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Williams, Joyce Davis

A SURVEY AND COMPARATIVE ANALYSIS OF EVALUATION PROGRAMS
FOR PRINCIPALS IN FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE
UNITS AND THIRTY-SIX STATES

The University of North Carolina at Greensboro

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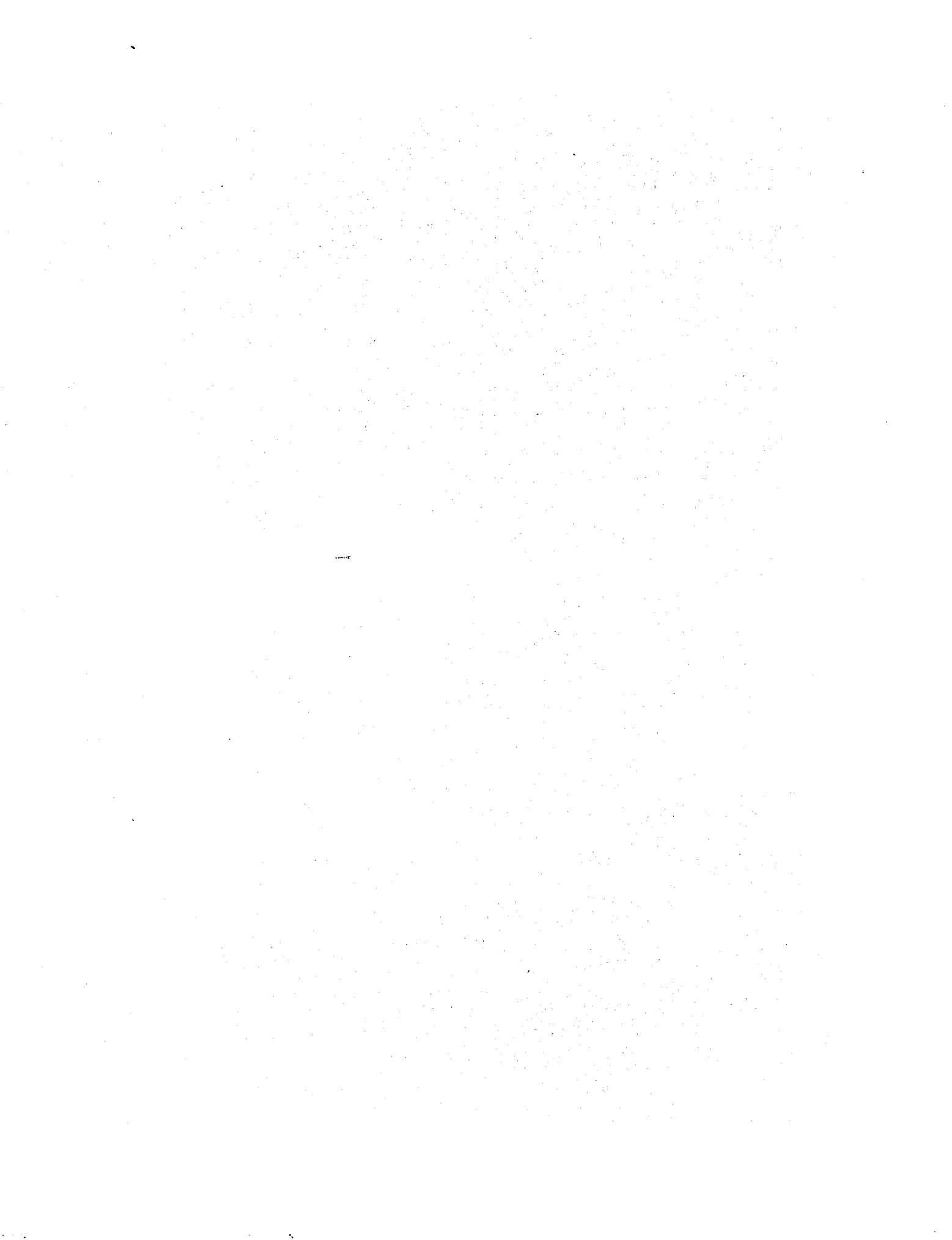
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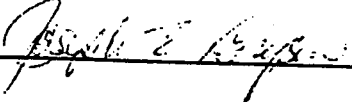
A SURVEY AND COMPARATIVE ANALYSIS OF EVALUATION PROGRAMS
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ADMINISTRATIVE UNITS AND
THIRTY-SIX STATES

by
Joyce Davis Williams

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1983

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APPROVAL PAGE

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WILLIAMS, JOYCE DAVIS, A Survey and Comparative Analysis of Evaluation Programs for Principals in Fifty-Eight North Carolina Administrative Units and Thirty-Six States in 1979-1981. Directed by: Dr. Joseph E. Bryson. Pp. 281.

The purpose of the study was to survey and analyze principal evaluation programs for the years 1979-1981. The evaluation characteristics analyzed came from the evaluation instruments. The general areas examined were evaluation philosophy, purpose, procedures, methods and frequency; items and criteria of evaluation; the effect of student population and student expenditures on principal evaluation programs.

The information was obtained by sending survey letters to one hundred forty-four North Carolina administrative units and fifty state departments of public instruction in 1979. Information from the evaluation programs was presented in tabular form and percentages for the data included in the study.

The study revealed that teachers are evaluated in more administrative units and states than principals. Teacher evaluations contained more items and criteria than principal evaluations. "Personal Characteristics" was the most frequent item and "personal appearance" was the most frequent criterion. The rating scale was the method of evaluation used most often. The criteria of "school bus transportation," "school food service" and "plant operating

and management" appeared in evaluation instruments four times more frequently than "Curriculum," "The Instructional Program," "Ethics," "Communications" or "Interpersonal Relations". Student population and student expenditures had no effect on principal evaluation programs. Many administrative school units and states have a principal evaluation instrument but not a comprehensive evaluation philosophy and plan.

In some states, the professional organizations and unions "control" discretionary and mandated evaluation. The research study established that there is not a standard uniformity in principal evaluation programs or instruments.

The state of North Carolina has recently mandated evaluation programs. All North Carolina administrative school units are using the new state principal evaluation instrument as of September 1983. Dr. Brubaker stated that "these changes have tremendous implications for the staff development of principals as well as personnel judgments." In the future as studies are undertaken regarding principal evaluation results can be juxtaposed against the conclusions presented in this study.

IN MEMORIAM

To my husband

EVERTT VAUDRY WILLIAMS
(1936 - 1968)

who believed in me
encouraged me
and by example
showed me the true
meaning of courage

and

IN DEDICATION

To my daughters

and

All other members of my family

and

IN GRATITUDE

UNC-G, Joe Bryson

Fritz Mengert, Dale Brubaker

E. William Noland, Robert Hites

and Mary Bryan

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CHAPTER I

INTRODUCTION

Men are goal-setting individuals and being human, they seek evaluation of their own actions, of other people's actions, and of aspects of their environment.¹ Howzam asserted that the issue in evaluation is not whether there will be evaluation but how, by whom, for what purpose, and with what consequences.²

Evaluation has been one of the most neglected aspects of education and because of this lack of adequate evaluation, programs have been perpetuated, people have been kept in positions for which they are unsuited, and students have been permitted to go through our school systems without receiving the help that is needed. Meanwhile, the expenses of education have continued to increase. The publics are rightfully demanding an accounting of what their taxes are buying.³

It is mandatory that educators develop systems of evaluation that will lead to improvements in performance and will assure the public that the schools are doing the best job possible.⁴

¹Robert B. Howzam, "Current Issues in Evaluation." The National Elementary Principal, 52 (February 1973); 18.

²Ibid. p. 12.

³Ibid. p. 19.

⁴Robert E. Green, Administrative Appraisal: A Step to Improved Leadership (Washington, D.C.: National Association of Secondary School Principals, 1972), p. 10.

Public dissatisfaction with education has been one of the primary factors leading to a recent emphasis on educational evaluation. The impact of federal initiatives on education and educational evaluation has been enormous. Recently, with fewer federal dollars to support educational endeavors, an intense interest in accountability has been created. The public has asked for proof that the educational system is worth the money spent on it.⁵

Due to the social, political, and economic pressures arising from public criticisms of the schools, some states have enacted laws which have a direct bearing on performance evaluation of principals and administrators.⁶ Because the principal is the most important determiner of educational climate in any school, many boards of education and superintendents believe that the principalship is the logical starting point for initiating a formal system of administrative performance appraisal.

The North Carolina State Department of Public Instruction has developed the Principal Performance Appraisal Instrument which shall be in use beginning in 1983.

At the time the research was being done, there was a national trend toward accountability and evaluation in

⁵Ibid. p. 11.

⁶Ibid.

education; therefore, the research could address the particular time span of 1979-80. Since 1979-80, there have been many changes in the states and in North Carolina administrative units in the evaluation of principals.

It is of prime importance that all educators develop specific procedures for performance appraisal and evidence of a school's performance.⁷

Statement of the Problem

The purpose of this study was to examine performance appraisal policies and evaluation programs for principals in the North Carolina educational administrative units for the year 1980. Specifically, this study was directed toward the following questions:

1. What procedures and programs were used to evaluate the performance of the school principal?
2. What effect has the evaluation process used in 1980 had on the improvement of instructional quality in the schools?

Significance of the Study

The total character of education in any given community is influenced by what the principal does or fails

⁷Ibid. p. 12.

to do. No term evokes more concern to educators than evaluation; just the mention of evaluation sends many administrators into a state of shock.⁸

The study is significant to the following:

1. School boards and public school systems as they re-examine their current evaluation programs for principals;
2. State departments of public instruction as they advise and assist local administrative units in the development of more effective and efficient evaluation programs;
3. Educators as they develop improved ways for evaluating public school personnel;
4. Students in the field of study needing research in the area of performance evaluation.

The study examines, individually and collectively, evaluation programs for the school principal to determine the purposes and uses of evaluation for both the evaluators and evaluatees, the frequency of evaluation, the methods used in evaluation, the evaluative criteria, and the procedures for implementing an evaluation program.

⁸Wilbur D. Hawkins, "Performance Evaluation: Starting With the Superintendent," in Thrust for Educational Leadership, (Association of California School Administrators II, No. 2, 1972), p. 43.

Limitations of the Study

The area of performance evaluation of principals is so broad and the number of administrative units so large that it becomes difficult to make the study comprehensive.

Evaluation instruments from the responding school units were examined, analyzed, and compared. The analysis of the policies and procedures for performance evaluation was limited to those school units and states studied. The evaluation programs in individual administrative units were not evaluated for weaknesses and strengths except where comparisons were made with the data collected. Diverse criterion items made analysis and comparison difficult for the administrative unit and state evaluation instruments.

The fact that changes in evaluation are imminent also indicates the significance of the study. At this time, it is significant to study the diverse principal evaluation programs on the North Carolina administrative units before mandated principal evaluation.

The North Carolina State Department of Public Instruction within the past year has changed the accreditation levels to simple accreditation by the administrative unit; however, this does not change the factor characteristics or their effects.

Definition of Terms

Evaluation: the process of delineating, obtaining, and providing useful information for judging decision alternatives. The process of evaluation is necessary to provide periodic feedback to persons responsible for implementing plans and procedures.⁹ The process of making judgements concerns the professional accomplishments and competencies of certified employees. Possible considerations include a broad knowledge of the area of performance involved, the characteristics of the situation of the person being appraised, and the specific standards of performance established for the position.

Formative Evaluation: "Formative is ongoing evaluation."¹⁰

Summative Evaluation: "Summative is the final evaluation."¹¹

Evaluative Instrument: a device, method or tool used to evaluate performance or appraise functions.

⁹Michael Scriven, Robert Gagne, and Ralph Tyler, Perspectives for Curriculum Evaluation (Chicago: Rand McNally, 1967), p. 89.

¹⁰Michael Scriven, "The Methodology of Evaluation," in AERA Monograph Series on Cumulative Evaluation, No. 1 (Chicago: Rand McNally, 1967).

¹¹Ibid.

Job Targets: an objective that relates to the long-range issues of school improvement, having an impact on such areas as curriculum or community relations.

Task: some concrete duty that the principal must perform as part of his ordinary daily routine.

Process: particular and continuing activity which consumes many methods and involves a number of steps or operations.

Information: descriptive or interpretive data about entities and their relationships used for a specific purpose.

Administrative School Unit: county and city schools that have been organized into one of the North Carolina counties or cities as a chartered unit under the General Statutes of North Carolina.

Performance Evaluations: the formal process whereby employees are evaluated periodically through the use of criteria and procedures adopted by the organization or institution to determine how well the employee is doing in the defined role.

Organization of the Study

The study is organized into six chapters. Chapter I gives a statement of the problem, the significance of the study, definition of terms used, and the organization of the remainder of the study. Chapter II is a review of related

literature. Chapter III, methodology, presents the evolution and purposes of principal evaluation, evaluation methods and tools, and the purpose, method and procedures of the state. Chapter IV is a description and analysis of evaluation programs for principals in forty-two North Carolina administrative school units. The chapter also presents a comparison of two characteristics on evaluation programs. Chapter V discusses principal evaluation programs in thirty-four states and the District of Columbia. Chapter VI states the summary, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of literature is presented in the following four sections: (1) history of the development of the principal; (2) role and responsibilities of the principal; (3) the principal as an educational leader; (4) the principal and evaluation.

The evolution, role, and evaluation of the principalship can be traced to their present development from around the middle of the nineteenth century. The essential features of the principalship were established by the turn of the twentieth century and have not changed in any substantial way since that time.¹ While the duties and responsibilities have continued to grow and increase in complexity, the expectation that principals serve the twin functions of providing instructional leadership and managing school affairs had been rooted firmly in the minds of school superintendents and school board members by the early 1900's, particularly in America's larger cities.²

¹Arthur Blumberg and William Greenfield, The Effective Principal (Boston: Allyn and Bacon, Inc., 1980), p. 10.

²Ibid.

By the year 1900, "the principal had become the directing manager, rather than the presiding teacher of the school."³ Principals had assumed increasing responsibility for the daily management of schools and had by this time acquired powers which had increased their prestige. By the early 1900's, three critical functions of the principalship had been established: the supervision of instruction, staff development, and the interpretation of the work of the school to the immediate school community.⁴ The role evolved from that of a principal teacher performing numerous clerical tasks to the prototype of the modern day principal who usually does little or no teaching and is concerned primarily with administrative, supervisory, and community relations activities.⁵

The doctrine of administration as applied philosophy emerged during the period 1885-1905.⁶ The doctrine asserted that truth, concerning all things and all matters, was eternal and to be discovered.⁷ It therefore followed that

³Ibid. p. 11.

⁴Ibid.

⁵Ibid. p. 12.

⁶Ibid. p. 13.

⁷Ibid.

the learned administrator, who could discover relevant truths, was the best authority on all matters concerning education, and that the problem of administration was the application of philosophical knowledge to schools.⁸ A new doctrine emerged during the early twentieth century in a period that emphasized fiscal efficiency above all else. Like a business enterprise, the schools were to be operated at minimum cost and maximum efficiency. The child was first the raw material and then the product, the teacher was the worker and the school was the factory.⁹

The business management doctrine was abandoned in the 1930's as the Depression and the New Deal emerged, and although the techniques of administration had been enormously developed and refined since 1905, the justification for administration was almost unchanged.¹⁰ Until the mid-1950's and 1960's, the role of the principal was simply authoritarian. However, at that time, the role of the principal and the curricula were being challenged.¹¹ In the 1950's, the present administrative doctrine emerged that we continue to have today. This doctrine is indigenous and professionalized

⁸Ibid. p. 219.

⁹Ibid. p. 221.

¹⁰Ibid. p. 222.

¹¹Ibid.

and rests on a knowledge of schools, administration, and educational policy.¹²

The principal's position has evolved over the years until it is barely recognizable in comparison to its earlier form.¹³ The old ground rules which fashioned the American schools into unquestioned molds are now obsolete; and the principal is left in too many cases without an acceptable mode of administrative behavior.¹⁴ Today, the American public is making unprecedented demands on the public schools. Weak, indecisive leadership no longer suffices. The leader at the helm of schools of the future must have a far greater understanding of the community.¹⁵ Of all public services, schools should remain close to the people being served.

¹²Paul Jacobs and Saul Landau, The Radicals (New York: Random House, 1966), p. 522.

¹³Raymond E. Callahan, Education and the Cult of Efficiency (Chicago: University of Chicago Press, 1965), p. 52.

¹⁴Ibid.

¹⁵Robert L. Heichberger, "Creating the Climate for Humanistic Change in School with the Principal as Change Agent," Education, XCVI (Winter, 1975), 107.

Role and Responsibilities of the Principal

Campbell presented three views of the role of the school administrator:

There is the first view that administration is indistinguishable from teaching and scholarship; the administrator is the statesman teacher or scholar who carries the administrative functions of the organization with his left hand. A second view of administration holds that the function of the administrator can be differentiated from those of the scholar. A third view holds that organizations and the milieu in which they exist have become so complex that only the administrator can comprehend their purpose and their operation. This concept makes the manager or administrator not only the implementer of policy, but also the maker of policy.¹⁶

The statutory responsibilities and duties of the school principal have been placed in a role framework in North Carolina General Statutes.

The duty and authority of North Carolina principals generally is found in G S 115-150. The school principal shall have authority to grade and classify pupils and exercise discipline over the pupils of the school. The principal shall make all reports to the county or city superintendent and give suggestions to teachers for the improvement of instruction. It shall be the duty of each teacher in a school to cooperate with the principal in every way possible to promote good teaching in the school and a progressive community spirit among its patrons.¹⁷

¹⁶Roald F. Campbell. "The Administrator-His Role and Professional Statue," Teachers College Record, 65, (May, 1964): 673.

¹⁷State Board of Education. Public School Laws of North Carolina. (Charlottesville, Virginia: Michie Company, 1982).

The performance and role of the principal have changed from past conceptions and must continue to change if the administrator is to meet the demands placed on a dynamic society and evolving situations. No longer can the principal rely on the authoritarian role as a tool to implement changes. Instead, the principal must utilize effective leadership in cooperation with others to achieve the transformation of new policy decisions from theory to practice.¹⁸

The most significant administrative role in the educational change process is that of the principal, for it is the reformation of the principalship that exemplifies educational reconstruction.¹⁹ The principal is in a position to collaborate with staff and the community in the implementation of changes in methodology and curricula and the formation of the school's role in society.²⁰

Principals who find personal satisfaction in their work lean toward one of at least two different styles. Some create a mini-technology of their own, while others are attracted by the potential for human development and human

¹⁸William L. Garberina, "The Principal as Pawnbroker" (paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., 31 March-4 April 1975).

¹⁹John Bremer, "Power and the Principalship," National Elementary Principal 55 (November-December 1975): 21.

²⁰Ibid.

interaction in an elementary school.²¹ A new doctrine of administration or a new conception of the principalship will be a synthesis of the applied philosopher, school manager, and behavioral scientist.²² Katz, in developing a framework for administrative performance, stated: "When we concentrate on what an executive can do in performance, we are concerned with the kind of skills which executives exhibit in carrying out their jobs effectively."²³ These skills are conceptual, technical, and human.²⁴

The principal, first and foremost is an instructional leader, having the cardinal function to improve instruction.²⁵ The major responsibility of the principal, in cooperation with his staff is to direct, guide, and coordinate the total educational program within the school.²⁶ The instructional responsibility means stressing the effectiveness of the school's teaching-learning process

²¹Ibid. p. 324.

²²Ibid. p. 326.

²³Blumberg and Greenfield, The Effective Principal, p. 223.

²⁴Ibid. p. 226.

²⁵National Association Secondary School Principals, The Principalship (Washington, D.C., 1978) p. 2.

²⁶Ibid.

rather than simply increasing the efficiency of its administration.²⁷

In the literature, there is a significantly small body of information on the role of principal. Textbooks on the principalship tend to be more prescriptive than descriptive and relatively few empirical studies have attempted to describe and explain what school principals actually do on the job.²⁸

The American public school principalship has increasingly become a focal point for school critics, university researchers, teacher groups and central office administrators bent on understanding and improving the quality of educational programs in our nations' schools. Principals frequently take the brunt of multiple and usually conflicting expectations over issues ranging from student discipline to the problems of personnel administration, compliance with increasing numbers of state and federal policy mandates and maintaining a "smooth running" educational program that serves the needs of a school community that has become less and less homogenous in the character of students' abilities and parents aspirations for themselves and their children. Principals daily face pressures of competing images about what their role should be, and even the best have a difficult time maintaining an appropriate balance between the tasks of managing a smooth running school and serving as a catalyst for and facilitator of instructional improvement.²⁹

The principalship can be a dynamic strength in the educative system or it can be used as a pawn by the powers

²⁷Ibid.

²⁸Ibid.

²⁹Blumberg and Greenfield, The Effective Principal, p. 9.

that exist. Whether innovations will be implemented within the school or the status quo will be preserved and whether the staff and community can work with the school or whether continuous friction prevails depends largely upon the effectiveness of the counsel presented by the principal.³⁰ The act of being a school principal is incredibly complex and the phenomena existing in the role position and evaluation do not lend themselves to easy observation or precise conceptualization.³¹ It may be that a certain restlessness or weariness accompanies being the sort of principal who makes a difference in a school.³²

Gauthier's report concurred with the concept that the leadership role of the principal is diminishing: furthermore, he feels that this leadership is not being assumed by other members of the educational community.³³ In contrast, Saxe and others concluded that increasing importance is being associated with the role of principal in the school.³⁴

³⁰Ibid.

³¹Ibid.

³²Ibid.

³³William J. Gauthier, Jr., "The Relationship of Organizational Structure." (paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., 30 March-3 April, 1975), p. 43.

³⁴Richard W. Saxe, comp. Perceptions of the Changing Role of the Urban Elementary School Principal. (Toledo: Toledo University, 1970), p. 48.

The principal is a key factor in the survival of any school's effectiveness. This administrator is in the direct line of action having first contact with the parent and the local community, with the teachers needing resources and direction, with the students in the learning environment, with the staff in the central administration, and with outside agencies and institutions wishing to make some impact upon each individual school unit.³⁵ Steinbaum, believing the principalship to be a vanishing profession, suggested a new program of career development to sustain this position.³⁶

As Robert Heichberger indicated, the overall direction and operation of the school is the principal's domain.

By virtue of his administrative role, the school principal is in a position to exert positive influence as to the kind of educational program that is offered, or he is in a position to justify the posture of remaining fairly hidden under bushels of administrative trivia, only to appear on occasion to offer a few tidbits of wisdom and retreat to his sanctuary.³⁷

³⁵William H. Roe and Thelbert L. Drake, The Principalship (New York: Macmillan Co., 1980), p. 6.

³⁶Milton Steinbaum, "Career Development for the Elementary Principal." (paper presented at the National Association of Elementary School Principals Annual Meeting, Cleveland, Ohio, 17-22 April 1980, p. 10).

³⁷Heichberger, "Creating the Climate," p. 107.

The role of the principal as perceived by the individual in that position is frequently at variance with the expectations of the school board, the school staff, and the community population. Structuring of education and even the leadership itself are the responsibility of everyone involved in the educational process, with the principal serving as catalyst and counsellor.³⁸ Studies have indicated that the educational environment and societal expectations for the school administrator have a greater influence on a principal's role behavioral patterns than the individual's own personality. Rather than acting as master, setting the stage for staff and students as the principal of the past has done, the new executive or school principal has emerged to the position of trying to comply with conditions, taking into account the influences within the school district, and adapting to them even when they are not compatible with the principal's own personality.³⁹

Administrators are required to plan, decide, organize, communicate, evaluate, lead, and otherwise function in

³⁸Harold J. McNally, "The Principalship: A Shared Responsibility," National Elementary Principal, 55 (November-December, 1975), p. 28.

³⁹Thomas W. Wiggins, "What's in the Script for Principal Behavior?" (paper presented at the Annual Convention of the National Association of Elementary School Principals Annual Convention, Cleveland Ohio, 17-22 April 1971.)

ways common to administration, whether the concern is selling merchandise at retail, or providing educational experiences for children.⁴⁰

Gulick described the major administrative duties which continue to be important today. POSDCORB is a made-up word designed only for the purpose of calling attention to the different functional elements of the work of the chief executive because "administration" and "management" have lost all specific content.

1. Planning, that is working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise.

2. Organizing, that is the establishment of the formal structure of authority through which work subdivisions are arranged, defined and coordinated for the defined objectives.

3. Staffing, that is the whole personnel function of bringing in and training the staff and maintaining favorable conditions of work.

4. Directing, that is the continuous task of making decisions and embodying them in specific and general orders and instructions and serving as the leader of the enterprise.

5. Co-ordinating, that is the all important duty of inter-relating the various parts of the work.

6. Reporting, that is keeping those to whom the executive is responsibly informed as to what is going on, which thus includes keeping himself and his subordinates informed through records.

7. Budgeting, with all that goes with budgeting in the form of fiscal planning, accounting and control.⁴¹

⁴⁰Luther Gulick, Papers on the Science of Administration (New York: Institute of Public Administration, 1937), p. 13.

⁴¹R. S. Peters, The Role of the Head (Boston: Routledge and Kegan Paul, 1976), p. 44.

The concept of educational administration includes a good deal more than is usually encompassed by educational management, taking in ideas from sociology, political science, history, economics and other social sciences that often are either missing from or presented in a highly derivative manner in the management literature.

Leading schools effectively require expressive abilities in tolerance for ambiguity, vision and intuitive skills at collecting and analyzing data, and a great deal of physical energy and psychological strength.⁴² The business of the selection and prediction of an effective school principal is at best a risky enterprise. Some observers perceive the future school administrator's role as increasingly involved with mediating between groups. The job will require less directing of the organization and more holding it together sufficiently to enable the professions to improve their own effectiveness.⁴³

Roe and Drake conceived the principal's role as combining administrative management and educational leadership. This dual emphasis includes the following administrative duties:

⁴²Ibid. p. 268.

⁴³Daniel B. Meyers, "A Principal Characterizes a Good School," The National Elementary School Principal, 54 (November-December 1974): 75.

Maintenance of adequate school records of all types
 Preparation of reports for the central office and other agencies
 Develop a budget and budget control
 Personnel administration
 Student discipline
 Scheduling and maintenance of schedule
 Building administration
 Administration supplies and equipment
 Pupil accounting
 Monitoring of programs and instructional processes prescribed by the central office
 With emphasis on educational leadership, the principal would be expected to perform the following duties:
 Stimulate and motivate staff to maximum performance
 Develop with the staff a realistic and objective system of accounting ability for learning as contrasted to merely monitoring programs and instructional processes in input
 Develop cooperative assessment procedures for ongoing programs to identify and suggest alternatives for improving weak areas
 Work with staff in developing and implementing the evaluation of the staff
 Work with staff in formulating plans for evaluating and reporting student progress
 Provide channels for the involvement of the community in the operation of the school
 Encourage continuous study of curricular and instructional innovations
 Provide leadership to students in helping them to develop a meaningful but responsible student government
 Establish a professional learning resource center and expedite its use.⁴⁴

Lazarsfield has stated that administrators have four major tasks:

To fulfill the goals of the organization
 To utilize the talents of other people, not as machines, but in a human way to release the initiative and creativity.

⁴⁴Ibid. p. 258.

To realize the humanitarian aspects of the job, knowing this is morale and that people do their best work under suitable conditions To build into the organization, provisions for innovations, for change and for development; in a changing world, people and organizations must adapt to changing conditions.⁴⁵

In general, the principal must focus on developing a philosophy of administration and evaluation.⁴⁶ In reviewing the research data on eight principals, Stow and Manatt critically related five major role characteristics which were common to their success on the job.

1. A high level of energy and a willingness to work long hours on a continuous basis.
2. Extremely well developed expressive abilities. All of these principals had very well developed interpersonal skills and were able to communicate effectively in face to face interaction with a diverse range of individuals and groups.
3. A proactive approach in response to the requirements of the situation they faced as principals. All tended to take the initiative and not wait for the lead from others, except as this would help them to achieve their objectives. They were all leaders who felt comfortable and were effective being in charge of things.
4. All of the principals observed were good listeners and observers.
5. All of the principals were very skilled at analyzing and determining the requirements of their school situations and evaluating alternative courses of action.⁴⁷

⁴⁵Quoted in Peters, p. 354.

⁴⁶Shirley Stow and Richard Manatt, "Administrator Evaluation Tailored to Your District of Independent School," Educational Leadership, 35 (February 1982): 353.

⁴⁷Ibid. p. 257.

The school principal must assume the responsibility of helping persons involved to clarify objectives, identify problems, establish priorities, develop strategies, and assess progress. The principal must integrate into a meaningful whole the discrete, disparate efforts to those who, taken together, constitute the school.

Blake and Mouton wrote that a manager's role is to develop and maintain a culture that promote work. The manager is responsible for the productive utilization of people so they will achieve maximum results as members of the organization. A manager's job is to perfect a culture which

- (1) promotes and sustains efficient performance of the highest quality and quantity,
- (2) fosters and utilizes creativity,
- (3) stimulates enthusiasm for effort, experimentation, innovation and change,
- (4) takes educational advantage from interaction situations and
- (5) looks for and finds new challenges.⁴⁸

The principal can be instrumental in creating the atmosphere of total learning within the school by working with the staff as a leader among peers as opposed to being a taskmaster supervising employees.⁴⁹ Cooperation rather than ordering can be most helpful, as Daniel Myers recommended. This kind of environment will free teachers to pursue the goals and commitments they have for children unhampered by

⁴⁸Robert S. Blake and Jane S. Mouton, The Managerial Grid. (Houston: Gulf Publishing Company, 1964), pp. ix-x.

⁴⁹Ibid. p. 75.

restrictions.⁵⁰ A good principal supervises through conversations, questions, discussions, and participation, permitting those who work with him to grow and learn.⁵¹

School principals' role orientation and life interest are closer to those of blue-collar workers than of professionals.⁵² In 1978, Carroll conducted a role study of the central life interest of school principals. The systematic study defined central life interest as the preferred location for the performance of certain acts in day-to-day life. Carroll's study of 277 principals indicated that only 17 percent of the sample were job oriented, 44 percent were not job oriented and 39 percent had no preference. These results were at home variance with studies of other professional or managerial groups where the percentage of job-oriented nurses was 79 and for middle managers in an individual firm it was 53. According to the studies one may have a central life interest that is or is not job oriented or may exhibit no preference.⁵³

⁵⁰Ibid.

⁵¹Ibid.

⁵²Ibid. p. 62.

⁵³Ibid.

The performance and role of the principal are beset by the forces of society, the school system itself, the board of education, peers and colleagues, the community at large, and various groups within the community, such as ethnic, racial, professional, and special interests. Very often this myriad of forces imposes conflicting demands and expectations.⁵⁴

Societal forces more than any other factors are responsible for the necessity of change in education and consequently in the principalship. It is the diversity of society that accounts for change, and in educational issues that diversity which must be accounted for. For the schools to improve, even to survive, the principal must assume the role of change agent to meet the diverse needs of society.⁵⁵

The school's socioeconomic setting and its organizational climate as well have been found to have a significant effect on problems confronting the school principal. Certainly, if the school setting is altered by societal changes, the principal's performance and role will be subsequently changed, with a lessening of authority and a reduced burden of decision making, leading to less enforcement of regulation and policy and more development of potential and utilization of staff talent. As Castetter stated:

⁵⁴Roald F. Campbell and others, Introduction to Educational Administration (New York: Macmillan, 1976), p. 260.

⁵⁵Roland S. Barth, "Is There a Way Out?" National Elementary Principal 53 (March-April 1974): 13.

The principal of an attendance unit is probably the most important administrator in the school system in terms of achieving effective utilization of human resources.⁵⁶

There is no need for educators, particularly school principals, to believe that they alone should lead the way to the good life for all society. The principals are no longer the sole professionals in education and can no longer exert the authoritative role once held by virtue of that fact.

Recent studies have indicated that the educational environment and societal expectations for the school administrator have a greater influence on a principal's behavioral pattern than the individual's own personality. Rather than acting as master, setting the stage for staff and students as the principal of the past has been viewed, the new executive of the school has emerged trying to comply with conditions, taking into account the influences within the school district and adapting to them even when they are not compatible with the principal's own personality.⁵⁷

Knezvich suggested that more and more the principal is recognized as an executive or administrator and the principalship as a constellation of positions.⁵⁸

While we suspect principals have an understanding of the particular attitudes, values, behaviors, ideas and skills requisite to effectiveness on the job, none of the principals' in the

⁵⁶William B. Castetter, The Personnel Function in Educational Administration. (New York: Macmillan 1976), p. 53.

⁵⁷Wiggins, "What's in the Script for Principal Behavior?"

⁵⁸Cited in Blumberg and Greenfield, pp. 394-395.

study was able to explicate clearly the basis of their beliefs and actions. While this ability in and of itself is not necessarily a critical factor related to success on the job, when such understanding can be articulated and enacted, performance is enhanced. The character of their graduate training and the related administrative certification procedure may be related to this problem. Another issue of concern is these principals' relations to other principals and the overall attitude taken toward them by their superiors. Without exception, these principals perceive themselves to be very lonely and isolated from their peers, and feel generally ignored by their superiors as long as they're able to "keep the peace" in their school.⁵⁹

The Principal and Leadership

The dilemma for the principal is what balance to strike between the pressures for change and stability. However, Lipham and Hoeh defined leadership "as that behavior of an individual which initiates change in the goals, objectives, configurations, procedures, input, processes, and ultimately the outputs of social systems." Lipham and Hoeh described the five major functional areas of responsibility for principals: (1) the Instructional Program, (2) Staff Personnel Services (3) Student Personnel Services, (4) Financial-Physical Resources, and (5) School Community Relationships.⁶⁰

⁵⁹Ibid. p. 255.

⁶⁰Ibid. p. 203.

The ability of the principal to work with the many and varied interest groups, in addition to teachers, determines his effectiveness as a leader. Leadership is less a matter of personality traits than the ability to develop a working relationship between group members. As Stodgill's research into leadership indicated:

Leadership is not a matter of passive status or the mere possession of some combination of traits. It appears rather to be a working relationship among members of a group, in which the leader acquires status through active participation and demonstration of his capacity for carrying cooperative tasks through to completion.⁶¹

Williams and Hoy theorized that the relationship between leadership style and the degree to which the leader exerts influence in a given situation will affect group performance.

Early research with small groups identified and compared three styles of leadership style: democratic, authoritative and laissez faire. More recent research suggests that effective leader behavior is responsive to the situation to the maturity of the group relative to the task and to a number of significant problem attributes.⁶²

Administrative style is a global concept that seeks to characterize a whole range of administrative behaviors.

⁶¹R. M. Stodgill, "Personal Factors Associated with Leadership: A Survey of the Literature," in The Effective School Principal (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 71.

⁶²Victor H. Vroom and Philip W. Yetton, Leadership and Decision Making (Pittsburgh: University of Pittsburgh Press, 1973), p. 82.

Those who have studied leader behavior and administrative style generally emphasize two basic factors: concern for production and concern for people.⁶³ Cogley added another dimension to leadership when he said:

Leadership in the 1980's will be based on the new perception of human reality. The artificial blurrings of the past will have to be wiped away. The clear image of mankind's oneness will be the starting point for thought and action concerning human affairs.⁶⁴

Leadership is a social phenomenon of administration, and probably, the most desirable trait for an administrator. Gibb indicated the successful administrator possesses the following leadership qualities:

The most effective leader is one who acts as a catalyst, a consultant, and a resource to the group. His job is to help the group to grow, to emerge, and to become more free. He serves the group best when he is a whole person, is direct, real, open, spontaneous, permissive, emotional, and highly personal. The leader at his best is an effective member. He acts in such a way as to facilitate group strength, individual responsibility, diversity, nonconformity, and aggressiveness. The leader is thus dispensable, and independent. The good leader tends not to lead. He permits, feels, acts, relates, fights, talks, acts human as do other members of the group and the institution. The leader is present, available, and with the group as a person, not as a role.⁶⁵

⁶³Thomas J. Sergiovanni and Robert Starratt, Emerging Patterns of Supervision: Human Perspectives (New York: McGraw-Hill, 1971), p. 88.

⁶⁴John Cogley and others, A Symposium: The Requirements for Leadership in the 1980's. (Chapel Hill: The University of North Carolina, 1968), p. 27.

⁶⁵Jack R. Gibb, Organization and Human Behavior. (New York: McGraw-Hill Book Company, 1969), p. 316.

Arnold and others have identified definite guidelines which can provide a high degree of assurance for successful and effective leadership:

1. Have your own platform of values clearly defined.
2. Don't get too personally identified with a recommendation you are presenting for action.
3. Don't display any favoritism in public or in private. Don't ever become personally obligated.
4. Know the best in school administration, administrative theory, and practice.
5. Gain the confidence and respect of your professional staff.
6. Try to achieve a sense of security, even if you know very well your position is insecure.
7. Try to hold on to the values of the past, but try even harder to peer into and reach for the future.
8. Strive to help those who have blind spots and prejudices.
9. Develop a sense of timing and make your recommendations when the time is right.
10. Keep the many segments of your community well informed on school problems, the school progress, and school achievements so that they too can support sound proposals for school improvement.
11. Establish a systematic plan for collecting and filing of information about finance, facilities, staff, pupils, community, educational programs, and cultural trends.⁶⁶

⁶⁶William E. Arnold and others, Hints to the Beginning Administration. (Washington, D.C.: American Association of School Administrators, 1962), pp. 14-15.

The performance of effective leadership involves areas of individual leadership, community relations and business management; it entails the ability to determine priorities, which is not an easy task in view of the principal's loss of authority due to many judicial determinations on individual rights. The principal must be decisive without infringing on rights, and some find it easier to avoid the issues entirely.

The principal's leadership responsibility is to encourage others in creative decision making and the achievement of specific educational goals, utilizing his authority to see the goals are accomplished without ignoring the contributions of his staff.⁶⁷

The modern principal's function enables the principal to be an educational leader. Through the principal's guidance and leadership, new educational objectives can be realized and necessary changes brought about within the system. Today, the role and responsibilities of the principal have increased so much that the principalship has become a vital force in education. There is increased emphasis on school-community relations today in society, and this relationship largely depends on the influence of the

⁶⁷William W. Wayson, "A New Kind of Principal," National Elementary Principal 50 (February 1971): 13.

school administration, especially the principal. Even the well-being of the school hinges upon effective leadership.⁶⁸

The school principal as administrator of the local school unit stands alone without defense because the old ground rules that structured American schools into such similar and unquestioned molds are now largely obsolete, an obsolescence leaving the principal in too many cases without an acceptable mode of administrative behavior.⁶⁹

Gross and Herriott found in their research a positive relationship between executive professional leadership and staff morale, the professional performance of teachers, and pupils' learning. Gross and Herriott also found that role expectations are not clear and principals find themselves caught in the dilemma of wanting to be effective instructional leaders but find themselves beleaguered by the press of routine administration and by their own lack of knowledge and skill in these areas.⁷⁰

⁶⁸Elizabeth H. Wrenn, "The Principal's Turn," National Elementary Principal 53 (March-April 1974): 38.

⁶⁹R. Freeman Butts, Donald H. Peckenpaugh, and Howard Kirschenbaum, The School's Role as Moral Authority (Washington, D.C.: Association for Supervision and Curriculum Development, 1977).

⁷⁰Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools (New York: John Wiley, 1965).

William Wayson described the new educator:

The new administrator tends to ignore some of the mythological limits imposed on administrators by narrow interpretations of the law, policy, tradition, or senatorial courtesy. He exercises a judicious use of administrative power.⁷¹

The performance of effective leadership style depends on group and task conditions. Being permissive is effective under some conditions; being tough and decisive is effective under others; being emotional, having a dream, is just what's needed in others.⁷² Shaw concluded:

The need is greater than ever before for administrators who have visions of what our schools might become, of what they might do for every child and every community; leaders who can communicate that vision and lead toward its fulfillment.⁷³

Emerson hit upon the essence of educational leadership over a century ago when he called for "leaders who do not do things for us--but who rather restore our faith in ourselves to make a difference and control our own destinies."⁷⁴

⁷¹Wayson, p. 14.

⁷²Harold J. Leavitt, Managerial Psychology. (Chicago: University of Chicago Press, 1972), p. 217.

⁷³Archibald B. Shaw, "Trends Reshaping the Superintendency," Croft Leadership Action Folio, (New London, Connecticut: Croft Educational Services, Inc. 1973) p. 3.

⁷⁴Quoted in Michael J. Bakalis, A Strategy for Excellence. (Hamden Connecticut: The Shoe String Press, Inc. 1974), p. 17.

The Principal and Evaluation

Current methods of evaluating public school personnel have evolved from practices of many years ago many of which are clearly influenced by personnel evaluation in industry and government. By and large, many of the evaluation instruments being used today were developed from concepts at least fifty years old, stated Greene.⁷⁵

Redfern commented that client-centered evaluation adds a new concept to the traditional approach to assessing performance. "It provides inputs from those whom we guide, teach, lead, and benefit, or in other words, those for whom we truly work."⁷⁶

The checklist type of evaluation instrument which represents an attempt to fix the performance of the principal at a vague, unclear point on a rating scale is still widely used today.⁷⁷ Odiorne has identified two major kinds of flaws or weaknesses that appear in poor evaluation systems. One is the "halo" effect, and the other is the

⁷⁵Robert E. Green, Administrative Appraisal: A Step to Improved Leadership. (Washington: D.C.: National Association of Secondary School Principals, 1972) p. 1.

⁷⁶George B. Redfern, "Client-Centered Evaluation," in Proposals for Progress: Promise and Performance, ed. William J. Ellena. (Washington: American Association of School Administrators, 1972), p. 24.

⁷⁷George S. Odiorne, Management of Objectives. (New York: Pittman Publishing Corporation, 1965), p. 177.

hypercritical or "horn" effect. Both kinds of flaws are prevalent in many evaluation programs.⁷⁸ An appraisal program that is goal-oriented will not entirely eliminate the halo or horn effect as the processes of evaluation and management will always reflect the administrator and his administrative style.⁷⁹ Regardless of the evaluation process being used, if the standards are vague and unclear, the procedure will suffer from one or the other of these effects.⁸⁰

The halo effect is the tendency of the boss or evaluator to hang a halo over his rating of a favored employee, or the tendency to rate a person higher than circumstances justify for a variety of reasons such as the following:

1. Effect of past record. Because the man has done good work in the past, his performance is assumed to be okay in the recent past too. His good work tends to carry over into the current rating period.
2. Compatibility. There's a tendency to rate people whom we find pleasing of manner and personality higher than they deserve. Those who agree with us, nod their heads when we talk, or even better--make notes of our words--get better ratings than their performance justifies.

⁷⁸Green, p. 7.

⁷⁹Odiorne, p. 177.

⁸⁰Ibid. p. 78.

3. Effect of recency. The man who did an outstanding job last week or yesterday can offset a mediocre performance over the rest of the year by this single act.
4. The one-asset man. The glib talker, the man with the impressive appearance, the fellow with advanced degrees, or the graduate of the boss's own alma mater gets a more favorable rating than the subordinate lacking these often irrelevant attributes.
5. The blind-spot effect. This is the case where the boss does not see certain types of defects because they are just like his own. The boss who is a big thinker may not appreciate a detail man, for example.
6. The high-potential effect. We judge the man's paper record rather than what he's done for the organization.
7. The no-complaints bias. Here the appraiser treats no news as good news. If the subordinate has no complaints, everything is terrific. The fellow who pesters him but gets the job done is rated lower than the silent, solitary dud.⁸¹

The hypercritical or "horn" effect is the opposite of the halo effect, in that it has a tendency to rate people lower than the circumstances justify. Some specific reasons for this are

1. The boss is a perfectionist. Because his expectations are so high, he is more often disappointed, and rates his people lower than he should.
2. The subordinate is contrary. Here the boss vents his private irritation with the man's tendency to disagree with him too often on too many issues.
3. The odd-ball effect. Despite all the lip-service to non-conformity, it all too seldom finds its way into practice when appraisal time comes around. The odd ball, the maverick, the nonconformist, gets low ratings simply because he is 'different.'

⁸¹Ibid. pp. 177-178.

4. Membership on a weak team. A good player on a weak team will end up with lower ratings than he would if he were playing on a winning one.
5. The guilt-by-association effect. The man who isn't really known will often be judged by the company he keeps. If he hangs out with frivolous crowds, or works for the wrong boss, he's due for some reduction in his rating.
6. The dramatic-incident effect. A recent goof can wipe out a whole year's good work, and give a man a low rating on his latest appraisal.
7. The personality-trait effect. The man who is too cocky, too brash, too meek, too passive, or otherwise lacks some trait the boss associates with 'good' men will suffer in his rating accordingly.
8. The self-comparison effect. The man who doesn't do the job as the boss remembers he did it when he held that job will suffer more than those jobs the boss is not too familiar with.⁸²

The General Electric Company conducted a study of the evaluation process.⁸³ The study included an evaluation on job or position responsibilities rather than on personal characteristics. The intent of the study was to evaluate the effectiveness of participation in the evaluative process. One group of managers was instructed to use high participation and another group to use low participation. The following results obtained from the study are significant and have relative bearing upon the performance evaluation of superintendents:

⁸²Ibid. pp. 178-179.

⁸³Greene, p. 7.

1. Those employees involved with low participation groups reacted more defensively than those in the high participation level, and achieved fewer goals.
2. The high participation group was associated with better mutual understanding between manager and subordinate, greater acceptance of goals, better attitude toward evaluation, and a feeling of self-realization on the job.
3. Criticism has a negative effect on achievement.
4. Praise has little effect one way or the other.
5. Appreciable improvement is realized only when specific goals and deadlines are mutually established and agreed to.
6. Defensiveness resulting from critical appraisal produces inferior performance.
7. Coaching should be a day-to-day, not once-a-year activity.
8. Mutual goal-setting, not criticism, improves performance.
9. Participation by the employee in goal-setting fosters favorable results.⁸⁴

Macdonald warned educators to be aware of some of the pitfalls associated with evaluation and suggested that evaluators proceed with caution, when making an appraisal of human performance.⁸⁵ He placed specific emphasis on evaluation from the viewpoint that

⁸⁴Ibid. pp. 7-8.

⁸⁵James B. Macdonald, "Some Moral Problems in Classroom Evaluation and Testing," The Urban Review 8 (Spring 1975): 26.

"evaluation is rarely perceived as a continuous on-going process. It is almost exclusively seen as an after-the-fact judgment; and as an after-the-fact assessment. It is rarely seen as a vehicle to evoke a wide variety of behaviors. Thus, what in essence is a broad varied series of possibilities is reduced to a restrictive and miniscule appraisal."⁸⁶

Another aspect presented by Slote is that the evaluative process usually connotes a difference of opinions between the evaluator and the person being evaluated.⁸⁷

All too often, individuals being evaluated envision themselves as being more sincere than they actually are; they tend to think of themselves as having greater leadership qualities than others; they think they're better listeners than others think they are; they see themselves as being more approachable than others view them; and when confronted with the opposing opinions of "others", they tend to become some-what irrational.⁸⁸

The variance found in administrative and principal evaluation programs used in school systems is reflective of the absence of definite knowledge and clear definition of the roles or agreement on a philosophy of evaluation. Evaluation is necessary for the emergence of effective leadership and administration, as Howsam and Franco expressed:

1. It does little good to protest the limitations of an evaluation. The fact is that given present circumstances at least, evaluation is both necessary and inevitable, regardless of its desirability, effectiveness, or consequences.

⁸⁶Ibid.

⁸⁷Leslie M. Slote, "How to See Yourself as Your Employees See You," School Management 10, (June 1966): 88-90.

⁸⁸Ibid. p. 90.

2. No matter how sound the research evidence, expert opinion, or other knowledge may be, quality is what the evaluator thinks it to be and behavior is what the beholder perceives it to be. Progress in evaluation depends largely upon the development of people.
3. While efforts at better formal evaluation probably should not cease, at this time most school systems would gain more from strong in-service efforts as developing mutual understanding of administrative and supervisory processes and behavior.⁸⁹

An evaluation program, designed to improve competency and to provide professional growth, is mandatory for development of effective management assessment. An evaluation must be relevant and meaningful. This process is accomplished by identifying and defining the purpose of school, providing realistic targets and goals, establishing standards of performance, allowing sufficient flexibility, and recognizing the need for total involvement.

Purposes must be clearly stated and understood by all involved and the community. Once the purposes have been determined, the evaluation process should be designed to assist in fostering the desired achievement of the school's goals and objectives. Hawkins discussed the importance attached to evaluations:

For the most part, we have attempted to evaluate traits that are not only subject to a great deal of subjectivity and interpretation, but many of

⁸⁹Robert B. Howsam and John M. Franco, "New Emphases, in Evaluation of Administrators," The National Elementary Principal 44 (April 1965): 40.

the things we have evaluated may have a low priority in the whole scheme of things. We have put in evaluation instruments, such items as a sense of humor and cooperative spirits and then by some mysterious process have been able to conclude that educators are good or bad depending upon our own interpretation of those terms. The seemingly hoped-for rationale was to cause subordinates to be subjects before the throne.⁹⁰

A systematic evaluative procedure may not bring total effective administration to schools; but without it, the educational leadership so desperately needed will hardly be assured, asserts McCarty.⁹¹ DeVaughn concluded from his study of objectives and standards for evaluating administrator performance that eleven legitimate reasons could be identified for justification of the evaluative process to determine:

1. Degree of information and skill as educational leader
2. Adequacy of planning
3. Appropriateness of method and adequacy of follow-through after a decision is reached
4. Adequacy of organization of own work and that of personnel supervised

⁹⁰Wilber D. Hawkins, "Performance Evaluation: Starting with the Superintendent," in Thrust for Educational Leadership, Vol. 72, 2 ed. Association of California School Administrators, (Sacramento, 1972), p. 42.

⁹¹Donald J. McCarty, "Evaluating Your Superintendent," School Management 15 (July 1971): 44.

5. Ability to originate develop, and follow through on constructive ideas
6. Degree to which decisions are sound, timely, and effectively carried out
7. Extent to which decisions are shared by those significantly affected by those decisions
8. Extent to which superordinates, coordinates and subordinates are kept informed at all times of all decisions on a need-to-know basis for effective operation at each level
9. Ability to present challenges and goals and to motivate staff members to meet those challenges in an enthusiastic manner
10. Ability to encourage and lead in the development of learning experiences and curriculum appropriate to the student population under his supervision, to include support by appropriate staff, facilities, and equipment, and all with community acceptance
11. Ability of the administrator to further the growth and improvement of his staff in accordance with the inherent philosophy, purposes, and objectives of the 'Evaluation of Professional Growth and Service of Teachers.'⁹²

There is a definite requirement for changing the performance type of evaluation programs, contended Thomas⁹³ Castetter and Heisler suggested that the new approach calls for integrating individual needs and organizational goals,

⁹²Everette J. DeVaughn, A Manual for Developing Reasonable Objectives, Nondiscriminatory Standards for Evaluating Administrator Performance, Mississippi State University, September, 1971, pp. 1-2.

⁹³M. Donald Thomas, "The Board/Superintendent Relationship," California School Boards 34 (March 1975) 5.

for self-education and self-development of administrative personnel, "for emphasis upon results rather than upon symbols which so long have been considered to be tantamount to accomplishments."⁹⁴ Then school boards should consider the evaluation of the superintendent as part of the overall school administrative appraisal process.

Inasmuch as the evaluation process involves the interaction of human beings, its evaluative outcomes are subject to errors of human behavior. However, even if the professional educator decided not to evaluate, one would nevertheless evaluate how well one had succeeded in not evaluating. Involved in the issue are questions such as what, how, by whom, for what purpose, and with what consequence.⁹⁵ According to Cunningham, educators have refused to believe that they possessed adequately defined evaluation technology to make judgments about themselves and/or their colleagues.⁹⁶

⁹⁴William B. Castetter and Richard S. Heisler, Appraising and Approving the Performance of School Administrative Personnel, U.S., Educational Resources Information Center, ERIC Document ED 060 540, 1971, p. 16.

⁹⁵Robert B. Howsam, "Current Issues in Evaluation," The National Elementary Principal 52 (February 1973): 12.

⁹⁶Luvern L. Cunningham, "Our Accountability Problems," Theory Into Practice 8 (October 1969): 290.

Heichberger sees the principal as the primary force in implementing change. Heichberger wrote:

"The leader or principal, acting as the chief accountable change agent, is the main component. He must be a participating member of the instructional staff and a catalyst in initiating the updating of current programs. He must keep himself and his staff abreast of current research in education."⁹⁷

Sciara related the significance of leadership, evaluation, and change.

"There is no question in my mind that the biggest incentive for change in education has to come from the principal, since he hands out the regards and punishments in every school. Teachers are willing to change to update instruction, but they need leadership. If the principal doesn't provide the leadership, teachers can find it almost impossible to carry through with their ideas for change."⁹⁸

While Heichberger made specific reference to elementary school principals, the implications do not differ for the secondary school administrator. The principal must be willing to accept responsibility and to delegate responsibility as well. The principal cannot remain a middleman who enforces the policies of the board of education and of the superintendent, and arbitrarily inflicts them on staff and student. The principal's responsibility, as a leader, is to

⁹⁷Heichberger, p. 112.

⁹⁸Frank J. Sciara and Richard K. Jantz, Accountability in American Education. (Boston: Allyn and Bacon, Inc., 1972), p. 72.

encourage others in creative decision making and the achievement of specific educational goals, utilizing his authority to see that goals are accomplished without ignoring the contributions of his staff.⁹⁹

School personnel have much to learn from business administration in finance, budgeting, time management, resource utilization, and the dynamics of goal achievement. Industry and commerce have applied themselves to the problem of leadership and have studied the psychology and sociology of management. Educators tend to cling to the idea that leaders are born, not made, although paradoxically, this is not believed in dealing with pupils.¹⁰⁰ According to White, principals are viewed by their constituents as monopolistic gatekeepers who control other people's destinies and opportunities to the extent that their power is feared.¹⁰¹

New trends in educational administration include the increasing significance of the school principal's role in education, the developing interest in the continuing education and preservice preparation of principals, the growing focus upon performance objectives for principals,

⁹⁹Wayson, 13.

¹⁰⁰Peters, p. 124.

¹⁰¹Mary Alice White, "How Do We Know When Something Works in Education?" Phi Delta Kappan 50 (June 1969): 595.

and the search through school system-university partnerships to define and relate effective performance measures to preparation.¹⁰² Peter Drucker, in discussing the effective administrator, stated:

Knowledge and skills one can always acquire. But basic personnel decisions should always be made on what a man has rather than on what a man lacks, on his strengths rather than on his weaknesses, on what he can do very well rather than on what he can do badly or not at all. The effective administrator builds on strengths, looks for strength, staffs for strengths.¹⁰³

Evaluation in education will become increasingly difficult, according to Corwin.¹⁰⁴ The prospect of growing conflict among professionals within school systems also is likely to transform traditional leadership functions of the school administrator. Increasingly, his function will involve mediation between groups; his performance and job will be less that of directing the organization, a legal theory stipulates, and more one of just holding it together sufficiently to enable the professionals to improve their own effectiveness. Educator's fear of evaluation is significant and powerful, according to Gardner in his book, No Easy Victories.

¹⁰²Jack A. Culbertson, Curtis Henson, and Ruel Morrison, Performance Objectives for School Principals. (Berkeley, California: McCutchan 1974), p. v.

¹⁰³Green, p. xi.

¹⁰⁴Ronald G. Corwin, Willard Lane and William Monahan, Foundations of Educational Administration (New York: Macmillan Company, 1970), p. 417.

It is the modern mode for us to shrink from making judgments, even to believe that it is somehow presumptuous or arrogant to make judgments. We feel that it is more seemly to devise a system and let the system make judgments, or invent a machine and let the machine do the judging, or gather statistics and let the statistics make the judgment.¹⁰⁵

The task of evaluating public school teaching personnel is difficult and complex. According to a 1974 publication by the National School Public Relations Association, two almost irreconcilable tasks are involved: the near impossibility of making valid judgments about anything as complex and personal as teaching ability, and the crying need to do just that.¹⁰⁶

The tension created by the need for evaluation and the difficulty of it have produced a variety of ways to try to resolve the problem and various reactions to the solutions. Many states and many individual school systems have changed or are in the process of changing evaluation policies and procedures.¹⁰⁷

Regarding the process of evaluation, Halpin stated; "accurate and judicious evaluation of an individual's performance admittedly involves a more complex process than

¹⁰⁵John W. Gardner, No Easy Victories (New York: Harper and Row, 1968), p. 119.

¹⁰⁶National School Public Relations Association, Evaluating Teachers for Professional Growth, (Arlington, Virginia: 1974), p. 5.

¹⁰⁷Ibid.

a straightforward description of what he does or how he behaves."¹⁰⁸ Studies are done frequently which distinguish between effective and ineffective leadership and evaluation in our school systems today. Morris and Seeman wrote:

Studies of leadership which ignore the problem of evaluation can, of course, be made and may contribute important theoretical insights. Evaluation, however, takes on a special importance because of the strong pragmatic emphasis upon leadership in our culture. It is not enough to know what leadership is; the demand is for knowledge about good leadership in order to secure as much of it as possible.¹⁰⁹

The varied instruments and evaluation programs used among school systems is reflective of the absence of definite knowledge and clear definition of the roles or agreement on a philosophy of evaluation. Drucker (1974) indicated that all organizations had to keep in mind three questions: Who is the client? What is the objective of the organization? What should the goal of the organization be? Drucker applied these questions to both business and service organizations such as the schools. Drucker indicated that failure to understand the clientele, the goals, objectives, and plans for the future of the organization would lead to

¹⁰⁸ Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), p. 112.

¹⁰⁹ Richard T. Morris and Melvin Seeman, "The Problem of Leadership: An Interdisciplinary Approach," The American Journal of Sociology 56 (September 1950): 155.

its steady decline. The result in the schools is a decline in prestige, a loss of public confidence and no financial increases. There are many issues which could be considered in evaluation regardless of the limited scope which evaluations have taken in the past.¹¹⁰

I'm OK-- for the most part is the message of a research study on the elementary school principal in 1978. The typical principal believes that students are learning more in school than they did 10 years ago and doing at least as well on basic skills. He has trouble dismissing teachers who cannot or will not do their jobs. He finds managing student behavior a serious problem. In fact, he believes that the general behavior of pupils in his school is worse than it was 10 years ago.¹¹¹

McNally observed that "how a principal evaluates teachers depends to a large extent upon his administrative style which is a function not only of what he knows, but primarily of what he is."¹¹²

According to Rentsch there are "three prime areas of evaluation for the administrator: (1) what he is, (2) what he does, and (3) what he accomplishes."¹¹³ The contemporary principal's success is measured by how well the designated responsibilities are performed.

¹¹⁰Howsam and Franco, p. 40.

¹¹¹William L. Pharis and Sally ZaKariya, The Elementary School Principals in 1978: A Research Study (Arlington, Virginia: NAESP, 1979), p. 103.

¹¹²McNally, p. 29.

¹¹³George J. Rentsch, "Assessing Administrative Performance," National Association of Secondary School Principals, 60 (September 1975): 78.

The problem is that, traditionally, this measurement has been made by means of objective evaluation instruments such as graphs, checklists, temperature charts, and other devices; most of them being inadequate in their criteria (1) are too general and impersonal (2) tend to include too much that is mundane, and (3) often confuse means with ends. When the principal is measured by these standards, he is regarded as an administrator by objective; evaluated according to the degree to which he satisfies pre-determined task-performance criteria. However, the principal's true effectiveness depends on how well he administers by exception; how he anticipates, identifies, and copes with the myriad of intangible but critical factors that influence the achievement of successful job-targets.¹¹⁴

Hagman concluded:

It would be good to have a measure, by means of an objective evaluative instrument of the quality of democratic school administration in process. If a rating scale could be devised to appraise each activity of the administrator, the observer could say with certainty; so much is good; so much is poor. The administrator might, then too, score his own achievement. The modification and improvement of administrative procedures might follow from either use, and education may be served better by the administrative activity.¹¹⁵

Culbertson gave seven standards and objectives for the evaluation of administrative performance.

1. Evaluation is a cyclical process of planning, collecting information, and using information.
2. Evaluation includes examination of input, process and outcome.
3. Evaluation involves consideration of processes and products of several people.

¹¹⁴Pharis and ZaKariya, p. 110.

¹¹⁵Harlan L. Hagman, The Administration of American Public Schools, (New York: McGraw-Hill Book Company, Inc., 1951), pp. 404-405.

4. Evaluation is a subsystem inter-related with other subsystems within the total school organization.
5. Evaluation procedures must determine direction, take action and acquire support, monitor processes and make intermediate decisions, provide support to the processes, and make terminal decisions.
6. Evaluation involves self-evaluation plus evaluation by outsiders.
7. Evaluation includes the assessment of common objectives and processes plus objectives related to a specific situation.¹¹⁶

School principals should participate in setting up an evaluation system and in operating it once it has been established. Principals should have something to say about the criteria by which performance is to be evaluated.

Unsupported judgments, the core of most personnel evaluation efforts in schools up to the present time, are of little or no value to the person being evaluated or to the organization in which he works. One essential requirement of an effective system, then, is that relevant behavior be amply described in meaningful categories before judging performance.

An effective evaluation system should concentrate on relatively few important categories of performance, rather than dissipating time and energy on an unmanageable number of meaningless judgments.¹¹⁷

¹¹⁶Culbertson, Henson and Morrison, p. 171.

¹¹⁷Ibid. p. 153.

Any system for evaluating school principal's work should serve at least two major purposes; it should support certain types of administrative decisions such as re-employment, reassignment, promotion, or dismissal, and it should improve the principals' performances.¹¹⁸

The six major purposes for evaluation of administrative and supervisory personnel, according to a survey by the Research Division of National Education Association, were (1) to identify areas needing improvement, (2) to assess present performance in accordance with prescribed standards, (3) to establish evidence for dismissal, (4) to help the evaluatee establish relevant performance goals, (5) to have records to determine qualifications for promotion, and (6) to determine qualifications for permanent status.¹¹⁹

In 1971 the Educational Research Service initiated surveys of administrative and teacher evaluation procedures. The responses indicated that a few school systems are experimenting with some new evaluation methods in the hope of arriving at some solutions to the weaknesses in traditional evaluation systems.¹²⁰

¹¹⁸Ibid. p. 155.

¹¹⁹National Education Association, Evaluating Administrative/Supervisory Performance, Circular No. 6 (Washington, D.C. Educational Research Service, 1971), pp. 2-3.

¹²⁰National Education Association, "New Approaches in the Evaluation of School Personnel," (Washington, D.C.: Educational Research Service, 1971), p. 42.

Effective leadership and evaluation will improve as all persons involved with evaluation recognize the processes of administration and supervision, understand the local situation, and cope with self-awareness. "All great men who shape the character and direction of their organization and eras have a rare and delicate mixture of prince, hero and superman," reiterated Jennings.¹²¹ Jennings stated that leaders can be classified into one of three categories:

The great men who are rule breakers and value creators are poetically referred to as supermen; the men dedicated to great and noble causes are called heroes; and the men motivated principally to dominate others are called princes.¹²²

Educators insist that teachers don't deserve all the blame for the decay in American education.¹²³ Psychologists tell us that administrators and teachers are blamed by society and have come to accept the responsibility, even for violence against themselves.¹²⁴ For example:

¹²¹Eugene E. Jennings, An Anatomy of Leadership, (New York: McGraw-Hill Book Company, 1960), p. 1.

¹²²Ibid.

¹²³Lucia Solarzano, "What's Wrong with Our Teachers," U. S. News and World Report, 14 March 1983, p. 37.

¹²⁴Wilma E. Hirst, Effective Psychology for School Administrators (West Nyack, New York: Parker, 1980), p. 117.

self-esteem is lowered,
professional pride is lost,
anger is turned on self,
mental and physical health are imparied.¹²⁵

Powerlessness breeds anxiety and creates stress. Hirst advised that informal rap sessions with administrators before evaluation would allow many to feel that they have some control over what is to happen.¹²⁶

David Cohen saw the key to school reform and evaluation as political and procedural change, rather than substantive improvement.¹²⁷ Cohen argued that the interest in accountability legislation arises from disappointments with the reform efforts of the 1950's and 1960's, yet he believes that substantive improvements will not work unless the power of professionals is reduced and the power and participation of families and communities is increased.¹²⁸ Cohen suggested that the political power of private and politically unaccountable agencies is as serious an obstacle to democratic control as the power of school professionals and bureaucrats who are formally accountable.¹²⁹

¹²⁵Ibid. p. 133.

¹²⁶Ibid.

¹²⁷David K. Cohen, "Reforming School Politics," Harvard Educational Review 48 (November 1978): 429.

¹²⁸Ibid.

¹²⁹Ibid.

Silent curriculums such as "procedures always effect outcomes" are present in educational settings and a determining difference in effective educational environments.¹³⁰ Two elements seem to be common for effective schools: high expectations for student achievement on the part of school staff members, and strong instructional leadership on the part of the school principal or another staff member.¹³¹ Other common elements for effective schools were the following:

1. well defined school goals and emphasis,
2. staff training on a schoolwide basis, control by staff over instructional and, training decisions,
3. a sense of order,
4. a system for monitoring student progress, good discipline, stress academic excellence, program improvement and strong leadership.¹³²

The elements of effective schools indicate a strong evaluation philosophy and program.

Vincent Rogers suggested that the Goodlad Study on Schooling and other data call for a reexamination of

¹³⁰ Philip L. Hosford, "The Silent Curriculum," Educational Leadership 36 (December 1978): 212.

¹³¹ Stewart Purkey and Marshall Smith, "Research Synthesis on Effective Schools," Educational Leadership 40 (December 1982): 67.

¹³² Ibid.

educational purposes and processes.¹³³ Evaluation was not one of the four major problems Yatvin suggested that we have today. "Schools are sick because there is not enough philosophy and practical creativity in them and too much reverence for authority and too much fear."¹³⁴

"Educational leaders and learning managers today have an incredibly difficult task to mold the competitive forces at work in the educational process."¹³⁵ Instructional leaders are the translators of goals and purposes of education in a school system.¹³⁶ Effective educational leaders are persons who are able to stimulate, challenge, and free the persons around them to perform at their highest level of competence. Only mutual respect between the educational leader and staff members can create such a climate with good productive performance and good results.¹³⁷

¹³³Vincent Rogers, "Exceedingly Effective Schools," Educational Leadership 40 (April 1983): 21.

¹³⁴Joane Yatvin, "It Just Ain't So," Educational Leadership, 40 (April 1983): 24.

¹³⁵Anne Campbell, "Are Instructional Leaders Needed?" Educational Leadership 35 (October 1977): 12.

¹³⁶Ibid.

¹³⁷Ibid. p. 15.

"Educators need to realize that all evaluation is relative, for educators attempt to de-emphasize evaluation because of the complex and sometimes ill-defined methodological problems present."¹³⁸ Measurement sophistication is less significant than the acknowledgment of the need to evaluate and rather than emphasize the search for one final decision or universal evaluation instrument, more attention should be given to local formative and summative evaluation.¹³⁹

"Evaluation should take place with activities. Educational purposes and goals serve as a primary referent for the evaluation process. To fulfill this function in evaluation activities, the goals should be carefully assessed as they are developed. The goals and purposes should be based on identified community and school needs and reflect realistic expectations. Future evaluation development activities should be based on a sound defensible set of educational goals."¹⁴⁰

Performance evaluation is a complex and time-consuming process with the overall goal of improving the organization and helping the individual to develop. Baum therefore suggested the selection and development of an

¹³⁸Michael Scriven, Robert Gagne and Ralph Tyler, Perspective for Curriculum Evaluation (Chicago: Rand McNally, 1967), p. 89.

¹³⁹Ibid.

¹⁴⁰Jerry J. Bellon, Elmer C. Bellon and Janet Handler, Instructional Improvement (Dubuque, Iowa: Kendall Hunt, 1977), p. 8.

evaluation system that reflects organizational goals.¹⁴¹ Farmer indicated that summative evaluation is a review of past performance to determine retention and salary decisions.¹⁴² Formative evaluation is forward-looking and emphasizes developmental objectives and diagnostic information for performance improvement.¹⁴³

A long-standing assumption has been that principal leadership style has an effect on teacher morale, school climate, and school innovativeness.¹⁴⁴ The leadership style blends a strong task orientation and a high concern for people.¹⁴⁵ Performance evaluation by the principal and staff can boost morale by showing interest and professional objectivity instead of issuing disclaimers.¹⁴⁶

The politics of education has become big business. The political pressures accompanying the accountability

¹⁴¹Edward Baum, "Evaluating the Evaluation Process for Academic Administrators," The Journal of American Association of Collegiate Registrars and Admissions Officers 58 (Winter 1983): 182-193.

¹⁴²Ibid.

¹⁴³Ibid.

¹⁴⁴Ray Cross, "What Makes an Effective Principal," Principal 60, (March 1981): 22.

¹⁴⁵Ibid.

¹⁴⁶Clarence R. Winborne, "The Evaluation Dilemma," NASSP Bulletin, 65 (February 1981) 22.

movement and legislation will result in more stress.¹⁴⁷ The difficulties of legislation accentuate the need for individual differences in all evaluation plans.¹⁴⁸ Stow and Manatt suggest an evaluation program tailored to the individual administrative school unit using both performance appraisal and management by objectives.¹⁴⁹

In a profile of the effective principal or administrator for tomorrow, Hirst predicted that emphasis will be placed more on attitudes than on vocational skills, more on human interaction skills than on scientific technology and more on anticipation of the future than on "learning the changes being wrought."¹⁵⁰ Most states require prospective school principals to have

a teaching certificate,
two to five years' teaching experience,
a master's degree,
and professional training in such subjects as
learning theory, human relations, staff development,

¹⁴⁷Bob L. Taylor, "Effects of Minimum Competencies on Promotion Standards," Educational Leadership 36 (October 1978): 26.

¹⁴⁸Ibid.

¹⁴⁹Stow and Manatt, pp. 353-356.

¹⁵⁰Wilma E. Hirst, Effective Psychology for School Administrators (West Nyack, New York: Parker, 1980), p. 233.

education law, labor negotiation, and financial management.¹⁵¹

However, there is little emphasis placed on the importance of the principal as master teacher and instructional leader.¹⁵²

"It's not the form that holds the key to improving administrator performance, it is planning, more specifically, participative planning."¹⁵³ Sweeney advocated a planning process which uses the talents of those who will profit from improved administrator performance.¹⁵⁴ Sweeney suggested that answers to four basic questions are needed in order to develop an effective evaluation system:

1. What are the criteria for administrative evaluation?
2. How high shall the standards for performance be?
3. How shall the administrative school unit measure and report the administrator's performance?
4. How shall the administrative unit plan to help the administrators improve after evaluation?¹⁵⁵

Sweeney suggested that these four questions tie together administrators and teacher evaluation in an administrative effort to improve student learning and performance.¹⁵⁶

¹⁵¹Dennis Gray, "Principals and the Humanities," in Basic Education (Washington, D.C.: Council for Basic Education, 1983), p. 11.

¹⁵²Ibid.

¹⁵³Jim Sweeney, "Administrator Evaluation-Planning and Process," Education (Spring 1981): 298-300.

¹⁵⁴Ibid.

¹⁵⁵Ibid.

¹⁵⁶Jim Sweeney, Education, p. 298-300, 1981.

Hirst averred that, in order to have a successful tomorrow in education, emphasis must be placed in the structure of today:

a commitment to excellence, not
just survival.
a willingness to forego today's
protection of the status quo,
the acceptance of rising expectations
of us by others,
the ability to anticipate and
adapt to change,
interaction among staff, students,
parents and us.¹⁵⁷

"Today public education faces a crisis more serious than ever in the long history since its unique birth in this nation. Faculties, students and taxpayers have raised serious questions about the purpose and direction of our schools. There are those among us who foresee the ultimate end of the public schools. Institutions throughout our land are today old and tired, but this is not cause to doom them to extinction. Institutions, like every man and every generation, must renew themselves. Let us pledge to be the agents of this self renewal--the end of which will be education which is dynamic, responsive, relevant and most importantly humane. Let us pledge a renewed commitment to the survival of public education. We must pledge ourselves to a peaceful revolution--a revolution of quality. We must pledge ourselves to an old dream--that the truly educated society can be the truly good society, that excellence in education means not only teaching a man what he can do, but who he is and what he can become. In the years ahead, education as well as our institutions must not choose security over freedom and convenience over democracy."¹⁵⁸

The United States Chamber of Commerce recently asked questions on the effective management of the nation's

¹⁵⁷Hirst, p. 233.

¹⁵⁸Bakalis, p. xv.

schools, about the school systems' productivity and effectiveness. "What has the American Public received for its Money?"

CHAPTER III

METHODOLOGY

Evaluation of students has always been an expected part of school life. With the development of public schools in America the schools were expected to achieve standards and services. In the process came formal and informal evaluations of the teachers and then the principals.

Evolution of Evaluation

As early as 1896, some states began to have some forms of evaluation. Throughout the twentieth century, interest has increased in the assessment of competence of teachers in all classrooms and competence of administrators in all leadership positions.

Business and industry influenced the demand for public schools to be organized and operate in a businesslike way.¹ Scientific management as developed by Frederick W. Taylor had an impact on education. The survey movement and measurement in education, with an emphasis on testing the efficiency of teaching, utilized the new standard tests.

¹Raymond E. Callahan, Education and the Cult of Efficiency (Chicago: The University of Chicago Press, 1962), p. 18.

The requirement of a special certificate for principals or other administrative officers is a relatively new practice in education having developed largely since 1920. Miller found in 1929 that only nineteen states required special certificates for principals and administrators. Burke found that certificates were required in twenty-seven states in 1933.²

A few years ago the standards and achievements expected of the principal were understood more clearly by school boards, their constituents, and school administrators than today. Principals were expected to account for peace and order in the school community, maintenance and enforcement of commonly accepted codes and policies, advancement of the essentials in the educational program, and an annual budget that increased slightly. Achievement of these standards was assumed. A degree of mutually shared confidence in their attainment prevailed among boards, administrators, and dominant community groups.

In a national survey of trends in administrative evaluation, the Educational Research Service of the American Association of School Administrators and the National Education Association pointed out that in 1971 only 84 school districts in the United States claimed to have formal evaluation systems, that larger school systems were more

²Paul B. Jacobson, The Effective School Principal. (Englewood Cliffs, New Jersey: Prentice Hall, 1963) p. 572.

likely to evaluate administrative behavior than smaller districts and that only twenty-five percent of those districts evaluating principals and administrators have adopted a performance objectives method of appraisal. Others still use check lists and pre determined performance standards.³ The Education Commission of the States reported that only eighteen states as of the end of 1974 had not adopted some form of accountability legislation or evaluation programs.⁴

Principals have more responsibility for supervision and instructional improvement now than they did 10 years ago. In 1968, seventy-five percent of the respondents reported having primary responsibility in this area; in 1978, the percentage was eighty-six. Along with this responsibility goes the responsibility for teacher evaluation which ranked fifth on the list of principals' problems.⁵

³Robert E. Green, Administrative Appraisal: A Step to Improved Leadership. (Washington, D.C.: National Association of Secondary School Principals, 1972), p. 10.

⁴National Association of Elementary School Principals, "Who's Accountable," Spectator, (Winter 1974-75), p. 3.

⁵William L. Pharis and Sally Banks Zakariya. The Elementary School Principalship in 1978: A Research Study. (Arlington, Virginia: National Association of Elementary School Principals, 1979) p. 105.

The Texas State Board concluded from a study that less than five percent of the selected school districts in Texas used a rating scale designed to evaluate the performance of principals. In the same districts, it was found, however, that sixty-seven percent used rating scales for teachers; thirty-six percent used rating scales for supervisors, and forty percent used rating scales for principals.⁶ In another study conducted in California involving 113 school districts which formally evaluated their superintendent it was discovered that:

1. Only forty-three percent of the districts asserting that they formally evaluated their superintendent actually do.
2. Salary determination is the primary administrative reason for evaluation.⁷

The Michigan Association of School Administrators observed from its 1975 study concerning the principals evaluation that forty-five percent of the responding school districts did not have any type of formal evaluation; thirty-six percent did have some form of formal evaluation

⁶Joseph P. Lamb, Gleanings from the Private Sector, (Bethesda, Md.: Educational Resources Information Center, ERIC Document ED 071 194, 1982), pp. 1-4.

⁷Carl H. Craighead, "The Development of a Rating Scale for use by Texas School Board Members to Evaluate a Superintendent's Performance," Dissertation Abstracts International, 33, No. 7 (1973): 3991A-3992A (North Texas State University).

while nineteen percent of the districts had neither a formal nor informal evaluation program.⁸

Evaluation in education has had difficulty escaping the traditional and rigid early ideas about evaluation. Using evaluation as a tool for improvement for all concerned with education is relatively new.⁹ Evaluative standards for administrators would seem to be a prerequisite to sound teacher evaluation.¹⁰ Not many school districts give formal, comprehensive administrative appraisal systems but of those that do, many rely on systems having antiquated instruments and serious philosophic flaws.¹¹

Purposes of Principal Evaluation

The six major purposes for evaluation of administrative and supervisory personnel, according to the survey by the Research Division of National Education Association were

⁸Michigan Association of School Administrators Study of Administrator Evaluation, 1974-1975 (Bethesda, Md.: U.S. Educational Resources Information Center, ERIC Document ED 116 312, 1975), p. 8.

⁹Education USA Special Report, Evaluation for Professional Growth, (Arlington, Virginia: National School Public Records Association, 1974), p. 8.

¹⁰Hazel Davis. "Evolution of Current Practices in Evaluating Teacher Competence" in Contemporary Research on Teacher Effectiveness. Eds. Bruce J. Biddle and William J. Ellena (New York: Holt, Rinehart and Winston, 1964) p. 66.

¹¹Green, p. 10.

(1) to identify areas needing improvement, (2) to assess present performance in accordance with prescribed standards, (3) to establish evidence for dismissal, (4) to help evaluate relevant performance goals, (5) to have records to determine qualifications for promotion, and (6) to determine qualifications for permanent status.¹²

Evaluation Methods and Tools

The concept of evaluation by the immediate superior has extended to the realm of administration.

The Research Division of the National Education Association reported, in Evaluating Administrative Performance, that the most common practice was for each administrator to be evaluated by his immediate superior. There were some deviations in a few systems. For example, the superintendent in some smaller systems was the evaluator of all administrative and supervisory personnel. There were a few systems that used two administrators as evaluators. One system had a person hired just to visit schools throughout the year "to assist and evaluate principals."¹³

Despite the problems of time, money, and training, multiple evaluators are being used.

¹²National Education Association, Educational Research Service, Evaluating Administrative/Supervisory Performance, ERS Circular No. 6 (Washington, D.C.: National Education Association, 1971), p. 3.

¹³National Education Association, Educational Research Service, Evaluating Administrative Performance, ERS Circular No. 7, 1968, (Washington, D.C.: National Education Association, 1968), p. 2.

Individuals or groups within and outside the schools share in the evaluation of school personnel. An individual may be assessed "by a committee of superiors, peers, subordinates, students, and parents," or he can be evaluated by one or all of the groups. The results are given some consideration in the final evaluation of the administrator of teacher.¹⁴

Redfern commented that client-centered evaluation adds a new concept to the traditional approach to assessing performance. "It provides input from those whom we guide, teach, lead, and benefit, or in other words, those for whom we truly work."¹⁵

Two major and very different kinds of evaluation, according to Howsam, are formative and summative. The purpose of formative evaluation is "to continually fashion and refashion behavior in such a way as to achieve objectives."¹⁶ Summative evaluation is terminal concerned with the conclusion of an act or process. Howsam stressed that the evaluation process in education should "emphasize the formative and attempt to ensure that the necessary summative process interfere as little as possible with the

¹⁴National Education Association, "New Approaches in the Evaluation of School Personnel," NEA Research Bulletin 50 (May 1972): 42.

¹⁵George B. Redfern, "Client-Centered Evaluation," in Proposals for Progress: Promise and Performance, ed. William J. Ellena (Washington: American Association of School Administrators, 1972), p. 24.

¹⁶Robert B. Howsam, "Current Issues in Evaluation," National Elementary Principal 52 (February 1973): 13.

formative."¹⁷ Controversy exists between teachers who want formative evaluation for the improvement of instruction and administrators who want formative plus summative evaluation to aid in decisions concerning retention or dismissal of personnel.

The two procedures used in evaluating administrative and supervisory personnel, according to a 1971 National Education Association survey, were assessment of the evaluatee against prescribed performance standards, and assessment on individually set job targets or performance goals.¹⁸ The job targets approach to evaluation is borrowed from industry.

Literature in the area of superintendent evaluation is sparse. There is a growing trend to develop evaluation forms and guidelines for evaluation of the superintendent.¹⁹ In his 1978 dissertation, Evaluation of the Superintendent, a study of forty-six superintendents, Henry Grill found that seventy-eight percent of the administrative units do not

¹⁷Ibid.

¹⁸National Education Association, Evaluating Administrative/Supervisory Performance, p. 6.

¹⁹National Education Association, Educational Research Service, Evaluating the Superintendent of Schools, ERS Circular No. 6, (Washington National Education Association, 1972), p. 1.

even maintain any records of the evaluation of the superintendents. Fifty-six percent of the administrative units use informal evaluation procedures, i.e., face-to-face meetings without any report or written record. Only three percent used formal evaluation forms.

Patton recommended evaluation of executive performance by establishing annual targets that are implicit in the job and judging performance in terms of the targets. Patton believed that the specific task of goal-setting should be a joint project involving the individual executive and at least one administrative superior.²⁰

The Redfern approach has emerged in education after two decades of experimentation and discussion.²¹ It is an evaluative cycle of six steps. At the beginning of the cycle each person involved in evaluation examines the job to be performed. An evaluator selects performance areas and levels for improvement. Near the end of the period, accomplishments are reviewed. The self-evaluation and the evaluator's appraisal are jointly discussed. Finally, decisions or actions to take are further analyzed. Voluntary self-appraisal or required self-evaluation are used as part of the evaluation program in some administrative units.

²⁰Arch Patton, "How to Appraise Executive Performance," Harvard Business Review 38, (January-February 1960): 63.

²¹George B. Redfern, How to Evaluate Teaching: A Performance Objectives Approach, (Worthington, Ohio: School Management Institute, 1972), p. 10.

Some school systems have adopted parts of management by objectives, or management by results. Management-by-objectives procedures were borrowed from industrial practices to emphasize organizational goals and productivity.²² In the implementation of evaluation systems using management by objectives, Combs insisted that a humanistic approach is needed to turn the emphasis away from total reliance on behavioral-objectives models and the application of product thinking to human service or school problems.²³

Small has suggested that educators should reflect upon the English experience with accountability in the Victorian Age. The Newcastle experiment overlooked human variability in "exhorting the virtues of payment by results."²⁴ Evaluation of school personnel has resulted from social, political and economic pressures of the time. Educators are looking both from within and from without school systems, at the philosophy and methods of evaluating the performance of public school personnel. The trend in school personnel evaluation is away from the negative

²²Harold R. Armstrong, "Performance Evaluation," The National Elementary Principal, 52 (February 1973): p. 51.

²³Arthur W. Combs, Educational Accountability: Beyond Behavioral Objectives, (Washington: Association for Supervision and Curriculum Development, 1972), p. 4.

²⁴Alan A. Small, "Accountability in Victorian England," Phi Delta Kappan, 53 (March 1972): 438-439.

approach of identifying incompetents for dismissal toward the positive approach of improving instruction by improving personnel.

There is some disagreement concerning methods and instruments of evaluation; however, the school districts with the most successful results will be those that have joined in critical analysis of goals, established time schedules, determined procedures, designed an instrument to fit the procedures, and developed the purposes for evaluation. The specific procedures may differ from state to state and from one individual school district to the next. In general, there is agreement that four specific steps are necessary in any procedure: the preevaluation conference, evaluation, the post-evaluation conference, and follow-up action.²⁵

Nelson, in a 1982 dissertation asserted that sex discrimination exists in selection of principals.²⁶ If promotion to the principalship is based on sex, concern should exist that objectivity is lacking in all performance evaluations.

"Unless concerted affirmative action programs are set in place, the principalship will become even more the sole preserve of the white

²⁵Ibid.

²⁶Cynthia Kay Nelson. "Factors Influencing the Promotion of Women to the Principalship in Arizona." (ED.D. Dissertation, Northern Arizona University, 1982).

male. In 1968 women held twenty-two percent of the nation's elementary school principalships; by 1978 the percentages had dwindled to eighteen."²⁷

Evaluation may be required but often is not practiced. It was learned in a survey that one-fourth of the principals in the New England, Mideast, Southeast, Plains, and Rocky Mountain regions indicated they are rarely or never formally evaluated. The same was true of one-third of the rural school principals in the Southeast. The method or form of evaluation was studied.²⁸

In evaluation, recognition or commendation in writing or personal comment by the superintendent or other central office administrators for something the principal has done rates high on the list of factors that contribute to job satisfaction. A pat on the back, a public acknowledgment, or a sign of approval from a superior can increase morale and productivity. Yet only one in eight principals receives this kind of reward frequently. A larger percentage of female principals, sixteen percent are commended more than male principals, twelve percent. At the same time, however, seventeen percent of women are not commended at all, as opposed to thirteen percent of the men. Nearly twice as many New England as Rocky Mountain principals reported frequent commendations, nineteen percent versus ten percent. The reverse is true in the Mideast and the Plains, where eighteen percent respectively, reported total absence of commendations. Only two percent of the principals with low morale report being commended frequently, while twenty-seven percent said they are never saluted. The percentages are similar for those who feel insecure in their jobs: two percent are seldom commended and twenty-one percent never are.²⁹

²⁷Pharis and Zakariya, p. 103.

²⁸Ibid., p. 81.

²⁹Ibid., p. 82.

The increase in federally funded educational programs, school costs, development of new instructional programs, and troubles in schools have brought more emphasis upon evaluation. Carter has suggested that educators traditionally have rationalized their way out of performance evaluation on the basis of lacking technology or funds. Carter interpreted this excuse to be a "fear or unwillingness by educators to accept the prospects of negative appraisal."³⁰

Principal and other administrator evaluations are complex and difficult, with inadequate and outdated instruments. In the past two decades various types of performance evaluation techniques have appeared in education. The problem presented is that there are presently few, if any reliable evaluation procedures for principals and administrators, yet the principalship influences school systems performance more than any other leadership position.

Purpose, Method and Procedure of the Study

The problem of the study was to survey and analyze performance appraisal policies and evaluation programs currently being used for principals.

³⁰Launor F. Carter, "Knowledge Production and Utilization in Contemporary Organizations," in Knowledge Production and Utilization in Educational Administration, ed. Terry T. Eidell, (Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1968), pp. 16-17.

To accomplish this purpose, survey letters were sent to fifty state departments of public instruction and 144 North Carolina administrative school units. The letters requested information regarding principal and/or administrator evaluation appraisal policies, programs, purposes, philosophies, and tools. Current evaluation methods used were requested for analysis and comparison. The survey letters are located in Appendix A.

Response Sample

Survey letters were sent to fifty states and seventy-two percent, or thirty-six states responded to the request for information. Six evaluation instruments from the thirty-six responses are in Appendix D.

Survey letters requesting information were sent to 144 North Carolina administrative units with a response of fifty-eight, or forty percent. Eight response samples are located in Appendix C.

Data relating to the administrative school district in North Carolina were collected from the North Carolina Education Directory issued by the State Department of Public Instruction. These data gave the number of schools, student populations, and accreditation status of the schools and the school districts. State Department of Education Facts and Figures, 1979-1980 gave the instructional allotments and expenditures used in the comparative analysis. The data and evaluation programs indicated who was evaluated, by whom,

when, why, for what purpose, and which method used which items or criteria. The information was analyzed individually by administrative units. (See Appendix E.)

The data and study could reveal the diverse principal evaluation plans used in the state departments of education and local administrative units in one state, thus producing both small and large views of principal evaluation programs. The data and study would be significant for educators, and indicate the relationship of goals and purposes in education with principal assessment criteria items.

TABLE 1

Survey of Evaluation Programs

Groups	Survey Total	Number Participating	Percentage of Participants
State Department of Public Instruction	50	36	72
North Carolina Administrative School Units	144	58	40

CHAPTER IV

A DESCRIPTION AND ANALYSIS OF EVALUATION
PROGRAMS FOR PRINCIPALS IN FORTY-TWO
NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS

Historically the design of systems by which principals have been evaluated has been deemed unimportant, as evidenced by the frequency with which procedures and instruments of evaluation have not been formalized or communicated to the principal. In some instances rating scales have been produced commercially, adapted from other school systems, prepared by someone in the central office, or developed by an external consultant. At times instruments have been used that were prepared by a committee on which the principal was a minority member and in a different educational context. In other instances instruments have been used that were designed to judge the performance of roles other than that of the principal. Some principals have been evaluated informally, without established instrumentation, and thus perform without advance knowledge of either role expectations or performance measures.

The description, analysis, and comparison of the evaluation programs and related administrative practices used to evaluate principals in forty-two North Carolina administrative school units during 1979-1980 are presented in this chapter.

The Study Population

Survey letters requesting information regarding principal evaluation policies, programs and tools, were sent to 144 North Carolina administrative school units.

As indicated in Table 2, fifty-eight administrative school units responded to the request. Sixteen responses indicated they did not have a comprehensive evaluation

TABLE 2

SURVEY OF EVALUATION PROGRAMS IN FIFTY-EIGHT
NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS, 1980

	Total Survey Letters	Response Number	Percentage of Response		
North Carolina Adminis- trative School Units	144	58	40%		
	Response Number	Number-no Principal Evaluation Program	Percentage with no Evaluation Program	Units in Study	Percentage of Unit Response in Study
North Carolina Adminis- trative School Units	58	16	27%	42	73%

program and principals were not evaluated. Forty-two responses sent information regarding the administrative school unit's policy, philosophy, and program and a copy of the evaluation instrument or program.

For the purposes of description and analysis, evaluation policies, programs and procedures for principals in North Carolina administrative school units with student populations above 10,000 were grouped as Stratum 1; those with student populations below 10,000 were grouped as Stratum 2 (See Table 3).

TABLE 3

PRINCIPAL EVALUATION PROGRAM SURVEY IN
FIFTY-EIGHT NORTH CAROLINA
ADMINISTRATIVE SCHOOL UNITS

Response Sample

Enrollment Stratum	Requests Sent	Response Returned
Stratum 1 (10,000 and more)	33	15 (45.4%)
Stratum 2 (less than 10,000)	111	43 (38.7%)
Total	144	58 (40.3%)

Source: Education Directory, 1978-1979

Information obtained from the North Carolina Education Directory indicated there were thirty-three units with a student population over ten thousand and one hundred eleven units with a student population less than ten thousand. Of these, fifteen units in Stratum 1 responded and forty-three units in Stratum 2 responded, with information on principal evaluation programs. This was a forty percent response rate from the North Carolina administrative units. There was no valid way to determine why the response rate was not higher or whether the non-responding sixty percent of units had evaluation programs.

Of the fifty-eight responding North Carolina administrative units, sixteen indicated no principal evaluation plans or instruments and forty-two indicated some form of principal evaluation was used, varying from self-evaluation, observation visit, and conference with the most used instrument being the rating scale.

Thirty-three survey requests were sent to administrative units in Stratum 1, having more than ten thousand students, with a forty-five percent response. One hundred-eleven survey requests were sent to administrative units in Stratum 2, having less than ten thousand students with a thirty-eight percent response rate. Thus there was no significant difference in the response rate of smaller and larger administrative units. The administrative school units that responded to the survey letters are geographically

dispersed across the state and represented partial county, county and city administrative units. (Figure 1).

In the fifty-eight responding administrative school units, 947 principals were represented, as depicted in Table 4. More than 40,000 teachers and more than 800,000 students were represented in these fifty-eight administrative units.

TABLE 4

NUMBER OF PRINCIPALS IN RESPONDING
ADMINISTRATIVE SCHOOL UNITS

	Stratum 1	Stratum 2	Total	Total in North Carolina*
Principals	521	426	947	1,997
Units	15	43	58	144

Source: *North Carolina Education Directory,
1978- 1979

State Department of Public Instruction
Raleigh, NC

Methods and Procedure in Collecting
and Reporting Data

The information for the study was obtained by survey letter requests to North Carolina administrative school units requesting information concerning the unit's policy,

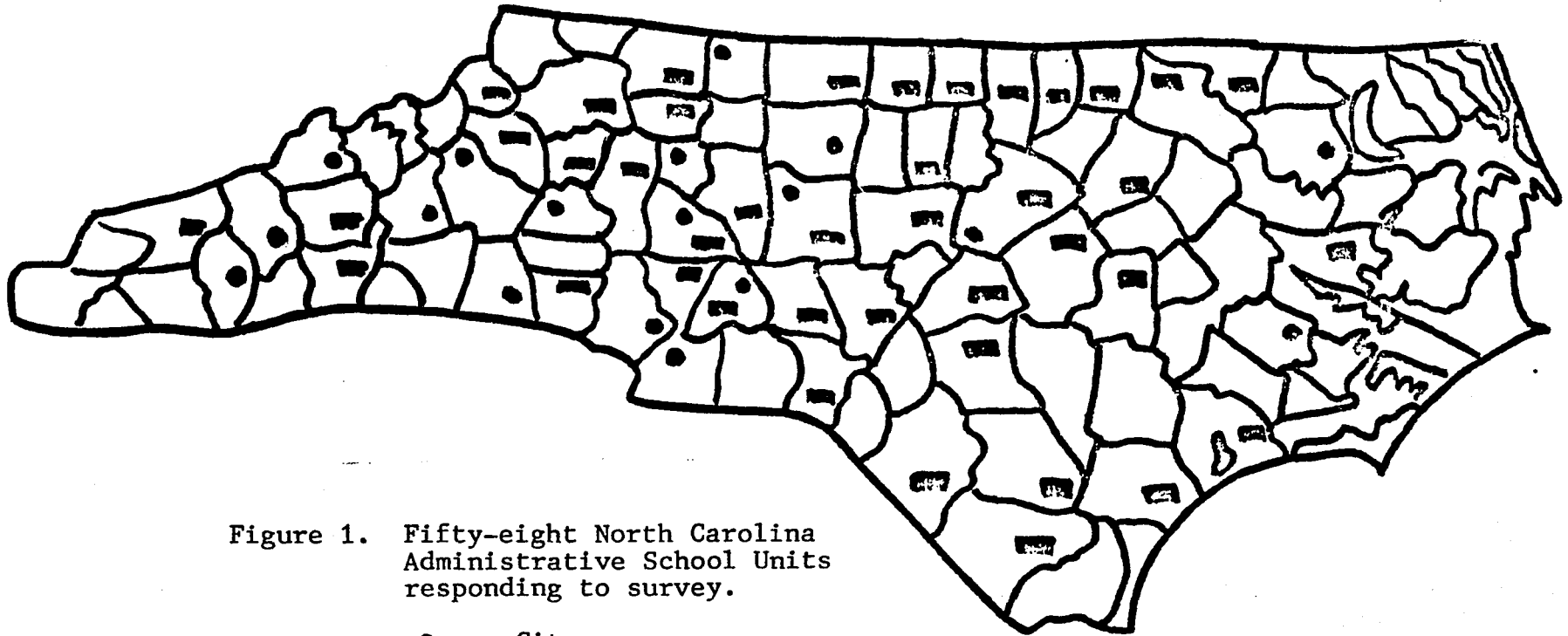


Figure 1. Fifty-eight North Carolina Administrative School Units responding to survey.

- - City
- - County

philosophy, program and practice dealing with the performance evaluation of principals, and if possible, a copy of the unit's evaluation instrument. A copy of the letter is in Appendix A. Forty-two of the fifty-eight responding administrative school units sent copies of the evaluation instrument used.

Each responding administrative school unit in each population stratum was assigned a number at random. The two population strata were analyzed separately and collectively in tabular form.

Information on evaluation programs furnished by the administrative school units was presented in tabular form. In addition, summary data on the characteristics of the evaluation program for principals are presented in separate tables.

Presentation of Data

Each responding administrative school unit in each student population stratum was assigned a number at random. The Summary Total, Table 5, indicates that in principal evaluation programs, school bus transportation, school building management and personal characteristics were used more frequently as areas of criteria than the instructional program, the curriculum or student support services. Professional characteristics were used as a criteria item and the most reported characteristics dealt with getting reports submitted on time and presenting neat reports. The

TABLE 5

SUMMARY TOTAL

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum 1 and 2

Number 42

Characteristics of Principal Evaluation Programs			
Evaluation philosophy	<u>5</u>	Areas of criteria	<u>30</u>
Evaluation purpose	<u>5</u>	Personal characteristics	<u>30</u>
Evaluation procedures	<u>42</u>	Professional characteristics	<u>32</u>
Personnel evaluated	<u> </u>	Administrative leadership	<u>12</u>
Teachers	<u>58</u>	Instructional leadership	<u>14</u>
Principals	<u>42</u>	Policy	<u>1</u>
Supervisors	<u>42</u>	Pupil personnel	<u>7</u>
All professional personnel	<u>12</u>	Professional personnel	<u>8</u>
Frequency of evaluation	<u> </u>	Educational programs	<u>1</u>
Once every two years	<u>5</u>	School community relations	<u>32</u>
Once a year	<u>36</u>	School environment	<u>3</u>
Twice a year	<u>2</u>	Support services area	<u>3</u>
Method of evaluation	<u> </u>	Office management	<u>2</u>
Outlining with narrative comment	<u>3</u>	School food service	<u>25</u>
Rating scale	<u>28</u>	Plant operating and management	<u>24</u>
Rating scale and comments	<u>3</u>	School bus transportation	<u>33</u>
Observation	<u>2</u>	Attitude toward curriculum development	<u>2</u>
Self	<u>3</u>	Sharing and delegating responsibility	<u>1</u>
Verbal comments	<u>1</u>	School organization	<u>2</u>
Job objective	<u>4</u>	Communications	<u>4</u>
Conference	<u>1</u>	Interpersonal relations	<u>1</u>
Cycle	<u>1</u>	Supervision	<u>1</u>
Criteria	<u>1</u>	School finance	<u>4</u>
Evaluative criteria	<u> </u>	Preparation for position	<u>1</u>
Broad	<u>34</u>	Relevancy of preparation	<u>1</u>
Descriptive	<u>8</u>	Adaptability	<u>1</u>
Guidelines	<u>1</u>	Ethical	<u>1</u>
Job descriptions	<u>2</u>	Organizes school for the benefit of children	<u>1</u>
		Assessment and planning are given high priority	<u>1</u>
		Ample time given to supervision of instruction	<u>1</u>

Source: Information received from local administrative school unit, 1979 - 1980.

summary table presents data based on analysis of the characteristics found in the individual administrative unit evaluation program.

The data presented in Appendix E characterizes the individual evaluation programs for principals. The programs contained a variety of different items, ranging from a statement of philosophy, or purposes for evaluation, to informal individual conferences. Table 17-58 are designed to present a description of the performance evaluation programs for principals in forty-two North Carolina administrative school units, 1979-1980.

Personnel Evaluated and Frequency of Principal Evaluation

Teachers were evaluated in all fifty-eight administrative school units while principals were evaluated in forty-two of the fifty-eight responding school systems. As indicated in Table 6, twenty-two school systems had an evaluation program that also evaluated the superintendent.

Table 7 tabulates the number of school units stating the frequency of evaluation for principals. The information indicated that frequency of evaluation of principals varied during the probationary period.

The data indicated that evaluation of principals was usually performed by the immediate supervisor, superintendent or his designee. Three units indicated that the principal was to execute a self-evaluation. The principal has traditionally been responsible for evaluating teachers, as indicated in Table 8.

TABLE 6

PER CENT OF FIFTY-EIGHT NORTH CAROLINA
ADMINISTRATIVE UNITS IN WHICH VARIOUS
PERSONNEL WERE EVALUATED, 1979 - 1980

Evaluatees	School Units Participating	Evaluation %
Teachers	58	100%
Principals	42	72%
Supervisors	42	72%
Superintendents	22	37%
All Professional personnel	12	20%

Source: Analysis based on personnel evaluation information received from fifty-eight North Carolina Administrative School Units, April, 1983; school units with (1) 10,000 or more students (Stratum 1) and (2) less than 10,000 (Stratum 2).

TABLE 7
FREQUENCY OF PRINCIPAL EVALUATION
IN
FIFTY-EIGHT NORTH CAROLINA
ADMINISTRATIVE SCHOOL UNITS

Once every two years	4
Once a year	36
Twice a year	2
No Evaluation	16

Source: Information received from the fifty-eight administrative school units

TABLE 8

TYPES OF EVALUATORS IN FIFTY-EIGHT
NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS, 1979-1980

Evaluators	Evaluates						
	(10,000 Teachers	Stratum 1 (10,000 or more students) Princi- pals	Super- visors	Everyone is eval- uated	Stratum 2 (less than 10,000 students) Teachers	Princi- pals	Super- visors
Principal	15				43		
Superintendent or designee		13				27	
Immediate Super- visor			13	2			27
Self Evaluation				3	3	3	3

Source: Analysis based on personnel evaluation information received from fifty-eight North Carolina administrative school units, April, 1983.

Purposes, Methods, Procedures and Criteria

The purposes of evaluation were varied and diverse as indicated in Table 9 with many school systems not having a comprehensive evaluation program with a delineated purpose. Table 10 presents the eight primary methods of principal evaluation and the rating scale was used the most. One system has a comprehensive evaluation program, in which students evaluate teachers and principals, and teachers evaluate principals. Three units indicated the only principal evaluation was self-evaluation. Of twenty-nine units reporting the use of rating scales, twenty-one had "personal characteristics" as the first point on the rating scale.

The responding North Carolina administrative school units listed collectively the following personal characteristics on their principal evaluations:

1. General personal appearance
2. Neatness; grooming groom
3. Proper English usage
4. Distinct and convincing speech
5. School pride
6. Discretion
7. Energy and enthusiasm
8. Voice
9. Health
10. Attendance

regular

TABLE 9

PURPOSES FOR PRINCIPAL EVALUATION IN FORTY-TWO
NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS, 1979-1980

Purpose for Evaluation	Number of School Units Stating Purposes for Evaluation	
	Stratum 1	Stratum 2
To comply with State Statutes and local board policy		
To encourage goal setting	4	12
To encourage job target		2
To provide feedback		1
To eliminate the tradit- ional schismatic "we-they" syndrome of evaluation	1	1
To establish open communication	2	3
To establish mutual parti- cipation		
To use evaluation for the bene- fit of the individual being evaluated and "his/her clients."	1	1
To create self-improvement	1	1
To strengthen planning competencies	1	1
To make accountability meaningful	1	1
To improve morale	1	1
To determine dimensions of effect- iveness or deficiency	1	1
To motivate professional growth	1	1
To improve instructional, ad- ministrative and supervisory services	1	1
To insure the best possible edu- cational program for all students	2	2

Source: Information received from North Carolina
administrative school units

TABLE 10

METHODS OF PRINCIPAL EVALUATION USED IN FORTY-TWO
NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS, 1982-1983

Method of Evaluation	Number of School Units Using Method Listed		
	Stratum 1	Stratum 2	Total
Rating Scale			
Scale of 1 - 2		5	5
Scale of 1 - 3	4	2	6
Scale of 1 - 4	2	5	7
Scale of 1 - 5		7	7
Scale of 6 or more		4	4
Rating Scale and Written Comments		1	1
Written comments only	4		4
Self Evaluation		3	3
Informal Visit		1	1
Evaluation cycle	1		1
Goal cycle process	1		1
Job target objective	2		2

Source: Analysis based on personnel evaluation information received from fifty-eight North Carolina administrative school units, 1983; school units with 10,000 or more students (Stratum 1) and less than 10,000 students (Stratum 2).
 Evaluation criteria for principals rated on a 1 - 3 scale.
 Evaluation criteria for teachers rated on a 1 - 4 scale.
 Evaluation criteria for principals rated on a 1 - 4 scale.
 Evaluation criteria for teachers rated on a 1 - 5 scale.

punctual

11. Attitude
12. Sense of humor
13. Personal aura
14. Posied
15. Self-control
16. Has moral attitude

Administrative units which did not have principal evaluations furnished teacher evaluations. The teacher evaluations contained twenty to thirty-five criteria. In the units where both principals and teachers were evaluated, the teacher evaluation consistently had more scale points for evaluation than did principal evaluation.

Two administrative units had sought assistance in the development and implementation of evaluation programs. In one instance, which we shall call case A, six small administrative units in one county collaborated in using the expertise of the Rockefeller Program for Leadership Development, with the final measure consisting of formative and summative evaluation.

In another situation, case B, a county administrative unit utilized outside instead of local university assistance as consultants. Case B developed an evaluation philosophy policy and program which had total involvement in the evaluation process with students evaluating teachers and teachers evaluating principals. The evaluation was done

anonymously and no one had to reveal the results of the data unless he chose to do so. The goal or purpose of the process was to provide direct controlled feedback for the development of an accurate self-evaluation. In case B, the principal's evaluation system paralleled the teachers' system and was designed on the same system. Case B recognized and attempted to eliminate the traditional schismatic "we-they" syndrome of evaluation so prevalent between teachers and administrators in most administrative units. The essence of Case B's evaluation program was that evaluation needs to be built on open communication and mutual participation and mutual participation and the goal that the purpose of any evaluation scheme, system, instruments, or processes had to benefit the individual being evaluated.

Table 11 presents the information of the forty-two units pertaining to principal evaluation procedures. No school system used all the procedures; thirty-nine units used one or more of the procedures.

No standardized set of criteria was found in the forty-two evaluation instruments. Table 12 summarizes that data on principal evaluative criteria collected from the forty-two instruments by listing the types of criteria,

TABLE 11

PRINCIPAL EVALUATION PROCEDURES IN FORTY-TWO
NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS

Procedure	Number of School Units Indicating Procedure		Total
	Stratum 1	Stratum 2	
Orientation	8	21	29
Administrative disposition of evaluation report	11	28	39
Post evaluation conference	2	3	5
Mutual participation	1	1	2

Source: Analysis based on personnel evaluation information received from fifty-eight North Carolina administrative school units, 1983; school units with 100 more than 10,000 students (Stratum 1) and 100 less than 10,000 students (Stratum 2).

TABLE 12

PRINCIPAL EVALUATION CRITERIA IN FORTY-TWO
NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS

Criteria	Number of Principal Evaluation Forms Containing Criteria Items in Each Category		
	Stratum 1	Stratum 2	Total
Types of Criteria			
Broad	10	24	34
Descriptive	3	5	8
Main Areas of Criteria			
School climate	2	1	3
School organization	1	1	2
Professional qualities	14	26	40
Working relationships	8	28	36
Personal characteristics	10	20	30
Instruction and curriculum	1	1	2
Business and Fiscal Management	1	1	2
Student Services	1	1	2
Personnel Management	1	1	2
Transportation	11	22	33
Plant Maintenance	6	18	24
Food Services	9	16	25
Public Relations	10	22	32
Number of Criteria Items			
under 10 items	4	3	7
10 - 19 items	6	8	14
20 - 29 items	1	21	22
30 - 39 items	1	1	2
40 - 49 items			
Overall item			
Job description guidelines		9	9

Source: Analysis based on principal evaluation information received from fifty-eight North Carolina administrative school units, 1983; school units with (1) 10,000 or more students (Stratum 1) and (2) less than 10,000 students (Stratum 2).

(broad or descriptive) the criteria relating to specific areas, and the number of criteria items.

The development of procedures for the formal evaluation of principals is recognized as a step in improving the instructional process and school operations. Administrative and principal evaluation serves as a means as well as an end. When it functions as an end, it is simply a summative judgment regarding an administrator's performance. When evaluation serves as a means, it becomes a part of a management system, promoting administrative and organizational effectiveness.

A Comparison of Two Characteristics on Evaluation Programs

The student population and the student expenditure or allotment were compared to analyze the effect or difference on evaluation programs. An underlying assumption was that larger school systems and the ones having the most financial support would have the most developed and comprehensive evaluation programs. However, as indicated in Table 13, student population size and the financial support have no significant influence on the evaluation programs. Table 13 gives the random number of the administrative unit in Strata 1 and 2, the number of schools in each unit, indicating accreditation with the State Department of Public Instruction and the Southern Association of Schools and Colleges.

TABLE 13

ADMINISTRATIVE SCHOOL UNITS ACCREDITED AND NUMBERS
 OF SCHOOLS ACCREDITED IN FIFTY-EIGHT
 NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS, 1980

Number of Unit	STRATUM 1	
	Unit with State Ac- creditation	Number of Schools in Unit
1		21
4		38
5		25
9	*Level II	17
12		55
16		42
19	*Level II	21
20		24
25		32
33		22
35		86
36		20
46		15
55		17
56		106

Number of Schools
with Southern
Association
Accreditation

TABLE 13 (Continued)

ADMINISTRATIVE SCHOOL UNITS ACCREDITED AND NUMBERS
 OF SCHOOLS ACCREDITED IN FIFTY-EIGHT
 NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS, 1980

Number of Unit	STRATUM 2		Number of Schools with Southern Association Accreditation
	Unit with State Ac- creditation	Number of Schools in Unit	
2		10	1
3	*Level II	10	
6	*Level I	12	1
7		13	3
8		10	0
10	*Level II	18	6
11	*Level II	13	12
12		4	0
13		23	23
14		13	2
15		7	7
17		18	0
18		15	15
21	*Level II	13	1
22	*Level II	11	0
23		11	9
24	*Level II	14	2
26		9	0
27		7	2
28	*Level III	12	0
29	*Level I	6	0
30		21	5
31	*Level III	9	0
32	*Level III	13	1
34		14	14
37		8	8
38	*Level I	10	1

TABLE 13 (Continued)

ADMINISTRATIVE SCHOOL UNITS ACCREDITED AND NUMBERS
OF SCHOOLS ACCREDITED IN FIFTY-EIGHT
NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS, 1980

Number of Unit	STRATUM 2		Number of Schools with Southern Association Accreditation
	Unit with State Ac- creditation	Number of Schools in Unit	
41	*Level III	6	6
42	*Level II	21	5
43		8	1
44		3	1
45	*Level II	4	1
47		2	0
48		9	9
49		12	11
50		8	1
51		4	2
52		8	8
53	*Level I	2	2
54	*Level I	3	0

Source: North Carolina Education Directory, 1979.
State Department of Public Instruction
Raleigh, North Carolina

* In 1983, the North Carolina State Department of Public Instruction eliminated the levels of accreditation to just one step or level of accreditation.

Table 14 presents a comparison of four North Carolina administrative school units. Most of the school systems were closer in range to the lower than the higher student population. The median range population was 24,607 for Stratum 1. The school system in Stratum 1 nearest the median range was selected to study the financial commitment to education, student population size, accreditation status, and evaluation criteria were analyzed to determine whether a relationship existed.

While all of the schools were accredited by the Southern Association, the median school system in Stratum 1, known as Z system, had approximately 26,000 students and was the median in financial support. Its evaluation program did not have a stated philosophy and purpose, but the program had two parts: a job objective and an overall evaluation. The overall evaluation was a seven-point scale and six items in each scale. The overall rating for each six-item scale point was satisfactory, unsatisfactory, and non-applicable.

Within Stratum 1, Y school system was one of the five largest in the fifty-eight administrative units. Y system had a much larger student instructional allotment and 82% accreditation by the Southern Association. The unit's principal evaluation consisted of seven factor headings with space for narrative comments.

In Stratum 2, consisting of student populations less than 10,000, the median student population was 5,026. School

TABLE 14

A COMPARATIVE ANALYSIS OF TWO CHARACTERISTICS
OF FOUR NORTH CAROLINA ADMINISTRATIVE UNITS

	STRATUM 1		STRATUM 2	
	*ADMINISTRATIVE SCHOOL UNIT			
	Z	Y	A	B
Student Enrollment	26,500	approx. 60,000	5,250	less than 1,000
Financial Support	slightly above average small teacher supplement small additional financial support	high high teacher supplement strong additional financial base	average state allotment no teacher supplement no additional financial base	state allotment positive rating key comments
Evaluation Instrument	job objective overall evaluation 7 point scale	7 factor headings space for narrative comments	comprehensive evaluation program, philosophy, purpose, everyone evaluated, five factor headings with subfactors, narrative comments	four point rating scale positive rating key comments
Accreditation Status	schools 100% SA	schools 82% SA	system had state board of education Level II	schools had 100% SA

* For anonymity, these four school units are called Z, Y, A, and B.

system A had a student population of 5,250 the average student state instructional allotment, and no teacher supplement or additional support. The small system, having utilized the Rockefeller Leadership Development Program, had a strong evaluation program and philosophy. Everyone including the superintendent was evaluated. The principal's evaluation consisted of five factor headings in outline form with subfactors summarized under each to serve as a "guide" in making an evaluation. There was space to make narrative comments relative to the factor headings. The school unit had state accreditation, level II, and ten schools.

In Stratum 2, school system B had a student school population of less than 1,000 students. The student instructional allocation was the state average allotment and no teacher supplement. The principal's evaluation consisted of a four point rating scale and thirty criteria items. The evaluation was positive, leading to improvement with the rating key of (1) operating at high professional level, (2) operating at acceptable level, and (3) needs to improve. The information was used for comparison of evaluation programs to determine whether size of the administrative unit and accreditation had any effect on the evaluation program.

The problem remains that there are presently few reliable evaluation procedures and processes for the principals who have tremendous influence on school system performance. For all educators, the concept of evaluation

for many years has engendered a sense of fear, dread, and dislike. It is hoped and believed that through study and analysis of evaluation systems, mutual trust predicated on help-giving and professional growth, can eventually develop. The school as a basic societal institution is not one in which trust, motivation, communication and participation are apparent. The change from authority-control to self-government and democracy in the school could begin with evaluation. Such idealistic words are often welcomed with cynicism and sneers of ridicule. However, trust can never be established unless everyone concerned understand the issues. Evaluation is the issue but the real issue is who evaluates whom and thereby exercises control.

The purpose of evaluation in education is to help the educational process better relate to the client's needs. Principal evaluation does not stop at the point of inspecting to see if something occurred or did not occur. Evaluation is a continuous process focused upon improving effectiveness of the school's goals and objectives. The process is linked with decision making, for improvement cannot result from evaluation unless changes are implemented. At this point the school fulfills the concept of accountability in that it goes beyond a description of what is and develops supplemental or corrective actions. The principal evaluation process should be considered a clarification of purpose, generation of data, and analysis in

meaningful information to determine the next steps toward improvement. The principal evaluation instrument should be linked with the planning process, philosophy, goals and purposes, or it is sacrificing the principal for the sake of perpetuating superficial evaluation.

CHAPTER V

PRINCIPAL EVALUATION PROGRAMS IN THIRTY-SIX
STATES AND THE DISTRICT OF COLUMBIA

Each year more and more states react to the evaluation issue. In an effort to establish evaluation programs for all public school personnel, each state brings to the issues involved in performance evaluation its own unique needs and its own proposals for solving the problems of evaluation. In each instance, the evaluative techniques and practices vary, depending upon objectives, needs and priorities. The performance appraisal standards and administrative practices for thirty-six states are examined in this chapter. The states have approached the evaluation issue in a variety of ways.

Method and Procedure

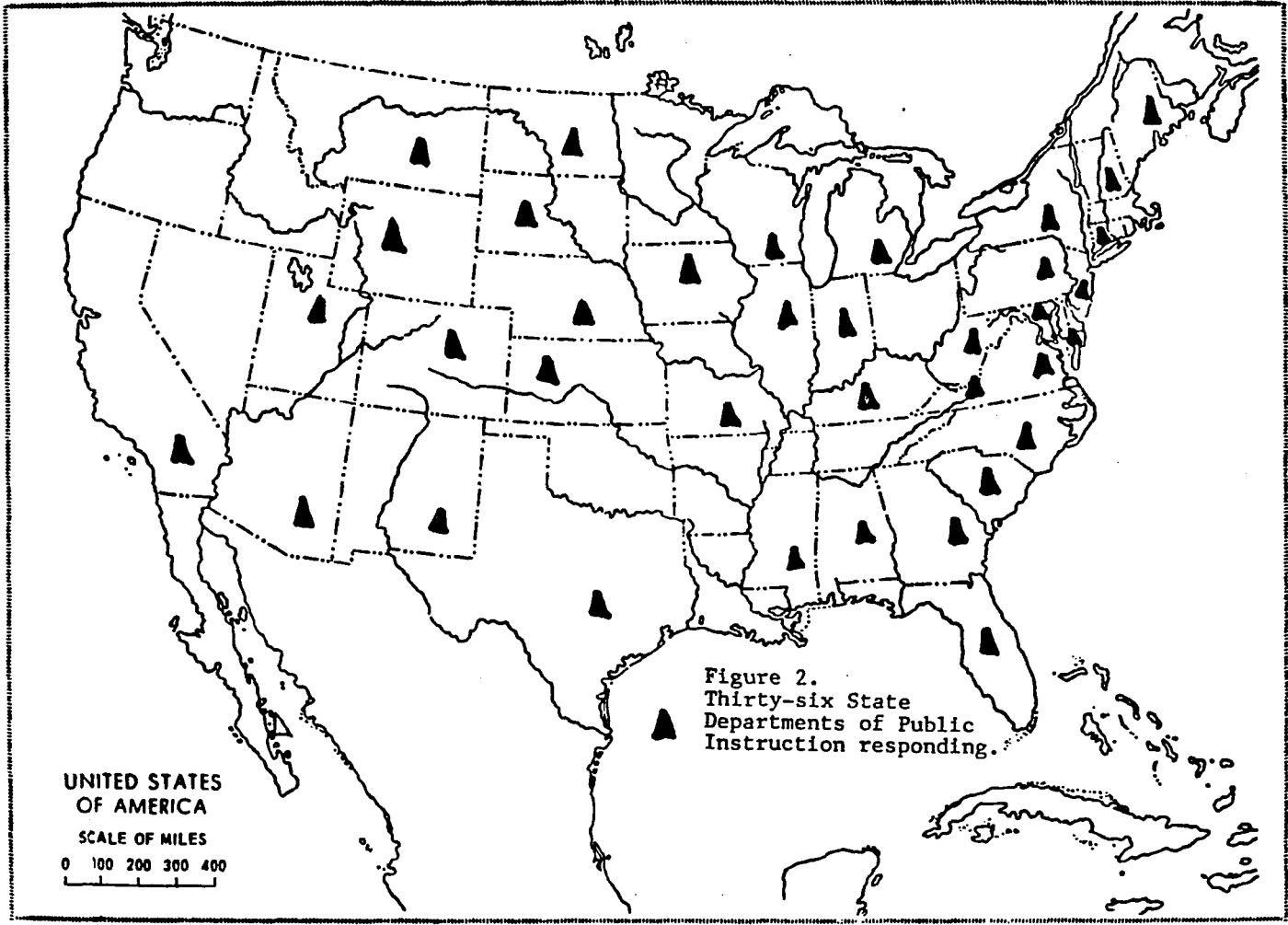
Information for the survey of state evaluation programs was obtained by writing letters to fifty state departments of public instruction and the District of Columbia. A copy of the letter is found in Appendix A.

Thirty-six of fifty states (as shown in Table 15 and Figure 2) shared information regarding state legislation, evaluation programs, tools, and procedures for the evaluation of principals and or administrators.

TABLE 15

A SURVEY OF PRINCIPAL EVALUATION PROGRAMS
IN THIRTY-SIX STATES

	Number of Responses	Returned Evaluation Programs	Shared Information
State Departments of Public Instruction	36	21	15



Presentation of Data

Table 16 specifies the principal evaluation programs in thirty-four states and Washington, D. C. Sixteen states have state statutes and performance evaluation programs for all personnel. In Pennsylvania, a uniform rating sheet is applicable to all professional employees. In eight states, any evaluation measure or tool must be educator designed or approved.

In the twelve states having state-mandated evaluation, the state departments do not mandate the type and style of evaluation procedures but they create the minimum parameters for local school district evaluation procedures.

By comparison, teachers have various forms of evaluation in all thirty-six states reporting. Two of the thirty-six states have adopted accountability legislation or evaluation programs for teachers only. The teacher evaluations with state statutes were tied to dismissal procedures. In the states where only teachers were evaluated; evaluation was lengthy, tedious, punitive, or negative for teachers.

As an indication of the current economic times, many state departments of public instruction now include evaluation criteria and guidelines for a "reduction in force" policy that is available for adoption by local school district open meetings. The criteria for reduction in force are attrition, program reduction or elimination, seniority,

TABLE 16
Principal Evaluation Programs in
Thirty-Four States and Washington, D.C.¹

State Certification	State Statute	Evaluation Mandated				
No required evaluation	Mandated Evaluation	Instrument developed and controlled by Professional Association	Evaluation is local discretion	Performance Based Evaluation	Principal Assessment	Needs Assessment
Arizona Minnesota Nebraska New Jersey South Carolina Vermont Virginia	Wyoming Washington Kansas Indiana North Carolina	Illinois Iowa Ohio South Dakota Florida Hawaii Pennsylvania California	Maine Maryland Michigan Mississippi Montana New Hampshire New York North Dakota Rhode Island Texas Wisconsin Colorado	Washington, D.C.	Georgia	Idaho

¹Fourteen states did not reply; two states indicated that only teachers were evaluated.
Source: Information furnished by state departments of public education.

and tie breakers. Tie breakers include marital status, number of dependents, number of family wage earners, date of contract, and total education. The economic times and this policy could have a profound impact on evaluation.

Washington's statute mandates the evaluation of all certified employees. Florida was one of the first states to have laws governing the evaluation of all personnel. Tennessee requires "accepted personnel evaluation procedures for all" as a criterion for approval of schools.

In states decisions on whether to evaluate professional school personnel and in some instances how to evaluate are being taken away from the local school systems. Other states requiring performance evaluation leave the actual development and implementation of the evaluative process to the local school administrative units. Some states have had difficulty in getting their proposed state evaluation plans accepted. For example, Hawaii's Performance Improvement Program has been rejected by the teacher's union.¹

Kansas schools are required to statute to develop evaluation policies for certified personnel. Such policies shall be filed with the State Department of Education as

¹Hawaii Department of Education, Performance Improvement Program (Honolulu: Department of Education, 1977), p. 12.

part of the accrediting process. Connecticut has guidelines with criteria and space for the individual to write in activities and a progress rating scale. Evaluation is mandated. An example used for teachers and principals is found in Appendix C. Georgia utilized the Educational Testing Service to develop The Georgia Principal Assessment System for principal evaluation and is mandated.

North Carolina has mandated evaluation and 1983 will be the first year the State Department of Public Instruction has employed a principal evaluation instrument. A copy of the 1983 North Carolina principal evaluation instrument is located in Appendix C. Many systems throughout the state are encouraging the use of the local evaluation instrument as well as the one from the State Department of Public Instruction.

In South Dakota, until 1979, principals were evaluated by the Professional Practices and Standards Commission of the State of South Dakota. The school administrators of South Dakota had the statute changed and currently they are working to develop a code of ethics and policies for evaluation. The goal of the school administrators is to police their own ranks because the control of the Professional Practices and Standards Commission is in the hands of the State Teachers Association.

The state of Illinois has a model evaluation instrument developed by the principals' association which

includes purposes, policies, procedures, and criteria. The state of Illinois, Iowa, Ohio, South Dakota, Florida, Hawaii, Pennsylvania and California have state mandated evaluation; however, the state professional association has control of the evaluation tool and process. Anything regarding evaluation must be approved by the administrators' association.

The state of Idaho has a comprehensive systematic planning process with built-in evaluation, focusing on learner needs which requires the principal to develop a plan for continuous process. School districts are to use their own instruments for principal evaluation; however, all districts are strongly encouraged to utilize the Needs Assessment or Collegial Form Process developed by the Kettering Foundation. The Idaho Needs Assessment for local schools was adopted from Needs Assessment: A Manual of Procedures for Educators by Jefferson Eastman of the Worldwide Education and Research Institute.

In Pennsylvania under the School Code, there is a uniform rating sheet applicable to all professional employees. The form is filled out annually for every professional employee including principals. Only superintendents or assistant superintendents are exempted from being rated annually with the form.

The School Code of Pennsylvania places principals in the same category with other professional employees for

purposes of the required annual rating. Districts do have the option to make additional evaluations and appraisals with approval of the form, but cannot take action for dismissal or furloughing unless they use the required form or an approved alternative form.

The purposes of the Washington, D.C. performance-based evaluation for all personnel are improvement of personal performance and organizational productivity. The premise of the evaluation program is that the evaluator and the evaluatee have similar goals.

In the state of California, administrative units are required to evaluate principals. Some units follow the same pattern for principals as for teachers. Some units write objectives for their work and have objectives approved by a supervisor. Many principals believe the evaluation is inadequate and that there are problems with the current system. A booklet, The School Principal, researched by a task force for the Improvement of Education and published by the State Department of Education, stated:

"Principal positions are filled with persons who are 'sponsored' by the superintendent or political others, rather than as a result of a bonafide open search. Affirmative action requirements, even when followed, may be satisfied pro forma rather than as a means toward a fair evaluation of all candidates."²

²California State Department of Education, The School Principal. (Sacramento; 1978), p. 27.

In California, the evaluation of principals was described by principals as inadequate, for the following reasons:

1. Little knowledge of criteria used by supervisors to evaluate them.
2. Infrequent evaluations.
3. Supervisor judgment seldom based on direct observation.
4. Little involvement of those closest to the work situation, such as teachers, students, parents and other administrators.
5. Attention to minor objectives such as "punctual in submitting reports" "maintains an attractive school".

The effectiveness and evaluation of school principals is too often measured by their ability to "keep the lid on" and serve the needs of the school district bureaucracy.³

California does not recommend regional education centers; "we do not need additional bureaucracies". The California Task force stated: "The majority of the recommendations result not from inadequate funding, but from lack of direction."⁴

States have had the goal of positive evaluation for the improvement of school service by all administrative, supervisory and instructional personnel as their purpose for mandating or recommending the development of performance evaluation programs.

³Ibid. p. 42.

⁴Ibid. p. 3.

The trend in all the states in school personnel evaluation has moved away from the negative approach of identifying incompetents for dismissal and toward the positive approach of improving instruction by improving personnel.

There is evidence that states which have not already taken steps toward mandating performance evaluation for all school personnel are at least planning some method of accountability involving performance evaluation of professional school personnel.

The issue of evaluation is forcing professional school people to reexamine their practices and give the public a view of schooling today.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to survey and analyze evaluation programs for principals in fifty-eight North Carolina administrative school units and in the fifty state department of public instruction. Forty-two of fifty-six North Carolina administrative units provided principal evaluation information; fifty-eight administrative school units in North Carolina responded. Thirty-six states provided data requested. The study examined individually and collectively evaluation programs in forty-two North Carolina administrative school units and from thirty-four state departments of public instruction to determine the purposes, methods, frequency, criteria and procedures used in principal evaluation.

Across the United States and the administrative units within a state, disagreement concerning methods and instruments of evaluation will continue. However, the most successful results will probably come from those administrative units who have developed a philosophy and purpose of evaluation and have joined in a critical analysis of goals and procedures.

The significance of the study indicates that any individual principal evaluation instrument is only as good as the individual principal's leadership.

Summary

A survey letter was used to request information on a unit's or state's program and policy and a copy of its evaluation instruments. The survey letters are found in Appendix A. The evaluation programs were analyzed, compared and presented in a descriptive analysis and tabular form in Chapter IV. Characteristics of individual school unit principal evaluation programs and summary data were included. Fifty-eight responses were received from 144 survey letters sent to North Carolina administrative units. Forty-two of the fifty-eight responses shared the evaluation instrument used. Principal evaluation from eight North Carolina administrative units are found in Appendix B.

From the fifty survey letters sent to state departments of public instruction, there were thirty-six responses which shared the policies and evaluation programs. Principal evaluation instruments from the states of Connecticut, Hawaii, Idaho, North Carolina, Pennsylvania and South Dakota are located in Appendix C. In the study, the evaluation programs from the state departments of public instruction were grouped by the method of principal evaluation used throughout the states. Four North Carolina

administrative school units were selected by student enrollment numbers for comparison of two characteristics to determine whether there was any significant effect on evaluation programs.

Evaluation of all personnel in the public schools is a necessary component of educational accountability regardless of the lack of consensus on the subject of evaluation. Self-evaluation is an integral part of the growth and development process, providing introspection for the evaluatee and perspective for the evaluator. Evaluation should be an ongoing process focused upon the accomplishment of the goals, functions, and tasks for the school system and should form an integral part of the long-range and daily management of the schools. Principals were evaluated in twenty-seven of thirty-six states and forty-two of the fifty-eight North Carolina administrative school units. Teachers were evaluated in the responding thirty-six states and fifty-eight North Carolina administrative school units.

From the study, the researcher believes it is the leadership expertise of the individual school principal more than any other factor that affects the principal evaluation and improves the instructional quality in the schools.

Conclusions

As a result of an analysis of the data collected in this study, the following conclusions were reached:

1. In the state and North Carolina administrative school units, evaluation instruments contained four main items for principal evaluations and five main items for teacher evaluation.

North Carolina Administrative Units:

1. Thirty-six administrative units have some form of principal evaluation once a year.
2. In forty North Carolina administrative units, the principal is evaluated by the superintendent or his designee in a form of evaluation.
3. Sixteen North Carolina administrative units stated goal setting as a purpose of evaluation. For the remaining administrative units there was no standard or unity of purpose in evaluation.
4. All administrative school units in North Carolina use at least one procedure in principal evaluations.
5. The traditional rating scale is used in twenty-nine of the North Carolina administrative units.
6. Twenty-one of twenty-nine administrative units using the rating scale for principal evaluation used "Personal Characteristics" as the number one item on the scale.
7. For principal evaluations, personal appearance was the first criterion on "Personal Characteristics".
8. One administrative unit in North Carolina involved students in the evaluation of teachers and principals; and teachers in the evaluation of principals.
9. One North Carolina administrative unit used as evaluation cycle of needs and goals.
10. The process of self-evaluation was used in three North Carolina administrative units.
11. The student enrollment population and amount of instructional allotment seemed to have no effect on principal evaluation programs.

12. It is believed by the researcher that expertise of individual leadership is the most influential factor on principal and evaluation systems.
13. Six administrative school units had related an evaluation program to the administrative school unit's goals and policies to encourage goal accomplishment.
14. One North Carolina administrative school unit had developed a philosophy, policy and program evaluation. (Appendix B)
15. Three North Carolina administrative school units, utilized leadership school and outside regional university administration in the development of principal evaluation. (Appendix B)
16. Beginning in 1983, the North Carolina state department of public instruction will use a principal evaluation instrument. Many North Carolina administrative school units are using the local and state principal evaluation instrument. The North Carolina principal evaluation instrument is found in Appendix C.
17. In North Carolina, with an available standardized principal evaluation instrument, administrative units should re-examine the evaluation philosophy, policy and purposes of principal evaluation thus leading to a compulsory and self-evaluation program for all personnel to improve the instructional quality in the schools.

The Thirty-six States

1. Twenty-seven states have principal evaluation programs. Five states have mandated principal evaluation with programs. Eight states have mandated evaluation; however, the principal and teacher evaluation instruments are controlled by professional associations. In twelve states, evaluation is to be done but the type and form of evaluation is at local discretion.
2. One state has a uniform rating sheet for all professional employees.
3. Twelve states have mandated evaluation but have chosen to leave "control" of evaluation in the local administrative unit.

4. In eight states, unions and professional organizations have "control" of the evaluation instrument. The instrument cannot be changed or anything added without approval of the organization or union.
5. The research study established that there is no uniformity in procedures or standard of programs for principal evaluation in the fifty-eight North Carolina administrative units and thirty-six states.

Programmatic Recommendations

1. Develop an administrative unit and university program for research in educational administration and the sociopolitical structure of schools today.
2. Consider the establishment of principal consortia for principals to evaluate ideas, resources, provide personal support and involve principals in decisions that affect leadership ability to manage a school.
3. Review and remedy of the current system of principal recruitment and evaluation with involvement of administrative units, professional organizations, universities and the public. (Example: Idaho has SNAP, a School Needs Assessment Program.)
4. Develop a university-administrator training program in personnel evaluation, due process, dismissal procedures, and the evaluation of instructional competence.
5. Strengthen the certification process in educational administration with university and school participation in the research and assessment of competencies with a program of field experience and demonstrated effectiveness.
6. Continue the study for instruments of evaluation, the evaluative process for everyone and self-evaluation. The building site principal should have more discretionary power over the selection and assignment of staff leading to more involvement and accountability.

7. Provide opportunities for principals to develop the new abilities and skills necessary for effective school leadership today. The role of the principal continues to be complex and dynamic. Many principals now serving were trained prior to the emphasis on school improvement, cultural pluralism, community involvement, educational opportunity, special education, student rights and collective bargaining. Therefore, on ongoing staff development for all personnel and not just teachers, is critical to effective school programs and the principalship.
8. In North Carolina and states mandated and have developed a principal evaluation instrument, continued study is recommended to determine the evaluation philosophy, policies and purposes.

Recommendations for Further Research

The data collected has revealed several questions to which further study should be given.

1. Effective School Leadership. What are the competencies for effective school principal leadership?
2. Role Performance and Evaluation. How do principals and administrators perceive their role performance and evaluation?
3. Effective Competencies. How can effective school principal competencies be best evaluated?
4. New Performance Evaluation Instruments. How can effective tools or instruments of evaluation be developed?
5. Performance Evaluation Feedback. Does the written or observable evaluation result in observable behavioral changes?
6. State Department of Education Principal Evaluation Instruments. How can a state evaluation instrument be adopted to the individual administrative unit philosophy, goals and policies?
7. The Effects of Interpersonal and Political Relationships. What are the effects of interpersonal

and political relationships between administrators, educational organizations, union officials, and school board members upon the evaluation process and personnel turnover?

8. Factors that Create Quality Education. What factors have an effect and create quality education?

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APPENDIX A

SURVEY LETTERS
To
ONE HUNDRED FORTY-FOUR
NORTH CAROLINA ADMINISTRATIVE
SCHOOL UNITS

and

FIFTY STATE DEPARTMENTS OF
PUBLIC INSTRUCTION

SURVEY LETTER TO ONE HUNDRED FORTY-FOUR
NORTH CAROLINA ADMINISTRATIVE SCHOOL UNITS
REQUESTING PRINCIPAL EVALUATION PROGRAM INFORMATION

Joyce Davis Williams
5545 Kuykendall Road
Matthews, NC 28105

I am doing a study of performance appraisal policies and evaluation programs for principals and administrative practices implementing these policies in the state of North Carolina.

To develop a base for comparison and contrast, I would appreciate learning of your system's policy and procedures dealing with performance evaluation of principals, and if possible, receiving a copy of your evaluation instrument.

Your courtesy and immediate response in this matter will be appreciated. I look forward to hearing from you or one of your colleagues.

Sincerely,

Joyce D. Williams

JDW/vv

SURVEY LETTER TO FIFTY STATE DEPARTMENTS OF
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APPENDIX B
GUIDELINES FOR THE DEVELOPMENT
OF AN EVALUATION PLAN AND
DEFINITION OF EVALUATION TERMS

STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION

GUIDELINES FOR THE DEVELOPMENT OF AN EVALUATION PLAN

The entire procedure should be viewed as a cooperative undertaking of professionals who are striving to improve the learning experience of a specific group of students.

- I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.
- II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.
- III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.
- IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.
- V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.
- VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.
- VII. Evaluation should take into account influences on the learning environment such as material and professional resources.
- VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.
- IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.
- X. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.
- XI. The program makes ample provision for clear, personalized, constructive feedback.

¹Harold J. McNally, "State of Evaluation Guidelines", National Elementary Principal (Fall 1973).

HIGH POINT CITY SCHOOLS
HIGH POINT, N.C.
DEFINITIONS
OF
EVALUATION TERMS

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Attainment of Objectives	Extent to which specific objectives are achieved.
Action Plan	Activities implemented to attain an objective.
Adjustment Process	Informal method of resolving differences between evaluatee and primary evaluator.
Appeal Process	Method of determining the facts regarding disputed summative evaluations made by the primary evaluator.
Clients	Persons whom the evaluatee serves (teachers, students, parents, etc..)
Due Process	Safeguards accorded a person who feels his or her rights and welfare may be in jeopardy.
Evaluatee	Person being evaluated.
Evaluation Folder	Folder in which all evaluative data, forms, etc., are kept during the evaluation process.
Evaluation Symbols	Letters used to indicate the extent of attainment of objectives and the quality of overall performance in major areas of responsibility.
Evaluative Data	Information collected during the evaluation process that can be used to make assessments at the end of the year.
Evaluator, Contributing	Person who provides advice and assistance to either the evaluatee or primary evaluator.
Evaluator, Primary	The one who has direct responsibility for evaluating the performance of the evaluatee.
Evidence	Data, collected during the year, which is used to determine summative assessments.
Frequency of Evaluations	Schedule of evaluations.
Follow-up Activities	Actions called for, after completion of evaluations, to achieve further growth or improvement.

Job Description	Structured list of duties and responsibilities used to determine needs or areas to emphasize.
Major Areas	Broad categories of responsibility covering the total scope of the job.
Measurability	A characteristic of an objective that facilitates the ability to tell whether it was actually achieved.
Needs, Determination of	Process by which the evaluatee and primary evaluator decide areas where improvement may be made.
Objective	A desired outcome.
Overall Effectiveness	Estimate of the quality of performance in the major areas of responsibility.
Peer Participation	Interaction between the evaluatee and primary evaluator during the evaluation process.
Performance Criteria	Major areas of responsibility with descriptors to describe job scope.
Self-Evaluation	The process by which the evaluatee assesses his or her own performance.
Specifications	Precise definitions of actions that have to be taken to bring about improvement in performance.
Steps in Evaluation Process	The specific actions in the evaluation cycle which if carried out will more likely bring about the desired results.
Timetable	Date when steps in the evaluation cycle are to be completed.
Worksheet A	The form to be used to identify needs and to set objective and action plan.
Worksheet B	The form on which to make suggestions to the evaluatee by a contributor.
Worksheet C	The form to be used for summarizing contacts between evaluatee and primary evaluator.
Summative Evaluation Report	The form used to summarize assessments of overall performance, comments, and to affix signatures of the parties.

APPENDIX C
PRINCIPAL EVALUATION INSTRUMENTS
IN EIGHT NORTH CAROLINA
ADMINISTRATIVE SCHOOL UNITS

IREDELL COUNTY, NORTH CAROLINA
PRINCIPAL EVALUATION FORM
FOR THE
IREDELL COUNTY SCHOOLS

Principal _____

Evaluator _____

Date of Evaluation _____

Title _____

Since no one thing or person can be evaluated alone, each principal is rated on performance of duties and/or assumption of responsibilities as compared with the progress of his peer group in his own local administrative unit. Size of school, community make-up and other such factors are to be considered. (The principal of a seven teacher school will have fewer problems and more time to deal with them than the principal in a large school.)

Suggestions for improvement will be given (in writing) for any item where less than "adequate progress" is indicated.

Responsibilities and Duties	Good Progress	Adequate Progress	Needs Improvement	Unsatisfactory
1. The school is organized for the benefit of children				
2. Assessment and planning are given high priority				
3. Ample time given to (in classroom) supervision of instruction				
4. The principal prepares himself or herself for effective supervision of instruction				
5. The principal understands and promotes the system's Comprehensive Educational Plan				
6. The principal promotes staff development in his or her school				
7. The principal is aware of good utilization of resources				
8. Evaluation of pupil progress is thorough and regular				
9. The principal evaluates himself or herself and his or her staff honestly and regularly				
10. The principal nurtures a good learning climate in his or her school				

PRINCIPAL EVALUATION FORM
Page 2

Responsibilities and Duties

11. The principal presents reports which are accurate, and on time
12. The principal provides necessary information for his or her staff
13. The principal communicates effectively with his or her school community
14. The principal maintains firm, fair policy on discipline
15. The principal knows, and complies with Board Policy
16. The principal interprets Administrative and Board Policy to staff and community

Good Progress	Adequate Progress	Needs Improvement	Unsatisfactory

Recommendations and/or Comments:

Signed _____, Principal
 Signed _____, Evaluator
 _____, Title

Date _____

Date _____

STANDARDS FOR PERFORMANCE
IREDELL COUNTY SCHOOLS
PRINCIPALS EVALUATION INSTRUMENT

1. Is the school organized for benefit of children rather than for convenience of professionals?
 - a. Principal assumes full responsibility for assignment of students and teachers but has input from teachers.
 - b. Schedule provides large blocks of uninterrupted time for instruction.
 - c. Grouping is for children's benefit; not for convenience of teachers.
 - d. Non-classroom activities are well planned with objectives within guidelines of the school's Comprehensive Education Plan.
2. ^{Are} Is program assessment, planning, and evaluation given high priority by the principal?
 - a. Principal does written assessment of his or her school at the end of each year in light of his or her annual plan for the preceding year.
 - b. Principal does written plan for coming year listing specific objectives for the year, strategies for achieving goals and evaluation procedures.
3. Is ample time given to instructional (in classroom) supervision?
 - a. The principal observes each teacher at least twice a year and does a formal evaluation including a conference.
 - b. The principal spends much time in his or her classrooms and keeps a log of his visits.

In Classroom Supervision Per Week Standards
(Hours per week - average)

Size of School

	Small	Medium	Large
Good Progress	9 and above	8 and above	6 and above
Adequate Progress	7 to 8	6 to 7	4 to 5
Needs Improvement	5 to 6	4 to 5	2 to 3
Unsatisfactory	less than 5	Less than 4	Less than 2

4. Does the principal prepare himself or herself for effective supervision of instruction in his or her school.

The principal involves himself or herself in some in-service activity related to curriculum, methodology, or human development each year. This may be college courses, LEA sponsored activity or approved independent study.

STANDARDS FOR PERFORMANCE
Page 2

5. Does the principal understand and promote the unit's CEP?
 - a. The school's faculty is knowledgeable of the continuing objectives of the C.E.P. and understands its individual role and responsibility.
 - b. The school's budget indicates that funds are being used according to the priorities of the C.E.P. and the media committee.
 - c. The principal and his or her staff periodically review and evaluate the progress of the school as it relates to C.E.P. goals.
6. Does the principal promote staff development for his or her faculty and staff?
 - a. The principal recommends in-service activity for individual staff members relative to needs as indicated by evaluations.
 - b. The principal assumes responsibility for communicating to his or her staff current information on teacher certification requirements and in-service opportunities.
7. Does the principal promote the utilization of all appropriate resources for improving instruction?
 - a. The principal and/or librarian keeps a current file on appropriate resource persons and agencies in the community for use in instruction.
 - b. The principal always approves the use of outside resources.
 - c. The principal recommends appropriate resources to his or her teachers and helps obtain them.
8. Does the principal regularly evaluate pupil progress in his or her school?
 - a. The principal receives regularly a list of pupils who are failing.
 - b. The principal makes sure that teachers confer with pupils and/or parents of pupils who are failing. The principal then confers with pupils as appropriate.
 - c. The principal prepares for standard test interpretation and discussion of pupil progress at the beginning of each school year.
9. Does the principal do an honest evaluation of his staff?
 - a. The principal evaluates teachers objectively; is free of any influences.
 - b. The principal utilizes memo #21 (1976) and #88 (1975) in evaluating teacher performance.
 - c. The principal regularly reviews his or her objectives for the year.

STANDARDS FOR PERFORMANCE
Page 3

10. Does the principal nurture a good learning climate in his or her school?
 - a. The principal is open to new ideas.
 - b. The principal has a sense of humor.
 - c. The principal sees that buildings, grounds and equipment are kept in good order.
 - d. The principal is positive in his or her thinking and encourages teachers and pupils to think positively.
11. Are the principal's reports accurate and on time?
 - a. The principal reviews all reports for accuracy before submitting to central office.
 - b. Reports are submitted to the correct person or department.
 - c. Reports are on time.
12. Does the principal disseminate information to staff?

The principal duplicates and/or discusses at staff meetings information related to certification, in-service activities, policy, curriculum, personnel matters, schedules, calendars and other such information as requested by County and/or State Education offices.
13. Does the principal communicate effectively in his or her community?
 - a. The principal makes himself or herself available to the needs of parents.
 - b. Patrons are given an opportunity to learn of the operations of the local school and the system.
14. Does the principal maintain a policy of firmness, fairness, and consistency in matters of discipline?
 - a. Pupils are aware of the school's rules and pupil expectations.
 - b. Penalties are applied with discretion without prejudice when rules are broken in an effort to change behavior to acceptable standards.
15. Is the principal knowledgeable of Board Policy; Administrative Policy and does he interpret for his or her staff and community?
 - a. The principal and school staff is knowledgeable of Board and Administrative Policy.
 - b. Patrons have an opportunity to acquire a working knowledge of Board and Administrative Policy.

DARE COUNTY SCHOOLS
DARE COUNTY, NORTH CAROLINA

CONTENTS

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Personnel Evaluation (Philosophy, Objectives, Mechanics)	1
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PERSONNEL EVALUATION

I. Philosophy of Evaluation

Each position of employment in the Dare County Public School System exists for the purpose of enabling and enhancing the optimal academic, mental, emotional, physical, and social development of each student. Consequently, job performance in any position of employment ultimately affects the individual student. The basic aim of personnel evaluation is to improve the total educational process in Dare County by attaining maximum job performance from each employee. The attainment of maximum job performance in each position of employment can be realized only through a sound and comprehensive personnel evaluation program.

II. Objectives of Evaluation

- A. To improve job performance
- B. To open channels of communication
- C. To foster better working relationships among employees
- D. To give each employee a sense of well-being and knowledge of the importance of his/her job
- E. To enable the availability of appropriate staff development activities
- F. To develop potential career employees
- G. To encourage each employee to develop maximum potential
- H. To encourage self-evaluation

III. Personnel To Be Evaluated, Frequency of Evaluation and By Whom Evaluated

- A. Superintendent
 - 1. Minimum of once per year
 - 2. By Board of Education Chairman

III. (Con't)

- B. Supervisors
 - 1. Minimum of once per year
 - 2. By Superintendent
- C. Central Office Staff
 - 1. Minimum of once per year
 - 2. By immediate supervisor
- D. Principals
 - 1. Probationary - minimum of twice per year
 - 2. Career - minimum of once per year
 - 3. By Superintendent
- E. Assistant Principals
 - 1. Probationary - minimum of twice per year
 - 2. Career - minimum of once per year
 - 3. By Principal
- F. Teachers
 - 1. Probationary - minimum of twice per year
 - 2. Interim - minimum of twice per year
 - 3. Career - minimum of once per year
 - 4. By Principal
- G. Counselors
 - 1. Probationary - minimum of twice per year
 - 2. Interim - minimum of twice per year
 - 3. Career - minimum of once per year
 - 4. By Principal
- H. Food Service Personnel
 - 1. Managers
 - a. Minimum of twice per year
 - b. By Supervisor and Principal
 - 2. Workers
 - a. Minimum of twice per year
 - b. By Manager and Principal
- I. Para-Professionals
 - 1. Minimum of twice per year
 - 2. By teacher to whom assigned and Principal
- J. Custodial Personnel
 - 1. Minimum of twice per year
 - 2. By Principal

GENERAL CRITERIA FOR PROFESSIONAL EMPLOYEE EVALUATION RECORDI. Professional Competencies

- A. Knowledge
Possesses sufficient depth of knowledge for creditable performance in job assignment.
- B. Planning
Prepares, maintains, and implements daily and long-range plans. Uses time and resources effectively. Establishes goals.
- C. Motivation
Comprehends and utilizes sound motivational theory in dealing with others. Understands people.
- D. Initiative
Exhibits self-reliance - performs with minimal supervision. Approaches tasks with imagination.
- E. Evaluation
Utilizes self-appraisal to improve performance. Compiles appropriate and reliable data. Is objective, fair and impartial.
- F. Records and Reports
Maintains accurate and legible records and reports. Submits required reports on time. Keeps records up-to-date.
- G. Communications Skills
Possesses and utilizes ability to speak and write correctly and effectively. Utilizes verbal and non-verbal techniques effectively. Recognizes that communication is a two-way process - a major part being listening.
- H. Work Quality
Evidences the characteristic of excellence in job performance.
- I. Work Quantity
Executes assigned responsibilities. Accepts a fair share of other responsibilities.
- J. Leadership
Makes deliberate and considered decisions. Accepts responsibility. Displays enthusiasm. Involves others when appropriate. Listens to other points of view. Inspires self-direction.
- K. Professional Ethics
Exhibits high standards of moral and ethical conduct. Maintains confidentiality of information. Knows and follows line/staff relationship. Possesses integrity.

- L. Human Relations
Demonstrates respect for the individual. Recognizes and provides for individual needs.
- M. Utilization of Resources
Uses sound economic principles in expenditures of budget. Utilizes available resources in an effective manner. Recognizes time as a major resource.
- N. Adaptability
Adjusts readily to innovation. Accommodates the unexpected in a reasonable manner. Uses discretion in difficult situations.

II. Professional Responsibilities

- A. Reaction to Supervision
Accepts criticism or recognition gracefully. Gives and receives constructive criticism.
- B. Professional Growth
Exhibits continuous growth through study, travel, experimentation, and participation in professional activities.
- C. Working Relationships with Students, Parents, Co-workers, Community
Maintains good working relations with total school community. Handles critical constituents well.
- D. Contributions to Total School Program
Assumes a fair share of responsibility for the educational program, physical facilities and equipment.
- E. Public Relations
Relates to people in ways which promote mutual respect and rapport. Keeps the public informed and involved.
- F. Understands and Abides by N. C. Laws and Board of Education Policies Governing Education
Maintains and utilizes a functional knowledge of laws and policies related to job assignment.
- G. Knows and Executes Job Responsibilities
Keeps knowledge up-to-date. Requires minimal supervision to maintain adequate job performance.
- H. Exercises Good Judgment
Demonstrates ability to arrive at sound, logical conclusions based on facts and circumstances involved.
- I. Maintains Work Site Environment Conducive to Optimal Educational Attainment
Maintains an attractive, functional work site. Creates an effective work atmosphere.

J. Pupil Control and Management

Abides by and enforces rules and regulations. Maintains control and an atmosphere of mutual respect. Understands human behavior.

III. Personal Attributes

A. Appearance

Dresses appropriately for job assignment.

B. Punctuality

Adheres to all time schedules. Meets responsibilities on time.

C. Reliability

Is worthy of extensions of the confidence, trust, and dependence of others.

D. Poise

Demonstrates emotional and mental maturity commensurate with requirements of assignment. Makes decisions on basis of logical, clear thinking.

E. Health

Is physically able to perform duties of job. Possesses required stamina to perform job.

F. Diplomatic

Knows what to do and say at appropriate time. Maintains working relationships without arousing resentment.

DARE COUNTY PUBLIC SCHOOLS
Professional Employee Evaluation Record

Name _____ Date _____

Job Title _____ Work Site _____

Status: Probationary _____ Career _____ Other _____

Years of Employment in Dare County _____

Total Years of Professional Experience _____

Properly Certificated for Present Position Yes ___ No ___

Absences (Current Year To Date): Sick _____ : Personal _____ : Tardy: _____
Other: _____

Professional Growth: (List any current year activities which have contributed to professional growth.)

- A.
- B.
- C.
- L.

Activities/Characteristics I Should Stop/Avoid/Reduce:

- A.
- B.
- C.
- D.

Activities/Characteristics I Should Maintain/Extend/Increase:

- A.
- B.
- C.
- D.

(This page to be completed by evaluatee)

Evaluator:

This evaluation form provides a method by which the performance of employees can be assessed with a reasonable degree of accuracy and uniformity. Utilize your own judgement: avoid general impressions and concentrate on each factor independently; rate typical not atypical or unusual performance; exercise the utmost care and thought; do not allow personal feelings to govern your rating.

Rating Code: C = Competent
 R = Requires Improvement
 U = Unacceptable
 R or U requires comment by evaluator

<u>I. Professional Competencies</u>				<u>Comments</u>
A. Knowledge	C	R	U	
B. Planning	C	R	U	
C. Motivation	C	R	U	
D. Initiative	C	R	U	
E. Evaluation	C	R	U	
F. Records & Reports	C	R	U	
G. Communication Skills	C	R	U	
H. Work Quality	C	R	U	
I. Work Quantity	C	R	U	
J. Leadership	C	R	U	
K. Professional Ethics	C	R	U	
L. Human Relations	C	R	U	
M. Utilization of Resources	C	R	U	
N. Adaptability	C	R	U	

II. <u>Professional Responsibilities</u>				<u>Comments</u>
A. Reaction to supervision	C	R	U	
B. Professional Growth	C	R	U	
C. Working relationships with students, parents, & Co-workers	C	R	U	
D. Contributions to total school program	C	R	U	
E. Public Relations	C	R	U	
F. Understands and abides by N.C. laws and Board of Education policies governing education	C	R	U	
G. Knows and executes job responsibilities	C	R	U	
H. Exercises good judgment	C	R	U	
I. Maintains work site environment conducive to optimal educational attainment	C	R	U	
J. Pupil control and management	C	R	U	
III. Personal Attributes				
A. Appearance	C	R	U	
B. Punctuality	C	R	U	
C. Reliability	C	R	U	
D. Poise	C	R	U	
E. Health	C	R	U	
F. Diplomatic	C	R	U	
IV. Total Professional Effectiveness	C	R	U	

V. Evaluator Comments:

VI. Evaluator Recommendation:

_____ At the present time I recommend continued employment

_____ At the present time I do not recommend continued employment

VII. Evaluatee Comments:

RECOMMENDATION TO DARE COUNTY BOARD OF EDUCATION
(Complete at the close of each school year)

Date of original employment in Dare County _____

() Re-employ for 19__ - 19__

() Career Recommendation

() Dismiss

() Probationary Recommendation

Signature of Evaluator _____

Title _____

I have received a copy of this evaluation and understand that I may file for placement in my permanent personnel folder any comments I wish to make regarding this evaluation. I also understand that a copy of my remarks must be given to the evaluator and that an indication that the evaluator has been given a copy noted on my statement.

Signature of Employee _____ Date _____

DARE COUNTY SCHOOLS -
SUPPORTIVE EVALUATION DATA

EVALUATOR

Signature

Date

PERSON BEING EVALUATED

I have received a copy of the supportive data and evaluation and understand that I may file for placement in my permanent personnel folder any comments I wish to make regarding this evaluation. I also understand that a copy of my remarks must be given to the evaluator and that an indication that the evaluator has been given a copy noted on my statement.

Signature of Employee _____ Date _____

PRINCIPAL'S EVALUATION AND RECOMMENDATIONS

BERTIE COUNTY SCHOOLS
BERTIE COUNTY, NORTH CAROLINA

Date: _____

Evaluator: _____

School _____

Principal _____

Current ADM _____

Number Teachers _____

I. Instructional Leadership

- A. Knowledge and understanding of instructional program in school.
- B. Instructional organization.
- C. Ability to assess instructional staff.
- D. Relationship with students and staff.
- E. Proper use of available resources.

II. Administrative Responsibilities

- A. Records and Reports.
- B. Community relations.
- C. Proper use of time and resources.
- D. Supervision of staff.
- E. Facilities - management and care.
- F. Financial management.

G. Professional growth.

III. Support Services

A. Transportation.

B. School Food Service.

C. Extra Curricular activities.

IV. Summary

Evaluator's Signature

V. Principal's Comments

Principal's Signature

Overall
Purpose

The overall purpose of the High Point Administrator Evaluation Program is to promote the improvement of administrator and supervisor performance and to motivate professional growth and development.

Specific
Purposes

1. Motivate self-improvement
2. Facilitate making personnel decisions
3. Improve evaluatee-evaluator relationships
4. Clarify job content
5. Provide a record of performance
6. Determine dimensions of effectiveness or deficiency
7. Improve morale
8. Facilitate communication
9. Strengthen planning competencies
10. Make accountability meaningful

HIGH POINT CITY SCHOOLS
HIGH POINT, NORTH CAROLINA

HOW EVALUATIONS ARE MADE

Evaluations are carried out as a cooperative process involving the person being evaluated and the person designated as the primary evaluator. Principals not being evaluated by the superintendent will have their evaluations reviewed by him.

Six steps comprise the evaluation process:

PLANNING
PHASE

Step 1. The evaluatee should review his or her job description. Duties or responsibilities that need strengthening should be regarded as needs or areas to emphasize. The primary evaluator likewise reviews the evaluatee's job description for the same purpose.

Step 2. The next step is to formulate specific objectives to be responsive to the needs which have the highest priority and which will be the objectives most likely, if achieved, to improve the performance of the evaluatee. The decision as to which needs should be addressed and how the objectives and action plans are to be stated should be made cooperatively by the evaluatee and evaluator.

Following Steps 1 and 2, for those designated as having a reviewer, the primary evaluator confers with the superintendent to discuss the evaluatee's needs, objectives and action plans.

ACHIEVING
PHASE

Step 3. Once objectives are agreed to and action plans have been developed, the implementation process begins. Hopefully, objectives will be very closely related to on-going duties. This will make carrying out action plans relevant to day-by-day activities. The evaluatee has the major responsibility for the implementation process, but should receive advice and assistance from the primary evaluator and contributors.

Step 4. At least one formal midpoint conference should be held by evaluatee and primary evaluator to check-up on the progress that is being made and to make any necessary modifications in objectives and action plans. Following the conference, the implementation process continues.

ASSESSING
PHASE

Step 5. After the implementation process has been completed, results should be assessed. This is done by both the evaluatee and primary evaluator insofar as the specific objectives are concerned.

With regard to assessing effectiveness in overall performance, in accordance with the criteria indicated for that purpose, only the primary evaluator makes these assessments.

Step 6. The last step in the evaluation cycle is the culminating conference. This is the occasion for the evaluatee and primary evaluator to confer regarding the results of the year's work and to make plans for the next evaluation cycle. In fact, the culminating conference is a very good time to identify tentative needs and to discuss possible objectives for the next year.

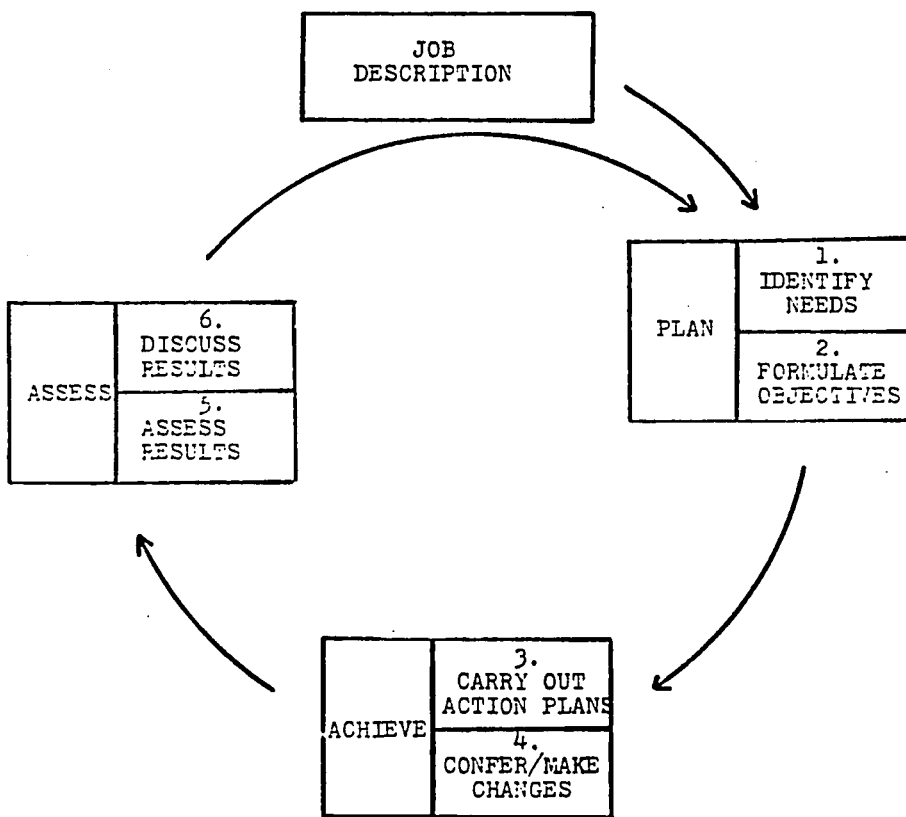
FREQUENCY OF EVALUATIONS

Evaluations for all administrative and supervisory personnel will be made annually.

TIMETABLE FOR COMPLETION OF EVALUATIONS

PLANNING PHASE	STEP 1. IDENTIFY NEEDS	COMPLETED FROM JUNE-OCTOBER
	STEP 2. FORM OBJECTIVES AND ACTION PLANS	
ACHIEVING PHASE	STEP 3. IMPLEMENT ACTION PLANS	COMPLETED FROM NOV.-MARCH
	STEP 4. CONFER/MAKE MODIFICATIONS	
ASSESSING PHASE	STEP 5. ASSESS RESULTS	COMPLETED DURING APRIL-MAY
	STEP 6. DISCUSS RESULTS AND NEXT STEPS	

HIGH POINT MODEL
ADMINISTRATOR EVALUATION



EVALUATION CYCLE

DETERMINING NEEDS, FORMULATING OBJECTIVES AND ACTION PLANS

Needs should be identified and action plans developed in an orderly manner. To assure that this may occur, Worksheet A, NEED IDENTIFICATION AND OBJECTIVE/ACTION PLAN is provided for that purpose. (See Worksheet A in the Appendix.)

Each objective should be written in concise form, indicating what is to be accomplished, the outcome desired, and the way the outcome will be measured.

The action plan should list the specific activities that will be carried out to achieve the objective. It is also useful to indicate the anticipated date for completing the activity.

The evaluative criteria are the methods that will be used to determine how results will be measured. It is important to be as specific as possible in indicating the evaluative criteria so as to facilitate assessing results.

Assessment of results, on Worksheet A, provide space for both the evaluatee and primary evaluator to make their assessments.

Whenever objectives were not achieved (NA), it is necessary for the reasons to be indicated so that the appropriate follow-up actions may be taken.

Worksheet A provides space for the signatures of the primary evaluator and the reviewer. The reviewer is the superintendent. Signatures do not necessarily indicate agreement on the part of evaluatee and primary evaluator. Rather, the signatures indicate that the evaluation process has been completed.

SAMPLE OBJECTIVES AND ACTION PLANS

The following sample objectives and action plans, developed by members of the planning committee, are provided to illustrate the way they should be written on Worksheet A. Obviously, these are not meant to be prescriptive - simply illustrative.

EXAMPLE I

A. Objective

I will develop a closer working relationship between parents and the school in order to meet the needs of the students better.

B. Action Plan

1. Hold conference with parents to discuss the total school program
2. Conduct coffee hours for parents to meet with teachers to discuss the progress of children
3. Form committees of parents and school personnel to evaluate the total school program
4. Include parents on a city-wide committee to develop programs that will affect all schools

C. Evaluative Criteria

- a) I will consider the objective achieved satisfactorily if 25% of parents (1) participate in school activities and (2) contribute to school programs.
- b) I will consider the objective achieved successfully if student progress is increased.

EXAMPLE II

A. Objective

I will improve science instruction at the kindergarten level.

B. Action Plan

1. Develop an outdoor science exploratory nature trail for kindergarten
2. Conduct a workshop for teachers on science instruction
3. Correlate available science materials, equipment, books, filmstrips, etc. to science objectives for kindergarten level

CHARLOTTE-MECKLENBURG SCHOOLS
 CHARLOTTE, NORTH CAROLINA

4117.3

Principal Performance Appraisal System

1. Principals shall be evaluated each year. The "Principal Performance Appraisal Instrument (PPAI)" shall be used for this purpose.
2. Principals shall be evaluated by the area superintendent. The PPAI shall be prepared and submitted to the Personnel Services Department between January 1 and June 30. The PPAI for probationary principals must be submitted by April 1.
3. The following rating scale shall be used to evaluate each of the forty-one (41) indicators of performance and each major function listed on the PPAI:

Performs Unsatisfactorily
 Needs Improvement in Performance
 Meets Performance Expectations
 Exceeds Performance Expectations
 Not Applicable

The principal is required to meet performance expectations for each major function indicated on the PPAI. If a major function is rated "Needs Improvement in Performance", the principal must improve in this function by a time determined by the area superintendent. If improvement does not result by that time, the major function shall be rated unsatisfactorily. The area superintendent is encouraged to add pertinent written comments at the end of each major function and summary comments at the conclusion of the evaluation. The principal also has the right to record written comments or register dissent. Comments by the area superintendent are required if a major function is rated "Performs Unsatisfactorily" or "Needs Improvement in Performance".

4. The area superintendent shall conduct at least one formal conference with the principal in order to discuss the PPAI. The area superintendent shall conduct two formal conferences with probationary principals. One of these conferences must be held by November 1 and the other conference held by April 1 of each year.

1982-1983, Charlotte-Mecklenburg Schools will begin using the principal evaluation instrument by the State Department of Public Instruction. The following principal evaluation was used through October 1982.

CHARLOTTE-MECKLENBURG SCHOOLS
PRINCIPAL'S EVALUATION REPORT

NAME _____ SCHOOL _____

EVALUATED BY _____ FOR THE PERIOD _____

INSTRUCTIONS FOR EVALUATOR: Seven factor headings are arranged below in outline form with subfactors summarized under each to serve as a "guide" in making an evaluation. Use the available space to make narrative comments relative to factor headings. All factor headings are not of the same importance and need not be completed in numerical order. Evaluate and date individual factor headings and leave blanks where you do not have sufficient information.

- 1. ADMINISTRATIVE LEADERSHIP
(School climate - Appropriate schedule - School discipline - Plant management - Transportation - Utilization of plant - Extracurricular program - Faculty-student-staff relations - Faculty meetings - Faculty council - Utilization of central staff - Area office - Assessment and evaluation of school programs - Pupil safety)

Comments: _____

- 2. INSTRUCTIONAL LEADERSHIP
(School philosophy - Curricula evaluation - Management system - Staff development - Innovation - Organization for instruction - Knowledge of materials - Long range planning - Teacher evaluation - Curriculum development - Curriculum committee - Development and utilization of instructional media)

Comments: _____

3. SCHOOL - COMMUNITY LEADERSHIP
(Public relations - Community involvement - Volunteer usage - Use of school committee - PTA relations)

Comments: _____

4. PUPIL SERVICES
(Counseling - Student involvement - Use of tests - Use of supportive services - Attendance)

Comments: _____

5. SCHOOL PERSONNEL
(Organization and use of personnel - Professional morale - Classified personnel)

Comments: _____

6. OFFICE MANAGEMENT
(Conduct of office - Record keeping - Procedures - Use and management
of school funds)

Comments: _____

7. PROFESSIONAL GROWTH
(Workshops - Formal courses - Travel - Attendance at professional
meetings - Others)

Comments: _____

8. OTHER REMARKS BY EVALUATOR :

Personnel being evaluated may use the section below to respond to the evaluation, if desired. If a more detailed response is desirable, a copy of the response should be sent to the Area Superintendent for your Area.

Each principal should sign his/her evaluation in the space provided. The signature acknowledges that the evaluation has been read.

REMARKS BY PRINCIPAL:

Principal's Signature _____ Date _____

Area Superintendent's Signature _____

Date _____

Hickory, North Carolina
HICKORY ADMINISTRATIVE SCHOOL UNIT

PRINCIPAL _____ SCHOOL _____ YEAR _____

This inventory form is primarily intended as a diagnostic tool to determine the status of current performance of professional personnel.

The following scoring key is to be used to indicate the status of current performance - -

3. Areas of strength 2. Satisfactory: and 1. Area needing improvement

	CHECK		
	3	2	1
CRITERIA			
A. THE RESPONSIBILITIES OF THE PRINCIPAL AS THE SCHOOL ADMINISTRATOR			
1. Interpret the school.			
2. Organize the school.			
3. Coordinate school activities.			
4. Oversee and direct plant operations.			
5. Assist in planning and implementing the budget.			
6. Promote good public relations.			
7. Recruit, interview, recommend and orient personnel.			
8. Compile, maintain, submit and file records and reports.			
9. Promote, encourage and schedule planning at the local school, local administrative and state level.			
10. Develop and maintain a plan of pupil discipline.			
11. Encourage good attendance.			
12. Establish and promote community interaction.			
13. Assist in developing and maintaining a safe transportation system.			
B. THE RESPONSIBILITIES OF THE PRINCIPAL IN THE AREA OF CURRICULUM.			
1. Direct and assist in the formulation and implementation of the total school program.			
2. Serve as the instructional leader.			
3. Coordinate the purchase and use of all media.			
4. Encourage and be aware of research in various educational areas.			
5. Promote good health and safety.			
6. Assist in and coordinate extra curricula activities.			
C. THE RESPONSIBILITIES OF THE PRINCIPAL AS A SUPERVISOR.			
1. Direct and participate in staff development.			
2. Coordinate counseling activities.			
3. Observe the total school program.			
4. Direct the total staff utilization.			
5. Assist and be aware of pupil and staff personnel relations.			
6. Promote leadership development.			
D. THE RESPONSIBILITIES OF THE PRINCIPAL AS AN EVALUATOR.			
1. Assist in developing and implementing a plan of reporting pupil progress.			
2. Record, discuss and report teacher progress.			
3. Assist in implementing, evaluating and interpreting the standardized testing program.			
4. Promote a continuous staff and program appraisal.			

FRANKLINTON CITY SCHOOLS
PRINCIPAL'S EVALUATION REPORT

NAME _____ SCHOOL _____

EVALUATED BY _____ FOR THE PERIOD _____

INSTRUCTIONS FOR EVALUATOR: Seven factor headings are arranged below in outline form with subfactors summarized under each to serve as a "guide" in making an evaluation. Use the available space to make narrative comments relative to factor headings. All factor headings are not of the same importance and need not be completed in numerical order. Evaluate and date individual factor headings and leave blanks where you do not have sufficient information.

- 1. ADMINISTRATIVE LEADERSHIP
(School climate - Appropriate schedule - School discipline - Plant management - Transportation - Utilization of plant - Extra-curricular program - Faculty, Student, Staff relations - Faculty meetings - Utilization of and cooperation with central staff - Assessment and evaluation of school programs - Pupil safety)

Comments: _____

- 2. INSTRUCTIONAL LEADERSHIP
(School philosophy - Curricula evaluation - Management system - Staff development - Innovation - Organization for instruction - Knowledge of materials - Long Range Planning - Teacher evaluation - Curriculum development - Curriculum committee - Development and utilization of instructional media)

Comments: _____

3. SCHOOL - COMMUNITY LEADERSHIP
(Public relations - Community involvement - Volunteer usage - Use of school committee - PTA relations)

Comments: _____

4. PUPIL SERVICES
(Counseling - Student involvement - Use of tests - Use of supportive services - Attendance)

Comments: _____

5. SCHOOL PERSONNEL
(Organization and use of personnel - Professional morale - Classified personnel)

Comments: _____

6. OFFICE MANAGEMENT
(Conduct of office - Record keeping - Procedures - Use and management of school funds)

Comments: _____

7. PROFESSIONAL GROWTH
(Workshops - Formal courses - Travel - Attendance at professional meetings - Others)

Comments: _____

8. OTHER REMARKS BY EVALUATOR:

Personnel being evaluated may use the section below to respond to the evaluation, if desired. If a more detailed response is desirable, a copy of the response should be sent to the Superintendent.

Each principal should sign his/her evaluation in the space provided. The signature acknowledges that the evaluation has been read.

REMARKS BY PRINCIPAL:

Principal's Signature _____ Date _____

Superintendent's Signature _____ Date _____

WAKE COUNTY PUBLIC SCHOOLS

EVALUATION SYSTEM WAKE COUNTY, NORTH CAROLINA

Introduction

For too many years, the concept of evaluation has implied a sense of fear, dread, and professional foreboding. It is hoped that through this document the professional staff of Wake County will assist in implementing an evaluation system based on help-giving, professional growth, and mutual trust. While such idealistic words are often greeted with sneers of derision and cynicism, one cannot build trust unless the parties concerned understand the issues. Evaluation is one such issue.

PHILOSOPHY

The Wake County School System recently received a Task Force report on a revised evaluation system for the County. The Task Force was composed of teachers, principals, the Director of Instructional Personnel, and was assisted by two consultants from Appalachian State University. The essence of that report was that evaluation needs to be built on open communication, mutual participation, and the view that the overriding purpose of any evaluation scheme, system, instruments, or processes had to benefit the individual being evaluated and his/her clients. The system that follows is indeed predicated on the following basic principles.

1. Effective evaluation is based on mutually agreed upon goals and objectives between evaluator and evaluatee.
2. The use of evaluative data must be geared to improving the staff member's ability to achieve those goals and objectives.
3. Any evaluative system must give praise as well as suggestions for improvement. The absence of criticism cannot be construed as praise.
4. The flow of evaluation need not be in one direction (down) only, but should utilize feedback from peers and subordinates as well.
5. The system of evaluation must facilitate face-to-face communication.
6. Self-evaluation must be a part of the total framework, and must be listened to and treated as valid.

PROPOSED POLICY CHANGE

3250

Evaluation of Employees (Suggested Policy Change)

Evaluation of employees is a mandated duty and responsibility of Administration. Evaluation has as its primary function the improvement of instruction. The Superintendent shall establish administrative procedures for evaluating employees.

Legal Reference: G.S. 115-142

Adopted: July 1, 1977

Rationale for Change: The present policy is not in keeping with the philosophy and procedures established by the Wake County Task Force on Evaluation Systems.

TEACHER EVALUATION SYSTEM

Teacher's Professional Growth Form

This initial instrument helps the teacher determine priority areas he/she will focus on for that particular year. Each teacher, by October 15, is asked to have developed the one, two, or (at most) three areas of greatest import. By that same date, the teacher and his/her evaluator will have conferred to agree upon those priorities. It should be noted that this initial step facilitates teacher input into the evaluative process and communication between evaluator and evaluatee. The results of these agreements form the basis of the individual teacher's plan for professional development as well as peer support. Information as to which areas are being emphasized in each school and administrative district will be forwarded to the County Staff Development Office for comprehensive development of staff development programs responsive to specific teacher priorities.

Support Team (Optional)

Following this agreement, the teacher will (at his/her option) develop a team to provide intellectual and moral support consisting of colleagues within or outside the school, administrators, or knowledgeable lay persons. The composition is significant only to the extent that those people can render assistance to the teacher in clarifying ways to accomplish the goals and objectives, as well as in providing honest feedback for self-evaluation.

Classroom Visitation Form

During the year the evaluator will make a minimum of two classroom visits to observe teacher performance. At least one observation will be made by the principal or assistant principal. While it is hoped that some of those visits will be at the teacher's invitation, it will be the evaluator's responsibility to select classroom visitation times. If a teacher needs additional help, more visits must be made. After each visit, the evaluator fills out the Classroom Visitation Form and holds follow-up conferences, when needed, with the teacher to effect the help-giving and growth dimensions.

The Visitation Form is not a checklist; rather, it is an open comment form facilitating communication. Thus it is hoped that the sense of adversarial relationships will give way to mutual help-giving and help-seeking. As a part of this same process, the Informal Conference Form encourages the evaluator to indicate progress made or information learned in settings other than the classroom. The purpose of both these instruments is to provide direct and relevant feedback to the teacher for a "snapshot" of the teacher's professional performance. It is not intended as an all inclusive document, but rather as a way to get information about observations and perceptions from one person to another.

Student Evaluation of Teacher Form (Optional)

As has been established, this evaluation system is predicated on evaluatee participation to effect professional growth and instructional improvement. As the school year ends, the teacher should begin to gather data in support of his/her self-evaluation that will become a part of the year-end evaluation. The teacher MAY want to use one of the student evaluation instruments differentiated by language to accommodate different age groups. The teacher may want to develop his/her own form, or the teacher may not want to do this at all. Two points are important here. First, this step is optional. The Task Force strongly endorses this concept and urges its widespread use by teachers, principals, and central office administrators. They feel that it is vital for an educator to know client reaction to professional services. Additionally any data collected from students will be collected.

anonymously, and will be for the teacher's use ONLY. There will be no intent, pressure, or persuasion for the teacher to reveal the results of those data, unless he/she chooses to do so. The sole purpose of this process is to provide direct, teacher controlled feedback for the development of an accurate self-evaluation.

Self-Evaluation

Sometime during April, the teacher, should have gathered relevant student data and have convened a meeting with his/her support team if applicable. Using the Year-end Evaluation Form, the teacher (and the support team) should review progress on the initial priority goals, document accomplishments, draft the responses on the Year-end Evaluation Form, and project next year's plan for self-improvement. While it is understood that a year-end evaluation must be made, it is clearly indicated that the evaluatee shares in the responsibility for the accuracy and worth of that evaluation.

Year-end Evaluation Form

On or before May 1 of a given year, the evaluator will draft responses to the Year-end Evaluation Form and schedule a conference with the teacher to compare his/her draft with the teacher's drafted self-evaluation. The purpose here is to assess the overall professional performance of the teacher, not just classroom performance. The purpose of the conference is to look ahead in forming the teacher's priorities for self-improvement for the next year. During the conference, evaluator and evaluatee discuss, negotiate, and compromise, to reach agreement on the points of the evaluation. It is significant to note that any negative response by the evaluator on the final evaluation must be accompanied by a comment. Following the conference, both parties sign the form. The evaluator's signature indicates his/her responsibility for the contents of the document. The teacher's signature indicates acknowledgement that the evaluation process took place as intended. Total agreement is not assumed. Should the teacher feel strongly about some points of disagreement, he/she may file a dissenting opinion accompanying the evaluation form. This is the only evaluative instrument that is uniformly placed in the teacher's personnel file in the Central Office. Therefore, should such a dissent be justified, it too will be placed in the central file. In order that the entire system can be viewed in its entirety, a flow chart of the process is attached.

Rights of Appeal and Due Process

While the overwhelming use of this teacher evaluation system will be to generate plans for growth and improvement, there will be some few instances in which the evaluative process will maintain some of its negative connotations. There are times in which professional disagreements will manifest themselves, or situations in which a teacher's performance is not acceptable. In other instances, the evaluator's perceptions may be clouded from reality by outside factors. The purpose of this section is to illuminate the protections teachers have in those instances where evaluations are negative.

1. In all instances of professional disagreement, policy violation, or perceived unfairness, the appeal route from evaluator to principal (if different) to Area Director to Director of Instructional Personnel to the Superintendent to the School Board is built in to any of the County's systems from which a grievance can be treated.
2. In the event that a professional disagreement exists on any of the evaluation instruments in the evaluation system, the teacher has the right to have a statement of dissent placed in the appropriate file along with the primary instrument in question.
3. If the teacher is a probationary teacher and is not going to be recommended for reappointment by the principal, the principal should notify the teacher of his/her intent to recommend non-reappointment by December 15 of that current school year. This intent will be filed along with a mid-term evaluation utilizing the Year-end Form. That form will also indicate the areas that

need immediate strengthening so that a recommendation to non-reappoint might be averted. The intent will also be filed with the Director of Instructional Personnel.

4. Should the probationary teacher not display satisfactory progress, the actual recommendation not to reappoint must be filed in the office of the Director of Instructional Personnel by April 1 of the current school year. This date complies with requirements of Federal Labor Standards and Guidelines
5. The same dates will apply in the event that a teacher already on tenure is being recommended for dismissal, in conjunction with procedures established in the Fair Employment and Dismissal Act.

PRINCIPAL'S EVALUATION SYSTEM

Copies of the proposed instruments for evaluating principal's are included. It is significant to note that the principal's system parallels the teachers system and is predicated on the same principles. The principal's system also starts with a Professional Growth Form, also provides for the formation of a support team, calls for visitation from the evaluator, provides for an upward flow of data to assist in the development of the self-evaluation, and provides for a sharing of information in the development of the year-end evaluation. Even the formats are similar, particularly the Professional Growth Form, the Student/Teacher Evaluation Form and the Year-end Evaluation Form. The members of the Task Force felt that it is important for all professional staff to recognize that the schismatic "we-they" syndrome so prevalent between teachers and administrators in other systems not get a strong foothold in Wake County.

TASK FORCE FOR WAKE COUNTY EVALUATION SYSTEM

Teachers

Bill Curry
Willie Kitchen
Kay Schwall
Helen Jones
Peggy Moore
Linda Alphin
Mary Corrington
Marilyn Duncan
Lynn Durham
Kay Barr

Broughton Sr. High School
Green Elementary School
Hunter Elementary School
Combs Elementary School
Sanderson Sr. High School
E. Cary Jr. High School
W. Millbrook Jr. High School
Mt. Auburn Elementary School
Lynn Road Elementary School
Central Office (Lincoln Heights & Stough)

Principals

Leon Herndon
C. W. Fisher
M. Grant Batey
C. Owen Phillips
Floress Turner
Cornelius Swart
Sarah Spivey
Cliff Edwards
John Mallette

Enloe Sr. High School
Wake Forest-Rolesville Sr. High School
E. Garner Jr. High School
Brooks Elementary School
Fuller Elementary School
North Ridge Elementary School
Sherwood-Bates Elementary School
Underwood Elementary School
Washington Elementary School

Consultants

Dr. Kenneth Jenkins
Dr. Julia Thomason
Dr. William Freitag

Appalachian State University
Appalachian State University
Wake County Schools

**WAKE COUNTY
PRINCIPAL'S PROFESSIONAL GROWTH PLAN**

Principal's Name

Date Form Completed

This form is to be done in duplicate with one copy given to your area director, and one copy retained by you. These statements, completed by September 1, should reflect your priorities for the year and will be reviewed in conference as a part of the total evaluation procedure by October 15. The final copy must contain all agreed upon revisions between you and the area director. If a particular area is not going to receive special attention this year, mark the area N/A. It is an expectation that no more than 2 or 3 areas will be emphasized in a year. However, final evaluation will be based on the full range of administrative responsibilities.

I expect to improve my administrative abilities in the following areas:

1. Opening lines of communication:

- a. _____
- b. _____

2. Instructional leadership and follow-through:

- a. _____
- b. _____

3. Sharing and delegating responsibility:

- a. _____
- b. _____

4. Curriculum development and review:

- a. _____
- b. _____

5. Community involvement and information:

- a. _____
- b. _____

6. Streamlining administrative routine:

- a. _____
- b. _____

7. Faculty growth and development:

- a. _____
- b. _____

8. Student services and management:

- a. _____
- b. _____

9. Interpersonal relations with those who share the school with me:

- a. _____
- b. _____

10. Other (please define):

- a. _____
- b. _____

**WAKE COUNTY
ADMINISTRATIVE VISITATION INSTRUMENT**

Date _____ Time _____ Principal _____
 School _____ Visited by _____
 Length of Visit _____ Number of Pupils _____

SUGGESTED OBSERVABLE CRITERIA:

1. Relevant policies, rules, and regulations indicate appropriate delegation of authority and evidence of long and short range planning.
2. Learning environments evidence varied instructional modes resulting from investigation of in-school needs and staff participation.
3. Financial procedures resulting in accurate records are available and safe from hazards.
4. Interaction with staff indicates involvement, humaneness, confidentiality and creativity.
5. Students being provided with additional services indicates an awareness of availability, i.e. guidance services, community resources, etc.
6. Participation by school and community members is encouraged.
7. Person-to-person communication among staff members indicates openness and appropriate formality resulting in a positive learning and working environment.
8. General school appearance and student participation indicate care for health, safety, nutrition, and aesthetics.
9. Knowledge of current educational directions, and encouragement of professional inquiry is in evidence.

SUMMARY OF OBSERVATIONS - procedures, techniques, pupil reactions, other responsibilities, etc.
 May include appropriate commentary, suggestions, and commendations.

I have read the foregoing:

 Principal's Signature

 Observer's Signature

Conference with observer requested: YES NO

(Optional)
WAKE COUNTY
INFORMAL CONFERENCE

Date _____ Teacher's Name _____

COMMENTS:

SUGGESTIONS.

COMMENDATIONS

Signature

(Optional)
WAKE COUNTY

SUGGESTED STUDENT/TEACHER EVALUATION OF PRINCIPAL

	YES	NO
1. The principal is usually available and easy to talk with.		
2. The principal has clear ideas of what good education is and strives to communicate those ideas to others.		
3. The principal is a good resource person and problem solver.		
4. The principal listens to and involves students, parents, and teachers in major school-wide decisions.		
5. The principal allows other people to make decisions and gives them the authority to implement those decisions.		
6. The principal tries to solve issues fairly and mostly avoids being partial or biased.		
7. The principal is usually pleasant to be around and shows his sense of humor easily.		
8. The principal exerts leadership in encouraging and generating ideas for improving the instructional program.		
9. The principal is genuinely concerned about the welfare of the students, faculty, staff, and community.		
10. The principal is willing to make hard decisions and explain why.		
11. The principal tries to make the school clean, attractive, and safe.		
12. The thing I like best about the principal is		
13. The principal would be more effective if _____		

GENERAL COMMENTS:

WAKE COUNTY
PRINCIPAL'S EVALUATION

School _____ Submitted by _____

Date Visited _____ School Enrollment _____

Date Last Visited _____ No Teachers on Staff _____

EVALUATION OF PRINCIPAL'S PERFORMANCE

The purpose of this evaluation is in keeping with the concept that effective evaluation is, above all, a help-giving process.

Professional growth which comes from a systematic review of administrative practices and of personal and professional qualities is the most important purpose of this evaluation.

INSTRUCTIONS

Both principal and evaluator should check each item with the understanding that it is valid only insofar as it is relevant to the situation, e.g., an attractive building is maintained to the limit that the physical aspects of the plant permits. Any time the evaluator marks in the NO column a comment must be provided.

The principal's signature does not necessarily indicate agreement, but simply that he/she has read the document and has had the opportunity to review it with the evaluator.

Special recommendations of evaluator, if any: _____

SUPPLEMENTARY INFORMATION FROM PRINCIPAL
(Optional)

Please list the activities in which you are or have been engaged this year, noting any special function you may have.

1. Services rendered to the school system or region (committees, commissions, task forces, etc.) this year:

2. Professional growth activities (credit courses, non-credit courses, workshops, etc.):

3. In what activities have you been engaged other than the fore-going which you feel have contributed to your administrative effectiveness? (Include any you wish: home, community, travel, private study, etc.):

4. In the space provided or on another sheet of paper, please describe any problems you have encountered, how you dealt with these problems, special efforts that you have made, any help you have received and found valuable, and any additional help needed:

YES NO COMMENT

A. SCHOOL ORGANIZATION

1.	School and school system policies are clearly defined, well publicized, and facilitated.			
2.	Responsibilities and duties are assigned equitable based upon the skills and capacities of staff.			
3.	Staff, students, and parents are kept informed through in-house communication devices.			
4.	Reports are up to date and accurate.			
5.	Improvement of instruction is reflected in how people in the school work with one another.			
6.	Participation of parents and community members is encouraged and solicited.			
7.	Periodic classroom visits to observe student-teacher interaction are made.			

B. INSTRUCTIONAL PROGRAM

1.	Program is responsive to the school system's goals.			
2.	Program is designed to meet various abilities, talents, and interests of the students.			
3.	Testing program is interpreted properly and results used for improvement of instruction.			
4.	Test results are interpreted and discussed by staff, parents, and students.			
5.	The school climate indicates a positive learning environment.			
6.	In-service courses are or have been planned to improve instructional effectiveness.			
7.	Innovative programs, ideas, techniques are planned and implemented.			
8.	Community resources are appropriately utilized as part of the instructional program.			
9.	The guidance program complements the schools instructional priorities.			
10.	The media center is well utilized by students and faculty.			

C. STUDENTS	YES	NO	COMMENT
1. Students are involved in a well organized school activities program.			
2. High student morale is reflected in the way students participate in school life.			
3. Students are recognized for achieving personal excellence in many areas of school life.			
4. Student work is appropriately displayed.			
5. Principal is open to students expressing their concerns.			
6. Students have access to and utilize guidance and counseling services.			

D. ADMINISTRATIVE PRACTICES AND PROCEDURES	YES	NO	COMMENT
1. Information received by the principal is reviewed with the appropriate staff members.			
2. Staff is informed of policy changes that affect them.			
3. Parents and community members are involved on appropriate advisory councils.			
4. Attendance records for staff are accurate and available.			
5. Accident reports are filed promptly.			
6. Purchasing deadlines are met.			
7. Bookkeeping records of budgetary expenditures are accurate and understandable.			
8. Expenditures are kept within budgetary allotments.			
9. Evacuation drills are held as prescribed by law.			
10. Fire extinguishers are in place, properly inspected, and in working order.			
11. Location and operation of emergency switches and cut offs are known to the administration.			

E. SCHOOL MAINTENANCE	YES	NO	COMMENT
1. General appearances indicate care for health, safety, and aesthetics.			
2. Adequate maintenance and custodial supplies are available.			

3. Audio visual equipment is in working order and being used.

4. Adequate teaching supplies are available.

5. There is standardization of equipment to facilitate maintenance and staff operation.

6. Furniture is in good condition.

7. Boiler room is clean and not used for storage of supplies and equipment.

F. FOOD SERVICE

1. Cafeteria kitchen and service facilities are sanitary and neat.

2. Proper procedures are posted and followed.

3. Attempts are made to identify all students eligible for free and reduced meals.

4. Food service staff is clean, neat, well-organized, courteous, and friendly.

5. Rules are established to provide meals for students who forget their money and an effective collection system is carried out.

GENERAL APPRAISAL:

APPOINTMENT RECOMMENDATION:

Evaluator's Signature

Date of Conference

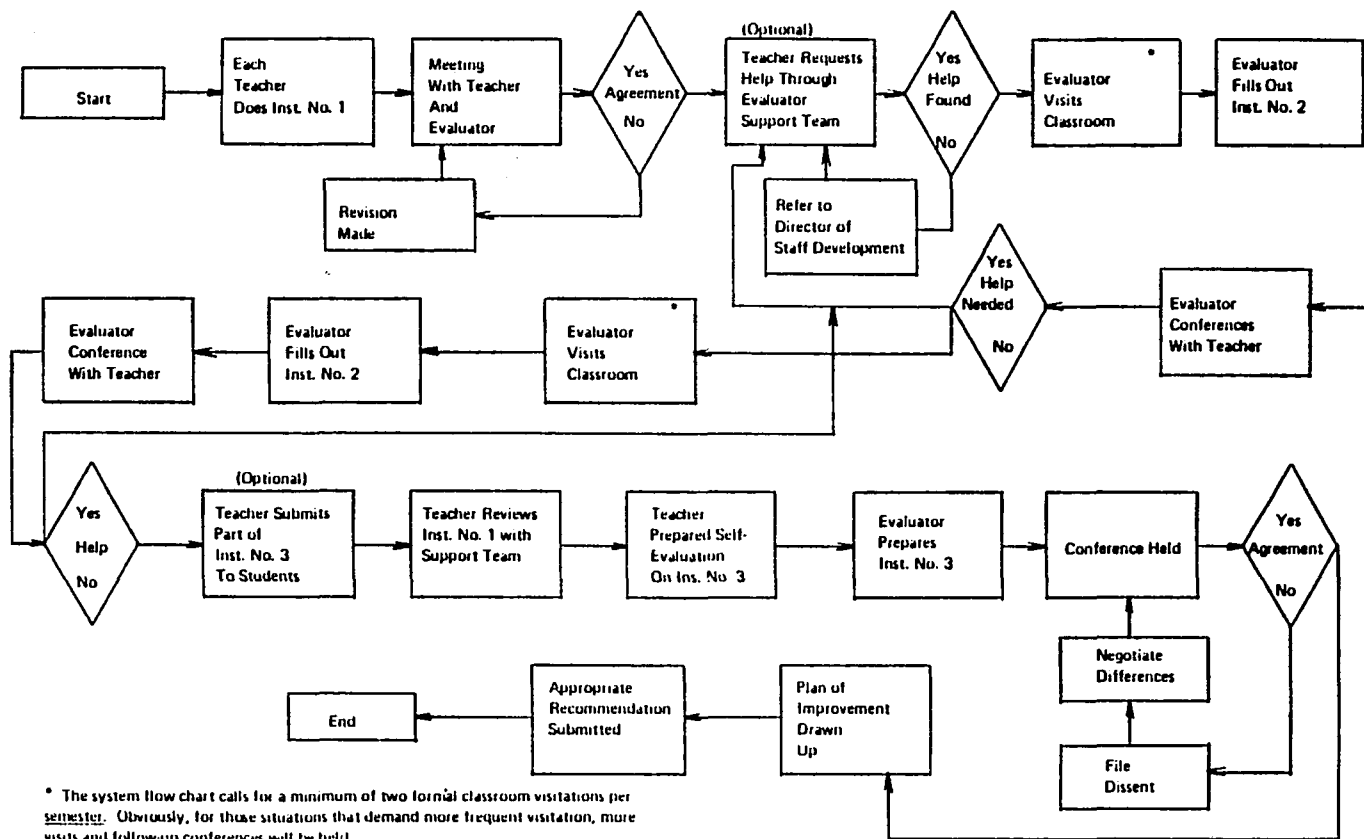
Principal's Signature

I acknowledge that I have received a copy of this report.

I (intend to _____ do not intend to _____) submit a supplement to this report.

TEACHER EVALUATION SYSTEM

FLOW CHART



* The system flow chart calls for a minimum of two formal classroom visitations per semester. Obviously, for those situations that demand more frequent visitation, more visits and follow-up conferences will be held.

APPENDIX D
PRINCIPAL EVALUATION INSTRUMENTS
FROM SIX STATE DEPARTMENTS
OF PUBLIC INSTRUCTION

PRINCIPAL PERFORMANCE APPRAISAL INSTRUMENT

- INSTRUCTIONS**
1. Based on the evidence from observation and discussion, the evaluator is to rate the principal's performance with respect to the 41 basic elements of principalship listed below.
 2. The evaluator is encouraged to add pertinent comments at the end of each major function.
 3. The principal is provided an opportunity to react to the evaluator's ratings and comments.
 4. The evaluator and the principal must discuss the results of the appraisal and any recommended action pertinent to such.
 5. The principal and the evaluator must sign the instrument in the assigned spaces.
 6. The instrument must be filed in the principal's personnel folder.

Principal Name _____

School _____

Rating Scale
(Please Check)

Needs Improvement	In Performance	Meets Performance	Exceeds Performance	Not Applicable
-------------------	----------------	-------------------	---------------------	----------------

GENERAL PLANNING AND OVERSIGHT: This factor requires the principal to exercise a general staff responsibility: to conceptualize the broad goals of the school, to integrate the goals with the legal, financial, organizational, and community needs at the highest level, to see that the staff is capable of carrying out the mission assigned to it, and to monitor the progress of the program as it develops during the year.

A. Major Function: General Planning

1. Develops a comprehensive plan that indicates desired conditions and current conditions, strategies for closing the gap between desired and current conditions, lists anticipated barriers, and outlines evaluation procedures.
2. Develops, implements, and evaluates the instructional program of the school.
3. Develops and implements appropriate plans, work schedules, class schedules, and building use schedules.

Comments _____

B. Major Function: General Coordination

1. Interprets and carries out the policies established by the local board, State Board of Education, NC School Law, and federal law.
2. Prepares and submits school's budgetary requests, monitors expenditure of funds, and assumes accountability for all monies.
3. Defines roles, delegates responsibility, and holds staff members responsible for completing tasks.
4. Interprets the school program, objectives, and policies to the community.

Comments _____

C. Major Function: Enhancement of Personnel Skills

1. Provides in-service programs for personnel that enhance the quality of the instructional program.
2. Arranges staff development programs that provide opportunities for professional growth.

Comments _____

Rating Scale
(Please Check)

Needs Improvement	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable
-------------------	--------------------------------	----------------------------------	----------------

SCHOOL AND CLASSROOM OBJECTIVES: This factor requires the principal to provide an operational procedure to move the broad school goals from the planning stage down to the everyday activities of the staff. This involves the detailing of objectives for the classroom instructional program and the athletic and extracurricular programs.

D. Major Function: School Objectives

1. Identifies annual objectives that specify what the principal intends to accomplish in his/her school for the coming year. □ □ □ □
2. Provides leadership for the school's athletics and extra-curricular programs. □ □ □ □

Comments _____

E. Major Function: Curriculum Objectives

1. Ensures that each teacher has developed or listed instructional objectives related to the subject matter for a given classroom. □ □ □ □
2. Involves faculty, central office staff, curriculum specialists, parents, students, and other resource personnel in curriculum planning and program development. □ □ □ □
3. Encourages and provides opportunities for the staff to participate in the school program. □ □ □ □

Comments _____

PERSONNEL ORGANIZATION AND MANAGEMENT: This factor requires the principal to establish and maintain suitable working relationships among the people who are employed by the school to carry out the educational program.

F. Major Function: Establishes Formal Work Relationships

1. Establishes and implements clearly-defined disciplinary procedures that have been communicated to and are understood by parents, students, staff, and the community. □ □ □ □
2. Defines and disseminates classification, promotion, retention, suspension and expulsion policies, procedure, and criteria for students. □ □ □ □
3. Maintains good rapport with staff through written, oral, and face-to-face communication. □ □ □ □
4. Evaluates the total program of the school to determine effectiveness and identify areas needing change. □ □ □ □

Comments _____

G. Major Function: Evaluates Performance

1. Gives leadership to the development and implementation of a system for recording student performance, identifying student needs, and communicating students' educational development. □ □ □ □
2. Provides adequate supervision and constructive evaluation to promote staff growth and increase effectiveness. □ □ □ □

Comments _____

Rating Scale
(Please Check)

Needs Improvement	Meets Expectations	Exceeds Expectations	Not Applicable
-------------------	--------------------	----------------------	----------------

II. Major Function: Facilitates Organizational Efficiency

1. Maintains open communications between school-level operations and the superintendent's office.
2. Makes use of supervisor or administrative assistance to improve performance.
3. Respects the dignity and worth of students, staff, and parents.
4. Complies with established lines of authority.
5. Upgrades own professional knowledge and skills through reading workshops, training sessions, conferences, and courses.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

CLIENTELE RELATIONSHIPS AND THEIR MANAGEMENT: This factor requires the principal to maintain a favorable working relationship with the school's clientele: students, parents, other members of the community, and in general, anyone who is not part of the paid staff but has an interest in the school.

1. Major Function: New Staff and Students

1. Provides information and support to newly-assigned staff and assists in their professional development.
2. Implements orientation and registration programs for new students.
3. Provides opportunities whereby students can have appropriate input into the educational program.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

J. Major Function: Community

1. Uses community resources to enrich the school program.
2. Cooperates with the community in use of school facilities for community activities.
3. Oversees special school events that are designed to interpret the school program to the community.
4. Has procedures for receiving suggestions, distributing information, and receiving input from the community.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments _____

Rating Scale
(Please Check.)

Needs Improvement	In Performance	Meets Performance Expectations	Exceeds Performance Expectations	Not Applicable
-------------------	----------------	--------------------------------	----------------------------------	----------------

ALLOCATION OF SUPPLIES, EQUIPMENT, AND SUPPORT SERVICES: This factor deals with the material foundation of the school. It requires the principal to administer services, materials, and supplies which may not be directly instructional but which support the daily activities of the people who are engaged in instruction.

K. Major Function: Supplies and Equipment

- 1. Works cooperatively with the finance office to assure coordination of the school's financial operations with those of the school system.
- 2. Supervises the requisition, inventory, and distribution of supplies, textbooks, equipment, and all materials necessary for the instructional program and operation of the school.
- 3. Involves the staff in setting priorities concerning expenditures for instructional supplies.
- 4. Completes records, reports, inventories, requisitions, and budgets.

Comments _____

L. Major Function: Services

- 1. Oversees services provided in the school, (i.e., custodial, transportation, food, etc.).
- 2. Organizes the secretarial services and offices to provide effective clerical support to school staff.
- 3. Establishes and implements scheduled maintenance inspection program to assure proper maintenance of school plant and grounds.
- 4. Establishes and implements procedure for the appropriate distribution and inventorying of materials, supplies, and equipment.
- 5. Uses community resources that support the total school program.

Comments _____

Evaluator's Summary Comments _____

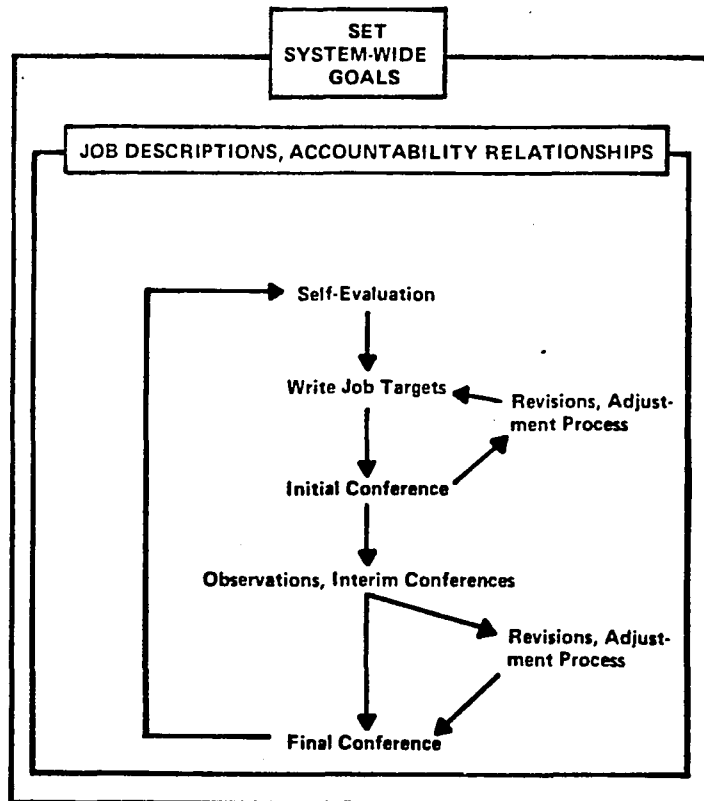
Principal's Reaction to Evaluation _____

Evaluator's signature and date

Principal's signature and date

Signature indicates that the written evaluation has been seen and discussed.

STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION
HARTFORD, CONNECTICUT



FORM B
GUIDELINE X

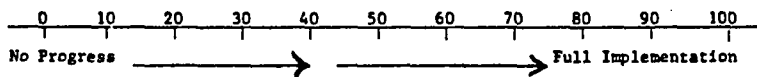
"The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experience provided children."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
The evaluation program clearly states encouragement of teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children.				
The evaluation program makes provision for teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children.				
Additional criteria developed within your school system.				

* Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).

On the scale below please check how far you believe you have progressed toward meeting this guideline.



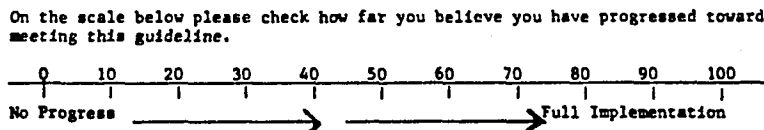
FORM B
GUIDELINE XI

"The program makes ample provision for clear, personalized, constructive feedback."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
A procedure (conference or written report) for review of the evaluation is provided.				
Feedback is given on an individual basis.				
Feedback is based on diagnosis of the teaching learning process and includes positive suggestions for improvement.				
Additional criteria developed within your school system.				

* Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).





STATE OF HAWAII
 DEPARTMENT OF EDUCATION
 OFFICE OF PERSONNEL SERVICES
 P. O. BOX 2350
 HONOLULU, HAWAII 96804

STATE AND DISTRICT EDUCATIONAL
 OFFICERS EVALUATION REPORT

Name of Employee (Last, First) _____ Title of Position _____

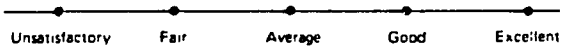
Ratings for the period _____ to _____

To be rated by _____ of _____

SAMPLE

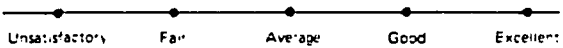
**SUMMARY RATING
 OF PERFORMANCE**

Consider both the quality and quantity of work performed.



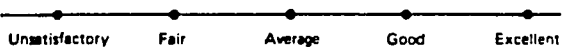
**1.
 PROFESSIONAL AND/OR
 TECHNICAL COMPETENCE**

Consider: Knowledge of specialized field, knowledge of the broad field of public education, knowledge of departmental procedures, policies and organization; ability to identify and solve problems encountered on the job through the application of professional knowledge.



**2.
 ADMINISTRATIVE AND
 SUPERVISORY SKILLS**

Consider: Ability to: plan and organize, delegate to subordinates, direct and coordinate, train and develop subordinates and win acceptance, assistance and confidence from the public and within the department. Also consider willingness and ability to make decisions and cooperate with others.



**3.
 POTENTIAL FOR GROWTH**

Consider: Does he keep abreast with developments in his field? Is he able to assume new and different responsibilities? Does he initiate changes that result in improvements? Can he work under pressure? Can he work independently? Can he work as a team member? Is he able to supervise others?



INSTRUCTIONS: Explain below the ratings given on the check list on Page 1.

A. POINTS OF STRENGTH:

B. AREAS FOR DEVELOPMENT:

C. RECOMMENDATION:

REMARKS BY PERSON EVALUATED:

(Employee's signature does not necessarily mean complete agreement on the part of the employee.)

Signature of Employee _____ Date _____

Signature of Evaluator _____ Date _____

Distribution: WHITE - Office of Personnel Services, PINK - District, BLUE - Educational Officer

Procedure #5604.6

PROCEDURE: EVALUATION OF TENURED PRINCIPALS

REFERENCE: REGULATION #5604

FORMS : PERSONNEL FORM 753 (PRINCIPAL EVALUATION REPORT)

RESPONSIBILITIES:

1. PRINCIPAL

- a. Participates in an evaluation conference with the district superintendent.
- b. Signs required copies of the Form 753 to indicate awareness of the evaluation report.

2. DISTRICT SUPERINTENDENT

- a. For principal rated "fair" to "excellent":
 - (1) Completes a Form 753 and discusses it with the principal by April 15.
 - (2) Forwards Form 753 (includes supporting documents) to the Office of Personnel Services by May 8.
- b. For principal rated "unsatisfactory":
 - (1) Makes early identification of unsatisfactory principal and provides assistance for improvement.
 - (2) Submits to the Superintendent (copy to Office of Personnel Services) the unsatisfactory Form 753, recommendation(s) and other supporting documents by April 1.

Note: A Form 753 must be completed for every principal and routed through the respective district superintendent's office.

3. SUPERINTENDENT

Takes appropriate action and informs appropriate people.

4. OFFICE OF PERSONNEL SERVICES

5600-43

South Dakota
Department of Education
Pierre, South Dakota
PROFESSIONAL PRACTICES AND STANDARDS COMMISSION

PHILOSOPHY ON EVALUATION

We believe that:

1. The learning situation for each student improves when all educators and boards of education make a deliberate effort to improve curriculum and instruction in the school system.
2. Effective evaluation of instruction in South Dakota schools must be a systematic continuing process, designed with the cooperation of all educators in the school system (and boards of education) with joint responsibility for measuring and improving benefits received by students through learning processes.
3. Evaluation is a means to an end; not an end in itself. It is a growth process which helps an individual develop his potential. It should motivate both self-improvement and supervisory assistance.
4. There should be performance guidelines and goals which staff members and evaluators may use as they counsel with each other to assist in the improvement of both learning processes and evaluation processes.
5. Evaluation will assist school systems in reassigning, retraining, and replacing personnel if necessary to improve instruction.
6. The success of an effective evaluation procedure requires competent evaluators and the orientation of the staff to the goals and purposes of the evaluative procedure and the philosophy of the school district. Effective evaluation must be planned and reviewed periodically.

EVALUATION PLAN

Each school district in South Dakota is required to have an evaluation plan on file with the Division of Elementary and Secondary Education (13-43-26). Authorities on the subject of personnel evaluation usually suggest that representatives of employee groups be involved in designing evaluation plans which will be used with their group. Therefore, school officials are encouraged to enlist employees in the design of evaluation plans.

The school district's statement of philosophy and objectives are important to the design of any personnel evaluation program. Evaluation design and techniques should be consistent with the stated organizational philosophy and objectives. The development of job descriptions consisting of a point by point description of educational responsibilities assigned to educators which is reflective of their roles, taking into consideration the uniqueness of the school district and its philosophy and objectives, is encouraged.

School officials are encouraged to design an evaluation program which is most appropriate for their particular community. Districts which did not have an evaluation program adopted by July 1, 1975, are required to adopt the Professional Practices and Standards Commission program. Other school districts may use the evaluation materials adopted by the Commission.

ARTICLE 24:08

PROFESSIONAL PRACTICES

Chapter

24:08:01	Definitions.
24:08:02	Organization and operation.
24:08:03	Code of professional ethics.
24:08:04	Contested case procedure, Repealed.
24:08:04.01	Complaint procedure.
24:08:05	Evaluation of educators.

CHAPTER 24:08:01

DEFINITIONS

Section

24:08:01:01 Meaning of terms.

24:08:01:01. Meaning of terms. Terms used in this article, unless the context plainly requires otherwise, mean:

(1) "Code of professional ethics," the code of professional ethics set forth in chapter 24:08:03;

(2) "Commission," the South Dakota professional practices and standards commission;

(3) "Competency," the ability to meet successfully the criteria established in the evaluation policy;

(4) "Complainant," a person, group of persons, organization or association who files a complaint with the commission;

(5) "Complaint," an alleged violation of the code of professional ethics;

(6) "Educator," any person charged with responsibility in the field of education and certificated by the state superintendent as a teacher or other specialist employed in a public, federal, or private school, or by an education association, state agency, or political subdivision;

(7) "Evaluatee," the educator being evaluated;

(8) "Evaluation," a systematic continuous process to assess objectively the professional performance of an educator;

(9) "Evaluation period," for educators under continuing contract, the school term as adopted by the school board; for educators not under continuing contract, one semester as provided in SDCL 13-43-9.1.

24:08:01

Professional Practices

- (10) "Evaluator," the educator doing the evaluating;
- (11) "Policy," a rule, regulation, or standard enacted by a school district board;
- (12) "Respondent," an educator against whom a complaint is filed; and
- (13) "Teaching specialist," any certificated educator not serving as a classroom teacher but employed as an educator.

Source: 2 SDR 40, effective December 9, 1975; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-25.

CHAPTER 24:08:02

ORGANIZATION AND OPERATION

Section

- 24:08:02:01 Officers of the commission.
- 24:08:02:02 Duties of the chairperson.
- 24:08:02:03 Duties of the vice chairperson.
- 24:08:02:04 Duties of the executive secretary.
- 24:08:02:05 Employees of the commission.
- 24:08:02:06 Quorum for conducting business -- Majority vote needed.
- 24:08:02:07 Regular meetings -- Time and place.
- 24:08:02:08 Special meetings -- How called and place.
- 24:08:02:09 Notice of meetings.
- 24:08:02:10 Conduct of business.
- 24:08:02:11 Removal of elected officers.

24:08:02:01. Officers of the commission. The commission shall at its first meeting after January first of each year elect a chairperson and vice chairperson. The commission may appoint an executive secretary who shall not be a voting member of the commission.

Source: 2 SDR 40, effective December 9, 1975; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-20.

24:08:02:02. Duties of the chairperson. The chairperson shall preside at all meetings of the commission. In accordance with the rules of the commission, the chairperson shall supervise all business and affairs of the commission. The chairperson shall sign such instruments as the commission has authorized be executed.

Source: 2 SDR 40, effective December 9, 1971.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-20.

24:08:02:03. Duties of the vice chairperson. During the absence of the chairperson the vice chairperson shall perform the duties of the chairperson. In the event of the chairperson's inability or refusal to act, the vice chairperson shall perform the duties of the chairperson when so authorized by the commission.

Source: 2 SDR 40, effective December 9, 1975.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-20.

24:08:02:04. Duties of the executive secretary. The executive secretary when appointed shall keep accurate minutes of all meetings of the commission and maintain all the records necessary to operate and administer the business of the commission.

Source: 2 SDR 40, effective December 9, 1975.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-20.1.

Cross-References: Minutes to be filed with auditor general, SDCL 1-25-3.

24:08:02:05. Repealed.

24:08:02:06. Quorum for conducting business -- Majority vote needed. A majority of the members of the commission shall constitute a quorum for the transaction of business. An affirmative vote of a majority of the members of the commission shall be required to pass motions and adopt resolutions.

Source: 2 SDR 40, effective December 9, 1975.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-25.

24:08:02:07. Regular meetings -- Time and place. A regular quarterly meeting of the commission shall be held at Pierre, South Dakota, at the time established at the organizational meeting of the commission.

Source: 2 SDR 40, effective December 9, 1975.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-21.

24:08:02:08. Special meetings -- How called and place. All meetings other than regular quarterly meetings are special meetings. Special meetings may be held as often as is necessary to conduct the business of the commission. Special meetings may be held at locations in South Dakota other than Pierre. Special meetings shall be called as provided in SDCL 13-43-21.

Source: 2 SDR 40, effective December 9, 1975.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-21.

24:08:02:09. Notice of meetings. A written notice shall be sent to all

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members at least five days before a regular or special meeting. A copy of the proposed agenda and other pertinent information shall be sent with the notice. Emergency special meetings may be called by telephone notice. The notice shall state the purpose and shall be given at least twenty-four hours before the time set for the meeting.

Source: 2 SDR 40, effective December 9, 1975; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-20, 13-43-21.

24:08:02:10. Conduct of business. Meetings of the commission shall be conducted pursuant to Robert's Rules of Order Revised, the classic 1915 edition, Henry M. Robert (1971).

Source: 2 SDR 40, effective December 9, 1975.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-20.

References: Robert's Rules of Order Revised, the classic 1915 edition, 1971, 323 pages, William Morrow and Company, Inc., 105 Madison Avenue, New York, New York 10016. Copies may be obtained from the University of South Dakota Book and Supply Inc., University of South Dakota, Vermillion, South Dakota, 57069. Price is \$1.45.

24:08:02:11. Removal of elected officers. The commission may remove any elected officer of the commission by a two-thirds affirmative vote of the total membership of the commission. This action shall not terminate membership on the commission.

Source: 2 SDR 40, effective December 9, 1975; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-20.

CHAPTER 24:08:03

CODE OF PROFESSIONAL ETHICS

Section

24:08:03:01 Obligations to students.

24:08:03:02 Obligations to the public.

24:08:03:03 Obligations to the profession.

24:08:03:04 Obligations to professional employment practices.

Cross-References: Certification of teachers, article 24:02.

24:08:03:01. Obligations to students. In fulfilling their obligations to the students, educators shall act as follows:

(1) Not without just cause restrain students from independent action in their pursuit of learning and not without just cause deny to the students

access to varying points of view;

(2) Not deliberately suppress or distort subject matter for which they bear responsibility;

(3) Make reasonable effort to maintain discipline and order in the classroom and the school system to protect the students from the conditions harmful to learning, health, and safety;

(4) Conduct professional business in such a way that they do not expose the students to unnecessary embarrassment or disparagement;

(5) Not for reasons of race, color, creed, sex, national origin, marital status, political affiliation, or family, social, or cultural background exclude any students from participation in or deny them benefits under any program, nor grant any discriminatory consideration or advantage unless otherwise required by federal guidelines, regulations, or programs;

(6) Not use professional relationships with students for private advantage;

(7) Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

(8) Not tutor for remuneration students assigned to their classes unless no other qualified educator is reasonably available;

(9) Maintain professional relationships with students in a manner which is free of vindictiveness and recrimination.

Source: 2 SDR 40, effective December 9, 1975; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-25.

24:08:03:02. Obligations to the public. In fulfilling their obligations to the public, educators shall:

(1) Not misrepresent an institution or organization with which they are affiliated, and shall take adequate precautions to distinguish between their personal and institutional or organizational views;

(2) Not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions;

(3) Not interfere with a colleague's exercise of political and citizenship rights and responsibilities;

(4) Not use institutional privileges for private gain or to promote political candidates or partisan political activities;

(5) Accept no gratuities, gifts, or favors that might impair or appear

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to impair professional judgment, nor offer any favor, service, or thing of value to obtain special advantage.

Source: 2 SDR 40, effective December 9, 1975.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-25.

24:08:03:03. Obligations to the profession. In fulfilling their obligations to the profession, educators shall:

(1) Not interfere with the free participation of colleagues in the affairs of their associations;

(2) Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

(3) Not use coercive means or promise special treatment in order to influence professional decisions of colleagues;

(4) Withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves professional purposes;

(5) Not misrepresent their professional qualifications;

(6) Not knowingly distort evaluation of colleagues;

(7) Not disparage a colleague before others nor criticize a colleague before students;

(8) Provide upon the written request of an educator a written statement of specific reasons for recommendations that lead to the denial of increments or significant changes in employment.

Source: 2 SDR 40, effective December 9, 1975.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-25.

24:08:03:04. Obligations to professional employment practices. In fulfilling their obligation to professional employment practices, educators shall act as follows:

(1) Apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications;

(2) Apply for a specific position only when it is known to be vacant, and refrain from commenting adversely about other candidates;

(3) Not knowingly withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment;

(4) Give prompt notice to the employing agency of any change in availability of service;

(5) Adhere to the terms of a contract or appointment unless the contract has been substantially altered without consent of the affected parties, except as provided by law, legally terminated, or legally voided;

(6) Conduct professional business through channels that have been adopted by the employing agency, when available;

(7) Not delegate assigned professional responsibilities to unqualified persons.

Source: 2 SDR 40, effective December 9, 1975; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-25.

CHAPTER 24:08:04

CONTESTED CASE PROCEDURE

(Repealed. 8 SDR 35, effective October 7, 1981)

CHAPTER 24:08:04.01

COMPLAINT PROCEDURE

Section

24:08:04.01:01 Procedure for filing a complaint.

24:08:04.01:02 Investigation of complaint and initial decision.

24:08:04.01:03 Commission hearing on complaint.

24:08:04.01:01. Procedure for filing a complaint. Any person may file with the commission a complaint against a teacher in this state that alleges violations of the code of professional ethics by giving notice to the secretary of the professional practices and standards commission either orally or in writing. Within ten days after notice to the secretary, the secretary shall provide to the person bringing the complaint a copy of the code of professional ethics and a form approved by the commission for the purpose of filing a formal written complaint. The formal written complaint shall identify the sections of the code of professional ethics alleged to be violated and the name and position of the teacher involved.

Source: 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-28.

24:08:04.01:02. Investigation of complaint and initial decision. After the receipt of a formal written complaint pursuant to § 24:08:04.01:01, the commission shall conduct an investigation to determine the validity of the complaint. Within forty-five days the commission shall send notice by certified mail of the initial decision of the commission investigators and the reasons for the decision to the person making the complaint and to the

24:08:04.01

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educator against whom the complaint was filed unless the commission decides to conduct a formal hearing pursuant to § 24:08:04.01:03.

Source: 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-28.

24:08:04.01:03. Commission hearing on complaint. The complainant, the respondent, or the commission may request a formal hearing before the commission, if aggrieved by the initial decision of the commission investigators pursuant to § 24:08:04.01:02, within thirty days after the initial decision. Upon a request for a hearing or upon a decision by the commission to conduct a hearing, a formal hearing conducted pursuant to SDCL 1-26-16 to 1-26-30.2, inclusive, shall be held. Evidence of acts more than two years prior to the filing of the complaint shall not be considered by the commission. All hearings shall be conducted in Pierre, South Dakota, unless otherwise designated by the commission.

Source: 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-28.

CHAPTER 24:08:05

EVALUATION OF EDUCATORS

Section

- 24:08:05:01 Purpose of evaluation.
- 24:08:05:02 Scope of evaluation -- Competency to be based on evaluation.
- 24:08:05:03 Areas of evaluation.
- 24:08:05:04 Conduct of evaluation.
- 24:08:05:05 Frequency of evaluations for educators not under continuing contract.
- 24:08:05:06 Frequency of evaluations for educators under continuing contract.
- 24:08:05:07 Observation outcomes.
- 24:08:05:08 Observation comments comparable to outstanding or satisfactory.
- 24:08:05:09 Observation comments comparable to needs improvement or unsatisfactory.
- 24:08:05:10 Responses by the evaluatee.
- 24:08:05:11 Evaluation outcomes.
- 24:08:05:12 Recommendation for continued employment.
- 24:08:05:13 Recommendation for continued employment with qualifications.
- 24:08:05:14 Recommendation for nonrenewal.
- 24:08:05:15 Evaluation files to be confidential -- Who has access -- Removal of out-of-date files.
- 24:08:05:16 Repealed.

24:08:05:01. Purpose of evaluation. The evaluation of educators should lead to improved instruction and to definite recommendations for employment as stated in § 24:08:05:11.

Source: 3 SDR 90, effective June 30, 1977.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-26.

24:08:05:02. Scope of evaluation -- Competency to be based on evaluation. The evaluation shall take into consideration the individual school district's philosophies and objectives, the environment within the school community, and population conditions under which the educator acts. Competency shall be based solely on the results of evaluation.

Source: 3 SDR 90, effective June 30, 1977.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-26.

24:08:05:03. Areas of evaluation. Educators shall be evaluated in the areas indicated according to the following:

(1) Classroom teachers and other teaching specialists employed by school districts shall be evaluated on

- (a) instructional skill and technique,
- (b) knowledge of and use of learning resources,
- (c) classroom or instructional area management,
- (d) human relations,
- (e) knowledge of learning and students, and
- (f) professional growth;

(2) Repealed;

(3) Counselors employed by school districts shall be evaluated on

- (a) personal characteristics,
- (b) counseling role,
- (c) coordinating role,
- (d) consulting role, and
- (e) planning, organization, and evaluation; and

(4) Librarians employed by school districts shall be evaluated on

- (a) instructional skill,
- (b) knowledge and management of learning resources and resource area,
- (c) human relations,
- (d) knowledge of learning and students, and
- (e) professional growth.

Source: 3 SDR 90, effective June 30, 1977; 8 SDR 35, effective October 7, 1981.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-26.

24:08:05:04. Conduct of evaluation. Evaluation activities shall occur with the full knowledge of the evaluatee and conducted as follows:

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(1) The evaluation criteria in § 24:08:05:03 shall be stated in writing. At the beginning of the evaluation period, the evaluatees shall receive copies of the policy adopted by the school board and shall be informed of the person or persons who will evaluate them;

(2) Closed circuit television, public address systems, audio systems, or recording devices may be used only with the consent of the evaluatee;

(3) The evaluation shall be in writing and acknowledged by the signatures of the evaluator and evaluatee. Such signatures do not denote agreement with the evaluation. The evaluatee shall receive a copy of all written evaluations. The evaluatee may make a demurral statement concerning any part of the evaluation with which the evaluatee disagrees and may attach the statement to the evaluation;

(4) All candidates for employment by a school district shall be made aware that a written copy of the evaluation policy is available for their perusal.

Source: 3 SDR 90, effective June 30, 1977; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-26.

24:08:05:05. Frequency of evaluations for educators not under continuing contract. All educators in their first two years of employment within a school district shall be evaluated each semester. The evaluation shall consist of a minimum of two formal observations, each with a preobservation conference and a postobservation conference between the evaluator and the evaluatee. The postobservation conference shall be within five working days after the formal observation unless a longer period is agreed upon by the evaluator and evaluatee.

Source: 3 SDR 90, effective June 30, 1977; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-9.1, 13-43-26.

24:08:05:06. Frequency of evaluations for educators under continuing contract. All educators under continuing contract shall be evaluated at least once every three years. The evaluation during that period shall consist of a minimum of three observations, each with a preobservation conference and a postobservation conference between the evaluator and the evaluatee. The postobservation conference shall be within five working days after the formal observation unless a longer period is agreed upon by the evaluator and evaluatee.

Source: 3 SDR 90, effective June 30, 1977; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-26.

24:08:05:07. Observation outcomes. The results of observations shall be stated in writing and acknowledged by the signatures of the evaluator and

evaluatee at the postobservation conference. These signatures do not denote agreement with the observation outcomes. The evaluatee may make a demurral statement concerning any part of the observation outcome with which the evaluatee disagrees and may attach the statement to the observation outcome.

Source: 3 SDR 90, effective June 30, 1977; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-26.

24:08:05:08. Observation comments comparable to outstanding or satisfactory. Observation ratings of "outstanding," "needs improvement," "unacceptable," or "satisfactory" shall include specific statements of explanation.

Source: 3 SDR 90, effective June 30, 1977; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-26.

24:08:05:09. Observation comments comparable to needs improvement or unsatisfactory. Observation ratings of "needs improvement" or "unsatisfactory" shall be in writing accompanied by statements of positive actions to be taken by the evaluatee to correct any alleged deficiencies and a commitment by the evaluator that assistance shall be available.

Source: 3 SDR 90, effective June 30, 1977; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-26.

24:08:05:10. Responses by the evaluatee. The evaluatee may respond in writing to the evaluator in any of the following ways:

- (1) Request additional observations with mutual agreement as to the number of such observations;
- (2) Request the joint setting of instructional goals;
- (3) Request the confidential assistance of other willing educators mutually agreed upon by the evaluatee and evaluator in correcting the deficiencies;
- (4) Request no remediation.

Source: 3 SDR 90, effective June 30, 1977; 8 SDR 35, effective October 7, 1981.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-26.

24:08:05:11. Evaluation outcomes. A written recommendation shall be presented to the evaluatee as a result of the evaluation. The evaluator shall apprise the evaluatee of the final recommendations in a conference as soon as practicable, but no later than the third Monday in March. Recommendations shall consist of one of the following:

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- (1) Recommendation for continued employment;
- (2) Recommendation for continued employment with qualifications;
- (3) Recommendation for nonrenewal.

Source: 3 SDR 90, effective June 30, 1977.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-26.

24:08:05:12. Recommendation for continued employment. When a recommendation for continued employment is given, written comments shall be included by the evaluator stating positive performances made by the evaluatee during the evaluation period. The evaluator may suggest areas for improvement.

Source: 3 SDR 90, effective June 30, 1977.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-26.

24:08:05:13. Recommendation for continued employment with qualifications. When a recommendation for continued employment with qualifications is given, an evaluation period in the following school year shall occur. Qualifications given shall be in writing accompanied by statements of positive actions to be taken by the evaluatee to correct the alleged deficiencies and a commitment by the evaluator that assistance shall be available. The evaluatee and evaluator shall have a conference within thirty days after the recommendation to develop a written plan to implement the actions stated in the recommendation.

Source: 3 SDR 90, effective June 30, 1977.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-26.

24:08:05:14. Recommendation for nonrenewal. Any recommendation for nonrenewal shall not be given without at least an evaluation consisting of one preobservation conference, two observations and one postobservation conference, to be completed within the forty-five days preceding the third Monday in March.

Source: 3 SDR 90, effective June 30, 1977; 8 SDR 35, effective October 7, 1981.
General Authority: SDCL 13-43-20, 13-43-25.
Law Implemented: SDCL 13-43-26.

Cross-References: Notice to tenured teacher of intent not to renew contract, SDCL 13-43-9.1.

24:08:05:15. Evaluation files to be confidential -- Who has access -- Removal of out-of-date files. Evaluation files shall be kept separately from personnel files and shall be treated in a confidential manner. All materials or information pertinent to the evaluation shall be reduced to writing and signed by the evaluator and the evaluatee and placed in the file. Only the results of the evaluation shall be filed in the evaluatee's personnel file. The evaluation file shall be subject to annual review by the evaluatee and the evaluator. It shall be available at all times to the

evaluatee, evaluator, superintendent or the superintendent's designee. The two most recent evaluations shall be kept on file. Materials prior to the two most recent evaluations may be removed at the request of the evaluatee.

At the time employment recommendations are given, the parts of the evaluation file pertinent to those recommendations shall be available to the school board. The evaluation file shall be maintained for a period of three years following the final termination of employment of the evaluatee. Information in the evaluation file shall be released to potential employers upon written consent of the evaluatee. The recommendations may be made available to a potential employer without consent of the evaluatee.

Source: 3 SDR 90, effective June 30, 1977.

General Authority: SDCL 13-43-20, 13-43-25.

Law Implemented: SDCL 13-43-26.

24:08:05:16. Repealed.

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Box 911, Harrisburg, Pa. 17126

Rev. DEBE-333

TEMPORARY PROFESSIONAL EMPLOYEE/PROFESSIONAL EMPLOYEE RATING FORM

Last Name		First		Middle	
District/IU			School		
Satisfactory Service of employee sufficiently acceptable to justify continuation of employment.		Signature of Rater: Position: _____ Date: _____		Unsatisfactory Improvement is essential to justify continuance in service.	
		Signature of Rater: Position: _____ Date: _____			
I. PERSONALITY: (encompasses those personal characteristics that directly influence professional performance.)		II. PREPARATION		III. TECHNIQUE	
<ul style="list-style-type: none"> ● Exercises (prudent) judgment. ● Maintains personal hygiene. ● Maintains poise and composure. ● Maintains professional attitudes. 		<ul style="list-style-type: none"> ● Communicates with parents about student's progress. ● Demonstrates appropriate language usage. ● Demonstrates a willingness to cooperate toward district goals. ● Evidences planning which reflects objectives and activities. ● Keeps abreast of subject matter and special practices. ● Provides appropriate instructional material to meet the student's needs. 		<ul style="list-style-type: none"> ● Demonstrates ability to organize for instruction. ● Encourages students with appropriate reinforcement. ● Provides an educational atmosphere consistent with instructional goals. ● Provides for individual student differences. ● Utilizes appropriate strategies. 	
				IV. PUPIL REACTION: (student response to activities over which the professional employee has control.)	
				<ul style="list-style-type: none"> ● Demonstrates work/study habits. ● Evidences communication skills. ● Exhibits behaviors conducive to learning. ● Participates in learning activities. 	

Rating: Temporary Professional Employee
I certify that the above-named employee for the period beginning _____ (month/day/year) and ending _____ (month/day/year) has received a rating of
SATISFACTORY **UNSATISFACTORY**

Date _____ I.U. Executive Director or Dist. Supt.

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater. My signature does not necessarily mean that I agree with the performance evaluation.

Rating (Total Category I, II, III, IV)	_____
Seniority	_____
Weighted Total	_____

Rating: Professional Employee
I certify that the above-named employee for the period beginning _____ (month/day/year) and ending _____ (month/day/year) has received a rating of
SATISFACTORY **UNSATISFACTORY**

Date _____ I.U. Executive Director or Dist. Supt.

Date _____ Signature of Employee

STANDARDS FOR USE OF DEBE-333

EMPLOYEE DEFINITIONS*

The term *professional employee* shall include those who are certificated as teachers, supervisors, principals, assistant principals, vice-principals, directors of vocational education, dental hygienist, visiting teachers, home and school visitors, school counselors, child nutrition program specialists, school nurses, school librarians and school secretaries, the selection of whom is on the basis of merit as determined by eligibility lists.

The term *temporary professional employee* shall mean any individual who has been employed to perform for a limited time the duties of a newly created position or of a regular professional employee whose service has been terminated by death, resignation, suspension or removal.

The term *employee* used only hereafter shall refer to both temporary professional and professional employees.

RATING OF TEMPORARY PROFESSIONAL EMPLOYEE**

A temporary professional employee must be notified as to the quality of service at least twice a year. No such employee shall be dismissed unless rated as unsatisfactory and notified in writing of such unsatisfactory rating within 10 days after the unsatisfactory rating. A temporary professional employee whose work has been certified by the district superintendent or an intermediate unit executive director to the secretary of the school district, during the last four (4) months of the second year of such service, as being satisfactory shall thereafter be a *professional employee* within the meaning of this article. The attainment of this status shall be recorded in the records of the board and written notification thereof shall be sent also to the employee. The employee shall then be tendered forthwith a regular contract of employment as provided for professional employees.

DESIGNATED RATER***

Rating shall be done by or under the supervision of the superintendent of schools or, if so directed by him/her, the same may be done by an assistant superintendent, a supervisor, or a principal, who has supervision over the work of the professional employee or temporary professional employee who is being rated. No unsatisfactory rating shall be valid unless approved by the district superintendent.

MAINTENANCE OF RATING RECORDS****

It shall be the duty of the board of school directors to cause to be established a permanent record system containing ratings for each professional employee within the district and copies of all his/her ratings for the year shall be transmitted to the employee upon his/her request, or if any rating during the year is unsatisfactory copy of same shall be transmitted to the professional employee concerned. No ... employee shall be dismissed unless such rating records have been kept on file by the board of school directors.

* See Section 1101 (1) and (3) of the Public School Code of 1949, as amended.
** See Section 1108 of the Public School Code of 1949, as amended.
*** See Section 1123 of the Public School Code of 1949, as amended.
**** See Section 1125(a) of the Public School Code of 1949, as amended.
Note: ... The word *professional* has been deleted to be consistent with the employee definitions.

GENERAL RATING

1. Designated rater shall use this rating card for each and every official employee rating.
2. The designated rater will place his/her signature in the block provided for either the satisfactory or unsatisfactory rating at the top of the card.
3. Professional employees shall be rated a minimum of once each year.
4. Due consideration shall be given in the rating process to the following factors: professional assignment, intellectual level of students and learning/behavioral problems which might affect professional performance and factors over which the professional has control.
5. Using the descriptors listed in each category on the card, the rater will attach a numerical value to the employee's performance in each of the the four categories -- Personality, Preparation, Technique and Pupil Reaction -- to a maximum numerical value of 20 points per category. The aggregate numerical value will not exceed 80 points when adding the four categories.
6. The final numerical rating for each category will appear in the designated block at the bottom of each category column. The total numerical score of the four categories shall be placed in the rating box.
7. Descriptors in each category shall not be weighted. The objective is to substantiate the numerical score with anecdotal records using the descriptors simply as guides.
8. A rating in any category of less than 20 points shall be substantiated by anecdotal records and discussed with the employee.
9. A copy of the rating shall be provided to any employee upon request.

DETAILED APPRAISAL FOR UNSATISFACTORY RATING

1. When an unsatisfactory rating in any major category I, II, III or IV is given an employee, the rater must place a check in the block opposite that category designation.
2. It is possible that a gross deficiency in a single category might be sufficiently serious to warrant a total rating of unsatisfactory.
3. Wherever an unsatisfactory rating is given, each such recorded rating must be stated and the specific circumstances supported by anecdotal records. The records must include specific details of evidence likely to be important in the event the services of an employee are to be discontinued.
4. Two consecutive unsatisfactory ratings of a professional employee are necessary to support a dismissal on the grounds of incompetency.

SUSPENSION AND NUMERICAL WEIGHTING

When the number of employees within the district must be reduced, the intermediate unit executive director or district superintendent shall follow the procedures in Section 1125 of the Public School Code of 1949. In accordance with standards and weighting incorporated in this card, seniority is to be added to the rating only when a substantial difference exists in the ratings of those considered for suspension. Seniority will be given the weight of one point for each year of service in the school district of current employment to a total not to exceed 20 points.

The Problem - In a setting of limited resources it is not possible to resolve all problems simultaneously. Instead of trying to do a little bit on each of many problems and thus solve none of them, it is possible and advantageous to identify the most critical problems, focus the necessary resources, and resolve them. However, it is important to realize also many problems are related and logically such a related cluster may be solved together.

It is in this common sense approach of identifying and resolving the most critical problems or problem clusters that a needs assessment is useful. When consideration is to be given only to the most critical or highest priority problems, some systematic means must be used for determining which are those most critical problems. For example, it becomes very disconcerting to a large number of businesses, industries, and public institutions to discover that their sometimes enormous problem-solving capacities are being focused on the wrong problems.

It is in this context of attempting to discover the most critical needs or problems so that resources can then be deployed in the most cost-effective manner that needs assessments are useful. In this perspective, it is readily seen that the first--and most important--step in long range planning is a needs assessment. An adequate assessment of educational needs thus provides a solid foundation for planning and efficient problem solving. It gives strong assurance that a sustained effort will be made to thoroughly resolve the most pressing problems. It helps to avoid the vacillation of shifting emphasis and resource allocations from one problem to another without ever resolving any of them.

The needs assessment addresses itself not only to identifying the most critical needs, but also to provide a rationale and systematic procedure for identifying and documenting them in such a way that they are not going to be repeatedly challenged or modified. Moreover, the needs assessment has the responsibility to express the identified and validated needs in such a way that they facilitate the subsequent steps of planning and problem solving.

In the jurisdiction for which this needs assessment model is to be used, a series of needs will be identified with an appropriate level of criticality assigned to each one. In addition, a substantial number of relevant facts will be marshalled to document the needs and the relevant values will be appropriately identified.

These needs, together with their related facts and values, can be useful to educators in planning and in deploying resources most effectively. Moreover, they can be responsible for the inauguration of new educational practices and the de-emphasis of outmoded or obsolete elements of the educational program.

Purpose Of the Needs Assessment. This assessment is undertaken with the express purpose of providing ways to improve the educational program for the boys and girls of this jurisdiction. Furthermore, it is assumed that this assessment effort can not only serve as a basis for long range planning but can serve as a kind of prototype for all schools throughout the jurisdiction. It is only by recognizing the strengths and deficiencies and documenting these, plus probing for and suggesting alternatives that basic improvements can be made and the overall program strengthened. It is proposed that this assessment be conducted by professional educators of sufficient stature that it will lend credibility, meaning, and confidence to the results obtained.

Objectives. At the completion of this needs assessment effort, the following objectives will be attained with a 90%/90% standard (i.e., 90% of the elements will be accomplished at a level of 90% attainment):

- I. The critical needs will be identified.
- II. The Steering Committee will oversee and provide the necessary leadership for the Needs Assessment process in cooperation with the concerns analysis committee to function with efficiency (as measured by their responses) to
 1. identify the critical educational needs of the region.
 2. categorize these needs in terms of their priority (or criticality).
 3. express relevant values--or statements of belief--that the committees can agree upon.
- III. Each validated need--of which there will be not less than twenty (20)--will exhibit the following characteristics.
 1. Focus on learner needs--It will identify learner needs, not institutional needs which are dealt with when planning solutions.
 2. Identify target groups of learners--It will include the identifying characteristics of the learners with the need. It will point out how many, and where located, etc.
 3. Show the criticality of the need--In order to set priorities, an index of importance is required. This must stem from values placed on eliminating the need or at least reducing it.
 4. Indicate the time allowable to show improvement--The process will specify the target date when the need must show improvement.

Chapter II

SUGGESTED PROCEDURES IN CONDUCTING AN EDUCATIONAL NEEDS ASSESSMENT

A description of the procedures to be carried out in this project is presented on page 13. In the figure a plan-activity diagram is shown in flow-chart form with all of the activities identified as they will occur sequentially within the specified time frame. In a very real sense, each activity shown in Figure 1 may be seen as a project objective. It is helpful to refer to the box numbers shown in the plan-activity diagram and relate these to the management instrument of activities and persons responsible. See page 10.

Prior to the commencement of fulfilling the activities shown on page 13, the school district--or appropriate jurisdiction--must make a commitment

to the project. Only with such a commitment can there be assurance that the necessary resources (funds, personnel, time, etc.) for the project will be available.

Organizing to Conduct Needs Assessment

Activity 1.0 Appoint Project Director and Steering Committee

When a district has made the commitment to carry out a needs assessment, it is necessary to designate a specific individual in the district to provide the leadership and overall coordination during a district's assessment efforts. The project director will work closely with a Needs Assessment Steering Committee. Although the Steering Committee as a group, or as individuals, will perform some of the tasks described above, their primary responsibility will be that of planning and reviewing the work of others. The size of the district will be a determining factor in establishing the size and specific responsibilities of the Steering Committee; however, consideration should be given to limiting the size of this committee to a manageable number since they must meet quite often. Five to seven in number may be more manageable. The committee could have representation from some of the following areas:

The Board--to maintain liaison between policy and administration and also to provide means of contact with community elements.

Community--to provide additional means of contact with community elements.

Superintendency--to provide titular leadership and also to function as the focal point of the total staff (superintendent or representative).

Teaching Staff--to provide liaison with the teaching staff and its organization(s) in its involvement.

Classified Staff--to provide liaison with classified staff and its organization(s).

Curriculum Department--to provide leadership for all levels of the curriculum.

Business Department--to provide leadership in business areas and to coordinate fiscal aspects.

Principalship--to provide liaison with the line school administrator.

Students--to provide communication with that element of the community for whom the educational process is designed.

Others, such as the directors of Pupil Personnel Services and Testing and Research as applicable.

Activity 2.0 Orient Steering Committee to Total Task

Orientation in the purpose and concepts of a needs assessment, and key implementation tasks is a crucial step. Orientation will be focused initially upon the members of the Steering Committee, who will in turn be responsible for planning and monitoring orientation of the remainder of the staff, community and students. Seminars and workshops for orientation in the requirements of some assessment activities may be essential.

The orientation will give the Steering Committee members a working knowledge of the elements of needs assessment, particularly as a part of long range planning. The expertise gained should be sufficient to allow members to direct and participate in the development of the elements of the needs assessment activities.

Activity 3.0 Develop Tentative Schedule of Activities for Completing Needs Assessment

Setting forth a schedule of activities for completing the needs assessments is an important planning exercise assigned to the Steering Committee. It entails the calendarization of activities and the delegation of responsibility to various persons. This provides a fine opportunity to further crystalize plans and to once again bring into focus the overall dimensions of the needs assessment effort. The outcome is a definite schedule which many people can refer to in coordinating their efforts during the weeks and months ahead. This schedule should answer the following questions:

What is to be done?

Who is to do it?

When will it be completed?

How will it be evaluated?

It is recommended that the local system have the state agency review the schedule once it is completed.

Activity 4.0 Organize and Coordinate Publicity Activities

In order to have the cooperation and participation of the community and staff in the Needs Assessment activities, a concerted effort to inform the patrons and staff of the endeavors and progress of the Needs Assessment must be made. The Steering Committee is responsible to inform and secure the participation of the different publics within the community. All avenues of informing the different groups should be used if possible. See the training kit for illustrations.

Activity 5.0 Sponsor Speak-Ups (Student teacher, etc.) and Concerns Conferences (patrons)

Essentially, a speak-up and a concerns conference involve the same activity. Speak-ups may be held for student groups and teachers. It is advantageous to organize students in such a way that their expression of concerns are solicited. The difference between a solution and a problem should be illustrated in an introduction to the needs assessment and small group work done by the students to harvest these needs (problems). The teachers are similarly organized to harvest their concerns. A concerns conference involves patrons of the district. In any community there exists, often without conscious knowledge on the part of the citizens, problems that may be seen as emerging educational needs of those individuals who make up the community. Some of these community problems, although they have been in existence for some time, have not been adequately identified or solved. A concerns conference is an organized attempt to identify these problems in the community or schools that are currently emerging or likely to arise out to the trends that may be observed. It is a way to systematically tap the ideas and perceptions of a great number of people in a very short time. In general, the conference calls together several hundred persons to be addressed by an individual of prestige, possibly one from a university or other person who has been involved in working with a needs assessment who orients them in general terms for their work. Specific directions are then given concerning the type of concern to be identified, the difference between a problem and a solution, and special emphasis is made that information involving personalities cannot be allowed to be part of a concerns harvest. Thereafter, the large convocation is broken up into small discussion groups and from these will come several hundred ideas, each on a separate card, that identifies problems in the field of education as well as opinions of committee members.

Remember, in this process expressions of concerns are systematically collected from a wide variety of sources. These concerns are usually unrefined, unevaluated expressions of unmet needs or statements of dissatisfaction about present conditions in the school system.

Activity 6.0 Conduct Surveys of Opinion (Pupil, teachers, public)

The use of scientific polling methods in recent years has provided a valuable means of ascertaining public opinion and of measuring the level of public understanding of communities as well as that of school personnel and pupils. Indeed it can be stated that opinion polls are one of the most valuable tools in the assessment of educational needs. In addition, polls may be seen as a device whereby one can strengthen the democratic process through the sharing of decision making and policy formulation in the schools.

Activity 7.0 Summarize Measurement Data (tests, survey)

Tests and/or surveys measure differences between individuals and/or groups or schools. Tests and measurements provide ways to assess

learning and pupil learning is considered to be the object of education. It is important that such measurements be comprehensive, accurate, and understandable. Frequently checks must be made to see that the measurements include all domains. That is, the cognitive, the affective, and the psychomotor.

Activity 8.0 Summarize Administrative Data and Evaluations

Typically there are a number of studies, surveys, or other kinds of documentation available on a school district that need to be reviewed, condensed, or put in different format to maximize their usefulness. The major purpose of reviewing these studies is to harvest educational concerns. In addition, it is often useful to interview key administrative or instructional personnel in order to identify various types of administrative or instructional personnel in order to identify various types of administrative data on schools. It is advantageous to marshal all of this type of factual data, and trends on such items as population, enrollment, finance, school plant and equipment, personnel, transportation, etc. School evaluations and curricular studies should also be analyzed for their use in this process. All of this information can be extremely useful in the identification and documentation of learner needs.

Analyzing Information

Activity 9.0 Classify Concerns

The results of the concerns harvesting activities, 5.0, 6.0, 7.0, 8.0 and 9.0, should yield a large number of statements of concern. To make this set of information manageable, it is helpful to develop some classification system. In the classification of concerns or expressed needs, it is important to attempt to assure objectivity and validity. This can be done by (a) not forcing the concerns into any pre-conceived framework or system of categories and (b) utilizing relatively disinterested or unbiased personnel in carrying out the classification. The simplest and most frequently used method of classifying educational concerns consists of writing each concern on a three inch by five inch card and then sorting out these cards into stacks where they seem to fit because of content relationship.

Activity 10.0 Appoint Concerns Analysis Committee

The appointment of the Concerns Analysis Committee to process the various concerns into critical educational needs is crucially important. Appointments are best made after an analysis of the community or jurisdiction has been completed. It is advantageous to make committee appointments on a large two way grid. (See page 62.) On the one axis can be listed the type of position of group represented by the person; on the other axis are listed such factors as ethnic background, sex, religion geographic location, occupation, and other factors that should be given consideration within a given community. To assure representative selection and objectivity, it is recommended that the final designation of Concerns Analysis Committee be reviewed by an outside party.

Activity 11.0 Define and Set Agenda

This is the first meeting of the Concerns Analysis Committee. In this meeting the committee has the task of first defining the identified concerns that the Steering Committee has compiled from the Concern Conference, the Speak-ups, and the Questionnaire. Then a winnowing out of the critical needs proceeds. This process should generate 20 to 30 concerns. Other concerns can be generated and added and some consolidation of concerns can take place at this time.

Activity 12.0 Document Concerns with Facts and Policies

Prior to convening the needs assessment committee, a great deal of preliminary work can be done advantageously. This entails the development of work sheets for the committee's consideration and deliberations.

All of the concerns that have been chosen by the Concerns Analysis Committee by the winnowing process must be documented with facts and policies. This gives the committee immediate access to all existing data and relevant information to a given concern. If such documentation is done well, it may save hours of committee time and substantially improve the quality of the concerns analysis.

Activity 13.0 Conduct a Concerns Analysis

When the Concerns Analysis Committee is convened the second time it has the task to do the following:

1. Identify the critical education needs of the region.
2. Categorize these needs in terms of their priority (or criticality).
3. Make and compile expressed values or statements of belief that the committee can agree upon.
4. Summarize suggestions and recommendations for resolving the educational needs that have been identified.

Compiling and Reporting Results

Activity 14.0 Compile Statements of Critical Needs

A summary of the need statements should be prepared, preferably in summary and diagramatic format. It is usually advantageous to publish these without including the facts, policies, and values attached.

Activity 15.0 Compile Tentative Operational Philosophy and Goals from the Agreed upon value statements

In it's deliberations, the Concerns Analysis Committee will have analyzed several concerns into critical needs. Moreover, it will have made explicit all of its agreed upon value statements. By collecting all such statements and then reclassifying them according to functional categories, a value bank can be organized. This may serve as the basis--a skeleton--for a more complete value bank or operational philosophy that can be compiled in the future. It can be helpful in decision making and can serve as a guidance mechanism in long range planning.

Activity 16.0 Outline Next Steps for Resolving the Critical Needs

It is advantageous at the conclusion of the needs assessment activities to sketch out the procedures to be followed in using the needs assessment products to resolve the identified needs. This projects community thinking forward and allows the momentum already obtained to be productively channeled into essential subsequent steps.

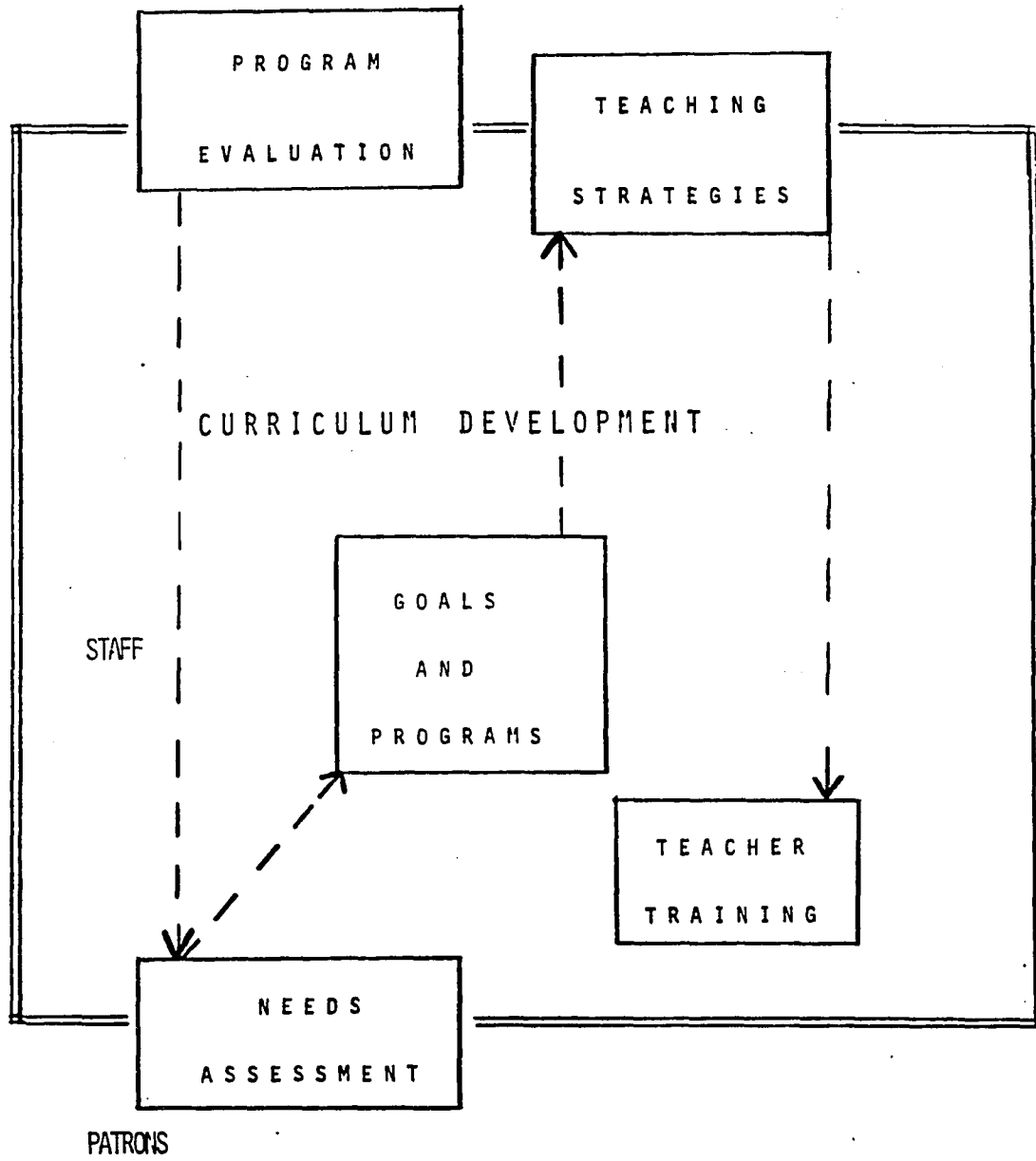
Activity 17.0 Transmit Final Report to Governing Body

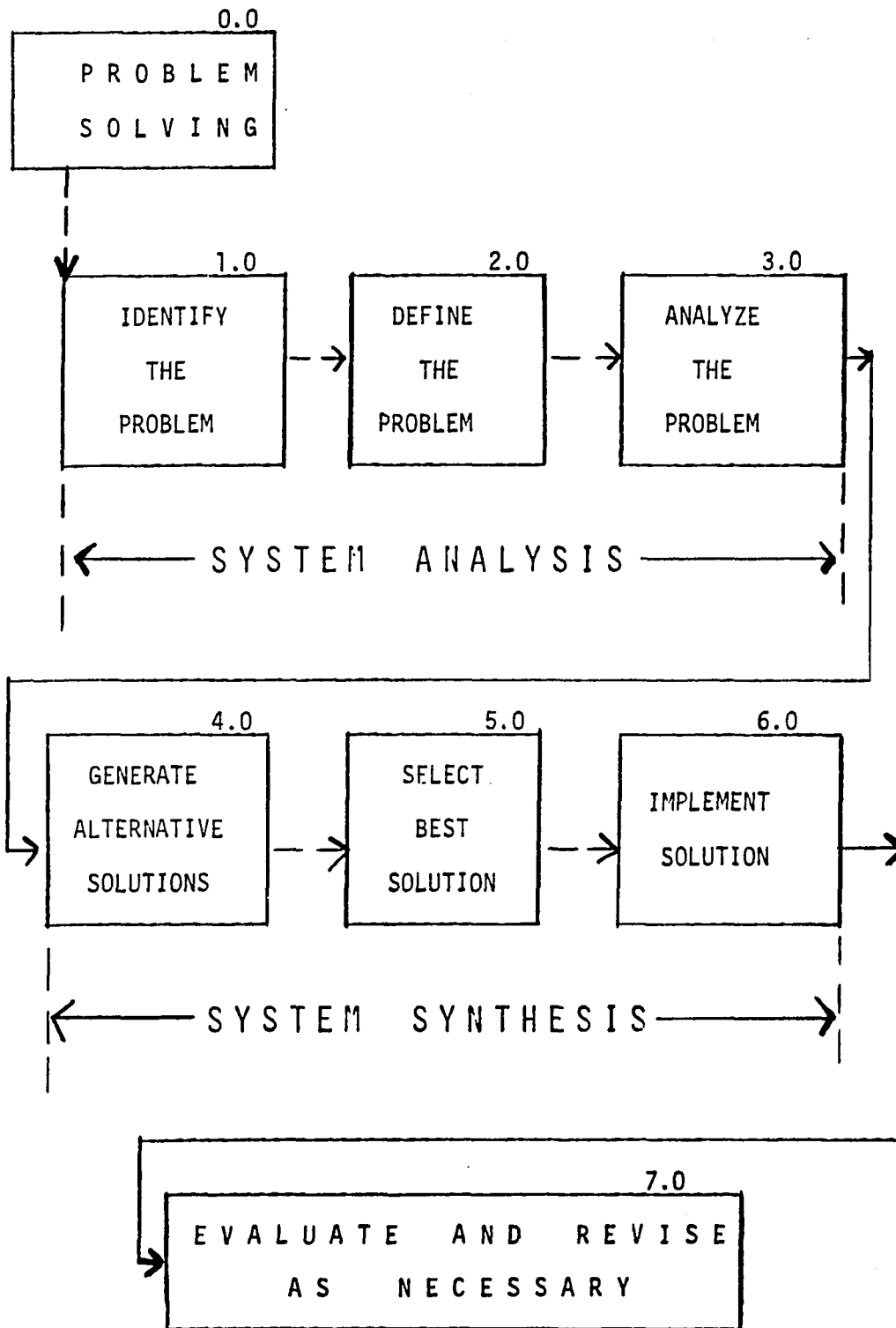
The final needs assessment activity is to transmit final reports and recommendations to the policy board for action. At this time the Steering Committee should review the implications of the needs assessment and make recommendations for using the needs assessment products in resolving the identified learner needs.

TENTATIVE SCHEDULE

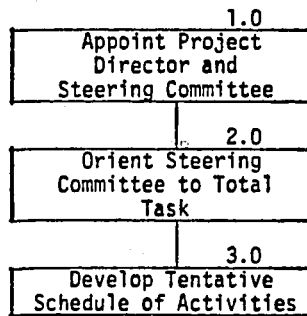
DISTRICT # _____

NO.	ACTIVITY	PERSON RESPONSIBLE	TARGET DATE
1.0	Appoint Project Director and Steering Committee		
2.0	Orient Steering Committee to Total Task.		
3.0	Develop Tentative Schedule of Activities for completing the Needs Assessment		
4.0	Organize and Coordinate Publicity Activities		
5.0	Sponsor Speak-ups (student, teacher, etc.) and Concerns Conferences (patrons)		
6.0	Conduct Surveys of Opinion (Pupil, teachers, public)		
7.0	Summarize Measurement Data (tests, survey)		
8.0	Summarize Administrative Data and Evaluations		
9.0	Classify Concerns		
10.0	Appoint Concerns Analysis Committee		
11.0	Define and Set Agenda		
12.0	Document Concerns with Facts and Policies		
13.0	Conduct a Concerns Analysis		
14.0	Compile Statements of Critical Needs		
15.0	Compile Tentative Operational Philosophy and Goals from the Agreed upon Value Statements		
16.0	Outline next steps for Resolving the Critical Needs		
17.0	Transmit Final Report to Governing Body		

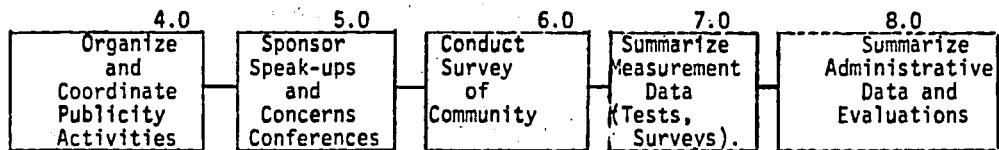




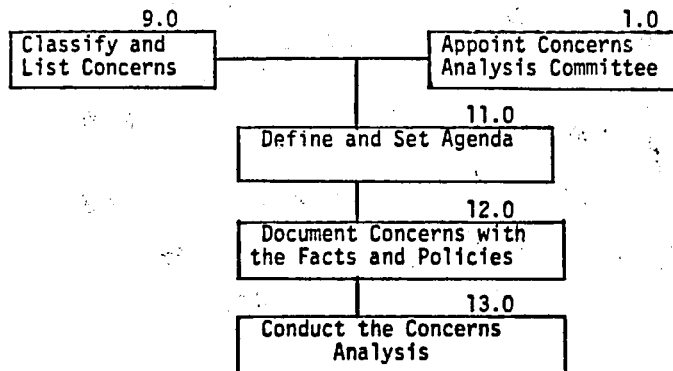
ORIENTATION



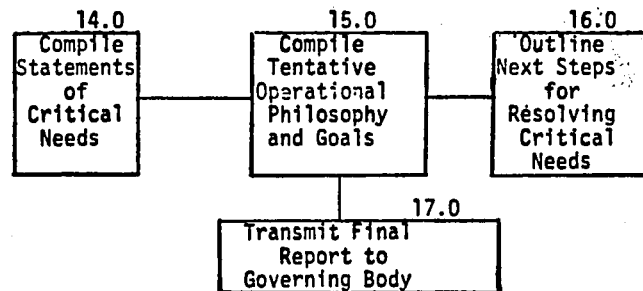
DATA COLLECTION



CONCERNS ANALYSIS



REPORT



DOCUMENTATION OF COMMUNITY INVOLVEMENT IN EVALUATING ELEMENTARY SCHOOLS,
LEWISTON, IDAHO

Public Meetings at each grade school - Thursday, January 30, 1975

Publicity Releases:

1. Release concerning approval process and forthcoming public meetings (release attached)
 - a. Broadcast January 21 by KLEW-TV on 6 p.m. news.
 - b. Published in part in Lewiston Morning Tribune, January 22, 1975 (Article attached)
 - c. Submitted to local radio stations -KRLC and KOZE January 21, 1975. (They assure us they air most releases we give them.)
 - d. Article in Lewiston Morning Tribune, January 28, 1975 (Article attached)
 - e. Release submitted to KLEW-TV January 28 for January 29 release on evening news. (Release Attached).
 - f. Release submitted to Lewiston Morning Tribune, January 28 for January 29 on Thursday's public meetings. (Release attached)
2. Public Service Announcement broadcast on Channel 7 Cablevision TV January 28, 29, 30:

"Speak-up Sessions for all Lewiston residents will be held Thursday evening at 8:00 p.m. at all Lewiston elementary schools. The general public is encouraged to attend."
3. Announcement listed in "Brower-Wann" Column of Events in Lewiston Morning Tribune, January 29, 1975. (Column attached)
4. Flyers sent home with each elementary child explaining public meetings, January 28, 1975.
5. Follow-up release will be submitted to media (on public meetings) January 31, 1975.

APPENDIX E
Characteristics of Principal Evaluation in
Fifty-Eight North Carolina Administrative
Units, 1980

TABLE 17

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	56
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	—
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	X
Teachers	X	Instructional leadership	—
Principals	X	Policy	—
Supervisors	X	Pupil personnel	X
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	X	School community relations	X
Once a year	—	School environment	X
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	X
Outlining with narrative comment	X	School food service	X
Rating scale	—	Plant operating and management	X
Rating scale and comments	—	School bus transportation	X
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	X	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 18

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	6
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	X
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	—
Teachers	X	Instructional leadership	X
Principals	X	Policy	—
Supervisors	—	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	X
Once a year	X	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	X
Rating scale	X	Plant operating and management	X
Rating scale and comments	—	School bus transportation	X
Observation	—	Attitude toward curriculum development	—
Self	X	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	X	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 19

 CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
 FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	19
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	<u>x</u>
Evaluation procedures	<u>x</u>	Professional characteristics	<u>x</u>
Personnel evaluated	—	Administrative leadership	—
Teachers	<u>x</u>	Instructional leadership	—
Principals	<u>x</u>	Policy	—
Supervisors	<u>x</u>	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	—
Once a year	—	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	<u>x</u>
Rating scale	<u>x</u>	Plant operating and management	<u>x</u>
Rating scale and comments	—	School bus transportation	<u>x</u>
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	<u>x</u>	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 20

 CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
 FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	28
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	X
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	X
Teachers	X	Instructional leadership	—
Principals	X	Policy	X
Supervisors	—	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	X
Once every two years	—	School community relations	X
Once a year	X	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	X
Rating scale	—	Plant operating and management	X
Rating scale and comments	—	School bus transportation	X
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Comments	X	Preparation for position	—
Evaluative criteria	—	Relevancy of preparation	—
Broad	X	Adaptability	—
Descriptive	—	Ethical	—
Guidelines	—	Organizes school for the benefit of children	—
Job descriptions	—	Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 21

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	55
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	___	Areas of criteria	___
Evaluation purpose	<u> x </u>	Personal characteristics	___
Evaluation procedures	<u> x </u>	Professional characteristics	___
Personnel evaluated	___	Administrative leadership	___
Teachers	<u> x </u>	Instructional leadership	___
Principals	<u> x </u>	Policy	___
Supervisors	<u> x </u>	Pupil personnel	___
All professional personnel	<u> x </u>	Professional personnel	___
Frequency of evaluation	___	Educational programs	___
Once every two years	___	School community relations	___
Once a year	<u> x </u>	School environment	___
Twice a year	___	Support services area	___
Method of evaluation	___	Office management	___
Outlining with narrative comment	___	School food service	___
Rating scale	___	Plant operating and management	___
Rating scale and comments	___	School bus transportation	___
Observation	___	Attitude toward curriculum development	___
Self	___	Sharing and delegating responsibility	___
Verbal comments	___	School organization	___
Job objective	<u> x </u>	Communications	___
Conference	___	Interpersonal relations	___
Cycle	<u> x </u>	Supervision	___
Criteria	___	School finance	___
Evaluative criteria	___	Preparation for position	___
Broad	___	Relevancy of preparation	___
Descriptive	___	Adaptability	___
Guidelines	___	Ethical	___
Job descriptions	<u> x </u>	Organizes school for the benefit of children	___
		Assessment and planning are given high priority	___
		Ample time given to supervision of instruction	___

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 22

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	30
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	<u>X</u>	Areas of criteria	_____
Evaluation purpose	<u>X</u>	Personal characteristics	<u>X</u>
Evaluation procedures	<u>X</u>	Professional characteristics	<u>X</u>
Personnel evaluated	_____	Administrative leadership	_____
Teachers	<u>X</u>	Instructional leadership	<u>X</u>
Principals	<u>X</u>	Policy	_____
Supervisors	<u>X</u>	Pupil personnel	_____
All professional personnel	<u>X</u>	Professional personnel	<u>X</u>
Frequency of evaluation	_____	Educational programs	_____
Once every two years	<u>X</u>	School community relations	<u>X</u>
Once a year	_____	School environment	_____
Twice a year	_____	Support services area	_____
Method of evaluation	_____	Office management	_____
Outlining with narrative comment	_____	School food service	<u>X</u>
Rating scale	_____	Plant operating and management	<u>X</u>
Rating scale and comments	<u>X</u>	School bus transportation	<u>X</u>
Observation	_____	Attitude toward curriculum development	_____
Self	_____	Sharing and delegating responsibility	_____
Verbal comments	_____	School organization	_____
Job objective	_____	Communications	<u>X</u>
Conference	_____	Interpersonal relations	_____
Cycle	_____	Supervision	_____
Criteria	_____	School finance	_____
Evaluative criteria	_____	Preparation for position	_____
Broad	<u>X</u>	Relevancy of preparation	_____
Descriptive	_____	Adaptability	_____
Guidelines	_____	Ethical	_____
Job descriptions	_____	Organizes school for the benefit of children	_____
		Assessment and planning are given high priority	_____
		Ample time given to super- vision of instruction	_____

Source: Information received from local
administrative school unit, 1979 - 1980.

TABLE 23

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	16
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	<u> x </u>	Areas of criteria	<u> </u>
Evaluation purpose	<u> x </u>	Personal characteristics	<u> x </u>
Evaluation procedures	<u> x </u>	Professional characteristics	<u> x </u>
Personnel evaluated	<u> </u>	Administrative leadership	<u> x </u>
Teachers	<u> x </u>	Instructional leadership	<u> x </u>
Principals	<u> x </u>	Policy	<u> </u>
Supervisors	<u> x </u>	Pupil personnel	<u> x </u>
All professional personnel	<u> </u>	Professional personnel	<u> x </u>
Frequency of evaluation	<u> </u>	Educational programs	<u> </u>
Once every two years	<u> x </u>	School community relations	<u> x </u>
Once a year	<u> </u>	School environment	<u> </u>
Twice a year	<u> </u>	Support services area	<u> </u>
Method of evaluation	<u> </u>	Office management	<u> </u>
Outlining with narrative comment	<u> </u>	School food service	<u> x </u>
Rating scale	<u> </u>	Plant operating and management	<u> x </u>
Rating scale and comments	<u> </u>	School bus transportation	<u> x </u>
Observation	<u> </u>	Attitude toward curriculum	<u> </u>
Self	<u> </u>	development	<u> </u>
Verbal comments	<u> </u>	Sharing and delegating	<u> </u>
Job objective	<u> x </u>	responsibility	<u> </u>
Conference	<u> </u>	School organization	<u> </u>
Cycle	<u> </u>	Communications	<u> </u>
Criteria	<u> </u>	Interpersonal relations	<u> </u>
Evaluative criteria	<u> </u>	Supervision	<u> </u>
Broad	<u> </u>	School finance	<u> x </u>
Descriptive	<u> </u>	Preparation for position	<u> </u>
Guidelines	<u> </u>	Relevancy of preparation	<u> </u>
Job descriptions	<u> x </u>	Adaptability	<u> </u>
		Ethical	<u> </u>
		Organizes school for the	<u> </u>
		benefit of children	<u> </u>
		Assessment and planning are	<u> </u>
		given high priority	<u> </u>
		Ample time given to super-	<u> x </u>
		vision of instruction	<u> </u>

Source: Information received from local
administrative school unit, 1979 - 1980.

TABLE 24

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	12
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	<u>x</u>	Areas of criteria	_____
Evaluation purpose	<u>x</u>	Personal characteristics	<u>x</u>
Evaluation procedures	<u>x</u>	Professional characteristics	<u>x</u>
Personnel evaluated	_____	Administrative leadership	_____
Teachers	<u>x</u>	Instructional leadership	_____
Principals	<u>x</u>	Policy	_____
Supervisors	<u>x</u>	Pupil personnel	_____
All professional personnel	<u>x</u>	Professional personnel	_____
Frequency of evaluation	_____	Educational programs	_____
Once every two years	_____	School community relations	<u>x</u>
Once a year	<u>x</u>	School environment	_____
Twice a year	_____	Support services area	_____
Method of evaluation	_____	Office management	_____
Outlining with narrative comment	_____	School food service	<u>x</u>
Rating scale	<u>x</u>	Plant operating and management	<u>x</u>
Rating scale and comments	_____	School bus transportation	<u>x</u>
Observation	_____	Attitude toward curriculum development	_____
Self	_____	Sharing and delegating responsibility	_____
Verbal comments	_____	School organization	_____
Job objective	_____	Communications	_____
Conference	_____	Interpersonal relations	_____
Cycle	_____	Supervision	_____
Criteria	_____	School finance	_____
Evaluative criteria	_____	Preparation for position	_____
Broad	<u>x</u>	Relevancy of preparation	_____
Descriptive	_____	Adaptability	_____
Guidelines	_____	Ethical	_____
Job descriptions	_____	Organizes school for the benefit of children	_____
		Assessment and planning are given high priority	_____
		Ample time given to supervision of instruction	_____

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 25

 CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
 FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	1
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	x
Evaluation procedures	x	Professional characteristics	x
Personnel evaluated	—	Administrative leadership	x
Teachers	x	Instructional leadership	—
Principals	x	Policy	—
Supervisors	—	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	x
Once a year	x	School environment	—
Twice a year	—	Support services area	x
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	x
Rating scale	x	Plant operating and management	x
Rating scale and comments	—	School bus transportation	x
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	x	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
	—	Assessment and planning are given high priority	—
	—	Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 26

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	49
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	_____	Areas of criteria	_____
Evaluation purpose	_____	Personal characteristics	_____
Evaluation procedures	<u> x </u>	Professional characteristics	<u> x </u>
Personnel evaluated	_____	Administrative leadership	<u> x </u>
Teachers	<u> x </u>	Instructional leadership	_____
Principals	<u> x </u>	Policy	_____
Supervisors	_____	Pupil personnel	_____
All professional personnel	_____	Professional personnel	_____
Frequency of evaluation	_____	Educational programs	_____
Once every two years	_____	School community relations	<u> x </u>
Once a year	<u> x </u>	School environment	_____
Twice a year	_____	Support services area	_____
Method of evaluation	_____	Office management	_____
Outlining with narrative comment	_____	School food service	<u> x </u>
Rating scale	<u> x </u>	Plant operating and management	<u> x </u>
Rating scale and comments	_____	School bus transportation	<u> x </u>
Observation	_____	Attitude toward curriculum development	_____
Self	_____	Sharing and delegating responsibility	_____
Verbal comments	_____	School organization	_____
Job objective	_____	Communications	_____
Conference	_____	Interpersonal relations	_____
Cycle	_____	Supervision	_____
Criteria	_____	School finance	_____
Evaluative criteria	_____	Preparation for position	_____
Broad	<u> x </u>	Relevancy of preparation	_____
Descriptive	_____	Adaptability	_____
Guidelines	_____	Ethical	_____
Job descriptions	_____	Organizes school for the benefit of children	_____
		Assessment and planning are given high priority	_____
		Ample time given to supervision of instruction	_____

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 27

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	4
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	<u> X </u>
Evaluation procedures	<u> X </u>	Professional characteristics	<u> X </u>
Personnel evaluated	—	Administrative leadership	—
Teachers	<u> X </u>	Instructional leadership	<u> X </u>
Principals	<u> X </u>	Policy	—
Supervisors	—	Pupil personnel	—
All professional personnel	<u> X </u>	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	<u> X </u>
Once a year	—	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	<u> X </u>
Rating scale	—	Plant operating and management	<u> X </u>
Rating scale and comments	<u> X </u>	School bus transportation	<u> X </u>
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	<u> X </u>	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	—	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 28

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	24
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	___	Areas of criteria	___
Evaluation purpose	___	Personal characteristics	<u>X</u>
Evaluation procedures	<u>X</u>	Professional characteristics	<u>X</u>
Personnel evaluated	___	Administrative leadership	___
Teachers	<u>X</u>	Instructional leadership	<u>X</u>
Principals	<u>X</u>	Policy	___
Supervisors	___	Pupil personnel	___
All professional personnel	___	Professional personnel	___
Frequency of evaluation	___	Educational programs	___
Once every two years	___	School community relations	<u>X</u>
Once a year	<u>X</u>	School environment	<u>X</u>
Twice a year	___	Support services area	<u>X</u>
Method of evaluation	___	Office management	___
Outlining with narrative comment	___	School food service	<u>X</u>
Rating scale	<u>X</u>	Plant operating and management	<u>X</u>
Rating scale and comments	___	School bus transportation	<u>X</u>
Observation	___	Attitude toward curriculum development	___
Self	___	Sharing and delegating responsibility	___
Verbal comments	___	School organization	___
Job objective	___	Communications	___
Conference	___	Interpersonal relations	___
Cycle	___	Supervision	___
Criteria	___	School finance	___
Evaluative criteria	___	Preparation for position	___
Broad	<u>X</u>	Relevancy of preparation	___
Descriptive	___	Adaptability	___
Guidelines	___	Ethical	___
Job descriptions	___	Organizes school for the benefit of children	___
		Assessment and planning are given high priority	___
		Ample time given to supervision of instruction	___

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 29

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	33
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	<u> x </u>
Evaluation procedures	<u> x </u>	Professional characteristics	<u> x </u>
Personnel evaluated	—	Administrative leadership	<u> x </u>
Teachers	<u> x </u>	Instructional leadership	<u> x </u>
Principals	<u> x </u>	Policy	—
Supervisors	—	Pupil personnel	<u> x </u>
All professional personnel	<u> x </u>	Professional personnel	<u> x </u>
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	<u> x </u>
Once a year	<u> x </u>	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	<u> x </u>
Rating scale	<u> x </u>	Plant operating and management	<u> x </u>
Rating scale and comments	—	School bus transportation	<u> x </u>
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	<u> x </u>
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	<u> x </u>	Relevancy of preparation	—
Descriptive	<u> x </u>	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	<u> x </u>
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 30

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	61
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	x
Evaluation procedures	x	Professional characteristics	x
Personnel evaluated	—	Administrative leadership	—
Teachers	x	Instructional leadership	—
Principals	x	Policy	—
Supervisors	—	Pupil personnel	x
All professional personnel	x	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	x	School community relations	x
Once a year	—	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	x
Rating scale	—	Plant operating and management	x
Rating scale and comments	—	School bus transportation	x
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	x
Evaluative criteria	—	Preparation for position	—
Broad	x	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 31

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	36
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	___	Areas of criteria	___
Evaluation purpose	___	Personal characteristics	___
Evaluation procedures	x	Professional characteristics	___
Personnel evaluated	___	Administrative leadership	___
Teachers	x	Instructional leadership	___
Principals	x	Policy	___
Supervisors	___	Pupil personnel	___
All professional personnel	x	Professional personnel	___
Frequency of evaluation	___	Educational programs	___
Once every two years	___	School community relations	___
Once a year	x	School environment	___
Twice a year	___	School bus transportation	___
Method of evaluation	___	Support services area	___
Outlining with narrative comment	___	Office management	___
Rating scale	___	School food service	___
Rating scale and comments	___	Plant operating and management	___
Observation	x	School bus transportation	___
Self	___	Attitude toward curriculum development	___
Verbal comments	___	Sharing and delegating responsibility	___
Job objective	___	School organization	___
Conference	___	Communications	___
Cycle	___	Interpersonal relations	___
Criteria	___	Supervision	___
Evaluative criteria	___	School finance	___
Broad	___	Preparation for position	___
Descriptive	___	Relevancy of preparation	___
Guidelines	___	Adaptability	___
Job descriptions	___	Ethical	___
	___	Organizes school for the benefit of children	___
	___	Assessment and planning are given high priority	___
	___	Ample time given to supervision of instruction	___

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 32

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	2
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	___	Areas of criteria	___
Evaluation purpose	___	Personal characteristics	___
Evaluation procedures	x	Professional characteristics	x
Personnel evaluated	___	Administrative leadership	x
Teachers	___	Instructional leadership	x
Principals	___	Policy	___
Supervisors	___	Pupil personnel	___
All professional personnel	x	Professional personnel	___
Frequency of evaluation	___	Educational programs	___
Once every two years	___	School community relations	x
Once a year	x	School environment	___
Twice a year	___	Support services area	___
Method of evaluation	___	Office management	___
Outlining with narrative comment	___	School food service	x
Rating scale	x	Plant operating and management	x
Rating scale and comments	___	School bus transportation	x
Observation	___	Attitude toward curriculum development	___
Self	___	Sharing and delegating responsibility	___
Verbal comments	___	School organization	___
Job objective	___	Communications	___
Conference	___	Interpersonal relations	___
Cycle	___	Supervision	___
Criteria	___	School finance	x
Evaluative criteria	___	Preparation for position	___
Broad	x	Relevancy of preparation	___
Descriptive	x	Adaptability	___
Guidelines	___	Ethical	___
Job descriptions	___	Organizes school for the benefit of children	___
		Assessment and planning are given high priority	___
		Ample time given to super- vision of instruction	___

Source: Information received from local
administrative school unit, 1979 - 1980.

TABLE 33

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	5
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	___	Areas of criteria	___
Evaluation purpose	___	Personal characteristics	___
Evaluation procedures	<u>x</u>	Professional characteristics	___
Personnel evaluated	___	Administrative leadership	___
Teachers	<u>x</u>	Instructional leadership	___
Principals	<u>x</u>	Policy	___
Supervisors	<u>x</u>	Pupil personnel	___
All professional personnel	___	Professional personnel	___
Frequency of evaluation	___	Educational programs	___
Once every two years	___	School community relations	___
Once a year	<u>x</u>	School environment	___
Twice a year	___	Support services area	___
Method of evaluation	___	Office management	___
Outlining with narrative comment	<u>x</u>	School food service	___
Rating scale	___	Plant operating and management	___
Rating scale and comments	___	School bus transportation	___
Observation	___	Attitude toward curriculum development	___
Self	___	Sharing and delegating responsibility	___
Verbal comments	___	School organization	___
Job objective	<u>x</u>	Communications	___
Conference	___	Interpersonal relations	___
Cycle	___	Supervision	___
Criteria	___	School finance	___
Evaluative criteria	___	Preparation for position	___
Broad	<u>x</u>	Relevancy of preparation	___
Descriptive	<u>x</u>	Adaptability	___
Guidelines	___	Ethical	___
Job descriptions	___	Organizes school for the benefit of children	___
		Assessment and planning are given high priority	___
		Ample time given to supervision of instruction	___

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 34

 CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
 FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	58
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	—
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	X
Teachers	X	Instructional leadership	X
Principals	X	Policy	—
Supervisors	—	Pupil personnel	X
All professional personnel	X	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	X
Once a year	X	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	X
Rating scale	—	Plant operating and management	X
Rating scale and comments	X	School bus transportation	X
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	X	Relevancy of preparation	—
Descriptive	X	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 35

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	20
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	X
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	X
Teachers	X	Instructional leadership	—
Principals	X	Policy	—
Supervisors	X	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	X
Once a year	X	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	X
Rating scale	X	Plant operating and management	X
Rating scale and comments	—	School bus transportation	X
Observation	—	Attitude toward curriculum development	X
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	X	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 36

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	7
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	X
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	X
Teachers	X	Instructional leadership	X
Principals	X	Policy	—
Supervisors	—	Pupil personnel	X
All professional personnel	—	Professional personnel	X
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	X
Once a year	X	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	X
Rating scale	X	Plant operating and management	X
Rating scale and comments	—	School bus transportation	X
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	X
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	—	Relevancy of preparation	—
Descriptive	X	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
	—	Assessment and planning are given high priority	—
	—	Ample time given to super- vision of instruction	—

Source: Information received from local
administrative school unit, 1979 - 1980.

TABLE 37

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	25
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	—
Evaluation procedures	x	Professional characteristics	x
Personnel evaluated	—	Administrative leadership	x
Teachers	x	Instructional leadership	x
Principals	x	Policy	—
Supervisors	x	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	x
Once a year	x	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	x
Rating scale	x	Plant operating and management	x
Rating scale and comments	—	School bus transportation	x
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	x
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	x	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 38.

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	8
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	___	Areas of criteria	___
Evaluation purpose	___	Personal characteristics	___
Evaluation procedures	<u>x</u>	Professional characteristics	<u>x</u>
Personnel evaluated	___	Administrative leadership	___
Teachers	<u>x</u>	Instructional leadership	___
Principals	<u>x</u>	Policy	___
Supervisors	___	Pupil personnel	___
All professional personnel	___	Professional personnel	___
Frequency of evaluation	___	Educational programs	___
Once every two years	___	School community relations	___
Once a year	<u>x</u>	School environment	___
Twice a year	___	Support services area	___
Method of evaluation	___	Office management	___
Outlining with narrative comment	___	School food service	___
Rating scale	___	Plant operating and management	___
Rating scale and comments	___	School bus transportation	___
Observation	___	Attitude toward curriculum development	___
Self	___	Sharing and delegating responsibility	___
Verbal comments	___	School organization	___
Job objective	___	Communications	___
Conference	___	Interpersonal relations	___
Cycle	___	Supervision	___
Criteria	___	School finance	___
Comments	___	Preparation for position	___
Evaluative criteria	<u>x</u>	Relevancy of preparation	___
Broad	<u>x</u>	Adaptability	___
Descriptive	<u>x</u>	Ethical	___
Guidelines	___	Organizes school for the benefit of children	___
Job descriptions	___	Assessment and planning are given high priority	___
		Ample time given to supervision of instruction	___

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 39

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	9
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	X
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	—
Teachers	X	Instructional leadership	—
Principals	X	Policy	—
Supervisors	X	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	X
Once a year	X	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	X
Rating scale	X	Plant operating and management	X
Rating scale and comments	—	School bus transportation	X
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	—	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	X	Ethical	—
Job descriptions	X	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 40

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	17
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	_____	Areas of criteria	_____
Evaluation purpose	_____	Personal characteristics	<u> x </u>
Evaluation procedures	<u> x </u>	Professional characteristics	<u> x </u>
Personnel evaluated	_____	Administrative leadership	_____
Teachers	<u> x </u>	Instructional leadership	_____
Principals	<u> x </u>	Policy	_____
Supervisors	<u> x </u>	Pupil personnel	_____
All professional personnel	<u> x </u>	Professional personnel	_____
Frequency of evaluation	_____	Educational programs	_____
Once every two years	_____	School community relations	<u> x </u>
Once a year	<u> x </u>	School environment	_____
Twice a year	_____	Support services area	_____
Method of evaluation	_____	Office management	_____
Outlining with narrative comment	_____	School food service	<u> x </u>
Rating scale	<u> x </u>	Plant operating and management	<u> x </u>
Rating scale and comments	_____	School bus transportation	<u> x </u>
Observation	_____	Attitude toward curriculum development	_____
Self	_____	Sharing and delegating responsibility	_____
Verbal comments	_____	School organization	_____
Job objective	_____	Communications	_____
Conference	_____	Interpersonal relations	_____
Cycle	_____	Supervision	_____
Criteria	_____	School finance	_____
Evaluative criteria	_____	Preparation for position	_____
Broad	<u> x </u>	Relevancy of preparation	_____
Descriptive	_____	Adaptability	_____
Guidelines	_____	Ethical	_____
Job descriptions	_____	Organizes school for the benefit of children	_____
		Assessment and planning are given high priority	_____
		Ample time given to supervision of instruction	_____

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 41

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	46
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	X
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	—
Teachers	X	Instructional leadership	—
Principals	X	Policy	—
Supervisors	X	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	—
Once a year	—	School environment	X
Twice a year	X	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	—
Rating scale	X	Plant operating and management	—
Rating scale and comments	—	School bus transportation	—
Observation	—	Attitude toward curriculum development	X
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	X	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 42

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	22
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	X
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	X
Teachers	X	Instructional leadership	—
Principals	X	Policy	—
Supervisors	X	Pupil personnel	—
All professional personnel	X	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	X
Once a year	X	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	X
Rating scale	X	Plant operating and management	X
Rating scale and comments	—	School bus transportation	X
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	X	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 43

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	1	Number	35
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	<u> x </u>	Areas of criteria	_____
Evaluation purpose	<u> x </u>	Personal characteristics	_____
Evaluation procedures	<u> x </u>	Professional characteristics	_____
Personnel evaluated	_____	Administrative leadership	_____
Teachers	<u> x </u>	Instructional leadership	_____
Principals	<u> x </u>	Policy	_____
Supervisors	<u> x </u>	Pupil personnel	_____
All professional personnel	_____	Professional personnel	_____
Frequency of evaluation	_____	Educational programs	_____
Once every two years	_____	School community relations	_____
Once a year	<u> x </u>	School environment	_____
Twice a year	_____	Support services area	_____
Method of evaluation	_____	Office management	_____
Outlining with narrative comment	_____	School food service	_____
Rating scale	<u> x </u>	Plant operating and management	_____
Rating scale and comments	_____	School bus transportation	_____
Observation	_____	Attitude toward curriculum development	_____
Self	<u> x </u>	Sharing and delegating responsibility	_____
Verbal comments	_____	School organization	_____
Job objective	_____	Communications	_____
Conference	_____	Interpersonal relations	_____
Cycle	<u> x </u>	Supervision	_____
Criteria	_____	School finance	_____
Evaluative criteria	_____	Preparation for position	_____
Broad	<u> x </u>	Relevancy of preparation	_____
Descriptive	_____	Adaptability	_____
Guidelines	<u> x </u>	Ethical	_____
Job descriptions	_____	Organizes school for the benefit of children	_____
		Assessment and planning are given high priority	_____
		Ample time given to supervision of instruction	_____

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 44

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	27
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	_____	Areas of criteria	_____
Evaluation purpose	_____	Personal characteristics	<u> x </u>
Evaluation procedures	<u> x </u>	Professional characteristics	<u> x </u>
Personnel evaluated	_____	Administrative leadership	<u> x </u>
Teachers	<u> x </u>	Instructional leadership	<u> x </u>
Principals	<u> x </u>	Policy	_____
Supervisors	<u> x </u>	Pupil personnel	_____
All professional personnel	_____	Professional personnel	_____
Frequency of evaluation	_____	Educational programs	_____
Once every two years	_____	School community relations	_____
Once a year	<u> x </u>	School environment	_____
Twice a year	_____	Support services area	_____
Method of evaluation	_____	Office management	_____
Outlining with narrative comment	_____	School food service	_____
Rating scale	<u> x </u>	Plant operating and management	_____
Rating scale and comments	_____	School bus transportation	_____
Observation	_____	Attitude toward curriculum development	_____
Self	_____	Sharing and delegating responsibility	_____
Verbal comments	_____	School organization	_____
Job objective	_____	Communications	_____
Conference	_____	Interpersonal relations	<u> x </u>
Cycle	_____	Supervision	_____
Criteria	_____	School finance	_____
Evaluative criteria	_____	Preparation for position	_____
Broad	<u> x </u>	Relevancy of preparation	_____
Descriptive	<u> x </u>	Adaptability	_____
Guidelines	_____	Ethical	_____
Job descriptions	_____	Organizes school for the benefit of children	_____
		Assessment and planning are given high priority	_____
		Ample time given to supervision of instruction	<u> x </u>

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 45

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	15
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	___	Areas of criteria	___
Evaluation purpose	___	Personal characteristics	x
Evaluation procedures	x	Professional characteristics	x
Personnel evaluated	___	Administrative leadership	___
Teachers	x	Instructional leadership	___
Principals	x	Policy	___
Supervisors	x	Pupil personnel	___
All professional personnel	___	Professional personnel	___
Frequency of evaluation	___	Educational programs	___
Once every two years	___	School community relations	x
Once a year	x	School environment	___
Twice a year	___	Support services area	___
Method of evaluation	___	Office management	___
Outlining with narrative comment	___	School food service	x
Rating scale	x	Plant operating and management	x
Rating scale and comments	___	School bus transportation	x
Observation	___	Attitude toward curriculum development	___
Self	___	Sharing and delegating responsibility	___
Verbal comments	___	School organization	___
Job objective	___	Communications	___
Conference	___	Interpersonal relations	___
Cycle	___	Supervision	___
Criteria	___	School finance	___
Evaluative criteria	___	Preparation for position	___
Broad	x	Relevancy of preparation	___
Descriptive	___	Adaptability	___
Guidelines	___	Ethical	___
Job descriptions	___	Organizes school for the benefit of children	___
		Assessment and planning are given high priority	___
		Ample time given to supervision of instruction	___

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 46

 CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
 FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	32
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	x
Evaluation procedures	x	Professional characteristics	x
Personnel evaluated	—	Administrative leadership	—
Teachers	x	Instructional leadership	x
Principals	x	Policy	—
Supervisors	x	Pupil personnel	—
All professional personnel	x	Professional personnel	x
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	x
Once a year	x	School environment	—
Twice a year	—	School food service	x
Method of evaluation	—	Support services area	x
Outlining with narrative comment	—	Office management	—
Rating scale	x	School bus transportation	x
Rating scale and comments	—	Attitude toward curriculum development	—
Observation	—	Sharing and delegating responsibility	—
Self	—	School organization	—
Verbal comments	—	Communications	x
Job objective	—	Interpersonal relations	—
Conference	—	Supervision	—
Cycle	—	School finance	—
Criteria	—	Preparation for position	—
Evaluative criteria	—	Relevancy of preparation	—
Broad	x	Adaptability	—
Descriptive	—	Ethical	—
Guidelines	—	Organizes school for the benefit of children	—
Job descriptions	—	Assessment and planning are given high priority	x
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 47

 CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
 FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	31
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	X
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	—
Teachers	X	Instructional leadership	X
Principals	X	Policy	—
Supervisors	—	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	—
Once a year	X	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	—
Rating scale	X	Plant operating and management	—
Rating scale and comments	—	School bus transportation	—
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	X
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	X	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 48

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	37
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	_____	Areas of criteria	_____
Evaluation purpose	_____	Personal characteristics	<u> x </u>
Evaluation procedures	<u> x </u>	Professional characteristics	<u> x </u>
Personnel evaluated	_____	Administrative leadership	_____
Teachers	<u> x </u>	Instructional leadership	_____
Principals	<u> x </u>	Policy	_____
Supervisors	<u> x </u>	Pupil personnel	_____
All professional personnel	_____	Professional personnel	_____
Frequency of evaluation	_____	Educational programs	_____
Once every two years	_____	School community relations	<u> x </u>
Once a year	<u> x </u>	School environment	_____
Twice a year	_____	Support services area	_____
Method of evaluation	_____	Office management	_____
Outlining with narrative comment	_____	School food service	<u> x </u>
Rating scale	<u> x </u>	Plant operating and management	<u> x </u>
Rating scale and comments	_____	School bus transportation	<u> x </u>
Observation	_____	Attitude toward curriculum development	_____
Self	_____	Sharing and delegating responsibility	_____
Verbal comments	_____	School organization	_____
Job objective	_____	Communications	_____
Conference	_____	Interpersonal relations	_____
Cycle	_____	Supervision	_____
Criteria	_____	School finance	_____
Evaluative criteria	_____	Preparation for position	_____
Broad	<u> x </u>	Relevancy of preparation	_____
Descriptive	_____	Adaptability	_____
Guidelines	_____	Ethical	_____
Job descriptions	_____	Organizes school for the benefit of children	_____
		Assessment and planning are given high priority	_____
		Ample time given to super- vision of instruction	_____

Source: Information received from local
administrative school unit, 1979 - 1980.

TABLE 49

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	39
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	X
Evaluation procedures	X	Professional characteristics	X
Personnel evaluated	—	Administrative leadership	—
Teachers	X	Instructional leadership	X
Principals	X	Policy	—
Supervisors	X	Pupil personnel	—
All professional personnel	X	Professional personnel	X
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	X
Once a year	X	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	—
Rating scale	X	Plant operating and management	—
Rating scale and comments	—	School bus transportation	—
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	X
Broad	X	Relevancy of preparation	X
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 50

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	41
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	_____	Areas of criteria	_____
Evaluation purpose	_____	Personal characteristics	<u> X </u>
Evaluation procedures	<u> X </u>	Professional characteristics	<u> X </u>
Personnel evaluated	_____	Administrative leadership	<u> X </u>
Teachers	<u> X </u>	Instructional leadership	_____
Principals	<u> X </u>	Policy	_____
Supervisors	<u> X </u>	Pupil personnel	_____
All professional personnel	_____	Professional personnel	_____
Frequency of evaluation	_____	Educational programs	_____
Once every two years	_____	School community relations	_____
Once a year	<u> X </u>	School environment	_____
Twice a year	_____	Support services area	_____
Method of evaluation	_____	Office management	_____
Outlining with narrative comment	_____	School food service	<u> X </u>
Rating scale	<u> X </u>	Plant operating and management	<u> X </u>
Rating scale and comments	_____	School bus transportation	<u> X </u>
Observation	_____	Attitude toward curriculum	_____
Self	<u> X </u>	development	_____
Verbal comments	_____	Sharing and delegating	_____
Job objective	_____	responsibility	_____
Conference	_____	School organization	_____
Cycle	_____	Communications	_____
Criteria	_____	Interpersonal relations	_____
Evaluative criteria	_____	Supervision	_____
Broad	<u> X </u>	School finance	_____
Descriptive	_____	Preparation for position	_____
Guidelines	_____	Relevancy of preparation	_____
Job descriptions	_____	Adaptability	_____
		Ethical	_____
		Organizes school for the	_____
		benefit of children	_____
		Assessment and planning are	_____
		given high priority	_____
		Ample time given to super-	_____
		vision of instruction	_____

Source: Information received from local
administrative school unit, 1979 - 1980.

TABLE 51

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	52
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	—
Evaluation procedures	x	Professional characteristics	—
Personnel evaluated	—	Administrative leadership	—
Teachers	x	Instructional leadership	—
Principals	x	Policy	—
Supervisors	x	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	—
Once a year	—	School environment	—
Twice a year	x	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	—
Rating scale	—	Plant operating and management	—
Rating scale and comments	—	School bus transportation	—
Observation	x	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	—	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
	—	Assessment and planning are given high priority	—
	—	Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 52

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	54
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	x
Evaluation procedures	x	Professional characteristics	x
Personnel evaluated	—	Administrative leadership	x
Teachers	x	Instructional leadership	—
Principals	x	Policy	—
Supervisors	x	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	x
Once a year	—	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	x
Rating scale	x	Plant operating and management	x
Rating scale and comments	—	School bus transportation	x
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	x	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 53

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	10
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	_____	Areas of criteria	_____
Evaluation purpose	_____	Personal characteristics	<u> x </u>
Evaluation procedures	<u> x </u>	Professional characteristics	<u> x </u>
Personnel evaluated	_____	Administrative leadership	_____
Teachers	<u> x </u>	Instructional leadership	_____
Principals	<u> x </u>	Policy	_____
Supervisors	<u> x </u>	Pupil personnel	_____
All professional personnel	_____	Professional personnel	_____
Frequency of evaluation	_____	Educational programs	_____
Once every two years	_____	School community relations	_____
Once a year	<u> x </u>	School environment	_____
Twice a year	_____	Support services area	_____
Method of evaluation	_____	Office management	<u> x </u>
Outlining with narrative comment	_____	School food service	<u> x </u>
Rating scale	<u> x </u>	Plant operating and management	<u> x </u>
Rating scale and comments	_____	School bus transportation	<u> x </u>
Observation	_____	Attitude toward curriculum development	_____
Self	_____	Sharing and delegating responsibility	_____
Verbal comments	_____	School organization	_____
Job objective	_____	Communications	_____
Conference	_____	Interpersonal relations	_____
Cycle	_____	Supervision	_____
Criteria	_____	School finance	_____
Evaluative criteria	_____	Preparation for position	_____
Broad	<u> x </u>	Relevancy of preparation	_____
Descriptive	_____	Adaptability	_____
Guidelines	_____	Ethical	_____
Job descriptions	_____	Organizes school for the benefit of children	_____
		Assessment and planning are given high priority	_____
		Ample time given to super- vision of instruction	_____

Source: Information received from local
administrative school unit, 1979 - 1980.

TABLE 54

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	14
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	x
Evaluation procedures	x	Professional characteristics	x
Personnel evaluated	—	Administrative leadership	x
Teachers	x	Instructional leadership	x
Principals	x	Policy	—
Supervisors	x	Pupil personnel	—
All professional personnel	—	Professional personnel	x
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	—
Once a year	x	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	x
Rating scale	x	Plant operating and management	x
Rating scale and comments	—	School bus transportation	x
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	—	School organization	x
Job objective	—	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	x
Criteria	—	School finance	x
Evaluative criteria	—	Preparation for position	—
Broad	x	Relevancy of preparation	—
Descriptive	—	Adaptability	x
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 55

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	13
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	—
Evaluation procedures	X	Professional characteristics	—
Personnel evaluated	—	Administrative leadership	—
Teachers	X	Instructional leadership	—
Principals	X	Policy	—
Supervisors	X	Pupil personnel	—
All professional personnel	—	Professional personnel	—
Frequency of evaluation	—	Educational programs	—
Once every two years	—	School community relations	—
Once a year	X	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	—
Outlining with narrative comment	—	School food service	—
Rating scale	—	Plant operating and management	—
Rating scale and comments	—	School bus transportation	—
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	—
Verbal comments	X	School organization	—
Job objective	X	Communications	—
Conference	—	Interpersonal relations	—
Cycle	—	Supervision	—
Criteria	X	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	X	Relevancy of preparation	—
Descriptive	—	Adaptability	—
Guidelines	—	Ethical	—
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 56

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	59
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	_____	Areas of criteria	_____
Evaluation purpose	_____	Personal characteristics	_____
Evaluation procedures	<u> x </u>	Professional characteristics	_____
Personnel evaluated	_____	Administrative leadership	_____
Teachers	<u> x </u>	Instructional leadership	_____
Principals	<u> x </u>	Policy	_____
Supervisors	<u> x </u>	Pupil personnel	_____
All professional personnel	_____	Professional personnel	_____
Frequency of evaluation	_____	Educational programs	_____
Once every two years	_____	School community relations	_____
Once a year	<u> x </u>	School environment	_____
Twice a year	_____	Support services area	_____
Method of evaluation	_____	Office management	_____
Outlining with narrative comment	<u> x </u>	School food service	_____
Rating scale	_____	Plant operating and management	_____
Rating scale and comments	_____	School bus transportation	_____
Observation	_____	Attitude toward curriculum development	_____
Self	_____	Sharing and delegating responsibility	_____
Verbal comments	_____	School organization	_____
Job objective	_____	Communications	_____
Conference	_____	Interpersonal relations	_____
Cycle	_____	Supervision	_____
Criteria	_____	School finance	_____
Evaluative criteria	_____	Preparation for position	_____
Broad	<u> x </u>	Relevancy of preparation	_____
Descriptive	_____	Adaptability	_____
Guidelines	_____	Ethical	_____
Job descriptions	_____	Organizes school for the benefit of children	_____
		Assessment and planning are given high priority	_____
		Ample time given to super- vision of instruction	_____

Source: Information received from local
administrative school unit, 1979 - 1980.

TABLE 57

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	53
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	___	Areas of criteria	___
Evaluation purpose	___	Personal characteristics	x
Evaluation procedures	x	Professional characteristics	x
Personnel evaluated	___	Administrative leadership	___
Teachers	x	Instructional leadership	___
Principals	x	Policy	___
Supervisors	x	Pupil personnel	___
All professional personnel	___	Professional personnel	___
Frequency of evaluation	___	Educational programs	___
Once every two years	___	School community relations	___
Once a year	x	School environment	___
Twice a year	___	Support services area	___
Method of evaluation	___	Office management	___
Outlining with narrative comment	___	School food service	___
Rating scale	x	Plant operating and management	___
Rating scale and comments	___	School bus transportation	___
Observation	___	Attitude toward curriculum development	___
Self	___	Sharing and delegating responsibility	___
Verbal comments	___	School organization	___
Job objective	___	Communications	___
Conference	___	Interpersonal relations	___
Cycle	___	Supervision	___
Criteria	___	School finance	___
Evaluative criteria	___	Preparation for position	___
Broad	x	Relevancy of preparation	___
Descriptive	___	Adaptability	___
Guidelines	___	Ethical	___
Job descriptions	___	Organizes school for the benefit of children	___
		Assessment and planning are given high priority	___
		Ample time given to supervision of instruction	___

Source: Information received from local administrative school unit, 1979 - 1980.

TABLE 58

CHARACTERISTICS OF PRINCIPAL EVALUATION PROGRAMS IN
FIFTY-EIGHT NORTH CAROLINA ADMINISTRATIVE UNITS, 1980

Stratum	2	Number	50
Characteristics of Principal Evaluation Programs			
Evaluation philosophy	—	Areas of criteria	—
Evaluation purpose	—	Personal characteristics	<u>X</u>
Evaluation procedures	<u>X</u>	Professional characteristics	<u>X</u>
Personnel evaluated	—	Administrative leadership	<u>X</u>
Teachers	<u>X</u>	Instructional leadership	—
Principals	<u>X</u>	Policy	—
Supervisors	<u>X</u>	Pupil personnel	<u>X</u>
All professional personnel	—	Professional personnel	<u>X</u>
Frequency of evaluation	—	Educational programs	—
Once every two years	<u>X</u>	School community relations	<u>X</u>
Once a year	—	School environment	—
Twice a year	—	Support services area	—
Method of evaluation	—	Office management	<u>X</u>
Outlining with narrative comment	—	School food service	—
Rating scale	<u>X</u>	Plant operating and management	—
Rating scale and comments	—	School bus transportation	—
Observation	—	Attitude toward curriculum development	—
Self	—	Sharing and delegating responsibility	<u>X</u>
Verbal comments	—	School organization	—
Job objective	—	Communications	—
Conference	—	Interpersonal relations	<u>X</u>
Cycle	—	Supervision	—
Criteria	—	School finance	—
Evaluative criteria	—	Preparation for position	—
Broad	<u>X</u>	Relevancy of preparation	—
Descriptive	—	Adaptability	<u>X</u>
Guidelines	—	Ethical	<u>X</u>
Job descriptions	—	Organizes school for the benefit of children	—
		Assessment and planning are given high priority	—
		Ample time given to supervision of instruction	—

Source: Information received from local administrative school unit, 1979 - 1980.