest percentage indicating that this opportunity "seldom" or "very seldom" existed.

The data in Table L relates to the statement: "Principals are given the opportunity to make suggestions regarding the change or improvement of the evaluation system." The overall responses of principals and evaluators revealed that evaluators viewed this opportunity to make suggestions as occurring much more frequently than did their counterpart principals. Fifty-one percent (N=44) and 34% (N=30) of the evaluators indicated that this opportunity "almost always" or "often" occurred. This compared with 26% (N=42) and 28% (N=44) of the principals who concurred with this assessment. Only three percent (N=3) of the evaluators indicated that the opportunity to make suggestions "very seldom" or "seldom" existed, yet 24% (N=38) of the principals indicated that this opportunity "seldom" or "very seldom" existed.

An analysis of the responses of principals and evaluators by group showed the same general disparity as revealed in the overall

responses. Only 34% (N=16) of the principals in Group I indicated that the opportunity for making suggestions "almost always" existed, as compared to 62% (N=18) of the evaluators who indicated this same degree of existence.

TABLE L

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONSES TO THE STATEMENT: "PRINCIPALS ARE GIVEN THE OPPORTUNITY TO MAKE SUGGESTIONS REGARDING THE CHANGE OR IMPROVEMENT OF THE EVALUATION PROCESS"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	16	34	15	24	11	22	42	26
often	10	21	17	27	17	34	44	28
sometimes	9	19	12	19	14	28	35	22
seldom	10	21	7	11	3	6	20	13
very seldom	2	4	11	18	5	10	18	11
Evaluators								
almost always	18	62	19	49	7	37	44	51
often	8	28	14	36	8	42	30	34
sometimes	2	7	4	10	4	21	10	11
seldom	1	3	1	3	0	0	2	2
very seldom	0	0	1	3	0	0	1	1

When combining the range of "almost always" and "often," the percentage indicating such for principals was 55% (N=26), as compared

to 90% (N=26) for the evaluators. Twenty-one percent (N=10) of the principals indicated that this opportunity "seldom" existed, while only three percent of the evaluators indicated the same lack of opportunity. None of the evaluators in Group I indicated that the opportunity to make suggestions "very seldom" existed.

Group II responses were highlighted by the same pattern of difference in responses. Although 51% (N=32) of the principals in Group II indicated that they "almost always" or "often" had the opportunity to make suggestions, 85% (N=33) of the evaluators believed that this opportunity existed "almost always" or "often." Also, while 19% (N=18) of the principals indicated that this opportunity "seldom" or "very seldom" existed, only six percent of the evaluators responded in like fashion. The Group III responses revealed a similar pattern. Fifty-six percent (N=28) of the principals indicated they "often" or "almost always" had the opportunity to make suggestions, while slightly more (69%, N=15) of the evaluators viewed this opportunity as "almost always" or "often" in existence. Of most interest is the fact that 16% (N=8) of the principals in Group III indicated that the opportunity to make suggestions "seldom" or "very seldom" existed, while none of the evaluators responded in these categories.

The responses of principals, analyzed by group, revealed that when considering only the "almost always" degree of existence, Group I, with 34% (N=16) of the principals indicating this type of opportunity existed, had the highest percentage which responded in this manner. When combining the response ranges of "almost always" and "often," the percentages were very similar, with 55% (N=26) of Group I, 51% (N=32) of Group II, and 56% (N=28) of Group III indicating that

this particular opportunity "almost always" or "often" existed. Group
III principals had the highest percentage indicating that the opportu-
nity to make suggestions "sometimes" existed (28%, N=14), and thus
they had the lowest percentage indicating that this same opportunity
"seldom" or "very seldom" existed. This number compared with 25%
(N=12) for Group I and 29% (N=18) for Group II.

The analysis of evaluators' responses showed that at least 85% of
the respondents in Groups I and II indicated that the opportunity to
make suggestions "almost always" or "often" occurred. Although under
80% (79%, N=15) of the evaluators in Group III indicated this opportu-
nity existed to the same degree, 21% did indicate that this opportu-
nity "sometimes" existed. Also, Group III evaluators were the only
ones who failed to indicate that this opportunity "seldom" or "very
seldom" took place.

Table LI and the data contained therein relates to the statement:
"Principals whose performance is considered substandard have suffi-
cient opportunity for improvement." The data shows that there ap-
peared to be some general agreement between evaluators and principals
regarding this issue. Sixty-two percent (N=54) and 30% (N=46) of the
evaluators and principals indicated that the opportunity for improve-
ment "almost always" and "often" existed. Ninety-three percent (N=81)
of the evaluators and 71% (N=108) of the principals viewed this oppor-
tunity existing "almost always" or "often." A large percentage (20%,
N=31) of the principals indicated that such an opportunity existed
"sometimes." While none of the evaluators indicated this opportunity
"seldom" or "very seldom" existed, 10% (N=14) of the principals viewed
a lack of opportunity for improvement as being in existence.

TABLE LI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "PRINCIPALS WHOSE
PERFORMANCE IS CONSIDERED SUBSTANDARD
HAVE SUFFICIENT OPPORTUNITY
FOR IMPROVEMENT"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	13	28	20	33	13	28	46	30
often	19	41	22	37	21	45	62	41
sometimes	11	24	10	17	10	21	31	20
seldom	2	4	7	12	1	2	10	7
very seldom	1	2	1	2	2	4	4	3
Evaluators								
almost always	20	69	20	51	14	74	54	62
often	7	24	16	41	4	21	27	31
sometimes	2	7	3	8	1	5	6	7
seldom	0	0	0	0	0	0	0	0
very seldom	0	0	0	0	0	0	0	0

An analysis of responses between evaluators and principals by
group revealed the same pattern as exhibited in the overall responses,
with evaluators indicating a greater degree of existence than did the
principals, but with both having a majority who indicated that suffi-
cient opportunity for improvement did exist. Only 28% (N=13) of the
principals, as compared to 69% (N=20) of the evaluators in Group I,
stated that the opportunity for improvement "almost always" existed.
The percentage of those responding that this opportunity "almost

always" or "often" existed was 69% (N=22) of the principals and 93% (N=27) of the evaluators. Thus, it is not surprising to observe that while 24% (N=11) of the principals indicated that the opportunity for improvement "sometimes" existed, only seven percent (N=2) of the evaluators concurred, and where six percent (N=3) of the principals viewed this opportunity as "seldom" or "very seldom" in existence, none of the evaluators indicated that such a lack of opportunity existed. This pattern of response continued with the analysis of the Group II responses. Thirty-three percent (N=20) of the principals as compared to 51% (N=20) of the evaluators indicated that the opportunity for improvement "almost always" occurred, although 70% (N=42) of the principals, and 95% (N=18) of the evaluators, indicated that this opportunity "almost always" or "often" existed. Again, just as with Group I, many more principals (17%, N=10) than evaluators (8%, N=3) viewed this particular opportunity as "sometimes" in existence. Also, while 14% (N=8) of the principals indicated that this opportunity "seldom" or "very seldom" occurred, none of the evaluators indicated this lack of opportunity for improvement. The Group III responses did not deviate from the pattern of responses in the other two groups. Only 28% (N=13) of the principals in Group III viewed the opportunity for improvement as "almost always" in existence as compared to 74% (N=14) of the evaluators who indicated that this opportunity "almost always" existed. When considering the combined responses of "almost always" and "often," 73% (N=41) of the principals and 95% (N=18) of the evaluators responded in this range of existence. Thus, as with Groups I and II, 21% (N=10) of the principals indicated that this opportunity "sometimes" existed, while only five percent (N=1) of the

evaluators concurred. Also, while six percent (N=3) of the principals indicated that the opportunity for improvement "seldom" or "very seldom" existed, none of the evaluators responded in this range of existence.

As the data indicates, the responses of principals and evaluators within their respective groups was fairly consistent. Only where 12% of the principals in Group II indicated that this opportunity "seldom" existed did a striking discrepancy exist. It should also be observed that over 90% of the evaluators in all three groups indicated that the opportunity for improvement "almost always" or "often" occurred and that none of the evaluators indicated that this same opportunity "seldom" or "very seldom" existed.

The Data in Table LII relates to the question: "If the evaluation results are unfavorable or if the principal does not agree, does the system provide the opportunity to appeal to a higher authority?" Respondents were asked to indicate a "yes" or "no" to the specific question. As the data in Table LII show, overall, 76% (N=64) of the evaluators and 50% (N=23) of the principals indicated that an appeal process did exist.

The by group analysis of the responses of principals and evaluators revealed that in Group I, 79% (N=23) of the evaluators and 60% (N=27) of the principals indicated that an appeal was possible. In Group II, 74% (N=29) of the evaluators, compared to 42% (N=26) of the principals, indicated that an appeal route was available. Group III responses revealed that 63% (N=12) of the evaluators and 51% (N=25) of the principals also indicated that the principal had the opportunity to appeal.

TABLE LII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES INDICATING OPPORTUNITY TO APPEAL TO
A HIGHER AUTHORITY

If evaluation results are unfavorable, or if principals do not agree,
does the system include the opportunity to appeal to a higher author-
ity?

	Group	Yes N	Yes %	No N	No %
Principals					
	I	27	60	18	40
	II	26	42	36	58
	III	25	51	24	49
	Totals	78	50	78	50
Evaluators					
	I	23	79	6	21
	II	29	74	10	26
	III	12	63	7	37
	Totals	64	76	23	24

The responses of principals by group revealed that only in Group
II did less than a majority of principals (42%, N=26) indicate that an
appeal was available. Group I principals had the highest percentage
indicating that an appeal process did exist (60%, N=27).

The responses of evaluators was fairly consistent in Groups I and
II, as 79% (N=23) in Group I and 74% (N=29) in Group II indicated that
an appeal process did exist. Only in Group III did the percentage of

affirmative answers fall below 70%, as 63% (N=12) of the evaluators indicated that an appeal process was available.

In relation to Concept Five, respondents were asked to answer the question: "If the opportunity for self-assessment by the principal is provided, during what phase of the evaluation process does it take place?" The respondents' choices were: beginning, during, end, continuous, or no opportunity for self-assessment.

The data in Table LIII reveal interesting differences in the overall responses of principals and evaluators. While an almost identical percentage of both indicated that the opportunity for self-assessment was at the "beginning" of the process, 31% (N=27) of the evaluators as compared to 16% (N=26) of the principals indicated that self-assessment was a "continuous" process. Only four percent (N=4) of the evaluators, compared to 14% (N=22) of the principals, indicated that self-assessment occurred at the "end" of the evaluation process. Also, while 23% (N=20) of the evaluators indicated that the self-assessment took place "during" the process, only 12% (N=19) of the principals indicated the same. It should also be noted that while 32% (N=51) of the principals indicated that no opportunity for assessment existed, only 13% (N=11) of the evaluators indicated that no such opportunity existed.

The by group analysis of evaluators' and principals' responses also revealed differences. In Group I, 18% (N=5) of the evaluators, compared to 10% (N=5) of the principals, indicated that self-assessment took place "during" the evaluation process. Seven percent (N=2) of the evaluators and 14% (N=7) of the principals in Group I indicated that self-assessment occurred at the "end" of the evaluation

process. Thirty-six percent (N=10), as opposed to 23% (N=11), of the evaluators and principals in Group I indicated that self-assessment was a "continuous" process. Thirty-one percent (N=15) of the principals in Group I indicated that no opportunity for self-assessment existed, while 21% (N=6) of the evaluators indicated the same lack of opportunity for self-assessment.

TABLE LIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
RESPONSES FOR SELF-ASSESSMENT PHASE

Phase of Assessment	Group I N	Group I %	Group II N	Group II %	Group III N	Group III %	Totals N	Totals %
Principals								
beginning	10	21	16	26	15	30	41	26
during	5	10	6	9	8	16	19	12
end	7	14	9	14	6	12	22	14
continuous	11	23	8	13	7	14	26	16
non-existent	15	31	23	37	13	26	51	32
Evaluators								
beginning	6	21	11	28	8	42	25	29
during	5	18	7	18	8	42	20	23
end	2	7	2	5	0	0	4	4
continuous	10	36	14	36	3	16	27	31
non-existent	6	21	5	13	0	0	11	13

In Group II, 18% (N=7) of the evaluators, compared to nine per-cent (N=6) of the principals, indicated that self-assessment took place "during" the evaluation process. Five percent (N=2) of the evaluators, compared to 14% (N=9) of the principals, responded that self-assessment occurred at the "end" of the evaluation process. Thirty-six percent (N=14) of the evaluators in Group II, compared to only 13% (N=8) of the principals, indicated that self-assessment was a "continuous" process. Again, as with Group I, many more evaluators indicated that no opportunity for self-assessment existed. Thirty-seven percent (N=23) of the principals in Group II, but only 13% of the evaluators, indicated that no opportunity for self-assessment existed. The Group responses revealed that 42% (N=8) of the evalua-tors, compared to 30% (N=15) of the principals, indicated that self-assessment occurred at the "beginning" of the process. Fifty-eight percent (N=11) of the evaluators also indicated that assessment oc-curred "during," or was a "continuous" part of the process. While 26% (N=13) of the principals indicated that no opportunity for self-assessment existed, none of the evaluators in Group III indicated this lack of opportunity.

The analysis of the responses of principals showed that in Groups I and II, a higher percentage of principals indicated that no opportu-nity for self-assessment existed. In Group I, the next highest per-centage fell into the area of those indicating that self-assessment was "continuous."

In Group II, 26% (N=16) of the principals indicated that self-assessment occurred at the "beginning" of the evaluation process, representing the next highest percentage of responses to no assessment

whatsoever. Only in Group III, where 30% (N=15) of the principals indicated that assessment occurred at the "beginning" of the process, did a greater percentage indicate a particular time of self-assessment, than did those indicating no self-assessment at all.

The responses of evaluators revealed that Groups I and II showed somewhat different response patterns, although 21% (N=6) of the evaluators in Group I, compared to 13% (N=5), indicated that no opportunity existed for self-assessment. This is in contrast to Group III, where none of the evaluators indicated that there was no opportunity for self-assessment; thus, Group III evaluators had the highest percentage of evaluators indicating that some process of self-assessment for principals did occur.

Concept Six

The sixth concept developed from the synthesis of the literature is: "Follow-up plans should be developed related to the entire evaluation process." Respondents were asked to answer the question indicating a degree of existence.

Table LIV contains the data related to the statement: "Follow-up plans are written or discussed following the final feedback conference." The overall responses of principals and evaluators revealed that evaluators indicated a higher degree of implementation than did principals. Twenty-one percent (N=18) of the evaluators, compared to 13% (N=20) of the principals, indicated that follow-up plans were "almost always" developed. While 27% (N=23) of the evaluators indicated that plans were "often" developed, only 17% (N=27) of the principals concurred. While the same percentage (17%, N=27) of the

principals concurred, and while the same percentage (17%, N=27) of the principals indicated plans were "sometimes" developed, a much higher percentage (37%, N=32) of the evaluators viewed this particular procedure as "sometimes" occurring. Only five percent (N=4) of the evaluators, compared to 17% (N=27) of the principals, responded that follow-up plans were "seldom" developed. The greatest disparity lay in those individuals stating that this procedure "very seldom" occurred. Thirty-seven percent (N=59) of the principals, but only 10% (N=9) of the evaluators, indicated that follow-up plans were "very seldom" developed.

The by group comparison of the responses of principals and evaluators showed that in Group I, while only four percent (N=2) of the principals indicated that plans were "almost always" developed, 17% (N=5) of the evaluators responded that this did "almost always" occur. Forty-one percent (N=12) of the evaluators indicated that plans were "sometimes" developed; only 12% (N=6) of the principals indicated this same degree of existence. Sixty-five percent (N-37) of the principals in Group I, but only 17% (N=5) of the evaluators indicated that plans were "seldom" or "very seldom" developed. The Group II responses could be highlighted in two areas. First, 49% (N=19) of the evaluators, compared to 23% (N=14) of the principals, indicated that follow-up plans were "almost always" or "often" developed. Just the opposite was true in the lower degrees of existence. Fifty-six percent (N=34) of the principals, but only 28% (N=7) of the evaluators proposed that follow-up plans were developed "seldom" or "very seldom." The Group III responses, although showing some consistency in the higher degree

response range, did show the same disparity in the lesser degree ranges.

TABLE LIV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "FOLLOW-UP PLANS ARE
WRITTEN OR DISCUSSED FOLLOWING THE
FINAL FEEDBACK CONFERENCE"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	2	4	8	13	10	20	20	13
often	9	18	6	10	12	24	27	17
sometimes	6	12	13	21	8	16	27	17
seldom	14	29	8	13	5	10	27	17
very seldom	19	37	26	43	15	30	59	37
Evaluators								
almost always	5	17	9	23	4	22	18	21
often	7	24	10	26	6	33	23	27
sometimes	12	41	13	33	7	39	32	37
seldom	2	7	2	5	0	0	4	5
very seldom	3	10	5	13	1	6	9	10

For example, 39% (N=7) of the evaluators, compared to 16% (N=8) of the principals, indicated that follow-up plans were "sometimes" developed. Also, while none of the evaluators indicated plans were "seldom" developed, and only six percent (N=1) indicated that they

were "very seldom" developed; 40% (N=20) of the principals stated that plans were "seldom" or "very seldom" developed.

The analysis of the principals' responses by group revealed that a high percentage of principals viewed this particular procedure as occurring "seldom" or "very seldom." Group I had the highest percentage, as 65% (N=32) of the principals indicated that plans were "seldom" or "very seldom" developed. Group II, with 56% (N=34), and Group III, with 40% (N=20), also had a high percentage of principals indicating that plans were "seldom" or "very seldom" developed. It should be noted that, while Group III had the lowest percentage indicating that plans were "seldom" or "very seldom" developed, they also had the highest percentage indicating that these plans were "almost always" or "often" developed (44%, N=22).

The pattern of responses for the evaluators showed a general consistency, with many more indicating that plans were at minimum at least "sometimes" developed. Group III, with only six percent (N=1) of the evaluators stating that plans were "very seldom" developed, and none indicating that they were "seldom" developed, had the lowest percentage indicating these lesser degrees of existence.

Contained in Table LV is the data related to the statement: "Follow-up plans that are written or discussed are used as a basis to facilitate the process for the next year." As the data revealed, the responses did show some inconsistencies, whereas 52% (N=39) of the evaluators stated that plans were "often" used to facilitate the next years' process, less than 31% (N=31) of the principals indicated the same. Forty-two percent (N=42) of the principals, compared to 28% (N=21) of the evaluators indicated that this facilitation "sometimes"

took place. Eleven percent (N=11) of the principals and only four

percent (N=3) of the evaluators viewed this as "seldom" occurring.

Also, while three percent (N=3) of the principals indicated that this

particular procedure "very seldom" took place, none of the evaluators

agreed with that assessment.

TABLE LV

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "FOLLOW-UP PLANS THAT
ARE WRITTEN OR DISCUSSED ARE USED AS A
BASIS TO FACILITATE THE PROCESS FOR
THE NEXT YEAR"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	2	6	6	17	6	17	14	14
often	10	32	10	29	11	31	31	31
sometimes	12	39	16	46	14	40	42	42
seldom	4	13	3	9	4	11	11	11
very seldom	3	10	0	0	0	0	3	3
Evaluators								
almost always	4	17	6	18	2	12	12	16
often	9	38	19	56	11	65	39	52
sometimes	11	46	7	21	3	18	21	28
seldom	0	0	2	6	1	6	3	4
very seldom	0	0	0	0	0	0	0	0

A by group analysis of the responses of principals and evaluators revealed some interesting comparisons. Six percent (N=2) of the principals in Group I, compared to 17% (N=4) of the evaluators, indicated that plans were "almost always" used to facilitate the next year's process, but while 23% (N=7) of the principals indicated this "seldom" or "very seldom" occurred, none of the evaluators indicated this lack of facilitation.

The Group II responses were highlighted by differences in the "often" and "sometimes" response categories. Fixty-six percent (N=19) of the evaluators as compared to 29% (N=10) of the principals, indicated that this particular procedure was "often" used, yet 46% (N=16) of the principals, compared to 21% (N=7) of the evaluators, indicated that this procedure "sometimes" occurred. It should also be noted that none of the principals or evaluators in Group II indicated that this procedure "very seldom" occurred. As in Group II, the Group III responses differed most in the "often" and "sometimes" response categories. Only 31% (N=11) of the principals, compared to 65% (N=11) of the evaluators, indicated that plans are "often" used to facilitate the next year's evaluation process, although 40% (N=14) of the principals, compared to 18% (N=3) of the evaluators in Group III, stated that this procedure "sometimes" occurred. Eleven percent (N=4) of the principals, as opposed to six percent (N=1) of the evaluators, indicated that plans were "seldom" used to facilitate the next year's evaluation process. As with Group II, none of the principals or evaluators indicated that this procedure was "very seldom" used.

An analysis of responses by group revealed that Group I had the lowest percentage (6%, N=6) of the principals who indicated that this

procedure was "almost always" used, and also that they had the highest percentage who indicated that it was "seldom" or "very seldom" used. Combining the responses of "almost always" and "often", 38% (N=12) of the Group I, 46% (N=16) of Group II, and 48% (N=17) of Group III principals indicated that plans "almost always" or "often" were used to facilitate the next year's process.

The responses of evaluators showed that Group III, with 77% (N=13), had the highest percentage indicating that this procedure "almost always" or "often" occurred, and Group I, with 55% (N=13), had the lowest percentage who indicated the same, although 46% of the Group I evaluators did indicate that plans were "sometimes" used to facilitate the next year's evaluation process. It should also be noted that none of the evaluators in any group indicated that this procedure "very seldom" occurred.

The statement: "The evaluation process is continuous and cyclical in nature," and the data associated with it, is contained in Table LVI. As the data revealed, the overall responses between principals and evaluators showed some dissimilarities. Eighty-four percent (N=72) of the evaluators indicated that the process is "almost always" or "often" continuous and cyclical, while 58% (N=92) of the principals stated the same. Conversely, 27% (N=44) of the principals stated that the process is "seldom" or "very seldom" continuous, while only nine percent (N=8) of the evaluators indicated this same lack of a continuous process.

The by group analysis of the responses of principals and evaluators in each group indicated a higher degree of existence than did

the principals, although over 50% of the principals in each group

indicated that a continuous process was "almost always" or "often" in

existence.

TABLE LVI

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE EVALUATION PROCESS
IS CONTINUOUS AND CYCLICAL IN NATURE"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	10	21	16	26	15	31	41	26
often	15	32	20	32	16	33	51	32
sometimes	7	15	9	15	6	12	22	14
seldom	6	13	5	8	7	14	18	11
very seldom	9	19	12	19	5	10	26	16
Evaluators								
almost always	11	38	15	38	11	61	37	43
often	12	41	17	44	6	33	35	41
sometimes	2	7	4	10	0	0	6	7
seldom	3	10	3	8	0	0	6	7
very seldom	1	3	0	0	1	6	2	2

In Group I, 21% (N=16) of the principals, compared to 38% (N=11)

of the evaluators, indicated that the evaluation process was "almost

always" continuous. While 19% (N=9) of the principals indicated that

a continuous process "very seldom" existed, only three percent (N=1)

of the evaluators stated the same. Group II responses followed a similar pattern. Twenty-six percent (N=16) of the principals, compared to 38% (N=15) of the evaluators, indicated that a continuous process "almost always" existed. As with Group I, 19% (N=12) of the principals indicated that the process of evaluation is "very seldom" continuous or cyclical, but none of the evaluators in Group II indicated this nonexistence of a continuous process. In Group III, 64% (N=31) of the principals, as opposed to 94% of the evaluators, indicated that a continuous process "almost always" or "often" existed. Twenty-four percent (N=12) of the principals and only six percent (N=1) of the evaluators, indicated a continuous process "seldom" or "very seldom" existed.

The responses of principals by group revealed a general consistency, with over 50% of the principals in all three groups indicating that a continuous process of evaluation "almost always" or "often" existed. Group III, with 64% (N=31), had the highest percentage who indicated taht a continuous process "almost always" or "often" existed, while Group I, with 32% (N=15), had the highest percentage who indicated that this procedure "seldom" or "very seldom" occurred.

The evaluators' responses were highlighted by a preponderance of the respondents who indicated a high degree of existence. Group I, with 79% (N=23); Group II, with 82% (N=32); and Group III, with 94% (N=17); demonstrated the high percentage of evaluators who indicated that the evaluation process was "almost always" or "often" continuous and cyclical. As with their counterpart principals, Group I principals had the highest percentage who indicated that this particular procedure "seldom" or "very seldom" existed.

The data in Table LVII refers to the statement: "The evaluation process is considered a single year process, and is considered terminated when the final judgment is made by the evaluator." The overall responses of principals and evaluators revealed that only 11% (N=9) of the evaluators as opposed to 24% (N=38) of the principals indicated that the evaluation process is "almost always" a single year process, and while 32% (N=25) of the evaluators indicated that this "very seldom" occurred, 21% (N=33) of the principals indicated that a single year process "very seldom" occurred.

TABLE LVII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPON-
SES TO THE STATEMENT: "THE EVALUATION PROCESS
IS CONSIDERED A SINGLE YEAR PROCESS AND IS
CONSIDERED TERMINATED WHEN THE FINAL
JUDGMENT IS MADE BY THE EVALUATOR"

	Group I		Group II		Group III		Totals	
	N	%	N	%	N	%	N	%
Principals								
almost always	14	30	11	18	13	26	38	24
often	8	17	9	15	13	26	30	19
sometimes	12	26	13	21	6	12	31	20
seldom	6	13	11	18	9	18	26	16
very seldom	6	13	18	29	9	18	33	21
Evaluators								
almost always	4	17	2	5	3	16	9	11
often	5	22	8	22	5	26	18	23
sometimes	2	9	8	22	3	16	13	16
seldom	4	17	8	22	2	11	14	18
very seldom	8	35	11	30	6	32	25	32

The by group analysis of the responses of principals and evaluators also showed some disparities. Thirty percent (N=14) of the principals, but only 17% (N=4) of the evaluators, indicated that evaluation was "almost always" noncontinuous, and while 26% (N=12) of the principals indicated that the single year process was "sometimes" in existence, only nine percent (N=2) of the evaluators concurred. Also, 26% (N=12) of the principals, compared to 52% (N=12) of the evaluators, indicated that the evaluation process was "seldom" or "very seldom" noncontinuous. The Group II responses showed a general consistency, except for one glaring inconsistency. Eighteen percent (N=11) of the principals, as opposed to only five percent (N=2) of the evaluators, indicated that evaluation was "almost always" a single year process. Group II responses followed a similar pattern. Twenty-six percent (N=13) of the principals, compared to 16% (N=3) of the evaluators, stated that evaluation was "almost always" a single year process. Also, while 18% (N=9) of the principals indicated that a single year process "very seldom" existed, 32% (N=6) of the evaluators indicated the same.

A by group analysis of the responses of principals showed both Groups I and III had over 45% who indicated that a single year process "almost always" or "often" existed, but Group II had only 33% (N=20) who indicated this same degree of a single year process. Group I had the lowest percentage who indicated that this procedure "seldom" or "very seldom" existed, and Group II, with 47% (N=29), had the highest percentage who indicated that a single year process "seldom" or "very seldom" existed.

The analysis of the responses of evaluators revealed that, similar to their principals, Group II evaluators had the lowest percentage who indicated that a single year process "almost always" or "often" existed. Over 40% of the evaluators in all three groups indicated that a single year process "seldom" or "very seldom" existed.

Concept Seven

The seventh concept developed from the synthesis of the literature states that: "Evaluators should be knowledgeable, demonstrate expertise, and have a commitment to the evaluation of the principals under their direction." In order to determine reported practices related to this concept, respondents were asked to respond to a series of questions requiring direct answers. A question was also developed to attempt to determine who was most responsible for the evaluation of building principals.

In order to analyze the data and answer the question of who evaluates building principals, a short review of a series of questions asked of the respondents related to Concept Two is in order. Respondents were asked, through an indication of a degree of existence, to identify if parents, teachers, or students were formally involved in the data collection process related to the evaluation of principals. As Table LVIII shows, an overwhelming percentage of both principals and evaluators indicated that parents and students have little formal involvement in the evaluation of principals. The data also revealed that while a high percentage of both principals and evaluators indicated that teachers were not formally involved in the evaluation of

TABLE LVIII

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
RESPONSES INDICATING THE RESPONS MOST
RESPONSIBLE FOR EVALUATING
PRINCIPALS

	Evaluators		Principals	
	N	%	N	%
Group I				
superintendents	26	93	42	88
superintendents & school board members	2	7	5	10

superintendents, school
  board, and community,
  students and teachers
	0	0	1	2

Group II				
superintendent	23	59	41	66
assist. superintendent	2	5	1	2
superintendent & assist. superintendent	11	28	14	22
superintendent & school board members	1	3	3	5
team approach	2	5	0	0

superintendent, school
  board members, community,
  parents, teachers, stu-
  dents
	0	0	1	2

Group III				
superintendent	2	11	12	24
superintendent & assist. superintendent	4	21	7	14
supervisors	0	0	1	2
directors	0	0	3	6
assist. superintendent & directors	1	5	0	0
superintendent & directors	3	16	1	2
team approach	2	11	4	8
superintendent & school board members	0	0	3	6

suprintendent, assist.
  superintendent, & other
  central office staff
	0	0	1	2

principals, the percentage is not as overwhelming, especially when compared to the questions related to students and parents.

Both principals and evaluators were asked to "Please check the person or persons most directly responsible for the evaluation of building principals." Table LVIII contains the data related to this particular question. The Group I responses revealed that 93% (N=26) of the evaluators, compared to 86% (N=42) of the principals, indicated that the superintendent was most directly responsible for the evalua- tion of principals. Seven percent (N=2) of the evaluators and 10% (N=5) of the principals indicated that superintendents and school board members were most responsible for the evaluation of principals. Also, two percent (N=1) of the principals in Group I indicated that superintendents, school board members and community, teachers, and students were most responsible for the evaluation of principals.

The Group II responses of evaluators also revealed some general consistency. Fifty-nine percent (N=23) of the evaluators, as compared to 66% (N=41) of the principals, indicated that the superintendent and assistant superintendent were most responsible for evaluating princi- pals. It is also worthy of mention that 10% (N=6) of the principals included school board members in the process, while only three percent (N=1) of the evaluators indicated that school board members had any direct responsibility in the evaluation of principals.

An analysis of the responses of Group III principals and evalua- tors revealed a greater range and diversification of responses than those of Groups I and II. Eleven percent (N=2) of the evaluators and 24% (N=12) of the principals stated that the direct responsibility for evaluation lay with the superintendent. Also, 37% (N=7) of the

evaluators and 35% (N=17) of the principals indicated that assistant superintendents had the major responsibility for evaluation of principals. Eleven percent (N=2) of the evaluators indicated that the team approach was used. This compared to eight percent (N=4) of the principals. Twenty-one percent (N=4) of the evaluators and 14% (N=7) of the principals indicated that the superintendents and assistant superintendents had direct responsibility for the evaluation of building principals. It should also be noted that none of the evaluators indicated any direct responsibility of board members in the evaluation process.

The next series of question related to concept seven were asked only of evaluators. The data in Table LIX relates to the question: "Have you had a specific class or extended study in the area of administrative evaluation?" Overall, 84% (N=73) of the evaluators indicated that they had taken a class or had extended study in this particular area, with only 16% (N=14) indicating no such experience.

The by group analysis revealed that 93% (N=27) in Group I, 79% (N=31) in Group II, and 79% (N=15) in Group III indicated that they had taken a class or had extended study in the area of administrative evaluation.

Table LX contains the data related to the question: "Have you attended a workshop or received in-service training related to the evaluation of principals?" Overwhelmingly, evaluators stated that they had attended a workshop related to administrative evaluation, as 95% (N=82) responded "yes" to this particular question.

The by group responses showed that 96% (N=27) of Group I, 92% (N=32) of Group II, and 100% (N=19) of the Group III evaluators

TABLE LIX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
SPECIFIC CLASSES OR EXTENDED STUDY OF
ADMINISTRATIVE EVALUATION BY THOSE
MOST RESPONSIBLE FOR EVALUATING
PRINCIPALS

	Yes		No	
	N	%	N	%
Group I	27	93	2	7
Group II	31	79	8	21
Group III	15	79	4	21
Total	73	84	14	16

TABLE LX

FREQUENCY AND PERCENTAGE DISTRIBUTION OF
ATTENDANCE AT WORKSHOPS OR IN-SERVICE
BY THOSE MOST RESPONSIBLE FOR
EVALUATING PRINCIPALS

	Yes		No	
	N	%	N	%
Group I	27	96	1	4
Group II	36	92	3	8
Group III	19	100	0	0
Total	82	95	4	5

indicated that they had attended an administrative evaluation related workshop.

The data in Table XLI relates to the request: "Indicate where the major portion of your knowledge about administrative evaluation has been developed." Respondents were asked to rank the following items: specific classses, workshops or conferences, in-service training, current reading; and past experience.

As the data revealed, in Group I, 50% (N=13) indicated that "past experience" was their major source of knowledge, and thus they ranked it number one, although 15% (N=4) stated that past experience was not applicable to their knowledge of administrative evaluation. Nineteen percent (N=5) of the evaluators in Group I ranked "workshops and conferences" as their major source of knowledge. Thirty-eight percent (N=10) ranked "in-service training" as second, while 31% (N=8) and 27% (N=7) ranked "specific classes" and "workshops," respectively, as their second major source of knowledge. Also, 42% (N=11) ranked the knowledge gained from "current reading" as third. It should be noted that 62% (N=16) of the evaluators in Group I ranked the training received from "specific classes" as fifth.

As in Group I, the highest percentage of evaluators in Group II (53%, N=15) ranked the knowledge gained from "past experience" as first. Eighteen percent (N=5) indicated that the major portion of their knowledge was derived from "current reading." Forty-three percent (N=12) of the evaluators in Group II ranked the knowledge gained from "specific classes" as second, and 29% (N=8) ranked the knowledge obtained from "in-service training" as third. Again, similar to Group I, the highest percentage ranking an item as fifth

TABLE LXI

FREQUENCY AND PERCENTAGE DISTRIBUTION
RANKING ITEMS RELATED TO KNOWLEDGE
OF ADMINISTRATIVE EVALUATION

Item	1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	NA N	NA %
Group I												
specific classes	0	0	8	31	1	4	1	4	16	62	0	0
workshops, conferences	5	19	7	27	1	4	8	31	3	12	2	8
in-service training	0	0	10	38	5	19	6	23	4	15	1	4
current reading	0	0	0	0	11	42	6	23	1	4	8	30
past experience	13	50	3	11	2	8	2	8	2	8	4	15
Group II												
specific classes	4	14	12	23	0	0	1	4	11	39	0	0
workshops, conferences	1	4	5	18	2	4	12	43	7	52	1	4
in-service training	2	7	5	18	8	29	6	21	4	14	3	11
current reading	5	18	4	14	5	18	1	4	2	7	11	39
past experience	15	53	1	4	3	11	4	14	1	4	4	14
Group III												
specific classes	2	13	6	40	1	7	2	13	4	27	0	0
workshops, conferences	1	7	4	27	2	13	5	33	2	13	1	7
in-service training	2	13	2	13	5	33	4	27	2	13	0	0
current reading	1	7	2	13	4	27	2	13	5	33	1	7
past experience	8	53	0	0	1	7	2	13	1	7	3	20

can be observed in Group II, where 39% (N=11) of the evaluators ranked the knowledge gained from "specific classes."

The highest percentage of Group III evaluators (53%, N=10), similar to Groups I and II, ranked first the knowledge gained from "past experience." Thirteen percent (N=2) ranked both "specific classes" and "in-service training" first. Forty percent (N=6) ranked the knowledge gained from "specific classes" second, and 33% (N=5) ranked the knowledge obtained from "in-service training" third. Deviating somewhat from the Groups I and II responses, 33% (N=5) ranked the knowledge gained from "current reading" fifth, although 27% (N=4) ranked "specific classes" in this same manner.

The data contained in Table LXII relates to the question: "What is the major factor associated with you having the responsibility for evaluating principals?" Respondents were asked to rank the following: personal expertise, willingness to assume responsibility, others' unwillingness, and responsibility associated with the position. The data in the table shows that an overwhelming number of the evaluators had the responsibility for evaluating, because it was a "responsibility associated with the position." Eighty-nine percent (N=25) of Group I, 97% (N=37) of Group II, and 79% (N=15) of the evaluators ranked this reason first. Fifty percent (N=14) of the Group I evaluators ranked the fact that they had a "willingness to assume responsibility" associated with the position second. It was also interesting to note that 47% (N=9) of the Group III evaluators ranked their "personal expertise" as a reason for having the responsibility for evaluating building principals second. Also, a significant majority of the evaluators in all three groups either ranked fifth, or found not

TABLE LXII

FREQUENCY AND PERCENTAGE DISTRIBUTION
RANKING THE MAJOR FACTORS PERTAINING
TO HAVING THE RESPONSIBILITY
FOR EVALUATION

Factors	1		2		3		4		N/A	
	N	%	N	%	N	%	N	%	N	%
Group I										
personal expertise	1	4	4	14	11	39	1	4	11	39
willingness to assume responsibility	1	7	14	50	4	14	0	0	8	29
others' unwillingness	0	0	1	4	0	0	7	25	20	72
responsibility associated with position	25	89	1	4	2	7	0	0	0	0
Group II										
personal expertise	0	0	10	26	11	29	0	0	7	25
willingness to assume responsibility	1	3	11	29	5	13	0	0	11	29
others' unwillingness	0	0	0	0	0	0	8	21	30	79
responsibility associated with position	37	97	1	3	0	0	0	0	0	0
Group III										
personal expertise	3	16	9	47	3	16	0	0	4	21
willingness to assume responsibility	0	0	4	21	6	31	0	0	9	47
others' unwillingness	0	0	0	0	0	0	6	31	13	69
responsibility associated with position	15	79	2	11	1	11	0	0	0	0

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applicable, the "unwillingness of others" to assume the evaluation

responsibility as a major reason for them having such a responsibility.

The data contained in Table LXIII relates to the question: "Of

all the responsibilities designated to you, what priority does the

evaluation of principals have?" Respondents were asked to indicate

one of the following: high priority, moderate priority, or low

priority.

TABLE LXIII

FREQUENCY AND PERCENTAGE DISTRIBUTION
RANKING OF PRIORITY OF EVALUATION

	High		Moderate		Low		Total N
	N	%	N	%	N	%	N
Group I	18	64	9	32	1	4	28
Group II	22	56	17	44	0	0	39
Group III	15	80	3	16	1	4	19

The data showed that a majority of all evaluators indicated that

the evaluation of principals was a "high" priority. Sixty-four per-

cent (N=18) of Group I, 56% (N=22) of Group II, and 80% (N=15) of

Group III evaluators stated that evaluation was a "high" priority.

Thirty-two percent (N=9), 44% (N=17), and 16% (N=3) of the evaluators

in Groups I, II, and III, respectively, indicated that the evaluation
of principals was a "moderate" priority.

Tables LXIV, LXV, and LXVI contain data related to the directive
asking respondents to circle the percentage that best estimated the
time spent related to the principal evaluation system. Respondents
were provided with a list of percentages ranging from 5% to 100%,
using intervals of five percentage points.

The data revealed the following: Group I responses had a range
of from 5% to 40%, with the mean percentage of time spent being 13%
(N=28). The range for Group II was 5% to 30%, and 13% (N=39) also was
the mean percentage of time spent addressing the principal evaluation
system. In Group III, the percentage of time ranged from 5% to 35%,
with 17% being the mean amount of time spent related to the evaluation
of building principals.

A further analysis of the data contained in Table LXV shows the
breakdown of the percentage of time spent related to the evaluation
system for each group according to what priority was indicated. Of
the evaluators in Group I who indicated that evaluation was a high
priority, the mean percentage of time was 15%. For Group II, the mean
was 13%, and for Group III, it was 19%. Of those rating evaluation as
of "moderate" priority, the mean percentages were: Group I, 9%; Group
II, 13%; and Group III, 13%. For those indicating principal evalua-
tion as a "low" priority, the percentage means were: Group I, 5%;
Group II, 0%; and Group III, 5%. For those indicating a "low" prior-
ity, the mean percentage of time spent was five percent.

TABLE LXIV

MEAN PERCENTAGE AND RANGE OF TIME SPENT
ON ADMINISTRATIVE EVALUATION

	Range of Time (%)	$\overline{X}$ of Time (%)
Group I	5-40	13
Group II	5-30	13
Group III	5-35	17

TABLE LXV

MEAN PERCENTAGE OF TIME ACCORDING
TO PRIORITY RANKING

	High X% of Time	Moderate X% of Time	Low X% of Time
Group I	15	9	5
Group II	13	13	0
Group III	19	13	5

TABLE LXVI

FREQUENCY AND PERCENTAGE GROUP RESPONSES
TO CORRESPONDING TIME ALLOTMENTS

% of Time	Group I		Group II		Group III	
	N	%	N	%	N	%
5	10	36	11	28	1	5
10	9	32	10	26	1	26
15	2	7	5	13	5	26
20	4	14	10	26	2	11
25	0	0	1	3	5	26
30	2	7	2	5	0	0
35	0	0	0	0	1	5
40	1	4	0	0	0	0

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major purpose of this study was to provide a base of knowledge regarding the current state of the art of the evaluation of building principals in the State of Kansas. The central problem associated with this general purpose is related to the fact that current research indicated the principal is the key to effective schools. If this is true, the evaluation of building principals is of paramount importance to the development of excellence in the nation's schools.

The significance of the study related to the development of effective principals and thus more effective schools. Before changes can be made, or before it is determined that change is needed, a foundation of knowledge must exist from which the decision making process can be implemented. This study can provide a base of knowledge for:

1. State legislators to develop specific and consistent guidelines for the evaluation of building principals.

2. Central office staff responsible for principal evaluation to become knowledgeable of recommended criteria, reported practices, and, if necessary, to improve their current methods of evaluation.

3. Principals to consider their involvement in the evaluation process of their district.

4. Professional administrative organizations to develop guidelines regarding the evaluation of building principals.

This study answered five questions, which were:

1. What are the methods and procedures in the State of Kansas being used to evaluate building principals, and how do these methods and procedures relate to those recommended in the literature?

2. Will the frequency of the use of recommended practices differ according to the size of school district?

3. What, if any, are the differences in the data responses of evaluators and principals?

4. What individuals are involved in and/or responsible for the evaluation of principals, and do differences exist according to the size of school district?

5. What training or expertise do those responsible for evaluating principals have to prepare them as evaluators?

A review of the literature related to the evaluation of building principals was presented in Chapter II. A synthesis of the review of the literature produced seven major concepts that can be identified as recommended criteria associated with the effective use of the evaluation of building principals. The seven major concepts identified in Chapter II are:

1. There should be sufficient understanding of all involved: of the purpose, procedures, criteria, and expectations of the evaluation process.

2. Sufficient data collection and data recording should be utilized.

3. The development of "objectives," "job targets," or action plans should be an integral part of any process.

4. The evaluatee should receive sufficient and constructive feedback.

5. The opportunity for self-evaluation and improvement of performance should exist.

6. Follow-up plans should be related to the entire process.

7. Evaluators should be knowledgeable, demonstrate expertise, and have a commitment to the evaluation of administrators under their direction.

Research methods used for this study were as follows:

1. Random selection of districts identified by size, using the criteria of the number of central office personnel as a determinant of district size.

2. A letter sent to the superintendent of each district selected, securing their permission to have personnel in their district participate in the study.

3. The issuance of a questionnaire to randomly selected principals and evaluators in each district where permission was received. The purpose of the questionnaire was to gather data on the recommended criteria and reported practices of the evaluation of building principals in the State of Kansas.

4. Reporting the data received from the questionnaire by means of frequency and percentage data.

Findings

The study was designed to answer the research questions contained in Chapter I. The findings of this study, and the findings related to the research questions, are presented by use of the recommended criteria, or seven major concepts, as identified earlier in this chapter.

There Should be Sufficient Understanding of All Involved of the Purpose, Procedures, Criteria, and Expectations of the Evaluation Process

The results of this study demonstrated that this concept is the key to the degree of implementation of the other six concepts. In almost all cases, principals did not view the implementation of this concept as favorably as did evaluators. An understanding of the procedures and functions, an outline of the people and their responsibilities, an understanding of the data collection methods, and the degree to which an orientation or preconference disseminates the above information, are viewed by principals as occurring to a lesser degree than the view generally held by evaluators.

The concept of job descriptions, their existence, updates, and representativeness of individual differences also pointed out a disparity in the views of principals and evaluators. Again, evaluators indicated a higher degree of existence of job descriptions which met the above stated criteria than did principals.

Respondents were asked to attach a degree of importance to specific purposes of the evaluation system in their particular district. A

majority of both principals and evaluators viewed the improvement of
the principals' performance as "important," or "very important," al-
though evaluators indicated a higher degree of importance than did
principals. The purpose of dismissal, transfer, promotion, and demo-
tion also found a majority of both principals and evaluators indicat-
ing that this was "important" or "very important." Less than half of
the evaluators and principals considered the validation of the selec-
tion process as an "important" or "very important" purpose of the
evaluation process. The same general response (less than half of both
the principals and evaluators) also were indicated in regard to the
importance of salary determination as a purpose of the evaluation
system. The concept of change, both organizational and individual,
pointed out disagreement between the principals and evaluators. Many
more principals than evaluators viewed the aspect of organizational
change as "important." In comparison, a vast majority of both princi-
pals and evaluators considered the aspect of individual change as
having a high degree of importance.

Sufficient Data Collection and Data Record-
ing Should be Utilized

The findings of this study indicated that data identification,
the methods to be used, and the dates associated with the process are
not clearly delineated. Fewer principals than evaluators viewed these
aspects being implemented to a high degree of frequency. Few princi-
pals and evaluators indicated that data were formally collected from
parents, students, or teachers, although a high percentage of both

principals and evaluators indicated that subjective criteria obtained

from these same sources occurred with some frequency.

The responses to the degree of importance attached to the amount

of data collected from specific sources revealed that principals and

evaluators shared opposite views regarding the importance of data

collected from formal observations, as evaluators considered the data

obtained from this source as more important than did principals. A

general consistency of responses did, however, exist related to the

importance of data collected from informal observations. Neither

group attached a high degree of importance to the data obtained from

personnel files, parents, students, or teachers. Over half of both

groups indicated that data obtained from informal interviews was

important.

The Development of Job Targets, Objectives, or Action Plans Should be an Integral Part of Any Process

Again, as with previous concepts, evaluators generally viewed the

development of objectives, etc., that are mutually developed and

reflective of individual differences, as being implemented more fre-

quently than did their counterpart principals. It should be noted,

however, that Group III principals and evaluators indicated the high-

est degree of implementation, while Group I respondents indicated the

lowest use of objectives that are mutually developed and reflective of

individual differences.

The development of goals and objectives was considered "very

important" by evaluators, while less than a majority of the principals

viewed this development as "important." Again, Group III principals and evaluators attached the highest degree of importance, while Group I indicated the lowest degree. In what would appear as an inclination toward a combination of predetermined standards, and the development of goals and objectives, a majority of principals and evaluators attached at least some degree of importance to the measurement of principals' performances against predetermined standards.

The Evaluatee Should Receive Sufficient and Constructive Feedback

The degree to which feedback conferences were used to discuss collected data, conducted promptly, were two-way exchanges and provided constructive and positive feedback, varied, according to the results of this study. Principals and evaluators indicated a general agreement related to feedback conferences being positive, and two-way exchanges as a majority of both groups indicated that this "often" occurred. Principals and evaluators differed related to their views of feedback conferences being prompt and only dealing with collected data, as evaluators indicated these two aspects occurred more frequently than did principals.

Principals and evaluators were asked to indicate the average number of feedback conferences that occurred during the year. The highest percentage of principals indicated that only one feedback conference was held per year, while a greater percentage of evaluators indicated that multiple conferences were held. This would seem to point out a difference in the interpretation of what constituted a feedback conference. This differences in interpretation would

probably not exist if Concept One, including an orientation, was implemented.

The Opportunity for Self-Evaluation and Improvement of Performance Should Exist

Respondents were asked directly if the opportunity for self-evaluation existed. As with similar areas, many more evaluators than principals indicated that this opportunity did in fact exist. Group III principals had the lowest percentage who indicated that this opportunity "seldom" or "very seldom" existed, while Group III evaluators had the highest percentage who indicated the existence of this opportunity. The opportunity to assess evaluators did not exist to a high degree according to principals, yet almost 40% of the evaluators viewed this opportunity as "often" or "almost always" in existence. A majority of both principals and evaluators indicated that principals did have the opportunity to make suggestions regarding the evaluation process, although the percentage of evaluators who indicated such was higher than that of the principals.

The issue of substandard performance was reflected in the fact that more than a majority of both groups indicated that a principal whose performance was considered substandard did have an opportunity to improve, although again, the percentage of evaluators who indicated this was higher than that of principals. Only half of the principals indicated a high degree of existence of an appeal process, while three-fourths of the evaluators indicated that the appeal process was available.

<u>Follow-up</u> <u>Plans</u> <u>Should</u> <u>be</u> <u>Developed</u> <u>Related</u>
<u>to</u> <u>the</u> <u>Entire</u> <u>Evaluation</u> <u>Process</u>

As with previous concepts, the degree to which follow-up plans
are written and used to facilitate the next year's progress revealed
that evaluators indicated a much higher degree of existence than did
principals. Only slightly more than half of the principals indicated
that follow-up plans were written, and slightly less than half indi-
cated that plans were used to facilitate the next year's evaluation
process. Group III evaluators had the highest percentage of any group
who indicated a high degree of existence of these particular items.

Less than half of the principals indicated that the evaluation
process in their district was "continuous" or "cyclical," while over
80% of the evaluators indicated that the process was "continuous."
Thus, the perception of formative versus summative evaluation was a
major consideration related to this concept.

<u>Evaluators</u> <u>Should</u> <u>be</u> <u>Knowledgeable,</u> <u>Demonstrate</u>
<u>Expertise,</u> <u>and</u> <u>Have</u> <u>a</u> <u>Commitment</u> <u>to</u> <u>the</u> <u>Evalua-</u>
<u>tion</u> <u>of</u> <u>Building</u> <u>Principals</u> <u>Under</u> <u>Their</u> <u>Direction</u>

As indicated earlier, the results of this study revealed that
parents, students, and teachers were not formally involved to a high
degree in the evaluation of building principals. The major responsi-
bility for evaluating principals rested with the superintendent or
other central office personnel.

Although a large number of evaluators indicated that they have
had a specific class or in-service training in evaluation of principals,

a vast majority indicated that their major knowledge was obtained through past experience. Few evaluators, except in Group III, indicated that "current reading" was a major source of their knowledge base. Evaluators also indicated that the main reason for their evaluating principals was that it was a "responsibility associated with their position."

A majority of evaluators indicated that they attached a high priority to the evaluation process, but few indicated that more than 15% of their time was spent actually working on or with the evaluation process as it related to building principals.

Conclusions

This study identified recommended criteria as it related to the evaluation of building principals. The study also identified the reported practice of evaluating building principals in the State of Kansas. Following is a general list of conclusions drawn from the findings of this study:

1. In a vast majority, and with few exceptions, principals and evaluators differed in their view of the evaluation processes used and the degree of implementation of recommended criteria, as evaluators indicated a greater incidence of the implementation of the recommended criteria than did the principals.

2. A greater degree of implementation of recommended criteria existed in Group III schools, with the least amount in Group I schools. This is true, both when treating principals and evaluators separately and when considering their combined responses.

3. Although evaluators have attended various workshops or training sessions, their main reservoir of expertise was drawn from past experience.

4. The commitment of evaluators to the evaluation process of building principals in terms of their allotment of time was not congruent with their own indications of the priority they attached to this process.

5. The implementation of recommended criteria was inconsistent, both in terms of the individuals concepts and in total.

6. Data on reported practices revealed that:

    a. Principals perceived a lesser understanding of the procedures, purposes, etc., of the evaluation process than did evaluators.

    b. Job descriptions which are reflective of differences, or updated, were not consistently a part of the evaluation process.

    c. Orientations related to the evaluation process were not widely used. Less than half of the principals indicated that this "almost always" occurred.

    d. The identification of data and significant dates related to the evaluation process did not consistently occur.

    e. The people involved, and their responsibilities in the evaluation process, were not clearly identified to a high degree.

    f. Improvement of performance was considered an important purpose of the evaluation process by evaluators, but it was not nearly as important to principals.

g. Termination, demotion, promotion, and transfer carried a general degree of importance for both principals and evaluators.

h. Salary determination was not considered a major factor of importance to either principals or evaluators.

i. The concept of organizational change as a purpose of the evaluation process was of a much greater importance for evaluators than for principals.

j. The concept of change in individual behavior as a purpose of the evaluation process was of importance to both principals and evaluators.

k. The use of subjective criteria, as opposed to stated criteria in the evaluation process, was perceived as a much more frequent occurrence by principals than by evaluators.

l. Evaluators placed a greater importance on the use of formal observations, but both principals and evaluators indicated that informal observations were important.

m. Principals viewed a lesser degree of implementation and importance of the development of goals and objectives than did evaluators.

n. Significantly fewer principals viewed the evaluation process as mutual than did evaluators.

o. The implementation of evaluation criteria that were reflective of differences was not widely implemented, with the use of the same criteria more prevalent.

p. Use of feedback conferences was highly implemented, although disagreement existed between principals and evaluators as to the number of actual conferences held during the year.

q. There is indication that principals demonstrating substandard performance had some opportunity for improvement.

r. Appeal processes were not consistently available. Less than half of the principals indicated a high frequency of an appeal process.

s. The use of follow-up plans was not widely used or implemented to a high degree.

t. Principals generally perceived the evaluation process as summative in nature, while evaluators viewed the process as formative.

u. Parents, students, and teachers were not generally involved in the formal evaluation process, but were more likely to emerge in the use of subjective criteria.

v. The major responsibility for evaluating principals rested with the superintendent and/or assistant superintendent, although principals perceived a greater involvement of community and school board members than did evaluators.

Comments Regarding Conclusions

Some general comments are in order regarding the conclusions from this study and the methodology used to obtain those conclusions. First and foremost, the issue that must be addressed is the overwhelming conclusion that principals and evaluators did not perceive the

evaluation process in the same light. Although one would expect some differences, the magnitude and consistency of these differences indicated a real communication problem between those responsible for evaluating and those being evaluated. Even if Concept One, which calls for understanding of procedure, purpose, etc., were the only concept widely implemented, at minimum the inconsistencies in the perception of the implementation of the other concepts would not be as great.

Second is the general pattern established in which the Group I districts demonstrated a lower degree of implementation, while the Group III districts demonstrated a higher degree of implementation. This pattern, it should be noted, related to both the responses of principals and evaluators. One could supposition that this pattern existed for several reasons. One possible reason might lie in the fact that the two categories of larger schools had more than one central office person, and thus had a greater capability to target the area of evaluation of building principals. It is also possible that the reason may lie in the area of evaluator training and expertise.

As noted in the list of conclusions, a majority of the expertise which evaluators have obtained has come from past experience. If, in fact, recommended criteria were not being implemented consistently for a number of previous years, and workshops, etc., have not really changed those practices, then the inconsistent implementation of recommended criteria may very well be self-perpetuating, or of an inherited nature. In essence this, of course, would account in part for the differences in implementation, as Group I evaluators may have been emulating past practices and experiences. This did not account for

the fact that current evaluators were most likely building principals prior to becoming evaluators, and one can assume that their responses as principals would be consistent with the responses of principals who took part in this study. This raises interesting questions regarding why and what causes contributed to the change in perception regarding evaluation. If this speculation has some foundation, further study into this phenomenon is in order.

Comments Regarding Methodology

A brief statement on the methodology of this study is also in order. The high return rate lent credence to the results obtained, and one can speculate a high interest in this issue. The questionnaire used was piloted and generated an abundance of data. Improvement of the instrument, if desired by future researchers, might include a refinement of the number of questions to see if similar and adequate results can be obtained with fewer questions.

Recommendations

This study was an initial effort to provide knowledge related to the evaluation of building principals. While the study provided information in response to the purpose and questions raised by this study, several other questions arose that the data did not address specifically.

Recommendations for Further Study

The following recommendations are designed to generate further study related to questions not addressed specifically by this study.

These recommendations are as follows:

1. Further study of the implementation of recommended criteria by size of school district to determine possible cause and effect.

2. Further study is recommended to determine more specifically the implementation of recommended criteria at various levels of building administration (i.e., elementary, junior high, etc.).

3. Further study is needed to analyze the congruence of those competencies expected of a principal and the criteria used in evaluating the principal.

4. Further study should be instituted to investigate the current methods of training central office personnel in the evaluation process as it relates to the implementation of recommended criteria.

5. An analysis of principal dismissal cases to determine the relationship between the reasons for dismissal and the evaluation criteria used.

6. Further study to investigate the role of the assistant principal in the evaluation process.

7. A longitudinal study is recommended to analyze possible changes in the perception of principals who become superintendents. This study could also target cause and effect.

8. Further study is needed to analyze the effect of recommended criteria as they relate to the purpose of evaluation. A logical beginning would deal with the concept of merit pay and improvement of performance.

Recommendations for Practitioners

Although further research is needed related to the evaluation of

building principals, the study did reveal the need for some immediate action on the part of practitioners in the field. In this light, the following recommendations are made:

1. That evaluators institute measures to insure that the procedures and methods of their evaluation system are understood by all involved in the evaluation process. It is recommended that this be accomplished through an orientation that deals specifically with the evaluation process.

2. That principals involve themselves in the evaluation process, and, if necessary, ask questions and request input so as to avoid dealing with misinformation or misunderstanding.

3. That evaluators receive more specific training in this area and increase their current reading so as to become more knowledgeable of the recommended criteria.

4. That evaluators increase their commitment to the evaluation process, not only through training and reading, but in terms of time actually applied to the process.

5. That colleges and universities implement specific training designed to develop competent evaluators.

6. That professional organizations provide leadership through the use of workshops, in-service, and literature related to the evaluation of principals.

With the national drive for improvement and excellence in our schools, the principal is fast becoming the pivital member of the educational team delegated the responsibility for improvement and the attainment of excellence. This study has demonstrated the need for evaluation systems to be developed that do not only fulfill the

minimum requirements for evaluation, but aid the principal in improving his or her performance. The lack of consistent implementation of recommended procedures, and the communication gap that exists between principals and those who evaluate them, must be corrected.

A haphazard system of evaluation, based heavily on past practices, is no longer a tolerable alternative. Not only must the evaluation system protect students and teachers from incompetent principals, but even more importantly, it must foster the growth and improvement of our nation's principals. This can only be accomplished through a process that is reflective of the recommended practices associated with the evaluation of building principals.

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APPENDIXES

APPENDIX A

CORRESPONDENCE

August 24, 1983

Dear Fellow Administrator:

I am currently working on my doctoral dissertation at Oklahoma State University. You have been selected to be part of the piloting of the questionnaire to be used in the actual study. This is an important task, as I must be assured that the questionnaire will gather the appropriate data regarding the evaluation of public school principals.

Would you please take the time to complete the enclosed questionnaire and then respond, using the form on the last page? A self-addressed, stamped envelope is also enclosed.

Your cooperation, effort, and comments will be greatly appreciated.

Sincerely,

Michael G. Pomarico
Principal
Arkansas City Middle School

Enclosure

Dear   :

I am currently working on my doctoral dissertation under the direction
of Dr. Kenneth Stern, and in conjunction with the rest of my committee
at Oklahoma State University. It is with their support that I now
seek your cooperation in the completion of my study.

In the past 10 years, much research, time, energy, and attention has
been directed toward the evaluation of teaching personnel. President
Reagan's call for merit pay has served to keep this issue in the
limelight, yet current research indicates that the principal may well
be the most important ingredient to a successful school. If indeed
the principal is a significant influence, then should not the evalua-
tion of building principals be as important as that of teachers? It
was with this basic question in mind that I began to develop my
dissertation.

This study's major purpose is to determine the current status of the
procedures used to evaluate building principals and then compare and
analyze this information in relation to recommended procedures as
identified by current literature and research.

Through a random process, your district has been selected to partici-
pate in this study. The actual study will involve you, or the per-
son(s) in your district most responsible for evaluating principals and
selected building principals, filling out a questionnaire which will
take approximately 20 minutes to complete. Results of the study will
be furnished, if requested.

As a fellow Kansas administrator, and a doctoral student attempting to
complete my degree, I request your cooperation by agreeing to allow
your district to participate in this study. A positive response may
be indicated by filling out the attached form.

Again, thank you for your cooperation. If you have any questions
regarding this project, please do not hesitate to call me at:
(316) 442-1800.

Your colleague,

Michael G. Pomarico, Principal
Arkansas City Middle School

Dear   :

I recently sent you a letter requesting your permission to allow your
district to participate in a study related to the evaluation of build-
ing principals. At this time I have not received a positive response.

In order that I may obtain as large a sample as possible, I hope to
encourage you to aid me in this endeavor. If you have simply forgot-
ten, I hope this letter serves as a gentle reminder. If you do not
wish to participate for some particular reason, would you please
reconsider? I would be happy to answer any questions you may have
regarding this project.

I have enclosed a copy of the original letter, along with a self-
addressed, stamped envelope. Please give this item your serious
consideration. If I can be of any assistance, please do not hesitate
to call me at: (316) 442-1800. Thank you for your cooperation.

Sincerely,

Michael G. Pomarico

Dear   :

Thank you for agreeing to participate in my study regarding the evaluation of building level principals. I truly appreciate your cooperation.

The major purpose of this study is to determine the current status of the procedures used to evaluate building principals in the State of Kansas, and then to compare these procedures to the recommended criteria as established by the literature and research.

The enclosed questionnaire asks you to respond to various statements related specifically to the evaluation of building principals. Please respond to each statement based on what is occurring in your district at this time, and not on your personal opinion of what should or should not be taking place. Time studies on a pilot instrument indicate that you will need approximately 20 minutes to complete the survey. Your prompt attention to responding and returning the questionnaire would be appreciated. A self-addressed, stamped envelope is enclosed.

You will notice that the questionnaire and return envelope contain a code of letters and numbers. This code will be used only to identify those who did not respond to the first mailing. A follow-up letter will be sent in an attempt to gain as large a sample as possible. Once the collection of data is conducted, the codes will be destroyed and the data will be entered into a computer without reference to the codes. I assure you that while the codes are in use, your strictest confidence will be upheld. If you would like to receive the results of the study, please circle the code on your questionnaire. The circled code will be saved, but only for the purpose of mailing results to those requesting such. Again, your confidentiality will be maintained.

As a fellow Kansas administrator and a doctoral student attempting to complete my degree, I request your cooperation by taking the time to respond and mail the questionnaire.

Thank you for your time and effort in aiding me with this endeavor. If you have any questions, please feel free to contact me at: (316) 442-1800 or my adviser, Dr. Kenneth Stern at: (405) 624-7244.

Your colleague,

Michael G. Pomarico

Dear   :

Your name has been provided by your superintendent, along with his permission for me to request your response to the enclosed questionnaire.

I am currently working on my doctoral dissertation under the direction of Dr. Kenneth Stern at Oklahoma State University. As a current Kansas administrator, I have developed a keen interest in the procedures used to evaluate building principals. This interest has led to the development of my dissertation project.

The major purpose of this study is to determine the current status of the procedures used to evaluate building principals in the State of Kansas, and then to compare these procedures to the recommended criteria as established by the literature and research.

The enclosed questionnaire asks you to respond to various statements related specifically to the evaluation of building principals. Please respond to each statement based on what is occurring in your district at this time, and not on your personal opinion of what should or should not be taking place. Time studies on a pilot instrument indicate that you will need approximately 20 minutes to complete the survey. Your prompt attention to responding and returning the questionnaire would be appreciated. A self-addressed, stamped envelope is enclosed.

You will notice that the questionnaire and return envelope contain a code of letters and numbers. This code will be used only to identify those who did not respond to the first mailing. A follow-up letter will be sent in an attempt to gain as large a sample as possible. Once the collection of data is conducted, the codes will be destroyed and the data will be entered into a computer without reference to the codes. I assure you that while the codes are in use, your strictest confidence will be upheld. If you would like to receive the results of the study, please circle the code on your questionnaire. The circled code will be saved, but only for the purpose of mailing results to those requesting such. Again, your confidentiality will be maintained.

As a fellow Kansas administrator and a doctoral student attempting to complete my degree, I request your cooperation by taking the time to respond and mail the questionnaire.

Thank you for your time and effort in aiding me with this endeavor. If you have any questions, please feel free to contact me at: (316) 442-1800 or my adviser, Dr. Kenneth Stern at: (405) 624-7244.

Your colleague,

Michael G. Pomarico

Dear   :

Through a random process you have been selected to participate in a state-wide study regarding the evaluation of building principals. I have obtained the permission of your superintendent for you to participate, thus I request your response to the enclosed questionnaire.

I am currently working on my doctoral dissertation under the direction of Dr. Kenneth Stern at Oklahoma State University. As a current Kansas administrator, I have developed a keen interest in the procedures used to evaluate building principals. This interest has led to the development of my dissertation project.

The major purpose of this study is to determine the current status of the procedures used to evaluate building principals in the State of Kansas, and then to compare these procedures to the recommended criteria as established by the literature and research.

The enclosed questionnaire asks you to respond to various statements related specifically to the evaluation of building principals. Please respond to each statement based on what is occurring in your district at this time, and not on your personal opinion of what should or should not be taking place. Time studies on a pilot instrument indicate that you will need approximately 20 minutes to complete the survey. Your prompt attention to responding and returning the questionnaire would be appreciated. A self-addressed, stamped envelope is enclosed.

You will notice that the questionnaire and return envelope contain a code of letters and numbers. This code will be used only to identify those who did not respond to the first mailing. A follow-up letter will be sent in an attempt to gain as large a sample as possible. Once the collection of data is conducted, the codes will be destroyed and the data will be entered into a computer without reference to the codes. I assure you that while the codes are in use, your strictest confidence will be upheld. If you would like to receive the results of the study, please circle the code on your questionnaire. The circled code will be saved, but only for the purpose of mailing results to those requesting such. Again, your confidentiality will be maintained.

As a fellow Kansas administrator and a doctoral student attempting to complete my degree, I request your cooperation by taking the time to respond and mail the questionnaire.

Thank you for your time and effort in aiding me with this endeavor. If you have any questions, please feel free to contact me at: (316) 442-1800 or my adviser, Dr. Kenneth Stern at: (405) 624-7244.

Your colleague,

Michael G. Pomarico

Dear   :

Help! You recently received a questionnaire regarding the evaluation
of building principals. As of this time, I have not received your
response. I need your help in the form of your questionnaire. Dis-
sertations are extremely difficult to complete without data.

If you have simply forgotten, I hope this gentle reminder works. I
do want this study to be as representative as possible. The highest
possible return rate is a positive step in that direction.

If at all possible, please take the time to respond to the question-
naire. I have enclosed a second copy for your convenience, along with
another return envelope. If I can be of assistance, please feel free
to call me at: (316) 442-1800.

Your colleague,

Michael G. Pomarico

APPENDIX B

QUESTIONNAIRE SENT TO PRINCIPALS

Part I

This section deals with demographic data. Please answer each question as directed.

1. Specific Level: (please circle)

   Elementary   Junior High/Middle School   High School

2. Male   Female   (please circle)

3. Number of years as a principal? _____ (please fill in)

4. Number of years as a teacher? _____ (please fill in)

5. Have you ever served as a central office administrator?

   Yes _____   No _____   Number of years _____ (please fill in)

6. Number of years in current position? _____ (please fill in)

7. Number of Kansas districts you have worked in as a principal?

   _____ (please fill in)

8. Prior to becoming a principal, a majority of your teaching background came from what level?   (please circle)

   Elementary   Junior High/Middle School   High School

Part II

Instructions:

All of the following items refer to events and conditions in your organization. There are no right and wrong answers. Please answer as accurately as possible, using the single response that best reflects the present conditions in your district related to the evaluation of building principals.

ALMOST ALWAYS (1)	OFTEN (2)	SOMETIMES (3)	SELDOM (4)	VERY SELDOM (5)

Please Circle

1. Procedures, operations, and functions of the evaluation system are known in advance of the implementation of the actual process.   1   2   3   4   5

2. Written job descriptions are provided which delineate the criteria to be evaluated.   1   2   3   4   5

Please Circle

3. Job descriptions are periodically updated to reflect the current status of the position.   1 2 3 4 5

4. An orientation is held to familiarize principals with the evaluation process.   1 2 3 4 5

5. Expectations are delineated during a preconference.   1 2 3 4 5

6. The data to be collected is identified prior to the accumulation and collection of the evaluation data.   1 2 3 4 5

7. The method of data collection is clearly explained and understood by all involved in the evaluation process.   1 2 3 4 5

8. Significant dates, important to the evaluation process, are clearly specified and understood by all involved in the process.   1 2 3 4 5

9. The people involved and their responsibilities in the evaluation process are clearly outlined.   1 2 3 4 5

10. The current evaluation process includes the development of written goals and/or objectives.   1 2 3 4 5

11. The criteria upon which the evaluation is conducted are mutually developed between the principals and evaluators.   1 2 3 4 5

12. The current evaluation system criteria are reflective of the differences in role and expectations of the different schools and level of schools (Elementary, Junior High, Middle School, High School, etc.)   1 2 3 4 5

13. The current evaluation criteria are the same for all principals in the district.   1 2 3 4 5

14. Feedback conferences are used to discuss data collected and determined progress.   1 2 3 4 5

    ***IF YOUR ANSWER TO QUESTION 14 WAS #5 - (very seldom), PLEASE SKIP QUESTIONS 15-18.

15. Feedback conferences are conducted promptly following an observation or data collection.   1 2 3 4 5

Please Circle

16. Feedback conferences relate only to data
    collected or specified goals.   1   2   3   4   5

17. Feedback conferences are used to provide
    constructive feedback and recognition of
    positive results.   1   2   3   4   5

18. Feedback conferences are two-way exchanges
    in which the principal, as the evaluatee,
    shares equally, in time and in substance,
    in the discussion of the items with the
    evaluator.   1   2   3   4   5

19. The current evaluation system provides the
    opportunity for assessment by the principal
    of his/her own performance.   1   2   3   4   5

20. The current evaluation system provides the
    opportunity for the principal to assess
    those who evaluated him/her and the evalu-
    ation process.   1   2   3   4   5

21. Follow-up plans are written or discussed
    following the final feedback conference.   1   2   3   4   5

    ***IF YOUR ANSWER TO QUESTION 21 WAS
    #5 (very seldom), PLEASE SKIP TO QUES-
    TION 23.

22. Follow-up plans that are written or dis-
    cussed are used as a basis to facilitate
    the evaluation process for the upcoming
    year.   1   2   3   4   5

23. Identified deficiencies relate directly
    to stated criteria or stated goals and
    objectives.   1   2   3   4   5

24. Criteria, other than that formally identi-
    fied, are used to evaluate principals
    (personality factors).   1   2   3   4   5

25. Principals are given the opportunity to
    make suggestions regarding the change or
    improvement of the evaluation system.   1   2   3   4   5

26. Principals whose performance is considered
    substandard have sufficient opportunity
    for improvement.   1   2   3   4   5

Please Circle

27. Parents are formally (outlined in pro-
cedures) involved in the evaluation of
principals.   1   2   3   4   5

28. Students are formally (outlined in pro-
cedures) involved in the evaluation of
principals.   1   2   3   4   5

29. Teachers are formally (outlined in pro-
cedures) involved in the evaluation of
principals.   1   2   3   4   5

30. The evaluation process is continuous and
cyclical in nature.   1   2   3   4   5

31. The evaluation process is considered a
single year process and is considered
terminated when a final judgment is made
by the evaluator.   1   2   3   4   5

Part III

Instructions:

Please rate, according to rank of importance, the following concepts as
they apply to the purpose of the evaluation process in your district.

VERY IMPORTANT (1)	IMPORTANT (2)	SOMEWHAT IMPORTANT (3)	NOT VERY IMPORTANT (4)

Please Circle

1. Improvement of principals' performances   1   2   3   4

2. Dismissal, transfer, demotion, or promotion 1   2   3   4

3. Validation of the method of selecting
principals   1   2   3   4

4. Salary determinations   1   2   3   4

5. Create change within the organization   1   2   3   4

6. Create change in individual behavior   1   2   3   4

Indicate the importance the following two items play
as they relate to the evaluation system in your district:

7. Measurement of principals' performances
against predetermined standards   1   2   3   4

Please Circle

8. Development of goals and objectives   1   2   3   4

Indicate the importance of the <u>amount</u> of data
collected from the following sources:

9. Formal observation (an observation in which
    the principal is aware that such observation
    is taking place for the purpose of collect-
    ing data)   1   2   3   4

10. Informal observation (any observation that
    is not formal)   1   2   3   4

11. Formal interviews (an interview in which
    the principal is aware that such interview
    is taking place for the purpose of collect-
    ing data)   1   2   3   4

12. Informal interviews (any interview that is
    not formal)   1   2   3   4

13. Personnel records   1   2   3   4

14. Parents, students, teachers   1   2   3   4

15. Subjective criteria (unsubstantiated by
    collected data)   1   2   3   4

16. Indicate the average number of feedback
    conferences held by the evaluator with
    each principal during the year (please circle):

    1   2   3   4   5   6 or more

17. If the opportunity for self-assessment by the principal is
    provided, during what phase of the evaluation process does it
    take place? (please circle)

    Beginning   During   End   Continuous   No Opportunity for Formal
                                                         Self-Assessment

18. If evaluation results are unfavorable, or if principals do not
    agree, does your system include a formal procedure for principals
    to appeal to a higher authority? (please circle)

    Yes   No

19. Please check the person or persons most directly responsible for the evaluation of building principals.

_____Superintendents   _____Other Central Office Personnel
_____Assist. Superintendents _____Community, Teachers, Students
_____Supervisors   _____School Board Members
_____Directors   _____Combination Team Approach

APPENDIX C

QUESTIONNAIRE SENT TO EVALUATORS

Part <u>I</u>

This section deals with demographic data. Please answer each question as directed.

1. Specific Title: _____ (please fill in)

2. Male   Female   (please circle)

3. Number of years as a central office administrator? (please fill in) _____

4. Number of years in current position? _____ (please fill in)

5. Number of Kansas districts you have worked in as a central office employee? (please fill in) _____

6. Number of years in Kansas districts you have worked in as a building principal? _____ (please fill in)

7. Before becoming a central office administrator, a majority of your building administration backgroun came from what level? (please circle)

       Elementary   K-8   Junior High/Middle School

       High School   College

Part <u>II</u>

<u>Instructions</u>:

All of the following items refer to events and conditions in your organization. There are no right and wrong answers. Please answer as accurately as possible, using the single response that best reflects the present conditions in your district related to the evaluation of building principals.

ALMOST ALWAYS (1)	OFTEN (2)	SOMETIMES (3)	SELDOM (4)	VERY SELDOM (5)

Please Circle

1. Procedures, operations, and functions of the evaluation system are known in advance of the implementation of the actual process.   1 2 3 4 5

2. Written job descriptions are provided which delineate the criteria to be evaluated.   1 2 3 4 5

Please Circle

3. Job descriptions are periodically updated to reflect the current status of the position. 1 2 3 4 5

4. An orientation is held to familiarize principals with the evaluation process. 1 2 3 4 5

5. Expectations are delineated during a preconference. 1 2 3 4 5

6. The data to be collected is identified prior to the accumulation and collection of the evaluation data. 1 2 3 4 5

7. The method of data collection is clearly explained and understood by all involved in the evaluation process. 1 2 3 4 5

8. Significant dates, important to the evaluation process, are clearly specified and understood by all involved in the process. 1 2 3 4 5

9. The people involved and their responsibilities in the evaluation process are clearly outlined. 1 2 3 4 5

10. The current evaluation process includes the development of written goals and/or objectives. 1 2 3 4 5

11. The criteria upon which the evaluation is conducted are mutually developed between the principals and evaluators. 1 2 3 4 5

12. The current evaluation system criteria are reflective of the differences in role and expectations of the different schools and level of schools (Elementary, Junior High, Middle School, High School, etc.) 1 2 3 4 5

13. The current evaluation criteria are the same for all principals in the district. 1 2 3 4 5

14. Feedback conferences are used to discuss data collected and determined progress. 1 2 3 4 5

***IF YOUR ANSWER TO QUESTION 14 WAS #5 - (very seldom), PLEASE SKIP QUESTIONS 15-18.

15. Feedback conferences are conducted promptly following an observation or data collection. 1 2 3 4 5

Please Circle

16. Feedback conferences relate only to data
    collected or specified goals.　　　　　　　1　2　3　4　5

17. Feedback conferences are used to provide
    constructive feedback and recognition of
    positive results.　　　　　　　　　　　　1　2　3　4　5

18. Feedback conferences are two-way exchanges
    in which the principal, as the evaluatee,
    shares equally, in time and in substance,
    in the discussion of the items with the
    evaluator.　　　　　　　　　　　　　　　1　2　3　4　5

19. The current evaluation system provides the
    opportunity for assessment by the principal
    of his/her own performance.　　　　　　　1　2　3　4　5

20. The current evaluation system provides the
    opportunity for the principal to assess
    those who evaluated him/her and the evalu-
    ation process.　　　　　　　　　　　　　1　2　3　4　5

21. Follow-up plans are written or discussed
    following the final feedback conference.　1　2　3　4　5

    ***IF YOUR ANSWER TO QUESTION 21 WAS
    #5 (very seldom), PLEASE SKIP TO QUES-
    TION 23.

22. Follow-up plans that are written or dis-
    cussed are used as a basis to facilitate
    the evaluation process for the upcoming
    year.　　　　　　　　　　　　　　　　　1　2　3　4　5

23. Identified deficiencies relate directly
    to stated criteria or stated goals and
    objectives.　　　　　　　　　　　　　　1　2　3　4　5

24. Criteria, other than that formally identi-
    fied, are used to evaluate principals
    (personality factors).　　　　　　　　　1　2　3　4　5

25. Principals are given the opportunity to
    make suggestions regarding the change or
    improvement of the evaluation system.　　1　2　3　4　5

26. Principals whose performance is considered
    substandard have sufficient opportunity
    for improvement.　　　　　　　　　　　　1　2　3　4　5

Please Circle

27. Parents are formally (outlined in pro-
cedures) involved in the evaluation of
principals.   1   2   3   4   5

28. Students are formally (outlined in pro-
cedures) involved in the evaluation of
principals.   1   2   3   4   5

29. Teachers are formally (outlined in pro-
cedures) involved in the evaluation of
principals.   1   2   3   4   5

30. The evaluation process is continuous and
cyclical in nature.   1   2   3   4   5

31. The evaluation process is considered a
single year process and is considered
terminated when a final judgment is made
by the evaluator.   1   2   3   4   5

Part III

Instructions:

Please rate, according to rank of importance, the following concepts as
they apply to the purpose of the evaluation process in your district.

VERY IMPORTANT (1)	IMPORTANT (2)	SOMEWHAT IMPORTANT (3)	NOT VERY IMPORTANT (4)

Please Circle

1. Improvement of principals' performances   1   2   3   4

2. Dismissal, transfer, demotion, or promotion 1   2   3   4

3. Validation of the method of selecting
principals   1   2   3   4

4. Salary determinations   1   2   3   4

5. Create change within the organization   1   2   3   4

6. Create change in individual behavior   1   2   3   4

Indicate the importance the following two items play
as they relate to the evaluation system in your district:

7. Measurement of principals' performances
against predetermined standards   1   2   3   4

Please Circle

8. Development of goals and objectives   1   2   3   4

Indicate the importance of the <u>amount</u> of data
collected from the following sources:

9. Formal observation (an observation in which
the principal is aware that such observation
is taking place for the purpose of collect-
ing data)   1   2   3   4

10. Informal observation (any observation that
is not formal)   1   2   3   4

11. Formal interviews (an interview in which
the principal is aware that such interview
is taking place for the purpose of collect-
ing data)   1   2   3   4

12. Informal interviews (any interview that is
not formal)   1   2   3   4

13. Personnel records   1   2   3   4

14. Parents, students, teachers   1   2   3   4

15. Subjective criteria (unsubstantiated by
collected data)   1   2   3   4

16. Indicate the average number of feedback
conferences held by the evaluator with
each principal during the year (please circle):

      1   2   3   4   5   6 or more

17. If the opportunity for self-assessment by the principal is
provided, during what phase of the evaluation process does it
take place? (please circle)

Beginning   During   End   Continuous   No Opportunity for Formal
                                       Self-Assessment

18. If evaluation results are unfavorable, or if principals do not
agree, does your system include a formal procedure for principals
to appeal to a higher authority? (please circle)

                 Yes   No

19. Please check the person or persons most directly responsible for the evaluation of building principals.

_____Superintendents   _____Other Central Office Personnel
_____Assist. Superintendents _____Community, Teachers, Students
_____Supervisors   _____School Board Members
_____Directors   _____Combination Team Approach

Part IV

Instructions:

Please answer the following questions as accurately as possible:

1. Have you had a specific class, or extended study, in the area of administrative evaluation?

   _____ Yes   _____ No

2. Have you attended a workshop or received in-service training related to the evaluation of administrative personnel?

   _____ Yes   _____ No

3. Indicate where the major portion of your knowledge about administrative evaluation has been developed. (Please rank appropriate items, and mark N/A for items that are Not Applicable.)

   _____ Specific Classes   _____ Current Reading
   _____ Workshops or Conferences _____ Past Experience
   _____ In-Service Training

4. What is the major factor associated with you having the responsibility for evaluating principals? (Please rank appropriate items, and mark N/A for items that are Not Applicable.)

   _____ Personal Expertise   _____ Others' Unwillingness
   _____ Willingness to Assume   _____ Responsibility Associated
          Responsibility   With Position

5. Of all the responsibilities designated to you, what priority does the evaluation of principals have? (please check one)

   _____ High Priority   _____ Moderate Priority   _____ Low Priority

6. Circle the percentage that best estimates your time spent related to the principal evaluation system.

   5%   10%   15%   20%   25%   30%   35%   40%   45%   50%

   55% 60% 65% 70% 75% 80% 85% 90% 95% 100%

APPENDIX D

LIST OF STATEMENTS RELATED TO EACH

MAJOR CONCEPT

CONCEPT ONE: There should be sufficient understanding of all involved of the purpose, procedures, and criteria of the evaluation process.

Statements:

1. Procedures, operations, and functions of the evaluation system are known in advance of the implementation of the actual process.

2. Written job descriptions are provided, which delineate the criteria to be evaluated.

3. Job descriptions are periodically updated to reflect the current status of the position.

4. An orientation is held to familiarize principals with the evaluation process.

5. Expectations are delineated during a preconference.

6. The data collected is identified prior to the accumulation and collection of the evaluation data.

7. The method of data collection is clearly explained and understood by all involved in the evaluation process.

8. Significant dates, important to the evaluation process, are clearly specified and understood by all involved in the process.

9. The people involved and their responsibilities in the evaluation process are clearly outlined.

10. Improvement of principals' performance.

11. Dismissal, transfer, demotion, or promotion.

12. Validation of the method of selecting principals.

13. Salary determinations.

14. Create change within the organization.

15. Create change in individual behavior.

CONCEPT TWO: Sufficient data collection and data recording should be utilized.

Statements:

1. The data to be collected is identified prior to the accumulation and collection of the evaluation data.

2. The method of data collection is clearly explained and understood by all involved in the evaluation process.

3. Criteria, other than that formally identified, are used to evaluate principals (personality factors).

4. Parents are formally (outlined in procedures) involved in the evaluation of principals.

5. Students are formally (outlined in procedures) involved in the evaluation of principals.

6. Teachers are formally (outlined in procedures) involved in the evaluation of principals.

7. Formal observation (an observation in which the principal is aware that such observation is taking place for the purpose of collecting data).

8. Informal observation (any observation that is not formal).

9. Formal interviews (an interview in which the principal is aware that such interview is taking place for the purpose of collecting data).

10. Informal interviews (any interview that is not formal).

11. Personnel records.

12. Parents, students, teachers.

13. Subjective criteria (unsubstantiated by collected data).

CONCEPT THREE: The development of objectives, job targets, or action plans that should be an integral part of any process.

Statements:

1. The current evaluation process includes the development of written goals and/or objectives.

2. The criteria upon which the evaluation is conducted are mutually developed between the principals and evaluator.

3. The current evaluation system criteria are reflective of the differences in role and expectations of the different schools and level of schools (Elementary, Junior High, Middle School, High School, etc.).

4. The current evaluation criteria are the same for all principals in the district.

5. Identified deficiencies relate directly to stated criteria or stated goals and objectives.

6. Measurement of principal's performance against predetermined standards.

7. Development of goals and objectives.

CONCEPT FOUR: The evaluatee should receive sufficient and constructive feedback.

Statements:

1. Feedback conferences are used to discuss data collected and determined progress.

2. Feedback conferences are conducted promptly following an observation or data collection.

3. Feedback conferences relate only to data collected or specified goals.

4. Feedback conferences are used to provide constructive feedback and recognition of positive results.

5. Feedback conferences are two-way exchanges in which the principal, as the evaluatee, shares equally, in time and in substance, in the discussion of the items with the evaluator.

6. Indicate the average number of feedback conferences held by the evaluator with each principal during the year.

CONCEPT FIVE: The opportunity for self-evaluation and improvement of performance should exist.

Statements:

1. The current evaluation system provides the opportunity for assessment by the principal of his/her own performance.

2. The current evaluation system provides the opportunity for the principal to assess those who evaluated him/her and the evaluation process.

3. Principals are given the opportunity to make suggestions regarding the change or improvement of the evaluation system.

4. Principals whose performance is considered substandard have sufficient opportunity for improvement.

5. If the opportunity for self-assessment by the principal is provided, during what phase of the evaluation process does it take place?

6. If evaluation results are unfavorable, or if principals do not agree, does your system include a formal procedure for principals to appeal to a higher authority?

CONCEPT SIX: Follow-up plans should be developed related to the entire process.

Statements:

1. Follow-up plans that are written or discussed are used as a basis to facilitate the evaluation process for the upcoming year.

2. Follow-up plans are written or discussed following the final feedback conference.

3. The evaluation process is continuous and cyclical in nature.

4. The evaluation process is considered a single year process and is considered terminated when a final judgment is made by the evaluator.

CONCEPT SEVEN: Evaluators should be knowledgeable, demonstrate expertise, and have a commitment to the evaluation of principals under their direction.

Statements:

1. Parents are formally (outlined in procedures) involved in the evaluation of principals.

2. Students are formally (outlined in procedures) involved in the evaluation of principals.

3. Teachers are formally (outlined in procedures) involved in the evaluation of principals.

4. Please check the person or persons most directly responsible for the evaluation of building principals.

5. Have you had a specific class, or extended study in the area of administrative evaluation?

6. Have you attended a workshop or received in-service training related to the evaluation of administrative personnel?

7. Indicate where the major portion of your knowledge about administrative evaluation has been developed.

8. What is the major factor associated with you having the responsibility for evaluating principals?

9. Of all the responsibilities designated to you, what priority does the evaluation of principals have?

10. Circle the percentage that best estimates your time spent related to the principal evaluation system.

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VITA

Michael George Pomarico

Candidate for the Degree of

Doctor of Education

Thesis: RECOMMENDED CRITERIA AND REPORTED PRACTICES OF THE EVALUATION OF BUILDING PRINCIPALS IN THE STATE OF KANSAS

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