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CONTENT ANALYSIS OF PRINCIPAL JOB DESCRIPTIONS
AND PRINCIPAL EVALUATION INSTRUMENTS OF
K-12 PUBLIC EDUCATION IN VIRGINIA

A Dissertation

Presented to

The Faculty of the School of Education
The College of William and Mary in Virginia

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by

Nancy Irene Glick Catano

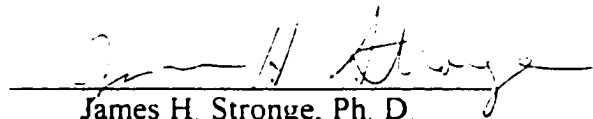
April, 2002

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By

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Approved April, 2002


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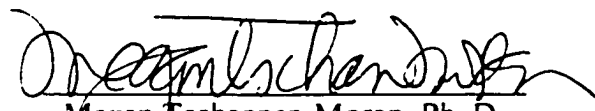

Megan Tschannen-Moran, Ph. D.

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Abstract

Principals are accountable for juggling multiple competing tasks daily. This study explored the degrees of emphasis placed upon leadership and management behaviors of school principals in Virginia by determining the congruence of job descriptions and evaluation instruments with state and professional standards. State expectations were communicated to varying degrees by responding school divisions in both job descriptions and evaluation instruments. School divisions universally expected principals to focus upon instruction and parent and staff communication, while other state responsibilities received less attention. Organizational management that focused on facilities maintenance was communicated as an important responsibility by a majority of school divisions but was not mentioned in state standards. A high level of congruence was found between job descriptions and evaluation instruments for most Virginia state responsibilities. A majority of school divisions' evaluation instruments encompassed professional standards. However, less emphasis was revealed for responsibilities related to the larger society. Implications of this study indicate the need for Virginia school divisions to align job descriptions and evaluation instruments with state standards to support the work of principals, and for Virginia state standards to include major responsibilities required by a majority of school divisions.

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Chapter 1: The Problem

Introduction

Contemporary principals find themselves juggling multiple competing tasks on a day-to-day basis. This juggling act is the result of efforts to satisfy demands from both internal and external stakeholders of educational organizations. From the state level to the building level, supervisors, teachers, parents, and community members scrutinize the performance of schools (Tyack & Cuban, 1995). This scrutiny forces building principals to be responsive to these demands. If all stakeholders demand the same outcomes, with the same methods, at the same time, then the job of a school principal is simplified. However, more often than not, the demands are different and may even be at odds one with one another. State departments of education demand that schools meet accountability standards that are developed at the state level and distributed to schools for implementation. The state messages are loud and clear that schools should focus primarily upon instructional effectiveness in order to achieve predetermined benchmarks for academic standards (Glidden, 1999). Public messages, illuminated by the media, indicate that schools should also pay attention to violence prevention, bullies, and the emotional needs of their students (Garsten & Buckley, 1999; Price, 1999). The increased scrutiny for improved academic performance applies pressure upon schools to focus on the cognitive aspect of schooling, conflicting with the additional demand to focus on students' emotional needs (Shortt, Moffett, & Williams, 2001).

Building level administrators are ultimately held responsible for numerous educational outcomes. Glasman and Heck (1992) indicated that there is a need to examine evaluation in determining the effectiveness of principals. Although scholars have explored models of evaluation (Glasman & Heck, 1992; Glasman & Marten, 1992; Heck & Marcoulides, 1996; Stufflebeam & Nevo, 1993), little attention has been given to the internal evaluation instruments utilized to scrutinize the performance of building level principals.

The Standards Movement

Currently principals are experiencing an increased emphasis on their role as instructional leaders. This is due to pressure for school improvement, which has given birth to the standards movement, and has consequently become a catalyst to increase the rigor of American education. One of the solutions proposed to improve schools was to raise academic standards. Most states have set academic standards for students and are committed to measuring student achievement related to their standards (Berube, 1996; Glidden, 1999; Marzano & Kendall, 1997).

Accompanying the state standards are high stakes consequences for schools. Local report cards comparing the performance of schools, takeover provisions for poor performing schools, and requirements that students must pass state tests in order to graduate are just a few of the sanctions that may be levied upon schools and students. State standards compel principals to focus on their roles as instructional leaders (Harrington-Leuker, 1998). Proponents of more rigorous academic standards feel benchmarking and standards need to be applied to education in order for American

students to compete internationally. This requires a redefinition of curriculum, pedagogy, and assessment (Poetter, 1998).

Many of the states that have developed state-level academic standards are requiring strict adherence to the implementation of those standards. Adherence is measured through assessments developed to test student proficiency. Top down pressure from state departments of education threatens sanctions and promises rewards. These sanction/reward levers serve to force tighter coupling of educational organizations. This, in turn, exerts pressure upon principals to tighten the coupling at the building level. Role strain may result when principals are expected to exhibit incompatible behaviors. For example, principals who are striving for greater shared governance in their buildings may find they need to exert increased top down supervision to improve student test scores. Cascadden (1998, p. 167) wrote describing the experience of one middle school principal. "I struggle with empowering others and distributing decision making. I desire to be a transformative leader, one who ultimately has the best interests of both students and staff at heart, but I am also concerned with implementing and achieving goals, both my personal vision for what the school could and should be, and also the stated goals of the board and superintendent."

The Interstate School Leaders Licensure Consortium (ISLLC) proposed standards that set expectations for school administrators in 1996. These standards recognize the complex and changing role of the school principal. Since principals currently find themselves accountable to several constituencies, the complexity of the principal's role may produce role conflicts due to the differing expectations from superintendents, teachers, parents (Gorton & Snowden, 1993), and the community. All of these

stakeholders vary in their perceptions of schooling and possess varying needs. In some instances parents even play a role in the hiring and firing of principals (Glasman & Heck, 1992).

The Changing Role of the School Principal

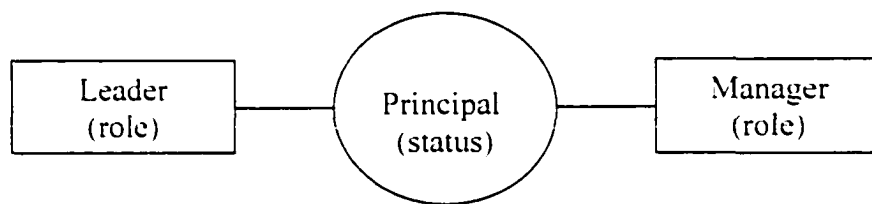
Initially, job expectations for school principals required limited responsibility for the academic programs in their school. Their primary responsibility was to effectively manage school operations by attending to facility issues such as scheduling and building maintenance (Fredericks & Brown, 1993). This role was later expanded when the responsibility for the academic program was added to the list of duties (DuFour & Eaker, 1987; Shen & Hsieh, 1999; Stronge, 1993). Principals were then viewed as instructional leaders in their buildings. Today, principals are performing balancing acts in order to respond effectively to the numerous demands of multiple constituencies. As a result, new perspectives have emerged regarding what it means to be a school principal in charge of leading a school. Management focused theories of school leadership have lost favor, and leadership driven theories have emerged to replace, or perhaps absorb, them (Lashaway, 1995; Lashaway, 1996; Lontos, 1992).

Since the early 1990s, public schools have, again, experienced increased scrutiny from many stakeholders. While most of the stakeholders that criticize schools are external to school organizations, internal stakeholders also hold a vested interest in the outcomes of public schooling. This increased scrutiny by stakeholders has simultaneously heightened demands for school improvement. Ultimately, school principals are charged with leading school improvement efforts in their buildings.

Practicing school principals interact with supervisors, teachers, parents, and students within an organizational structure loosely tied together. Principals work to balance the competing needs of each of these constituencies by responding to problems and needs that are unpredictable. A principal's effectiveness is indirectly influenced by the perception that these stakeholders hold regarding his/her job performance. Contextually-based issues determine the mode of principal response. Should it be manager, disciplinarian, visionary, facilitator, transformer, instructional expert, or all of the above? Cascadden (1998) wrote about a sense of conflict as the principal strove to fulfill his or her leadership role to focus on vision and school improvement while faced with the need to attend to an endless stream of management responsibilities.

The conceptual framework illustrated in Figure 1 depicts the status of a principal in terms of the roles of leader and manager.

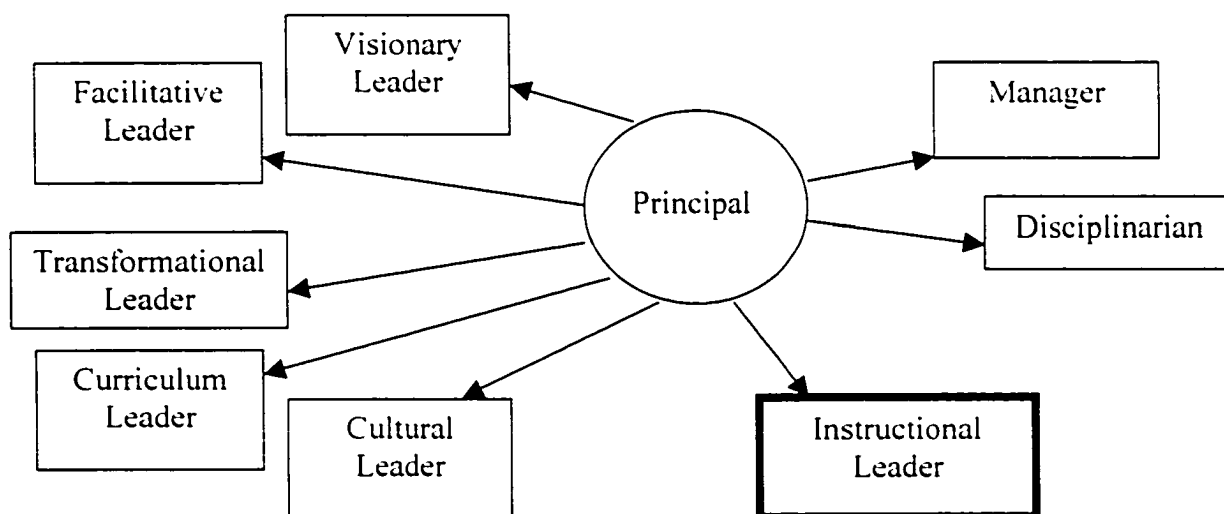
Figure 1



Bombarded with multiple theories of leadership and management, school principals will likely experience a significant amount of role conflict as they work to fulfill the perceptions of what they are expected to accomplish, and how. Role conflict has the potential to impact a principal's effectiveness. In addition, external forces for improved student outcomes may cause role strain as principals strive to exert greater control of instructional issues while simultaneously working to empower staffs through increased shared governance. Scholars of leadership theory fueled debate regarding the

distinctions between types of leadership, whether or not they are contextually driven, and whether or not they are all present within a general leadership dimension of educational leadership (Stronge, 1993). Figure 2 illustrates these multiple roles. Leadership dimensions are to the left of the figure, and management dimensions are to the right. The instructional leadership role is enhanced for two reasons. First, because the standards movement and state mandates are requiring principals to exercise greater instructional leadership roles in their buildings, and second because instructional leadership definitions vary as to the degree of control principals exert as instructional leaders.

Figure 2



The complexity and lack of clarity surrounding the role of a principal makes the formulation of appropriate performance assessment a daunting task. Stronge (1993) cross-referenced the descriptors "Principals," and "Leadership" in the ERIC index between January 1981 through December 1985, and January 1985 and September 1990 finding 110 and 268 journal articles and manuscripts, respectively. As of March, 2001,

the ERIC index lists 4,489 journal articles and manuscripts if these descriptors are cross-referenced, regardless of a time period. This extensive listing consists of many articles proposing differing conceptions of the role of the school principal, adding to the confusion of what actually constitutes this role.

Statement of the Problem

The purposes of this study were to: (a) determine the degrees of emphasis that are placed upon leadership and management behaviors expected of school principals in Virginia, (b) explore the congruence of Virginia principal evaluation instruments to instructional leadership and management attributes, and (c) explore the congruence of Virginia principal evaluation instruments with state and professional standards.

Research Questions

1. To what degree do Virginia school division job descriptions for school principals reflect instructional leadership and management attributes as identified in the Virginia Standards of Accreditation?
2. To what degree do Virginia school division evaluation instruments for school principals reflect instructional leadership and management attributes as identified in the Virginia Standards of Accreditation?
3. Are principal job descriptions for Virginia school principals congruent with the evaluation instruments used to assess their performance?
4. Are evaluation instruments used to assess Virginia school principals congruent with the Interstate School Leaders Licensure Consortium (ISLLC) standards?

Significance of the Study

Two significant aspects of this study were (a) that it is fair and ethical to evaluate principals' performance based upon what they are expected to do, and (b) it is important for job descriptions and evaluation instruments to match the expectations framed within state and professional standards. Since clear agreement on what encompasses the role of a school principal is lacking, the task of principal evaluation becomes a challenging enterprise. In addition, differing assessment approaches are utilized to determine principal effectiveness. Assessment approaches include role-based, outcome-based, standards-based, and structured-based formats (Glasman & Heck, 1992). Rosenblatt and Somech (1998) questioned whether principals are evaluated against objective measures. Clearly, systematic study of school administrators' performance assessment is needed (Marcoulides & Heck, 1993; Furtwengler & Furtwengler, 1998).

The standards-based movement of the 1990s and early 21st Century has demanded greater accountability to increase student performance. This leads to a need for greater instructional leadership on the part of principals in order to assess and more directly influence student achievement. In fact, the state of Virginia places the role of the school principal under the construct of School Instructional Leadership, Standards of Accreditation (2000, p.20) (8 VAC 20-131-210) and states:

The principal is recognized as the instructional leader of the school and is responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources. As a matter of policy, the Board, through these

standards, recognizes the critically important role of principals to the success of public schools and the students who attend those schools.

The responsibilities of a school principal, as instructional leader, are further defined through a written description of ten responsibilities. Responsibility three requires principals to analyze the school's test scores annually to focus on increasing student achievement. Four responsibilities are listed under the principal as school manager.

Principal job descriptions and evaluation instruments provide a framework of expectations for principal performance. It is natural that principals would aspire to meet the job expectations framed within these job descriptions and evaluation instruments. An analysis of principal job descriptions and evaluation instruments was used to determine the degree of emphasis that is placed upon instructional leadership, and/or the degree to which evaluation instruments match state accreditation standards and professional standards for school principals. One would expect the orientation of job descriptions and evaluation instruments to push principals' behavior toward the implicit values of the instrument, and that job descriptions and evaluation instruments that emphasized instructional leadership would increase the emphasis of instructional leadership behaviors exhibited by practicing principals.

Definition of Key Terms

Accountability standards. Accountability standards refer to standards developed at the state level, which stipulate minimum requirements for student achievement, staffing ratios, safety, facilities, etc.

Constituents. The term constituents refers to any individuals, or groups of individuals, that hold a vested interest in public schooling. This would include educators, parents, community members, politicians etc.

Instructional leadership attributes. For the purposes of this study, instructional leadership attributes are defined as those principal behaviors that focus upon supervision of classroom instruction, staff development, curriculum development, and creation of an environment that promotes student learning.

Internal evaluation instruments. Internal evaluation instruments are those instruments utilized within a school district to assess the level of performance of building principals at the elementary, middle, or high school levels.

Internal stakeholders. Internal stakeholders refer to individuals at the building level who are affected by decisions principals make (i.e., students, teachers, and support personnel).

Job descriptions. Job descriptions are written communications that describe the expected job responsibilities for elementary, middle, or high school principals.

Management attributes. For the purposes of this study, management attributes are defined as those principal behaviors that strive to maintain stability in a school organization by focusing upon technical and detail oriented functions of the job.

Role conflict. Role conflict refers to the competing demands of differing responsibilities expected of an individual based upon his/her job position.

Role strain. Role strain is the stress experienced by an individual as a result of role conflict.

School principal. For the purposes of this study, a school principal is defined as a school leader charged with implementing the instructional programs and maintaining the operations of a particular public school at either the elementary, middle, or high school level as identified in the 2000-2001 Virginia Education Directory.

Social attractiveness. Social attractiveness is the perception that principals are similar in beliefs and behaviors to teachers.

Standards movement. The standards movement is a term used to describe reform efforts established by state departments of education to develop curriculum standards and tests to measure the achievement of students in meeting those standards.

Delimitations

1. The analysis of job descriptions and evaluation instruments was limited to Virginia school divisions.

Limitations of the Study

1. The timing of this study may have coincided with state requirements for school divisions to revise evaluation instruments to comply with accreditation requirements; therefore, some documents may have been under revision at the time that data was requested.

Major Assumptions

1. Virginia school districts expect principals to exhibit behaviors framed within their job descriptions and evaluation instruments.
2. Document analysis of job descriptions and evaluation instruments describes expected behaviors for school principals, not actual practice

3. Principals strive to exhibit the behaviors framed within job descriptions and evaluation instruments.
4. The expectations for principals' performance, which are framed within job descriptions and evaluation instruments, improve the quality of educational services provided to students.

Chapter 2: Review of Literature

Introduction

During the past two decades, and continuing presently, public schools have experienced increased scrutiny from many stakeholders. While most of the stakeholders that criticize schools are external to school organizations, internal stakeholders also hold a vested interest in the outcomes of public schooling. This increased scrutiny by stakeholders has simultaneously increased demands for school improvement. Ultimately, school principals are charged with leading school improvement efforts in their buildings (Glasman & Heck, 1992).

Principals currently find themselves accountable to several constituencies. The complexity of the principal's role may produce role conflicts due to the differing expectations from students, teachers, parents, (Gorton & Snowden, 1993) and the community. All of these stakeholders vary in their perceptions of schooling and possess varying needs. Glasman and Heck (1992) wrote that in some instances parents even play a role in the hiring and firing of principals.

This literature review examined four major areas in an effort to illuminate the need for greater systematic study of principal evaluation. These include: (a) the standards movement and accountability of the principal, (b) the role of the principal, (c) performance evaluation in general, and (d) principal evaluation.

The Standards Movement and the Accountability of Principals

Political motives form the basis of the standards-based reform efforts of the 1990s. This is due in part to the public funding that supports public education, and to the perception that without a well-educated citizenry, our country's economic prosperity will lag behind our international competitors (Marzano & Kendall, 1997). The catalyst for this perception was the excellence reform movement that occurred following the 1983 release of the report A Nation at Risk (National Commission on Excellence in Education, 1983). Educators, who felt a need for public attention to education, embraced this reform movement. A by-product of these efforts was additional reform designed to increase the rigor of education by raising standards (Berube, 1996; Marzano & Kendall, 1997). In 1989 an Education Summit was held in Charlottesville, Virginia, and attended by state governors. The governors agreed upon six goals for education, targeting the year 2000 as a completion date. The major intention of these goals was to motivate educators to establish challenging standards in core subject areas. Goal 3 addressed demonstrating student competency in English, mathematics, science, history, and geography, while Goal 4 addressed international competitiveness of U. S. students in science and mathematics achievement (Marzano & Kendall, 1997).

In 1996, the second Education Summit was held in Palisades, New York. Here the nations governors endorsed efforts to design standards (Marzano & Kendall, 1997). Recently, state legislatures demanded increased educational accountability. They have promised principals rewards such as pay for performance, and threatened sanctions such as loss of accreditation. This has forced local school districts to take a closer look at aligning curricula with the new standards. Recognizing that they were holding principals

accountable for results, governors at the Palisades, N.Y. Education Summit, added language addressing the principal's role in school budgets, and a need for professional development (NAESP Communicator, 2000). A commitment to standards has forced principals to refocus upon their roles as instructional leaders, providing support while working in concert with teachers to improve curriculum and instruction. This requires schools implementing standards-based reforms to consistently analyze data on student achievement and course enrollment and completion. The renewed focus upon instructional leadership particularly impacts the role of urban principals who spend the majority of their time on management and operational issues (Harrington-Lueker, 1998).

Kearns and Harvey (2001) advocated the need for new leadership to meet the challenges of providing children with a world-class education. Schools can no longer focus only upon technical issues such as management of enrollment, allocation of revenue, or even increasing achievement. Schools require leaders prepared to lead within a context of change, high expectations, growing cynicism, and limited options. Education leaders would benefit from observing and following the lessons businesses learned when facing public criticism about corporate performance. This included acknowledging the problem, admitting they had ignored quality, recognizing that they were out of touch with their clients, recognizing the importance of teamwork, and that they had underestimated the competition.

The comparison between business and education extends to pay for performance incentives offered to school principals. Business leaders are awarded bonuses and raises for meeting their business targets. As states demand increased accountability for student performance, principals as school leaders are ultimately held accountable for the

performance of students in their buildings. Iowa, Ohio, Pennsylvania, North Carolina, and South Carolina principals' performance evaluation systems include pay for performance incentives tied to student achievement (NAESP Communicator, 1999).

Virginia Standards Movement

The Virginia standards movement evolved alongside the national initiative of Goals 2000. Termed Virginia's World Class Education Program, this educational reform effort stressed the need for education to meet the demands of a changing world. Major components consisted of a common core of learning and an accountability system to determine students' proficiencies. The Common Core of Learning reflected standards that children were expected to master by the age of 16. The accountability system incorporated a student assessment plan that included (a) identification of existing alternative assessments, (b) a Literacy Testing Program, (c) work certification measures, (d) nationally norm-referenced measures, and (e) participation in national and international assessments (House Document No. 13, 1993; Jones & Spagnolo, 1993).

A new educational plan emerged when George Allen was elected governor of Virginia. Allen proposed the Champion Schools Initiative. This initiative outlined the establishment of (a) challenging academic standards, (b) accountability through biennial testing, (c) involvement of parents to end school violence and drug abuse, and (d) development of demonstration programs to raise student achievement (Allen, 1994). Governor Allen appointed a Commission on Champion Schools and instructed the commission to listen to the concerns of parents and school communities regarding the need for school improvement. After visiting schools, holding public hearings, and talking to parents, students, and school staffs, the commission recommended (a) the

establishment of rigorous academic standards, (b) turning the new Standards of Learning into regulations, and (c) development of a four part system of accountability. This consisted of setting new rigorous standards, creating assessment measurements, developing a report card to indicate whether each school is meeting the standards, and basing school accreditation upon meeting the standards (Governor's Commission on Champion Schools, 1994).

In 1998 the Virginia Commission on the Future of Public Education's report, Blueprint for Educational Excellence, included leadership as a critical ingredient in the support for teaching and learning. The Subcommittee on Options for Students stated "that skilled leaders make a significant, positive difference in the operation of schools and the achievement of students" (p. 12). They recommended that the State Board of Education establish standards and incentives for superintendents and principals and "develop and offer programs that train effective school leaders" (p. 12). Current superintendents and principals would participate in executive leadership seminars, and aspiring superintendents and principals would participate in graduate degree programs. The graduate degree programs would emphasize incorporation of effective leadership strategies from a corporate model. It is important to examine the role of a school principal in order to understand the influence that demands for excellence and a climate of accountability have upon school principals.

Role of the Principal

History

Leadership studies from the early 1950s (for example, see Getzels & Guba, 1957) and continuing into the early 1970s (for example, see Blake & Mouton, 1964; Burns,

1978; Fiedler, 1971) explored the behaviors exhibited by leaders in various organizations. The first theories resulted in the concept that leadership behaviors could be classified into two major categories of (a) consideration, viewed as warm supportive concern for subordinates, and (b) initiating structure, which is the manner in which leaders structure their own roles and the roles of their subordinates. In the early 1970s emerging theory proposed the concept that leader effectiveness was contingent upon leader-member relations, the degree to which subordinates tasks are routine, and the ability to deliver rewards and sanctions to subordinates. Other concepts of leadership proposed the theory that leadership style was situational depending upon the maturity of the subordinate group (Ubben & Hughes, 1997). For the past two decades, scholars of leadership theory have attempted to define types of leadership to include: (a) instructional leadership, (b) facilitative leadership, (c) transformational leadership, (d) visionary leadership, (e) leadership for school culture, and (f) curriculum leadership (Blase & Blase, 1999; Brubaker, Simon, & Tysinger, 1993; Checkley, 2000; DuFour & Eaker, 1987; Drury, 1993; Lashway, 1995; Lashway, 1996; Lashway, 1997; Lashway, 2000; Lontos, 2000).

When concepts of instructional leadership first emerged, it was viewed as top-down supervision and evaluation of teachers, curriculum, and school programs. This view required school principals to be technically adept while focusing upon the school's academic mission by setting goals, examining curriculum, evaluating teachers, and assessing results. Contemporary views of instructional leadership require leaders to maintain a similar focus while working collaboratively with teachers to accomplish a similar academic mission (Blase & Blase, 1999; Brubaker, Simon, & Tysinger, 1993; Lashway, 1995; Lashway, 2000; Ubben & Hughes, 1997).

During the 1990s other forms of leadership emerged. Facilitative leadership promoted employee participation at all levels. Leaders retained their authority and used it to promote school improvement through collective efforts (Lashway, 1995). Transformational leadership focused upon collaborative, professional school cultures, nurturing teacher development, and helping teachers solve problems. Initially, transformational leadership was viewed as a personal quality that motivated subordinates to focus upon organizational goals. Current views describe it as a strategy, or behaviors that increase the collective efforts of school employees to adapt, solve problems, and improve performance (Cascadden, 1998; Checkley, 2000; Lashway, 1996; Lontos, 1992). Visionary leadership consisted of advocating a vision for the school. It was felt that promotion of a shared vision would allow for ownership and commitment from teachers. Visionary leaders facilitated the formulation of a compelling dream, accompanied by a clear prescription of how it would be accomplished. Whether a vision is created singly by a principal, or collaboratively by a school staff, the principal is its chief leader, promoter, and guardian (Clark, 1995; DuFour & Eaker, 1987; Lashway, 1997). Leadership for school culture promoted the idea that successful leaders view their organization's environment holistically. This view offered principals a framework for understanding challenging problems and complex relationships within a school. When school leaders deepen their understanding of school culture, this understanding becomes a tool for shaping values, beliefs, and attitudes that promote a secure and nurturing learning environment (Stolp, 1994). Curriculum leadership consisted of an understanding of how the curriculum is organized and how learning materials and activities are related to instructional outcomes. This required shaping strategies, coordinating activities, and

monitoring the overall curriculum program to make sure the desired outcomes were attained (Pajak & McAfee, 1992).

Brubaker, Simon, and Tysinger (1993) defined perceptions of leadership styles that had philosophical and historical foundations in the literature and included: (a) principal teacher, (b) general manager, (c) professional and scientific manager, (d) administrator and instructional leader, and (e) curriculum leader. The principal as a principal teacher, engaged in classroom teaching each day and was also responsible for school routines and clerical duties. The role of a principal as a general manager depicted the principal as a link between the school and central office who spent most of his/her time on clerical duties responding to problems as they occurred. He/she had the authority to enforce orders, and implement state and locally mandated curriculum. The professional and scientific manager invested greater time supervising classrooms than in routine administrative duties. Test data was used as a basis for planning, implementing, and assessing instruction. The scientific manager was interested in the efficient use of time to meet management goals and objectives. Describing the principal as an administrator and instructional leader viewed the principal's role as comprised of both governance and instructional leadership functions, and as seeking teacher input in various educational decisions. The role of a principal as a curriculum leader viewed the curriculum as a composite of individual learning experiences and that the role of the principal was too complex to define solely in terms of technical tasks.

Leadership v. Management

Expectations for school principals are often grounded in theoretical conceptions of leadership that compete with the day-to-day managerial functions associated with running a school. Good management requires consistency and assurance that daily operations will be handled fairly and expeditiously. It requires a systematic application of a variety of skills to ensure an orderly and efficient school environment (Ubben & Hughes, 1997). The conflict between leadership and efficient management of schools is currently overshadowed by myriad definitions of leadership. Most theories of leadership view leadership as an influential process while perceptions of management imply an element of control. Management, broadly defined, means the organization of people and processes to accomplish a goal (Park, 1980). Cascadden (1998) described management as focused on “how,” and leadership as focused on “why.” Some writers described leadership and management as separate, yet interdependent components of the principalship (Ubben & Hughes, 1997; Sergiovanni & Starrat, 1993). Other writers viewed them as inseparable (Cascadden, 1998; Stronge, 1993). Sergiovanni and Starrat (1993) wrote that, in reality, leadership and management talents could be brought together in a leader-manager team. When viewed separately, leadership is concerned with growth, while management is concerned with maintenance. Erlandson and Hoyle (1991) used The Management Profile in research they conducted to determine measurement and criterion problems inherent in administrator performance appraisal. This profile differentiated management in terms of six functions that a manager performs to accomplish an organization’s mission and in terms of three roles a leader exercises in order to fulfill these functions.

It is difficult to differentiate job-related responsibilities according to either management or leadership dimensions alone. In practice, these dimensions are frequently integrated and overlap many daily activities of principals. Concepts embedded within the construct of management include maintenance, exercise of authority, scheduling, budgeting, and control of day-to-day activities. Management strives to maintain stability for members of an organization (Sergiovanni & Starrat, 1993; Ubben & Hughes, 1997) and comprises general maintenance responsibilities that should not be construed as trivial. Thus, it appears well founded to state that characteristics of principal behaviors include both instructional leadership and management domains (Stronge, 1993).

The ambiguity inherent in leadership and management dimensions is a function of the application of expected behaviors. The Standards for School Leaders adopted by the Interstate School Leaders Licensure Consortium (ISLLC) (1996) provide an example of this ambiguity. A performance indicator listed under Standard 2 focuses on the school culture and instructional environment and states “The administrator facilitates processes and engages in activities ensuring that professional development promotes a focus on student learning consistent with school vision and goals” (p.13). Standard 3 focuses on management of the organization, operations and resources. A performance indicator listed under Standard 3 states “The administrator facilitates processes and engages in activities ensuring that knowledge of learning, teaching, and student development is used to inform management decisions”(p. 15). Both standards address behaviors expected of school leaders, but Standard 3 specifically addresses management dimensions. Standard 2 expects administrators to provide staff development that focuses on student learning,

while Standard 3 expects the administrator to use that knowledge to make management decisions.

The Role of a School Principal: Contemporary Perspectives

Sociological definitions of a social role define it as rights and obligations attributed to a particular status, and definitions of a status as a person's position in society. Accompanying rights and obligations are expectations of what individuals should do according to their particular status (Scott & Schwartz, 2000; Thio, 2000).

Leaders are expected to provide their organizations with a sense of direction and a vision for the future (Kouzes & Posner, 1995; Sergiovanni & Starratt, 1993) while creating a sense of mission (Checkley, 2000). Current definitions of leadership tend to emphasize vision, challenging people, shared purpose, and inspiration. Principals are expected to create change and develop policy while empowering others (Sergiovanni & Starratt, 1993; Checkley, 2000). Defining the role of the school principal is a difficult task due to a complex set of job responsibilities, skills necessary to perform the job, and values. Scholars have portrayed the role of the principal in several ways: (a) as consisting of several functions (DuFour & Eaker, 1987; Pajak & McAfee, 1992; Rosenblatt & Somech, 1998), (b) as approaches and characteristics (Rinehart, Short, Short, & Eckley, 1998), (c) as values (Winter, McCabe, & Newton, 1998), and (d) as skills necessary to fulfill certain responsibilities (Clark, 1995; Furtwengler & Furtwengler, 1998; Herrity & Glasman, 1999).

The role of the principal is sometimes described in terms of functions or in terms of various constituencies with which the principal must work. One definition of the principalship recognized four major roles: (a) values promoter and protector, (b) teacher

empowerer, (c) instructional leader, and (d) climate manager (DuFour & Eaker, 1987).

The Management Profile utilized to study measurement and criterion problems in administrator performance evaluation listed six management functions and three leadership roles. Management functions included: (a) administration, (b) technical competence, (c) influence/control, (d) persuasion, (e) training/development, and (f) forecasting/planning. Leadership roles included: (a) evaluator, (b) director, and (c) motivator (Erlandson & Hoyle, 1991). Uben and Hughes (1997) described five main functions of the principalship imbedded between managerial and leadership behaviors and consisting of (a) curriculum development, (b) instructional improvement, (c) student services, (d) financial and facility management, and (e) community relations. These functions occur within a context comprised of people within and outside of the school setting. Cascadden (1998) described management functions of a principal's job that included concern with the status quo, taking care of technical and detail-oriented functions, and involving resources and people. Functions of the school principalship have also been defined according to specific activities conducted by school principals. Principal activities included observing teachers in class, scheduling of tests and student projects, security, school records, contacts with outsiders, planning, decision-making, and managing by touring (walking about) (Rosenblatt & Somech, 1998).

Table 1. Summary of Leadership and Management Functions

Leadership Dimensions							Leadership & Management				Management Dimensions							
Study	Values Promoter and Protector (vision)	Teacher Empowerer	Instructional Leader	Evaluator	Director	Motivator	Curriculum Development	Community Relations	Financial and Facility	Student Services	Forecasting/Planning	Training/development	Persuasion	Involving Resources and People	Influence/control	Technical Competence	Administration	Climate Manager
Cascadden														✓	✓	✓		
Checkley	✓	✓	✓					✓						✓				
DuFour & Eaker	✓	✓	✓	✓														✓
Erlandson & Hoyle				✓	✓	✓					✓	✓	✓		✓	✓	✓	
Rosenblatt & Somech				✓				✓	✓	✓					✓	✓		
Sergiovanni & Starrat	✓				✓	✓					✓		✓			✓	✓	✓
Ubben & Hughes	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓				✓	✓		✓

Bista and Glasman (1998) investigated principals' perceptions of their personal approaches to organizational leadership and how these approaches served as antecedents to student outcomes. Principals who utilized a symbolic approach to leadership emphasized meaning by relying upon images and symbols. Principals perceived themselves as using four approaches for communication and goal setting, but primarily

viewed themselves as approaching leadership from a human resources perspective.

When applied to student outcomes symbolic leadership contributed negatively to student achievement, while political leadership showed a significant positive result.

Today's school leaders are expected to develop the leadership capacity of teachers (DuFour & Eaker, 1987). Teacher empowerment is related to the perception that the principal is similar in beliefs and behaviors to teachers and thus is value laden. The traits of leaders preferred by teachers include trustworthiness, social attractiveness (similarity of principal to teachers), and expertness. The impact of work values on principal selection indicated that teachers valued principal-dominant work values that included achievement, concern for others, fairness, and honesty (Rinehart, Short, Short, & Eckley, 1998). Elementary teachers preferred principals with instructional leadership attributes, while high school teachers preferred principals with management attributes (Winter, McCabe, & Newton, 1998). Studies conducted in the late 1980s and early 1990s indicated that most stakeholders preferred leadership roles for principals as general manager and administrator/instructional leader (Brubaker, Simon, & Tysinger 1993).

The standards movement has increased accountability for principals. Newly hired principals should possess the knowledge and skills necessary to meet the demands of such a multifaceted job. It is important for university programs that prepare students for educational administration to identify skills that school principals need in order to be effective principals. Shen and Hsieh (1999) identified four skill areas of collaborative decision-making, managing the school, instructional leadership, and understanding and improving skills. Within these areas 21 responsibilities were identified. Furtwengler and Furtwengler (1998) identified skills to include: (a) strategic planning, (b) inquiry and

information management, (c) day-to-day operations, (d) human relations skills, (e) financial management, (f) long-range planning, (g) strategies for program development, (h) staff development, (i) media relations, and (j) community partnerships.

The changing world and nation exacerbate the complexity of the principal's role. Administrators must be educated to operate within and for culturally and linguistically diverse populations. Expert principals recommended that new administrators develop skills that included knowledge of: (a) rationale and theory of bilingual education, (b) second language acquisition, (c) bilingual instructional methodology, (d) organizational models and scheduling for bilingual instruction, (e) awareness of cultural norms and diversity issues, and (f) pragmatics related to diversity (Herrity & Glasman, 1999).

The Role of the School Principal: Professional Standards

The Interstate School Leaders Licensure Consortium (ISLLC) (1996) proposed standards for leaders, which support a multifaceted view of the role of school principals. The ISLLC began work in 1994 to redefine school leadership. It represents state, professional, and university interests in school administration. The standards were based upon literature on school improvement and effective school leadership. ISLLC members recognized changes that were central to redefining the leadership skills of school administrators. These changes included: (a) educators are reflecting about traditional views of knowledge, intelligence, assessment and instruction, (b) there are increasing demands for conceptions of schooling that are community-focused and caring-centered, and (c) parents and corporate and community leaders are becoming increasingly more involved in education. Three main beliefs regarding leadership emerged from the work of the ISLLC between 1994 and 1996: (a) a single set of standards is similar for all

leadership positions, (b) the focus of the standards should be the heart of productive leadership, and (c) the standards should raise the profession to a higher level. One of the seven guiding principles of the standards is the acknowledgement of the changing role of the school leader. Six standards emerged from the work of the ISLLC and indicated that a school administrator is an educational leader who promotes the success of all students by: (a) facilitating a shared vision, (b) promoting a school culture and instructional program focused on growth for staff and students, (c) attending to management and day-to-day operations, (d) building relationships with families and the larger community, (e) acting in a fair and ethical manner, and (f) responding to, and influencing the larger political, social, economic, legal, and cultural context. ISLLC members also felt that “Standards should inform performance-based systems of assessment and evaluation of school leaders” (p. 7).

Performance Evaluation

Historically, business purposes for personnel evaluation were to justify merit pay and identify promotable talent. This required a determination of overall quality of performance and attainment of job targets related to performance (Redfern, 1980). Two fundamental overarching purposes for personnel evaluation in education include accountability and professional growth (Stronge, 1995; Tucker, 1997). A sound evaluation system incorporates both formative and summative feedback regarding effectiveness. Formative feedback is designed to promote improvement, while summative feedback is outcome oriented (Scriven, 1967; Stronge, 1991). Evaluation is important to encourage individual and organizational improvement (Scriven, 1967; Stronge, 1995; Tucker, 1997). This requires a balance between individual needs and

organizational goals, a concept embedded within social systems theory articulated by Getzels & Guba (1957). Stronge (1995) applied Getzels' and Guba's social systems theory to the domain of evaluation and included goal accomplishment as necessary for both individual and organizational improvement. Balanced performance evaluation systems incorporate essential characteristics that foster individual and organizational improvement. These include: (a) mutuality of goals, (b) effective communication, (c) mutual trust between evaluator and evaluatee, (d) technical rationality, and (e) multiple sources of data.

Organizations also need evaluation systems that not only assess growth and improvement, but also provide information regarding employee accountability and to assist in personnel decisions. It was for these purposes that Conley (1987) proposed eight critical attributes for effective systems of evaluation. These included: (a) acceptance of the validity of the system by participants, (b) participants' understanding of the frequency of evaluation, forms, timelines, etc., (c) participants' knowledge that performance criteria are consistent and rational, (d) evaluators have received proper training, (e) the system distinguishes between growth, improvement, or remediation, (f) there is a distinction between formative and summative evaluation, (g) the system uses multiple evaluation methods, and (h) evaluation is a priority for the school district. Whatever the design of an evaluation system, it should incorporate the attributes and characteristics of expected and valued behaviors, and serve as a model for the evaluation process.

Evaluation Models

An evaluation model is a conceptualization formulated by the evaluator that reflects philosophical values and metaphors of schooling (Madaus & Kellaghan, 2000). Various definitions of evaluation illuminate epistemological and ideological positions of theorists. Candoli, Cullen, and Stufflebeam (1995) analyzed alternative evaluation models for evaluating superintendent performance. Twelve models fell into three broad categories to include: (a) global judgment, (b) judgment driven by specific criteria, and (c) judgment driven by data. The models represent a diversity of approaches comprising summative and/or formative features.

Global judgment. This category consists of school board judgment of superintendent performance. A traditional approach incorporates the judgment of each board member that is later compiled to convey a composite judgment of superintendent performance. Variations of the traditional approach include written narrative reports prepared by the board, regular exchanges between the board and superintendent regarding performance, and survey of stakeholder groups regarding a superintendent's performance (Candoli, Cullen, & Stufflebeam, 1995).

Judgment driven by specified criteria. Judgment driven by specified criteria provide advanced descriptions of expected performance behaviors. These may be recorded on printed rating forms such as a checklist. Management by objectives uses advanced criteria for making judgments about superintendent's performance. These are determined by the board and agreed upon by the superintendent. Another variation of judgment driven by specified criteria is performance contracting. Performance

contracting explicitly stipulates expected performance criteria and includes consequences for success or failure. Another approach to judgment driven by criteria is duties-based evaluations. This approach uses the duties defined by the profession as criteria for evaluating performance (Candoli, Cullen, & Stufflebeam, 1995).

Judgment driven by data. Data driven judgment uses outcome measures to evaluate the performance of a superintendent. These measures may consist of (a) a collection of items demonstrating performance and developed in a portfolio, (b) use of district scores on student achievement measures, or (c) accreditation of a school district by an outside organization (Candoli, Cullen, & Stufflebeam, 1995).

Evaluation Approaches

Application of various evaluation models is contingent upon the purposes of the evaluation and influence the selection of a particular approach to evaluation. Glasman and Heck (1992) described four approaches to assessment of principals' performance. These include: (a) role-based assessment that focused on the fit of the principal within a unique school context, (b) outcome-based assessment that focused on principal behaviors related to outcome measures, (c) standards-based assessment that focused on personnel evaluation standards, and (d) structure-based assessment that focused on transformational leadership and its outcomes in restructured governance. Stufflebeam and Nevo (1993) endorsed the need for systematic evaluation throughout the careers of principals to determine whether an individual has (a) the ability to succeed in a principal education program, (b) developed sufficient competence for principal certification, (c) the necessary qualifications to succeed in a particular principalship, (d) fulfilled performance

requirements of the job, and (e) exhibited highly praiseworthy service that deserves recognition and reinforcement.

Identification of pre-service principals is the primary purpose of principal assessment centers. Assessment centers are a meta-analytic approach to principal assessment that aims at the selection of principals, rather than formative or summative measures of performance. The National Association for Secondary School Principals (NASSP) developed such an assessment process in 1976. The development process benefited from the expertise of members of the military and representatives from the fields of psychology, education, business, and industry, and it is purported to be reliable and content valid. The assessment is a culminating exercise that takes place after completion of graduate training and prior to placing participants into principal positions. Participants are assessed in twelve skill areas through a personal interview and simulations (Williams & Pantili, 1992).

Determining appropriate accountability measures is an important purpose for assessing the expertise of practicing principals. Walters (1980) analyzed and compared four systems for measuring or assessing administrative competencies. These included: (a) Educational Leadership Appraisal (ELA), which assessed participants' abilities to respond to a variety of simulations and exercises, (b) Georgia Principal Assessment System (GPAS), which emphasized performance of building-level principals relying upon principal self-assessment, and teacher, external observer, and superintendent appraisals, (c) Individual Learning Materials (ILM), which consisted of a graduate level course where participants begin with a self-assessment and then complete competency modules designed to measure administrative competencies of school principals, and (d)

Special Education Supervisor Training (SEST) that utilized a battery of instruments designed to measure various aspects of administrative competence. These assessments were designed for personal development and were deemed valid based on the judgment of experts and practitioners.

Designed to promote learning, growth, and change, one of the newest approaches for developing the performance of school leaders has been termed 360-degree feedback. This approach, borrowed from the world of business, allows school leaders to gather information about themselves from multiple sources. These sources include superiors, peers, teachers, parents, students, and community members. The feedback is provided through questionnaires that describe different kinds of competency, such as leadership, decision-making, technical management skills etc. In order for this process to be effective, it requires that certain factors contribute to the process. Feedback should be developmental, rather than evaluative and should be accompanied by a mentoring session and followed by the development of an action plan. The feedback belongs to the receiver and is confidential (Dyer, 2001). Table 2 summarizes the major characteristics of the previously described evaluation models and approaches.

Table 2. Summary of Evaluation Models and Approaches

Study	Superintendent Assessment Models			Approaches to Principal Assessment						Assessment of Pre-service Principals	
	Global Judgment	Judgment driven by criteria	Judgment driven by data	Role-based	Outcome-based	Standards-based	Structured-based	Educational Leadership Appraisal	360° Feedback	Assessment centers	Individual Learning Materials
Candoli, Cullen, & Stufflebeam	✓	✓	✓								
Dyer									✓		
Glasman & Heck				✓	✓	✓	✓				
Walters								✓		✓	✓
Williams & Pantil										✓	

Principal Evaluation

Personnel evaluation systems should measure individuals' abilities to perform effectively (Stronge, 1991). The bulk of literature devoted to personnel evaluation has focused primarily upon the evaluation of teachers. Investigation of principal performance

assessment has been limited (Duke, 1992; Glasman & Heck, 1992) and evaluation of administrators has been nonproductive and ineffective in many districts (Conley, 1987). Recent interest in school accountability has intensified demands to improve principal assessment methods and instruments directed toward increasing school effectiveness (Duke, 1992; Glasman & Heck, 1992). Evaluation involves a determination of how effective principals are in fulfilling the responsibilities with which they are charged (Duke, 1992; Erlandson & Hoyle, 1991). The measurement of this effectiveness may lead to decisions regarding increasing salaries (Heck & Marcoulides, 1996), retention, dismissal (Glasman & Heck, 1992), advancement, professional development (Duke, 1992; Redfern, 1980), or development of intervention strategies to assist principals at-risk of failure (DeLuca, Rogus, Place, & Raisch, 1996; Raisch & Rogus, 1995). Effectiveness may be interpreted as a function of traits, compliance (adherence to rules, regulations, and policies), competence (performing a task well), or achieving school outcomes. Outcome-based concepts of effectiveness are intended to hold principals accountable for educational outcomes (Duke, 1992). Along with the current intensity of public demand for school accountability, there is a critical need to ensure that there is high quality performance evaluation for school principals.

Stronge (1991) described characteristics of a dynamic performance system as consisting of conceptual, human relations, and technical domains. The conceptual domain incorporates organizational and individual attributes. Organizational attributes consist of a sound evaluation model, evaluation is a priority for the school district, and the purposes of the evaluation system are determined in advance. Individuals charged with implementing the system should be perceptive, able to see the organization as a

whole, and able to see future possibilities for the organization. Building relationships is an integral facet of personnel evaluation requiring good communication, cooperation, and consideration.

Evaluation should be technically valid, reliable, and easily utilized (Stronge, 1991). Issues of validity, reliability, and bias are inherent in personnel performance assessment (Erlandson & Hoyle, 1991) and the issue of validity is frequently violated (McGaghie, 1991; Stronge, 1991). Validity refers to the degree to which an assessment process measures the performance that it claims to measure (Stronge, 1991). Concepts of effectiveness form the basis for evaluation criteria. Criteria are statements of expected performance behavior (Tucker, 1997). Concepts of effectiveness also form an image of an administrator's role and may produce validity and measurement issues. Each concept implies a set of judgments about what is important to the work of a school administrator. Concepts of effectiveness are imbedded in professional cultures that make particular assumptions about administrative performance and are most frequently portrayed as a function of (a) traits, (b) compliance, (c) competence, or (d) attained school outcomes (Duke, 1992). Exacerbating the issue of validity in linking principals to school effectiveness is the changing definition of the role of the school principal (Glasman & Heck, 1992).

Principal evaluation requires standards to "guide professional practice, hold the professionals accountable, and provide goals for upgrading the profession's services" (p. 37). Members of The Joint Committee on Standards for Educational Evaluation (1988), developed the Personnel Evaluation Standards and adopted the proposition that all evaluations should possess four basic attributes: (a) propriety standards, (b) utility

standards, (c) feasibility standards, and (d) accuracy standards. (Joint Committee, 1988; Stufflebeam & Nevo, 1993). The committee consisted of professionals from fields of education or evaluation (Glasman & Martens, 1992) who developed 21 standards categorized in the four areas. Propriety standards provide legal and ethical safeguards for students, educators and other stakeholders. Utility standards ensure that the evaluation will be conducted in a timely fashion, and inform and influence the intended users. Feasibility standards ensure that an evaluation will be practically applied despite social, political, and governmental influences, and accuracy standards ensure that an evaluation will be valid and reliable (Stronge, 1995; Stufflebeam & Pullin, 1998). Glasman and Martens (1992) found that school principals in Southern California believed that their performance evaluations were based upon a majority of the personnel evaluation standards. Most principals perceived that utility standards were met, while accuracy standards were ranked lower. The lower rankings included issues of validity and defined role. Stufflebeam and Pullin (1998) acknowledged that the Personnel Evaluation Standards address standards of practical, political, and fiscal viability. However, they lack a section addressing legal viability. Educators frequently face legal challenges as they implement personnel evaluation systems.

Current Trends in Principal Evaluation

Effectiveness as a function of attained school outcomes is a current concept of administrative effectiveness. Accountability is the chief purpose of such a concept. Basing assessment of effectiveness on outcomes may eliminate problems related to construct validity, but it creates additional issues such as fairness and multidimensionality of outcomes (Duke, 1992). The recent standards movement advances the concept of

accountability, primarily defining accountability as a measure of student performance leading to school accreditation (Virginia Commission on the Future of Public Education, 1998; Glasman & Heck, 1992). However, evidence linking principal effectiveness directly to student outcomes is riddled with methodological and conceptual problems. Glasman and Heck (1992) indicated that the changing definition of the role of the school principal makes it difficult to link principals to school effectiveness.

Effective principals are committed to academic goals, foster a climate of high expectations for student achievement, distribute resources, and create a stable learning environment. Instruction is emphasized as an important goal, and effective principals exhibit this emphasis by continuously monitoring the progress of student and teacher work. However, the relationship between school context, school variables, and school performance outcomes is complex, and therefore offers little clarity on the specific impact principals have upon these factors (Glasman & Heck, 1992).

Duke (1992) addressed this issue by suggesting, "one way to think about the validity of an outcome-based concept of effectiveness is to ask whether an administrator exerts a direct effect on the attainment of such outcomes" (p. 113). It is inappropriate to hold school administrators accountable for attainment of school outcomes if (a) they lack sufficient resources, (b) there is confusion regarding what outcomes should be achieved, and (c) administrators lack the authority to exercise control mechanisms to ensure compliance of policies, rules, and regulations. It is more appropriate to hold administrators accountable for attaining administrative outcomes that are reasonably related to their performance such as allocating school resources to increase instructional time for students performing below expectations. Johnson (1993) investigated principal

effectiveness factors that were more directly linked to the effectiveness of elementary schools. These factors included: (a) high expectations of staff, (b) taking advantage of the satisfaction of parents, (c) keeping abreast of new methods and technology, and (d) maintaining a positive school climate. Understanding the factors that lead to school effectiveness is important for school principals and other stakeholders. These factors should be embedded in the components of performance evaluation systems to encourage principals to exhibit behaviors that lead to school success. Current trends in principal evaluation favor outcome-based approaches that focus upon instructional leadership behaviors related to school accreditation and student achievement (Harrington-Leuker, 1998; Marzano & Kendall, 1997; NAESP Staff, 1999; Virginia SOA, 2000).

Virginia Principal Evaluation. The state of Virginia developed proposed guidelines for uniform standards and evaluation for teachers, administrators, and superintendents. The development of these guidelines was a response to the Education Accountability and Quality Enhancement Act of 1999. The resulting Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents (2000) recommend that each local school board adopt clearly defined criteria for a performance evaluation process for principals, assistant principals and supervisors. These criteria incorporated the areas of (a) planning and assessment, (b) instructional leadership, (c) safety and organizational management for learning, (d) communication and community relations, and (e) professionalism. These major areas and associating criteria are listed below:

Planning and Assessment

- The administrator effectively employs various processes for gathering, analyzing, and using data for decision-making.
- The administrator collaboratively develops and implements a school improvement plan that results in increased student learning.
- The administrator plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement in the Standards of Learning.
- The administrator develops plans for effective allocation of fiscal and other resources.

Instructional Leadership

- The administrator communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- The administrator supervises the alignment, coordination, and delivery of assigned programs and/or curricular areas.
- The administrator selects, inducts, supports, evaluates, and retains quality instructional and support personnel.
- The administrator provides staff development programs consistent with program evaluation results and school instructional improvement plans.
- The administrator identifies, analyzes, and resolves problems using effective problem-solving techniques.

Safety and Organizational Management for Learning

- The administrator maintains effective discipline and fosters a safe and positive environment for students and staff.
- The administrator effectively coordinates the daily operation of the assigned area of responsibility.
- The administrator effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.
- The administrator demonstrates effective organizational skills to achieve school, community, and division goals.

Communication and Community Relations

- The administrator promotes effective communication and interpersonal relations with students and staff.
- The administrator promotes effective communication and interpersonal relations with parents and other community members.
- The administrator works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

Professionalism

- The administrator models professional, moral, and ethical standards as well as personal integrity in all interactions.

- The administrator works in a collegial and collaborative manner with other administrators, school personnel, and the community to promote and support the mission and goals of the school division.
- The administrator takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- The administrator provides service to the profession, the division, and the community.

Summary of the Literature Review

The standards movement has refocused attention on the role of school principals, their accountability, and upon the factors that improve leadership and management practices at the school level. Concurrently, the role of a principal as an instructional leader has re-emerged in an effort to focus efforts upon student achievement (Harrington-Lueker, 1998). This requires school principals to exhibit both leadership and management behaviors to ensure that the efficient operation of a school supports student learning. Evolving theories of leadership and management have proposed conflicting views of these domains, portraying them at times as separate, and at other times as inseparable (Cascadden, 1998; Sergiovanni & Starrat, 1993; Stronge, 1993).

Performance evaluation is a tool for encouraging individual and organizational improvement (Scriven, 1967; Stronge, 1995; Tucker, 1997). Organizational purposes for evaluation include assessment of growth and improvement, as well as for purposes of employee accountability (Conley, 1987) and should measure individuals' abilities to

perform effectively. Performance evaluation systems should be valid, reliable, and easily utilized (Stronge, 1991).

Evaluation of school principals has received limited attention in the literature. Research devoted to the study of principal evaluation focuses primarily on issues of effectiveness or upon the technical quality of the performance assessment process. Technical quality issues include validity, reliability, and utility (Duke, 1992; Erlandson & Hoyle, 1991; Stronge, 1991). With the growing demand for school improvement, and accountability for school principals in particular, it is timely and critical that performance evaluation systems clearly communicate performance expectations for principals. Expected behaviors should be well understood and reflect leadership and management theory, as well as professional and state standards.

Chapter 3: Methodology

The purposes of this study were to: (a) determine the degrees of emphasis that are placed upon leadership and management behaviors expected of school principals in Virginia, (b) explore the congruence of Virginia principal evaluation instruments to instructional leadership and management attributes, and (c) explore the congruence of Virginia principal evaluation instruments with state and professional standards.

Research Questions

1. To what degree do Virginia school division job descriptions for school principals reflect instructional leadership and management attributes as identified in the Virginia Standards of Accreditation?
2. To what degree do Virginia school division evaluation instruments for school principals reflect instructional leadership and management attributes as identified in the Virginia Standards of Accreditation?
3. Are principal job descriptions for Virginia school principals congruent with the evaluation instruments used to assess their performance?
4. Are evaluation instruments used to assess Virginia school principals congruent with the Interstate School Leaders Licensure Consortium (ISLLC) standards?

Target Population

The target population for this study was the 132 school divisions that comprised all of the school divisions in the state of Virginia. Job descriptions and evaluation

instruments from all Virginia school divisions represented the total possible population to be studied. Therefore, a sample population was unnecessary, as the targeted population was all-inclusive.

Content Analysis Methodology

Job descriptions and evaluation instruments are forms of written communication. The content of these documents convey messages from one individual or group to another individual or group. Content analysis is a systematic, objective, and quantitative method of analysis designed to describe the content of communication messages (Gall, Borg, & Gall, 1996) that uses a specific process to make valid inferences from text (Weber, 1990). Content analysis has been used to audit the content of communication against objectives to reveal the focus of institutional attention (Berelson, 1971; Krippendorff, 1980; Weber, 1990). Such an audit is an investigation of the problem of congruence, the relationship of the analysis of the phenomena to analyze and the content analyzed (Rosengren, 1981). Inferences about what comes to individuals' attention through written communication are based upon what appears in them (Berelson, 1971).

Written communication is produced by a communicator and is consumed by a particular audience. Communication content expresses attitudes, interests, mores, and values of a population. Inferences about a population are made on the basis of the content created for their consumption. A quantitative description of communication content is assumed to be meaningful. This implies that the frequency of occurrence of content characteristics is an important factor in the communication process (Berelson, 1971). Content analysis assumes a relation between the frequency of textual units and the

interest of the text producer. The more frequently a unit appears infers a greater interest in the unit by the producer of the content (Rosengren, 1981).

“Textual analysis and interpretation is a form of model building” (p. 34). Models can be quantitative and/or qualitative (Rosengren, 1981). Qualitative researchers also study written communication in the form of documents and records. Records have an official purpose and rely upon language to convey meaning. When viewing text from a qualitative perspective, the researcher looks for meaning in the text itself. A qualitative researcher will study the author’s purpose for writing the text, the intended and actual audience, and the audience’s reason for reading it (Gall, Borg, & Gall, 1996).

The purposes of this study encompassed both quantitative and qualitative aspects of content analysis. Determining the degree to which job descriptions and evaluation instruments reflect instructional leadership and management attributes as identified in the Virginia Standards of Accreditation was an effort to explore the intentions of the author in writing the text contained in these documents. Determining a degree of congruence between these documents and Standards of Accreditation for school principals in Virginia, and ISLLC Standards was also intended to audit the content of the *communication against objectives* to reveal the focus of these documents. Inferences drawn from an examination of the differences and similarities between principal job descriptions and evaluations instruments will lead to the emergence of plausible explanations regarding the intentions of writers and the effects of the communication upon the attention, attitudes, or acts of the readers of these documents (Bereleson, 1952).

Procedures

Recommendations for planning a content analysis vary. Weber (1990) stressed the importance of considering issues of (a) reliability, (b) validity, and (c) creating and testing a coding scheme. Most researchers recommend (a) identification of the units of analysis, (b) development of the categories of analysis, (c) considering issues of validity and reliability, and (e) selection of a sample for analysis (Bereleson, 1971; Krippendorff, 1980; U.S. General Accounting Office, 1996; Weber, 1990). The application of content analysis for this proposed study included the following steps: (a) Identification of a target population, (b) determination of a coding unit, (c) determination of categories, (d) consideration of emergent categories, (e) calculating frequencies, (f) considering issues of reliability, (g) considering issues of validity, (h) acknowledging limitations of analysis, and (i) insuring ethical safeguards and considerations. With the exception of identification of a target population (which was addressed earlier in the chapter), each of these steps will be described.

Determination of Coding Unit

Defining the basic unit of text to be classified is one of the most important determinations in a content analysis (Weber, 1990). This basic unit is the portion of text to which a category label is applied (U.S. General Accounting Office, 1996). The most common options include:

1. Words: Words are well-defined recording units with distinguishable physical boundaries. Words are easily classified by computers, and are a reliable option to use as a recording unit. Knowing the frequencies of

words is useful, however words with multiple meanings are difficult for some computer software programs to distinguish.

2. Word Sense: Computer programs that distinguish between multiple meanings of words identify phrases that represent semantic units. These semantic units can be counted as if they were words.
3. Sentences: When there is interest in words or phrases that occur closely together, sentences are an appropriate recording unit. Using sentences as a recording unit requires human coding creating problems of reliability.
4. Paragraphs: Researchers sometimes code paragraphs when human and computer resources are not available. Paragraphs sometimes comprise too many ideas for reliable assignment of text to single categories.
5. Theme: Themes are useful recording units because the boundary of a theme describes a single idea. As a unit of text, a theme should have only one subject, verb, and object. Themes require coder judgment and may present problems of reliability.
6. Whole Text: Whole text consists of well-defined physical boundaries and is larger than a paragraph. Whole text coding is highly unreliable.

(Weber, 1990; U. S. General Accounting Office, 1996)

The coding unit that is most appropriate for this study was the theme. Job descriptions are comprised of one or two paragraphs that describe key ideas regarding desired job qualifications for prospective principals. Evaluation instruments, by design, incorporate key ideas regarding performance expectations for principals. These ideas

consist of the principal as an agent of action (subject), the expected behavior (verb), and the target of the behavior (object).

Determination of Categories

The fundamental nature of content analysis is the coding of the content of a document into categories (Gall, Borg, & Gall, 1996). General categories for analysis are contained in the research questions, and they are translated into concrete, explicit indicators for purposes of the analysis (Berelson, 1952). When developing category definitions, researchers need to make two basic decisions: (a) whether the categories are mutually exclusive, and (b) how narrow or broad to make the categories. "If a recording unit can be classified simultaneously in two or more categories and if both categories (variables) are included in the same statistical analysis, then it is possible that, because the basic statistical assumptions of the analysis are violated, the results are dubious" (Weber, 1990, p.23). Development of a mixed category ensures that categories are mutually exclusive and exhaustive (U.S. General Accounting Office, 1996).

The present study proposed separate sets of categories applicable to the research questions to be investigated. Research questions one through three addressed the degree to which Virginia school division job descriptions and evaluation instruments reflected instructional leadership and management attributes identified in the Virginia Standards of Accreditation. The nine categories developed were derived directly from the Standards of Accreditation role responsibilities for school principals. Teacher training reflected language devoted to staff development focused upon improving student achievement, while keeper of teacher licensure records dealt only with maintaining records related to teacher licensure. Research question four investigated the congruency of evaluation

instruments used to assess Virginia school principals with ISLLC Standards. The five categories developed were derived directly from the ISLLC Standards. Figure 3 presents a conceptual framework that illustrates the principal's role as defined by Virginia's Standards of Accreditation, and Table 3 depicts the categories of investigation and their derivation from the research questions.

Figure 3

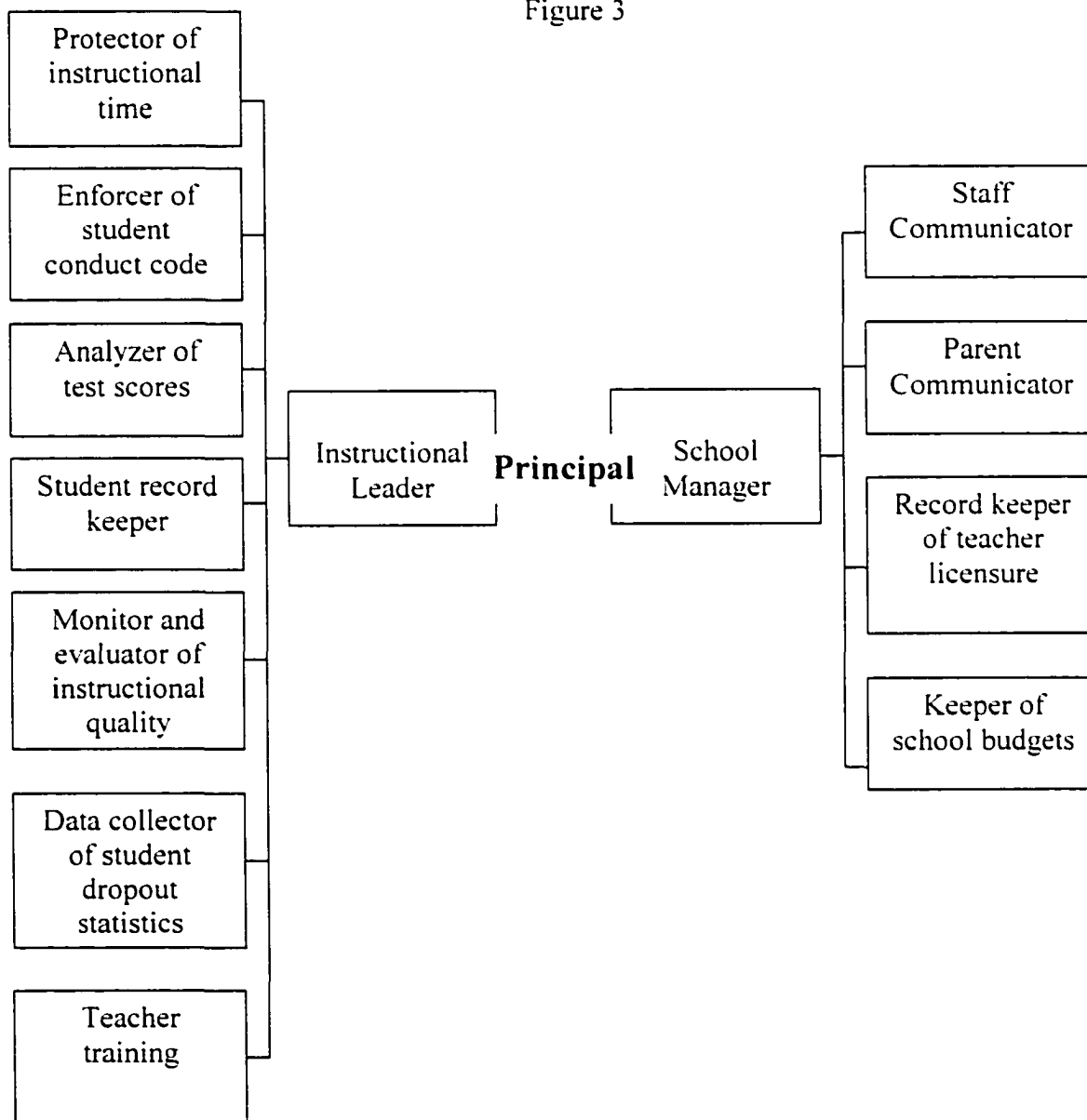


Table 3. Determination of Categories Derived from the Research Questions

Question	Categories
To what degree do Virginia school division job descriptions for school principals reflect instructional leadership and management attributes identified in the Virginia Standards of Accreditation?	<ol style="list-style-type: none"> 1. Enforcer of student conduct 2. Test analyzer 3. Keeper of student records 4. Supervision/evaluation of instructional quality/time 5. Student dropout statistics 6. Staff/parent communication 7. Teacher training 8. Keeper of budget 9. Record keeper of teacher licensure
To what degree do Virginia school division evaluation instruments for school principals reflect instructional leadership and management attributes as identified in the Virginia Standards of Accreditation?	<ol style="list-style-type: none"> 1. Enforcer of student conduct 2. Test analyzer 3. Keeper of student records 4. Supervision/evaluation of instructional quality/time 5. Student dropout statistics 6. Staff/parent communication 7. Teacher training 8. Keeper of budget 9. Record keeper of teacher licensure
Are principal job descriptions for Virginia school principals congruent with the evaluation instruments used to assess their performance?	<ol style="list-style-type: none"> 1. Enforcer of student conduct 2. Test analyzer 3. Keeper of student records 4. Supervision/evaluation of instructional quality/time 5. Student dropout statistics 6. Staff/parent communication 7. Teacher training 8. Keeper of budget 9. Record keeper of teacher licensure
Are evaluation instruments used to assess Virginia school principals congruent with the ISLLC standards?	<ol style="list-style-type: none"> 1. Facilitation of vision 2. Instructional program 3. Responsibilities related to organizational management 4. Responsibilities related to community relations 5. Language that addresses responsibility to the larger society

Emergent Categories

A deliberate and careful effort was made to link categories with the research questions, making it unlikely that new or different categories would be needed. However, it was possible that new themes would emerge from the data as they were analyzed, and these could arise whenever single occurrences occurred within job descriptions and evaluation instruments (Arkin, 1999).

Test Coding

In order to ensure clarity of category definitions, it is wise to code a small sample of the text. This will reveal ambiguities in the rules, and lead to insights for revising the system of classification (Weber, 1990). Asking a second person to apply sample text to the coding categories is useful to discovering problems inherent in the coding scheme (Gall, Borg, & Gall, 1996). For the purposes of this study, a sample of 10 job descriptions and 10 evaluation instruments was coded by the primary researcher, and by a second coder in order to discover problems that may be inherent in the coding scheme. The test coding process consisted of four steps: (a) selection of a second coder knowledgeable about expectations for school principals, (b) training the second coder in the coding process, (c) test coding a small sample of documents with a goal of 80% consistency between coders, and (d) if 80% consistency is obtained then stop the test coding process, if not test code 10 additional documents.

The results of the test coding were input into a statistical software program that computed inter-rater agreements for the 10 job descriptions and the 10 evaluation

instruments. Three inter-rater agreement measures were obtained to assess the reliability in coding and included: (a) Free marginal adjustment, (b) Scott's pi, and (c) Cohen's Kappa. Free marginal adjustment assumes that all categories on a given scale have equal probability of being observed. Scott's pi does not assume that all categories have equal probability of being observed. However, it does assume that the distributions of the categories observed by the coders are equal. Cohen's kappa does not assume that all categories have equal probability of being observed or that the distributions of the various categories are equal for all coders. Rather, it takes into account the differential tendencies or preferences of coders (Peladeau, 1999).

Strong inter-rater's agreement was established for categories of job descriptions and evaluation instruments. Test coding of job descriptions was according to the categories derived from the Standards of Accreditation for school principals. The overall percentage of agreement between coders was 88.7%, with Cohen's Kappa at .811, Scott's pi at .811, and Free marginal at .856. Test coding of evaluation instruments was according to the Interstate School Leaders Licensure Consortium standards. The overall percentage of agreement between coders was 88.6%, with Cohen's Kappa at .815, Scott's pi at .815, and Free marginal at .864.

Calculating Frequencies

Content analyses typically make a frequency count of the occurrence of each category in each document sampled (Gall, Borg, & Gall, 1996). Frequency counts make the assumption that the most frequently appearing categories reflect the greatest concerns and reveal changes and differences between documents (Weber, 1990). These are expressed in absolute frequencies, which are the number of occurrences found in the

sample. This can also be expressed in relative frequencies, which is a percentage of the sample size. Inferences can be drawn from uniform distributions, particularly when the frequency in one category is larger or smaller than the average for all categories (Krippendorff, 1980). This allows for the application of nonparametric tests of significance to determine whether the frequency counts are distributed differently for different samples (Gall, Borg, & Gall, 1996).

This study used a software program to filter principal job descriptions and evaluation instruments according to the previously described categories. The content analysis program conducted frequency counts of the occurrence of the defined categories. These frequency counts were used to determine the focus of attention in job descriptions and principal evaluation instruments. A nonparametric test, chi-square (χ^2), was applied to determine if frequency counts were distributed differently for instructional leadership and management attributes in job descriptions and principal evaluation instruments.

Reliability of Methodology

Reliability refers to the extent that any research design represents variations in real phenomena, rather than the circumstances of measurement, hidden peculiarities of the analyst, and biases of a procedure (Krippendorff, 1980). There are three types of reliability to consider when designing a content analysis: (a) stability, (b) reproducibility, and (c) accuracy (Krippendorff, 1980; Weber, 1990).

Stability refers to the extent that a process is unchanging over time. Stability can be determined when one analyst codes the same content more than once. The coding is unreliable if inconsistencies occur between the manner in which two units are described, measured, assigned, or described. Stability is the weakest form of reliability because is

relies on a single coder (Krippendorff, 1980; Weber, 1990). As mentioned previously in the chapter, a second coder test coded a small sample of job descriptions and evaluations instruments to avoid problems with stability (for example, see the test coding section).

Reproducibility refers to the extent that two or more coders produce the same results. Inconsistent coding results from lack of clarity in coding instructions, cognitive differences among coders, or random recoding errors. High reproducibility is necessary in content analysis. Test coding incorporated more than one coding to ensure that reproducibility was present in the proposed study (Krippendorff, 1980; Weber, 1990). A small sample of 10 job descriptions and 10 evaluation instruments was coded by the primary researcher, and by a second coder to ensure that coding was consistent.

Accuracy is the strongest form of reliability, and refers to the extent to which the categorization of text corresponds to a standard or norm (Krippendorff, 1980; Weber, 1990). In this study, the coding categories corresponded directly to standards established by the state of Virginia and the Interstate School Leaders Licensure Consortium. Table 4 is a brief summarization of the categories and their correspondence to themes or standards.

Table 4. Summarization of the Correspondence between Themes/standards and Coding Categories

Theme or Standard	Categories
Virginia Standards of Accreditation for the Role of the School Principal	<ol style="list-style-type: none"> 1. Enforcer of student conduct 2. Test analyzer 3. Keeper of student records 4. Supervision/evaluation of instructional quality/time 5. Student dropout statistics 6. Staff/parent communication 7. Teacher training 8. Keeper of budget 9. Record keeper of teacher licensure
ISLLC Standards	<ol style="list-style-type: none"> 1. Facilitation of vision 2. Instructional program 3. Responsibilities related to organizational management 4. Responsibilities related to community relations 5. Language that addresses responsibility to the larger society

Validity of Methodology

A content analysis is valid to the extent that inferences obtained from the analysis are upheld. Validation assures that the research findings can be taken seriously in developing theory or in making practical decisions. This is particularly important if the results from the content analysis are intended to (a) have policy implications, (b) aid government and industry, (c) be used as evidence in court, or (d) affect individual human beings (Krippendorff, 1980).

To assert that a category is valid is to claim that there is a correspondence between the category and the concept that it represents. The validity of the results is more

powerful to the extent that other data, coding procedures, or classification schemes produce substantive conclusions. Stronger validity is established with external criterion. Construct validity is the extent that a measure correlates with other measures of the same construct and does not correlate with dissimilar constructs (Weber, 1990). In this proposed study, there was a correspondence between pre-established state and professional standards (please refer to Table 4). Therefore there was a correspondence between the constructs and the categories that are used in the analysis (Gareis, 1996; Weber, 1990).

Data oriented tests of quality for content analysis include semantical validity. Semantical validity requires the investigator to describe the terms of scientific practice. This involves an assessment of whether the data capture the qualities that are authentic by some standard and whether the procedure employed represents these qualities (Krippendorff, 1980). The qualities of interest to this study included instructional leadership and management attributes of school principals, and the responsibilities they are expected to exercise. The categories were derived from state and professional standards for school administrators. (see Table 4 in this chapter.) This process supports the criterion necessary to meet a test of semantical validity. Semantical validity can be established by having more than one researcher test code data to determine the similarity of classification by coders to prevent the categories from confounding the data (Gareis, 1996). For the purposes of this study, test coding involved coding conducted by the primary researcher and an additional coder.

Limitations

The purposes of this study were to determine the degrees of instructional leadership and management attributes emphasized in job descriptions and evaluation instruments used by Virginia school divisions and to explore the congruence of Virginia Standards of Accreditation for school principals and ISLLC standards to evaluation instruments used to measure the performance of Virginia principals. Careful effort was made to create categories that reflected the constructs to be analyzed. Virginia Standards of Accreditation and ISLLC standards provided sound sources for category development.

Ethical Safeguards and Considerations

Content analysis is inherently unobtrusive because the object of analysis is the content of textual materials, not human subjects. Job descriptions for public school principals are available to the public when incorporated into advertisements for employment vacancies, or upon request. Principal evaluation instruments are less public, but still constitute objectives of investigation that are not affected by emotions or body language (Arkin, 1999). The design of this study was exploratory, requiring no interventions or treatments. The Proposal for Research Involving Human Subjects was submitted to the Human Subjects Committee for the School of Education for their review.

Chapter 4: Results

Introduction

The primary purpose of this study was to examine job descriptions and evaluation instruments used to describe performance expectation for practicing public school principals in Virginia. Content analysis methodology was employed to examine the congruence of job descriptions and evaluation instruments to state and professional standards. The following research questions were investigated during the analysis process:

1. To what degree do Virginia school division job descriptions for school principals reflect instructional leadership and management attributes as identified in the Virginia Standards of Accreditation?
2. To what degree do Virginia school division evaluation instruments for school principals reflect instructional leadership and management attributes as identified in the Virginia Standards of Accreditation?
3. Are principal job descriptions for Virginia school principals congruent with the evaluation instruments used to assess their performance?
4. Are evaluation instruments used to assess Virginia school principals congruent with the Interstate School Leaders Licensure Consortium (ISLLC) standards?

Results of the Data Collection

The letters of request and follow-up postcard mailings resulted in responses from 103 of the 132 school divisions in Virginia, yielding a 78 percent overall response rate for the study.

Response rate

School divisions responded by sending copies of (a) job descriptions and evaluation instruments, (b) job descriptions only, or (c) evaluation instruments only. Job descriptions described performance responsibilities for all practicing principals in a school division or, more specifically, described performance responsibilities according to the level of the principal. Out of 103 responding school divisions, 91 provided job descriptions. A total of 192 job descriptions were received altogether with 55 designated as elementary, 50 designated as middle school, 51 designated as high school, and 36 designated for all principal positions.

A total of 100 evaluation instruments were received from 97 school divisions. Six of the responding school divisions did not provide evaluation instruments. Evaluation instruments were overwhelmingly designated as designed for all principals, representing 97 percent of the evaluation instruments received. Five evaluation instruments designated the level of principal. Two were designed for elementary principals, one was designed for middle school principals, and two were designed for high school principals. Four school divisions indicated that they were revising their evaluation instruments. Four indicated that they had provided a draft of their evaluation instrument or job description.

One school division indicated that their evaluation instrument was being piloted, and one school division indicated that their evaluation instrument was currently being considered for adoption by their school board at the time of the study. Table 5 indicates the frequency and percentage of the response rate from Virginia school divisions.

Table 5. Total Response Rate

Level	Job Descriptions	Evaluation Instruments
Elementary	55 (28.6%)	2 (2%)
Middle School	50 (26%)	1 (1%)
High School	51 (26.6%)	2 (2%)
All Levels	36 (18.8%)	95 (95%)
Total	192 (100%)	100 (100%)

Categorical Analysis of Job Descriptions

Research Question 1: To what degree do Virginia school division job descriptions for school principals reflect instructional leadership and management attributes as identified in the Virginia Standards of Accreditation?

Nine categories were utilized to determine the extent to which job descriptions contained language that was reflective of the language used to describe the instructional leadership and management responsibilities required of Virginia public school principals. These responsibilities were derived from the description of the role of a school principal described in the Regulations for Establishing Standards for Accrediting Public Schools in Virginia (2000) (hereafter referred to as Standards of Accreditation or SOA).

The basic unit of text for this content analysis was the theme. The themes analyzed described a single idea and consisted of the principal as an agent of action (subject), the expected behavior (verb), and the target of the behavior (object). Statistical software was utilized to perform a content analysis of the text contained in the job descriptions. Categories were programmed to cluster text around key descriptors

consisting of verbs and nouns. The key descriptors matched with actual language contained in the Standards of Accreditation's description of the role of the principal. Words with multiple meanings were coded to analyze only the words that were synonymous with language contained within the SOA. Words that were not synonymous or that referred to inappropriate objects were tagged in order to exclude them from the final analysis. A content analysis module analyzed the text and calculated a frequency count and a category percentage of the number of job descriptions that contained text that clustered around the key descriptors. The category percentage was the number of job descriptions containing clustered language compared to the total number of job descriptions analyzed. The nine categories analyzed consisted of the principal as: (a) an enforcer of student conduct, (b) a test analyzer, (c) a keeper of student records, (d) a supervisor of instructional quality, (e) a supervisor of student dropout statistics, (f) a staff and parent communicator, (g) a teacher trainer, (h) a keeper of the school budget, and (i) record keeper of teacher licensure. Table 6 illustrates the total number of school divisions, the total number of job descriptions, and the percentage of principal job descriptions that reflected these eight categories.

Table 6. Frequency Analysis of SOA Categories Contained in Principal Job Descriptions

SOA Category	Frequency Count		Category Percent*
	Number of Job Descriptions	Number of School Divisions**	
Enforcer of student conduct	147	72	76.6%
Test analyzer	45	29	23.4%
Keeper of student records	62	41	32.3%
Instructional quality	180	91	93.8%
Student dropout statistics	1	1	0.5%
Staff/parent communication	187	91	97.4%
Teacher training	54	31	28.1%
Budget	168	79	87.5%
Record keeper of teacher licensure	2	2	1.0%

*N = 192 job descriptions

**N = 91 school divisions providing job descriptions

Category 1: Language that described the principal's role as an enforcer of student conduct. Elementary school, middle school, and high school job descriptions from 72 school divisions contained language that related to enforcement of student conduct. Out of 192 total job descriptions analyzed, 147 fell into this category, representing 76.6% of the job descriptions analyzed. The software program utilized was programmed to search for key descriptors related to enforcing student conduct. Additional words programmed for this category included the words discipline and behavior. Analysis of the language contained within job descriptions revealed responsibilities for school principals according to the following themes:

- Maintains effective *discipline*
- Insures appropriate student *discipline*
- Applies current theories of *behavior* management
- Deals with student *discipline*
- Maintains an effective *discipline* policy
- Enforces *discipline*

- Implements a *discipline* policy
- Maintains appropriate student *behavior*
- Maintains high standards of student *conduct*
- Assists teachers with student *discipline*
- Confers with parents regarding student *discipline*
- Maintains a code of acceptable student *discipline*
- Administers *discipline*.

Primary expectations for principals included maintaining appropriate student discipline, communicating discipline expectations to students and parents, and conferring and assisting teachers with discipline issues. School divisions also expected principals to review and establish guidelines for student conduct and to understand and apply current theories of behavior.

Category 2: Language that involved analysis of test data. Language related to data analysis and student achievement was reflected in 45 principal job descriptions that included all levels of the principalship. This represented 23.4% of the job descriptions analyzed. The software program utilized was programmed to search for key descriptors related to analyzing test data. Text that clustered around this theme included language that addressed overall data analysis to support school improvement efforts. Additional words programmed for this category included the words achievement, data, analysis, and the acronym SOL. Analysis of the text contained within principal job descriptions revealed the following themes:

- Uses *data* for decision making
- Enhances teaching and student *achievement*
- All pupils whose *achievement* is below a level commensurate with their abilities are diagnosed for learning disabilities
- Maintains *achievement* plans that provide for student opportunities, accountability, success, and remediation.
- Uses *test* results as part of the *data analysis* when making instructional decisions.
- Evaluates the effects of changes on student *achievement*
- Uses varied assessment *data* to ensure that instructional programs are responsive to students' academic needs

- Analyzes current academic *achievement*
- Provides intervention and/or remediation to those students performing below grade level or not passing the *SOL tests*
- Uses assessment and research as part of *data analysis* when making instructional decisions
- Utilizes student performance *data* to enhance teaching and learning
- Leads the school improvement process based on *achievement data analyzed* in the school improvement plan.

Twenty-nine school divisions incorporated such language into their job descriptions.

Only one school division specifically mentioned Standards of Learning (SOL) tests within the content of principal job descriptions.

Category 3: Language that described the principal as the keeper of student records. Language related to maintenance of students' records containing placement and promotion information, in accordance with activities designed to promote opportunities for students to learn, is required by the SOA. The content analysis software was programmed to search for key descriptors related to keeping student records. Additional words programmed for this category included the words records, placement, and assignment. Analysis of the language contained within job descriptions revealed the following themes:

- *Assigns* students to classes, programs and activities
- Maintains accurate *student records* to ensure that criteria for promotion/placement/instructional intervention are included
- Ensures that *student records* are maintained
- *Assigns* pupils to classes.

Sixty-two job descriptions from 41 school divisions contained language related to keeping student records. The job descriptions included all levels of the principalship and represented 32.3% of the total number of job descriptions received from school divisions. Elementary school job descriptions comprised the greatest number, or 60%, of documents that contained language reflective of this category.

Category 4: Language related to supervision and evaluation of instructional quality and instructional time. Language that was sorted into this category focused upon protection of academic instructional time from interruptions to maximize learning, and language that involved the evaluation and monitoring of instructional quality. Ninety-one school divisions incorporated this language into their job descriptions for principals at every level. Out of 192 total job descriptions analyzed, 180 or 93.8%, contained language that fell into this category. The software program utilized was programmed to search for key descriptors related to the supervision and evaluation of instructional quality and protection of instructional time. Additional words programmed for this category were derived from the SOA and included the words supervise, monitor, instruction, learning, improvement, time, and evaluate. Analysis of the language contained within job descriptions revealed the following themes:

- *Evaluates and supervises* the performance of each member of the school staff
- Provides a continuous process of professional development that results in increased student *learning*
- Implements a school *improvement* plan that results in increased student *learning*
- Establishes programs for *improvement* consistent with the division's staff development program
- Directs an *instructional improvement* process
- Protects the *instructional time* from unnecessary interruptions
- Insures that the *instructional time* meets the standards of accreditation
- Promotes maximum *learning*
- Utilizes all personnel within the division in a cooperative effort to *improve the learning* environment for children
- Provides *learning* experiences that are compatible with the educational needs of pupils
- Makes recommendations concerning the school's administration and *instruction*
- Budgets school *time* to provide for the efficient conduct of school *instruction*
- Monitors the Standards of *Learning* objectives and the local curriculum
- Establishes procedures for ongoing examination of curriculum, *instruction*, and materials.
- Monitors staff to develop new approaches to *instruction*
- Participates in *instructional* improvement activities
- Provides suggestions for *improvement*

The bulk of the language focused upon school improvement efforts designed to raise the quality of instruction. Most job descriptions identified development of a master schedule to maximize learning and evaluation of teachers as important responsibilities for principals.

Category 5: Language that addressed student dropout statistics. The Standards of Accreditation expect school principals to maintain records of students who dropout of school, reasons for their decision to do so, and documentation of actions designed to prevent students from dropping out. The content analysis searched for key descriptors related to dropout statistics. Words programmed for this category included dropout and prevention. Only one school division job description, representing 0.5% of all job descriptions, addressed the issue of dropout statistics. This job description was used to describe the responsibilities of all principals within the school division and contained the following language:

- Maintains records of students who *drop out* of school, including their reasons for dropping out and actions taken to *prevent* these students from dropping out.

Category 6: Language that addressed staff and parent communication. The SOA described responsibilities expected of school principals that included working with staff to provide an atmosphere that facilitates effective communication with staff and parents, and for principals to provide handbooks to staff and parents. Language that addressed staff and parent communication was reflected in 187 out of 192 job descriptions comprising 97.4% of the job descriptions received from 91 school divisions. The content analysis searched for key descriptors related to staff and parent communication. Additional words programmed for this category included the words atmosphere, citizens,

parents, community, public, relationship, procedures, policies, and handbook. The analysis revealed the following themes:

- Works with school staff and *community* to maintain an *atmosphere* conducive to learning and appropriate student behavior
- Works with advisory groups and other *community* agencies
- Interprets division and school *policies* and regulations
- Works collaboratively with staff, families, and *community* resources
- Provides service to the profession, the division, and the *community*
- Encourages *community* involvement in school activities
- Establishes and maintains an effective system of *communication* with employees, students, and *community*.
- Develops a school *handbook of policies and procedures*
- Promotes good working *relationships* among staff members
- Becomes aware of the school *community*, the educational needs and expectations of the *community* and tailors plans to meet all those needs.
- Makes arrangement for special conferences between *parents* and teachers.
- Facilitates *community* use of the school
- Provides opportunities for *parents* and teachers to discuss student progress
- Facilitates constructive *communication*, and creates an *atmosphere* of mutual respect and courtesy.

School divisions focused upon developing good working relationships, dissemination of student and staff handbooks, and communicating policies and procedures to both internal and external audiences comprised of students, teachers, parents, and the general community.

Category 7: Language that addressed teacher training. The Standards of Accreditation require principals to monitor and evaluate the quality of instruction and provide staff development designed to improve instruction. The majority of job descriptions that contained language pertaining to teacher training referred to that training as either staff development or in-service training activities. The content analysis was programmed to seek out the words staff development and in-service. A lexical database searched for words that existed in the program's dictionary. The term staff development was not found in this dictionary. However, the content analysis program allows for

substitution of similar words using a find and replace function. The term staff development was therefore replaced with the term training to ensure the integrity of the analysis. Thirty-one school divisions' job descriptions yielded the following themes:

- Provides *training* programs consistent with program evaluation results
- Provides appropriate school-wide *training* programs
- Provides leadership and direction in school-based *training* programs
- Assists in the *in-service* orientation and training of teachers
- Provides opportunities for professional growth and *in-service* education
- Provides *in-service training* programs for staff
- Works with staff to identify *in-service* needs
- Assumes responsibility for *in-service* training and supervision for teachers in the school
- Directs instructional improvement, *in-service* and training processes involving the staff
- Identifies the types of *training* needed to improve student achievement and ensures that staff participate in those activities
- Encourages individual teacher professional growth through *in-service* activities
- Establishes individual programs for improvement consistent with the division's *training* program
- Establishes and implements a timely, visionary and appropriate *training* plan for faculty and staff
- Develops and carries out *training* programs.

Fifty-four job descriptions contained such language, representing 28.1% of total job descriptions analyzed. Elementary, middle, and high school job descriptions were evenly distributed with 12 at the elementary level, 15 at the middle school level, 15 at the high school level, and 12 that described responsibilities for all levels of the principalship.

Category 8: Language that identified responsibilities related to maintaining a school budget. Accurate bookkeeping and maintenance of school funds is a major responsibility for school principals. A majority of principal job descriptions, 168 representing 87.5% of the job descriptions analyzed, contained language related to the school budget. The content analysis was programmed to filter records according to the

terms budget, bookkeeping, financial, fiscal, and expenditure. This analysis revealed the following themes:

- Supervises the accurate *bookkeeping* and accounting of all school funds
- Administers a school *budget*
- Maintains accurate records and reports all *financial* dealings pertaining to the school
- Assists in the management and preparation of the school *budget* and monitors *expenditures* of funds
- Devises and administers a school *budget*, utilizing all available funds
- Supervises, maintains, and reviews *financial* records
- Prepares and submits *budget* proposal to the superintendent
- Makes *financial* records of the central school funds available at the school at all times for examination or audit
- Presents a monthly *financial* statement to the superintendent
- Presents all *fiscal* records with substantiating data as of June 30th of each year for audit
- Develops school *budget* with the help of school faculty
- Monitors *expenditures* and ensures good *fiscal* management of school-based funds
- Reviews records and reports of all *financial* transactions pertaining to the school
- Ensures the maintenance of accurate *financial* records
- Develops plans for effective allocation of *fiscal* and other resources
- Manages human, material, and *financial* resources
- Assumes responsibility for all funds collected, internal accounting, and preparing monthly *financial* statements.

Expectations for principals included utilization of all available funds, planning for the effective allocation of fiscal resources to meet the priorities of the school, and maintaining accurate records of expenditures. These expectations were evenly distributed between elementary, middle, and high school levels of the principalship.

Category 9: Language that addressed keeping records of teacher licensure. The SOA requires principals to keep records of teacher licensure. Two principal job descriptions representing two school divisions contained language reflective of this category. The content analysis was programmed to filter records to cluster around the words licensure and records. This analysis revealed the following themes:

- Maintains all *records of licensure* credits for certificated personnel
- Maintains a current *record of licensure*, endorsement, and in-service training completed by staff.

The majority of Virginia school divisions did not focus attention upon this SOA category.

Emergent Categories

Aforementioned categories were reflective of language contained within the accreditation standards describing the role of a school principal. Further analysis of individual word frequency in principal job descriptions revealed the emergence of expectations for school principals in regard to three additional categories: (a) overall operations, (b) monitoring of student attendance, and (c) responsibilities related to transportation of students. The following words and their frequencies attributed to the emergence of each category:

Overall Operations

- Maintenance (225)
- Building(s) (233)
- Facilities (75)
- Cafeteria (21)
- Clean (23)
- Repairs (8)

Student attendance

- Attendance (68)
- Truancy (1)

Transportation of students

- Buses (38)
- Drivers (16)
- Traffic (7)
- Transportation (41)

Table 7 illustrates the total number of school divisions, the total number of job descriptions, and the percentage of principal job descriptions that reflected the emergent categories.

Table 7. Frequency Analysis of Emergent Categories Contained in Principal Job Descriptions

Emergent Category	Frequency Count		Category Percent*
	Number of Job Descriptions	Number of School Divisions**	
Operations	143	71	74.5%
Student attendance	35	26	18.2%
Student transportation	24	14	12.5%

*N = 192 job descriptions

**N = 91 school divisions providing job descriptions

Overall operations. The majority of the language that emerged within this category addressed the maintenance of buildings and grounds, monitoring of the daily use of school facilities, and management of cafeteria operations. Job descriptions indicated that principals were expected to maintain and repair equipment, ensure that their buildings are clean, and that school grounds are kept in an attractive condition. A total of 143 job descriptions contained language related to building operations representing 74.5% of the job descriptions analyzed. This category was evenly distributed across all levels of the principalship. The content analysis revealed the following themes related to overall operations:

- Insures proper care, utilization and attractiveness of *buildings* and grounds
- Maintains a safe, *clean* facility
- Supervises the daily use of the school *facilities*
- Manages *facilities* and equipment
- Oversees *buildings* and grounds *maintenance*
- Supervises the custodial staff in minor *maintenance* and proper *cleaning* of the school plant

- Determines *maintenance, repair and cleaning* needs
- Works with *cafeteria* personnel
- Reports needed *repairs* to the *maintenance* department
- Schedules staff to ensure upkeep of plant, *buildings*, and grounds
- Is attentive to the needs of *buildings* and grounds
- Maintains school property in a neat, *clean* and appropriate condition
- Supervises *maintenance* and *cleanliness* of the *building* and grounds
- Supervises the management of campus *facilities*
- Maintains safe, *clean*, attractive, and well-kept buildings and grounds
- Performs duties related to *building and facilities* utilization and *maintenance*.

The high frequency of this category is particularly worthy of mention due to the absence of such language within the standards established for the role of school principals in Virginia.

Monitoring of student attendance. Language related to keeping track of student attendance appeared to a lesser degree, but still warrants mention. Thirty-five job descriptions, comprising 18.2% of all job descriptions analyzed, contained language that expected principals to monitor student attendance. The content analysis revealed the following themes related to student attendance:

- Supervises the maintenance of accurate records on the *attendance* of students
- Assumes the responsibility for the *attendance* of students
- Keeps parents informed about student *attendance*
- Supervises student *attendance*
- Assumes responsibility for good *attendance* on the part of students
- Supervises the reporting and monitoring of student *attendance*
- Monitors student *attendance*
- Gives special attention to the *attendance* of students
- Cooperates with the visiting teacher in cases of absences or *truancy*
- Maintains effective programs to strengthen student *attendance*
- Supervises maintenance of student enrollment and *attendance*

Twenty-six school divisions incorporated these expectations within their job descriptions.

Language related to student attendance was evenly distributed across all levels of the principalship.

Responsibilities related to transportation of students. Principals in 14 school divisions were expected to assure safe and efficient transportation of students. This included assisting bus drivers in solving problems related to loading buses and assisting bus drivers to resolve student behavior issues. A total of 24 job descriptions, comprising 12.5% of all job descriptions analyzed, contained language related to student transportation. The content analysis revealed the following themes related to student transportation:

- Supervises *bus* evacuation drills
- Coordinates school *bus* operations
- Works cooperatively with *bus drivers*
- Assures safe and efficient *transportation*
- Works with *transportation* personnel
- Supervises *bus* loading
- Supervises student *transportation*.

Categorical Analysis of Evaluations Instruments

Research Question 2: To what degree do Virginia school division evaluation instruments for school principals reflect instructional leadership and management attributes as identified in the Virginia Standards of Accreditation?

Principal evaluation instruments were analyzed to determine the degree of reflection of instructional leadership and management attributes contained within these documents. Nine categories were derived from the SOA description of the role of a school principal. The process used to analyze evaluation instruments was identical to the process used to analyze job descriptions where the basic unit of text for the content analysis was the theme. The themes analyzed described a single idea and consisted of the principal as an agent of action (subject), the expected behavior (verb), and the target of the behavior (object). Content analysis software was utilized to perform an analysis of the text contained in the evaluation instruments. Categories were programmed to cluster

text around key descriptors consisting of verbs and nouns. The key descriptors matched with actual language contained in the Standards of Accreditation description of the role of the principal. Words with multiple meanings were coded to analyze only the words that were synonymous with the language within the SOA. Words that were not synonymous or that referred to inappropriate objects were tagged in order to exclude them from the final analysis. A content analysis module analyzed the text and calculated a frequency count and a category percentage of the number of job descriptions that contained text that clustered around the key descriptors. The category percentage was the number of evaluation instruments containing clustered language compared to the total number of evaluation instruments analyzed. The eight categories analyzed were the same as those described in the previous analysis of job descriptions.

A total of 100 evaluation instruments were received from 97 school divisions. Only two school divisions differentiated evaluation instruments by level of principal. One of these school divisions provided one evaluation instrument for elementary principals and one evaluation instrument for high school principals. The other school division provided one evaluation instrument each for elementary, middle, and high school principals. Table 8 illustrates the total number of school divisions, the total number of evaluation instruments, and the percentage of principal evaluation instruments that reflected these eight categories.

Table 8. Frequency Analysis of SOA Categories Contained in Principal Evaluation Instruments

SOA Category	Frequency Count		Category Percent*
	Number of Evaluation Instruments	Number of School Divisions**	
Enforcer of student conduct	62	54	62%
Test analyzer	71	68	71%
Keeper of student records	4	4	4%
Instructional quality	91	86	91%
Student dropout statistics	0	0	0%
Staff/parent communication	91	86	91%
Teacher training	15	13	15%
Budget	75	71	75%
Keeper of teacher licensure	3	2	3%

*N = 100 evaluation instruments

**N = 97 school divisions providing evaluation instruments

Category 1: Language that described the principal's role as an enforcer of student conduct. Sixty-two percent of the evaluation instruments analyzed contained language expecting principals to enforce student conduct. The content analysis program searched evaluation instruments for key descriptors related to enforcing student conduct. Additional words programmed for this category included the words discipline and behavior. Analysis of the language contained within evaluation instruments consisted of the following themes:

- Maintains effective *discipline*
- Maintains appropriate student *behavior*
- Applies current theories of *behavior* management
- Deals with student *discipline* matters in a firm, fair manner
- Enforces *discipline*
- Maintains an effective *discipline* policy
- Maintains good *discipline* and control of students
- Communicates expectations regarding *behavior* to students
- Establishes guidelines for *conduct*
- Confers with teachers regarding student *discipline*
- Implements a *discipline* policy

- Advises teachers regarding student *discipline*
- Manages student *behavior*
- Incorporates the Code of *Conduct* in handling of student *behavior*
- Commends students for positive student *behavior*
- Provides for timely and appropriate student *discipline*
- Follows procedures for *discipline*.

School principals' performance expectations consistently included: (a) maintaining and insuring appropriate student discipline, (b) understanding and applying current theories of behavior management, (c) dealing with student discipline in a firm, fair manner, and (d) clearly communicating expectations regarding student behavior to students, parents, and staff.

Category 2: Language that involved analysis of test data. Seventy-one percent of principal evaluation instruments contained language that involved an analysis of data to support student achievement. The content analysis program searched evaluation instruments for key descriptors related to analysis of data pertaining to student assessment and achievement. Additional words programmed for this category included the words achievement, data, analysis, Standards of Learning and the acronym SOL. The content analysis revealed the following themes:

- Uses *data* for decision making
- Uses test results as part of the *data analysis* when making instructional decisions
- Evaluates the effects of changes on student *achievement*
- Analyzes current academic *achievement*
- Identifies staff development needs based on student *achievement*
- Uses *test data* for decision making
- Conducts annual *analysis* of school's test and subtest scores by grade and discipline
- *Analyzes data* on student *achievement*
- Uses assessment as part of *data analysis* when making instructional decisions with building staff
- *Analyzes data* on student academic *achievement* through standardized *test* results and other performance sources
- *Analyzes* student performance *data*
- Utilizes *data* to identify student needs

- Ensures that teacher made *tests* align with *SOL*
- Uses student performance *data* to assess teaching and learning

Performance expectations included: (a) recognizing outstanding achievement of students, (b) analyzing data to support decision making, (c) gathering and analyzing data on student academic achievement, and (d) identification of staff development needs based upon student achievement data. Three school divisions incorporated language into evaluation instruments that specified an analysis of student achievement data in order to plan intervention and remediation for those students performing below grade level or not passing the Virginia Standards of Learning tests. One of the school divisions required principals to analyze test data vertically and horizontally to determine trends in student performance.

Category 3: Language that described the principal as the keeper of student records. A very small proportion of the evaluation instruments analyzed contained performance expectations that principals keep student records regarding placement, promotion, and retention decisions. Four school divisions' evaluation instruments, representing 4% of evaluation instruments analyzed, reflected such language. The content analysis program searched evaluation instruments for key descriptors related to keeping student records. Additional words programmed for this category included the words placement and assignment. Analysis of this category revealed that school divisions assessed principals' performance according to the following themes:

- *Assigns* students to classes
- Maintains accurate *student records*
- Ensures that criteria for promotion, *placement*, and instructional intervention are included in *student records*

A majority of the language contained within the evaluation instruments expressed an expectation that principals would maintain records of student assignment that provided information related to student retention, promotion, and placement decisions.

Category 4: Language related to supervision and evaluation of instructional quality and instructional time. Analysis of principal evaluation instruments revealed that ninety-one percent of the evaluation instruments reflected leadership and management attributes regarding instructional quality and time. The content analysis program searched evaluation instruments for key descriptors related to supervision of instruction and protection of instructional time. Key descriptors programmed for this category included the words supervise, monitor, instruction, learning, improvement, time, and evaluate. The analysis of the key descriptors revealed the following themes:

- Communicates a clear vision of excellence and continuous *improvement*
- Implements a school *improvement* plan that results in increased student *learning*
- Ensures student *learning*
- Provides staff development consistent with school *improvement* plans
- Directs an *instructional improvement* process
- Protects the *instructional time* from interruption
- Insures that *instructional time* meets the standards of accreditation
- Promotes maximum *learning*
- Ensures provision of *learning* experiences appropriate to the educational needs of all pupils
- Assesses *instructional* program
- *Supervises and evaluates* each member of the school staff
- Effectively monitors and *evaluates instruction*
- Participates in *instructional improvement* activities
- Monitors student *learning*
- Maintains an appropriate climate for *learning*
- Implements a school improvement plan that results in increased student *learning*
- Manages financial resources to ensure student *learning*

The bulk of the language contained within the evaluation instruments addressed school improvement plans designed to improve student achievement. Performance responsibilities framed within evaluation instruments expected principals to evaluate the

performance of teachers and other staff. Principals were expected to provide staff development based upon their performance evaluation of teachers and based upon analysis of student achievement data. School divisions expected principals to plan for adequate instructional resources when developing school budgets and to insure that instructional resources were disseminated to staff. Principals' performance was also judged according to their protection of instructional time from unnecessary interruptions and their budgeting of school time to provide for adequate instruction.

Category 5: Language that addressed student dropout statistics. Analysis of principal evaluation instruments produced no language reflective of maintaining records of students who drop out of school. Virginia accreditation standards expect principals to maintain records of students who drop out of school, making note of the reasons that students drop out and documenting preventative actions taken by the school. Despite this requirement, no school divisions evaluated principal performance according to this expectation. The absence of language addressing this SOA requirement indicated a significant lack of attention on the part of school divisions to monitor the number of students that drop out of school or to address the reasons that students drop out of school.

Category 6: Language that addressed staff and parent communication. The Standards of Accreditation expect principals to facilitate communication through the establishment and maintenance of a staff handbook. In addition, the SOA requires principals to involve parents and citizens in the school program and communicate through the dissemination of a current student handbook. Language addressing staff and parent communication was reflected in ninety-one percent of the evaluation instruments analyzed. This category incorporated language that addressed communication with staff,

parents, and other community members. The content analysis program searched evaluation instruments for key descriptors related to staff and parent communication. Additional words programmed for this category included the words citizens, parents, community, public, relationship, procedures, policies, handbook, and atmosphere. Analysis of key descriptors discovered that principal evaluation instruments contained the following themes:

- Works collaboratively with staff, families, and *community* resources
- Provides service to the profession, the division, and the *community*
- Works in a collegial manner with other administrators, school personnel, and the *community*
- Encourages *community* involvement in school activities
- Facilitates *community* use of the school
- Provides opportunities for *parents* and teachers to discuss student progress
- Interprets school *policies* and regulations
- Involves *parents and citizens* in evaluation of the school program
- Maintains a school *handbook of policies and procedures*
- Provides a school *handbook* to staff and parents
- Maintains an effective system of *communication* with employees, students, and *community*
- Promotes effective *communication* and interpersonal relations with parents and other *community* members
- Involves *parents* and staff in the creation of an annual school plan

The major focus of this language described performance expectations that principals foster positive public relations and exhibit effective interpersonal relations skills. Other expectations included: (a) collaboration with staff, families, and community resources, (b) provision of service to the division and the community, (c) working with a diverse student population, families, school staff, and community, (d) encouraging community involvement in schools, (e) facilitation of community use of school facilities, (f) involving parents and citizens in the evaluation of school programs, and (g) providing staff, students, and parents with a school handbook and communicating and interpreting the policies and procedures contained within such handbooks. Overall, school divisions

expected school principals to exhibit effective communication skills with both internal and external stakeholders.

Category 7: Language that addressed teacher training. Virginia accreditation standards require principals to provide staff development and support that is designed to improve instruction. Fifteen percent of the evaluation instruments analyzed included language that addressed teacher training. The content analysis program searched evaluation instruments for key descriptors related to teacher training. Additional words programmed for this category included the words training and in-service. The content analysis dictionary did not contain a definition for staff development. As a result, wherever the word staff development occurred in text it was replaced with the word training. The analysis revealed the following themes:

- Provides *training* programs consistent with program evaluation results
- Provides *training* programs
- Promotes *training* to continuously improve instructional methods
- Promotes continued *training*
- Uses program and staff evaluation data to guide *training* programs
- Identifies *training* needs
- Combines central office strategies for *training* with the schools staff development programs
- Conducts *in-service* programs
- Ensures that *training* activities are consistent with school and division goals
- Monitors progress toward meeting *training* goals and objectives
- Involves staff in planning for *in-service* and staff *training*
- Directs the development and implementation of staff development and *training* programs
- Assists in the *in-service* orientation and *training* of teachers.

Performance expectations for principals dealt primarily with the provision of staff development programs based upon teacher needs or based upon program evaluation results. Principals' evaluations expected them to coordinate division level staff development efforts with building based staff development efforts. In-service training

was expected to promote continuous improvement of instructional methods.

Furthermore, principals evaluations expected them to involve their staff in planning in-service based on the goals of the division and school and upon the needs of individual staff members.

Category 8: Language that identified responsibilities related to maintaining a school budget. The Standards of Accreditation expect principals to maintain records of receipts and disbursement of monies and present these annually for audit. A large proportion of evaluation instruments, 75%, contained language that identified principal responsibilities related to maintaining a school budget. The content analysis program searched evaluation instruments for key descriptors related to keeping a school budget. Additional words programmed for this category included the words bookkeeping, financial, fiscal, and expenditure. Analysis of these key descriptors revealed assessment of principals' performance according to the following themes:

- Manages human, material, and *financial* resources
- Develops plans for effective allocation of *fiscal* and other resources
- Maintains accurate *bookkeeping* and accounting of school funds
- Devises and administers a school *budget*
- Prepares a *budget*
- Interprets *budget* priorities and constraints to staff and the community
- Supervises the maintenance of accurate *bookkeeping* and accounting of school funds
- Maintains and reviews *financial* records
- Practices sound *fiscal* management
- Assesses *budget* allocations
- Assists in the preparation of a school *budget*
- Determines *budget* needs and priorities
- Develops an annual school *budget*.

The primary emphasis for principals' performance expectations focused upon devising a school budget by determining needs and priorities, managing the allocation of fiscal resources, and supervising the maintenance of accurate bookkeeping and accounting of

school funds. Principals were expected to utilize all available funds and to collaborate with appropriate staff to determine budget needs and priorities. In addition, their performance is also assessed upon keeping staff informed regarding the status of budget requests.

Category 9: Language related to keeping records of teacher licensure. Two school divisions incorporated language into their evaluation instruments related to keeping records of teacher licensure. One of the divisions included this language in both elementary and high school evaluation instruments. The content analysis program filtered content of evaluation instruments to cluster around the words licensure and records. This analysis revealed the following themes:

- Maintains all *records of licensure* credits for all certificated personnel.
- Maintains current record of *licensure*, endorsement, and in-service training completed by staff.

Little attention is devoted to this SOA requirement within school division evaluation instruments.

Emergent Categories

Similar to the analysis for principal job descriptions, three categories emerged from the content analysis of evaluation instruments. An analysis of overall word frequency in principal evaluation instruments revealed the emergence of expectations for school principals in regard to three additional categories: (a) overall operations, (b) monitoring of student attendance, and (c) responsibilities related to transportation of students. The same words and word frequencies that attributed to the emergence of each category for job descriptions also formed the basis for the emergent categories for evaluation instruments and are listed below:

Overall Operations

- Maintenance (225)
- Building(s) (233)
- Facilities (75)
- Cafeteria (21)
- Clean (23)
- Repairs (8)

Student attendance

- Attendance (68)
- Truancy (1)

Transportation of students

- Buses (38)
- Drivers (16)
- Traffic (7)
- Transportation (41)

Table 9 illustrates the total number of school divisions, the total number of evaluation instruments, and the percentage of principal evaluation instruments that reflected the emergent categories.

Table 9. Frequency Analysis of Emergent Categories Contained in Principal Evaluation Instruments

Emergent Category	Frequency Count		Category Percent*
	Number of Evaluation Instruments	Number of School Divisions**	
Operations	32	24	32%
Student Attendance	9	9	9%
Student Transportation	9	7	9%

*N= 100 evaluation instruments

**N = 97 school divisions providing evaluation instruments

Overall operations. Thirty-two percent of principal evaluation instruments incorporated language that addressed the performance expectations that principals maintain proper care, cleanliness, and attractiveness of buildings and grounds. They

were also expected to manage facilities and equipment, and work with cafeteria personnel to insure efficient delivery of services to students. The content analysis revealed the following themes related to overall operations:

- Maintains proper utilization, care and attractiveness of *buildings* and grounds
- Manages *facilities* and equipment
- Ensures a *clean*, neat, safe and orderly climate
- Utilizes *facilities* to support the learning process
- Works with *cafeteria* personnel
- Assumes responsibility for school *operations*
- Maintains attractive and well kept *buildings* and grounds
- Shows improved *cafeteria* participation
- Monitors routines and use of *facilities*
- Demonstrates effective supervision and utilization of *buildings* and grounds
- Supervises the daily use of the school *facilities*
- Grants permission for the use of school *building*
- Maintains attractiveness of *buildings* and grounds
- Reports needed *repairs*
- Oversees the *maintenance* and *cleanliness* of school *facilities*
- Coordinates school and community use of *facilities*
- Keeps informed on the needs of the school program, plant, and *facilities*
- Is attentive, through budget requests, of the needs of *buildings* and grounds
- Ensures upkeep of plant, *buildings*, and grounds
- Effectively coordinates daily *operations*
- Maintains a *clean*, healthy environment for children
- Ensures a safe, orderly, and *clean* facility
- Schedules staff to ensure upkeep of plant, *buildings*, and grounds
- Attends to the needs of *buildings* and grounds
- Manages the maintenance and *operation of buildings* and grounds
- Provides leadership in proper upkeep and *cleaning of facilities*
- Ensures proper stewardship of property and *facilities*
- Administers the school's day-to-day *operations*

Monitoring of student attendance. Nine percent of principal evaluation instruments included performance expectations that principals monitor the attendance, welfare, and conduct of students. Principals were also expected to adhere to attendance policies in the administration of these duties. The content analysis revealed the following themes for the responsibilities of school principals related to student attendance:

- Administers *attendance* policy
- Administers and monitors student *attendance*
- Monitors student *attendance*
- Assumes responsibility for the *attendance* of students
- Supervises the maintenance of accurate records on *attendance* of students.

Responsibilities related to transportation of students. A small proportion, 9%, of principal evaluation instruments assessed principals' performance responsibilities related to student transportation. The content analysis revealed the following themes for the responsibilities of school principals related to transportation of students:

- Supervises implementation of pupil *transportation*
- Coordinates school *bus* operations
- Works cooperatively with *bus drivers*
- Supervises *transportation* of students
- Resolves student *transportation* problems
- Coordinates *transportation* for student trips

Categorical Analysis of Similarities and Differences Between Job Descriptions and Evaluation Instruments

Research Question 3: Are principal job descriptions for Virginia school principals congruent with the evaluation instruments used to assess their performance?

Further analysis of both job descriptions and evaluation instruments revealed similarities and differences in the focus of attention found in the language contained within these documents. The aforementioned eight categories derived from the standards established for the role of public school principals in Virginia were analyzed utilizing the content analysis program. The program filtered the text of both job descriptions and evaluation instruments and revealed a congruence, or lack of congruence, between job descriptions and evaluation instruments for each category. The emergent categories were also analyzed to determine the level of congruence of both documents. A chi-square analysis was computed for each category analyzed to test for statistical significance. A

relatively small number of school divisions. 26, were found to have job descriptions and evaluation instruments that fully matched one another. This represented only 25% of the school divisions who responded. A full summary of the results for each school division is found in Appendix B. Table 10 illustrates the frequency and chi-square analysis of the categories of principal job descriptions and principal evaluation instruments.

Table 10. Frequency Analysis and Chi-Square Analysis of SOA Categories of Principal Job Descriptions and Principal Evaluation Instruments

SOA Category	Job Descriptions**		Evaluation Instruments***		χ^2	P(2-tails)
	Count	Percentage	Count	Percentage		
Enforcer of student conduct	147	76.6%	62	62%	1.613	0.446
Test analyzer	45	23.4%	71	71%	39.238	0.000*
Keeper of student records	62	32.3%	4	4.1%	22.847	0.000*
Instructional quality	180	93.8%	91	91%	0.018	0.991
Student dropout statistics	1	0.5%	0	0	0.514	0.773
Staff/parent communication	187	97.4%	91	91%	0.154	0.926
Teacher training	54	28.1%	15	15%	4.515	0.105
Budget	168	87.5%	75	75%	0.950	0.622
Keeper of teacher licensure	2	1.0%	3	3%	0.000	1.000

*Significant with $\alpha < .05$

**N = 192 job descriptions

***N = 100 evaluation instruments

Category 1: Language that described the principal's role as an enforcer of student conduct. Language contained within job descriptions and evaluation instruments shared similar features. Primary responsibilities in both documents expected principals to maintain appropriate discipline and to work with stakeholder groups to ensure communication of behavior expectations for students. A total of 147 job descriptions and 62 evaluation instruments, 76.6% and 63.3% respectively, contained language that

focused on the role of a school principal as an enforcer of student conduct. With alpha equal to .05, a chi-square analysis on these frequencies was not statistically significant.

Category 2: Language that involved analysis of test data. A significant difference was found between job descriptions and evaluation instruments for this category. A total of 45 job descriptions and 71 evaluation instruments contained language that addressed analysis of test data and achievement results. This represented 23.4% of job descriptions and 72.4% of evaluation instruments. With alpha equal to .05, a chi-square analysis on these frequencies was statistically significant, $\chi^2(1, N = 116) = 39.238, p < .01$. Clearly, principals' performance was evaluated according to their effectiveness in utilizing student performance data to make decisions and drive their school improvement efforts. However, substantially less emphasis was placed upon this responsibility in principal job descriptions.

Category 3: Language that described the principal as the keeper of student records. Although less emphasis was revealed in this category for both job descriptions and evaluation instruments, differences between job descriptions and evaluation instruments were statistically significant for this category. A total of 62 job descriptions and 4 evaluation instruments contained content expecting principals to keep records of student promotion, retention, and placement. This represented 32.3% of job descriptions and 4.1% of evaluation instruments. With alpha equal to .05, a chi-square analysis on these frequencies was statistically significant, $\chi^2(1, N = 66) = 22.847, p < .01$. Divisions that addressed this responsibility communicated this intent through their job descriptions rather than through their evaluation instruments. The lack of attention to principals'

responsibilities to maintain student records in evaluation instruments indicated limited performance concerns on the part of school divisions for this SOA responsibility.

Category 4: Language related to supervision and evaluation of instructional quality and instructional time. Analysis of this category revealed the highest levels of congruence between job descriptions and evaluation instruments. A total of 180 job descriptions and 91 evaluation instruments, representing 93.8% of job descriptions and 92.9% of evaluation instruments, contained language emphasizing the responsibility of school principals to focus upon the quality of instructional services delivered to students. Additionally, principals were expected to protect and schedule instructional time to maximize learning in their buildings. With alpha equal to .05, a chi-square analysis on these frequencies was not statistically significant.

Category 5: Language that addressed student dropout statistics. Very little attention is given to this category by Virginia school divisions. Only one job description mentioned dropout statistics and no evaluation instruments contained language addressing this category. With alpha equal to .05, a chi-square analysis on these frequencies was not statistically significant.

Category 6: Language that addressed staff and parent communication. A high level of congruence was found between job descriptions and evaluation instruments for language that addressed the responsibility of school principals to communicate effectively with both internal and external stakeholders. A total of 187 job descriptions and 91 evaluation instruments contained language reflective of this category. These numbers comprised 97.4% of the job descriptions analyzed, and 92.9% of the evaluation instruments analyzed. With alpha equal to .05, a chi-square analysis on these frequencies

was not statistically significant. Job descriptions and evaluation instruments identified responsibilities for communicating policies and procedures to stakeholders, and foster positive relationships through effective communication with teachers, students, parents, and community groups.

Category 7: Language that addressed teacher training. A small proportion of job descriptions, and to a lesser extent evaluation instruments, reflected language that expected principals to provide teacher training. Fifty-four job descriptions and 15 evaluation instruments, representing 28.1% and 15.3% respectively, were found to contain such language. With alpha equal to .05, a chi-square analysis on these frequencies was not statistically significant. The documents that did contain language reflective of this category focused attention on principals' responsibilities to provide staff development that supported the goals of school improvement plans. This expectation was communicated to a lesser extent in evaluation instruments.

Category 8: Language that identified responsibilities related to maintaining a school budget. Principal job descriptions and evaluation instruments both emphasized expectations that principals are responsible for maintaining and monitoring a school budget. A total of 168 job descriptions and 75 evaluation instruments, representing 87.5% and 76.5% respectively, contained language reflective of this category. With alpha equal to .05, a chi-square analysis on these frequencies was not statistically significant. Maintenance of accurate bookkeeping and accounting of school funds, utilization of all funds, and allocation of resources were major responsibilities for school principals identified within these documents.

Category 9: Language related to keeping records of teacher licensure. Very little attention is given to this category by Virginia school divisions. Only two job descriptions mentioned keeping records of teacher licensure, and three evaluation instruments contained language addressing this category. With alpha equal to .05, a chi-square analysis on these frequencies was not statistically significant.

Emergent Categories

An analysis of overall word frequency in principal job descriptions and evaluation instruments was conducted to determine the congruence of the emergent categories: (a) overall operations, (b) monitoring of student attendance, and (c) responsibilities related to transportation of students. The same words and word frequencies that attributed to the emergence of each category for job descriptions and evaluation instruments formed the basis for the chi-square analysis of both documents. Table 11 illustrates the total number and percentage of principal evaluation instruments that reflected the emergent categories.

Table 11. Frequency Analysis and Chi-Square Analysis of Emergent Categories of Principal Job Descriptions and Principal Evaluation Instruments

Category	Job Descriptions**		Evaluation Instruments***		χ^2	P(2-tails)
	Count	Percentage	Count	Percentage		
Overall operations	143	74.5%	32	32%	18.948	0.000*
Student attendance	35	18.2%	9	9%	3.525	0.172
Student transportation	24	12.5%	9	9%	0.633	0.729

*Significant with $\alpha < .05$

**N = 192 job descriptions

***N = 100 evaluation instruments

Overall operations. Job descriptions and evaluation instruments were analyzed to determine their congruence according to the emergent features of this category. This

category emphasized language related to the maintenance and cleaning of buildings and grounds. A higher frequency of job descriptions contained such language in comparison to evaluation instruments. A total of 143 job descriptions and 32 evaluation instruments, representing 74.5% and 32.7% respectively, contained language reflective of this category. With alpha equal to .05, a chi-square analysis on these frequencies was statistically significant, $\chi^2(1, 175) = 18.948, p < .01$. The results of the chi-square analysis identify this category as an area of emphasis for job descriptions. However, there is substantially less emphasis placed upon the evaluation of a principal's effectiveness in maintaining school facilities and grounds.

Monitoring of student attendance. Job descriptions, and to a lesser extent, evaluation instruments emphasized the responsibility of principals to monitor student attendance. Neither document placed great emphasis upon this responsibility. A comparison of the frequency counts and percentages revealed that 35 job descriptions and 9 evaluation instruments referred to student attendance, 18.2% and 9% respectively. With alpha equal to .05, a chi-square analysis on these frequencies was not statistically significant.

Responsibilities related to transportation of students. Language addressing the responsibility of principals to coordinate school bus operations and supervise pupil transportation appeared in 24 job descriptions and 9 evaluation instruments. This represented 12.5% of job descriptions and 9% of evaluation instruments. With alpha equal to .05, a chi-square analysis on these frequencies was not statistically significant

Categorical Analysis of Evaluations Instruments

Research Question 4: Are evaluation instruments used to assess Virginia school principals congruent with the Interstate School Leaders Licensure Consortium (ISLLC) standards?

ISLLC standards were utilized to develop five categories for analysis that included: (a) facilitation of vision, (b) instructional program, (c) responsibilities related to organizational management, (d) responsibilities related to community relations, and (e) language that addressed responsibility to the larger society. Some categories of responsibilities were not captured within the major categories; therefore they were omitted from the analysis. A content analysis of evaluation instruments revealed the emphasis that school divisions placed upon the responsibilities imbedded within ISLLC standards, and against which, principals performance is evaluated. The content analysis software was programmed to filter key descriptors found in the ISLLC standards (identification of key descriptors is found in each section below that describes the ISLLC category results). Further analysis of these words in the context of the text was conducted to determine whether the semantic content of the text was consistent with ISLLC standards. Inconsistent words were tagged to eliminate them from statistical analysis of frequency and category percentage. Table 12 summarizes the frequency counts and category percentages of evaluation instruments that included language reflective of these five categories.

Table 12. Frequency Analysis of ISLLC Categories Contained in Principal Evaluation Instruments

ISLLC Category	Frequency Count	Category Percent*
Facilitation of vision	70	70%
Instructional program	90	90%
Organizational management	91	91%
Community relations	88	88%
Responsibility to the larger society	49	49%

*N = 100

Category 1: Facilitation of vision. ISLLC standards address facilitation of a vision focused upon high standards of learning where school leaders use assessment data to develop the school's mission, vision and goals. The content analysis software was programmed to filter the text of evaluation instruments to search for key descriptors that included the words vision, data, and mission. This analysis revealed responsibilities for school principals according to the following themes:

- Employs various processes for gathering, analyzing, and using *data* for decision making
- Supports the *mission* and goals of the school division
- Collects and uses school and student *data*
- Accomplishes the school/district *mission*
- Uses test results as part of *data analysis*
- Gathers and *analyzes data*
- Makes program and curriculum decision based on *data*
- Uses program and staff evaluation *data* to guide staff develop programs
- Develops long and short range goals and objectives consistent with needs assessment *data*
- Uses varied assessment *data*
- Revises resource allocation plans based on implementation *data*
- Shares evaluation *data*
- Involves school in identifying staff development needs based on student achievement *data*
- Develops a *vision and mission* consistent with the division strategic plan
- Supports the *mission*
- Maintains stakeholders' focus on long-range *mission*
- Works collaboratively to develop a *mission*

- Commits resources to the achievement of the *mission*
- Prepares a fiscally responsible budget to support the *mission*
- Promotes the division's *mission*
- Interprets and uses *data*
- Evaluates programs, measuring results with *data*
- *Analyzes data* on student achievement
- Interprets student performance *data*
- Applies appropriate *data* to ensure continuous improvement
- *Data* are *analyzed* vertically and horizontally
- Communicates the *mission*
- Creates *vision and mission*
- Articulates the district *vision and mission*
- Makes decisions based on appropriate *data analysis*
- Develops and owns a *vision, mission, and goals*
- Demonstrates sensitivity to demographic and outcome *data*
- Uses test results and other empirical *data* in developing instructional goals and objectives
- Seeks to accomplish the *mission* of the schools
- Supervises staff to fulfill the *mission* of the school division

Analysis of evaluation instruments revealed that most school divisions evaluated principals' performance in this area. Out of 100 evaluation instruments analyzed, 70 contained language that addressed responsibilities reflective of facilitating a vision. Expectations for principals included: (a) establishing a mission and vision, (b) gathering, analyzing, and using data for decision making, and (c) using student needs assessment data in planning, organizing, and implementing the instructional program.

Category 2: Instructional program. Ninety percent of the evaluation instruments analyzed contained language reflective of the ISLLC standards addressing responsibilities related to the instructional program. ISLLC standards emphasize the importance for educational leaders to sustain an instructional program that promotes student learning and staff professional growth. Key descriptors were derived from the ISLLC standards and included the words instruction, assessment, curriculum, evaluation,

learning, time, and training. Analysis of these key descriptors contained within principal evaluation instruments disclosed the following themes:

- Provides staff development programs consistent with program *evaluation*
- Develops and implements a school improvement plan that results in increased student *learning*
- Assesses *instructional* program that enhances teaching and student achievement in the Standards of *Learning*
- Manages resources to ensure student *learning*
- Selects, inducts, supports, evaluates, and retains *quality instructional* personnel
- Provides for the *evaluation*, continuing development and implementation of an effective *instructional* program
- Assigns students to classes designed to promote maximum *learning*
- Provides and maintains a *curriculum*, programs, and activities to meet the full range of student and educational needs
- Demonstrates effective use of *evaluation* skills
- Ensures that instructional materials and equipment are used to provide *learning* experiences appropriate to the educational needs of students
- Understands what the community wants to achieve through the *curriculum*
- Monitors the local *curriculum*
- Is familiar with *curriculum* materials
- Seeks appropriate resources to support the *curriculum*
- Monitors the Standards of *Learning*
- Applies current theories of teaching and *learning*
- Maintains an atmosphere conducive to *learning*
- Gives leadership in *curriculum* development
- Participates in program and *curriculum* planning
- Supervises the *curriculum*
- Has a systematic process for program review, *evaluation*, and change
- Is effective in the *evaluation* and modification of the *instructional* program
- Maintains an awareness and knowledge of recent research about the *learning* process
- Promotes the diagnosis of individual and group *learning*
- Applies principles of teaching and *learning*
- Facilitates the identification, *training*, and monitoring of professionals
- Implements a plan for regular classroom visits to ensure that adopted *evaluation* policies and procedures are followed
- Keeps the *instructional* program and the *learning* process as the main objective
- Facilitates the *learning* process
- Utilizes staff, *time*, facilities and other resources to support the *learning* process
- *Evaluates* or supervises the *evaluation* of all personnel in the school
- *Evaluates instructional* staff for the purposes of retaining an environment conducive to *learning*.

School divisions emphasized: (a) maintaining an atmosphere conducive to student learning, (b) retention of quality instructional and support personnel, (c) evaluation of teachers, (d) protection of instructional time, (e) staff development, and (f) evaluation of curriculum. Language related to staff and student learning encompassed the majority of the language that fell into this category.

Category 3: Responsibilities related to organizational management. ISLLC standards incorporate several responsibilities within this standard. These include fiscal management, facility management, school safety and security, and other activities that promote organizational efficiency. The content analysis software was programmed to search for key descriptors derived from ISLLC language and included the words: (a) bookkeeping, (b) management, (c) expenditure, (d) fiscal, (e) operation, (f) problem-solving, (g) budget, (h) resources, (i) clean, (j) plant, (k) equipment, and (l) safe. Analysis of the key descriptors indicated responsibilities for school principals according to the following themes:

- Develops plans for effective allocation of *resources*
- Effectively *manages* human, material, and financial *resources*
- Works collaboratively with staff, families, and the community to secure *resources*
- Fosters a *safe* and positive environment for students and staff
- Plans for effective allocation of fiscal and other *resources*
- Maintains accurate *bookkeeping*
- Devises and administers a school *budget*
- Coordinates the daily *operation* of the areas of responsibility
- Uses effective *problem-solving* techniques
- Involves others in *problem-solving* and decision making
- Is skillful in using *resources*
- Resolves problems using effective *problem-solving* techniques
- Seeks viable solutions to problems using available *resources*
- Manages *resources* efficiently
- Understands the division's *budget*
- Justifies and defends the school *budget*
- Interprets the *budget*
- *Manages the operation and maintenance* of the physical plant

- Uses human, material and financial *resources* to achieve the school's goals
- Seeks appropriate *resources*
- Manages the school within the allocated *resources*
- Provides for a *safe* and secure physical *plant*
- Utilizes staff, time, facilities and other *resources*
- Conducts staff meetings as necessary for efficient *operation*
- Has a systematic method and *budget* for disbursing all available funds
- Effectively uses instructional materials and *equipment*
- Uses *resources* and involves parents and citizens
- Works collaboratively with appropriate staff to determine *budget* priorities
- Plans and prepares a *fiscally* responsible *budget*
- Keeps staff informed about the status of the *budget*
- Provides *resources* and materials to accomplish instructional goals for all students
- Commits *resources* to the achievement of the mission and goals
- Monitors the efficient use of instructional *resources*
- Establishes an effective schedule for use of shared *resources*
- Provides for effective and efficient day-to-day *operation* of the school
- Ensures that the school *plant* and facilities are conducive to a positive learning environment
- Arranges *budget* requests in priority order.

This category is a major area of emphasis for performance evaluation of Virginia principals. Ninety-one evaluation instruments contained language reflective of this category. Principals are evaluated according to their effectiveness in: (a) managing their school budgets, (b) maintaining accurate bookkeeping records, (c) allocation of resources, (d) maintaining a safe and secure environment, and (e) maintenance of facilities.

Category 4: Responsibilities related to community relations. This ISLLC category represents the effectiveness with which a school principal collaborates with families and members of the community while responding to the diverse interests of the community. The majority of school divisions in Virginia evaluated their principals' effectiveness in carrying out responsibilities related to this category. Eighty-eight percent of the evaluation instruments analyzed comprised language addressing community relations. Key descriptors were derived from the ISLLC standards and included the words

collaboration, communication, diverse, diversity, outreach, partnership, public, and relationship. The content analysis filtered principal evaluation instruments to reveal the following themes:

- Promotes effective *communication* and effective interpersonal *relations*
- Supports the success of a *diverse* student population
- Fosters effective home school *communication*
- Works with a *diverse* population to maintain an atmosphere conducive to learning
- Uses effective *communication* with educators and students
- Facilitates constructive *communication*
- Implements School Board policy through *communication*
- Establishes and maintains effective *communication* with parents
- Uses effective two-way *communication*
- Uses proper *communication* skills
- Uses a variety of *communication* skills
- Uses multiple modes of *communication*
- Recognizes the differences in individual needs of all staff and students of *diverse* cultures, backgrounds, and abilities
- Promotes positive *public relations*
- Promotes positive *relationships* with students
- Maintains *communication* with staff, parents, and community
- Demonstrates effective written and oral *communication* skills
- Promotes effective *communication* and interpersonal *relations* with parents and other community members
- Fosters effective home-school *communication*
- Facilitates constructive and timely *communication*
- Models professionally appropriate *communication* skills
- Demonstrates effective *communication*
- Models appropriate oral and written *communication* skills
- Implements a *public relations* program
- Develops a clear and effective two-way system of *communication*
- Supports board policy and actions of the superintendent to the *public*
- Achieves status as a *community* leader of public education
- Exhibits human *relations* and *communication* skills
- Promotes *communication* and articulation with other schools and agencies
- Verbalizes clear and concise instructions, ideas, and *communication* of information
- Promotes ongoing dialogue with representatives of *diverse* community groups
- Implements strategies to promote respect for *diversity*
- Exhibits and facilitates human relations and *communication* skills
- Establishes clear and open channels of *communication*
- Establishes positive *relationships*
- Establishes trusting *relationships*
- Demonstrates teamwork, *collaboration*, and cooperation

- Works understandingly and cooperatively with the general *public*
- Implements a *public relations* program for the school
- Develops and maintains effective working *relationships* with others
- Ensures proper *communication* and articulation
- Provides opportunities which strengthen the lines of *communication* between home and school
- Sets a climate that ensures parents they are in *partnership* with the school in achieving its mission.

Principals were expected to: (a) promote effective communication with parents and other community members, (b) establish relationships with local community groups and individuals to solicit support of a diverse student population, (c) maintain an active partnership with business and industry, and (d) foster effective home-school communication.

Category 5: Language that addressed responsibility to the larger society.

Responsibilities addressed within ISLLC standards include responding to and influencing political, social, economic, legal and cultural contexts. Less than half of the evaluation instruments analyzed, 49%, included language reflective of this category. The content analysis software was programmed to filter the text of evaluation instruments to identify key descriptors that included the words cultural, economic, law, legal, political, equity, and social. The analysis revealed principal responsibilities according to the following themes:

- Complies with *legal* mandates
- Works with *social* service agencies
- Knows education *law*
- Interprets School Board, State Board of Education and Virginia School *law*
- Accepts the dignity and worth of individuals without regard to race, creed, sex or *social* status
- Provides appropriate reports as required by state *law*
- Understands *legal* issues
- Ensures adherence to *legal* concepts, regulations, and codes for school operations
- Assures *equity*
- Manages resources for student learning and *legal* mandates

The evaluation instruments that did contain language related to this category primarily emphasized compliance with legal mandates. Principals are expected to evaluate staff as outlined in state law, and interpret School Board, State Board of Education and Virginia School law and regulations.

Emergent categories

Word frequency analysis did not reveal the emergence of additional language that was not already addressed within the previously described categories. Although additional language was not revealed in the analysis, one interesting phenomenon emerged. The Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents (2000) were reflected in 35 of the evaluation instruments analyzed. These standards were not incorporated into the original design of this study but deserve mention because of the degree to which evaluation instruments utilized language from these standards. Language in the 35 evaluation instruments was an exact match to the language found in the guidelines.

Congruency of evaluation instruments with job descriptions according to ISLLC standards. Analyzing evaluation instruments and job descriptions for congruency with ISLLC standards was not incorporated into the original design of this study. However, the software program utilized possessed the capability to perform this analysis and was utilized to ascertain any significant differences in the documents according to the ISLLC categories. No significant differences were revealed except in the area of facilitation of vision. A comparison of job descriptions and evaluation instruments discovered that only 18.8% of job descriptions incorporated language reflective of this category, while 70.7% of evaluation instruments did. With $\alpha = .05$, a chi-square analysis indicated a

statistically significant lack of congruence for this category. While principals are evaluated according to their effectiveness in facilitating a vision, school division job descriptions did not communicate this intent. Table 13 illustrates the results of the chi-square analysis according to ISLLC categories.

Table 13. Chi-Square Analysis According to ISLLC Categories

ISLLC Category	Job Descriptions**		Evaluation Instruments***		χ^2	P(2-tails)
	Count	Percentage	Count	Percentage		
Facilitation of vision	36	18.8%	70	70%	48.310	0.000*
Instructional program	181	94.8%	90	90%	0.117	0.943
Organizational management	175	91.6%	91	91%	0.013	0.993
Community relations	140	73.3%	88	88%	2.040	0.361
Responsibilities to the larger society	87	45.5%	49	49%	0.224	0.894

*Significant with $\alpha < .05$

**N = 192 job descriptions

***N = 100 evaluation instruments

Chapter 5: Conclusions

The business of schools has changed. Principals can no longer simply be administrators and managers. They must be leaders in improving instruction and student achievement. They must be the force that creates collaboration and cohesion around school learning goals and the commitment to achieve those goals.

(National Association of Elementary School Principals (NAESP), 2001, p. 1)

Conclusions

Role responsibilities for school principals are changing rapidly. The accountability movement has substantially changed the focus of these responsibilities to a role focused upon instructional leadership (Franklin, 2002). Principals find themselves accountable to policymakers, parents, and business leaders alike for the results of high-stakes testing. The political pressure of high-stakes accountability requires principals to improve instruction and student achievement while balancing the need to maintain facilities, supervise student conduct, and manage budgets (NAESP, 2001).

It is incumbent upon public school divisions to clearly communicate expected role responsibilities to their principals. Job descriptions and evaluation instruments are powerful communication tools that serve to articulate the responsibilities deemed important for principals to execute. Job descriptions and evaluation instruments also

communicate the intentions and values of the school divisions that author them. Typically, school divisions use job descriptions when advertising for principal vacancies and also incorporate them into policy statements. Evaluation instruments serve to document the level of effectiveness with which principals execute their job responsibilities. In this respect, evaluation instruments are also powerful tools for influencing the behavior of principals, reinforcing the adage “that what gets measured is what gets done.” Written documentation sends a powerful message to principals that their job security and advancement potential is dependent upon a judgment of their effectiveness in carrying out institutional goals.

This study reinforces the premise that public school principals balance a smorgasbord of responsibilities intended to meet division and school goals. Job descriptions and evaluation instruments vary as to the degree to which they reflect state and professional standards. While universality is evident for some responsibilities in division job descriptions and evaluation instruments, other responsibilities are less uniformly communicated, and some are even conspicuous due to their absence. The following is a summary of the important findings of this study.

Research Question 1

Summary

As communication devices, job descriptions serve to inform principals by describing the expectations for their behavior. The content analysis process revealed that Virginia school divisions’ job descriptions reflected the Regulations for Establishing Standards for Accrediting Public Schools in Virginia (2000) (hereafter referred to as Standards of Accreditation or SOA) to varying degrees. The categories that were the

most highly reflected in principal job descriptions were instructional quality and staff and parent communication. Ninety-one school divisions that provided job descriptions incorporated language into their job descriptions that reflected both of these categories.

Instructional quality. Virginia regulations for accrediting public schools clearly state that a principal is considered the instructional leader of a school. The collective inclusion of language reflective of instructional quality in Virginia school division job descriptions indicated alignment with Virginia accreditation standards, and that school divisions considered this a major function of principals' responsibilities. This is a clear indication that a majority of Virginia school divisions' value and emphasize the importance of instructional leadership. This emphasis supports national and state level concerns about the necessity to improve instructional quality in public schools. Alignment of division job descriptions with Virginia regulations regarding the importance of instructional leadership supports the work of principals. This alignment reduces the likelihood that principals will experience a sense of role conflict while working to meet the expectations communicated for their roles. A reduction in role conflict should improve overall effectiveness in exercising responsibilities related to instructional leadership.

Staff/parent communication. Virginia accreditation standards require school principals to exhibit effective management skills by working with school staff and the community by fostering good communication and encouraging involvement in the educational program. Staff and parent communication received equal attention to instructional quality in Virginia principal job descriptions. The majority of Virginia school divisions unmistakably expected principals to maintain effective communication

with internal and external audiences that included students, teachers, parents, and the general community. The universal distribution of this emphasis across Virginia school division job descriptions indicated considerable alignment with management expectations contained within Virginia regulations for public school principals. This alignment supports the work of principals and clearly conveys the importance for Virginia school principals to effectively communicate with internal and external audiences, and it reduces the likelihood that principals would experience role conflict while simultaneously striving to meet both state and division expectations.

Enforcing student conduct. Virginia accreditation standards require principals, as instructional leaders, to enforce division conduct codes in order to maintain an atmosphere conducive to learning. Responsibilities related to enforcing student conduct were present in the job descriptions of 72 school divisions. Although all responding school divisions did not universally communicate this responsibility in their job descriptions, it still reflected an area of emphasis for a large number of school divisions in Virginia. Principals employed in school divisions where job description expectations align with SOA expectations should not experience role conflict while working to meet state and division written responsibilities. A climate of accountability pushes principals to keep abreast of state as well as local role expectations regarding their responsibilities. Divisions that do not incorporate SOA requirements into the language of their job descriptions may produce role conflict, and subsequent role strain, for their principals. This provides less support for the work of principals and has the potential to reduce their overall effectiveness.

Budget. Keeping a school budget also received a high degree of emphasis in Virginia principal job descriptions. Seventy-nine school divisions communicated the importance for school principals to devise, implement, and monitor a school budget. Virginia accreditation regulations require principals, as school managers, to keep records of receipts and disbursements and to make records available for annual audits. Divisions that incorporated language addressing principals' responsibilities related to keeping a school budget provided greater support for the work of their principals by reducing the likelihood that their principals would experience role conflict while striving to meet both state and division expectations.

Student records. Virginia Standards of Accreditation require principals, as instructional leaders, to ensure the maintenance of student records including information related to placement, promotion decisions, and instructional interventions used to promote student achievement. Forty-one school divisions incorporated language that aligned with this SOA category. More than half of the school divisions that provided job descriptions were not aligned with the SOA. This substantial lack of alignment has the potential to produce considerable conflict for Virginia principals as they work to meet role expectations from state and division levels and may impede their overall effectiveness as well.

Teacher training. The SOA require Virginia school principals to provide staff development training to promote quality instruction. Approximately one third of principal job descriptions, 31 altogether, contained language reflective of teacher training. Two thirds of school division job descriptions are not aligned with state accreditation requirements. It is important for principals, as school leaders, to facilitate

continuous staff development for teachers and paraprofessionals in their buildings. However, the lack of attention to this responsibility by many school divisions may lead principals to ascertain that this is a relatively unimportant responsibility despite the presence of such language in the SOA. Additional role conflict may result from confusion regarding which demands to pay attention to, state or division.

Test analyzer. Responsibilities related to test analysis were present in the job descriptions of 29 school divisions. The Standards of Accreditation require school principals to analyze their school's test scores annually. However, only 29 school divisions, representing less than one third of the divisions that provided job descriptions, incorporated language into their job descriptions indicating that school principals' responsibilities included test or data analysis. There is a significant lack of alignment between school division job descriptions and Standards of Accreditation requirements for school principals. Given the considerable emphasis placed upon student achievement on the Standards of Learning tests in Virginia, there should be language that addresses the responsibility to analyze data, including test data, in more school division job descriptions. Those division job descriptions that lack such language may produce substantial role conflict for principals as they attempt to balance state demands with local demands.

Keeper of teacher licensure records. Responsibilities related to keeping track of teacher licensure received virtually no emphasis in principal job descriptions with only two school divisions, and two job descriptions out of 192, containing such language. This conspicuous lack of attention on the part of school divisions is unexpected given its

requirements in the Standards of Accreditation. This appears to be a major oversight on the part of school divisions.

Student dropout statistics. Responsibilities related to keeping track of student dropout statistics received virtually no emphasis in principal job descriptions with only one school division, and one job description out of 192, containing such language. This conspicuous lack of attention on the part of school divisions is unexpected given its requirements in the Standards of Accreditation. This appears to be a major oversight on the part of school divisions. One would expect principals, especially high school principals, to devote attention to interventions designed to prevent students from dropping out of school. It would be prudent for school divisions to add language reflecting the maintenance of student dropout statistics to their job descriptions.

Summary of emergent categories.

Three categories emerged from the content analyses that were not incorporated into requirements established by the SOA and included: (a) overall operations, (b) student attendance, and (c) transportation of students. The inclusion of language into division job descriptions that was not contained in the SOA also constituted a lack of alignment. The same conditions exist to produce role conflict for school principals when school divisions communicate the importance of a responsibility that the state does not also communicate as important. When this occurs, an absence of support is communicated from the state level for the work a principal is expected to execute at the division level.

Overall operations. Responsibilities related to overall operations that included maintaining facilities and grounds, and overseeing cafeteria operations received considerable attention within school division job descriptions. However, language

addressing these responsibilities is not found in the SOA. Seventy-one school divisions' job descriptions described responsibilities for principals related to overall operations. The expectation that principals oversee daily building operations is clearly prevalent among Virginia school divisions. The absence of such language in the SOA suggests a lack of understanding at the state level of the sundry duties required of public school principals.

Student attendance. Responsibilities related to supervising student attendance were incorporated into the job descriptions of 26 school divisions. This represented approximately one fourth of the school divisions that provided job descriptions. Although this represented a smaller area of attention in comparing division results, it warrants mention because compulsory attendance laws require maintenance of daily student attendance. One would expect that for this reason alone, this responsibility would be incorporated into a higher percentage of school division job descriptions, and would be mentioned in the SOA as well.

Student transportation. Student transportation received attention in a small number of principal job descriptions. Fourteen school divisions mentioned principal responsibilities related to transportation. This result suggested that idiosyncratic features inherent in the representative school divisions may warrant a need for principals to attend to transportation responsibilities.

Research Question 2

Summary

The content analysis process revealed that Virginia school divisions' evaluation instruments also reflected the Standards of Accreditation to varying degrees. Evaluation

instruments, as communication devices, serve to influence and perhaps even to control the behavior of school principals. As written documents, performance evaluation instruments become a permanent record of the degree to which a principal fulfills the responsibilities identified within the instrument. Principals' job security and advancement potential are contingent upon the successful achievement of job responsibilities. It is natural that principals would aspire to meet all of the identified expectations contained within the evaluation instrument. This consideration alone makes it ethically obligatory upon school divisions to reduce the possibility of role conflict that may result from mixed communication of expectations from school divisions and from state regulations for the role of school principals. Role conflict may also affect the quality of performance of school principals. In addition, since these instruments by design are intended to encourage maximum levels of performance, it is critical that they communicate clearly and that division and state requirements align one with the other. The categories that were the most highly reflected in principal evaluation instruments were instructional quality and staff and parent communication.

Instructional quality. The Virginia SOA specifically states that a principal is considered the instructional leader of a school. The collective inclusion of language reflective of instructional quality in Virginia school division evaluation instruments indicated alignment with Virginia accreditation standards, and that school divisions considered this a major function of principals' responsibilities. Eighty-six school divisions included language related to instructional quality in their evaluation instruments. This is a clear indication that a majority of Virginia school divisions' value and emphasize the importance of instructional leadership. This emphasis supports

national and state level concerns about the necessity to improve instructional quality in public schools and encourages public school principals to ensure that they devote attention to this important responsibility. Alignment of division evaluation instruments with Virginia regulations regarding the importance of instructional leadership supports the work of principals and reduces the prospect that principals will experience a sense of role conflict while working to meet the expectations communicated for their roles. A reduction in role conflict should improve the overall effectiveness of principals while exercising job responsibilities.

Staff/parent communication. Virginia accreditation standards require school principals to exhibit effective management skills by working with school staff and the community by fostering good communication and encouraging involvement in the educational program. Similar to the results for job descriptions, staff and parent communication received equal attention to instructional quality in Virginia principal evaluation instruments. Eighty-six Virginia school divisions clearly expected principals to maintain effective communication with internal and external audiences that included students, teachers, parents, and the general community. The universal distribution of this emphasis across Virginia school division evaluation instruments indicated considerable alignment with management expectations contained within Virginia regulations for public school principals. This alignment supports the work of principals and clearly conveys the importance for Virginia school principals to effectively communicate with internal and external audiences, and it reduces the likelihood that principals would experience conflict while simultaneously striving to meet both state and division expectations.

Budget. Virginia school divisions emphasized the need for a principal to keep a school budget in principal evaluation instruments. Seventy-one school divisions communicated the importance for school principals to devise, implement, and monitor a school budget. Virginia accreditation regulations require principals to keep records of receipts and disbursements and to make records available for annual audits. Divisions that incorporated language addressing principals' responsibilities related to keeping a school budget provided greater support for the work of their principals by reducing the likelihood that their principals would experience role conflict while striving to meet both state and division expectations. Incorporation of this language into evaluation instruments also serves to encourage principals to exhibit behavior related to these responsibilities.

Test analyzer. Responsibilities related to test analysis were present in the evaluation instruments of 68 school divisions, representing 70% of the school divisions responding. The Standards of Accreditation require school principals to analyze their school's test scores annually. Given the considerable emphasis placed upon student achievement on the Standards of Learning tests in Virginia, one would expect language that addresses the responsibility to analyze data, including test data, to be present in more school division evaluation instruments. With the current climate of accountability, it would benefit principals and school divisions alike to emphasize this responsibility in an effort to improve student learning.

Enforcing student conduct. Virginia accreditation standards require principals, as instructional leaders, to enforce division conduct codes in order to maintain an atmosphere conducive to learning. Responsibilities related to enforcing student conduct were present in the evaluation instruments of 54 school divisions. A little more than half

of the school divisions in Virginia evaluated principals effectiveness in enforcing student conduct. This result may indicate a greater need to control student behavior in some school divisions in comparison to others. Despite this possibility, school divisions would provide greater support for the work of their principals by ensuring alignment with state accreditation standards in their evaluation instruments.

Teacher training. The SOA require Virginia school principals to provide staff development training to promote quality instruction. A relatively small number of school divisions incorporated the need for principals to facilitate teacher training into their evaluation instruments. Eighty-six percent of school divisions responding did not incorporate such language into their evaluation instruments. It is important for principals, as school leaders, to facilitate continuous staff development for teachers and paraprofessionals in their buildings. However, the lack of attention to this responsibility by many school divisions may lead principals to ascertain that this is a relatively unimportant responsibility despite the presence of such language in the SOA.

Student records. Virginia Standards of Accreditation require principals, as instructional leaders, to ensure the maintenance of student records including information related to placement, promotion decisions, and instructional interventions used to promote student achievement. Only five school divisions incorporated language that aligned with this SOA category. This substantial lack of alignment has the potential to produce considerable lack of attention on the part of Virginia principals to maintain student records as required by the SOA.

Keeper of teacher licensure records. Responsibilities related to keeping track of teacher licensure received virtually no emphasis in principal evaluation instruments with

only two school divisions, and three evaluation instruments out of 100, containing such language. This conspicuous lack of attention on the part of school divisions is unexpected given its requirements in the Standards of Accreditation. This appears to be a major oversight on the part of school divisions.

Student dropout statistics. Responsibilities related to keeping track of student dropout statistics received no emphasis in principal evaluation instruments. This conspicuous lack of attention on the part of school divisions is unexpected given its requirements in the Standards of Accreditation. This appears to be a major oversight on the part of school divisions. One would expect principals, especially high school principals, to devote attention to interventions designed to prevent students from dropping out of school. It would be prudent for school divisions to add language reflecting the maintenance of student dropout statistics in their evaluation instruments, especially at the secondary level.

Summary of emergent categories.

Three categories emerged from the content analyses that were not incorporated into requirements established by the SOA and included: (a) overall operations, (b) student attendance, and (c) transportation of students. The inclusion of language into division job descriptions that was not contained in the SOA also constituted a lack of alignment. The same conditions exist to produce role conflict for school principals when school divisions communicate the importance of a responsibility that the state does not also communicate as important. When this occurs, an absence of support is communicated from the state level for the work a principal is expected to execute at the division level. In addition,

exclusion of such language provides school divisions with less influence for shaping principals' behavior to meet both state and division requirements.

Overall operations. Responsibilities related to overall operations that included maintaining facilities and grounds, and overseeing cafeteria operations received attention within 24 school division evaluation instruments. Three fourths of the school divisions reporting do not evaluate their principals according to this responsibility. The fact that a small number of Virginia principals are evaluated for their effectiveness in maintaining school facilities may indicate the peculiar needs of their respective divisions.

Student attendance. Responsibilities related to supervising student attendance were incorporated into the evaluation instruments of 9 school divisions. This represented approximately one tenth of the school divisions that provided evaluation instruments. Although this represented a smaller area of attention in comparing division results, it warrants mention because compulsory attendance laws require maintenance of daily student attendance. One would expect that for this reason alone, this responsibility would be incorporated into a higher percentage of school division evaluation instruments, and would be mentioned in the SOA as well.

Student transportation. Student transportation received attention in a small number of principal evaluation instruments. Seven school divisions mentioned principal responsibilities related to transportation. This result suggests that idiosyncratic features inherent in the representative school divisions may warrant a need for principals to attend to transportation responsibilities, and that these school divisions intend to shape principals behavior to do so through performance evaluation.

Research Question 3

Research question 3 examined the congruence between principal job descriptions and evaluation instruments. This analysis focused on the total sample of job descriptions and the total sample of evaluation instruments rather than analyzing each school division individually. As stated previously under research questions 1 and 2, there is a potential for public school principals to experience a sense of role conflict whenever divisions' and state expectations are misaligned. This also holds true for internal division documents whose content communicates expectations for principals' behavior. Job descriptions and evaluation instruments serve to communicate the expectations, goals, and values of a school division. It is important for these documents to possess a high level of congruence in order to clearly communicate the goals and values of a school division. Job descriptions alone provide information to principals at different points in their employment with a division. Typically, school divisions utilize job descriptions in their advertisements for principal vacancies. It is fair practice that principals clearly understand the expectations from school divisions while competing for employment and during their induction. Principals deserve complete information in order to determine if the values of school divisions are similar to their values prior to accepting employment offers. Once employed, principals should find that evaluation of their performance matches the expectations that were communicated to them at the time of their induction. Congruency of principal job descriptions and evaluation instruments also promotes the potential for

greater effectiveness of principals as they exercise their job responsibilities. This benefits school divisions, their staffs, students, and parents as well.

Principal job descriptions and evaluation instruments were found to be congruent in all categories except two. The level of congruence yielded information regarding the degree of similarity or lack of similarity between these two documents. Principals' job descriptions and evaluation instruments could possess congruence, and still lack alignment with state standards. This was the case whenever the Standards of Accreditation were not reflected in either document.

The highest levels of congruence were found in the categories of instructional quality and staff and parent communication. Both job descriptions and evaluation instruments reflected considerable language that was consistent with the SOA. School principals can confidently exercise these responsibilities with the assurance that they are adhering to the goals and values of both the state of Virginia and their respective school divisions.

Considerable congruence was also found in the categories of enforcing student conduct, maintaining student dropout statistics, teacher training, and maintaining a school budget. Congruence was evident for dropout statistics because neither job descriptions nor evaluation instruments emphasized this category. The same results were evident for keeping records of teacher licensure. Although these categories possess an adequate degree of congruence with one another, alignment with state accreditation standards varied and still posed problems for school principals due to less than full alignment with the SOA.

No congruence was found with job descriptions and evaluation instruments for the categories of test analysis and keeping student records. This lack of congruence poses a significant potential for miscommunication. It would behoove school divisions to fully match their job descriptions with their evaluation instruments for all SOA categories in order to clearly communicate their intentions to principals.

Congruence was found for the total sample of job descriptions and evaluation instruments in two of the emergent categories of student attendance and student transportation, which are not included in the SOA. The school divisions that addressed this language in both job descriptions and evaluation instruments provided clear communication regarding their intentions for principals to attend to these responsibilities. The inclusion of language addressing student attendance may be due to efforts by school divisions to be compliant with compulsory attendance laws. School divisions that included language related to student transportation information may be the result of unique features present in these school divisions.

A lack of congruence was found in the total sample of job descriptions and evaluation instruments in the emergent category of overall operations that was statistically significant. Job descriptions emphasized language found within this category to a much higher degree than did evaluation instruments. This lack of congruence has the potential to misinform newly hired principals who based their acceptance decisions upon the descriptions of job expectancies during the hiring and induction phases of their employment. These principals would expect their performance to be judged according to the effectiveness with which they attend to facility needs. Principals more familiar with the evaluation instrument may pay less attention to facility needs if they interpret that the

school division values this responsibility less since it is not a responsibility that receives attention in the evaluation instrument.

Research Question 4

School principals seek the counsel of peers and scholars in their field to sharpen their professional skills. Research question 4 determined the congruence of principal evaluation instruments with the Interstate School Leaders Licensure Consortium Standards established for school leaders (hereafter referred to as ISLLC). ISLLC standards are based on research on productive educational leadership and were developed by educators representing K-12 and higher education. The standards are designed to improve the skills of school leaders. Five of these standards were related to responsibilities that principals exercise in the performance of their jobs. Language from these standards was utilized to develop content categories for analysis and included: (a) facilitation of vision, (b) instructional program, (c) organizational management, (d) community relations, and (e) responsibility to the larger society. It would increase the work quality of principals if the evaluation of their effectiveness matched with the ISLLC standards.

Principal evaluation instruments were found to focus considerable attention on four of the five categories derived from the ISLLC standards. The categories that received the highest degree of attention were organizational management and instructional program. The emphasis placed upon the instructional program was consistent with the analysis of SOA categories described under research questions 1 – 3. This represents strong agreement between both documents and both sets of standards and provides significant support for the work of public school principals.

Under ISLLC standards, organizational management includes attention to school budgets and school facilities. Both of these categories were analyzed separately when looking for agreement with SOA standards (see categories listed for budget and operations in research questions 1-3). Although this ISLLC category appears to strongly match evaluation instruments, this information is deceiving when a comparison is made to the SOA category analysis. Strong agreement is evident among division documents and among state and professional standards for responsibilities related to fiscal management of schools. However, facilities maintenance was reflected less in evaluation instruments. Therefore, although professional standards are incorporated into evaluation instruments for the category of organizational management, the definition of organizational management does not encompass the same requirements described in the SOA. This may cause role conflict for school principals as they strive to meet the expectations of state, division, and professional standards.

The categories of community relations and facilitation of vision also received considerable attention within principal evaluation instruments. The category of community relations was strongly represented in all division documents and in both state and professional standards. This high level of agreement between all documents and standards promotes the work of principals and reduces the possibility of role conflict as principals exercise their job responsibilities.

Facilitation of vision was evident in 70 division evaluation instruments. The presence of this category in so many division evaluation instruments demonstrated that professional standards strongly influence the criteria used to evaluate the performance of Virginia school principals.

The category of responsibility to the larger society was present in slightly less than half of the evaluation instruments analyzed. This lack of attention to the larger society in 51% of evaluation instruments may indicate that principals in the school divisions that excluded this language expected principals to remove themselves from political, social, and legal responsibilities. Reasons for this split of emphasis among Virginia school divisions was beyond the scope of this study and would require in-depth study of individual school divisions to ascertain the reasons for inclusion or exclusion by these divisions.

The overall results are encouraging and indicated that for the most part school divisions' evaluation instruments incorporated language that would influence principals to exhibit behaviors that are research based and developed by professional educators.

The content analysis revealed no emergent categories. ISLLC categories are broadly defined and as such subsumed all of the content that was filtered by the content analysis process. Another plausible explanation is that school divisions relied heavily upon professional standards in the development of their evaluation instruments. Therefore it would logically follow that the language contained therein would encompass the ISLLC categories.

Implications

Investigation of job descriptions and evaluation instruments relied upon information supplied by school divisions with the expectation that the documents received were current and in actual use. A minimum number of school divisions indicated that their instruments were under revision or that they had provided current draft copies of job descriptions and/or evaluation instruments. Two of the documents were dated as

early as 1978. The Virginia SOA and the ISLLC standards were both developed post 1996. This factor alone could contribute to the lack of alignment of job descriptions and evaluation instruments with both state SOA and professional ISLLC standards. It also corroborates the necessity for all Virginia school divisions to update their documents to reflect current accountability standards and research based responsibilities recommended by scholars and professional educators alike. Most of the job descriptions and evaluation instruments received did not indicate a date of development or revision. However, 27 job descriptions and 39 evaluation instruments did indicate a date of development or revision. Table 14 illustrates the years in which these dated documents were developed, and the number of divisions that developed documents in those years.

Table 14. Dates of Document Development

Year of development or revision	Number of Job Descriptions	Number of Evaluation Instruments
1978	2	
1985	1	
1987	1	
1989	1	
1991		1
1994	2	2
1995	2	1
1996	2	
1997	2	3
1998	1	1
1999	2	
2000	3	9
2001	8	18
2002		4

Another limitation of the study of documents alone is that it excludes multiple sources of data that may include conversations between principals and their superiors regarding performance targets and other assigned responsibilities. Several school

division job descriptions included language that stated that principals were also responsible for other duties as assigned by the superintendent. However, the decision not to commit such responsibilities to writing makes it less likely that these requests would be driven by state or professional standards.

This study demonstrated that Virginia school divisions invested a considerable amount of written language to the area of instructional quality and delivery. This implies that this is a major focus of attention for school principals that is supported at the national, state, and local levels. Principals should clearly understand that this is a major responsibility that they are expected to exercise and that their performance will be judged according to their effectiveness in this area. Principals should experience less role conflict and role strain, which should consequently improve their effectiveness as instructional leaders. The ultimate beneficiaries of this effectiveness are students, school staffs, and the larger society.

Recommendations

This study also revealed that school divisions hold many common expectations for their principals that align with both state and professional standards, but inconsistencies were present in numerous division job descriptions and evaluation instruments that could produce role conflict and subsequent role strain as principals strive to comprehend which expectations they should focus their attention upon. School divisions would better support the work of school principals by revising job descriptions to align better with SOA standards in the areas of (a) test and data analysis, (b) keeping student records, (c) keeping dropout statistics, (d) providing teacher training, and (e) keeping records of teacher licensure. Revisions should include evaluation instruments in

the areas of (a) keeping student records, (b) keeping dropout statistics, and (c) providing teacher training.

Emergent categories revealed additional responsibilities expected of school principals that were not incorporated in the Virginia SOA. School divisions should encourage the Virginia State Department of Education to incorporate responsibilities into the SOA that accurately reflect the actual work that principals are expected to do. This is particularly true for the area of overall operations that included the maintenance and cleanliness of buildings and grounds. This was a significant job responsibility expected of Virginia principals.

In conclusion, it would be prudent for school divisions to align their principal job descriptions and evaluation instruments with both state and professional standards. This alignment would facilitate clearer communication to Virginia principals regarding expectations for job responsibilities and their performance of those responsibilities. This should promote better job satisfaction and effectiveness for school principals by reducing role conflict and consequent role strain. Increased principal effectiveness serves students and communities as schools prepare students to advance to the world of adulthood.

Future Research

Written communication contained in principal job descriptions and evaluation instruments provides a glimpse into the expectations, values, and goals of school divisions employing principals. Evaluation instruments communicate powerful messages to principals regarding what behavior a school division expects them to exhibit. The permanency of written documentation exerts a compelling influence over the recipient of the communication content. Additional research can address other questions as well.

Follow-up investigations could proceed in two separate directions. One avenue of investigation could take a deeper look at school divisions by conducting case study research at the division level in an effort to study the authors of job descriptions and evaluation instruments. What explanations would the authors provide for the inclusion or exclusion of certain job responsibilities into their principal job descriptions or evaluation instruments? Deeper study could also address the recipients of the communication content of job descriptions and evaluation instruments - the principals. How do the principals feel their school divisions expect them to behave based upon the inclusion or exclusion of certain responsibilities contained in the content of job descriptions and evaluation instruments?

A second direction for new research could be to apply the present content analysis methodology design at the national level. Conducting a state-by-state analysis of the congruence of principal job descriptions and evaluation instruments with state and professional standards would illuminate the overall expectations for principals nationwide. Are state and professional standards influencing the work of school principals nationally?

One important contribution of this study was the relatively new application of content analysis methodology to communication content contained in job descriptions and evaluation instruments. The current cries for accountability demand some form of measurement. Evaluation instruments are designed to measure the performance of job responsibilities by school principals. Accompanying job descriptions serve to communicate the same expectations in advance of the evaluation process. It is ethical and fair that these documents match one another. It is also wise if these same documents

match external demands from the state and national level. Content analysis provided an appropriate means to quantitatively and qualitatively find answers to the research questions posed by this study.

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Appendix A: Listing of Documents Received from Responding School Divisions

Division	Elementary School Job Description	Middle School Job Description	High School Job Description	One job description for all levels	Elementary School Evaluation Instrument	Middle School Evaluation Instrument	High School Evaluation Instrument	One Evaluation instrument for all Levels
1				•				•
2				•				•
3				•				•
4	•	•	•					•
5				•				•
6				•				•
7	•	•	•					•
8	•	•	•					•
9	•		•					•
10								•
11				•				•
12				•				•
13	•	•	•					•
14	•	•	•					•
15				•				•
16	•	•	•					
17								•
18	•	•						•
19	•	•	•					•

Division	Elementary School Job Description	Middle School Job Description	High School Job Description	One job description for all levels	Elementary School Evaluation Instrument	Middle School Evaluation Instrument	High School Evaluation Instrument	One Evaluation instrument for all Levels
20				•				•
21				•				•
22				•				•
23				•				•
24	•		•					•
25	•		•		•		•	
26				•				•
27				•				•
28				•				•
29				•				•
30								•
31	•	•	•					•
32	•	•	•					•
33	•	•	•					
34	•	•	•					•
35	•	•	•					•
36				•				•
37	•	•	•		•	•	•	
38	•	•	•					•
39				•				•
40				•				•
41				•				•

Division	Elementary School Job Description	Middle School Job Description	High School Job Description	One job description for all levels	Elementary School Evaluation Instrument	Middle School Evaluation Instrument	High School Evaluation Instrument	One Evaluation instrument for all Levels
42	•	•						•
43	•	•	•					•
44				•				•
45	•	•	•					•
46	•	•						•
47								•
48	•	•	•					•
49				•				•
50	•	•	•					•
51	•	•	•					•
52	•	•	•					•
53	•	•	•					•
54				•				•
55				•				•
56	•	•	•					•
57				•				•
58	•		•					•
59				•				•
60	•	•	•					•
61	•	•	•					•
62	•	•	•					•
63	•	•	•					•

Division	Elementary School Job Description	Middle School Job Description	High School Job Description	One job description for all levels	Elementary School Evaluation Instrument	Middle School Evaluation Instrument	High School Evaluation Instrument	One Evaluation instrument for all Levels
64	•	•	•					•
65	•	•	•					•
66	•	•	•					•
67	•	•						•
68	•	•	•					•
69				•				•
70								•
71	•	•	•					•
72								•
73	•	•	•					
74	•	•	•					•
75	•	•	•					•
76	•		•					•
77				•				•
78	•	•	•					
79				•				•
80			•					•
81	•	•	•					•
82	•	•	•					•
83	•	•	•					•
84				•				•

Division	Elementary School Job Description	Middle School Job Description	High School Job Description	One job description for all levels	Elementary School Evaluation Instrument	Middle School Evaluation Instrument	High School Evaluation Instrument	One Evaluation instrument for all Levels
85								•
86	•	•	•					•
87	•	•	•					•
88	•	•	•					•
89				•				•
90				•				•
91	•	•	•					•
92				•				•
93				•				
94				•				•
95				•				•
96				•				
97				•				
98	•	•	•					•
99	•	•	•					•
100	•	•	•					•
101	•	•	•					•
102								•
103								•

Appendix B: Percentage of Division Documents Containing Language Reflective of SOA Categories

Division	Enforcer of student conduct	Test analyzer	Keeper of Student Records	Instructional Quality	Student dropout statistics	Staff/parent communication	Teacher training	Budget	Keeper of teacher licensure
1	100%	50%	50%	100%		100%		100%	
2	100%	100%		100%		100%		100%	
3	100%	100%	100%	100%		100%		100%	
4	25%	25%		100%		100%		50%	
5	50%	100%		100%		100%		50%	
6	100%		100%	100%		100%		100%	
7	50%	100%		100%		100%		25%	
8	100%	66.7%		100%		100%	100%	100%	
9	100%	33.3%	66.7%	100%		100%		100%	
10	100%	100%		100%		100%		100%	
11	100%	50%	50%	100%		100%		100%	
12		50%		50%		100%	50%	100%	
13	100%		100%	100%		100%		75%	
14	100%		100%	25%		100%		100%	
15				100%		100%	50%	50%	
16	50%	50%		75%		100%	50%	25%	
17	100%	100%		100%		100%		100%	

Division	Enforcer of student conduct	Test analyzer	Keeper of Student Records	Instructional Quality	Student drop out statistics	Staff/parent communication	Teacher training	Budget	Keeper of teacher licensure
18	100%	100%		100%		100%		100%	
19	100%	25%	75%	100%		100%		100%	
20	50%	50%	50%	50%		100%	50%	50%	
21	100%	50%		100%		100%	50%	50%	
22	50%			100%		100%		50%	
23	100%	50%		100%		100%	50%	100%	
24	100%	33.3%	66.7%	100%		100%		100%	
25	100%	100%	100%	100%		100%		100%	100%
26	100%	50%	50%	100%		100%	50%	50%	
27	50%	50%	50%	100%		100%	50%	50%	50%
28	50%	50%		100%		100%		100%	
29		50%		100%		50%			
30	100%	100%		100%		100%		100%	
31	75%	25%	25%	75%		75%	75%	25%	
32	50%	25%	50%	100%		75%	50%	100%	
33	100%		100%	100%		100%		100%	
34	100%	50%		100%		100%	25%	25%	
35	75%	75%		100%		100%	25%	100%	
36	50%	50%		100%		100%		100%	

Division	Enforcer of student conduct	Test analyzer	Keeper of Student Records	Instructional Quality	Student drop out statistics	Staff/parent communication	Teacher training	Budget	Keeper of teacher licensure
37	100%	100%		100%		100%	100%	100%	
38	75%		75%	75%		100%	25%	75%	
39		50%				1000%		50%	
40	50%	50%	50%	100%	50%	50%	50%	50%	50%
41				100%		100%		50%	
42	66.7%		66.7%	100%		100%	33.3%	100%	
43	75%	25%	50%	100%		100%		100%	
44		100%		100%		100%	100%	100%	
45			100%	100%		100%	100%	100%	
46	66.7%	100%		100%		100%		100%	
47	100%	100%		100%		100%		100%	
48		75%		100%		50%		75%	
49			50%	50%		100%		50%	
50	100%	25%	75%	100%		100%		100%	
51	100%	25%	75%	100%		100%		100%	
52	25%	25%	25%	100%		100%		75	
53	50%	25%	50%	50%		100%	50%	100%	
54		100%		100%		100%		100%	

Division	Enforcer of student conduct	Test analyzer	Keeper of Student Records	Instructional Quality	Student drop out statistics	Staff/parent communication	Teacher training	Budget	Keeper of teacher licensure
55	50%			100%		50%	50%	50%	
56	75%	25%	50%	100%		100%		75%	
57	50%	50%	50%	100%		100%		100%	
58	66.7%	33.3%	33.3%	100%		100%		100%	
59	50%	100%		100%		100%		100%	
60				50%		50%		75%	
61	25%	25%		50%		75%		100%	
62	75%		75%	100%		100%	75%	100%	
63	75%	100%		100%		100%		100%	
64	50%	50%	75%	100%		75%	25%	75%	
65	100%	25%	75%	100%		100%		100%	
66	100%	75%		75%		100%	75%	100%	
67	100%	33.3%	33.3%	100%		100%		66.7%	
68	100%	25%		100%		100%		100%	
69	100%	100%		100%		100%		100%	
70				100%		100%	100%		

Division	Enforcer of student conduct	Test analyzer	Keeper of Student Records	Instructional Quality	Student drop out statistics	Staff/parent communication	Teacher training	Budget	Keeper of teacher licensure
71		25%		75%		100%	25%	75%	
72	100%					100%			
73	100%		100%	100%		100%			
74	75%	25%	25%	50%		100%	50%	100%	
75	75%	25%	100%	100%		100%		100%	
76	100%	33.3%	66.7%	100%		100%		100%	
77	50%	50%		100%		100%	50%	100%	
78	100%	33.3%	100%	100%		100%		100%	
79	100%	50%		100%		100%	50%	50%	
80	100%	50%		100%		100%	100%	100%	
81	100%	25%	75%	100%		100%		100%	
82	100%	25%		25%		100%	75%	100%	
83	100%	100%		100%		100%	75%	100%	
84	50%		50%	100%		100%	50%	50%	
85	100%	100%		100%		100%		100%	
86	75%	50%		50%		100%		100%	

Division	Enforcer of student conduct	Test analyzer	Keeper of Student Records	Instructional Quality	Student drop out statistics	Staff/parent communication	Teacher training	Budget	Keeper of teacher licensure
87	100%	25%	75%	100%		100%		100%	
88	75%			50%		100%	75%	100%	
89	100%	50%		100%		100%	50%	100%	
90		100%		100%		100%		100%	
91	75%	25%		25%		100%	75%	100%	
92	100%	50%		50%		100%			
93	100%			100%		100%		100%	
94	100%	50%		100%		100%	50%	100%	
95	100%	100%		100%		100%		100%	
96	100%	100%		100%		100%	100%		
97	100%		100%	100%		100%		100%	
98	100%	25%	75%	100%		100%		100%	
99	75%		100%	100%		100%		100%	
100	100%	25%	75%	100%		100%		100%	
101	75%		75%	100%		100%		75%	
102	100%	100%		100%		100%		100%	

Division	103	Enforcer of student conduct	100%	Test analyzer	100%	Keeper of Student Records	100%	Instructional Quality	100%	Student drop out statistics	100%	Staff/parent communication	100%	Teacher training	100%	Budget	100%	Keeper of teacher licensure	
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Appendix C: Percentage of Division Documents Containing Language Reflective
of ISLLC Categories

Division	Facilitation of Vision	Instructional Program	Organizational Management	Community Relations	Larger Society
1	50%	100%	100%	100%	50%
2	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%
4	25%	100%	50%	100%	
5	100%	100%	100%	50%	100%
6		50%	100%	100%	
7	25%	100%	100%	25%	50%
8		75%	100%		
9	100%	100%	100%	100%	100%
10	100%	100%	100%	100%	100%
11	50%	100%	100%	100%	100%
12		100%	100%	100%	
13		75%	100%	100%	75%
14		100%	100%	100%	
15	50%	100%	50%	50%	50%
16	25%	100%	100%	100%	25%
17	100%	100%	100%	100%	100%
18	33.3%	100%	100%	100%	33.3%
19	25%	100%	100%	100%	100%
20	50%	50%	50%	100%	50%
21	50%	100%	100%	100%	50%
22	50%	100%	100%	50%	50%
23	50%	100%	100%	100%	100%
24	33.3%	100%	100%	100%	100%

Division	Facilitation of Vision	Instructional Program	Organizational Management	Community Relations	Larger Society
25	100%	100%	100%	100%	100%
26	50%	100%	100%	50%	50%
27	50%	100%	100%	50%	100%
28	50%	50%	100%	50%	50%
29	50%	100%	100%		
30	100%	100%	100%	100%	
31		75%	75%	75%	50%
32		100%	100%	100%	100%
33		100%	100%	25%	
34	75%	100%	100%	25%	
35	50%	50%	100%	50%	50%
36	100%	100%	100%	100%	100%
37		50%	75%	100%	
38		100%	100%	100%	
39		100%	50%	100%	
40		100%	50%	50%	50%
41		100%	100%	100%	66.7%
42	25%	75%	100%	75%	25%
43		100%	100%	100%	
44		100%	100%	100%	
45	66.7%	100%	100%	100%	33.3%
46	100%	100%	100%	100%	100%
47	75%	100%	100%	25%	
48		100%	100%	50%	
49	25%	100%	100%	100%	75%
50	25%	100%	100%	100%	100%
51	25%	100%	100%	50%	25%
52	25%	100%	50%	75%	25%

Division	Facilitation of Vision	Instructional Program	Organizational Management	Community Relations	Larger Society
53	100%	100%	100%	100%	
54	50%	50%	50%	50%	
55	25%	100%	100%	100%	75%
56	50%	100%	100%	100%	100%
57	33.3%	100%	100%	66.7	
58	50%	100%	100%	50%	50%
59		75%	25%	75%	
60	25%	75%	50%	75%	25%
61		100%	100%	50%	100%
62	100%	100%	100%	25%	
63	50%	100%	75%	75%	50%
64	25%	100%	100%	100%	100%
65	25%	100%	100%	50%	25%
66	50%	100%	100%	100%	50%
67	25%	100%	100%	100%	25%
68	100%	100%	100%	100%	100%
69		100%	100%	100%	
70	25%	25%	75%	25%	
71		100%	100%		
72		100%		66.7%	
73	25%	100%	100%	50%	75%
74	25%	100%	100%	100%	75%
75	33.3%	100%	100%	100%	100%
76	50%	50%	100%	50%	50%
77	33.3%	100%	100%	100%	100%
78		100%	100%	50%	
79	50%	100%	100%	100%	
80	100%	100%	100%	100%	75%
81	25%	100%	100%	25%	25%

Division	Facilitation of Vision	Instructional Program	Organizational Management	Community Relations	Larger Society
82	100%	100%	100%	25%	100%
83		100%	100%	50%	50%
84	100%	100%	100%	100%	100%
85	50%	50%	100%	100%	
86	25%	100%	100%	100%	100%
87	25%	100%	100%	25%	
88	50%	100%	100%	50%	50%
89	100%	100%	100%	100%	
90		100%	100%	100%	
91	50%	100%	100%	50%	
92	100%	100%	100%	100%	
93	50%	100%	100%	50%	50%
94	100%	100%	100%	100%	100%
95		100%			
96		100%	100%	100%	100%
97	25%	100%	100%	100%	100%
98		100%	100%	100%	75%
99	25%	100%	100%	100%	100%
100		75%	100%	100%	75%
101	25%	100%	50%	75%	
102	100%	100%	100%	100%	100%
103	100%	100%	100%	100%	

Appendix D: SOA Themes Revealed Within Job Descriptions

Enforcer of student conduct

- Maintains effective *discipline*
- Insures appropriate student *discipline*
- Applies current theories of *behavior* management
- Deals with student *discipline*
- Maintains an effective *discipline* policy
- Enforces *discipline*
- Implements a *discipline* policy
- Maintains appropriate student *behavior*
- Maintains high standards of student *conduct*
- Assists teachers with student *discipline*
- Confers with parents regarding student *discipline*
- Maintains a code of acceptable student *discipline*
- Administers *discipline*.

Test analyzer

- Uses *data* for decision making
- Enhances teaching and student *achievement*
- All pupils whose *achievement* is below a level commensurate with their abilities are diagnosed for learning disabilities
- Maintains *achievement* plans that provide for student opportunities, accountability, success, and remediation.
- Uses *test* results as part of the *data analysis* when making instructional decisions.
- Evaluates the effects of changes on student *achievement*
- Uses varied assessment *data* to ensure that instructional programs are responsive to students' academic needs
- Analyzes current academic *achievement*
- Provides intervention and/or remediation to those students performing below grade level or not passing the *SOL tests*
- Uses assessment and research as part of *data analysis* when making instructional decisions
- Utilizes student performance *data* to enhance teaching and learning
- Leads the school improvement process based on *achievement data analyzed* in the school improvement plan.

Keeper of student records

- *Assigns* students to classes, programs and activities
- Maintains accurate *student records* to ensure that criteria for promotion/placement/instructional intervention are included
- Ensures that *student records* are maintained
- *Assigns* pupils to classes.

Instructional quality

- *Evaluates and supervises* the performance of each member of the school staff
- Provides a continuous process of professional development that results in increased student *learning*
- Implements a school *improvement* plan that results in increased student *learning*
- Establishes programs for *improvement* consistent with the division's staff development program
- Directs an *instructional improvement* process
- Protects the *instructional time* from unnecessary interruptions
- Insures that the *instructional time* meets the standards of accreditation
- Promotes maximum *learning*
- Utilizes all personnel within the division in a cooperative effort to *improve the learning* environment for children
- Provides *learning* experiences that are compatible with the educational needs of pupils
- Makes recommendations concerning the school's administration and *instruction*
- Budgets school *time* to provide for the efficient conduct of school *instruction*
- Monitors the Standards of *Learning* objectives and the local curriculum
- Establishes procedures for ongoing examination of curriculum, *instruction*, and materials.
- Monitors staff to develop new approaches to *instruction*
- Participates in *instructional* improvement activities
- Provides suggestions for *improvement*

Student dropout statistics

- Maintains records of students who *drop out* of school, including their reasons for dropping out and actions taken to *prevent* these students from dropping out.

Staff/parent communication

- Works with school staff and *community* to maintain an *atmosphere* conducive to learning and appropriate student behavior
- Works with advisory groups and other *community* agencies
- Interprets division and school *policies* and regulations
- Works collaboratively with staff, families, and *community* resources
- Provides service to the profession, the division, and the *community*
- Encourages *community* involvement in school activities
- Establishes and maintains an effective system of *communication* with employees, students, and *community*.
- Develops a school *handbook of policies and procedures*
- Promotes good working *relationships* among staff members
- Becomes aware of the school *community*, the educational needs and expectations of the *community* and tailors plans to meet all those needs.
- Makes arrangement for special conferences between *parents* and teachers.
- Facilitates *community* use of the school
- Provides opportunities for *parents* and teachers to discuss student progress
- Facilitates constructive *communication*, and creates an *atmosphere* of mutual respect and courtesy.

Teacher training

- Provides *training* programs consistent with program evaluation results
- Provides appropriate school-wide *training* programs
- Provides leadership and direction in school-based *training* programs
- Assists in the *in-service* orientation and training of teachers
- Provides opportunities for professional growth and *in-service* education
- Provides *in-service training* programs for staff
- Works with staff to identify *in-service* needs
- Assumes responsibility for *in-service* training and supervision for teachers in the school
- Directs instructional improvement, *in-service* and training processes involving the staff
- Identifies the types of *training* needed to improve student achievement and ensures that staff participate in those activities
- Encourages individual teacher professional growth through *in-service* activities
- Establishes individual programs for improvement consistent with the division's *training* program
- Establishes and implements a timely, visionary and appropriate *training* plan for faculty and staff
- Develops and carries out *training* programs.

Budget

- Supervises the accurate *bookkeeping* and accounting of all school funds
- Administers a school *budget*
- Maintains accurate records and reports all *financial* dealings pertaining to the school
- Assists in the management and preparation of the school *budget* and monitors *expenditures* of funds
- Devises and administers a school *budget*, utilizing all available funds
- Supervises, maintains, and reviews *financial* records
- Prepares and submits *budget* proposal to the superintendent
- Makes *financial* records of the central school funds available at the school at all times for examination or audit
- Presents a monthly *financial* statement to the superintendent
- Presents all *fiscal* records with substantiating data as of June 30th of each year for audit
- Develops school *budget* with the help of school faculty
- Monitors *expenditures* and ensures good *fiscal* management of school-based funds
- Reviews records and reports of all *financial* transactions pertaining to the school
- Ensures the maintenance of accurate *financial* records
- Develops plans for effective allocation of *fiscal* and other resources
- Manages human, material, and *financial* resources
- Assumes responsibility for all funds collected, internal accounting, and preparing monthly *financial* statements.

Emergent Categories

Overall operations

- Insures proper care, utilization and attractiveness of *buildings* and grounds
- Maintains a safe, *clean* facility
- Supervises the daily use of the school *facilities*
- Manages *facilities* and equipment
- Oversees *buildings* and grounds *maintenance*
- Supervises the custodial staff in minor *maintenance* and proper *cleaning* of the school plant
- Determines *maintenance, repair and cleaning* needs
- Works with *cafeteria* personnel
- Reports needed *repairs* to the *maintenance* department
- Schedules staff to ensure upkeep of plant, *buildings*, and grounds
- Is attentive to the needs of *buildings* and grounds

- Maintains school property in a neat, *clean* and appropriate condition
- Supervises *maintenance* and *cleanliness* of the *building* and grounds
- Supervises the management of campus *facilities*
- Maintains safe, *clean*, attractive, and well-kept buildings and grounds
- Performs duties related to *building and facilities* utilization and *maintenance*.

Monitoring of student attendance

- Supervises the maintenance of accurate records on the *attendance* of students
- Assumes the responsibility for the *attendance* of students
- Keeps parents informed about student *attendance*
- Supervises student *attendance*
- Assumes responsibility for good *attendance* on the part of students
- Supervises the reporting and monitoring of student *attendance*
- Monitors student *attendance*
- Gives special attention to the *attendance* of students
- Cooperates with the visiting teacher in cases of absences or *truancy*
- Maintains effective programs to strengthen student *attendance*
- Supervises maintenance of student enrollment and *attendance*

Transportation of students

- Supervises *bus* evacuation drills
- Coordinates school *bus* operations
- Works cooperatively with *bus drivers*
- Assures safe and efficient *transportation*
- Works with *transportation* personnel
- Supervises *bus* loading
- Supervises student *transportation*.

Appendix E: SOA Themes Revealed Within Evaluation Instruments

Enforcer of student conduct

- Maintains effective *discipline*
- Maintains appropriate student *behavior*
- Applies current theories of *behavior* management
- Deals with student *discipline* matters in a firm, fair manner
- Enforces *discipline*
- Maintains an effective *discipline* policy
- Maintains good *discipline* and control of students
- Communicates expectations regarding *behavior* to students
- Establishes guidelines for *conduct*
- Confers with teachers regarding student *discipline*
- Implements a *discipline* policy
- Advises teachers regarding student *discipline*
- Manages student *behavior*
- Incorporates the Code of *Conduct* in handling of student *behavior*
- Commends students for positive student *behavior*
- Provides for timely and appropriate student *discipline*
- Follows procedures for *discipline*.

Test analyzer

- Uses *data* for decision making
- Uses test results as part of the *data analysis* when making instructional decisions
- Evaluates the effects of changes on student *achievement*
- Analyzes current academic *achievement*
- Identifies staff development needs based on student *achievement*
- Uses *test data* for decision making
- Conducts annual *analysis* of school's test and subtest scores by grade and discipline
- *Analyzes data* on student *achievement*
- Uses assessment as part of *data analysis* when making instructional decisions with building staff
- *Analyzes data* on student academic *achievement* through standardized *test* results and other performance sources
- *Analyzes* student performance *data*
- Utilizes *data* to identify student needs
- Ensures that teacher made *tests* align with *SOL*
- Uses student performance *data* to assess teaching and learning
- *Assigns* students to classes
- Maintains accurate *student records*
- Ensures that criteria for promotion, *placement*, and instructional intervention are included in *student records*

Instructional quality

- Communicates a clear vision of excellence and continuous *improvement*
- Implements a school *improvement* plan that results in increased student *learning*
- Ensures student *learning*
- Provides staff development consistent with school *improvement* plans
- Directs an *instructional improvement* process
- Protects the *instructional time* from interruption
- Insures that *instructional time* meets the standards of accreditation
- Promotes maximum *learning*
- Ensures provision of *learning* experiences appropriate to the educational needs of all pupils
- Assesses *instructional* program
- *Supervises and evaluates* each member of the school staff
- Effectively monitors and *evaluates instruction*
- Participates in *instructional improvement* activities
- Monitors student *learning*
- Maintains an appropriate climate for *learning*
- Implements a school improvement plan that results in increased student *learning*
- Manages financial resources to ensure student *learning*

Student dropout statistics

- No language

Staff/parent communication

- Works collaboratively with staff, families, and *community* resources
- Provides service to the profession, the division, and the *community*
- Works in a collegial manner with other administrators, school personnel, and the *community*
- Encourages *community* involvement in school activities
- Facilitates *community* use of the school
- Provides opportunities for *parents* and teachers to discuss student progress
- Interprets school *policies* and regulations
- Involves *parents and citizens* in evaluation of the school program
- Maintains a school *handbook of policies and procedures*
- Provides a school *handbook* to staff and parents
- Maintains an effective system of *communication* with employees, students, and *community*
- Promotes effective *communication* and interpersonal relations with parents and other *community* members
- Involves *parents* and staff in the creation of an annual school plan

Teacher training

- Provides *training* programs consistent with program evaluation results
- Provides *training* programs
- Promotes *training* to continuously improve instructional methods
- Promotes continued *training*
- Uses program and staff evaluation data to guide *training* programs
- Identifies *training* needs
- Combines central office strategies for *training* with the schools staff development programs
- Conducts *in-service* programs
- Ensures that *training* activities are consistent with school and division goals
- Monitors progress toward meeting *training* goals and objectives
- Involves staff in planning for *in-service* and staff *training*
- Directs the development and implementation of staff development and *training* programs
- Assists in the *in-service* orientation and *training* of teachers.

Budget

- Manages human, material, and *financial* resources
- Develops plans for effective allocation of *fiscal* and other resources
- Maintains accurate *bookkeeping* and accounting of school funds
- Devises and administers a school *budget*
- Prepares a *budget*
- Interprets *budget* priorities and constraints to staff and the community
- Supervises the maintenance of accurate *bookkeeping* and accounting of school funds
- Maintains and reviews *financial* records
- Practices sound *fiscal* management
- Assesses *budget* allocations
- Assists in the preparation of a school *budget*
- Determines *budget* needs and priorities
- Develops an annual school *budget*.

Emergent Categories

Overall Operations

- Maintains proper utilization, care and attractiveness of *buildings* and grounds
- Manages *facilities* and equipment
- Ensures a *clean*, neat, safe and orderly climate
- Utilizes *facilities* to support the learning process

- Works with *cafeteria* personnel
- Assumes responsibility for school *operations*
- Maintains attractive and well kept *buildings* and grounds
- Shows improved *cafeteria* participation
- Monitors routines and use of *facilities*
- Demonstrates effective supervision and utilization of *buildings* and grounds
- Supervises the daily use of the school *facilities*
- Grants permission for the use of school *building*
- Maintains attractiveness of *buildings* and grounds
- Reports needed *repairs*
- Oversees the *maintenance* and *cleanliness* of school *facilities*
- Coordinates school and community use of *facilities*
- Keeps informed on the needs of the school program, plant, and *facilities*
- Is attentive, through budget requests, of the needs of *buildings* and grounds
- Ensures upkeep of plant, *buildings*, and grounds
- Effectively coordinates daily *operations*
- Maintains a *clean*, healthy environment for children
- Ensures a safe, orderly, and *clean* facility
- Schedules staff to ensure upkeep of plant, *buildings*, and grounds
- Attends to the needs of *buildings* and grounds
- Manages the maintenance and *operation* of *buildings* and grounds
- Provides leadership in proper upkeep and *cleaning* of *facilities*
- Ensures proper stewardship of property and *facilities*
- Administers the school's day-to-day *operations*

Student attendance

- Administers *attendance* policy
- Administers and monitors student *attendance*
- Monitors student *attendance*
- Assumes responsibility for the *attendance* of students
- Supervises the maintenance of accurate records on *attendance* of students.

Student transportation

- Supervises implementation of pupil *transportation*
- Coordinates school *bus* operations
- Works cooperatively with *bus drivers*
- Supervises *transportation* of students
- Resolves student *transportation* problems
- Coordinates *transportation* for student trips

Appendix F: ISLLC Themes Revealed Within Evaluation Instruments

Facilitation of vision

- Employs various processes for gathering, analyzing, and using *data* for decision making
- Supports the *mission* and goals of the school division
- Collects and uses school and student *data*
- Accomplishes the school/district *mission*
- Uses test results as part of *data analysis*
- Gathers and *analyzes data*
- Makes program and curriculum decision based on *data*
- Uses program and staff evaluation *data* to guide staff develop programs
- Develops long and short range goals and objectives consistent with needs assessment *data*
- Uses varied assessment *data*
- Revises resource allocation plans based on implementation *data*
- Shares evaluation *data*
- Involves school in identifying staff development needs based on student achievement *data*
- Develops a *vision and mission* consistent with the division strategic plan
- Supports the *mission*
- Maintains stakeholders' focus on long-range *mission*
- Works collaboratively to develop a *mission*
- Commits resources to the achievement of the *mission*
- Prepares a fiscally responsible budget to support the *mission*
- Promotes the division's *mission*
- Interprets and uses *data*
- Evaluates programs, measuring results with *data*
- *Analyzes data* on student achievement
- Interprets student performance *data*
- Applies appropriate *data* to ensure continuous improvement
- *Data* are *analyzed* vertically and horizontally
- Communicates the *mission*
- Creates *vision and mission*
- Articulates the district *vision and mission*
- Makes decisions based on appropriate *data analysis*
- Develops and owns a *vision, mission, and goals*
- Demonstrates sensitivity to demographic and outcome *data*
- Uses test results and other empirical *data* in developing instructional goals and objectives
- Seeks to accomplish the *mission* of the schools
- Supervises staff to fulfill the *mission* of the school division

Instructional program

- Provides staff development programs consistent with program *evaluation*
- Develops and implements a school improvement plan that results in increased student *learning*
- Assesses *instructional* program that enhances teaching and student achievement in the Standards of *Learning*
- Manages resources to ensure student *learning*
- Selects, inducts, supports, evaluates, and retains *quality instructional* personnel
- Provides for the *evaluation*, continuing development and implementation of an effective *instructional* program
- Assigns students to classes designed to promote maximum *learning*
- Provides and maintains a *curriculum*, programs, and activities to meet the full range of student and educational needs
- Demonstrates effective use of *evaluation* skills
- Ensures that instructional materials and equipment are used to provide *learning* experiences appropriate to the educational needs of students
- Understands what the community wants to achieve through the *curriculum*
- Monitors the local *curriculum*
- Is familiar with *curriculum* materials
- Seeks appropriate resources to support the *curriculum*
- Monitors the Standards of *Learning*
- Applies current theories of teaching and *learning*
- Maintains an atmosphere conducive to *learning*
- Gives leadership in *curriculum* development
- Participates in program and *curriculum* planning
- Supervises the *curriculum*
- Has a systematic process for program review, *evaluation*, and change
- Is effective in the *evaluation* and modification of the *instructional* program
- Maintains an awareness and knowledge of recent research about the *learning* process
- Promotes the diagnosis of individual and group *learning*
- Applies principles of teaching and *learning*
- Facilitates the identification, *training*, and monitoring of professionals
- Implements a plan for regular classroom visits to ensure that adopted *evaluation* policies and procedures are followed
- Keeps the *instructional* program and the *learning* process as the main objective
- Facilitates the *learning* process
- Utilizes staff, *time*, facilities and other resources to support the *learning* process
- *Evaluates* or supervises the *evaluation* of all personnel in the school
- *Evaluates instructional* staff for the purposes of retaining an environment conducive to *learning*.

Organizational management

- Develops plans for effective allocation of *resources*
- Effectively *manages* human, material, and financial *resources*
- Works collaboratively with staff, families, and the community to secure *resources*
- Fosters a *safe* and positive environment for students and staff
- Plans for effective allocation of fiscal and other *resources*
- Maintains accurate *bookkeeping*
- Devises and administers a school *budget*
- Coordinates the daily *operation* of the areas of responsibility
- Uses effective *problem-solving* techniques
- Involves others in *problem-solving* and decision making
- Is skillful in using *resources*
- Resolves problems using effective *problem-solving* techniques
- Seeks viable solutions to problems using available *resources*
- Manages *resources* efficiently
- Understands the division's *budget*
- Justifies and defends the school *budget*
- Interprets the *budget*
- *Manages* the *operation and maintenance* of the physical plant
- Uses human, material and financial *resources* to achieve the school's goals
- Seeks appropriate *resources*
- Manages the school within the allocated *resources*
- Provides for a *safe* and secure physical *plant*
- Utilizes staff, time, facilities and other *resources*
- Conducts staff meetings as necessary for efficient *operation*
- Has a systematic method and *budget* for disbursing all available funds
- Effectively uses instructional materials and *equipment*
- Uses *resources* and involves parents and citizens
- Works collaboratively with appropriate staff to determine *budget* priorities
- Plans and prepares a *fiscally* responsible *budget*
- Keeps staff informed about the status of the *budget*
- Provides *resources* and materials to accomplish instructional goals for all students
- Commits *resources* to the achievement of the mission and goals
- Monitors the efficient use of instructional *resources*
- Establishes an effective schedule for use of shared *resources*
- Provides for effective and efficient day-to-day *operation* of the school
- Ensures that the school *plant* and facilities are conducive to a positive learning environment
- Arranges *budget* requests in priority order.

Community relations

- Promotes effective *communication* and effective interpersonal *relations*
- Supports the success of a *diverse* student population
- Fosters effective home school *communication*
- Works with a *diverse* population to maintain an atmosphere conducive to learning
- Uses effective *communication* with educators and students
- Facilitates constructive *communication*
- Implements School Board policy through *communication*
- Establishes and maintains effective *communication* with parents
- Uses effective two-way *communication*
- Uses proper *communication* skills
- Uses a variety of *communication* skills
- Uses multiple modes of *communication*
- Recognizes the differences in individual needs of all staff and students of *diverse* cultures, backgrounds, and abilities
- Promotes positive *public relations*
- Promotes positive *relationships* with students
- Maintains *communication* with staff, parents, and community
- Demonstrates effective written and oral *communication* skills
- Promotes effective *communication* and interpersonal *relations* with parents and other community members
- Fosters effective home-school *communication*
- Facilitates constructive and timely *communication*
- Models professionally appropriate *communication* skills
- Demonstrates effective *communication*
- Models appropriate oral and written *communication* skills
- Implements a *public relations* program
- Develops a clear and effective two-way system of *communication*
- Supports board policy and actions of the superintendent to the *public*
- Achieves status as a *community* leader of public education
- Exhibits human *relations* and *communication* skills
- Promotes *communication* and articulation with other schools and agencies
- Verbalizes clear and concise instructions, ideas, and *communication* of information
- Promotes ongoing dialogue with representatives of *diverse* community groups
- Implements strategies to promote respect for *diversity*
- Exhibits and facilitates human relations and *communication* skills
- Establishes clear and open channels of *communication*
- Establishes positive *relationships*
- Establishes trusting *relationships*
- Demonstrates teamwork, *collaboration*, and cooperation
- Works understandingly and cooperatively with the general *public*
- Implements a *public relations* program for the school

- Develops and maintains effective working *relationships* with others
- Ensures proper *communication* and articulation
- Provides opportunities which strengthen the lines of *communication* between home and school
- Sets a climate that ensures parents they are in *partnership* with the school in achieving its mission.

Responsibility to the larger society

- Complies with *legal* mandates
- Works with *social* service agencies
- Knows education *law*
- Interprets School Board, State Board of Education and Virginia School *law*
- Accepts the dignity and worth of individuals without regard to race, creed, sex or *social* status
- Provides appropriate reports as required by state *law*
- Understands *legal* issues
- Ensures adherence to *legal* concepts, regulations, and codes for school operations
- Assures *equity*
- Manages resources for student learning and *legal* mandates

Appendix G: Virginia Accreditation Regulations: Role of the principal

PART V
SCHOOL INSTRUCTIONAL LEADERSHIP

8 VAC 20-131-210. Role of the principal.

A. The principal is recognized as the instructional leader of the school and is responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources. As a matter of policy, the Board, through these standards, recognizes the critically important role of principals to the success of public schools and the students who attend those schools. The Board recommends that local school boards provide principals with the maximum authority available under law in all matters affecting the school including, but not limited to, instruction and personnel, in a manner that allows the principal to be held accountable in a fair and consistent manner for matters under his direct control.

B. As the instructional leader, the principal is responsible for ensuring students are provided an opportunity to learn, and shall:

1. Protect the academic instructional time from unnecessary interruptions and disruptions and enable the professional teaching staff to spend the maximum time possible in the teaching/learning process by keeping to a minimum clerical responsibility and the time students are out of class;
2. Ensure that the school division's student code of conduct is enforced and seek to maintain a safe and secure school environment;
3. Analyze the school's test scores annually, by grade and by discipline, to:
 - a. Direct and require appropriate prevention, intervention, and/or remediation to those students performing below grade level or not passing the SOL tests;
 - b. Involve the staff of the school in identifying the types of staff development needed to improve student achievement and ensure that the staff participate in those activities; and
 - c. Analyze classroom practices and methods for improvement of instruction;
4. Ensure that students' records are maintained and that criteria used in making placement and promotion decisions, as well as any instructional interventions used to improve the student's performance, are included in the record;
5. Monitor and evaluate the quality of instruction, provide staff development, provide support that is designed to improve instruction, and seek to ensure the

successful attainment of the knowledge and skills required for students by the SOL tests; and

6. Maintain records of students who drop out of school, including their reasons for dropping out and actions taken to prevent these students from dropping out.

C. As the school manager, the principal shall:

1. Work with staff to create an atmosphere of mutual respect and courtesy and to facilitate constructive communication by establishing and maintaining a current handbook of personnel policies and procedures;

2. Work with the community to involve parents and citizens in the educational program and facilitate communication with parents by maintaining and disseminating a current student handbook of policies and procedures that includes the school division's standards of student conduct and procedures for enforcement, along with other matters of interest to parents and students;

3. Maintain a current record of licensure, endorsement, and in-service training completed by staff; and

4. Maintain records of receipts and disbursements of all funds handled. These records shall be audited annually by a professional accountant approved by the local school board.

Appendix H: ISLLC Standards for School Leaders

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5

Not included in analysis

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.