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# Teacher Feedback Regarding Principal Performance

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Teacher Feedback Regarding Principal Performance

BY

Dee A. Scott

1769-

**FIELD EXPERIENCE**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

**SPECIALIST IN EDUCATIONAL ADMINISTRATION**

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

**1999**

I HEREBY RECOMMEND THIS FIELD EXPERIENCE BE ACCEPTED AS  
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## Abstract

This study was conducted to address the need for teacher feedback regarding principal performance at Casey-Westfield Community Unit School District C-4. It examined current uses of critical elements and determined which elements should be used to compose a model program utilizing teacher feedback regarding principal performance. A program which could be used in District C-4 to provide teacher feedback to principals regarding their performance was developed. The program was developed by determining (a) applicable critical elements, (b) type of feedback to be obtained, (c) procedures for administration of the program, (d) procedures for assessment of data, (e) selection of facilitator, and (f) desired impact on the principal.

The critical elements which should be used to compose a model program utilizing teacher feedback regarding principal performance were found in the National Association of Elementary School Principals' publication Standards for Quality Elementary and Middle Schools (1996). The identified standards were grouped into six critical elements: (a) organization, (b) leadership, (c) curriculum and instruction, (d) staff development, (e) school climate, and (f) assessment.

The District C-4 program for providing teacher feedback regarding principal performance was designed to use the previously identified critical elements. Feedback should be collected through the use of a survey with a rating scale and both required and optional narrative comments. The program should be conducted in May of each year. A teacher should be selected as the facilitator to distribute the feedback instrument to teachers via mailboxes and collect the instruments after a specified amount of time. The principal should be responsible for assessing the data by tabulating the results of all

scaled items and summarizing the narrative comments by critical elements for easier analysis.

Other schools interested in providing principals with teacher feedback regarding principal performance are encouraged to first identify critical elements. Those critical elements should reflect state and national standards for learning. The research on what makes a quality school is comprehensive and should be utilized in any school improvement effort. After critical elements are identified, a program can be developed utilizing this study as a reference.

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## Chapter 1

### Overview of the Problem

#### Background

The principal should be the educational leader of the school. Parents, community members, board of education members, teachers, staff, and students look to the principal for guidance and direction. The leadership effectiveness of the principal deserves thorough evaluation. In the researcher's opinion superintendents are able to observe principals less frequently than principals observe teachers, thus forming only a fragmented view of total effectiveness. To broaden the superintendent's perspective and provide the principal with feedback necessary for professional growth, more regular and personal interactions would likely be beneficial. In the researcher's opinion, evaluations of principals should include perceptions, opinions, and suggestions gleaned from the teachers they supervise.

Sanacore (1993) noted that 86% of school systems had formal approaches for evaluating administrators, while only 14% permitted teachers to evaluate their principals (p. 2). One reason for the limited use of teachers' evaluations of principals may be that the practice is non-traditional and teachers are seldom encouraged to critique their principals. Some principals and superintendents may view the practice as threatening because the power of evaluation is shared. Some superintendents may feel they are negating their responsibilities by allowing teachers to contribute to principal evaluations (Weller, Buttery, & Bland, 1994, p. 116). The practice may also be viewed by some teachers and administrators as inappropriate in that teachers, who have little or no administrative training or experience, are asked to evaluate principals. The strongest



resistance to feedback from subordinates may come from the least effective administrators (Langlois & McAdams, 1992, p. 41).

Some public school districts have incorporated feedback from teachers into evaluations of principals (Bickel, 1995, p. 80). Incorporating meaningful feedback into the evaluation of principals requires the identification of critical elements or performance indicators specific to the position being evaluated. These critical elements should then be organized and applied as part of a program for soliciting and using teacher feedback to improve principal performance.

### Problem

Casey-Westfield Community Unit School District C-4 (District C-4) currently employs traditional methods to evaluate building principals. The superintendent gathers information and forms an opinion as to each principal's overall effectiveness through (a) occasional building visits; (b) observations at meetings and events; (c) comments from parents, teachers, and community members; and (d) personal interactions. Areas of strength, areas for improvement, and additional comments are then shared with each principal in an annual conference. A written copy of the summative evaluation is given to each principal and is shared with the board of education. The board of education then uses the written evaluation as a basis for decisions regarding future employment and conditions of employment.

While this method does provide the principal some direction for improving job performance, the basis for judgment is narrow. This traditional method of principal evaluation is based on the observations and perceptions of an individual who, in most cases, works in a separate building and does not observe the principal on a daily basis.

Further, the information that is gathered may not provide an accurate picture of the principal's performance.

Occasional building visits provide the superintendent with insufficient knowledge of day-to-day performance of the principal. Observations of a principal during a board of education meeting or at a school sporting event, while easily performed by the superintendent, may fail to provide any consistent measure of performance. Unsolicited comments from parents, teachers, and community members may provide a one-sided view of a situation. It would seem most individuals who take time to contact the superintendent of schools do so to voice a criticism, while those individuals who are satisfied or pleased remain silent.

Traditional evaluation of principals could provide an incomplete and even inaccurate summary of job performance. Without conducting a comprehensive analysis of performance, superintendents may be giving principals less than the whole picture. Conscientious principals, who strive to improve their performance based on their evaluations, may be left unaware of deficiencies which could be easily corrected. The problem addressed by this study is the need for teacher feedback regarding principal performance.

### Objectives

1. Determine the critical elements which should be used to compose a model program utilizing teacher feedback regarding principal performance.
2. Develop a program which could be used in District C-4 to provide teacher feedback to principals regarding their performance.

### Assumptions

It was assumed that a program incorporating critical elements of principal performance could be developed to provide beneficial feedback from teachers to principals. It was also assumed that a program designed specifically for District C-4 would be useful to the principals in improving their individual performance.

### Delimitations

The research and literature reviewed to identify the critical elements focused solely on the education sector to provide consistency in research and resulting recommendations that might not be applicable to the business sector. Further, the program developed within the study was focused solely on use by District C-4.

### Definition of Terms

#### Principal Evaluation

Principal evaluation includes the process and the end results used to ascertain the effectiveness of principals, make recommendations for improvements, and make decisions regarding continuation or discontinuation of employment.

#### Teacher Feedback

Teacher feedback is the verbal, written, informal and formal input from teaching staff regarding principal performance.

#### Critical Elements

Critical elements are those basic requirements, competencies, or qualities specific to a given position. The critical elements, which have been identified by those involved as most important to the position, may be applied within a program to encourage teacher feedback regarding principal performance.

### Comprehensive Analysis of Performance

A comprehensive analysis of performance is an extensive evaluation which includes more than one viewpoint regarding effectiveness. In the case of principal evaluation, including both supervisor and subordinate viewpoints would generate a more comprehensive analysis of performance.

### Uniqueness of the Study

This study generated a plan for providing teacher feedback for District C-4 principals to use when evaluating their leadership effectiveness. The study and resulting program provided practicing administrators with relevant information for improving their own performance via teacher feedback. This study also provided the means for teachers to feel more connected with the leadership of the building and the assurance that teacher feedback regarding principal performance is valuable to the district.

## Chapter 2

### Rationale, Related Literature, and Research

#### Rationale

This study was conducted to develop a program which could be used to provide teacher feedback to District C-4 principals regarding their performance. Logically, feedback from the teachers a principal supervises could provide excellent insight for the principal. This feedback could allow principals to understand how teachers perceive their actions and to adjust the leadership style used to encourage a better working relationship. In the researcher's opinion, it is difficult for a principal to fully understand the repercussions of every decision made. Teacher feedback could provide an excellent reflection pool.

#### Literature and Research Reviewed for Objective 1

A review of recent literature related to teacher feedback regarding principal performance reveals that while this concept is not new, its application is somewhat limited. The notion of including subordinates' viewpoints when assessing the effectiveness of administrators has been sparingly applied within the K-12 arena and beyond into higher education (Budig, 1995, p. 2). Teacher feedback regarding principal performance has been applied to specific content areas of principal leadership (Sanacore, 1993, p. 1), yet the more common practice is the use of teacher feedback to assess overall principal performance.

Bulach, Boothe, and Pickett (1999, p. 2) identified 14 supervisory behaviors that were viewed by 375 teachers as mistakes. They noted that principals are making mistakes that could easily be avoided or corrected if they received feedback from teachers. The 14 behaviors were ranked from most significant to least as follows:

1. Ineffective human relations
2. Poor interpersonal communication
3. Lack of educational priorities
4. Avoiding conflict
5. Failure to lead
6. Lack of knowledge about instruction/curriculum
7. Being control oriented
8. Lack of ethics/character
9. Forgetting what it is like to be a teacher
10. Inconsistency
11. Showing favoritism
12. Failure to hold staff accountable/follow through
13. Snap judgments
14. Public address (PA) system interruptions. (Bulach et al., p. 2)

Weller et al. (1994, p. 112-117) conducted a study of teacher feedback regarding principal performance based on the seven dimensions of effective-principal leadership behavior. The seven dimensions of effective-principal leadership behavior resulting from research by Bailey; Lipham, Rankin, and Hoeh; Smith; and Ubben and Hughes (as cited in Weller et al., 1994, p. 113) were (a) emphasizes curriculum, (b) evaluates student performance, (c) supports teachers, (d) emphasizes student achievement, (e) facilitates communication, (f) provides an effective instructional environment, and (g) develops instructional improvement plans. Teachers, principals, and administrators composed the three respondent groups in the study. Overall, all three groups agreed that teachers could assess principals' school leadership effectiveness on all seven dimensions of effective

schools. In other words, it was felt that teachers had the knowledge, background, and ability to provide valuable feedback regarding principal performance related to the seven effective-school leadership dimensions.

An existing program, developed by a building administrator, organized information on the evaluation instrument by critical elements. The four critical elements were (a) factors associated with effective schools, (b) personal characteristics, (c) specific programs and practices, and (d) management of controversial issues (Vann, 1989, p. 46-47).

The Profile for the Assessment of Leaders, developed by the DeKalb County School District in Georgia, (as cited in Fontana, 1994, p. 95) lists eight critical elements of principal performance: (a) relating to other people, (b) communicating effectively, (c) making decisions, (d) planning and organizing, (e) supervising and evaluating, (f) professional growth, (g) protecting time on task for teachers and students, and (h) holding high expectations of students and teachers.

In an effort to provide guidelines for constructive change in education at the kindergarten through eighth grade levels, the National Association of Elementary School Principals (NAESP, 1996) published Standards for Quality Elementary and Middle Schools. The identified standards have been grouped into six critical elements: (a) organization, (b) leadership, (c) curriculum and instruction, (d) staff development, (e) school climate, and (f) assessment. The publication then delineated several standards of excellence under each critical element. Each standard is further defined by a number of quality indicators which guide the assessment of a particular standard and are useful in developing strategies for improvement.

## Literature and Research Reviewed for Objective 2

Simkins (1991) stated, "In order to learn and to grow-whether as teachers, parents, students, or principals-we all need feedback. We need to know how what we do affects others and is perceived by them" (p. 48). Fontana (1994, p. 94) stated that evaluation must become more than a summative report, encouraging a complete overhaul of the traditional principal evaluation model. She encouraged the use of peer review and evaluation as one aspect of the evaluation process, noting that Valentine and Bowman (as cited in Fontana, 1994, p. 96) have developed an instrument for determining teacher perception of principal effectiveness. Langlois and McAdams (1992, p. 40-41) supported the introduction of a formal process to solicit subordinates' opinions about the quality of administrative leadership. They also promoted the process as a valuable communication tool.

Fontana (1994) noted that designing an evaluation program that will address district needs and encourage improvement on the principal's part requires the following:

1. Developing a list of competencies
2. Reviewing the use of performance objectives
3. Looking at the kind of data that should be gathered and stored
4. Considering the types of evaluator(s) needed
5. Assessing the appropriate feedback
6. Modeling
7. Enriching staff development opportunities and activities. (p. 95)

Bickel (1995, p. 75-80) delineated the design of an Eau Claire, Wisconsin, evaluation program for school administrators. The Eau Claire program addressed the previously stated concerns and needs well and provided a guideline for development of a



district-specific evaluation program. The program was initiated by Eau Claire Association of Educators building representatives not to identify principal negligence, but to help everyone improve through open evaluation. Principals bought into the idea and so the representatives began work on formalizing an evaluation agreement, developing an evaluation instrument, implementing the evaluation process, and reviewing the evaluation procedures. All processes were completed through a collaborative effort involving both teachers and principals. Bickel (1995, p. 80) noted that both staff and principals wholeheartedly endorsed the principal evaluation process that was developed and its continued use.

There seems to be agreement that evaluation programs for principals should state observable behaviors and be easy to use and interpret (Langlois & McAdams, 1992, p. 41). Much of the literature reviewed also emphasized the opinion that someone other than the principal should be responsible for collecting and analyzing data.

Opinions vary regarding how the results of teacher feedback regarding principal performance should be used. In the Eau Claire process, selected teacher representatives shared the tabulated results privately with the principal. The results were kept strictly confidential. Other faculty members did not have access to the results: nor did the public, school board, or central office staff (Bickel, 1995, p. 76). Langlois and McAdams (1992, p. 41) stated that while principals should be encouraged to share the results of the evaluation process with supervisors, they should also be allowed to keep the results confidential.

Other practitioners believe sharing the results fully is the most beneficial to all involved. Vann (1989, p. 47) responded personally to all teachers who signed the evaluation form. He also prepared a detailed analysis of the results, posted the results for

all to see, and then discussed the results with teachers at a faculty meeting. Also favoring detailed analysis and sharing of results, Simkins (1991, p. 49) went a step further by including a summary in the school newsletter, providing personal copies to the parent/teacher association board members, and having extra copies available in the office for parents.

Most of the literature reviewed also provided words of caution in the application of any evaluation model. Fontana (1994, p. 96) cautioned that training should be provided before attempting a collegial review system. Simkins (1991, p. 49) noted that others should be involved in the development of a principal's report card, the political climate in the school and district should be considered, and the principal needs to be emotionally ready for criticism. Vann (1989, p. 47) reiterated the concern that principals must be prepared for some ego-bruising.

## Chapter 3

### Design of the Study

#### General Design

This study was qualitative in nature and developed a program for use by District C-4 to provide teacher feedback to principals regarding their performance. This study and the resulting program may be useful to other individuals and districts considering or revising a teacher feedback program. This chapter is formatted to explain the design for the completion of both study objectives.

#### Objective 1: Determining the Critical Elements

The critical elements which should be used to compose a model program utilizing teacher feedback regarding principal performance were determined by reviewing related literature and research. Current uses of critical elements were identified and analyzed. While variance does exist in the phrasing of critical elements, the effective-schools research pervades current thinking on what is important regarding principal performance.

The seven dimensions of effective principal leadership behavior as researched by Bailey; Lipham et al.; Smith; and Ubben and Hughes (as cited in Weller et al., 1994, p. 113) provide a framework of critical elements which could be used to develop a program for providing teacher feedback regarding principal performance. The Profile for the Assessment of Leaders developed by the Dekalb County School District in Georgia (as cited in Fontana, 1994, p. 95) and the NAESP publication Standards for Quality Elementary and Middle Schools (1996) recommend the use of critical elements consistent with those from the effective schools research. The question was whether to follow this lead or to use a more simplistic approach involving fewer, more general critical elements.

## Objective 2: Developing a Program

A program which could be used in District C-4 to provide teacher feedback to principals regarding their performance was developed by determining (a) applicable critical elements, (b) type of feedback to be obtained, (c) procedures for administration of the program, (d) procedures for assessment of data, (e) selection of facilitator, and (f) desired impact on the principal. Each aspect of the program is presented here.

### Critical Elements

Critical elements for the program were selected based on research and the local needs of District C-4. Critical elements pertinent to District C-4 were essential to ensure that the feedback collected would be useful to the principal.

### Type of Feedback

The type of feedback to be collected was determined by considering several factors. The first consideration was ease of collection. Various types and methods of collecting feedback were examined to determine the most efficient. The second consideration was usefulness of the feedback collected. Some types of feedback are more useful to principals in that they are easily summarized, analyzed, and applied to improve effectiveness.

### Procedures for Administration

Procedures for administering the program were established to ensure consistency and confidentiality in the process. Literature reviews were used to study other procedures for administration. This information was then applied in the context of the local needs of District C-4.

### Procedures for Assessment of Data

Procedures for assessment of the data, or feedback, collected were established to ensure consistency in the process and reliability in the results. Once again, literature reviews were used to determine existing practices. Knowledge gained was then applied to meet the local needs of District C-4.

### Selection of Facilitator

It was necessary to determine what individual or group would be responsible for administering the teacher feedback program in District C-4. Confidentiality, credibility with teachers and administrators, and availability were considered in selecting the facilitator.

### Impact on the Principal

The impact of the program on the principal, or how the results should be used, was determined by considering existing practices revealed through the review of literature. The District C-4 superintendent and principals were also personally consulted to determine how the feedback gained should be applied to encourage performance improvement.

## Chapter 4

### Results

#### Overview

The first objective of this study was to determine the critical elements which could be used to compose a model program utilizing teacher feedback regarding principal performance. This objective was accomplished by examining related literature and research. The second objective of this study was to develop a program which could be used in District C-4 to provide teacher feedback to principals regarding their performance. This objective was accomplished by selecting specific critical elements, determining the type of feedback, identifying the procedures for administration, specifying the procedures for assessment of data, selecting the facilitator, and determining the impact on the principal (how the results will be used).

#### Results for Objective 1: Determining the Critical Elements

The critical elements which should be used to compose a model program utilizing teacher feedback regarding principal performance were found in the NAESP publication Standards for Quality Elementary and Middle Schools (1996). The identified standards were grouped into six critical elements: (a) organization, (b) leadership, (c) curriculum and instruction, (d) staff development, (e) school climate, and (f) assessment. Within the publication several standards of excellence are delineated under each critical element. Each standard is further defined by a number of quality indicators which guide the assessment of a particular standard and are useful in developing strategies for improvement.

The NAESP publication Standards for Quality Elementary and Middle Schools (1996) was chosen over the other studied models because it reflects national standards for

education and best meets the needs of District C-4. The standards publication is an excellent resource for the development of a program which can be used to provide teacher feedback to principals regarding their performance. The standards publication also can easily serve as a template for Illinois educators wishing to improve the overall performance of schools. While the standards publication was designed for elementary and middle schools, it is this researcher's opinion that the identified critical elements are also applicable to secondary schools.

### Results for Objective 2: Developing a Program

A program which can be used in District C-4 to provide teacher feedback to principals regarding their performance was developed by determining (a) applicable critical elements, (b) type of feedback to be obtained, (c) procedures for administration of the program, (d) procedures for assessment of data, (e) selection of facilitator, and (f) desired impact on the principal. Each aspect of the program is presented here.

#### Critical Elements

The critical elements to be used within the program are (a) organization, (b) leadership, (c) curriculum and instruction, (d) staff development, (e) school climate, and (f) assessment (NAESP, 1996). In this researcher's opinion, these critical elements meet the needs of District C-4 and satisfy the most rigorous expectations for school improvement imposed to date in Illinois.

#### Type of Feedback

Feedback must be generated to determine the principal's effectiveness relative to each identified critical element. Narrative comments, rating scales, and a combination of narrative comments and rating scales were considered for collection of teacher feedback. Teachers may view writing narrative comments for each critical element too cumbersome

and, therefore, choose not to provide feedback. Rating scales used without additional comments may not encourage much thought on the teacher's part when providing feedback. Also, rating scales used in isolation provide the principal with no clarification or suggestions for improvements. The combination of a rating scale and narrative comments provides an inviting format for time-conscious teachers and adequate elaboration of ratings for principals to interpret and apply the feedback.

The District C-4 program was designed to incorporate statements of performance under each critical element. Teachers will be asked to complete a rating scale indicating the level of principal performance for each performance statement. In addition to the rating scale, narrative comments will be required for performance statements receiving negative ratings. Teachers will be instructed to provide suggestions for improving the noted deficiency. Also, space will be provided for additional narrative comments. The feedback instrument designed for District C-4 is presented as Appendix A.

#### Procedures for Administration

To ensure consistency and confidentiality, procedures for administration of the program were developed. A study of current practices revealed that some districts prefer to gather feedback regarding principal performance annually from teachers. Other programs gather feedback each grading period to provide a more formative approach to critiquing principal performance.

The program can be administered within the school setting by placing the feedback instrument into staff mail boxes and requesting that it be returned to a specified location by a specified date. Another method of in-school administration involves administering the feedback instrument in a group setting. Oral and written instructions are reviewed and then the feedback instrument is completed by each individual.



Another method of administering the instrument is to mail it to teachers' homes. A self-addressed stamped envelope can be enclosed to return the feedback instrument to the facilitator. Where confidentiality is a concern, this method obviously is the better choice.

In District C-4 the program was designed for annual administration in May of each year. This will provide the principals with feedback regarding their performance over an entire school year. Utilizing teacher mailboxes to distribute the feedback instrument was the procedure of choice. This method allows the teachers a window of time to complete the evaluation and return it at their convenience. Another benefit is that this method does not require the expense for postage or the staff time of preparing envelopes that the mailing method requires. To ensure confidentiality under this method, a trusted facilitator will be used as the point of return for the feedback instruments. Appendix B specifies the administration procedures selected for the District C-4 program.

#### Procedures for Assessment of Data

Procedures for assessment of the information collected via the feedback instrument were developed to enhance reliability. Procedures for assessment of data found in the review of literature varied greatly. Feedback programs initiated by the principal generally allowed the principal free rein in assessment of data. Feedback programs initiated by others generally assigned assessment duties to someone other than the principal. The facilitator was used in some programs to assess the data and share results with the principal.

The District C-4 program was designed to make the principal responsible for assessing the data. After the feedback instruments are all collected, they will be given to the principal. The principal will then tabulate the results of all scaled items using the

sample spreadsheet displayed in Appendix C. Graphical analysis of the results will also be used. A sample graph is shown in Appendix D.

The spreadsheet and graph were both designed using Microsoft Excel (computer software). The spreadsheet was formatted to perform all calculations when the number of teacher responses is entered under each category. The *Sum* column represents the total value of the teacher responses. Response categories vary from *Strongly Disagree* to *Strongly Agree* with assigned values of one through five respectively. The *N* column represents the total number of teachers responding to each item. The *Mean* column provides an average response value for each item. The spreadsheet also calculates the percentage of teacher responses by category directly below the number of responses. The information for the graph was then taken directly from the spreadsheet to illustrate teacher responses visually. The item number and *Mean* were used to create the graph.

Narrative comments will be typed by critical elements for easier analysis. The principal will then be able to note trends in the feedback provided and be able to identify areas for improvement.

#### Selection of Facilitator

A study of existing practices revealed that some principals design their own program for providing teacher feedback relative to their performance. In these cases, the principal often is responsible for all aspects of the program, including administration procedures. The principal creates some tool for gathering feedback from teachers, distributes it to the teachers, collects it from the teachers, and then analyzes and shares the results.

Conversely, other practices incorporate the advice and even leadership of other individuals and groups. Superintendents or teacher union representatives might be

responsible for administering the program. Evaluation specialists are sometimes used to facilitate a program which provides teacher feedback regarding principal performance.

The program designed for use in District C-4 will use a teacher as the facilitator. The principal and teacher union building representative will select the teacher. Since narrative comments can be typed to ensure anonymity, this researcher does not believe that teacher willingness to respond will be inhibited by the use of a teacher facilitator. Conversely, returning the feedback instrument to someone other than the principal may encourage teachers to be candid.

### Impact on the Principal

Teacher feedback regarding principal performance impacts the principal in a variety of ways according to the literature reviewed. In some situations, the principal is the only one with access to the feedback. The principal then chooses how to use the feedback. The principal could choose simply to review the feedback and make decisions regarding how to improve performance or the principal could choose to share the feedback with teachers and discuss as a group how improvements could be made.

In other uses of teacher feedback regarding principal performance, principals have little or no control over how they are impacted by the feedback. The program used within a school district may state that the feedback will be considered by the superintendent as part of the principal's formal evaluation. The feedback may also be made available to school board members, teachers, parents, and the general public in some districts.

The District C-4 program was designed to provide teacher feedback regarding principal performance to the principal only. It was not designed for use within the district's evaluation plan or for any audience other than the principal. The District C-4 superintendent and principals stated that they would be receptive to using this program

only if the impact on the principal was limited as previously stated. It was noted that the principals would feel less threatened by the program yet would still have the feedback necessary to develop their own personal performance improvement plan.

## Chapter 5

### Summary, Conclusions, and Recommendations

#### Summary

Casey-Westfield Community Unit School District C-4 (District C-4) currently employs a traditional method to evaluate building principals. While this method does provide the principal some direction for improving job performance, the basis for judgment is narrow. This traditional method of principal evaluation is based on the observations and perceptions of the superintendent who, in most cases, works in a separate building and does not observe the principal on a daily basis. Further, the information that is gathered may not provide an accurate picture of the principal's performance.

Traditional evaluation of principals could provide an incomplete and even inaccurate summary of job performance. Without conducting a comprehensive analysis of performance, superintendents may be giving principals less than the whole picture. Conscientious principals, who strive to improve their performance based on their evaluations, may be left unaware of deficiencies which could be easily corrected. The problem addressed by this study was the need for teacher feedback regarding principal performance.

The study was conducted by reviewing related literature and research and considering the needs of District C-4 relative to the following objectives:

1. Determine the critical elements which should be used to compose a model program utilizing teacher feedback regarding principal performance.
2. Develop a program which could be used in District C-4 to provide teacher feedback to principals regarding their performance.

Objective 1 was accomplished by reviewing related literature and research. The critical elements which should be used to compose a model program utilizing teacher feedback regarding principal performance were found in the NAESP publication Standards for Quality Elementary and Middle Schools (1996). The identified standards have been grouped into six critical elements: (a) organization, (b) leadership, (c) curriculum and instruction, (d) staff development, (e) school climate, and (f) assessment.

Objective 2 was accomplished by determining (a) applicable critical elements, (b) type of feedback to be obtained, (c) procedures for administration of the program, (d) procedures for assessment of data, (e) selection of facilitator, and (f) desired impact on the principal. Research and literature were reviewed and the needs of District C-4 were considered in meeting Objective 2.

The District C-4 program for providing teacher feedback regarding principal performance will use the critical elements identified under Objective 1. Feedback will be collected through the use of a survey with a rating scale and both required and optional narrative comments. The program will be conducted in May of each year. A teacher will be selected as the facilitator to distribute the feedback instrument to teachers via mailboxes and collect the instruments after a specified amount of time. The principal will be responsible for assessing the data by tabulating the results of all scaled items and summarizing the narrative comments by critical elements for easier analysis.

### Conclusions

#### Objective 1: Determining the Critical Elements

Several sources were considered, but the NAESP publication was chosen over the other models because it reflects national standards for education and best meets the needs of District C-4. The critical elements which should be used to compose a model program

utilizing teacher feedback regarding principal performance were found in the NAESP publication Standards for Quality Elementary and Middle Schools (1996). The identified standards have been grouped into six critical elements: (a) organization, (b) leadership, (c) curriculum and instruction, (d) staff development, (e) school climate, and (f) assessment.

### Objective 2: Developing a Program

A program which should be used in District C-4 to provide teacher feedback to principals regarding their performance was developed by determining (a) applicable critical elements, (b) type of feedback to be obtained, (c) procedures for administration of the program, (d) procedures for assessment of data, (e) selection of facilitator, and (f) desired impact on the principal. In this researcher's opinion, these were the most meaningful components for District C-4. It should be understood, however, that other school districts might choose other components based on local needs.

Critical elements. The critical elements to be used within the program are (a) organization, (b) leadership, (c) curriculum and instruction, (d) staff development, (e) school climate, and (f) assessment (NAESP, 1996). In this researcher's opinion, these critical elements meet the needs of District C-4 and satisfy the most rigorous expectations for school improvement imposed to date in Illinois.

Type of feedback. The District C-4 program was designed to incorporate statements of performance under each critical element. A rating scale will be completed by teachers indicating the level of principal performance for each performance statement. Narrative comments will also be required for performance statements receiving negative ratings. Teachers will be instructed to provide suggestions for improving any noted deficiencies.



Procedures for administration. In District C-4 the program was designed to provide principals with feedback regarding their performance in May of each year. The feedback instruments will be distributed to teachers through their school boxes. Teachers will be given a window of time to complete the evaluation and return it at their convenience. To ensure anonymity under this method, a trusted facilitator will be used as the point of return for the feedback instruments.

Procedures for assessment of data. The District C-4 program was designed to make the principal responsible for assessing the data. The facilitator will forward the completed feedback instruments to the principal. Results of all scaled items will then be tabulated and the narrative comments will be typed by critical elements for easier analysis. The principal will then be able to note trends in the feedback provided and be able to identify areas for improvement.

Selection of facilitator. The District C-4 program will use a teacher as the facilitator. The principal and teacher union building representative will select the teacher. Since narrative comments can be typed to ensure confidentiality, this researcher does not believe that teacher responses will be inhibited by the use of a teacher facilitator. Conversely, returning the feedback instrument to someone other than the principal, may encourage teachers to be candid.

Impact on the principal. Within the District C-4 program teacher feedback regarding principal performance will be available to the principal only. The feedback will not be used within the district's evaluation plan or given to any audience other than the principal. The District C-4 superintendent and principals stated that they would be receptive to using this program only if the impact on the principal was limited as previously stated.



### Recommendations

The researcher offers the following recommendations:

1. The District C-4 Board of Education should adopt this program to provide teacher feedback to principals regarding their performance.
2. This program should be reviewed annually in District C-4. Both teachers and principals should be encouraged to make suggestions for improvements in the program. Since the program has been designed to aid principal self-improvement, it is recommended that the principal and facilitator work together to determine and implement appropriate program modifications from the suggestions.
3. Other school districts interested in providing teacher feedback to principals regarding their performance should first identify critical elements reflective of state and national standards for learning and local needs. After critical elements are identified, a program should be developed using this study as a reference.

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Item #

Comment


*Thank you for your time. Please return the completed form to the facilitator.*

## Appendix B

### Administration Procedures

1. Before implementing the program, a teachers' meeting is held to explain the purpose of the program, the design of the feedback instrument, and the desire to annually review and revise the program as appropriate.
2. In April of each school year, the principal and building union representative select a facilitator from the certified teachers in the building.
3. During the first week of May, the facilitator places a feedback instrument in each certified teacher's mailbox and posts a notice that the instruments are to be returned within one week.
4. The facilitator then gives the completed feedback instruments to the principal.
5. The principal has the narrative comments organized and typed by critical element. The principal uses the program spreadsheet to tabulate the results of the scaled responses and then uses the program graphing capabilities to visually display the results.
6. The principal may then use the information gained from the program to develop a personal performance improvement program.
7. During the third week of May, a review of the program is conducted. The facilitator, principal, and union building representative review any suggestions for improvements in the program and revise procedures and content accordingly.



## Appendix C

## Sample Feedback Instrument Response Summary

<u>Organization</u>	SD	D	DK	A	SA	Sum	N	Mean
	1	2	3	4	5			
1 Works to provide adequate instructional resources.	2	2	6	10	20	164	40	4.1
	5%	5%	15%	25%	50%			
2 Coordinates student and teacher schedules to promote learning and minimize conflict.	1	1	0	28	10	165*	40	4.125
	3%	3%	0%	70%	25%			
3 Informs staff of responsibilities, assignments, and/or changes in a timely manner.	0	0	2	26	12	170	40	4.25
	0%	0%	5%	65%	30%			
4 Determines student placements taking into consideration information provided by staff.	4	3	5	5	23	160	40	4
	10%	8%	13%	13%	58%			
5 Works to keep interruptions during academic learning time to a minimum.	5	10	6	10	9	128	40	3.2
	13%	25%	15%	25%	23%			
<u>Leadership</u>								
6 Performs effectively in stressful situations.	4	8	0	10	18	150	40	3.75
	10%	20%	0%	25%	45%			
7 Supports staff fairly in confrontations with parents.	0	0	0	15	25	185	40	4.625
	0%	0%	0%	38%	63%			
8 Encourages free and open flow of comments, suggestions, and recommendations.	15	10	0	15	0	95	40	2.375
	38%	25%	0%	38%	0%			
9 Encourages staff involvement in decision-making.	10	15	5	10	0	95	40	2.375
	25%	38%	13%	25%	0%			
10 Displays initiative, is willing to try new ideas.	5	10	3	12	10	132	40	3.3
	13%	25%	8%	30%	25%			
11 Maintains high standards of ethics, honesty, and integrity in all professional matters.	4	1	1	14	20	165	40	4.125
	10%	3%	3%	35%	50%			
12 Models good human relations skills; interacts well with others.	7	6	2	10	15	140	40	3.5
	18%	15%	5%	25%	38%			
<u>Curriculum and Instruction</u>								
13 Emphasizes the importance of improved student learning and achievement.	5	5	5	5	20	150	40	3.75
	13%	13%	13%	13%	50%			
14 Works with staff to systematically identify and respond to at-risk students.	10	10	10	10	0	100	40	2.5
	25%	25%	25%	25%	0%			
15 Encourages a variety of instructional techniques to meet the needs of all students.	0	5	5	15	15	160	40	4
	0%	13%	13%	38%	38%			
16 Facilitates the selection of curricular resources.	0	0	10	27	3	153	40	3.825
	0%	0%	25%	68%	8%			

	SD 1	D 2	DK 3	A 4	SA 5	Sum	N	Mean
17 Promotes the use of technology within the curriculum.	5 13%	8 20%	9 23%	10 25%	8 20%	128	40	3.2
18 Encourages regular communication with parents regarding student progress.	0 0%	13 33%	13 33%	4 10%	10 25%	131	40	3.275

#### Staff Development

19 Provides encouragement to staff to increase program expertise.	5 13%	12 30%	14 35%	9 23%	0 0%	107	40	2.675
20 Works to provide staff development opportunities which improve teaching and learning.	6 15%	8 20%	1 3%	12 30%	13 33%	138	40	3.45
21 Evaluates staff in an objective, timely fashion.	5 13%	5 13%	0 0%	30 75%	0 0%	135	40	3.375
22 Provides individual staff with recommendations for improvement or continuation of successful techniques following each formal observation.	0 0%	1 3%	0 0%	35 88%	4 10%	162	40	4.05

#### School Climate

23 Recognizes the achievements of individual staff.	5 13%	10 25%	6 15%	13 33%	6 15%	125	40	3.125
24 Is sensitive to the needs and concerns of staff.	10 25%	2 5%	0 0%	16 40%	12 30%	138	40	3.45
25 Communicates with staff, students, and parents effectively.	0 0%	5 13%	8 20%	2 5%	25 63%	167	40	4.175
26 Creates a positive and safe school environment for staff and students.	0 0%	6 15%	0 0%	9 23%	25 63%	173	40	4.325
27 Maintains a sense of humor.	0 0%	6 15%	0 0%	12 30%	22 55%	170	40	4.25
28 Handles discipline problems thoughtfully and fairly, dealing with each situation according to its individual circumstances.	10 25%	5 13%	0 0%	12 30%	13 33%	133	40	3.325

#### Assessment

29 Evaluates programs objectively and applies information to continue, modify, or discontinue program.	7 18%	6 15%	5 13%	2 5%	20 50%	142	40	3.55
30 Admits personal mistakes and works toward a reasonable solution.	0 0%	0 0%	10 25%	3 8%	27 68%	177	40	4.425
31 Encourages assessment of individual student abilities prior to referral for special services.	0 0%	0 0%	10 25%	3 8%	27 68%	177	40	4.425

## Appendix D

## Sample Feedback Instrument Response Summary Graph

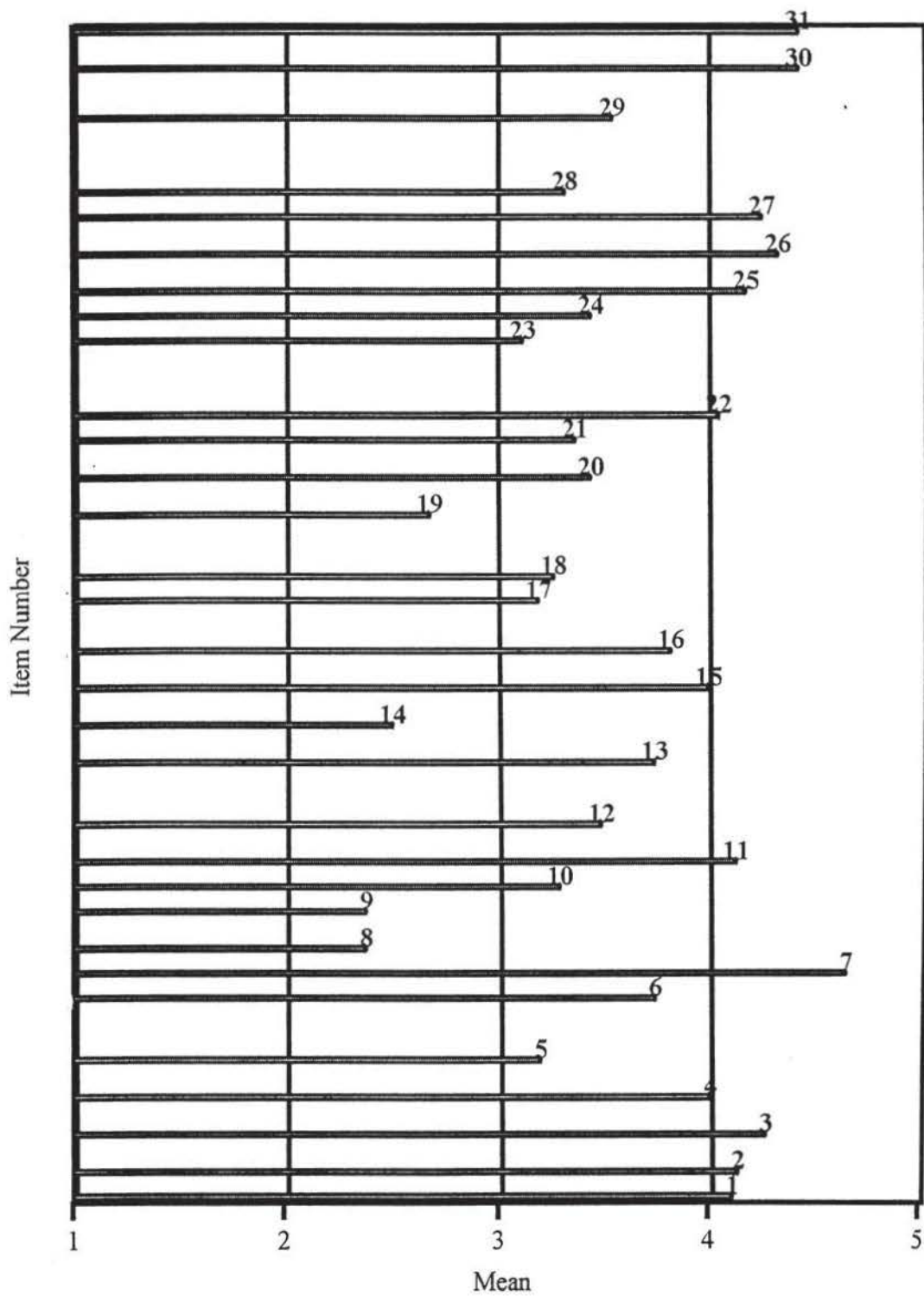


Figure D1. Graphical analysis of the sample data from Appendix C.